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Activities for Social-Emotional Learning

Developing social-emotional competences
in the ELT classroom

Anna Hasper and Luis Javier Pentón Herrera

DELTA
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Preface

The DELTA Publishing Ideas in Action series aims to help teachers to relate specific areas of theory and research to their classroom practice. It aims to bridge the divide between these through explanation of the theory from a practitioner perspective, discussion of major research findings and linking both of these to example activities, strategies and suggestions for the classroom. Written by practising teachers and experienced materials writers, Ideas in Action titles show that theory and practice can come together to make English language learning both effective and enjoyable for all.

As series editor, I am both delighted and privileged to introduce **Activities for Social-Emotional Learning** as the latest addition to the rapidly expanding Ideas in Action series, and the latest output from two emerging talents in language teaching materials writing.

Since the turn of the 21st century, education systems around the world have become embroiled in a tendency to compare and compete with each other through international ranking systems, particularly the PISA tests. Both internationally and nationally, governments and institutions have become obsessed with what the educational philosopher Gert Bielsa has called the 'learnification' of education – a single-minded obsession with increasing student cognitive learning as the only perceived outcome of value from education. Likewise, since the 1970s, research in language learning has focused too strongly on the cognitive domain through the reductively-named field of Second Language Acquisition studies. Both of these tendencies have contributed greatly, and negatively, to an obsession with cognitive learning; and this has often caused curriculum designers, materials writers and teachers involved in ELT to overlook that which must be present for any meaningful learning to happen – the learners and teacher. And by 'present', I mean not just physically present in the room, but emotionally and socially secure in an environment where they feel comfortable, included and welcome to interact and learn.

Fortunately, since the turn of the 21st century, there has also been a growing voice of concern reminding us that we are neglecting social and emotional learning, not only as a key prerequisite for cognitive learning, but arguably the most important area of learning required for the world beyond the classroom (e.g., Elias et al., 1997). As the authors memorably observe, "strengthening social-emotional competences prepares learners for the curriculum of life".

Throughout the units of this book, the authors provide a wealth of stimulating and original activities that teachers can take into their classrooms and enjoy doing with their learners. While the Introduction and Micro-strategies presented in the first two chapters provide a theoretical and methodological basis for these activities, the great thing about this book (and other titles in the series) is that you and I can learn from using it ourselves, learning about ourselves, our learners and the relationships that are essential to effective learning.

I have greatly enjoyed reading and learning from this book and the wisdom of the two authors during the content editing process, and look forward to seeing it have a similar impact on our colleagues involved in English language teaching around the world. It provides the basis for all of us to move towards a more socially and emotionally enhanced curriculum!

Jason Anderson
Series Editor: Ideas in Action

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0 Introduction to social-emotional learning

Our stories

”

As teachers, we recognise that stories serve as potent testimonies of our lived experiences, whilst also offering compelling illustrations for learning. We are passionate about stories because we recognise their power—there is truth and healing in storytelling.

Pentón Herrera et al. (2023).

“

Everyone loves a good story because it allows us to connect at a deeper level; it allows our humanity to shine through. As passionate storytellers and educators, we would like to initiate this book with our individual stories of what fuels our passion for social-emotional learning (SEL).

Anna

Growing up, there were no conversations about feelings or emotions at home. I had not been taught how to identify my own emotions, and certainly not how to cope with them. Anger management, in particular, was an area where I'd only ever seen examples, I know now, of how not to deal with anger. It was only later in life that I understood that the challenges I experienced in interactions were not because of the situations I encountered, but mostly due to how I reacted and “chose” to deal with the situation. “Chose” is a key word here as I wasn't aware that I had the power to choose a different way of behaving at that stage.

When I started my first job, I worked hard to prove myself but struggled emotionally. Soon I realised the approaches I had developed to cope with life weren't working. Whereas I'd always been interested in the brain and its role in our cognitive development, only after looking for professional support did I realise the impact affective factors have on our relationships and learning. Every cloud has a silver lining, as they say, and becoming aware of the power emotions and thoughts have on behaviour sparked my interest in psychology and emotional development. Bringing this learning into the primary and language classroom, I noticed how daily practices are affected by emotions and social skills. I realised how allowing space for emotions to be acknowledged and discussed in the classroom not only facilitated my emotional agility but also enhanced a stronger sense of belonging in our classroom and deeper learning.

Becoming more aware of our limitations and emotions means we can respond instead of react, which greatly facilitates any interaction and our classroom management! While growing social-emotional competences can be transformative, it is not a quick fix as I'm sure my wonderful husband, to whom I owe so much for his eternal support on this journey and cannot thank enough for his patience and guidance, can tell you all about! I believe growing our social and emotional competences is a life-long journey and writing this book has been a process of reflecting and further discovery which has allowed me to further grow. I hope this book will raise awareness of how understanding ourselves and others can lead to more social and emotional agility and maturity, and that it will empower teachers to teach with their **head and heart** and let learners take control of their narratives.

Luis

My entire teaching career has been a rollercoaster of emotions. During my first years of teaching, I considered quitting education more than once... or twice. Like many new teachers, I struggled with the immense gap that exists between teacher preparation programs and the “real” world of teaching. The first years of teaching are always the hardest. I often felt underprepared, undervalued, and underinformed. It seemed as if the many teacher preparation programs I had completed did little to prepare me for what I was experiencing as a novice educator. I remember coming back from work most days during the first two years of teaching, dropping all my bags by the entrance door, and just crying inconsolably on the couch. “I can’t do this anymore” was a recurring message I kept telling myself, either out loud or in my head. After switching grade levels, schools, subjects, and even states (in the United States) in the hopes that things would get better, I eventually found SEL and, for the first time, said to myself, “This is it!”

It was serendipitous for me to stumble upon SEL when I was feeling at my lowest professionally. Although I initially resisted the idea of caring for my learners’ (and my own) emotions and well-being, I began to notice its positive effects shortly after infusing it into my practice. Through implementing SEL practices, I was finally able to build trusting and caring relationships with my learners inside and outside the classroom. With the introduction of SEL in our classroom, I experienced the joy of teaching. I feel fortunate to have discovered SEL before seriously considering leaving teaching altogether. Many of my colleagues and teacher-friends never found their “This is it!” and left the field of education with a sense of unfulfilled dreams to make the world a better place. At the end of the day, that is the reason why we all decide to become teachers – for us, teaching is about working with people; for us, teaching is about moulding the **minds and hearts** of those who will build a better world.

Final thoughts



For educators, teaching has always been about more than just teaching content and cognitive growth. Even though we are passionate about learning and enabling learners to develop their cognitive skills as much as they possibly can, teaching has always been about the people. Education is not only about what one knows but also as much, if not more, about enabling learners to become the kind of person they want to be. Teaching English is not just about teaching grammar and lexis, it is about empowering learners with the cognitive skills, abilities and attitudes that enable effective and appropriate interaction and communication in the classroom and beyond. We firmly believe that teachers who lead with their **head and heart** hold the most powerful influence over adults of the future (Ferguson, 2023). Strengthening social-emotional competences prepares learners for the curriculum of life and can help create a safe and supportive learning environment in which both teachers and learners can perform better.

We dedicate this book to all teachers out there making a difference in learners’ lives. We sincerely hope this book will aid you in guiding your learners to becoming well-rounded individuals who are self- and socially aware and have the social-emotional tools to succeed in life and achieve their dreams!

We hope you find this book inspiring and empowering and we wish you much success in making SEL part of your practice and pedagogy. Lastly, we hope to meet you in person one day to continue talking about the potential of SEL in our teaching and in the world.

The emotional dimensions of teaching and learning

In the last few years, there has been increased attention to the topics of well-being and emotions in education. As language teachers, we are aware that learning and teaching are social practices and that the social-emotional well-being of both teachers and learners affects what happens in the classroom. We only need to think back to the huge impact the shift to remote learning in response to COVID-19 had on learners' and teachers' emotional well-being. For teens, in particular, peer relationships which are so key at that stage of development abruptly changed causing a spike in anxiety. Once schools reopened, many teachers reported increased bullying, and schools reported learning being behind in terms of social and emotional competences (Martin, 2023).

In addition, our learning and teaching environments are constantly changing. It is unusual not to have diverse student populations in our classrooms, especially those affected by social, political, and natural disasters. Lockdowns and social distancing have affected learners' language development and communication skills, as well as their skills to socialise (Charney et al., 2021). Furthermore, climate change is causing climate anxiety (also known as eco-anxiety) and many young people experience stress daily, which is affecting their mental health (Whitlock, 2023) and ability to engage in learning spaces (Bronkhorst & Akkerman, 2016). In today's global landscape, instability and continuous change are expected—even more, they have become the new norm, reshaping our expectations of life's trajectory and the social dynamics of our world.

These present realities highlight the need to provide learners with opportunities to grow their global competences (Asia Society & OECD, 2018) including developing learners' understanding and appreciation of different perspectives and focus on enhancing their skills to engage in appropriate and effective interactions and communication with others. An awareness of the importance of respectful interactions within and between various communities has contributed to the increased popularity of social-emotional learning (SEL) practices in many mainstream educational contexts. Even though research has shown how SEL strongly supports learners' academic performance and well-being in the classroom (Pentón Herrera, 2024), managing well-being and emotions are still areas that seem to be largely ignored in pre-service training courses for English language teachers (Hasper, 2023; Pentón Herrera & Martínez-Alba, 2022). Motivated by the need to support pre- and in-service English language teachers, we write this book where we introduce, explain, and provide practical applications of SEL in English language teaching (ELT) so developing these skills can be integrated into everyday practice.



Learning to teach involves not only mastering how to communicate subject matter but also how to manage the emotional dimensions of teaching and learning.

Jack Richards (2022, p.1)



To effectively support the learning process, teachers need the ability to create emotionally-managed classrooms, which requires both the teacher and the learners to develop social and emotional competences. Whereas some teachers and learners might be lucky enough to be part of an environment that values SEL, it often remains unclear how to best guide learners' development of social and emotional skills or to find appropriate SEL resources. The activities in this book are specifically aimed at teachers who care about their learners as well as their own well-being and want to gain more confidence in integrating SEL into their daily practices.

As educators, in addition to teaching English, we are responsible for strengthening the skills that learners need to be successful citizens of the world, such as emotional agility and prosocial behaviour. To accomplish

this through inclusive, emotionally responsive teaching practices, it is necessary for teachers to have some understanding of culturally appropriate social-emotional strategies first. To make any learning happen, be it in higher education, secondary or primary state schools, private schools, or private language centres, teachers need to create a safe and supportive learning environment which requires employing their social-emotional competences. In this chapter, we provide a brief introduction to the history of SEL before exploring **why SEL matters**, **what SEL entails**, and the **conditions needed** to guide learners in the English language classroom in further developing their social-emotional skills.

Setting the context

ELT has evolved throughout the years, reflecting global trends and social realities. This evolution is evident in the educational approaches adopted by many schools today, where English is taught as an additional language. For example, many of these schools now follow a broader curriculum. That is, most English curriculums go beyond teaching the English language, thereby encompassing topics such as global skills, also called 21st-century skills, social-emotional skills (previously called 'soft skills'), or life skills. Having a deeper understanding of SEL as a teacher and having more ideas on how to embed social-emotional practices into language learning, can lead to a safer and more supportive learning environment. Of course, teachers work in various contexts, and it is important to critically evaluate how these ideas fit in or need to be adapted to work in your specific context.

Brief origins of social-emotional learning

Although the idea and appearance of SEL are somewhat new in the context of ELT, SEL practices are not new. In the 1920s, Thorndike linked emotions with social intelligence and that being able to recognise our internal state was a prerequisite for effective interactions with others. The concept of emotional intelligence can be traced back to Salovey and Mayer's (1990) work, who emphasise the importance of understanding and managing emotions to facilitate thinking: "Emotional intelligence is the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and action" (p. 189). However, the concept of emotional intelligence became popular through Goleman's (1995) well-known book *Emotional Intelligence*. He defines emotional intelligence as "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 316).

The significance of the emotional domain in education has long been acknowledged, as evidenced by Bloom's taxonomy from 1956 (Bloom, 1956). Whilst his cognitive taxonomy is widely known, Bloom also emphasised an affective domain, defining five levels of emotional response that are crucial for comprehensive learning outcomes. Dewey also strongly emphasised the development of learners' social skills in the first half of the 20th century (Dewey, 1916). Goleman and others, who believed that a holistic approach to teaching required focusing on learners' social and emotional needs, were some of the co-founders of the Collaborative for Academic, Social, and Emotional Learning (CASEL) in 1994. The founding team of CASEL, the Fetzer Group, which consisted of researchers and educators who wanted to reduce behavioural issues and enhance learners' mental health (Weissberg et al., 2015), coined the now familiar term SEL which refers to the process of acquiring emotional intelligence and developing the competences needed to successfully deal with a wide array of emotions (Elias et al., 1997). In the UK, the term emotional literacy was more commonly used before it turned into *social and emotional aspects of learning*, or SEAL (Humphrey et al., 2020). Thus, we can conclude that the importance of the social and emotional dimensions of learning has an established presence in educational discourse and practice; it is not a new phenomenon.

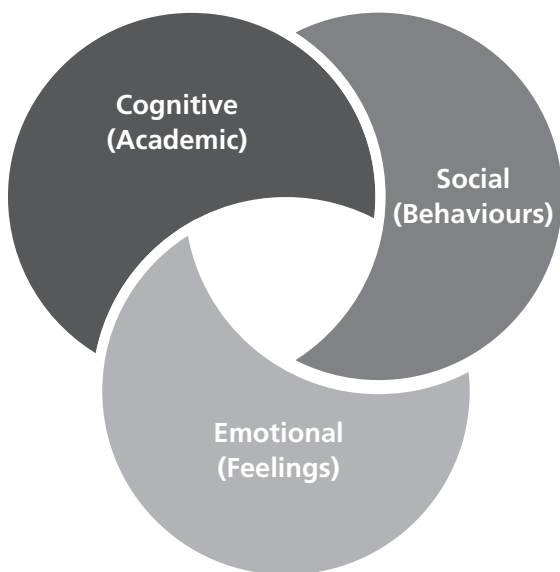


Figure 1

*Interconnected processes of learning:
Cognitive, social and emotional dimensions*

We would like to add two important points of clarification and consideration. First, we are aware that emotional intelligence is often used interchangeably with emotional literacy. However, some argue that emotional intelligence refers to having the skills needed to recognise personal emotions, decipher their significance, and appreciate their influence on both individual well-being and interpersonal dynamics, whereas emotional literacy refers mostly to recognising or knowing about emotions. In this book, we will use the term emotional skills to cover recognising, identifying, and regulating emotions. Second, there is diversity in spelling the term social-emotional learning. Throughout the literature, we may find the following terminology: social and emotional learning, socio-emotional learning, social emotional learning, socioemotional learning, social-emotional and academic learning, and socio-emotional and behavioural learning. We are aware of these variations but prefer to use the term **social-emotional learning**, as it is the most widely used and recognised in the field.

Why does SEL matter?



There is no separation of mind and emotions; emotions, thinking, and learning are all linked.

Eric Jensen (2005, p. 68)



Goleman (1995) argues there is a false dichotomy between teaching cognitive skills and emotional skills. He argues that both are closely connected. It is no news to say that learning can be challenging when we are moving out of our comfort zone to use, for example, a new language. Vygotsky's (1978) Zone of Proximal Development (ZPD) lies between the stages of being able to comfortably use the new language or its sub-skills independently and learning how to use these skills; so, it is not a surprise that we often experience challenge and frustration within that zone. Both comfort and discomfort are part of the learning journey towards mastery. Since knowledgeable others such as peers, teachers, parents and/or caretakers support the learner in this zone by scaffolding the learning process, having well-developed social and emotional skills, such as being aware of one's feelings and being able to manage thoughts or frustrations, will be beneficial. It will help the learner to direct their attention and focus on their learning. This again highlights how learning is inherently a social and emotional activity and relies on social and emotional skills to navigate the interactions that facilitate the learning process. As Williams et al. (2016) point out, learning is more than just taking in new facts; it also involves growing our understanding of ourselves and the world around us, which SEL facilitates.

Jones and Kahn (2017) go a step further than Goleman and highlight that cognitive (i.e., academic), social, and emotional processes are intertwined, interdependent neural processes in the brain. Williams et al. (2016) and Jones and Kahn (2017) believe that without a caring learning environment, little cognitive development, or learning, can take place since emotions and cognition are linked (see Figure 1). Simply put,

if the learning environment is experienced as a threat, the brain is too focused on scanning the environment for dangers: its survival mode is on. For example, if we know that we get sent out of class if we make a mistake, that thought can cause us to worry, leading to physiological reactions such as a high heart rate and sweaty hands. As a result, we might slump in our chairs, so as not to be spotted by the teacher. When the brain perceives a threat, whether an immediate physical threat or a distressing thought, it often reacts with a stress response since our brain does not distinguish between different types of dangers. It is this stress response which can inhibit our learning.

Having an understanding of emotions and being able to manage emotions affects learners' academic performance positively, as research has shown (Durlak et al., 2011). Dörnyei (2001) is also a strong advocate of learners strengthening their emotional control strategies, such as self-encouragement and relaxation techniques. Not only will emotional agility contribute to learners' performance, and enhance pro-social behaviour and self-confidence, but it can also reduce behavioural issues in the classroom and lead to better mental health and well-being for both the teacher and learners (Malti et al., 2016).

SEL covers a broad spectrum of competences that can enable people, young and old, to better recognise, understand, manage, and express their emotions in ways that facilitate successful interactions with others – for example, active listening, showing empathy, as well as effectively dealing with conflicts or disagreements.

Building social-emotional competences such as empathy, conflict resolution, and communication skills will benefit learners not only in a school context, but also beyond as they strengthen crucial life skills that promote pro-social behaviour, a necessary attribute for the development of global citizenship skills. Developing self-management competences can lead to being more adaptable in social interactions and enhances our abilities to respond or adapt more flexibly to differences and change in our global fast-moving world. SEL equips learners with the social and emotional intelligence to comprehend and value the interdependence between humans and the natural world (Mueller & Pentón Herrera, 2023), inspiring actions that contribute to a connection to nature and appreciation for the environment.

SEL practices are aligned with Sustainable Development Goal 4, Quality Education, which states that (SDSN, 2012, para. 1):



By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

To promote a culture of peace and non-violence, human rights, gender equality, and value cultural diversity, having an awareness of self and an awareness of what is going on in the social world around us, both positive and negative, is beneficial. In addition, to become an active citizen in this diverse global world, competences to deal with different perspectives and strengthening responsible decision-making skills within a multicultural context will be extremely helpful for our learners. Being able to navigate cultural diversity and to be inclusive requires listening to a range of possibly different attitudes, holding back emotions that may impact negatively on others, and pausing to anticipate the consequences of actions or words. We can foster these behaviours by promoting a range of social-emotional skills. For example, learners who have developed empathy, an essential social-emotional competence (Fullchange, 2022), may be better able to understand the diverse cultural perspectives of others whom they communicate with in English, and this, in turn, may enhance their effective communication even further.

In brief, social-emotional skills are essential for people of all ages to navigate their daily lives in various contexts and situations. To succeed in life, we all need appropriate pro-social behaviours to interact and

communicate, verbally and non-verbally, with others in the classroom and beyond. Understanding our emotions and feelings can help us modify our behaviour to create productive changes in our (inter)actions. Focusing on social-emotional competences can help us unpick why we behave the way we do and lead to being more pro-active and flexible in responding to our emotions. These skills are even more important in the face of crises and challenges in our ever-changing world which could interfere with learners' social-emotional development (Jennings, 2018). In addition, we live in a time where artificial intelligence (AI) is becoming more prominent in our lives and technological distraction can challenge our ability to focus. As a result, being able to self-relate and work well with others is becoming an even more essential life skill. Simply put, integrating social-emotional competences into our classrooms, and embedding language learning in a socially and emotionally managed context ensures learners get offered a high-performance diet that can boost their communicative competence.

However, these life skills are “rarely integrated into existing textbooks and teacher preparation programs” (NISSEM, n.d., para. 6). Now you might be wondering, why should this be part of the job of an English language teacher? Surely, it is the job of the parents or caretakers, right? Firstly, because we teach people, not just the language. Secondly, people are not born with the skills to regulate their emotions effectively, which can affect our social interactions. Most children develop social-emotional competences in their home environment, but unfortunately, not everyone has this opportunity. As a result, some people have developed thoughts and behavioural patterns to survive, not to thrive. Another area to consider in the English language classroom is the fact that learners might come from a wide variety of cultural backgrounds. Since culture affects the norms of interacting with others and how to deal with emotions (Mesquita, 2022), the English language class seems an excellent venue for giving learners of any age a safe space to learn about different or, in the case of those settling in their new host countries, “unwritten social-emotional practices of their new host country” (Pentón Herrera & Martínez-Alba, 2021, p. 8). As we mentioned before, language learning like “all learning is embedded in social events” (Williams et al., 2016, p. 15), so a key part of our role in the classroom is to guide learners in the development of the intra- and interpersonal skills necessary to work cooperatively and collaboratively in the English language with others. This proactive focus on social-emotional competences (SEC) can facilitate more effective social interactions between learners as well as enhance classroom management.

At this point, we would like to clarify that we are not saying that cognitive development is not important. What we are saying is that developing learners' and our own social-emotional competences can enhance our teaching and advance the learning environment. Remember, when learners do not feel at ease in the classroom, their brains have little room to focus attention on learning. It is about Maslow before Bloom: for learners to successfully complete classroom activities that lead to learning, teachers need to provide a pro-social environment for all learners.

Social-emotional learning (SEL) in this book



Education does not change the world. Education changes people. People change the world.

Paulo Freire (1979, p. 84)



SEL is not one thing or one approach, but merely the foundation for any learning which starts with the teacher: having strong self-awareness allows teachers to actively self-manage and create warm, supportive learning environments where learners can feel safe and see SEL in action. SEL is most effective when it is ingrained in daily classroom practices.

This book will focus on interweaving social-emotional competences into English language lessons for primary, secondary, and adult learners. Whereas the majority of SEL guidance addresses young learners, we strongly believe we can all benefit from fostering these competences. Teenagers, in particular, can benefit as they navigate a plethora of changes in this stage of their lives, both physically and emotionally (Yeager, 2017). Adolescents' 'upstairs brain' (Siegel & Payne Bryson, 2011), also called the pre-frontal cortex, is still under construction and not fully equipped for sound decision-making and managing emotions, amongst others. However, developing well-developed social-emotional competences is equally important for any adult, in particular parents, teachers, managers, and leaders in the community. Even though most of us will have developed these skills over time, we truly believe that it does not harm embedding language learning in social-emotional activities to consolidate and further grow these vital life skills. Social-emotional competences are not static, they can change throughout our life due to our brain's neuroplasticity (Siegel & Bryson, 2011); therefore, we have chosen to also include activities for the adult language classroom.

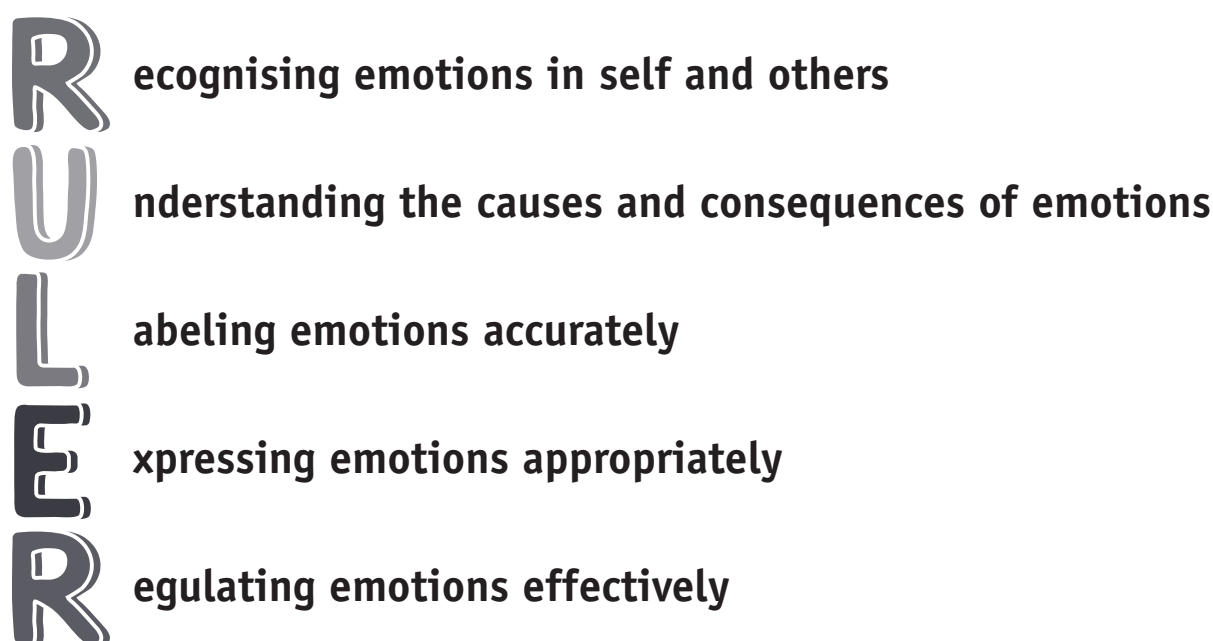
Frameworks for social-emotional learning

SEL is the process through which people develop the skills, attitudes, and values necessary to understand and manage life tasks such as cognitive learning, forming relationships, and the flexibility to adapt to the challenges and expectations of our complex society (Elias et al., 1997). There are several frameworks and initiatives that can guide the development of our learners' SEL skills. Below we briefly explore three commonly used frameworks that have notable international standing. In addition to these three frameworks, we also encourage you to explore Harvard EASEL online lab for more approaches and strategies.

Framework 1 RULER

RULER is an evidence-based approach to social-emotional learning developed at Yale University which aims to help children and adults develop an understanding of the value of emotions. RULER helps facilitate the development of emotional skills to create positive learning environments. RULER is an acronym which stands for their five skills of emotional intelligence (as shown in Figure 2).

Figure 2
The RULER acronym

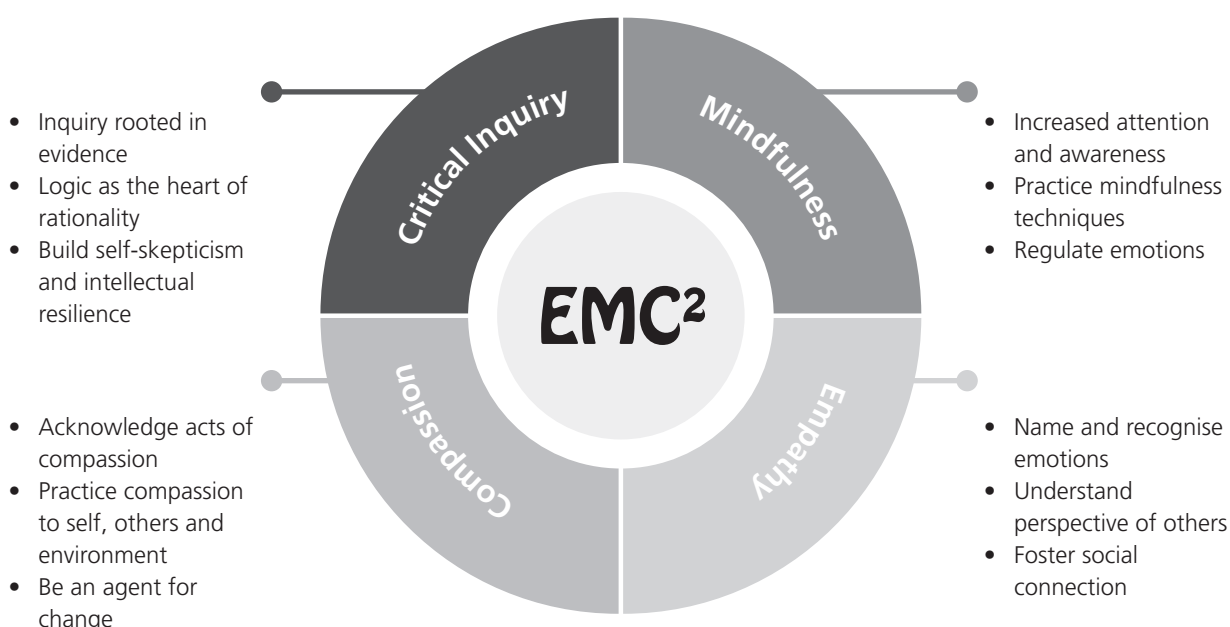


Framework 2 EMC2

Another approach is EMC2, developed by The United Nations Educational, Scientific and Cultural Organization (UNESCO) Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), shown in Figure 3 (Chatterjee Singh & Duraiappah, 2020). This approach links the development of social-emotional skills to crises, and in particular, climate change. EMC2 aims to develop emotional resilience, by developing learners' ability to become aware of their own thoughts and responses in relation to challenges faced in their environment through mindfulness. This framework seeks to help learners manage their emotions when being faced with the complexity of climate change and allows for developing empathy towards the environment and being able to relate to others by being educated. EMC2 aims at providing explicit training in empathy, mindfulness, compassion, and critical thinking so people can make informed decisions and act to reduce the suffering of others. More details can be found on their website (UNESCO MGIEP, n.d.).

Figure 3

The EMC2 framework

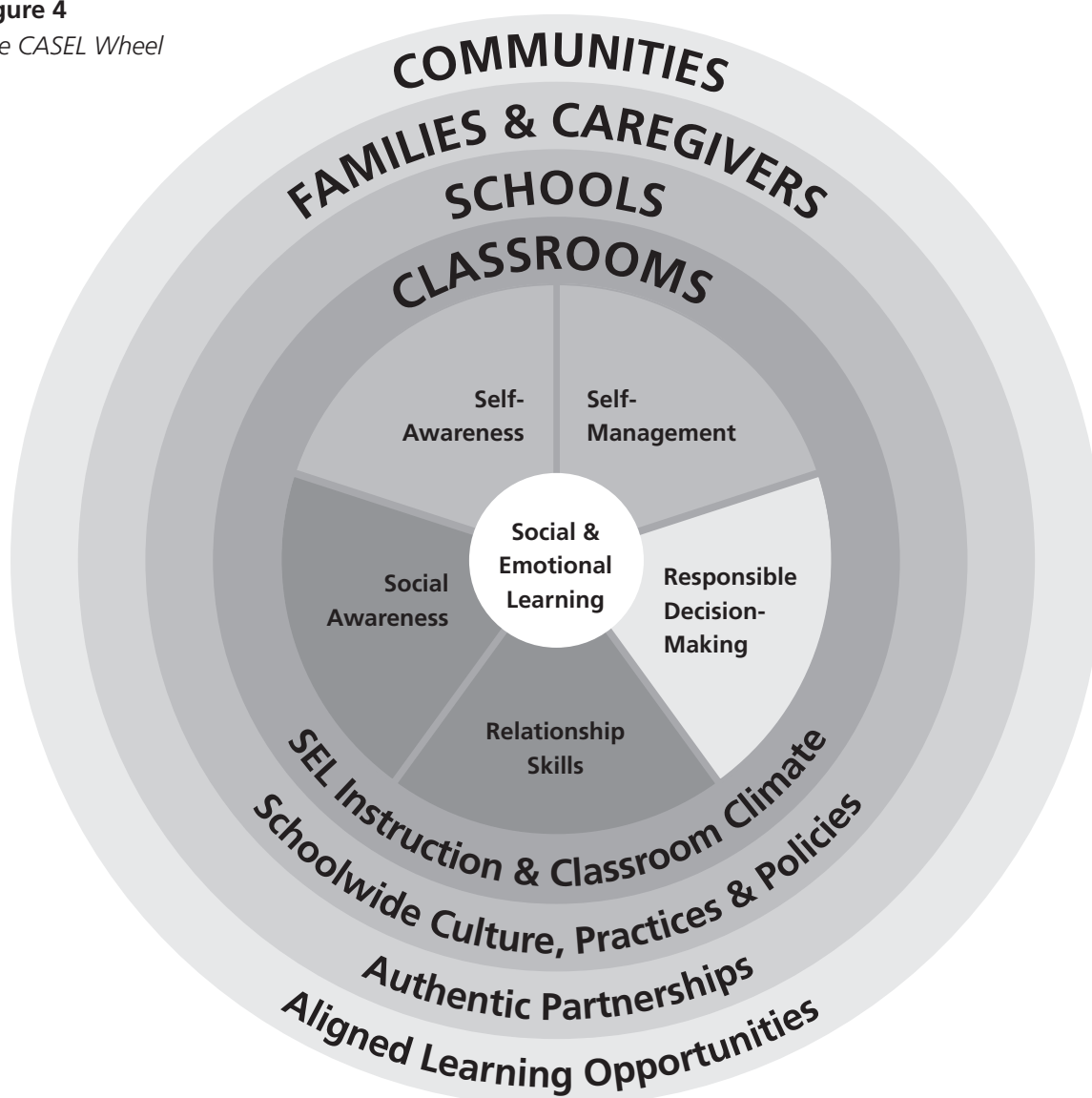


Framework 3 CASEL

Possibly the most well-known SEL framework is CASEL's, which regards social-emotional learning as a fundamental part of education and human development. It defines social-emotional learning as:

the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, n.d., para. 2)

CASEL's framework encompasses five main social-emotional competences that cover recognising, understanding, managing, and appropriately expressing emotions, as shown in Figure 4. More details about this framework can be found on their website.

Figure 4*The CASEL Wheel*

Our approach to social-emotional learning



*It is teachers who lead with their **head and heart** who hold the most powerful influence over adults of the future.*

Kirstin Ferguson (2023, p. 252)



The three frameworks above emphasise the link between us and others. To be able to take good decisions and build positive relationships, we need to be aware of the needs and perspectives of others and we can only get there through effective communication which requires knowing and regulating ourselves. Guided by the three frameworks above, as well as by the work presented at the 2023 Specialist Master Class (Darragh & Pentón Herrera, 2023), we have chosen to focus on ten competences that we divided into 'the individual' competences, 'the other' competences, and 'the community' competences, see Figure 5. We believe that all these competences are essential for supporting growth and well-being of all learners since they enable learners for life in and beyond the classroom.