

Promoting Emotional Development in a FL Classroom

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Outline

- **What is Emotional Development ?**
- **What domains** of Emotional Development are there?
- **What can teachers do** to promote Emotional Development?
- Is Emotional Development **related to the Croatian ELT Curriculum?**

Socio-emotional competence + emotional intelligence

- **Emotional competencies** involve:
 - Abilities to generate, recognize, evaluate, increase/decrease and make use of one's own emotions (Pekrun et al., 2018)
 - **Emotional intelligence** is deemed a core socio-emotional competence; Goleman (1995) outlined five components:
 - 1) **Self-awareness** (understanding your own emotions)
 - 2) **Self-regulation** (managing your own emotions)
 - 3) **Internal motivation** (being able to motivate yourself)
 - 4) **Empathy** (recognizing & understanding the emotions of others)
 - 5) **Social skills** (being able to manage relationships with others)
- (Mercer & Gregersen, 2020, p. 70)

Emotional development

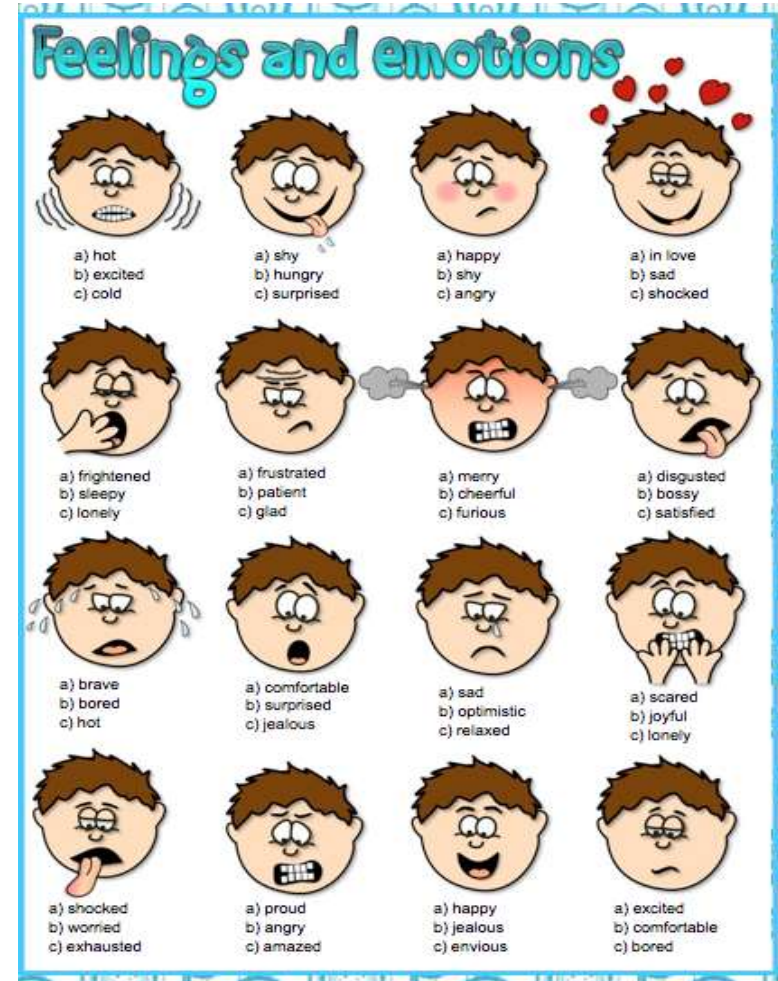


- a set of abilities that a person gradually develops in a situational and educational context
- Such development has a direct bearing on our ability to **learn**, **perform** certain **activities** and **attain** our **goals**

- There are three key domains of *emotional development*:
 - 1) **Identifying and understanding emotions**
 - 2) **Managing own emotions**
 - 3) **Empathy and relationship skills** (Cambridge Life Competencies Framework, 2019)

1. Identifying and understanding emotions

- It pertains to the learners ability to:
 - Become **aware of** their emotions and
 - **Express** them in various situations involving other individuals
- Learners may engage in self-reflection or self-appraisal; moreover, it allows them to:
 - **Think about their emotions**
 - Identify and
 - Verbalize them



Learners naming their emotions

- Our learners are not always good at describing how they feel
- **How can we help them?**
 - Settle activation in their brain and body (be patient, wait, **use helpful phrases**)
 - Try and relate to their feelings and stories (do not judge, listen and give voice to their feelings)
- You may consider introducing the *Mood Meter* to help them name their emotions and raise awareness of their degree of pleasantness (Brackett, 2021)

Helpful expressions when **inquiring** about learners' **feelings**

USE	DO NOT
Tell me what happened	Tell them how they feel
I noticed...	Belittle them
I'd like to know...	Dismiss their ideas or feelings
It sounds like you're saying.... Is that correct?	Interrupt them
How did you feel about that?	Pass blame for their circumstances
I'm listening	Attempt to diagnose

Activity: Name it to tame it

- We may use the activity to help our learners: 1) deal with unpleasant emotions, or 2) understand other people's feelings.

1) Dealing with unpleasant emotions:

say it out loud/silently, write it down (learners become aware of what is going on in their minds and their bodies)

2) Understanding other people's feelings:

during interaction or play, have your learners ask themselves: „What are they feeling now?“ (learners start thinking about their peers and it helps them to provide an empathetic response)

2. Managing emotions

- Refers to a person's capacity to execute a series of **coping mechanisms** in various emotional situations
 - These strategies may be used to *down-regulate* or *up-regulate* an emotion
- Proper use of coping strategies helps us create emotional **resilience**
- There are different ways a person can deal with their emotions, i.e. use different **strategies**



"Well, I'm glad we had this chat."

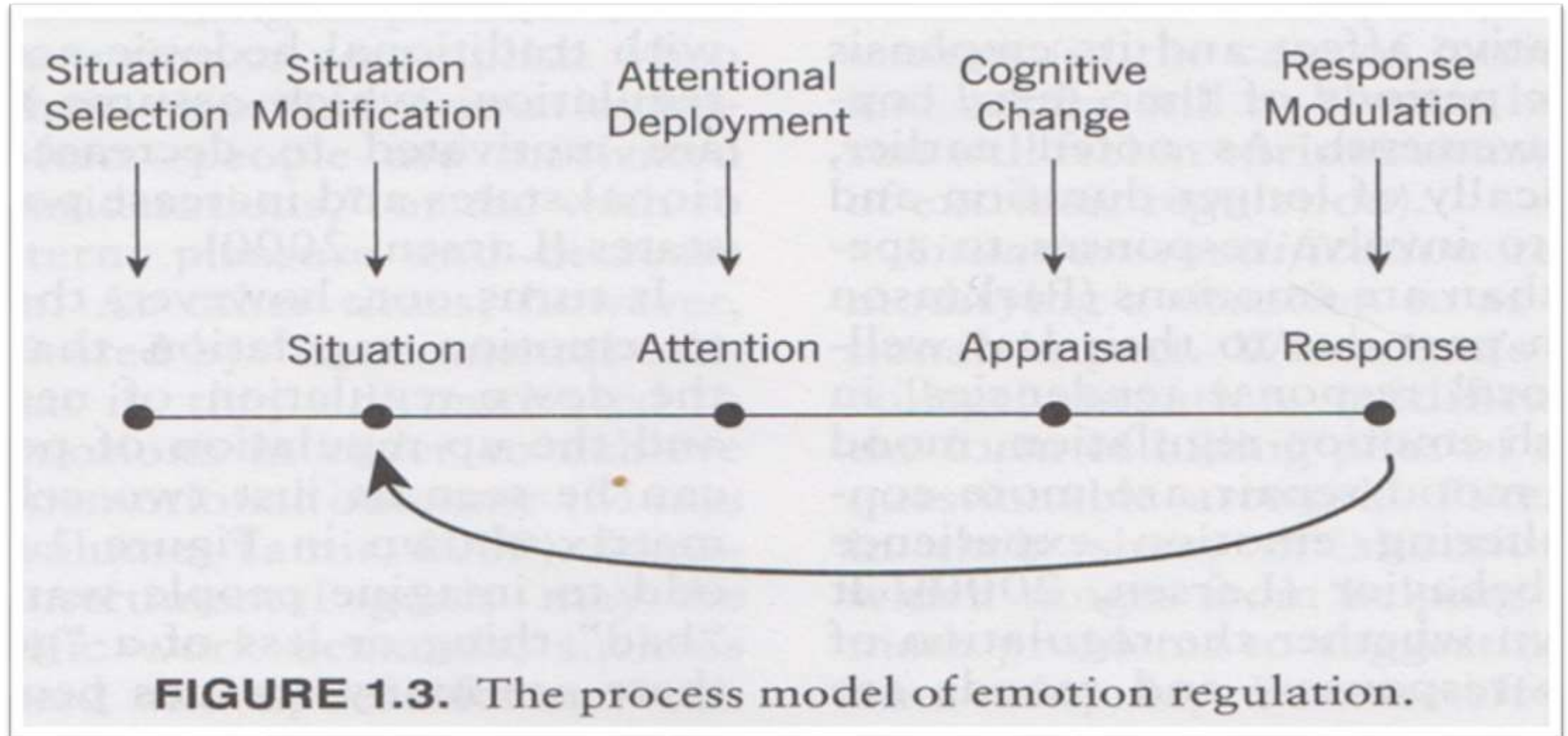
Audience time!

- ACTIVITY: Think of and name some emotion regulation strategies
- TIME: 3 minutes

GO!



The Process Model of Emotion Regulation (Gross, 1998)



Clarifying the model

STRATEGY NAME	QUESTION
Situation Selection	There's not much you can do about avoiding the situation but what can you do to avoid it in the future?
Situation Modification	Is there something you can do in this situation to change the impact it has on you?
Attention Deployment	What can you do to distract yourself in this situation? How can you minimize the unpleasant emotion?
Cognitive Change	Is there another way of viewing this situation? Are you looking only at the negative aspects of it?
Response Modulation	What parts of your emotional display could you suppress to help you navigate this situation better?

Activity: Laura's case study

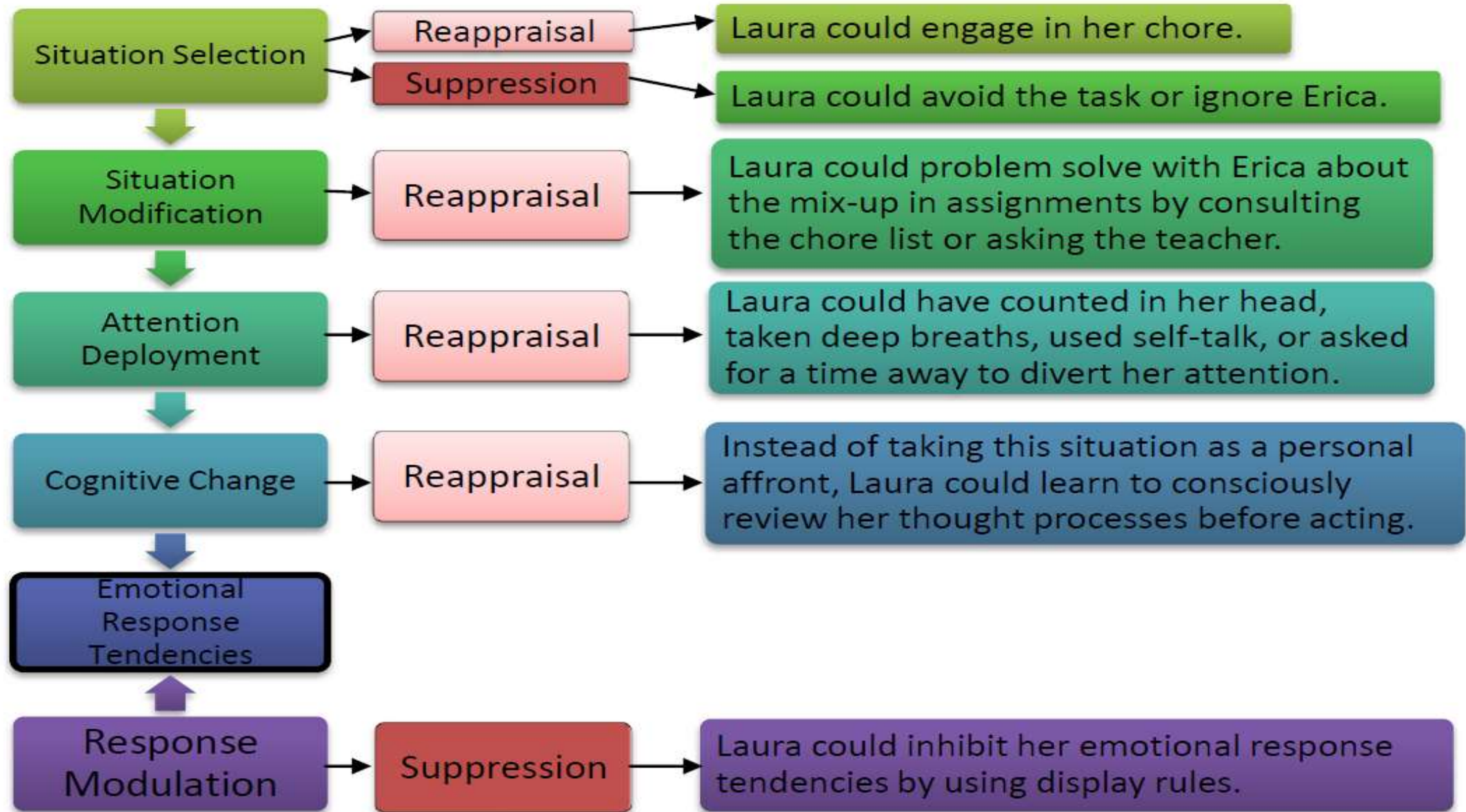
- **Read the text on the following slide carefully and answer the following questions:**
 - 1) What can you discern from Laura's behavior?
 - 2) Do you believe there was something else she could have done?
 - 3) What would you, as her teacher, advise her to do in the future?

Laura, 12 years old, is yet again sitting in the principal's office awaiting the verdict of her latest outburst. Today, Laura got into a pushing match with Erica after a mix-up in classroom responsibilities. Laura thought it was her day to clean the chalkboard, but it was actually Erica's day. Laura began to argue with Erica, and when Erica would not give Laura the sponge to clean the chalkboard, Laura pushed Erica. Laura consistently loses control of her emotions, even when faced with the simplest of tasks. Laura is considered the classroom's "problem child," and cannot manage any friendships due to her emotional outbursts.

(Scanlon, 2010, p. 16)

Activity: Laura's case study

- **Read the text on the following slide carefully and answer the following questions:**
 - 1) What can you discern from Laura's behavior?
 - 2) Do you believe there was something else she could have done?
 - 3) What would you, as her teacher, advise her to do in the future?



How do we **promote** our learners' emotional development?



2 TYPES OF REPPRAISAL

- Come up with a **less negative** interpretation of what happened
- View the event from a more **dispassionate**, detached perspective (3rd person)

Encourage **positive** self-talk



- There are two types of self-talk:
 - **Positive**
 - **Negative**
- Show your learners another point of view by encouraging positive self-talk
- Instead of '*I'm such an idiot!*', try going for '*Everyone can make a mistake. How can I learn from this?*'

The power of 'YET'



- Both teachers and learners can benefit from this line of thinking
- When finding yourself saying you are not able to do something, try adding 'yet' at the end of the sentence
- It helps you alter your interpretation of events and minimize the burden of unpleasant emotions

3. Empathy and relationship skills

- The learner's ability **to detect how other people are feeling** based on their expression and other context-embedded cues
- These skills also encompass the learners' ability to **empathize** and **sympathize**
- By caring, showing mutual understanding and exchanging emotional experiences our learners can:
 - **Build and maintain** relations with others
 - **Partake** in various social interactions
 - **Resolve** mutual misunderstandings/issues better.



IM RIGHT ALL THE



TIME EVEN WHEN IM WRONG

Example: Learners using emotional skills with others

- A researcher from Yale University asked a group of 5th graders to apply their emotional skills
- He gave them a scenario and asked how they would respond
- It goes something like this (not the author's words):

When I was your age, I failed an exam. I was devastated and felt terrible.

- The researcher then asked the class to think of some emotion regulation strategies that could have helped him that day

Brackett (2021, p. 213)

LEARNER RESPONSES

I would've told
you jokes.

I would've taken
you out for ice-
cream.

I would've told
you to keep on
trying.

I would've asked what
part of the exam
you'd done wrong and
then we would've
practiced it together.





Activity: Finding the silver lining

- In this activity, learners focus on **different kinds of problems** (within or outside of their school)
- **Aim**: the aim is to find a positive aspect of a negative situation; in addition, learners are required to consider both positive and negative consequences
- **Procedure**: learners use their language skills to illustrate their 'silver linings' to their audience (e.g. other learners or a teacher); a teacher may counter them with challenging facts but they have to find something positive

Strategies that promote socio-emotional learning

Freestanding Lessons	High quality lessons on specific topics are presented. Teaching is more interactive than didactic and involves discussion and practice.
Shared Agreements	Student involvement is used to set goals, norms, or classroom behavioral guidelines to create a positive experience.
Interactive or Reflective Activities	Tasks, games or daily routines create opportunities to practice SEL skills (e.g., social problem-solving steps, reflective journal).
Peer Mentoring	A formal or informal process in which students support one another to enhance connection to peers and/or provide academic support.
Teaching Practices	Teachers use instructional, relationship building, or classroom management practices specifically designed to create a learning environment that promotes SEL.

- Pennsylvania State University (2017) Promoting Social and Emotional Learning in the Middle and High School Years (p. 8)

AUDIENCE TIME! AGAIN!

**IS SOCIO-EMOTIONAL DEVELOPMENT A
PART OF THE CROATIAN ELT
CURRICULUM?**

YES?



NO?

STAGE OF LEARNING	ABILITIES	CLC FRAMEWORK - EMOTIONAL DEVELOP. (2019)	CROATIAN ELT CURRICULUM (2019)
PRIMARY	Identifying & understanding emotions	Describes different emotions, understands they can have more than one emotion, articulates specific emotions and compares them to those of others	No mention!
	Managing own emotions	Uses ER strategies when upset or stressed, controls their level of excitement in class, engages in self-talk	Izabire aktivnosti koje povećavaju zadovoljstvo učenja (2.r.), kontrolira osjećaj nemira (3.r.)
	Empathy & relationship skills	Is aware of other people's feelings, shows remorse after wrongdoing, shows compassion and concern	Traži pomoć prijatelja u rješavanju zadatka radi osjećaja samopouzdanja (3.r.), aktivno sluša i uvažava mišljenja drugih (7.r.), aktivno sluša i uvažava mišljenja drugih empatično i s prihvatanjem različitosti (8.r.)

STAGE OF LEARNING	ABILITIES	CLC FRAMEWORK - EMOTIONAL DEVELOP. (2019)	CROATIAN ELT CURRICULUM (2019)
SECONDARY	Identifying & understanding emotions	Describes a wider range of emotions, discusses what makes them feel different emotions, describes strategies for dealing with difficult situations	No mention!
	Managing own emotions	Deals appropriately with criticism, setback and praise, manages stress by using ER strategies, negotiates conflict constructively	Usredotočuje se na ciljeve učenja, vlastita postignuća i sredstva koja su mu na raspolaganju radi smanjenja stresa pri učenju (1.r.), upravlja vlastitim emocionalnim stanjem i primjenjuje tehnike opuštanja radi uspješnijega učenja (2.r.)
	Empathy & relationship skills	Shows understanding of other people's emotions and perspectives, states opposing opinions in a respectable way, attends to maintaining relationships and feels a sense of belonging	Razvija suradničko učenje radi uzajamne potpore i ohrabrenja (1.r.), ispituje vlastitu ulogu i odnos prema drugima te s njima razgovara o vlastitim, kao i osjećajima drugih (3.r.)

A white rectangular sticky note is pinned to a light gray background with a red pushpin at the top left corner. The words "THANK YOU" are written in black, handwritten-style capital letters on the note. The note is slightly tilted and has a soft shadow beneath it.

THANK
YOU