ADDRESSING THE VOCABULARY NEEDS OF ADULT BEGINNER EFL LEARNERS THROUGH A SOCIAL AND EMOTIONAL TEACHING FRAMEWORK

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A Portfolio
submitted to the School of English
Aristotle University of Thessaloniki
in partial fulfilment of the requirements

for the degree of Foreign Language Learning and Teaching

MA in FOREIGN LANGUAGE LEARNING and TEACHING

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Thessaloniki
SEPTEMBER 2018
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ACKNOWLEDGEMENTS

I would first like to express my sincere gratitude to my supervisor, Dr. Areti-Maria Sougari, for her precious assistance and valuable support through the completion of this portfolio.

I would also like to thank the principal and co-principal of my school for giving me the freedom to conduct the lessons included in this portfolio and the adult learners who willingly participated in them contributing their valuable knowledge and ideas in class.

Last, but by no means least, I am extremely grateful to my parents and my two sisters, Thomai and Ioanna, for their emotional and practical support in this difficult endeavor.
1. Introduction

This portfolio endorses the implementation of Social and Emotional Learning practices in beginner adult Greek learners of English as a foreign language in a Second Chance School classroom. Its aim is twofold. First, it addresses the vocabulary needs of adult learners who have not completed the nine-year compulsory education of Greece and hold low linguistic level in the English language. Secondly, it aims to successfully integrate Social and Emotional Learning into the foreign language context by enhancing learners’ intrapersonal and interpersonal skills to lead them to positive outcomes in relation to both their ability to learn and their general well-being.

There is a more theoretical part in the present portfolio in which I discuss key concepts with reference to the philosophy of Second Chance Schools, adult learners and my philosophy of teaching, all of which account for the rationale behind the development of the teaching materials presented afterwards. In the more practical part, which is the core of this portfolio, I display samples of the Social and Emotional Learning syllabus I myself designed covering eight teaching sessions in the second semester of the school year 2018-2019 in a Second Chance School in the western part of Thessaloniki. Each sample includes the lesson plan, an analysis and justification for the activities I designed and an overall reflection on each lesson. There is also a more detailed analysis of my demonstration lesson in which I present an explanation of my teaching choices and a thorough reflective report on the actual teaching in the classroom as well. Finally, a general assessment of this challenging endeavor is presented. A DVD, which includes a digital presentation of all the teaching materials used in the classroom and the demonstration video, accompany this portfolio.
1.1 Second Chance Schools and Adult Learners

Second Chance Schools (henceforth SCSs) address the needs of individuals who are eighteen years old and above and who have dropped out of mainstream education with inadequate qualifications and opt for obtaining a certificate equivalent to a secondary school diploma. The duration of studies is two school years, consisting of nine months each, there are twenty-five teaching hours in the weekly schedule and classes take place in the evening. According to the Youth and Lifelong Learning Foundation (2016), a SCS is considered “an innovative public adult education school” (Second Chance School section, para.1) which aims to combat social exclusion and “offer adults opportunities to enter again the education and training system, form a positive attitude towards learning, acquire basic knowledge and skills, enhance their personality and finally, facilitate the access to labour market” (Who can Attend section, para. 2).

SCS’s curriculum differ significantly from the one imposed on formal schools due to its flexibility, content, adapted teaching methodology and assessment. Multiliteracy is promoted in that “The core of the learning subjects is mainly developed around three interrelated literacies, namely, language literacy, numeracy, and digital literacy” (Jimoyannis & Gravani, 2011, p.218). The subjects that are taught are Greek literacy, mathematics, English literacy, digital literacy, social education, environmental education, cultural-aesthetic education and the physical sciences. Teachers are expected to assess their students’ individual needs and design tailor-made teaching activities accordingly, enhancing not only the development of basic skills but added competences as well such as social, cultural and personal skills. It can be deduced that in the SCS framework “learning is not seen as a process of knowledge transmission. The teaching and learning practices should promote personalized teaching, experiential learning, self-motivation, students’ active involvement and decision making, critical thinking, and more” (Jimoyannis & Gravani, 2011, p.218). The incorporation
of Social and Emotional Learning in schools befits this innovative teaching and learning process of SCSs. Arslan and Demirtaş (2016) argue that:

Social emotional learning competencies that are composed of five dimensions also help students develop lifelong learning competencies, which include higher order thinking skills such as problem solving and critical thinking, academic and professional skills such as organization and team work, and life skills such as citizen consciousness and following social events (p. 277).

Having been appointed, as an hourly-paid teacher, in a SCS of the western part of Thessaloniki amidst the school year 2018-2019, I challenged myself to completely endorse the innovative teaching methods supported by the philosophy surrounding SCS and capitalize on my invaluable fifteen years of teaching experience in the field of adult education. The English language is taught three hours a week in both the first and second year of the SCS and I chose to incorporate eight lessons based on activities designed within the social and emotional teaching framework in the syllabus I designed for one of the two classes of the second year. This class consisted of eight learners in the age range of 35-60; five (5) were female and three (3) male learners. Their mother tongue was Greek and all of them had been taught the English language for seven months in their first year of SCS and for three months in the first semester of the school year 2018-2019. Prior to this, a third of them had been taught English for one or two years in a formal classroom setting in the past, while the rest had their first contact with the language in this school. Half of them reported that they must display basic English knowledge at work. Therefore, this was a mixed ability class with their level assessed as that of the English Basic User, ranging from A1 (Beginner) to A2 (Elementary English), with reference to the Common European Framework of Reference for languages (CEFR, 2018).

Mitsikopoulou and Sakelliou (2006) maintain as regards the English Literacy in SCSs emphasis be placed upon learners’ communication skills and particularly on the comprehension
and production of simple oral speech. To this end, the guidelines they offer, on behalf of the General Secretariat for Adult Education, indicate that the key elements in the English literacy are fluency and appropriacy rendering accuracy subordinate to them. With respect to written language, learners should be able to comprehend and produce short texts using basic linguistic structures. Within the contexts of SCSs and adult education, the instructor assumes the role of the facilitator of the whole procedure and the promotion of a safe learning environment are of major importance. Jarvis (2004) maintains adult educators “have to learn the art of being the friendly critic” (p.147) and not the passionate error checkers and allow learners “to own their own learning, so that teachers should never ‘take over’ the learning task – in modern parlance, learners are stakeholders in the teaching and learning process” (p. 147).

Mitsikopoulou and Sakelliou further propose (2006) that teaching the English literacy in a SCS aims at the development of multicultural awareness to meet the needs of the multilingual and multicultural society in which mutual respect and acceptance of diversity are prominent. Greenberg, Domitrovich, Weissberg and Durlak (2017) point out the challenges currently confronted by students due to a surge in multiculturalism, multilingualism and the profound impact of new technologies on human relationships and highlight the idea that “schools should create a competent citizenry made up of independent and critical thinkers who could work effectively with others and contribute to democratic society” (p. 16). It should be borne in educators’ mind that the instruction of social and emotional skills in classrooms can be achieved through altering students’ mindsets with reference to both themselves and other people (Jones & Doolittle, 2017).

The main principles of Andragogy, that is the theory of adult learning (Knowles, 1973), suggest that adult learners wish to be autonomous and aware of the learning process so as to be motivated to participate in the lesson and thus in a SCS “learning is conceived as action and not as acquisition and therefore it is based on discovery on the part of the students as well as
teachers who should also be active researchers” (Efstathiou, n.d., p.3). Brookfield (2006) suggests that skillful teachers should study their classrooms first to come to the realization of how their students learn and then design activities that will attract students’ attention and prompt them to consider themselves responsible for their learning as well. Thus, I spent the first weeks familiarizing myself with the class, evaluated their prior knowledge and experience so that I would take full advantage of them and create activities appealing to their needs. Numerous educational field trips such as visits to museums took place at the same period and offered me the opportunity to uncover learners’ needs and hidden skills. I hence designed the activities that were meant to be incorporated in my lesson plans in such a way that revolved around a wide range of topics aiming to build learners’ basic vocabulary skills and promoting simple oral communication and some practice on basic written skills. Within the context of multiliteracies of a SCS and the importance based on cross-curricular approaches, the activities designed draw mostly upon Cultural and Aesthetic Education and Social Education. Moreover, the activities I designed promote learners’ general knowledge and a multi-faceted development of their personality through authentic materials and engage them into cooperative games, role plays, drama games, watching videos, drawing, creating advertisements or even reading paintings.

Within the framework of a SCS, the teaching of English should comply with sensitizing learners towards the necessity of lifelong learning. Individuals who interrupted their formal learning at a very young age, some of them due to negative past educational experiences, including materials as well, might be negatively predisposed towards the school itself and the English language as well and most of them have low self-esteem and perceive themselves as poor learners. Therefore, I tried to make all the activities I designed more appealing than the stiff activities of traditional textbooks. Nonetheless, adult educators should be careful while designing materials for adult learners since learners’ prior experiences with formal traditional
learning contexts might conflict with nonconventional teaching methods, such as the one embodied in the philosophy of SCSs, and as Belzer (2004) contends, this might cause confusion or tension to some learners and intimidate them from participating. Designing some more challenging activities myself, I was worried about the learners’ approval or possible rejection of them.
2. Philosophy of Teaching Statement

Throughout the years educational researchers and educators strive to reach a consensus regarding what constitutes the prescription for being a successful teacher contrary to a mediocre one with no reputable legacy to leave behind. Whilst this quest seems to be perpetual, my experience has taught me that it can be rather futile if the aim lies solely in how to lead students to high academic success, through memory-based learning processes, and impeccable exam systems. What is of paramount importance for all teachers to understand is that learning is more than a cognitive process. “If we recognize that schools are social and emotional places and we are social and emotional beings, then we must place emphasis on more than our cognitive brain” (Norris, 2003, p. 314). Social and emotional skills, as an integral part of the “21st century skills”, in conjunction with academic learning, seem to provide a solid basis for empowering learners to thrive in a world which is constantly changing, and new knowledge is essential (Pellegrino & Hilton, 2012).

I advocate for a systematic implementation of Social and Emotional Learning (henceforth SEL) practices in schools, since I firmly believe SEL is the keystone of effective education and the springboard to learners’ true academic and personal success. Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015) defines SEL as:

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (p. 5)

SEL promotion can create ‘good students’, contributing citizens, knowledgeable individuals and responsible members of a society, be it the school society or the real world. It is fundamental for educators to help learners assimilate into society and SEL can bridge this gap between schools and society. Accordingly, the infusion of SEL into my teaching aims at linking
the theoretical background of the subject matter with life-long behaviors, such as listening to others, taking turns, sharing, following directions or dealing with emerging conflicts. What is also prominent in my teaching is to turn learners to inquisitive minds and to help them to become active and independent. In the case of adult learners, this might be quite challenging but I believe that education can broaden adults’ horizons and allow them to see the world from a different perspective. Students can be taught to think critically and challenge the world around them within and beyond the classroom setting. There is a growing body of research revealing that school curricula, which integrate SEL and academic goals, can facilitate optimally learners’ academic and life effectiveness (CASEL, 2015; Denham & Brown, 2010; Elias, 2006; Elias et al, 1997; Oberle, Domitrovich, Meyers & Weissberg, 2016).

Gardner (1999) first proposed that teachers should abandon the idea of ‘the uniform school’ (p.150), ostensibly equal and fair to everyone, but with no respect for different personalities and temperaments. His theory of the Multiple Intelligences was hence promoted suggesting that students enter a classroom having a multitude of needs and thus it is vital for teachers to implement a wide range of teaching strategies to offer different students the opportunity to unfold hidden intelligences and perspectives of their personalities and reach their full potential. Goleman (1996), extended Gardner’s theory and emphasized its importance in education, since “beyond the standard concept of IQ as a single, immutable factor” (p. 35), Emotional Intelligence (EQ) not only can be taught but can help learners reach their full intellectual potential as well. Elias et al. (1997) contend that for educators to achieve the socio-emotional competence enhancement of learners, they should draw on Gardner’s teaching model. They further highlight the connection of SEL practices at schools mostly to the interpersonal and intrapersonal skills of Gardner’s theory. When I design my lessons, my genuine intent is to assess and tap on the multifaceted needs of my students, their age, their level and successfully guide them to meet the lesson objectives and their personal goals through
realizing that each one has a different learning style, different intelligence strengths and carry
different experiences.

It is vital that educators and school curricula be adapted to the overwhelming and
ongoing changes of the fast-paced world, due to globalization and the constant movement of
populations around the world, all of which, unavoidably, take a toll on individuals’ lives,
that “Teachers have long recognized, and a body of research now corroborates, that facilitating
student achievement means addressing barriers to learning. Many of these barriers are social
and emotional.” (p.169). Since most modern classes include students of diverse socioeconomic,
ethnic or cultural backgrounds, what teachers can do is to resort to educational approaches
which respect multiculturalism, promote mutual respect and understanding, not only between
teachers and students but also among students themselves, and create a safe and caring
classroom environment for everyone. It is believed that only if students feel safe in class can
aspire to higher educational goals. Elias et al. (1997) highlight the importance of caring and
being cared, two key SEL skills, as major forces in prompting students to work hard towards
success. Therefore, SEL is the most appropriate approach to use in such situations. For
Greenberg et al. (2017), over the last years SEL has been recognized as a critical component
of education and can contribute to the creation of a whole school culture promoting SEL skills.
My teaching experience with numerous multicultural groups of students adds on the reasons
why SEL is at the heart of my teaching philosophy.

CASEL (2015) has identified five competencies for students, namely self-awareness,
self-management, social awareness, relationship skills and responsible decision-making. Self-
awareness is the ability to recognize and label one’s emotions and have a realistic assessment
of one’s strengths. The topic of my demonstration lesson (please see section 4.7) was to teach
vocabulary germane to emotions and help my adult students identify and develop a greater
awareness of their emotions. Self-management focuses on the ability to assess and regulate emotions effectively, work towards overcoming emerging obstacles and setting both short and long-term goals. Social awareness includes taking others’ perspectives, show empathy, mutual understanding and respect towards everyone and valuing diversity. In my demonstration lesson (please see section 4.7), students were asked to verbalize not only their own emotions but connect emotions to the world around them. Thus, they are brought into the realization that different people may exhibit different emotions, evoked by the same stimuli, and that we should respect similarities and differences among diverse groups of individuals. Relationship skills entail the ability to create healthy and rewarding connections between individuals and groups and foster skills such as effective communication, fair negotiation, de-escalation of conflicts, offering and accessing assistance when needed. Responsible decision-making assumes acting ethically in social interactions and taking decisions guided by personal and professional integrity within acceptable social norms.

SEL practices infused into the regular curriculum and presented in class with diverse instructional procedures can propel successful learning (Elias, 2006). My demonstration lesson (please see section 4.7) includes instructional procedures that use different modalities such as drama, making art and the aid of computer technology to tap on the wide range of my students’ aspects of personalities and facilitate learning. Moreover, all the activities of the aforementioned lesson draw from authentic materials and thus try to help my adult students make connections with the real world around them. What is also of high importance in my teaching is that no matter how much time I may have devoted to meticulously organize each lesson and anticipate any problems, I am always eager to deviate from the original lesson plan if I realize that knowledge and successful communication is not facilitated. Elias (2006) claims that “Although educators cannot guarantee the outcomes of all their efforts, they do have an ethical responsibility to monitor what they do and to attempt to continuously improve it.”
To this end, I constantly strive to evaluate and reflect upon the planning and outcomes of the teaching process, drawing valuable feedback from both my students and colleagues.

The world is changing in a fast pace and “Our societies and economies rely heavily on highly educated and competent people. Skills such as creativity, critical thinking, taking initiative and problem solving play an important role in coping with complexity and change in today's society” (European Commission, 2018, p. 2). Therefore, it seems imperative for all countries to incorporate SEL programs in education and empower both children and adults to respond to these challenges and rise to the occasion (Bracket & Rivers, 2014). Educators seem to confront myriad challenges to this new duty, yet they should always keep abreast of new practices and work hard to prepare students “for the tests of life, and not a life of tests” (Kress & Elias, 2006, p. 106).
3. Course Syllabus

English Literacy Syllabus
Second Chance School
School Year 2018-2019
Year B’,
Class A’: 8 students (5 females, 3 males)
Level A1-A2
Teacher: Georgia Stavrogianni

Aim of the Course

The aim of this course is to familiarize learners with simple vocabulary, everyday expressions and basic phrases about personal and family information, daily needs and immediate surroundings. All four skills are developed (listening, speaking, reading and writing) through a wide range of communicative activities.

By the end of the course, the learners will be able to

1. introduce themselves and others, ask and answer simple questions on familiar topics such as where they live and hobbies they have and use simple phrases to express opinions
2. read and find information in very short texts with simple structures and read advertisements, maps, menus and signs
3. fill in forms with personal details, write very short texts or sentences using ideas on familiar topics such as describing people, things or places
4. listen to very simple messages or announcements and understand the main idea
The topics covered in this course are introductions and greetings, personal details, nationalities, countries, schools and classrooms, interests and leisure activities, feelings, people’s appearance and personality, families, clothes and personal items, types of homes and furniture, city life and country life, jobs, health issues, food and restaurants, natural disasters and the environment, airports, computers and technology, music and films.

An outline of the order in which lessons took place appears below. What appears in bold refers to the SEL lessons incorporated in this portfolio.

<table>
<thead>
<tr>
<th>Introducing Myself, Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a Student Profile</td>
</tr>
<tr>
<td>Reading Signs and Acronyms</td>
</tr>
<tr>
<td>Nationalities, Countries</td>
</tr>
<tr>
<td>Classroom Language for Students</td>
</tr>
<tr>
<td>Talking about Interests and Leisure Activities</td>
</tr>
<tr>
<td><strong>Personal Abilities and Skills (SEL)</strong></td>
</tr>
<tr>
<td>Feelings</td>
</tr>
<tr>
<td>Describing people’s appearance and personality</td>
</tr>
<tr>
<td><strong>Describing people (SEL)</strong></td>
</tr>
<tr>
<td>Talking about Family</td>
</tr>
<tr>
<td>Talking about Clothes and Fashion</td>
</tr>
<tr>
<td><strong>Travel Essentials (SEL)</strong></td>
</tr>
<tr>
<td>Types of Homes, Furniture</td>
</tr>
<tr>
<td>City Life or Country Life?</td>
</tr>
<tr>
<td><strong>Places to live (SEL)</strong></td>
</tr>
<tr>
<td>Getting Around/Reading Maps</td>
</tr>
<tr>
<td>Jobs</td>
</tr>
<tr>
<td><strong>Stereotypes (SEL)</strong></td>
</tr>
<tr>
<td>Health Issues</td>
</tr>
<tr>
<td>At the restaurant/cafè, Talking about Food</td>
</tr>
<tr>
<td><strong>Dreams and Ambitions (SEL)</strong></td>
</tr>
<tr>
<td>Natural Disasters and the Environment</td>
</tr>
<tr>
<td><strong>Identifying Emotions (SEL)</strong></td>
</tr>
<tr>
<td>At the airport</td>
</tr>
<tr>
<td>Computers and Technology</td>
</tr>
<tr>
<td><strong>Regulating Emotions (SEL)</strong></td>
</tr>
<tr>
<td>Music and Films</td>
</tr>
</tbody>
</table>
4. Samples of SEL Lessons

4.1 Lesson 1: Personal Abilities and Skills

4.1.1 Lesson Plan

Topic: Personal Abilities and Skills

Teacher: Georgia Stavrogianni

School: Second Chance School

CEFR level: A1-A2

Length of Lesson: 50mins

No of learners: 8

Age of learners: 35-60

Vocabulary/Language Focus: making decisions, giving advice, making friends, drawing, solving math problems, crafting, drop out, talent, I’m really/not very/quite/very good at, My friends/family like me because I can, I need to be better at

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skill focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
</table>

General Aim: Upon successful completion of the lesson, learners will be able to:

- talk about activities and describe personal abilities and skills
- improve their intrapersonal skills and consider the role of self-esteem in a healthy life
<table>
<thead>
<tr>
<th>Warm Up</th>
<th>15’ speaking</th>
<th>-to read about famous people’s failures and challenges in life and inspire learners to try harder</th>
<th>The teacher gives a worksheet and learners work individually. They are asked to match the sentences describing failures and great challenges people met in their lives with the names of some well-known people around the world. Then, they discuss their guesses and the teacher reveals the answers on a PPT.</th>
<th>-worksheet, -PPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>12’ speaking</td>
<td>-to boost their vocabulary about interests and leisure time activities -to evaluate their strengths and weaknesses and be able to express themselves about them</td>
<td>The teacher gives a worksheet with a list of activities and skills and learners first work individually. They are asked to rate them according to how good they are at each of them, using the following scale: 1 for ‘really bad’, 2 for ‘not very good’, 3 for ‘good’, 4 for ‘pretty good’ and 5 for ‘very good’. Then they choose 5 of them and share their information asking questions in pairs. The teacher encourages them to add two more activities in the list.</td>
<td>-worksheet</td>
</tr>
<tr>
<td>Activity 2</td>
<td>10’ speaking</td>
<td>-to be able to ask questions about abilities and talents and respond to them accordingly -to discover and share secret talents</td>
<td>The teacher asks learners to stand up and walk around the class to discover what their classmates can or cannot do by asking them questions and challenging them to actually show them what they can do. They are presented with some suggestions to use on a PPT. The teacher participates herself in the game and encourages them to add their own ideas.</td>
<td>-PPT</td>
</tr>
<tr>
<td>Activity 3</td>
<td>13’ writing</td>
<td>-to write about their strengths and weaknesses -to boost their self-esteem</td>
<td>The teacher gives a sentence completion worksheet and learners are asked to use the ideas from the whole lesson and prior language knowledge to fill in the gaps expressing themselves in the best way. Each one, stands up and shares the sentences with the class.</td>
<td>-worksheet</td>
</tr>
</tbody>
</table>

**Anticipated Problems and Suggested Solutions** (please see 4.1.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 1)
4.1.2 Analysis and justification of choices

The infusion of SEL practices into a classroom entails the use of a variety of teaching methods to tap into the wide variety of learning styles of learners. When these learners are adults, students of a Second Chance School attempting their second or in some cases their third effort to successfully accomplish secondary education, the need to enhance both their academic knowledge and intrapersonal skills becomes imperative. As discussed above in section 2, according to CASEL (2015), self-awareness and self-management competencies of SEL fall into the intrapersonal domain and thus the aims of this lesson focus on enhancing learners’ vocabulary around personal abilities and skills and at the same time encouraging them to value their individual strengths and weaknesses.

Through the Warm-up Activity learners come to the realization that they should not be intimidated by failures in life. Taking into account some of the specific characteristics of adult learners such as the fact that they lack confidence, they are constantly anxious, they are frightened of participating in class lest they make mistakes and look silly and the fact that “they may even have studied the subject at school and failed at it or might have had a very unsuccessful educational career to date (Corder, 2002, p.10), adult educators should strive to build learners’ self-esteem as a means of enhancing their academic success as well. After the Warm-up Activity learners are introduced to the new vocabulary pertinent to talking about activities and skills and they first must confront themselves with their strengths and weaknesses and evaluate them and afterwards be confident enough to share them in class using the target language. Enhancement of confidence, self-esteem, active participation, motivation and goal-orientation skills are key characteristics of every SEL lesson.

Activity 2 is an interactive drama activity asking learners to walk around the class and use the language as a means of discovering hidden talents and abilities. Adult learners
frequently complain of memory loss and difficulties in recalling new knowledge, such as newly presented vocabulary in foreign language learning. This poses a challenge to adult educators to find ways to help learners retain new knowledge inside and outside classroom environment. Armstrong (2009) suggests that “There is no such thing as a “good memory” or a “bad memory” until an intelligence is specified” (p. 162). This means that while a learner might exhibit strong memory in one or two intelligences, the same learner may suffer in other intelligences. “It may also mean the adult learners who have had little success in traditional classrooms where only linguistic and mathematics skills are valued may experience more success when other intelligences are tapped (Christison & Kennedy, 1999, p.3). Therefore, every educators’ duty in class is to offer learners equal opportunities to “gain access to their “good” memories in other intelligences” (Armstrong,2009, p.162). It becomes obvious that the application of Gardner’s Theory of Multiple Intelligences (please see section 2) in class through the promotion of the bodily-kinesthetic intelligence in this activity aims at enhancing learners’ memorization process of the new language presented in this activity. In addition, Rogers, O’Neil and Jasinki (1995) contend “When interactions and intelligences are supported by more open contexts of learning, such as drama, students reveal abilities and understandings that surprise both their teachers and themselves.” (p. 45).

The aim of the last activity is for learners to practise their writing skills in the target language through a sentence completion worksheet about individual strengths and weaknesses. It is imperative that adults in the learning process possess high self-esteem, confidence and the ability to manage their emotions in such a way that their active participation in class is positively encouraged since emotions can either facilitate or be a major impediment to learning. (Zins, Bloodworth, Weissberg & Walberg, 2004). For instance, if learners come emotionally overwhelmed to class, this may interfere with their performance.
4.1.3 Reflection on Lesson 1

Upon the completion of this lesson, learners were expected to talk about activities they excel at and those they need to improve themselves, describe personal abilities and skills and value the role of self-esteem both in their learning process and in life outside classroom. I feel that both the aims of this lesson were achieved and learners seemed to enjoy and appreciate all the activities. As far as the Warm-up Activity is concerned, the majority of learners, in the beginning, found it hard to complete it in terms of the challenging vocabulary. Although they were instructed to focus on some key words to assist them to match the options, they insisted on not being able to do it unless they had the sentences translated into their first language. Adult learners are frequently doubtful of their abilities and hold entrenched beliefs derived from the traditional, teacher-centered educational model of pedagogy which advocates that learning is succeeded through the passive reception of transmitted knowledge by the teacher. It is not always easy to eradicate such strong beliefs of adult learners and such approach might be threatening to some of them. Knowles, Holton, and Swanson (2005) contend that “The minute adults walk into an activity labeled “education,” “training,” or anything synonymous, they hark back to their conditioning in their previous school experience, put on their dunce hats of dependency, fold their arms, sit back, and say “teach me.”” (p.65). Introducing such an activity to learners, I intended to engage them in inquiry, aid them to develop a wide range of their abilities and promote their independency in class. After the completion of the activity, learners were grateful for participating in it. A female learner, aged 55, pointed out that this activity boosted her confidence and motivated her to try harder to succeed in the English class.

Activity 1 offered learners the opportunity to successfully cooperate and express themselves orally. Since some of the vocabulary pertaining to interests had already been presented in a previous lesson, they were confident enough to take part in it. Exchanging
personal information such as individual abilities deepened their relationship bonds and established a warmer classroom environment, conducive to the learning process.

While designing activity 2, my main concern was that some of the learners might refuse to participate since it involves the use of language in conjunction with the use of their body. To my surprise, I discovered that all of them willingly participated in it and thus it achieved its purpose. As Philips, Baltzer, Filoon and Whitley maintain (2017) adult learners wish for their instructors to be not only knowledgeable but also connected to them, respect their special characteristics and cater for their needs so that learners become more motivated to participate in class. It proved difficult for learners to add their own ideas in the oral activity, since it took them some time to both focus on language and move around the class at first, thus they depended entirely on the suggested ideas of the PowerPoint presentation.

Endorsing learners into SEL skills and draw on a multitude of their intelligences might keep them alert throughout the lesson and wear them out. This might account for the fact that not all learners completed the last writing activity. A few of them needed more time than the intended length of the activity and asked to share it in class another time. Taking into account that individual differences increase with age and some adults work at a much slower pace, the role of the teacher is that of the facilitator of the learning process and thus teachers should not impose learners’ involvement in the lesson if they do not feel ready on their own (Knowles et al., 2005). Another reason for their difficulty in completing the task might have been the fact that the active involvement of learners in the first three activities overburdened them emotionally and the fast transition from the one activity to the other inhibited their capacity of thinking creatively.
### 4.2 Lesson 2: Describing People

#### 4.2.1 Lesson Plan

**Topic:** Describing People  
**Teacher:** Georgia Stavrogianni  
**School:** Second Chance School  
**CEFR level:** A1-A2  
**Length of Lesson:** 50mins  
**No of learners:** 8  
**Age of learners:** 35-60

**Vocabulary/Language Focus:** emotional, patient, dreamy, successful, brave, smart, active, strong, sensitive, mysterious, perfect, sexy, pretty, lovable, cute, hardworking, leader, powerful, realistic, active

**General Aim:** Upon successful completion of the lesson, learners will be able to:

- talk about and describe people’s character and personality  
- develop critical awareness in terms of gender equality issues and make respectful choices for personal and social interaction

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skills Focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
</table>
| Warm Up    | 3’   |              | -to activate schemata around gender discrimination issues  
            | -to encourage team building and create a                                              | The teacher asks learners to stand up and they are given six actions to do. The moment they listen to them they are encouraged to act them out. When the activity is over, students return to their seats. Actions to do: |
| Activity 1 | 12’ | reading, non-threatening classroom environment | Run like a girl/boy.  
Fight like a girl/boy.  
Throw like a girl/boy.  

The teacher presents in class a box which contains small folded pieces of paper with one word written on each. Two more small boxes labelled ‘She’ and ‘He’ respectively are on a central desk. The teacher asks each learner to stand up, choose a piece of paper, read the word secretly and put the piece of paper into one of the two boxes on the desk according to where they think it belongs in light of society standards. Learners act in turns until there are no other pieces of paper left. Then the teacher reads the words aloud and writes two lists on board, the ‘She’ list and the ‘He’ list, according to the learners’ choices. Learners watch the video ‘Break the Box’ and discuss their choices.

Words on the pieces of folded paper to categorize:  
- slim, cry, doctor, firefighter, car, secretary, babies, mum, president, blue, nurse, pink, football, lazy, butcher, marriage, video games, teacher, power, politician, dance  

| Activity 2 | 15’ | reading | to enhance learners’ vocabulary about describing people’s character  
-to explore learners’ perspectives on gender discrimination issues | Learners are presented with some adjectives through a PPT. First, they are shown a word cloud with the image of a ballerina and try to figure out as many words as they can in it. Then they do the same thing for a word cloud with the image of a moustache. The teacher explains the meaning of the unfamiliar words. Finally, they watch a third slide depicting two figures, a female one and a male one, including all the previously presented vocabulary mixed up in the bodies of the two figures. They discuss  

- PPT  
- worksheet |
their thoughts and afterwards they are given a worksheet to match ten adjectives to their definitions.

| Activity 3 | 18’ | reading writing | -to enhance learners’ self-expression and imagination  
-to actively involve students into challenging gender stereotypes | Learners are shown ads, book covers and various images which present overt stereotypes with reference to gender throughout the years. The teacher asks them to express their feelings towards them. Afterwards, learners in groups of two are asked to remake an ad or create a new one writing a new slogan which promotes gender equality. Each group is given colored cardboard sheets and colored markers and pencils. At the end of the activity each group presents their work in class. | -PPT  
-colored cardboard sheets  
-colored markers/pencils |
| Reflective Activity | 2’ | -to release learners’ tension | Learners watch a short video and are asked again to stand up and repeat the actions they did in the ice-breaking activity or they are asked if they would do them differently now. | -video |

**Anticipated Problems and Suggested Solutions** *(please see 4.2.3)*

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 2)*
4.2.2 Analysis and justification of choices

As suggested in section 1.1, integrating SEL with the English literacy in a SCS is the key to enhance learning in both areas of acquainting beginner adult learners with vocabulary and promoting effective communication inside and outside the classroom environment. In view of this twofold purpose, the activities designed for this lesson prompt learners to develop the ability to use the target language to describe people’s character and personality, raise awareness of gender equality issues and encourage them to make respectful choices for personal and social interactions.

The short dramatic activity at the beginning of the lesson aims at activating learners’ schemata around gender discrimination topics, encouraging team building and creating a non-threatening classroom environment, vital for the incorporation of SEL skills in class, as it was made clear in section 2. Activity 1 promotes consolidation of basic vocabulary taught in previous lessons in this class and aids learners to boost their critical thinking by expecting them to confront society’s stereotyped loaded words. Consequently, they are engaged into questioning their own beliefs about the stereotypical images they may hold. The purpose of the video, at the end of the activity, is not to teach the target language but increase learners’ SEL skills and their motivation to engage in the learning process. Using a variety of learning materials in class, such as showing videos, is believed to attract the attention of adults (Wlodkowski, 2008).

As for Activity 2, learners are introduced to the new vocabulary in an intriguing way and they are encouraged to explore and challenge the common use of various adjectives as denoting mostly masculine or feminine traits of character. The worksheet following the presentation of the new vocabulary offers learners the opportunity to practise the new vocabulary and assists them to smoothly proceed to the last activity, which prompts them to
internalize the new language through collaboratively creating an imaginative and creative piece of art involving some writing as well.

Diversifying the process of learning in terms of each activity and engaging learners in an unusual way of thinking or acting is conducive to gain adult learners’ interest in the lesson. “Every time adults alter the process of learning, they use different mental and physical resources, which prevents fatigue and maintains energy. (Wlodkowski,2008, p.244). Therefore, the authentic visual aids in Activity 4 aim to attract learners’ enthusiasm for the lesson and provide the framework for language awareness and exploration strategies. Bolitho (2014) highlights that “a good task will trigger one or more of the following cognitive processes: analysing, analogizing, applying existing knowledge to new contexts, revising existing beliefs and constructs, synthesizing old and new knowledge, evaluating evidence from data, etc.” (p.424). The enhancement of learners’ self-expression and imagination through their involvement with the creation of a new advertisement challenging gender stereotypes, emphasizes the hierarchical order of Bloom’s Taxonomy (Churches, 2008) since the whole lesson encourages learners to first master the lower-order thinking skills (LOTS) and progressively move towards high-order thinking skills (HOTS).

Moreover, asking learners to use the new knowledge and their creativity to defend human rights, such as gender equality, makes them reconsider their individual beliefs, values and feelings, namely “frames of reference that define their life world” (Mezirow, 1997, p. 5) and finally reconstrue them. Mezirow (1997) contends that “To facilitate transformative learning, educators must help learners become aware and critical of their own and others’ assumptions. Learners need practice in recognizing frames of reference and using their imaginations to redefine problems from a different perspective” (p.10). The short video, at the end of the lesson, and the reflective activity following, connect learners to the Warm-up
Activity and prompt them to independently decide whether they are ready to reexamine their assumptions and enhance their intrapersonal skills.

4.2.3 Reflection on Lesson 2

Bringing in class the sensitive topic of gender discrimination for which learners could use their experiences as spouses, parents, colleagues, citizens or even classmates might arouse controversy among them and disorient them from the lesson objectives. Being aware of the strong relationship skills learners had exhibited so far inside and outside class, taking part in field trips, and since they had already been exposed to SEL practices in the previous lesson, I rested assured that no sexist issues would arise, and my class proved me right. Not even the uneven composition of the class, consisting of more women than men inhibited the smooth flow of the lesson. To my surprise, there was the case of only one male student, aged 51, who interrupted one activity, arguing, in his mother tongue, over how unfair it is to treat women unequal and not respect them. Nonetheless, he was kindly requested not to deviate from the lesson’s objectives and except that short interruption, overall, the lesson could be deemed as rewarding for learners in both enhancing their language and critical awareness.

Learners managed to successfully use the new language, participated enthusiastically in all the activities and all of them seemed to be highly sensitive towards the issue of gender discrimination. What made me wonder, though, whether the objectives of this lesson were clearly met is the fact that learners reflected their individual unprejudiced, as it turned out, opinions about this issue in society’s beliefs and did not acknowledge the implications of existing stereotypes in modern society and the gravity of this issue.

Learners responded in a satisfactory fashion in the Warm-up Activity, though women participated more willingly in the acting part. The aim of raising the energy level of the class
was achieved through this activity and learners were more eager for the next activity. Admittedly, when I originally designed the Warm-up Activity, I expected learners to exemplify different behaviors when acting out men and different for women. Nonetheless, they represented women almost as dynamic as men. This shows high SEL skills on behalf of the learners in terms of equality issues. The realia brought in class for Activity 1 were conducive to their active involvement in the activity. While conducting the word categorization part, they displayed a mild confusion and some learners opted for categorizing the words not with reference to the stereotypes usually society instills in sexes, as they were asked to, but to their own experience and beliefs. In the case of a female learner, aged 46, who, having had the experience of working as a butcher, admitted that she placed the word ‘butcher’ in the ‘she’ box, contrary to what the rest of the class expected. The fact that they were aware of all the words for this activity boosted their confidence as well. As for the video, at the end of this activity, they found it really inspiring.

Learners found the presentation of the vocabulary in Activity 2 quite engaging and the vocabulary itself very useful and complementary to the previously taught vocabulary of describing people’s appearance. Adult learners need more time when it comes to processing information in a written exercise, rather than oral information, and this is mainly due to the low literacy level in their first language (National Center for Family Literacy and Center for Applied Linguistics, 2008). Therefore, it took them extra time to complete the definition worksheet, hence the whole activity lasted 5 minutes longer than the estimated time of the lesson plan. Finally, the PowerPoint Presentation and the stimuli offered to learners throughout the lesson prompted them to come up with such imaginative ideas in Activity 3. Chanseawrassamee (2012) highlights the importance of employing a wide range of activities in class, such as fun or game-based activities, as a means of turning learning into a lifelong experience and further suggests that “Non-native ESL instructors need to apply many strategies
to attract their students’ attention while slightly pushing them towards language learning success” (p. 1364). Even though we were behind time, learners opted for watching the video of the reflective activity and left the class with a sense of satisfaction that they did much better than the adults of the video regarding equality issues, yet my feeling of failing to heighten their critical awareness around gender discrimination issues lingering.
### 4.3 LESSON 3: Travel Essentials

#### 4.3.1 Lesson Plan

**Lesson Topic:** Travel Essentials  
**Teacher:** Georgia Stavrogianni  
**School:** Second Chance School  
**CEFR level:** A1-A2  
**Length of Lesson:** 50mins  
**No of learners:** 8  
**Age of learners:** 35-60

**Vocabulary/Language Focus:** suitcase, sunscreen, currency, passports/visas, insect repellent, tickets/boarding passes, brush/comb, mobile phone, medical kit, essentials, toiletries, precious, refugee, customs officer, precious

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skills focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>15’</td>
<td>writing reading</td>
<td>- to consolidate basic personal belongings and clothes vocabulary</td>
<td>The teacher gives a worksheet to learners including a list of travel items and they are asked to divide them into four categories (essentials, toiletries, clothes, summer sun essentials). They work individually, and they are invited to add one more item in each category and any other items they think useful or necessary to a fifth category (other).</td>
<td>-worksheet</td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
<td>Type</td>
<td>Activity Description</td>
<td>Materials</td>
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</tbody>
</table>
| Activity 1 | 10’ | speaking | -to introduce new vocabulary about travel essentials  
-to attract learners’ interest to the topic | Learners are put into the imaginary situation of having to quickly pack a small suitcase and leave their homes as soon as possible without knowing if they will ever come back. They should choose 10-12 items to take with them. The teacher explains that they can choose whatever they think is important for them or of great sentimental value. They work individually, and the teacher gives learners a suitcase handout to write the items down. They are also free to draw the items if they wish. When everyone is ready, they are divided into pairs and ask each other questions to guess the content of their pair’s suitcase and they finally share everyone’s ideas in class.  
-worksheet |
| Activity 2 | 15’ | speaking | -to use the new and prior language knowledge to promote learners’ speaking skills  
-to enhance critical thinking about real life challenges | Now the teacher informs learners that when they reached their imaginary destination, their suitcases were lost, and they were mistakenly given another person’s suitcase/bag. Each pair is given a new handout which shows a picture of the items included in their new bags. The teacher assumes the role of the customs officer and after learners write down the items included in the new bag, they must inform the customs officer about them. The teacher also invites learners to guess the profile of the owners of the bags (age, gender, nationality). Afterwards, learners watch a PPT and realize that these bags belong to refugees and they are invited to compare these new bags’ contents with their own choices made in Activity 1 and share their thoughts and feelings about it with the rest of the class.  
-handout  
-PPT |
| Activity 3 | 10’ | writing | -to write about a personal item  
-to enhance learners’ self-expression and creativity | The teacher asks learners to choose only one item from the ones they put in their suitcase in Activity 1, the most important to them or their most favourite, and write some things about it using a sentence completion worksheet. After the completion of the sentences, students share their ideas with the rest of the class.  
-worksheet |
Anticipated Problems and Suggested Solutions (please see 4.3.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 3)
4.3.2. Analysis and justification of choices

As far as the choice of this lesson’s topic is concerned, I opted to enrich learners’ vocabulary pertinent to personal belongings and important travel items. A fundamental aspect of Knowles’ theory of Andragogy is that adult learners become more interested in a lesson when they get involved into realistic situations and they can relate their experience to new learning (Knowles, 1973). Therefore, I thought that this topic would attract their interest and help them cultivate real-life skills, since we live in a century characterized by constant movement of items, ideas and population. SEL can prompt learners to adapt to changes of modern society and manage their lives through avoiding “neglecting the sort of practical and creative abilities that allow people to deal with real-life problems and unforeseen challenges” (Lopes & Salovey, 2004, p.80).

The choice of the vocabulary in the Warm-up Activity was carefully selected so as to consolidate basic personal belongings vocabulary and clothes from previous lessons and introduce new vocabulary about other important travel items. Moreover, this activity can activate learners’ prior knowledge and experience of the world and create a relaxing classroom environment, vital for the promotion of SEL practices in every classroom (please see section 2). Through the next two activities, learners confront the concept of refugees. Activity 1 promotes the speaking skills of learners and the fact that learners are asked to work individually helps them move towards independency in using the new language in class. Moreover, the pair work teaches learners how to cooperate harmoniously. At the same time, they are encouraged to think critically about a real-life situation and take important decisions whereas Activity 2 is a continuation of the previous one engaging learners in oral communication. Since a key competence of SEL is to enhance understanding of people of diverse cultural background (please see section 2), the common aim of these activities is by involving adult learners in a real-life situation of a refugee to make them empathize with them. Kipp (2017) argues that
“The development of social and emotional skills contributes to the ability to form positive lasting relationships and an increased capacity for empathy, ultimately enhancing the ability to connect with individuals with diverse perspectives, cultures, languages, histories, identities and abilities” (pp.5-6).

The last activity, according to the philosophy of how to teach the English Literacy in a SCS as noted in section 1.1, asks learners to produce a short and simple individual creative piece of writing and share it in class. Islam (2014) maintains that beginner learners of a second language are attracted to engaging topics and thus teachers should design activities to boost learners’ imagination and creativity. He further contends that “No publisher, teacher, researcher or materials writer would deny that the potential for language acquisition is enhanced when language input is relevant, significant, salient, engaging and of interest to the learner” (Islam, 2014, p.258).

4.3.3 Reflection on Lesson 3

Engaging learners with vocabulary related to everyday objects, familiar to them, proved enjoyable and enhanced their active involvement in the activities. Corder (2002) argues that adult learners opt for their worksheets to be attractive and well-written, thus I think that the worksheet offered to them in the Warm-up Activity served the purpose of encouraging them to actively participate in the activity. Learners showed a great deal of enthusiasm for Activity 1 but they were also worried and asked for more detailed instructions about the purpose of leaving their home, the destination or the length of stay. As it was made clear to them later, I could not elaborate more on the context, since I wished for them to experience how a refugee might feel when they are forced to pack their things at a short notice without being aware of the destination or if they will ever manage to return home.
As for Activity 2, learners cooperated successfully and seemed very confident in writing down the contents of the suitcase using both the new language presented in this lesson so far and their already attained language knowledge. As soon as the PowerPoint presentation was presented to them and they came to the realization that what they had just described was authentic pictures of refugee bags, who fled their countries to end up in Greece, and some personal details about the owners of the bags were revealed to them, they were overwhelmed with emotions. As a consequence, this meant that the next activity took longer than expected and made the creative piece of writing a little challenging for some of them. Nonetheless, the supportive classroom environment contributed to the successful completion of the last activity and the free expression of themselves.

My main concern prior to the lesson was that it might cause tension to learners and disorient them from the lesson objectives. The school is in an area adjacent to a refugee camp and tensions between the local residents and refugees have been reported. Bearing this in mind, if any learners found it difficult to identify with refugees and thus the learning process was impeded, I had decided that I would ask them to make connections with any other emergency evacuation situation. What contributed positively to overcome this obstacle during the lesson is the fact that, as it was made clear in section 1.1, a major aim of Second Chance Schools, successfully attained by this class so far, is to enrich multiculturalism and diversity acceptance. Elias, O’Brien and Weissberg (2006) support that social, emotional and academic success are closely linked and thus it should be borne in educators’ minds that “A positive school environment promotes SEL, and SEL facilitates a supportive climate” (p.11).

It is my firm belief that the dual purpose of the lesson to first enrich learners’ English vocabulary pertinent to personal belongings and travel essentials and second foster empathy towards diverse groups was met with success. Overall, the lesson plan proved a valuable aid and the teaching aids were conducive to the teaching process as well.
4.4 LESSON 4: Places to live

4.4.1. Lesson Plan

Lesson Topic: Places to live

Teacher: Georgia Stavrogianni

School: Second Chance School

CEFR level: A1-A2

Length of lesson: 50mins

No of learners: 8

Age of learners: 35-60

Vocabulary/Language Focus: green space, high crime rate, warm climate, modern facilities, public transport, exciting nightlife, polluted air, delicious food, heavy transport, old buildings, neighborhood, war, crisis, There is/There is not, It has(got), I would like to, We should

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skills focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
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<tbody>
<tr>
<td>Warm Up</td>
<td>5’</td>
<td>speaking</td>
<td>-to raise students’ interest in the topic of places -to create a relaxing classroom environment</td>
<td>Learners are presented with a world map (enlarged photocopy on board). The teacher helps them to define the continents and find the position of their country on the map. Then, the teacher asks them if they like their country and learners are invited to come up with reasons why a country is considered a good place to live in or not.</td>
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<tr>
<td>Activity 1</td>
<td>15’</td>
<td>reading</td>
<td>- to use a matching exercise to boost learners’ vocabulary about positive and negative qualities of living in a place</td>
<td>The teacher hands out a worksheet including two sets of words pertinent to describing positive and negative qualities of neighborhoods and they are asked to match them. Learners work individually and share their answers. Then the teacher asks learners to categorize them into good and bad qualities and add their own ideas as well.</td>
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<tr>
<td>Activity 2</td>
<td>15’</td>
<td>speaking</td>
<td>-to enhance learners’ speaking skills through giving reasons for relocation to a new country -to empathize with refugees though a real-life situation</td>
<td>Learners are asked to stand up and choose a folded piece of paper from a mini globe the teacher holds. On the piece of paper, a situation taking place in their imaginary motherland is described. The learners who share the same situation form groups and each group reads its situation aloud in class. The teacher writes on board “We think we should go to…… because…….”. They have 3 minutes to decide on a new place/country to relocate. Then they are asked to step on the continent of their preferred country giving the reason(s) for their choice. The continents are represented by plasticized maps on the floor. When the activity is over, learners return to their seats, watch a 3-minute video and share their feelings about it.</td>
</tr>
<tr>
<td>Activity 3</td>
<td>15’</td>
<td>writing</td>
<td>-to boost learners’ writing skills through suggesting a new</td>
<td>The teacher gives each learner a handout and learners read three extracts of monologues taken from ‘Monologues across the Aegean Sea: The journey and dreams of unaccompanied refugee</td>
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<td>learners’ writing skills through suggesting a new</td>
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place for refugee children to live in -to increase learners’ social awareness children”. After that, the teacher asks them to imagine the perfect neighborhood for one of these refugee children to live in, complete the writing template in a worksheet and share their ideas in class.

**Anticipated Problems and Suggested Solutions** (please see 4.4.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 4)
4.4.2 Analysis and justifications of choices

The current reports of rising levels of xenophobia and violence against refugees, asylum seekers and migrants, taking place in Greece, according to the Council of Europe’s European Commission against Racism and Intolerance (Human Rights Europe, 2015), and the fact that the school neighbors a refugee camp motivated me to design a second lesson, following the one entitled “Travel Essentials” (please see section 4.3), to develop learners’ empathy even more and raise their social awareness towards this sensitive issue. Mitsikopoulou and Sakelliou (2006) claim that the philosophy of SCS gives adult educators of SCSs a clear mandate to adapt their materials according to factors derived from the surroundings of the school and other environmental or social influential aspects. Therefore, in this lesson, I expose learners to activities in which they encounter new language about how to describe a place and how to analyze its positive and negative qualities of living there while within the SEL framework I try to create opportunities for them to build up their positive attitude towards multiculturalism.

The aim of the Warm-up Activity is to raise learners’ interest and activate their prior knowledge of vocabulary pertaining to likes and dislikes and promote the idea of the global citizenship as well. Since learners are invited to collaboratively brainstorm ideas and exchange their opinions freely, their speaking skills are boosted. In addition, supportive relationships are promoted and the relaxing classroom environment aids the smooth transition into the next activity. In Activity 1, learners are presented with some key vocabulary about positive and negative qualities of living in a place with the aim of boosting their language knowledge of this topic and thus make them feel better able to actively participate in the activities that follow. It is important to offer novice adult learners the tools to feel independent to put new vocabulary into practice in the lesson and overcome any inhibitions about interacting.
To activate learners’ schemata on the topic of refugees and relocation to a new place, Activity 2 incorporates drama techniques and emphasis is placed upon oral communication once again. Learners are asked to immerse themselves into a real-life scenario of a refugee so that they can empathize with people from diverse cultural backgrounds. Visual realia in the form of laminated world maps are brought to classroom to increase learners’ motivation and create an interesting and energetic classroom context (Mwanza, 2017). Drama in the EFL classroom engages learners to act out different roles, cooperate to suggest solutions to a wide range of problems and “In such a way, drama or drama techniques put language into context, and by giving students experience of success in real-life situations, they arm the learners with confidence for tackling the world outside the classroom”. (Taulean, 2016, p. 13).

Prior to moving to the last activity, learners’ social awareness is highly elevated through the presentation of a short video, featuring a young British girl facing numerous adversities due to a sudden hypothetical war taking place in London. The purpose of the video, inspired by real-life incidents of children in Syria, was to sensitize Western society towards the detrimental effects of a war in children’s lives. This video acts as a bridge to the last activity, in which learners are asked to apply existing language knowledge, that is the vocabulary presented throughout the lesson, to a new context and write a suggestion about an ideal place for refugee children to relocate. Racoggino et al. (2003) highlight that SEL skills should be closely linked to the subject matter and that “Students can apply SEL skills not just to situations in their own lives but to circumstances facing characters in novels or to actual events, past or present” (p. 170). To this end, learners are engaged with reading short authentic extracts, taken from the “Monologues across the Aegean Sea: The journey and dreams of unaccompanied refugee children” (Tsoukala, 2016), written by refugee children in Greece and they are invited not only to consider different perspectives but also use the target language to take respectful decisions for other people.
4.4.3 Reflection on Lesson 4

Reflecting upon the activities of the lesson, I am convinced that they were well bound around the main topic and the teaching aids were conducive to the teaching process. Learners responded in a quite successful fashion in the Warm-up Activity, using their pre-existing language knowledge to offer satisfying reasons why a country might be considered a lovely place to live in. What is worth mentioning is the fact that a female student, aged 41, admitted that she was not aware of the classification of the continents nor was the world map a familiar sight to her; she found the activity extremely helpful though and really enjoyed it. In section 1.1, it was noted that the aim of a SCS is to offer learners an opportunity towards a more holistic education since most learners of SCSs have completed successfully only primary education or parts of secondary education; this activity seemed to successfully serve this purpose.

As for Activity 1, learners found the matching exercises challenging and felt secure to work collaboratively. Knowles et al. (2005) posit that in classrooms consisting of adult learners emphasis should be placed upon peer-helping activities; thus they were free to exchange ideas to complete them. To keep within the allocated time of the activity in the lesson plan, I chose to skip the part of the activity asking learners to categorize the phrases according to whether they exhibited positive or negative qualities of living in a place.

The dramatic activity allowed learners to express themselves by prompting them to explore complicated real-life situations and sensitive topics yet in a safe, comfortable classroom environment. Atas (2015) believes that “drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way” (p.962) and creates a learning environment which promotes the use of the imagination and improvisational skills of students. The realia brought in class attracted their interest and assured the success of the activity. Learners exhibited an elevated excitement level to complete this
activity and all the groups cooperated harmoniously and used the English language effectively to express quite fascinating ideas. Not all of them seemed to acknowledge the importance of the situations given though, especially those of Venezuela and Nigeria, primarily due to lack of general knowledge. There was a male learner, aged 60, who willingly tried to bridge the gap of empathizing with people of these nations as well by sharing all relevant information he was aware of to his peers. Even though he used his first language to do so, the success of the activity was not impeded, and, what’s more, his initiative created stronger relationship skills among learners.

Prior to the lesson, I was worried about the learners’ response to the moving video shortly after the dramatic activity but it turned out that even if it aroused them emotionally, it increased their SEL skills. In the beginning, it came as a shock to them but it made the transition to the last activity smooth, since they all exhibited their sensitivity towards refugee children and came up with wonderful pieces of writing. The reading part of this activity was purposefully easy for them to understand, due to the fact that it was presented towards the end of the lesson and its aim was not to introduce learners to new vocabulary but aid them connect to these children and take their perspective. They also commented that they found some details in the extracts a little amusing to read. To boost their confidence in writing, I encouraged them to use the vocabulary regarding city and county life and facilities presented to them earlier in class the same week and consolidate this vocabulary as well.

After sharing their ideas, learners seemed moved and grateful for the lesson and left the classroom silent and thoughtful, which, to my mind, deems the lesson successful inasmuch as they met the objectives both linguistically and in light of SEL skills. The promotion of SEL skills into a classroom is believed to increase individuals’ resilience. “Emotional resilience refers to the internal and external adjustments we make when adapting to adversity and change” (Hromek & Roffey, 2009, p. 632). It is my firm belief that learners’ involvement in the
activities of this lesson was conducive to enhancing respect, a caring behavior towards adversities in real life and strengthening learners against unpredictable events; and all these were accomplished though the English language context.
4.5 Lesson 5: Stereotypes

4.5.1 Lesson Plan

Lesson Topic: Stereotypes
Teacher: Georgia Stavrogianni
School: Second Chance School
CEFR level: A1-A2
Timing: 50mins
No of learners: 8
Age of learners: 35-60

Vocabulary/Language Focus: I think /don’t think (that), I believe/don’t believe (that), I agree/I disagree (with you), To me, In my opinion, I’m not sure (about it), stereotype

**General Aim:** Upon successful completion of the lesson, learners will be able to:
- recognize and understand language to support their opinions and will be better able to justify their opinions using effective arguments
- challenge stereotypical behaviors, enhance understanding of equality and mutual respect towards other people and accept diversity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skills Focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>10’</td>
<td>reading, speaking</td>
<td>- to introduce learners to the topic of stereotypes and help them realize the existence of popular shared stereotypes -to promote collaboration</td>
<td>Learners are divided in pairs and each pair is given a worksheet with 10 sentences. First, pairs are asked to read the sentences and write next to them the name of the first country it comes to their mind relating to this sentence. Then the teacher writes on board the names of 10</td>
<td>-worksheet -board</td>
</tr>
</tbody>
</table>
countries and learners are given 2 minutes to decide on which sentence each country matches according to common stereotypes around the world. Then they present their guesses orally and discuss their choices with their classmates.

**Sentences-Names of Countries**
1. I drink tea every afternoon. (England)
2. I love baguettes and wine. (France).
3. I drink a lot of beer and eat sausages. (Germany)
4. I love pizza and pasta. (Italy)
5. I love vodka. (Russia)
6. I am tall and blond. (Sweden)
7. I break plates when I have fun. (Greece)
8. I can dance samba. (Brazil)
9. I eat fast food every day. (the USA)
10. I eat rice every day. (China)

| Activity 1 | 10’ | listening, speaking | to use the video for practising note-taking skills | Learners are shown a video on which people from different nations reveal the most popular stereotypes and clichés of their countries and each learner individually is encouraged to keep notes on three national stereotypes they found quite common and three totally unfamiliar to them. Then they all share their notes in class. |

| Activity 2 | 15’ | speaking | - to develop critical awareness and challenge stereotypical behaviors -to provide learners the opportunity to use language pertaining to | The teacher gives learners a handout which presents key language on how to express opinions and model dialogues showing how to use it. They read the new language and the dialogues and then they are encouraged to engage in a group discussion and challenge the |

- video (0:00-2:30) “70 People Revealing their Countries’ Most Popular Stereotypes and Clichés”
- handout
| Activity 3 | 15’ | speaking, writing | - to consolidate language learners have learned in previous lessons about describing people and enrich it -to get students acquainted with their own and others stereotypical and prejudicial attitudes -to extend stereotypes on individual groups of people and make students accept diversity | Learners are informed that they have to choose a partner for a very difficult job. They work individually. and they are given a worksheet with the names of five potential candidates and then some more information on them (PPT). Each time a layer of information about the candidates is revealed, they need to ‘fire’ one person by removing them from their list. At the end of the activity, they share their choices and explain the reasons behind them. Finally, the teacher asks learners to write a small paragraph and describe the characteristics of an ideal partner at work. | -worksheet -PPT |

**Anticipated Problems and Suggested Solutions** (please see 4.5.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 5)*
4.5.2 Analysis and justification of choices

As previously mentioned in section 2, individuals with enhanced social-emotional competencies are generally expected to develop healthier relationships and adopt a greater sense of social concern in their future life than those who have not developed these competencies. This is a compelling argument in favor of SEL programs incorporated in education, which are viewed as benefiting not only learners’ academic skills but the general population’s wellbeing as well. To promote the above competencies through the English language, this lesson aims to have learners value diversity issues, challenge stereotypical behaviors and bring them into contact with various activities through which they will be better able to recognize and use language pertaining to supporting opinions and effectively justify them by presenting their arguments in class.

The lesson starts with a Warm-up Activity which focuses on activating learners’ existing schemata on common cultural stereotypes. This activity promotes collaboration among learners and aims to use SEL as the vehicle for teaching the English language, which is used as a tool rather than an end itself in this activity, since implicit learning of the language is achieved, and vocabulary consolidation of topics previously taught in the curriculum, such as nationalities, is promoted throughout the activity. In Activity 1, learners watch an entertaining video and are prompted to use it as a springboard for the note-taking and speaking activity afterwards and come to the realization that people tend to put labels and cultivate false stereotypes for diverse cultures. Their exposure to the target language through an audiolingual means invariably adds on lesson’s diversity and contributes to the enhancement of learners’ motivation (please see section 4.2.2). Bravo, Amante, Simo, Enache and Fernandez (2011) further claim that “audiovisual contents promote dynamism in classes, helping subjects”
comprehension, making contents more attractive and reducing absenteeism in classrooms” (p.4).

Elias, Bruene-Butler, Bluma and Schuyler (2000) maintain that “The key is to link SEL lessons with an area already being covered in the teaching schedule” (p.264) and that “The materials in many SEL curricula are designed to fit with mandates in areas including…critical thinking, decision making and problem solving, social skills building, …, citizenship, social studies, language arts” (p.264). To this end, Activity 2 develops learners’ critical thinking and enhances their understanding of equality and mutual respect towards other people through a group discussion in class in which for learners to successfully communicate their ideas and be active participants they should make use of the newly presenting language offered to them in a handout. Learners are hence offered ample opportunities not only to practise their speaking skills in the target language drawing on their own experiences and knowledge of the topic but also become more motivated and enhance their self-esteem by being able to participate in a well-organized formal group discussion yet in a relaxed atmosphere (Corder, 2002).

Through Activity 3 learners are expected to first review vocabulary presented to them in Lesson 2 (please see section 4.2) and second expand on it by developing their writing skills. The activity gradually leads learners to discover and implicitly confront their own and their peers’ stereotypical and prejudicial attitudes towards diverse categories of people. Accordingly, by the end of this activity learners will be better able to engage themselves in a critical reflection upon entrenched beliefs and attitudes and proceed to a potential future re-evaluation of the problematic ones according to Mezirow’s theory of Transformative Learning as mentioned earlier (please see section 4.2.2).
4.5.3 Reflection on Lesson 5

Educators who are sensitized to the fact that schools should cultivate not only learners’ competencies in language, math and other traditional subjects but also teach them life skills “they often feel conflicted and challenged in their efforts to address nontraditional educational concerns” (Kress, Norris, Schoenholz, Elias & Seigle, 2004, p. 69). In my effort to develop my adult learners’ social and emotional competencies through the English language, I opted for the activities designed for this lesson to move them out of their comfort zone, according to Vygotsky’s concept of “the zone of proximal development” (as cited in Vadeboncoeur and Collie, 2013, p.214), and hence I was intrigued to discover the effect this would have on them. On the whole, learners exhibited a high level of interest in stereotypical issues and succeeded in using both the newly presented and previously taught vocabulary effectively to engage in a quite intense and interesting exchange of opinions on the topic inside the classroom and after the end of the lesson as well.

The first two activities, namely the Warm-up Activity and Activity 1, were met with great interest and received learners’ special attention. The video proved stimulating and succeeded in increasing learners’ attention to the sensitive topic of stereotypical behaviors. The learners harmoniously cooperated in the Warm-up Activity to match the sentences with the countries for which common stereotypes are held and enthusiastically tried to refute these deeply embedded beliefs in Activity 2. While designing this activity, I was concerned about prompting learners to challenge their own and society’s stereotypical behaviors since adults carry significant life experience and do not come neutral in class (please see section 1.1) and this could disorientate them from the linguistic objectives of the lesson. I was favorably impressed once again by learners in this class in that they made a substantial effort to deliver their ideas using the English language and even though they lacked some vocabulary, they did
not use their L1 as a crutch but asked for help to learn the unfamiliar words in the target language instead.

As far as Activity 3 is concerned, interesting findings were revealed about the learners’ ideas on the criteria on which they based their decision to choose a close partner to work with and this led to a group discussion again providing learners with ample opportunity to practise their speaking skills in the target language. To mention just a few, firstly, no one except a fifty-one-year-old male learner chose the pregnant woman as a partner since everybody else agreed that her pregnancy would distract her from work objectives. A female learner, aged forty-nine, claimed that she did not opt for the blonde candidate due to her beauty which was considered a major impediment to success. In light of expressing racial attitudes, no one chose the African-American owing to his different mentality and, finally, most of them proposed the disabled man as a partner as a means of offering him equal job opportunities. As a result of the extended exchange of ideas on their final choices, there was no time left for the written consolidation activity at the end of the lesson but what is of major importance is the fact that learners left the classroom confident enough since they successfully communicated their ideas in the English language and supported their arguments each. Besides, I believe that learners left the classroom quite worried about the need of re-examining problematic beliefs, which might be conducive both to their motivation to learning and their overall well-being as well.
4.6 Lesson 6: Dreams and Ambitions

4.6.1 Lesson Plan

Lesson Topic: Dreams and Ambitions

Teacher: Georgia Stavrogianni

School: Second Chance School

CEFR level: A1-A2

Timing: 50mins

No of learners: 6-8

Age of learners: 35-60

Language Focus/Vocabulary: dreamer, imagine, I have a dream, I dream of/about, My ambition is to, a dream job, nightmare, I hope (that), it is possible/impossible

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<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>8’</td>
<td>speaking</td>
<td>-to introduce learners to talking about individual dreams</td>
<td>The teacher writes on board the sentence “I have a dream that one day I will…….” and asks learners to complete the sentence with the first thing that comes to their mind. Then the teacher presents some ideas on a PowerPoint</td>
<td>-board -PPT</td>
</tr>
</tbody>
</table>

General Aim: Upon successful completion of the lesson, learners will be able to:
-recognize and understand vocabulary about expressing individual dreams and ambitions and make recommendations on how to create a better world to live in
-foster interpersonal skills and recognize aspects of diversity and racial discrimination
presentation and prompts learners to use them to come up with sentences such as “I have a dream that my family/brother/sister/son/daughter/friends one day will.......”. The presentation finishes with a picture of Martin Luther King and a quote of his famous “I have a dream’ speech. Students talk about their feelings evoked by this quote and they are asked to relate their dreams to the ones they think that people of different races such as African Americans could possibly have about themselves or their family/friends.

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<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Activity Type</th>
<th>Opposite</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>10’</td>
<td>writing</td>
<td>-to increase learners’ language awareness of how to express individual dreams and ambitions</td>
<td>The teacher introduces some keys phrases and words for learners to talk about their dreams and ambitions by writing them on board and gives examples of their use. Afterwards, she hands out a worksheet with a gap filling exercise. Learners complete the worksheet and share their ideas in class.</td>
</tr>
<tr>
<td>Activity 2</td>
<td>12’</td>
<td>listening writing</td>
<td>-to enhance learners’ self-expression -to expand new language on expressing communal dreams -to create a collaborative piece of artwork</td>
<td>Learners watch an illustrated comic strip video based on the lyrics of the song ‘Imagine’ by John Lennon, inspired by the artist Pablo Stanley. Afterwards, they share their emotions with their classmates. Then the teacher sticks on board an enlarged photocopy of the world/globe under the title ‘Imagine’ and learners are invited to stand up and use colored markers to write on it words or short sentences that they think describe best the world they imagine living in.</td>
</tr>
<tr>
<td>Activity 3</td>
<td>20’</td>
<td>reading</td>
<td>-to sensitize learners to the issue of racism,</td>
<td>Learners are given handouts, which present four poems raising issues of racism. They read the poems and they are given explanations of any</td>
</tr>
</tbody>
</table>

- board
- worksheet
- video
- enlarged photocopy of the world/globe
- handouts
- colored cardboard sheets
-to boost learners’ creativity and imagination through poetry

unknown words. Then they are divided into groups of three or four and each group is given a colored cardboard sheet. They are asked to use scissors and cut the text of the poems into phrases or even single words and use the pieces to create a new poem pertinent to the ones they read and give a title to it as well. They are free to add their own words if they wish. At the end of the activity, each group presents their poems in class.

**Anticipated Problems and Suggested Solutions** (please see 4.6.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 6)*

| -scissors | -glue |
4.6.2 Analysis and Justifications of Choices

Adult learners who enter educational institutions such as SCSs spend a considerable amount of time in them until the completion of their studies and since adults are already considered active members of a society, it has so far been established (please see section 1.1) that the role of schools should extend beyond imparting academic knowledge and contribute to instill social awareness as well. Domitrovich, Durlak, Staley, and Weissberg (2017) posit that the development of the two domains of social-emotional competence, namely intrapersonal and interpersonal competencies, is a key factor for learners’ healthy development and enhancement of their resilience and point out that “interpersonal skills (e.g., listening, communication, perspective taking, negotiation, and social problem solving) are those that are needed to interact successfully with others” (p.2). Through this lesson, learners are expected to be able to recognize and understand language about expressing individual dreams and ambitions and further expand this language on expressing communal dreams and exchange ideas on how they can create a better world against racial discrimination and based on equality and acceptance of diversity.

The aim of the Warm-up Activity is to activate learners’ interest to the topic of dreams by offering them the opportunity to practise speaking skills communicating ideas on ambitions about their own, their family’s and friends’ prosperous future. Due to their low linguistic level of the target language, they are presented with some ideas through a PowerPoint presentation. The presentation of Martin Luther King and his quote at the end of the activity act as a springboard for learners to empathize with others from diverse cultures. The next activity, Activity 1, aims at boosting learners’ linguistic awareness of articulating individual dreams and hopes and the worksheet engages them in practising their writing skills since they are asked
not only to complete a vocabulary gap filling exercise but come up with some personal examples as well.

Norris (2003) referring to the increase of multicultural schools maintains that “Today there is great concern regarding the growing achievement gap between genders and among different socioeconomic, racial, and ethnic groups. It would be an enormous educational accomplishment to identify approaches that would narrow that gap” (p. 318). The topic of this lesson aligns with other lessons which preceded in the curriculum such as the topic of lesson 2, describing people, (please see section 4.2) or the topic of lesson 5, stereotypes, (please see section 4.5) in that they all use the English language as a means of turning learners into viewing critically their “habits of mind” (Mezirow, 1997) germane to ethnocentrism and discrimination issues and aided by the teacher as the facilitator “to create norms that accept order, justice, and civility in the classroom and respect and responsibility for helping each other learn; to welcome diversity; to foster peer collaboration; and to provide equal opportunity for participation” (Mezirow, 1997, p. 11). Therefore, Activity 2 allows learners to use the new vocabulary, attained so far in the lesson, appropriately to express not only individual ambitions but their peers’ and society’s hopes and dreams and create a collaborative piece of artwork promoting at the same time democracy inside and beyond the classroom context.

Conducive to promoting interpersonal skills through exposing learners to authentic target language, Activity 4 introduces adult learners to poetry and addresses their creativity and imagination. The poems used for this activity are carefully selected to be close to the linguistic level of the learners, but it should also be acknowledged that learners through literature might realize the diverse use of the new language and experiment themselves on this new potential. According to Pulverness (2014) a literary text can be viewed as a beneficial complement to the language learning process of a foreign language since “The experience of learning another language is more than simply the acquisition of an alternative means of expression. It involves
a process of acculturation” (p. 429) and thus learners’ empathy levels are expected to elevate through this activity. What is of major importance to bear in mind regarding the promotion of the English language in this creative activity is that poetry does not impose on readers the strain to focus on language per se since “second language acquisition becomes internalized as a direct result of placing the learners in situations they seem real” (Gasparro, 1994, p. 2) in which they inhabit the text and become productive in the target language.

4.6.3 Reflection on Lesson 6

The activities of this lesson were well bound around the main topic of expressing future dreams and hopes and the teaching materials were conducive to both succeeding in its language learning outcomes and building on sensitizing learners to the issue of racial discrimination and diversity. Despite the fact that the latter might be a highly-debated issue to address in the currently emergent multiculturalism in Greece, since it might cause tension among adult learners, I did not hesitate to present it in class acknowledging that these learners’ SEL competencies have successfully been developed so far and they are multiculturally aware and accept diversity.

The Warm-up Activity was met with success on behalf of the learners and they all eagerly participated in the speaking activity. The PowerPoint presentation was quite helpful for the less confident learners since adult learners in the beginning level of a second language might feel intimidated to improvise and orally share their ideas to their peers. Activity 1 fulfilled its purpose as well with reference to increasing learners’ vocabulary pertinent to expressing goals and learners found the new words and phrases quite useful.

Learners, clearly, enjoyed Activity 2 and interacted successfully with each other to complete the collective assignment at the end of the activity. All of them were aware of the
famous song “Imagine” by John Lennon, yet completely unaware of the lyrics and the meaning of the song. Therefore, they watched the illustrated comic strip video ardently and considered it so inspiring a song that they kindly requested an instant repetition of the video. I satisfied their request after making clear that the purpose of the activity was not for them to deal with every single unfamiliar word appearing in the video but use the video as a stimulus to apply the new language introduced to them earlier in the lesson and prior language to express their dreams and hopes about multicultural society and the general world through words on the enlarged photocopy of the world. While listening to the song for the second time they came up with quite inspirational and creative ideas and they were so excited that some of them used their imagination and also drew stirring images on the photocopy.

Activity 2 elevated the energy level of the class and learners were highly motivated to participate in the lesson and use the target language to express themselves. Moreover, the equally creative last activity, Activity 3, added on the variety of the teaching materials, managed to maintain learners’ attention to the lesson and achieved its aim. Wlodkowski (2008) posits that learners’ active engagement in the lesson entails their high cognitive and emotional involvement in it, especially “for adults, who have many responsibilities, mental distraction is an ever-present reality in any learning situation” (p.235). Therefore, having learners read authentic poems and try to create one successfully aroused their emotions and interest since:

When we want to maintain learners’ attention, we are looking for ways to evoke their alertness and to help them engage in the learning activity. Our effort usually involves an arousal of their energy and a refocusing toward the event at hand. By gaining their attention, we also open the way for or restore their interest. (Wlodkowski, 2008, p. 235).

Learners were so engrossed in the creation of their collaborative poems that even if the lesson was extended for ten more minutes, on mature reflection, it is deemed as a successful one.
4.7 LESSON 7: Identifying Emotions (Demonstration Lesson)

4.7.1 Lesson Plan

Lesson Topic: Identifying Emotions

Teacher: Georgia Stavrogianni

School: Second Chance School

CEFR level: A1-A2

Length of lesson: 50mins

No of learners: 8

Age of learners: 35-60

Vocabulary/Language Focus: happy, sad, embarrassed, confused, calm, scared, excited, bored, proud, angry, worried, surprised, cheerful, depressed, afraid, tired, nervous, shy, satisfied, mad, enthusiastic, puzzled, shocked, peaceful, I feel

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<th>Description of activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>15’</td>
<td>speaking</td>
<td>-to introduce the topic of emotions</td>
<td>First, the teacher presents a PowerPoint Presentation in which learners watch pictures of people and are asked to guess how these people might feel. Then, the teacher asks learners to read some sentences on the PPT and according to the feeling that is connected to the situations that these</td>
<td>-small box</td>
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<td></td>
<td></td>
<td></td>
<td>-to revise learners’ emotional vocabulary</td>
<td></td>
<td>-folded pieces of paper</td>
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<td></td>
<td></td>
<td></td>
<td>-I feel</td>
<td></td>
<td>-PPT</td>
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</table>

General Aim: Upon successful completion of the lesson, learners will be able to:
-talk about emotions, recognize them and express them through different situations
-develop a greater awareness of their emotions, understand how emotions can be affected by art and music and express them through art and music
through defining and recognizing feelings -to create a relaxing classroom environment

sentences express show it with their body and voice tone. Afterwards, the teacher presents a small box which contains small folded pieces of paper. Each learner picks up a piece of paper with a written situation on it and a feeling to accompany it and reads the sentence-situation aloud to the rest of the class acting out the feeling for other to guess. The feeling does not match the situation given, thus learners should rely only on the body language and facial expressions for their guesses.

_Situations-feelings_
I am a millionaire! (sad)
I haven’t got any money! (excited)
I love pizza! (angry)
You are my best friend! (surprised)
The taxi is here! (scared)
I have so much work to do! (happy)
I’m going to the Bahamas on holiday! (confused)
I need a doctor now! (calm)
Thank you, thank you, thank you! (bored)
Everything is under control! (worried)

| Activity 1 | 12’ writing | -to introduce adjectives to describe emotions, -to practise writing to express individual experiences -to increase language awareness | The teacher gives learners a worksheet which presents a wheel with adjectives. They are asked to use the adjectives in the box given to complete the wheel with a synonym (or almost synonym) for each adjective. Then, they are prompted to find a situation, familiar to them, to express three of the feelings given and create sentences (e.g. I feel worried when…….). The teacher asks learners to share their sentences in class. | -worksheet |
| Activity 2 | 10’ | -to practise speaking through talking about paintings  
-to boost learners’ critical thinking through art  
-to help learners recognize emotions evoked through art and connect emotions to the world around them | The teacher presents a slide show of paintings by famous artists through a PowerPoint presentation. For each painting, the teacher asks them to share the feelings evoked by them. They are prompted to discuss both how people in these paintings may feel and how people who see the paintings may feel. The teacher also encourages them to share the initial impression/word that comes to their mind by looking at them. | -PPT |
| Activity 3 | 13’ | - to encourage learners’ expression of feelings and creativity through art and music  
-to boost team building | The teacher gives learners a blank sheet of colored cardboard paper and colored pencils/markers/crayons. She plays classical music and learners are encouraged to draw what they feel or the first thing that comes to their mind while listening to it. After about 30 seconds, the music stops, and learners are asked to pass their drawing to the person sitting next to them (on their right). The music is on again and now learners should add to what has already been drawn on the paper by someone else but driven by their own emotions and the music. The activity finishes when everyone receives their original drawing completed by their classmates. Learners discuss the final artwork and the feelings and impact that the music had on them and their creations. | -music (the Four Season by Vivaldi)  
-colored cardboard paper  
-colored pencils/markers/crayons |

**Anticipated Problems and Suggested Solutions** (please see 4.7.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 7)*
4.7.2 Analysis and justification of choices

As noted in section 2, SEL stems from research on emotional intelligence and it was Goleman (1995) who ardently pointed out that, rather than see two contradictory terms in it, there is evidence that we can bring intelligence to emotion and thus we can teach learners how to use their emotions. “As schools have begun to acknowledge students’ social and emotional needs, they have found that these skills can be taught and learned in a similar fashion to conventional academic subjects” (Elbertson, Brackett and Weissberg, 2010, p. 1019) and hence skills such as labeling emotions, recognizing them as they happen, realizing their impact on behavior and successfully managing them are considered a prerequisite to enhancing learners’ intrapersonal skills and creating emotionally literally schools. In this lesson, learners are expected to learn and practise key emotional vocabulary. Expressing a wide range of emotions is of major importance for beginner adult learners in the English classroom since they can talk about and describe how characters of a story or people in pictures might feel besides expressing their own emotions in situations inside and outside the English classroom. Therefore, this lesson aims at boosting learners’ vocabulary pertinent to emotions through helping them to develop a greater self-awareness and encouraging them to share their emotions with others.

The lesson starts with a Warm-up Activity in which learners are engaged in oral communication in the target language to practise and revise emotional vocabulary through interpreting emotions presented to them through a PowerPoint presentation and a drama game so that their emotional understanding is deepened, and they enjoy the lesson as well. Mitsikopoulou and Sakelliou (2006) propose that drama games with reference to the teaching of the English Language in a SCS are an acceptable method of language learning and enrichment of linguistic structures since, while learners are involved in the game, they forget their struggle to learn the new language, they feel free to take risks and using their body to
learn helps them learn and retain new structures longer. L. Elksnin and N. Elksnin (2003) highlight that “In order to understand one’s emotions and the emotions of others, learners must have adequate nonverbal communication skills” (p.64) and further connect the emotions to successful communication. To this end, learners are first engaged in conveying emotions judging by nonverbal cues such as facial expressions and body posture and, secondly, they are asked to act out some situations to realize the importance of paralanguage as well, for instance, tone voice or rate of speech, in communicating emotions. The successful decoding of paralanguage might be challenging for adults in the case of voice tone for individuals to convey emotions “In order to avoid cognitive conflict voice tone and words must match” (L. Elksnin & N. Elksnin, 2003, p.65). The drama game in this warm-up activity purposefully mismatches the words given on paper to an almost conflicting emotion to be expressed orally so that learners’ enhancement of emotional understanding is succeeded. Wlodkowski (2008) posits that adult learners are more motivated towards learning when they feel challenged in that “Challenge is an opportunity for engagement that offers the possibilities of deeper understanding, more refined thinking, more complex perceptions, better performance, higher goal attainment, new knowledge, and improved skills” (p. 233).

Norris (2003) points out that young children and likewise beginner adult learners with limited language proficiency in the English language classroom do not have the language to communicate their emotions. Activity 1 aims to build on learners’ emotional vocabulary and increase their language awareness by prompting them to use this new vocabulary to relate to personal situations since, as suggested in section 4.3.2, a key principle of the Andragogical Model is that “adults are life-centered (or task-centered or problem-centered) in their orientation to learning” (Knowles et al., 2005, p. 67) and thus it becomes imperative that to attract their attention and maintain their level of engagement high the new knowledge offered to them be associated with their personal experiences and life situations. The idea of creating
an emotion wheel as a way of presenting the new vocabulary to my group originated from “The Feeling Wheel” developed by Willcox (Willcox, 1982), a psychotherapist. She contends that individuals lack adequate emotional vocabulary and are often nurtured in environments in which they are permitted to express only a limited range of emotions. She further claims that “The Feeling Wheel” can be an excellent tool for individuals to experience new emotions and find the right words to express them since “With increased vocabulary comes more spontaneity and creativity in sharing emotions. With increased vocabulary about emotions also comes the potential for greater power to interact intimately with other people” (Willcox, 1982, p. 275).

What I opt for my learners to understand through the wheel is the variety of the English language to express similar or contradictory emotions and it is my firm belief that exhibiting learners in a wide range of emotional vocabulary in a second language can assist them to deepen their emotional vocabulary in their first language as well and are encouraged to verbalize and share their emotions within and beyond the classroom context in both languages.

Aiming to boost learners’ vocabulary skills around expressing emotions and promote their basic oral communication in the target language, I designed the next two activities drawing on Cultural and Aesthetic Education. Elias et al. (1997) contend that educators who endorse SEL in class should employ varied instructional methods that draw on the multiple domains of learners’ intelligences proposed by Gardner (please see section 2). Such a method, commonly found in SEL instruction as well, is art “Because art often has emotional content, it can enhance student understanding of emotions and how to express them in safe and appropriate ways” (p. 54). Therefore, Activity 2 employs the projection of famous paintings around the world to tap into a wider range of intelligences and aid learners to both uncover emotions and enhance their critical thinking. Throughout the activity, learners are encouraged to orally share their initial impression about objects or figures in the paintings and exchange emotions evoked by them using the English language. Jarvis (2004) acknowledges that there
is a multitude of needs that adults cover by returning to education. Except for vocational reasons, they also reap the benefits of, among others, “encouragement for further study” (p. 81). In light of this, activity 2 treats learners in a more holistic way and increases their general knowledge as well, by bringing them into contact with worldwide works of art and thus it fosters their lifelong pursuits.

The last activity, Activity 3, is a cooperative activity whose twofold aim is to first encourage learners to use their emotions as an inspiration for self-expression and creativity and secondly create stronger relationship skills among them and strengthen their interpersonal skills by enhancing a nurturing environment. Seeing that the use of a variety of instructional procedures is vital for the active participation of adult learners in a SCS, I opted for art again and music. Mayer and Cobb (2000) highlight the development of emotional intelligence through arts and claim that “A student who is discussing...what emotions a piece of music or art conveys is actively using and perhaps fostering emotional perception and understanding” (p. 179). Adult learners of a beginning level cannot discuss thoroughly but they can use the language to name objects in the final artwork and talk about their emotions connected to them. The use of the classical background music aims to act as a tool for learners to create images and unfold their emotions on paper and thus contribute to a positive, free of tension, atmosphere in class. Batista (2008) claims that music has a powerful effect on learners in that it creates conditions favourable to increase their active engagement and facilitates language learning.

4.7.3 Reflection on the teaching demonstration video

I chose to start the lesson by informing learners about its topic and main objectives since my experience with adult learners has taught me that they feel less stressful and more motivated to the learning process when they are aware of what they are going to confront in
class. Taking into account that “the time the adult learners will use in preparing themselves before class and/or reviewing the lessons may be limited or even insufficient (Chanseawrassamee, 2012, p. 1362), due to the multitude of responsibilities they might hold, I chose for the Warm-up Activity to activate learners’ prior knowledge of emotional vocabulary and attract their interest to the topic of emotions through visual aids (PPT) and the drama game. To make sure that the aim of the activity is clear and enhance their participation, I demonstrated myself a situation. Since it was not the first time that this class was engaged in drama in class, they all willingly participated, though some found it more challenging to meet the aim of the activity. Andersen (2004) argues that “drama in education refers to the use of drama techniques to support learning in the classroom” (p. 282) and focuses on the importance of viewing the learning process as the end itself rather than the product as in staged theatre productions. That prompted me to deliberately allow learners to have a second round in the drama activity in which they would feel more relaxed and confident, even if the estimated time of the Warm-up Activity in the lesson plan exceeded over five minutes because of that choice. Overall, I believe that the Warm-up Activity met the aims of both assisting learners to use the English language to define and recognize their own and their peers’ emotions; thus, a safe classroom environment was established as well.

Corder (2002) suggests that the instructions given to adult learners be as clear as possible to ensure their effective comprehension of the task at hand, since “As a student, there can be nothing more embarrassing than having misunderstood the instructions” (p.72). Thus, explicit instructions for every activity are needed and the transition from one activity to the next took some minutes. The time limit assigned for the first part of Activity 1, that is completing the wheel, was also exceeded so that learners would have enough time to complete their effort since, due to the special characteristics of adult learners, Polson (1993) posits that “Students can learn best when the instructor progresses at the speed students can follow” (p.5).
My experience as an adult educator has taught me that adults revisiting the educational context burdened with the stress of adult life and sometimes overwhelmed by negative past educational experiences cannot be urged to restrict themselves to tight time limits, since this can trigger their affective filter to raise and block the whole learning process.

In retrospect, I think that the learning goals for this class were partly met in this activity. Although they were actively engaged in completing the wheel, the concept of the close synonyms proved a little confusing for them. I had carefully selected the adjectives to avoid misunderstandings but, since, for some of them, context is of high importance to decide if they can be used interchangeably in a sentence or not and there are slight differences among them, more clarification was needed. In light of their low level of comprehension of the English language, it proved challenging for me to simplify my language and use only the target language to make everything clear to them. Furthermore, my decision to write the right answers on board should not be considered time-wasting due to the fact that adult learners, especially the less confident ones, feel more secure when they can see the answers written and work at their own pace, hence I was not willing to break this habit. With regards to the production of learners’ individual sentences, this part as well lasted longer as I had originally estimated but all of them used the new vocabulary and prior knowledge in a quite successful fashion. It should be borne in mind that writing in beginner levels is more challenging than oral communication since it entails more concentration on behalf of the learners. Thus, to facilitate learners I did not place stringent time constraints on them though I think that educators should lead learners to confront classroom challenges and facilitate them if need be.

Lopes and Salovey (2004) posit that expressing emotions might be closely linked to talking about and interpreting works of art and they further relate understanding of emotional vocabulary to facilitating a good command of language. I believe that the use of paintings for Activity 2 succeeded in prompting learners to use the English language to verbalize their
emotions evoked by them and use their critical thinking as well. What is important to be made clear for this activity is the fact that its aim is not for learners to exhibit elaborate conversational skills around art but engage them in using their own low literacy level in the target language to talk about paintings. With regard to the limitation of their low linguistic ability, throughout the activity, I used simple questions to motivate learners to participate, strengthen their self-esteem and avoid having the adverse effect of them feeling intimidated or helpless to participate in such an activity. Flores (2000) proposes the use of first language in the beginning adult ESL classroom in conversations about “fine or abstract points related to the language and culture” and building a supportive classroom environment (p. 4) since “These are areas that are very important in the language learning process and ones in which the beginning level learners often have great interest and/or need, but limited linguistic ability to address” (p. 4).

Moreover, since adult learners carry a wide range of life experiences, they opted for communicating them to their peers in class. In the video, a male learner who is good at painting himself, despite his beginner level in English, struggles to share some of his knowledge and offer some technical details of the paintings without using his mother tongue though. Notable is also a female learner’s successful attempt to explain the meaning of a word she uses in the English language to her peer who asks for its definition. I am inclined to believe that the ostracism of learners’ mother tongue in low literacy levels in the English classroom might cause tension and disappointment in adult learners but the endeavor of this class to use the target language and abstain from a transition to their mother tongue deems the activity successful, to my mind. The occasional use of their mother tongue, though, throughout the lesson, mostly to offer translations to their peers is conducive to the establishment of a safe environment for learners to take risks in this speaking activity since Timmis (2016) referring to the complexity of speech production highlights that “In speaking, more than in the other
skills, learners are putting their personality on show and may fear embarrassment or mockery by their peers” (p.84).

Activity 3 took place beyond the regular lesson time of fifty minutes. It has been made clear so far that the philosophy of a SCS and the context of adult education (please see section 1.1) allow for flexibility on behalf of the instructor to adjust the duration of a lesson in light of meeting its needs and the interest learners exhibit in conducting its activities. Consequently, since I considered the class was lively and seemed to enjoy the lesson, I decided the learners would like to participate in the last activity as well. My decision was justified as I saw that they exhibited a high level of enthusiasm to participate in this collaborative activity and used their emotions to create excellent pieces of artwork and the English language successfully to talk about them. Jarvis (2004) contends that when adult learners return to the school environment except for learning a language they also need to socialize and have fun in class. This last activity assisted learners to leave the classroom contended and turned the learning process into a positive experience for them.

Throughout the lesson, as proposed in section 2, I tried to provide equal opportunities to all learners, motivate them to discover their competencies, respect their individual characteristics, encourage the active interaction among them and facilitate their language learning making necessary accommodations in that “In some cases, this might mean probing further, giving a hint or a second chance, waiting a while longer, soliciting help from another learner, or facilitating another answer for greater insight” (Wlodkowski, 2008, p.237). Since this is a mixed ability class, consisting of both absolute beginners and false ones, some learners felt more confident to ardently participate in the activities but at the same time they encouraged and praised the less enthusiastic and bold ones instead of overshadowing them. With regard to the instructional language, I have to admit that despite my effort to be clearly understood by everyone, there were some occasions in which I felt that successful comprehension was not
succeeded. This class had been explicitly exposed to classroom language and instructions in the English classroom right from the beginning of our lessons and was acquainted to receiving input one level beyond their current level of linguistic competence according to Krashen’s input hypothesis (Schütz, 2005) though not always understood. To reduce extra challenges posed on the learners I tried to modify my speech rate and tone according to the needs of adult learners in that I avoided talking fast or too softly and I repeated instructions and questions whenever needed (Polson, 1993).

4.7.4 Concluding remarks

Upon reflecting on this lesson, I deem it to have been a successful one. Learners were attentive and participated in all the activities and the main aims of the lesson were achieved. The activities were well bound and served the purpose of scaffolding adult learners’ language development. The time management did not go as I had originally planned, however, learners seemed to enjoy the lesson and displayed no feelings of weariness. The teaching aids were conducive to the teaching process and made the lesson flow smoothly. If I were to teach the same lesson again to beginner adults, I would extend on language awareness in Activity 2 to scaffold language even more successfully. To make learners aware of the actual use of the new adjectives presented, I would add a vocabulary activity offering them the chance to use the new vocabulary in context, hence it would be easier for them to relate it to their personal experiences and create their own examples. By adding this activity and opting for a fifty-minute lesson, I would have to completely leave out the last activity and perhaps use it in a following lesson to creatively revise emotional vocabulary.

The class taking part in this teaching demonstration video is quite competent and enthusiastic about learning the English language. The inhibitions of some learners to unfold
their personalities and eagerly participate in the speaking activities were evoked by anxiety due to the presence of the video camera in class and should not be interpreted as reluctance to participate. I have to admit that I myself being an experienced adult educator for almost fifteen years felt overwhelmed with anxiety but the strong relationship skills promoted in class made me enjoy the lesson as much as I hope my learners did.
4.8 Lesson 8: Regulating Emotions

4.8.1 Lesson Plan

Lesson Topic: Regulating Emotions

Teacher: Georgia Stavrogianni

School: Second Chance School

CEFR level: A1-A2

Timing: 50mins

No of learners: 8

Age of learners: 35-60

Vocabulary/Language Focus: hear, smell, see, feel, taste, it sounds/smells/tastes/looks/feel like, anger, mad, Calm down, Relax, Just breathe, Take a deep breath

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mins</th>
<th>Skills Focus</th>
<th>Aim(s) of activity</th>
<th>Description of activity</th>
<th>Teaching Aids*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>6’</td>
<td></td>
<td>- to create a relaxing classroom environment -to consolidate key emotional vocabulary</td>
<td>Learners are divided into groups of two or three and are assigned the role of musicians in an orchestra. The teacher acts as the orchestra conductor and assigns ‘emotion sections’ to the groups, such as the ‘happy section’, the ‘sad</td>
<td></td>
</tr>
</tbody>
</table>
-to encourage collaboration

section’, the annoyed section’ or the ‘surprised section’. Each time the teacher points at a group, learners should use sounds (no words are allowed) to communicate the specific emotion. They can also mime the emotion or use gestures. Prior to the ‘performance’ group members are given some time to agree on the way they want to ‘perform’ and finally an emotion orchestra is created.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>12’</th>
<th>writing</th>
</tr>
</thead>
</table>
| -to use sensory verbs to create a sensory poem  
-to boost imagination |
| Learners are first introduced to sensory verbs and the teacher explains that a sensory poem uses all five senses to describe something. Then they are given a sensory poem template and have five minutes to complete it with nouns to describe the emotion of anger. The teacher gives an example of a poem. Learners are encouraged to feel free to write whatever comes to their mind. When everyone is ready, they share their poems in class. |
| worksheet |

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>18’</th>
<th>listening speaking</th>
</tr>
</thead>
</table>
| -to listen for specific information and complete a worksheet  
-to enhance ‘calming down strategies’ vocabulary  
-to practise speaking skills by suggesting ways to manage negative emotions |
| Learners are informed that they are going to watch a three-minute video entitled ‘Just Breathe’ and they are encouraged to guess what they think it is about. They are also prompted to connect it to the kinds of feelings (e.g. anger, sadness) that may lead you to a situation when all you want is to just breathe. Then they are given a worksheet with two columns, the one mentioning body and mood changes to certain emotional responses and the other ways to deal with these. The teacher shows the video in two parts (part a’:0.00-1.15 and part b’:1.15-3.15) and while watching the video, learners are asked |
| video  
-worksheet |
to tick the phrases that they listen to in it. When the video ends, they discuss the right answers and are invited to talk about their individual ways of dealing with anger and thus suggest more ways to manage emotions.

| Activity 3 | 14’ | writing | - to write a poem about an ideal place to calm down -to prompt learners to express themselves creatively and enhance anger regulation mechanisms | The teacher explains the structures “it sounds/smells/tastes/looks/feel like” and gives a new sensory poem template. Learners are asked to close their eyes and imagine the ideal place for them to calm down when they feel angry. Then they are encouraged to rewrite the sensory poem (and optionally draw relevant pictures) thinking that they are in this place. The teacher shares an example of her sensory poem and when everyone is ready, they share their poems in class and if there is time they compare them to the first ones. | -worksheet |

**Anticipated Problems and Suggested Solutions** (please see 4.8.3)

*The materials for this lesson can be found in the accompanying DVD (please see folder: Lesson 8)*
4.8.2 Analysis and justification of choices

I have so far stated (please see section 2) that SEL practices have gained popularity with educators all over the world over the past decades since the importance placed upon the emotional development of learners is considered a key predictor of their performance in class. Critical to this is the enhancement of learners’ self-management skills. Jones and Doolittle (2017) drawing from the SEL framework of the five core competencies, suggested by CASEL (2015) in section 2, went on to propose three types of competencies, one of which advocates for developing “emotional processes—the ability to recognize, express, and regulate one’s own emotions and understand the emotions of others” (p. 6). The lesson engaging learners to label and identify emotions (please see section 4.7) preceded this one, hence this lesson deals primarily with negative emotions such as anger and its influence on individuals and introduces the topic of regulating emotions through exposing learners to a wide range of activities. The main aims of this lesson are firstly to offer learners the language to make suggestions about regulating negative emotions and behaviors effectively and secondly to motivate them to manage stressful situations which might impede their performance both inside and outside the school environment and their overall healthy development.

Since the activities of this lesson are intertwined with emotions, a Warm-up Activity to create a supporting classroom environment is vital. The “emotion orchestra” Warm-up Activity is used mostly in theatre classes to aid students of all ages to build stronger bonds among them (Bradford, 2018). Accordingly, the aim of this drama Warm-up Activity is not to prompt learners to actively use the language but listen to and review some key emotional vocabulary previously taught in class and in addition to that, learners might recognize how emotions are related to body reactions and make connections to Activity 2 in which they are given the language to explore and label these body and mood functions.
Through Activity 1 learners are first introduced to some sensory verbs, useful tools to talk about emotions, and then they are encouraged to use them and prior language knowledge to practise their writing skills through creating a sensory poem. Even though they are given the poem template to guide them, learners’ autonomy is enhanced through this activity since they need to use their imagination, creativity and deploy prior knowledge of the English language to construct a single poem. While learners are prompted to express their ideas freely and create their individual pieces of writing in this activity, as noted in section 1.1, the role of the teacher as the facilitator of the teaching process is of major importance to assist them with emergent vocabulary conducive to completing the poems. Prompting learners to personalize the topic of emotions and create poems to share in class not only enhances implicit language learning but helps them realize that there is a connection between emotions and physical activities and adds on a smooth flow into the next activity.

Activity 2 uses an authentic video in which young children describe how negative emotions affect their mood and body and what they do to overcome these emotions and a supplementary worksheet to offer learners the opportunity to listen for specific information and practise their speaking skills through suggesting effective ways to manage emotions such as anger and anxiety. The use of the video is an important material for language learning and teaching since it exposes adult beginner learners to the target language in a natural fashion, (please see section 4.5.2) and Çakir (2006) posits that to ensure learners’ active viewing and participation, teachers of the English language as a second language should thoroughly plan a follow-up activity to assess comprehension of the video and promote further oral practice. “We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words” (Çakir, 2006, p. 68).
Since labeling emotions and delving into what triggered them is vital for motivating individuals to define a problem and engage themselves in problem-solving situations (Novick, Kress & Elias, 2002), Activity 3 prompts learners to use prior language knowledge and produce a second poem based on ideas of the previous activity. Therefore, they are asked once again to express themselves creatively and practise writing skills while boosting their intrapersonal skills and coming up with safe individual choices to regulate anger.

4.8.3 Reflection on lesson 8

The variety of activities for this lesson proved to be somehow challenging for adult learners due to the fact that they were asked to use mainly their prior language knowledge and less the new vocabulary presented in this lesson to compose imaginative pieces of writing and express themselves freely. The Warm-up Activity resembled the drama game of the previous SEL lesson (please see section 4.7.2) in that learners were asked again to work on their paralinguistic features, such as nonverbal sound patterns, to cooperate and create an ‘emotion orchestra’ with their peers. This is a demanding activity for adults since it places emphasis on somatic learning and the use of body as a source of knowledge. Under the umbrella term of somatic learning into adult learning contexts, Horst (2008) maintains that “Kinesthetic learning offers the opportunity for students to move by engaging in role plays or dramatizations of situations or cases” (p.5) which facilitates learning. Thus, the more bodily-kinesthetic types responded enthusiastically to the activity whereas some others were more reluctant to participate. While I had been aware that some learners might not participate so willingly in this activity, since I had been working with this class for some time, I finally chose to include it in this lesson based on the positive classroom climate present in every SEL lesson so far.
lesson, despite some learners’ minor inhibitions, the activity ran smoothly and the aim of reviewing key adjectives denoting emotions was met with success.

Activity 1 offered learners the opportunity to reflect on their prior knowledge of the English language and come up with creative pieces of writing. It was their first attempt to create a poem and even if they were given the verbs of senses and they only had to come up with corresponding nouns to match the verbs, they felt intimidated at first. I hence made clear to them that they do not have to create literature masterpieces and offered them an example myself to increase their confidence. What’s more, I prompted them to focus on the aim of the activity which was to investigate their mental lexicon and explore English words to match the verbs of senses and create vivid images to share. Finally, though it took them some extra minutes to complete the poems, they found the entire process amusing and proudly shared their creations in class.

The language of the video in Activity 2 was beyond the language level of my group and hence posed great difficulties in their understanding. The use of visual clues in classroom tend to facilitate understanding for non-native speakers of a language but in this case, neither the visual aids were helpful to enhance comprehension and, therefore, learners watched the video once, had the vocabulary of the supplementary worksheet explained and then watched it a second time to complete the activity. Not too much emphasis was given on the vocabulary with reference to body and mood reactions, which, in retrospect, I feel could have been eschewed since it burdened them with challenging vocabulary yet not directly connected to the speaking aim of the activity. On the other hand, the vocabulary suggesting ways to regulate emotions was much easier for learners to deal with, attracted their interest and all learners drawing from their individual experiences managed to successfully suggest interesting and imaginative ways for someone to fight against negative emotions.
Taking the above into account, the last activity of this lesson was designed to use the English language as a vehicle for prompting learners to write a second creative sensory poem about developing individual mechanisms for anger management. Its aim was successfully met and learners clearly enjoyed the activity since this time they exhibited a great deal of enthusiasm and used some extra time to draw as well next to the poem.

The whole lesson exceeded the anticipated time limit of fifty minutes and Activity 2 might be simplified for future use in beginner adult levels but, overall, this lesson succeeded in promoting new and incidental language learning and emotional-regulation skills as well. As it has already been suggested in section 2, SEL skills are of major importance for academic performance and “emotional-regulation skills may facilitate control of attention and the development of intrinsic motivation for challenging pursuits, thus contributing to sustained intellectual engagement and studying” (Lopes & Salovey, 2004, p.79).
5. Concluding Remarks

The endeavor of addressing the vocabulary needs of adult beginner learners of English as a foreign language in a Second Chance School classroom through a Social and Emotional Teaching Framework was quite challenging right from the beginning but intriguing as well. Teaching a heterogeneous group of adult learners who hold a low linguistic level in their native language as well posed extra challenges in that, according to Longfield (1984), “English as a Second Language (ESL; Longfield, 1984) teachers are often, expected to teach two subjects at once: ESL and literacy skills to students who may have poor cognitive development” (p. 11). Furthermore, entering education again for most adults is an activity in which they need to devote valuable time, sometimes at the expense of their life or job responsibilities and thus they are constantly striving to balance the demands of the multitude of roles they might possess and succeed in learning as well (Fairchild, 2003). The fact that the lessons took place during the second semester, that is towards the end of the school year and closer to graduation for learners of the second year made some learners’ regular attendance difficult.

Nonetheless, upon reflecting on the whole experience, there were strengths and weaknesses but, in light of my teaching experience, the learners’ involvement in the lessons and the feedback received by them, during and at the end of the lessons, I feel that the main purpose of this endeavor was successfully met. I was given positive feedback as regards the selection of the materials and learners were enthusiastic about the infusion of social and emotional skills in the English lessons. Overall, engaging adult learners in a social and emotional-based teaching framework succeeded into turning them into active participants in the learning and teaching process offering them the distinct advantage of being favored not only in terms of language competence but also in terms of social and cultural awareness.

Nikolaou, Papa and Gogou (2018) contend that:
In daily life the circumstances require full citizen participation in the economic and social reality. Early school drop out is followed by educational and social exclusion and creates individual and social problems (costs for society). Skills, such as critical thinking, research, creative problem-solving are mostly cultivated through education and are considered essential and necessary for a knowledge-based society (p. 229).

Second Chance Schools offer adults opportunities to enter education again and fight educational and social exclusion by offering learners 21st century skills and knowledge and thus these schools are deemed vehicles for individual and social change. Prominent role in this effort plays the English language which adult learners in this SCS positively embraced not only as a means for offering them new career opportunities but as an integral part of communication in current time. Bowden, Sanz and Stafford (2005) posit that “while earlier may be better in general, there is no hard and fast window of opportunity for Second Language Acquisition (SLA; Bowden, Sanz & Stafford, 2005) and that successful adult SLA is well within the realm of possibility” (p. 111). What every educator should bear in mind is that:

Each student has potential. Although that potential is not identical for all, every student deserves the opportunity to have his or her potential developed. The combination of academic learning and SEL is the most promising way to accomplish this goal.

(Elias, 2006, p. 12)
References


References in Greek


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