"TÄÄ OLI KIVA TUNTI!"-

A Social and Emotional Learning intervention in an EFL classroom.

Master´s thesis

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Tiivistelmä – Abstract

Tunne- ja vuorovaikutustaidot vaikuttavat merkittävästi koulumenestykseen ja yleiseen hyvinvointiin. Myönteiset tunteet parantavat muun muassa motivaatiota, keskittymiskykyä, muistia, sujuvuutta ja oppimista. Tunne- ja vuorovaikutustaidot ovat keskeisiä kieltenoppimisessa ja –opettamisessa sillä nimenomaan kielen avulla kommunikoidaan ja ollaan vuorovaikutuksessa muiden ihmisten kanssa.

Tämän tutkimuksen tavoitteena oli kehittää viidesluokkalaisten tunne- ja vuorovaikutustaitoja englanninopetuksen yhteydessä. Tutkija-opettaja järjesti opetuskokeilun keski-suomalaisessa alakoulussa, jossa tutkija toimi myös sijaisena. Tutkimuksen tavoitteena oli tutkia ja soveltaa tehtäviä joiden avulla voidaan kehittää oppilaiden tunne- ja vuorovaikutustaitoja englanninkielen taitojen rinnalla ja havainnoida kuinka kyseiset tehtävät toimivat käytännössä. Tutkimusaineisto kerättiin opetuskokeilun aikana havainnoimalla, äänittämällä ja videoimalla oppitunteja.

CASEL, *the Collaborative for Academic, Social and Emotional Learning*, edistää lasten tunne- ja vuorovaikutustaitojen kehittämistä sekä koulumenestystä tavoitteenaan kyseisten taitojen järjestelmällinen opetus esikoulusta lukioon. Yhdistys jakaa tunne- ja vuorovaikutustaidot viiteen ydin kykyyn: itsetietoisuus, itsensä hallitseminen, sosiaalinen tietoisuus, ihmissuhdetaidot ja vastuullinen päätöksenteko. Tämän tutkimuksen tutkimusaineisto jaettiin viiteen eri kategoriaan näiden ydin kykjen mukaan. Ne loivat perustan koko tutkimukselle.

Positiivisen psykologian kasvu tieteenalaksi on tuonut mukanaan hyvinvointinäkökulman myös kieltenopiskeluun. Kielestä nauttimisesta kirjoitetaan yhä enenevässä määrin. Sen yhteydessä painotetaan myönteisten tunteiden merkitystä erityisesti liikkeelle panevana voimana. Positiivinen psykologia ja sen pedagogiset tehtävät antavat kieltenopiskelijoille mahdollisuuden oppia kieliä positiivisesti sekä edistävät positiivista elämänasennetta.

Tutkimuksen tulokset osoittavat, että oppilaat pystyivät tunnistamaan ja nimeämään tunteitaan; halusivat osallistua; uskalsivat näyttää sekä positiivisia että negatiivisia tunteita; kuuntelivat toisiaan; ja osasivat sekä pyytää että tarjota apua. Tutkimuksen esimerkit osoittavat, että oppilaat kykenivät käyttämään kaikkia viittä CASEL:in määrittämää ydin kykyä. Voidaan siis todeta, että tunne- ja vuorovaikutustaitoja on mahdollista kehittää englanninopetuksen yhteydessä. Tunne- ja vuorovaikutustaitojen yksityiskohtainen lisääminen Opetussuunnitelmaan kieletenopetuksen yhteyteen varmistaisi niiden järjestelmällisen opettamisen.

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1   INTRODUCTION

Emotions affect many of one's observation and thinking functions. Positive psychology suggests that there is great value in increasing pupils' positivity. Positive emotions improve, for example, concentration, memory, fluency and learning, as well as overall health. (Kokkonen, 2010.) Oishi et al. (2007, as quoted by Helgesen 2016: 306) reported that happy students have higher grade point averages, miss fewer classes and report higher levels of conscientiousness. They also connected higher levels of life satisfaction with the desire to continue one's education. Furthermore, Seligman et al. (2009, as quoted by Helgesen 2016: 306) link positive sentiment with better attention as well as creative, analytical and critical thinking. Positive emotions release dopamine and serotonin, which make one feel good as well as enhance the learning centres in the brain. According to Willis (2010, as quoted by Helgesen 2016: 306), they also increase focus, memory and motivation, which are essential for learning. To be able to communicate with other people, one needs social skills and, in effect, emotional and social skills are deeply interconnected.

Good social-emotional skills, such as self-awareness, empathy, problem solving, adaptive goal setting and communication, to name a few, lead to, for example, better achievements in school, fewer conflicts and help people feel better in general. According to CASEL, *the Collaborative for Academic, Social and Emotional Learning*, (2014, as quoted by Blair and Raver 2015: 65) "these are the skills that allow individuals to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices." By developing one's social and emotional skills, one's self-knowledge, self-confidence, social relationships, well-being and life in general improve. The skills in question are vital life skills and should, thus, be part of every teacher's syllabus. Social and emotional skills also have a great influence on the atmosphere and interaction in the classroom, says Mercer (2016). Their importance has grown in today's technological society, as there is a growing number of young people that spend all their free time in front

of some kind of technological screen instead of socialising with other people face to face. Also, immigration, young people's mental health statistics and large class sizes challenge teachers in many ways. Furthermore, social skills rely on and are expressed mainly through language, as through language one interacts and bonds with other people. For this reason, social and emotional skills are essential to language learning and teaching. One may argue that focusing on the skills in question in language teaching, can support pupils' social skills also more generally.

Contemporary schools need to offer more than academic instruction to help pupils succeed in life and work. Children's lives have changed dramatically during the last few decades. Weissberg et al. (2015) mention increased economic and social pressures, the complex world of media, the unmediated access to information and social contacts through various technologies as well as multilingualism and multiculturalism, to name a few. Focus on social and emotional learning has increased due to its empirical links with academic success, school adjustment, social relations, personal well-being, mental health, workplace performance, and resilience in stressful circumstances. Without SEL, *social and emotional learning*, competences, children are more likely to dislike school and perform poorly on academic tasks. For 21 years, CASEL has promoted children's social and emotional development and academic performance, as well as aimed at making evidence-based SEL an essential part of preschool through high school education (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). CASEL (2017) presents the following ways to implement SEL into school: SEL programs, teachers' social and emotional competenece, and the creation of classroom contexts that support students' social and emotional well-being.

Although there has been considerable prior interest in related issues, such as motivation, learner autonomy and humanistic teaching techniques, positive emotion in SLA has lagged behind theoretical developments in other areas. Positive psychology has become a coordinated field of research in the last 15

years and with it, as Oxford (2016: 11) expresses it, it has brought a psychology of wellbeing for language learners. Interest in language enjoyment is, in fact, part of a growing trend in SLA literature, in which the focus is on positive emotions and their role as driving forces (Dewaele & MacIntyre, 2016: 216). Positive psychology and its adapted pedagogical activities give language learners the opportunity to learn languages positively, as well as promote positivity in their lives beyond the classroom. Despite emerging theory, concepts, research and techniques linking positive psychology and language learning and teaching, further research is needed. MacIntyre and Mercer (2014, as quoted by MacIntyre et al. 2016: 374) argue that positive psychology introduces an ample amount of under-researched themes and directions for further exploration. The present study attempts to find out how SEL and EFL can be combined in a Finnish fifth-grade class of thirteen pupils.

The purpose of the present study was to develop fifth graders' (11- and 12-year-olds) social and emotional skills alongside EFL content. The teacher-researcher conducted a teaching intervention in a primary school in Central Finland, in which the researcher also participated as teacher. The aim of the study was to explore and apply tasks with which one is able to develop pupils' social and emotional skills side by side with English language skills as well as observe how the tasks in question succeed in doing so. A teaching intervention, which is one way of executing action research, was chosen as most appropriate because the primary focus is on improving practice rather than producing knowledge (Taber, 2007). The present study aims to discuss why developing social and emotional skills is essential, particularly in connection to SLA, illustrate how it can be realised in an EFL context and observe what happens in the EFL classroom during chosen SEL tasks.

2 SOCIAL AND EMOTIONAL SKILLS

According to Almqvist (2004: 83), the single greatest group of illnesses in childhood and adolescence is comprised of mental health problems. Half of the variation in personality traits and psychological characteristics of children and adolescents is based on genetics. The other half is based on environmental factors such as the relationship between a child and a parent as well as traumatic experiences. Environmental factors shape brain development and, hence, one's emotional life and behaviour (Almqvist & Moilanen, 2004: 20-21). The family is a child's and adolescent's most significant relationship environment. The accelerating work rate and increasing demands of contemporary society may lead to parents not having enough time or energy to devote themselves to their children. This increases teacher responsibility. Furthermore, Almqvist (2004: 84) points out that increasing group sizes in the schools and nurseries of growth centres may lead to restlessness, learning difficulties and secondary mental difficulties. Children are entitled to curriculum-based target-oriented care and education that develop their personality as well as their ability and desire to learn. School attendance should not cause children and adolescents any kind of harm. Almqvist (2004: 83) states, however, that research conducted in Finland indicates that the aims mentioned above are not fulfilled. He goes on to say that too many pupils' intrests towards school decreases far too much and quickly. Schools do not have the resources to apply teaching according to individual needs. Moreover, according to Almqvist, the levels of pupils' contentedness and mental health vary from one school to another.

Emotions and emotion regulation are strongly connected with one's mental health. One's emotional life is in balance when one's emotional intensity and a situation are in concord. This also includes reacting to other people's emotions as well as understanding that one's expression of emotions affects others. According to Eisenberg et al. (2000, as quoted by Kokkonen 2010:19) emotion regulation is one's ability to influence what, how strongly and for how long one

feels. Emotion regulation strives for equilibrium for it burdens the mind and body the least and promotes pleasure. The more ways one has to regulate emotions, the better one can influence one's own and others' emotions. There are cognitive and functional ways to regulate one's emotions. The type of regulation greatly influences how one feels physically and mentally. (Kokkonen, 2010: 51.) In addition, emotion regulation plays an important role in behaviour regulation. Kokkonen (2010: 21-22) states that changes in emotions reflect on one's behaviour and, therefore, adults who guide and raise children ought to remember that once children learn to control their negative emotions, their disruptive behaviour usually diminishes. Excessive emotion regulation can, by contrast, burden one's immune system, in particular, when injurious ways of emotion regulation, such as alcohol abuse, are being used (Kokkonen, 2010: 25-26). People suffering with depression and anxiety disorder, to name a few, often have problems with emotion regulation.

There are various kinds of emotions but even challenging emotions do not have to be considered problematic. As Cacciatore (2007: 64) emphasises, all emotions are real and normal. A child can learn to regulate his or her emotions by recognising and naming them. Furthermore, Cacciatore (2007: 17, 28) states that one has rarely only one emotion and behind anger there can be, for example, disappointment, fear or shame. The better one can recognise one's emotions, the better one can learn to understand and accept oneself. Emotions, thus, have a very significant role in one's well-being. In particular, learning social and emotional skills as a child or adolescent predicts later life management. It is important to create an atmosphere where all emotions are acceptable but it is equally important to acknowledge that not everything can be permitted. The act following the emotion may be malicious towards another person, but the emotion itself is not. Teachers often also need to deal with pupils' negative emotions and outbursts. A small child cannot pretend or hide his or her emotions and even at school age often needs the assistance of an adult to settle. It is almost impossible to learn in an effusion. Cacciatore (2007) states that a listening,

negotiating and assertive education is the safest and most exemplary way to proceed. In spite of adult support, it is important to remember that the adolescent's emotion is his or her own emotion and he or she must learn to control it.

There are different kinds of aggression: proactive (systematic) and reactive. Brengden's et al. (2006, as quoted by Cacciatore 2007: 20) research demonstrates that environmental factors explain roughly 60% of both reactive and proactive aggression and genes only about 40%. This is positive from a teacher's viewpoint. In the light of these findings, schools and teachers can greatly influence a child's and adolescent's aggressive behaviour in a preventative way. Most children and adolescents do, indeed, spend most of their time in school and after school clubs. In particular, aggressive emotions or, especially, the actions caused by them make social relationships more difficult. One manifestation of this problem in schools is conduct disorders such as bullying, for example. The LAPSET research consists of the *Finnish Child and Adolescent Mental Health and Service Use Time-trend Study* and the *Finnish 1981 Birth Cohort Study* conducted by the *Research Centre for Child Psychiatry* of the University of Turku. The studies address, for example, changes in children's and adolescents' wellbeing nationwide using both repeated cross-sectional surveys and registry data (Lapset-tutkimus, n.d.). A survey of Finnish second-graders demonstrated that one third of children experienced being bullied sometimes or continuously but only one fifth of parents had noticed their children being bullied and only 10% of teachers (Räsänen & Moilanen, 2004: 94-95). It is a problem that is still not paid enough attention to especially in terms of prevention. According to Cacciatore (2007), reliable and present adults are needed so that one has the courage to talk about bullying, and so that children can trust that everyone is treated fairly. This is how violence diminishes.

Moilanen emphasises that single unsociable actions in youth are ordinary whilst one is searching for oneself. Only when the behaviour is lasting or recurring can

one talk about conduct disorders. People with conduct disorders often have, according to Moilanen, difficulty distinguishing others' emotions and understanding their intentions. In other words, they often interpret others wrong. Moilanen goes on to say that the mildest conduct disorders can improve without treatment, especially if they are a reaction to a temporarily stressful situation in one's family, for example. Schools and teachers have an important task in observing and preventing conduct disorders. A safe adult who one can take one's emotions out on is very important. The adult should stay calm and act, as Cacciatore (2007) lists, as a counsellor, a fellow wanderer as well as a security guard. Bullying is violence and it is highly important that it is dealt with immediately. It can be prevented by talking about it, learning social and emotional skills, encouraging tolerance, teaching how to be responsible for something and by example. Schools should also have clear policies on how bullying should be prevented and how it is dealt with.

2.1 The development of social and emotional skills

Parenting styles and practices have a great influence on the development of children's emotion regulation. Excessive discipline, for instance, burdens a child too much, whereas, fully permissive parenting is inconsistent. Moilanen (2004:86) states that the younger the child, the more directly parents' emotions are reflected in the child's well-being. At its best, parents favour parenting practices, which contain conscious support of children's emotional development such as encouraging the expression of emotions, naming emotions, making guesses of the reasons behind emotions and teaching different regulation methods constructively. Children who hear explanations and reasoning are likely to learn how to clarify, interpret and understand their emotions as well as act appropriately responding to their emotions (Denham et al. 2007, as quoted by Kokkonen 2010: 89-90). Children who can openly talk about their emotions learn to understand their own and others' emotions better as well as talk about them. Conversations concerning emotions help children understand emotions better

and, thus, develop their emotion regulation skills. Children are, however, all individuals. Although early interaction relationships, parenting styles and practices all significantly influence children's emotion regulation, they do not directly determine a child's emotion regulation skills. They are also influenced by a child's individual characteristics. Kokkonen (2010: 94-95) says that some children's temperaments and personalities are more challenging than others' and demand more patience and understanding.

Students free up cognitive resources for learning when they are able to influence the intensity, duration and expression of their emotions, says Boekaerts (2010). Emotion regulation also has social aims, as it greatly influences one's relationships with friends, loved ones and colleagues as well as predicts one's ability to put oneself in another's place. According to Kokkonen (2010: 93), it is important to learn that emotions are often regulated differently with family than with friends. Moreover, there are gender differences in emotion regulation: women use it to get along better with others, whereas men use it to stay in control of a situation (Timmers et al. 1998, as quoted by Kokkonen 2010: 27). According to Kokkonen (2010), people also have the possibility to affect other people's emotions by, for example, consoling, praising or offending them. Attitudes acquired in childhood are highly significant. It looks like poor emotion regulation in childhood is connected with poor self-evaluation of health and physical symptoms (Kokkonen et al. 2002), alcohol abuse in men (Pitkänen et al. 2008), physically aggressive behaviour in adulthood (Kokko et al. 2009), relationship dissatisfaction, hostility in relationship and separation (Kinnunen & Pulkkinen, 2003), a weak career ladder (Pulkkinen et al. 1999), and the probability long-term unemployment (Kokko et al. 2000). (Kokkonen, 2010.)

What is particularly interesting from the point of view of a teacher or anyone working with children and adolescents is that emotion regulation can also be studied as a skill. Kokkonen (2010: 38) mentions Salovey and Mayer (1990; 1997) who have given the skill in question the name *emotional intelligence*. It is formed

by the ability to recognise one's own and others' emotions, express one's emotions, use one's emotions in one's thought processes, understand emotional information and regulate both one's own and others' emotions. Emotional skills may be practised alone to some extent, but to practise social skills, one needs interaction with other people. Social and emotional skills are deeply interconnected and, according to Kokkonen (2010: 43), studies show that social skills depend on emotion regulation skills. Furthermore, social skills rely on and are expressed mainly through language as through language one interacts and bonds with other people and communicates one's hopes, thoughts and feelings to others. The aim of language learning is to be able to communicate with other people in a certain language and a part of this process is to understand how another person may interpret what one is trying to communicate to them. For this reason, it is particularly important to support the development of social and emotional skills in language teaching. The best part about the skill perspective is, in effect, that everyone can learn and develop their emotion regulation. This obviously means that it can also be taught. Teaching emotion regulation is both a great opportunity and a great responsibility for those working with children and adolescents. To be able to teach the skills in question to children, the adults teaching them must also practise and understand them. Emotion regulation skills are often dealt with in therapy but they are skills that all people benefit from. They create a basis for all other skills, for theoretical knowledge is of no use unless one has the ability to interact with other people.

Learning is most efficient when a pupil is not stressed, teaching is motivating and the learning environment positive. Boekaerts (2010) mentions a positive mood state, active engagement, energy, and openness for change and playful activities as consequences of positive emotions towards learning. Positive emotions also encourage long-term recall whereas negative emotions disrupt the learning process leaving the pupil with little or no recall after a lesson. Furthermore, emotions have diagnostic value for they reveal thoughts and concerns. Teachers who are sensitive to pupils' emotions can use this information to coordinate the

learning process. Two strategies to do so are *re-appraisal* which is reframing a situation in a more positive way, as well as *depersonalisation* or, in other words, encouraging a pupil to be objective and not to take setbacks too personally. Furthermore, teacher expectations have a great impact on pupils' achievements and, thus, those expectations need to be positive and realistic. (Boekaerts, 2010.) In addition, problems in emotion regulation make learning difficult because they often complicate the relationship with the teacher and other pupils. Although social and emotional skills mainly develop as a child at home, schools and teachers also have a responsibility to raise children and make sure the skills in question also develop outside the home. Kokkonen (2010) argues that schools have a great opportunity to support and, if need be, to replace the social and emotional skills acquired at home with better ones. Tasks that develop the skills in question are easily included in any subject's lesson plan. Most importantly, the practising of the skills in question should be started as early as possible and practice should be regular. This is something teachers can greatly influence.

A teacher's social and emotional skills have a great influence on the atmosphere of a class and school and, thus, learning. A teacher shows by example how to be open about one's emotions and talk about them naturally. This demands soul-searching as well as the courage to look at oneself critically. If a teacher is insecure about the way to approach the topic with pupils of different ages, there are different kinds of educational programmes available for children as well as updating education for teachers that give practical tips for the development of social and emotional skills. Some examples of such programs are Toimiva koulu, Tunnemuksu ® tunnetaito- program, KiVa Koulu® and mindfulness, to name a few. At the moment, the development of a teacher's proficiency in this area of expertise is, hence, up to the teacher. Emotional skills benefit teachers greatly for they relate to, amongst other things, teachers' lesser burnout (Brown et al. 2010, as quoted by Kokkonen 2010: 111). Zhang and Zhu (2008, as quoted by Kokkkonen 2010: 123) demonstrate that the more teachers express their true feelings, the more content they are with their work.

3   SOCIAL AND EMOTIONAL LEARNING (SEL)

The present study aims to combine the development of social and emotional skills and English language learning and teaching. Chapter 3.1 depicts CASEL's five core competences, which form the basis for the present study. Chapter 3.2, in turn, introduces relevant studies on social and emotional learning (SEL) and discusses its importance in education. There is, for example, a certified link between good social and emotional skills and academic achievement. After presenting what the Finnish National Core Curriculum for Basic Education requires in relation to social and emotional skills (ch. 3.3), I go on to discuss why SEL is particularly important in language learning and teaching (ch. 3.4). Using a language means interacting with other people, and social and emotional skills are an inevitable part of this process. Good social and emotional skills lead to, amongst other things, lower anxiety as well as willingness to communicate. In addition, there is also more specific research that links empathy with language skills, for instance better pronunciation. As the aim of the present study is, in effect, to develop pupils' social and emotional skills with different tasks and observing how these tasks work, I finish by presenting and describing tasks designed to develop the skills in question in chapters 3.5 and 3.6.

3.1   CASEL - 5 core competences

"Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges" (CASEL, 2017). CASEL, the Collaborative for Academic, Social, and Emotional Learning, is an organisation aiming at making evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. It promotes intrapersonal, interpersonal and cognitive competence. CASEL's *Framework for Systemic Social and Emotional Learning* (fig. 1) highlights engagement, trust and collaboration. It is based on five core

competences, which are self-awareness, self-management, social awareness, relationship skills and responsible decision-making. (CASEL, 2017)

Figure 1 CASEL's Framework for Systemic Social and Emotional Learning

According to CASEL (2017), *self-awareness* is the ability to recognise one's own emotions, personal goals, thoughts and values and, also, how they influence one's behaviour. Moreover, it is the ability to assess one's strengths and limitations, with confidence and optimism. Self-awareness consists of skills such as identifying emotions, precise self-perception, recognising strengths, self-confidence and self-efficacy. Being highly self-aware is the ability to recognise how thoughts, feelings and actions are interconnected. CASEL (2017) defines *self-management* as the ability to regulate one's emotions, thoughts, and behaviours in different situations. Managing stress, controlling impulses, motivating oneself,

self-discipline, organisational skills as well as setting and working toward personal and academic goals, are important elements of self-management. *Social awareness* is, as CASEL (2017) describes, the ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. Additionally, social awareness entails the understanding of social and ethical norms, appreciating others' similarities and differences, and, in particular, respect for others. *Relationship skills* are "the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups." They are comprised of skills such as clear communication, listening skills, cooperation with others, resistance of inappropriate social pressure, constructive negotiation of conflict, team work as well as seeking and offering help when needed. (CASEL, 2017.) Moreover, Denham (2015: 288) mentions skills such as making positive propositions to play with others; initiating and maintaining conversations; cooperating; and developing friendship skills, including asserting oneself, resolving conflict, and addressing others' needs through negotiation. CASEL (2017) defines *responsible decision-making* as "the ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others." It requires skills such as identifying problems, analysing situations, solving problems, evaluating, reflecting and ethical responsibility.

There are a couple of reasons why CASEL specifically incorporated the word learning into the term social and emotional learning. First of all, it reflects the fact that acquiring the five competences is a process, and secondly, that schools are one of the primary places where this learning process takes place. Effective ways to develop social and emotional competences often include the following four elements of the acronym SAFE: a connected set of activities to foster skill development (*sequenced*); active forms of learning to help students master new skills (*active*); emphasis on developing personal and social skills (*focus*); and targeting specific social and emotional skills (*explicit*). As figure 1 demonstrates,

social, emotional and academic competences are developed on three levels: classroom, school, family and community levels. At the *classroom level*, developing SEL is teaching and modelling social and emotional skills, providing students with opportunities to practise and apply the skills in various situations (Weissberg et al. 2015:8). Weissberg et al. (2015: 8) point out that "teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process."At the *school level*, SEL strategies are policies, practices and structures such as policies that promote positive school environments and bullying prevention practices; that offer opportunities for students to resolve conflicts. Weissberg et al. (2015: 8-9) emphasise building a sense of community, educators' social-emotional competence and pedagogical skills, preparation, and multi-tiered systems of support as important elements of effective SEL at the school level. Furthermore, family and community partnerships can reinforce school-based social and emotional learning by providing additional opprtunities to practise the skills outside school.

3.2   SEL research and practice

Interest in social and emotional learning (SEL) has increased profusely during the past 20 years. Teachers name several social behaviours such as following directions, paying attention to instructions, controlling temper and managing conflict, as critical for students' classroom success (Elliott et al. 2015:302). Moreover, Johnson and Johnson (2004) list motivation and a positive attitude for learning as well as self-efficacy as essential social and emotional characteristics for pupils to develop. Despite various definitions of social skills most of them describe behaviours that facilitate positive relationships, contribute to peer acceptance, and allow one to adapt to the demands of the social environment (Gresham 2000, as quoted by Elliott et al. 2015: 301). According to Payton et al. (2000, Johnson & Johnson 2004: 27), SEL programs provide "systematic classroom instruction that enhances children's capacities to recognise and manage their

emotions, appreciate the perspectives of others, establish prosocial goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks". According to the results of a meta-analysis of school-based universal SEL programs for school children by Durlak et al. (2011), students demonstrated enhanced SEL skills, attitudes and positive social behaviours as well as fewer conduct problems and lower levels of emotional distress. Additionally, academic performance was significantly improved. The study also demonstrated that teachers and other school staff can successfully conduct SEL interventions.

 McCombs (2004) refers to brain research, which has shown that emotion drives attention, learning, memory and other mental activities. Furthermore, Elias (1997) discusses studies that show that social and emotional skills are essential for learning. Blair and Raver (2015) also link SEL with changes in the developing brain and academic success. Greenberg et al. (2004: 175) explain that the left hemisphere of the brain processes language and the right one affect, and they communicate via the corpus callosum, which connects the two sides of the brain. They go on to say that, both hemispheres are needed for one to be completely aware of one's emotional experiences. Greenberg et al., in turn, refer to the important role of meaningful relationships, such as those between teachers and pupils as well as peers, on brain development and learning. Moreover, Johnson and Johnson (2004) point out that the more positive these relationships are, the lower absenteeism and dropout rates, and the greater the commitment to group goals, willingness to take on difficult tasks, satisfaction and morale, willingness to endure frustration on behalf of the group, willingness to listen to and be influenced by colleagues, commitment to one another's professional growth and success, and productivity.

Zins et al. (2004) emphasise the importance of pupil engagement in the learning process as well as the application of SEL competences to real-life situations. Johnson and Johnson (2004), in turn, point out that *cooperative learning* produces

peer to peer learning, develops negotiation skills as well as peer to peer support. Cooperative learning is, according to Johnson and Johnson (2004), the instructional use of small groups to maximise students' learning. Any assignment can be done cooperatively. Moreover, they state that cooperative learning encourages better communication and bonds between peers than competitive and individualistic approaches. Ehram and Dörnyei (1998:245, as quoted by Mercer 2004: 99) suggest that cooperative and collaborative learning improve relationships, motivation, positive attitudes towards learning, self-esteem and higher-order thinking. Ashton-Haya and Pillay's (2010) case study reports the following learning outcomes of teaching English language learners through collaborative interactive peer teaching: social skill development, confidence, speaking fluency, diagnostic feedback, intensified collaboration, engagement, multidimensional learning, fun and enjoyment, creativity, challenge, responsibility, higher order thinking, civic skills, tolerance, leadership and greater self efficacy. The development of social and emotional skills requires a cooperative context.

It is not enough to concentrate on subject-specific content to promote students' academic performance. One must also focus on social-emotional skills which influence school performance greatly. Students are more successful in school and life, when they know and can manage themselves, take the perspectives of others, and make good choices about personal and social decisions (Weissberg et al. 2015: 7-8). Social and emotional learning also promote more positive attitudes, such as increased self-efficacy, confidence, persistence, empathy, connection, commitment and sense of purpose, toward oneself, others and tasks; more positive social behaviours and relationships with peers and adults; less conduct problems and risk-taking behaviour; decreased emotional distress; and improved test scores, grades and attendance (Durlak et al. 2011; Farrington et al.2012; Sklad et al. 2012; as quoted by Weissberg et al. 2015: 8). In addition, SEL promotes long-term outcomes such as the increased likelihood of high school graduation, readiness for postsecondary education, career success, positive

family and work relationships, better mental health, reduced criminal behaviour, and engaged citizenship (Hawkins et al. 2008, as cited in Weissberg et al. 2015:8).

According to Blair and Raver (2015), SEL may be related to changes in the developing brain and have a significant effect on academic success. Firstly, they explain that self-regulation, which they research, in particular, is related to all five of CASEL's main competences, but, in particular, to self-management, self-awareness and responsible decision making. It is, in effect, effective emotion regulation, attention, perseverance and determination when encountering challenge (Blair & Raver, 2015: 66). Secondly, they point out that self-regulation has been proven to predict academic achievement better than other characteristics, even intelligence, for example. Furthermore, Greenberg et al. (2004: 171) also state that developing children's self-control leads to better social and academic performance. They also refer to research, according to which social and emotional functioning predicts later academic achievement. Caprara et al. (2000, as quoted by Greenberg et al. 2004: 171) demonstrated that prosocial peer relationships in elementary school positively impact academic success and, similarly, Wentzel (1993, as quoted by Greenberg et al. 2004: 171) found a connection between prosocial behaviour and one's grade point average. Interestingly from a language teacher's point of view, Feshbach and Feshbach (1987, as quoted by Greenberg et al. 2004: 171) discovered that empathy (in girls) predicts later reading and spelling achievement.

3.3 The Finnish National Core Curriculum for Basic Education 2014

In the Finnish National Core Curriculum for Basic Education 2014 social and emotional skills are emphasised more than before. The new NCC was approved at the end of the year 2014 and is being implemented between the years 2016 and 2019. The skills in question are mentioned in the NCC specifically in relation to the following subjects: physical education, religion, music, social studies, health

education, guidance counselling and languages, including sign language. Essentially all the skills mentioned, relating to self-development as well as working and communicating with others, are social and emotional skills. In other words, almost all the skills in the NCC that are not subject-specific promote the development of social and emotional skills. However, as Denham (2015: 288-289) emphasises, this does not translate into SEL as it is defined in the present study. The term social skills is mentioned several times and in connection with several subjects, yet emotional skills, in particular, on their own, are only mentioned a couple of times.

In the general section of the NCC it is stated that a pupil will learn to set goals; solve problems alone and in a group; and reflect on his or her learning, experiences and emotions. It is also mentioned that positive emotions and joy in learning promote learning. Cooperation, social interaction, responsibility and the ability to understand different points of view are also mentioned. Collaborative learning as a way of developing social and emotional skills, is highlighted. In addition, the following factors affecting the learning process and motivation are listed: pupils' self-image, belief in one's capabilities, self-esteem and diverse positive and realistic feedback. Also the development of social and emotional skills is mentioned. Separately, emotional skills are only named in relation to religion and health studies, however. (Perusopetuksen opetussuunnitelman perusteet 2014, 2014.)

In relation to languages, communication skills, cooperation and social skills are mentioned. In fact, one of the specific goals for grades 3 to 6 is to guide pupils to practise their social skills in different situations and encourage the continuance of communication despite possible breaks. (Perusopetuksen opetussuunnitelman perusteet 2014, 2014.) Emotional skills are not mentioned, however, although they have been proven to have a significant impact on language anxiety and attendance, for example. Moreover, as shown in the previous sections of the present study, combining the development of social and

emotional skills improve academic success, life skills and overall wellbeing. Even though awareness of the benefits of social and emotional skills is growing, and it is mentioned both in the section of the NCC concerning overall instruction as well as in relation to some subjects, it ought to be separately built into each subject's curriculum to ensure that all teachers make it their priority. As Denham (2015: 288-289) states, "Common Core State Standards do not sufficiently or clearly address SEL needs, either in terms of standards or assessment."

3.4 SEL and SLA

Traditional cognitive SLA theory acknowledges that affective factors, such as motivation, attitudes, learning styles and anxiety, affect learning, but during the last decade, their importance has been truly recognised. (Otwinowska, 2013: 212). Social and emotional learning (SEL) can be connected with sociolinguistics and the study of, for example, the role of language in social groups. It is also related to psycholinguistics and particularly the significance of positive emotions in language learning. It fits well into contemporary learning and teaching approaches such as student-centred learning, task-based learning, cooperative learning, Interactive Peer-based Learning, and Communicative Language Teaching (CLT). These constructivist approaches to language learning and teaching emphasise the role of the learner as creator of meaning through language. They all encourage learners to be active, engaged, positive, negotiative, communicative and reflective, and highlight peer interaction. Peer interaction encourages learners' speech, meaning making, building understanding and, according to Luzzatto and DiMarco (2010), even higher order thinking skills. Tuyan and Sadik (2008) report of a pilot study in YADIM (The Center of Foreign Languages at Çukuruva University in Turkey) which applied SEL into the EFL curriculum. The aim of the `Hand in Hand with Emotions' program was to guide students to become more autonomous language learners. They found combining SEL and EFL affecting both the students' academic and personal development in a positive way.

The arrival of positive psychology to the field of language learning has encouraged, what Oxford (2016: 11) calls a psychology of wellbeing for language learners. As Lopez and Gallagher (2011, as quoted by Oxford 2016: 11) explain, positive psychology concentrates on the positive aspects of life as well as human wellbeing. It has become an official field of research in the last 15 years. Oxford presents the EMPATHICS vision, which presents psychological strengths that help learners achieve high wellbeing, develop proficiency and enjoy the language learning experience. Dörnyei (2009c, as quoted by Oxford 2016: 10-11) points out that all the different dimensions of EMPATHICS (figure 2) interact in a complex way. Emotion, empathy, meaning and perseverance, for example, will be discussed further in the forthcoming paragraphs.

E	**e**motion and **e**mpathy (dimension 1)
M	**m**eaning and **m**otivation (dimension 2)
P	**p**erseverance, including resilience, hope and optimism (dimension 3)
A	**a**gency and **a**utonomy (dimension 4)
T	**t**ime (dimension 5)
H	**h**ardiness and **h**abits of mind (dimension 6)

I	**i**ntelligences (dimension 7)
C	**c**haracter strengths (dimension 8)
S	**s**elf-factors: self-efficacy, self-concept, self-esteem, self-verification (dimension 9)

Figure 2 The dimensions of EMPATHICS

Mercer (2016: 91) states that the key to meaningful high-quality relationships is one's capacity to empathise with others. *Empathy* is the way humans seek to understand other people's thoughts and emotions. Empathy also plays an important role in education, as positive relationships are vital for successful learning. Language learning is a social process in which social and emotional learning plays an increasingly significant role. Through language one interacts and bonds with other people and communicates one's hopes, thoughts and feelings to others. This requires empathy. Moreover, the importance of social and emotional learning in language learning and teaching has grown due to contemporary learner-centred learning, communicative language teaching and the increased use of group and pair work. According to research by Ehram and Dörnyei (1998, as quoted by Mercer 2004: 99), cooperative learning both requires empathy and can also lead to its development. Mercer also mentions research that links empathy with better pronunciation.

There are several ways in which a teacher can encourage the development empathy: discussions of how one expresses one's emotions and how one can recognise them in others; the exploration of pictures, videos or images of facial expressions and body language; reflection tasks; listening without judgement; consciously reflecting on other people's behaviour; discussing real-life scenarios

and reflecting upon possible reasons for learner behaviours; making the imaginative leap into the life of another through the use of literature, art or film (Mercer S. , 2016: 102). Mercer encourages teachers to also use writing and roleplaying in addition to reading, discussing and interpreting as a way of getting into the mind of another person. To develop interaction and active listening skills, Mercer (2016: 105) suggests using *conversation meals*. Instead of a food menu one has a conversation menu with questions that are designed to encourage meaningful conversations that move beyond superficial interactions, and discuss instead the big issues of life that matter to individuals of every culture and generation. Preparation and debriefing are an important part of the task in question, by, for example, reflecting on how one's partner's response felt. Listening skills are, in fact, another important element of the task, and all interaction actually. Mercer concludes by emphasising the fact that empathising does not necessarily mean agreeing with someone but trying to understand the other person's perspective and respecting their point of view.

The *broaden-and-build theory of positive emotion* is built on the idea that positive affective experiences broaden a language-learner's experiences of the world as well as overall well-being. Fredrickson (2001, as quoted by Gregersen et al. 2016: 148) points out that whereas negative emotions, such as language anxiety, anger or frustration, to name a few, narrow language learners' thought-action processes, positive emotions tend to do the opposite, leading to longer-lasting benefits. Fredrickson and Branigan (2005, as quoted by Gregersen et al. 2016: 148) demonstrated that positive emotion resulted in broader attention, greater working memory, enhanced verbal fluency and increased openness to information. Gregersen et al. (2016: 148) emphasise taking into account a learner's individual learning contexts, thoughts, feelings, experiences, preferences, strengths, hopes and anxieties when designing tasks that encourage self-development. There are, however, a couple of exercises in the field of positive psychology that have been proven to have positive effects on individuals: expressing gratitude, savouring prior experiences and performing altruistic acts.

Although research on language anxiety has helped understand how it affects, as well as show that it is a strong predictor of success, there is a growing trend that focuses rather on language enjoyment and the positive emotions of language learning. MacIntyre and Gregersen (2012, as quoted by Dewaele & MacIntyre 2016: 216) argue that positive and negative emotions are not each other's opposites, for they have distinct functions. They go on to refer to the broaden-and-build theory of emotion by stating that a learner's imagination can broaden, hence, leading to better learning outcomes and an improved self-confidence. According to Csikszentmihalyi (1997, 2004, 2008, as quoted by Dewaele and MacIntyre 2016: 216-217), enjoyment is a key component of flow experiences. Flow is a feeling of losing track of time or even sense of self when completely absorbed in a task of an optimal level of challenge. It has not been widely studied in foreign language (FL) education.

Dewaele and MacIntyre (2014) conducted a survey based on a sample of 1742 multilingual learners (1287 females, 449 males aged from 11 to 75) from around the world. Most participants (76%) were studying one foreign language (FL), and close to half (49%) reported that this was English. A large proportion (41.7%) of the participants reported that their mastery of the FL was high intermediate or advanced (28.2%) and most (44.2%) considered themselves as average or above average (36.5%) learners. They found that learners appear to experience more foreign language enjoyment (FLE) than foreign language classroom anxiety (FLCA). They also found that: "participants who [had] already mastered several languages, who had reached [a] higher level in the FL, who felt more proficient than their peers, who had reached a higher level of education and who were older reported significantly more FLE and significantly lower levels of FLCA. In addition, those studying more FLs also scored significantly higher on FLE, where[as] FLCA was not associated with studying more FLs." Dewaele and MacIntyre (2016: 231) suggest that these findings are similar to Gregersen and MacIntyre's (2014, as quoted by Dewaele and MacIntyre 2016: 231) observations as to how FL teachers can reduce pupils' FLCA and increase FLE by, for example,

giving them the possibility to influence their studies. Peer and teacher recognition, humour, a positive atmosphere and a feeling of success in spite of obstacles are mentioned in relation to FLE. Dewaele and MacIntyre (2016: 233) suggest that the findings confirm that learners are not to be considered passive recipients of knowledge, but as active pursuers of information. Although these findings are positive, most of the participants were female, well educated (83%), experienced learners, adults, and, thus, differ a lot from the participants of the present study. One may also hypothesise that those who answer such surveys relating to language learning, may be the ones that enjoy language learning, in particular.

Perseverance appears to be a key factor in determining long-term success. Belnap et al. (2016) believe it to be so due to the fact that assertive learners do not give up. They go on to say that learners who persevere have the following traits in common: self-efficacy, intrinsic motivation and positive emotion regulation, which empower them to work through difficulties and frustration. Why one chooses to persevere and another does not is not a simple question. Each learner's past learning experiences affect their current and future ones, and Belnap et al. (2016) propose the following efforts to help balance the positive and the negative: becoming aware of negative emotions and dealing with them before they become crippling; developing mindfulness skills to draw on positive strengths while accepting that language learning can be difficult and frustrating at times; viewing negative emotions as information about how things are going; and being aware and accepting of one's current emotions.

3.5 Happy students learn more

In 2011, Seligman released a book called *Flourish* that presented a new model for positive psychology, PERMA. The five letters stand for the elements of positive psychology: Positive emotion, Engagement, positive Relationships, Meaning and Accomplishment (Helgesen 2016:305). Helgesen (2016) concentrates on

incorporating PERMA into the EFL classroom. Bringing happiness into the language classroom is important because, as Oishi et al. (2007, as quoted by Helgesen 2016: 306) demonstrate, happy students learn more. They also connected higher levels of life satisfaction with the desire to continue one's education. Furthermore, Seligman et al. (2009, as quoted by Helgesen 2016: 306) link positive sentiment with better attention as well as creative, analytical and critical thinking.

Helgesen (2016) highlights positive emotion as the element of PERMA that teachers will find most useful in the classroom. He paraphrases Lubomirsky's (2005, as quoted by Helgesen 2016: 306) 8 items that lead to a more satisfying life: 1. *Remember good things in your life*, 2. *Do kind things*, 3. *Say 'thank you' to people who help you*, 4. *Take time for friends and family*, 5. *Forgive people who -hurt you*, 6. *Take care of your health and body*, 7. *Notice good things when they happen* and 8. *Learn to work with your problems and stress*. Helgesen (2016) proposes the following 8 activities as examples of ways to bring each of the eight items into the language classroom. To remember the good things in one's life, he proposes writing a gratitude list, in which one can practise fluency or using past and present tenses. An example of doing good things is giving compliments to each other, using indirect speech or reported speech, for example. Helgesen presents a couple of ways to say thank you to the people who help one: make a list of the languages one can say thank you in and then write a thank you to each of these countries giving reasons why. Helgesen proposes bringing friends and family into the language classroom by, for example, building toothpick families, introducing these family members to others and seeing how much others can remember of one's stories. The previous tasks develop reasoning skills, family vocabulary and positive adjectives. One way of practising forgiveness in the language classroom is, Helgesen describes, a listening activity that encourages to visualise a situation in which one has been hurt and has not been able to forgive the person who hurt him or her. One is guided to think about the weight one carries and the power to let go. This task presents or revises imperatives and, in particular, develops

listening skills, concentration, independence and following instructions. Health-related issues and language learning may be combined by making different kinds of lists and rules, and discussing them. A language learning theme that can be included in this task is modal auxiliary verbs for obligation/permission as well as likes and dislikes). Helgesen mentions happiness chains to notice the good things in life. Each pupil gets three pieces of paper on which to write good things about his or her life, using present simple and present progressive, for example. After that the pupils take turns reading their sentences out loud and adding their pieces of paper to a group paper chain. Helgesen suggests working with stress in the language classroom through discussions about ways in which to deal with stress.

Helgesen (2016) also introduces three additional tasks developed by positive psychology researchers called *positive emotion sentences*, *guided journeys* and *three good things*. *Positive emotion sentences* include sentence starter cues such as *I was happy when…* and *I felt peaceful when…* that one can write answers to and then discuss with others, for example. They can be modified to encourage certain tenses. In the second task, the teacher takes the learner on a *guided journey* into his or her feelings and experiences about which he or she can then write or talk about in pairs or small groups. Listening skills and active responding are particularly important in this task. The above-mentioned activities are ways of incorporating positive psychology ideas into language learning. The last activity does not, however, need modification. *Three good things* was used directly as reported in Seligman et al. (2005, as cited in Helgesen 2016: 313): for one week, the participants kept a daily log in which they wrote down three good things that happened each day and why. Seligman et al. (2005, as quoted by Helgesen 2016: 313) found that this task was related to six months of positive emotion, a rise in positive emotion scores and decline in depressive symptoms. In addition, follow-up interviews showed that the participants continued to notice good things in their lives.

The following aspects are important for positive emotions and success in school: engagement, relationships, meaning and accomplishment. *Engagement* can be a challenge. If activities are too easy, pupils get bored and if they are too difficult, they give up. According to Seligman (2011, as quoted by Helgesen 2016: 314), flow increases engagement as it requires a balance between challenge and skill. Fluency workshops, poster carousels and mouth marathons are examples of tasks that offer repetition, which can lead to challenge, flow and engagement. In Maurice's (1983, as quoted by Helgesen 2016: 314) *fluency workshop* students can either choose a topic themselves or are given one. They have a few minutes to think about their topic and then they are paired up. They have four minutes to tell their partner about their topic, either in the form of a monologue or with the partner participating, after which they switch roles. Next the students change partners twice and repeat the activity with three minutes and two minutes each. The first round is the most difficult as they have not said the content before but they become more fluent through repetition and many students experience flow during the third round. *Mouth marathons*, in turn, do not have time limits. Students speak until they pause for five seconds or say a word not in the target language. A *poster carousel* (Lynch and Maclean 2001, as quoted by Helgesen 2016: 314-315) includes students making a poster in pairs and taking turns in presenting it to the others in their class while the one not presenting is going around seeing other classmates' presentations. *Relationships* are, as has previously been mentioned, the core of positive psychology. Helgesen (2016: 315) points out that the basis for good teacher-student relationships begins with the teacher learning the students' names. *Meaning* in a language learning context is, for example, compassion. It can be increased through meditation or writing a gratitude letter to a person that helped one, explaining specifically what that person did and how it made a difference in one's life. (Helgesen, 2016.)

Accomplishment or achievement often plays an important role in positive emotion. The work towards the goal can, in fact, be as important as achieving the goal itself. Lyubomirsky (2007, as quoted by Helgesen 2016: 320) identified the

following psychological benefits of pursuing goals: giving one a sense of purpose, increasing self-esteem; adding structure and meaning to one's life; helping one prioritise; learning to cope with obstacles; and, when the goals involve engaging with other people, the pursuit of those goals become its own reward. In effect, Wingate (2000, as cited in Helgesen 2016: 320) incorporates goal-setting into the language classroom with an activity called 'future dreams'. "Students are invited to think about their dreams, then identify the problems or challenges to achieving each goal, find ways to overcome those problems and, most importantly, break those ways down into small steps that they can actually accomplish." (Helgesen, 2016: 320). Furthermore, Snyder et al. (2011, as quoted by Helgesen 2016: 320) encourage teachers to make class goals relevant to learners' lives and, thus, realising the engagement and meaning aspects of the PERMA model. They also emphasise the use of positive self-talk statements such as *I will keep going* to encourage people to keep working on their goals.

3.6   Applying SEL to an EFL classroom

Positive psychology and its adapted pedagogical activities give language learners the opportunity to learn languages positively, as well as promote positivity in their lives beyond the classroom. Indeed, positive psychology research focuses on positive emotions, engagement, interest, meaning, purpose, self-esteem, optimism, resilience, vitality, self-determination and positive relationships. Fresacher (2016: 344) suggests that positive psychology activities could be used as content topic for language learning with the additional benefits of teaching positive psychology strategies. She points out that these strategies can, for instance, reduce anxiety and increase both coping skills and positive learning attitudes. She believes this is a great reason why teachers should strive to bring optimism into language learning classrooms. "Optimism is not simply a matter of inborn temperament, but is also a skill that can be learned by recognising unhelpful thinking strategies and replacing them with more positive ones" (Diener & Biswar-Diener 2008, as cited in Fresacher 2016:347). Fresacher

emphasises that being optimistic is particularly important in foreign language learning as it can lower anxiety as well as increase willingness to communicate and, in other words, class participation.

As has been mentioned in the previous section, according to Lyubomirsky (2007, as quoted by Fresacher 2016: 349), gratitude increases happiness by savouring the positive in one's life, increasing self-worth, helping cope with stress, making one aware of kindliness and caring, building relationships, appreciating what you have, dissolving negative emotions, and preventing not appreciating positive experiences as much as one could. Fresacher (2016) presents *the three gratitudes* activity as an easy yet effective way of increasing positive emotions and self-confidence, lowering anxiety and giving opportunities to write informal text. Learners are instructed to write down three things for which they are grateful each night before they go to sleep. Fresacher (2016) emphasises the importance of coming up with different things each day. In the beginning the teacher can provide the students with time to write their gratitudes down during class but once the activity has been understood the task can be done as homework. They do not need to share their thoughts with others, unless they want to, but the teacher might want to check occasionally that the activity is being done.

The Value In Action (VIA) strengths test is a test designed to help one discover which of the 24 character strengths, such as honesty, curiosity and kindness, to name a few, best represent one. It helps one become aware of one's strengths and resources, says Fresacher (2016: 351). She goes on to mention that VIA programs improve, for example, school achievement, engagement, social skills and wellbeing. Fresacher (2016: 351-352) proposes implementing the test into the language classroom in the following way. First, a discussion of one's strengths generally, then from the point of view of a job interview. Second, doing the VIA test for homework. It can be found online at https://www.authentichappiness.sas.upenn.edu/. There is also a shorter version of the test available, as well as a version for children. Third, the class

could discuss the test results and write a letter to a potential employer naming one's strengths and how they can be implemented in one's future work. Fourth and last of Fresacher's suggestions is discussing the strengths of characters in films and literature and writing how they were an advantage or possible disadvantage to the characters. This requires a teacher-guided discussion about the possible negative impacts of the overuse of humour, for example.

Active constructive dialogs is an activity created to develop responding to someone who is relating a positive moment in his or her life. According to Fresacher (2016: 352-353), the best way to respond is sharing the joy and positivity the other person is expressing. Gable et al. (2014, as quoted by Fresacher 2016: 352) found that the way one responds to good news, in fact, predicts the quality of the relationship. They have categorised the types of responses one could give: active constructive, passive constructive, active destructive and passive destructive. An active constructive response is asking leading questions; a passive constructive response does not have a strong emotional connection or eye contact and is often followed by a change of subject; in an active destructive response the respondent is negatively active, pointing out the bad aspects of the good news; and a passive destructive response is interrupting the person telling the good news or changing the subject to something relating to the respondent's own life, with little eye contact and no show of interest. According to Fresacher, learning the difference between these ways of responding, helps build relationships and increases wellbeing. She goes on to describe the way in which the activity can be executed in a language classroom. First begin by presenting the four different ways to respond, then go through what body language is related to active listening, such as, for example, leaning forward, nodding, eye contact, commenting and asking for more information. Next, students are instructed to practise telling a story and responding to it in pairs. Afterwards, reflection on what it felt like to be in each role is an essential part of the task.

Fredrickson (2013, as quoted by Fresacher 2016: 353-355) demonstrated that *loving- kindness meditation* produces changes in the vagus nerve that connects the brain and heart and, thus, increases wellbeing. A better vagus tonality improves physical, mental and social flexibility and, hence, loving-kindness meditation exercises are particularly important for language classrooms. Instead of meditation, Fredrickson proposes using visualisation in the language classroom to find a place of calmness. It is not the most effective activity to increase positivity but easier to realise in the classroom. Visualisation fits well into Diener and Biswas-Diener's (2008, as quoted by Fresacher 2016: 354) view of increasing wellbeing by recalling good events from the past. The visualisation activity begins by thinking about a place in which one feels safe and calm. Then one can write a description of it, including senses other than mere sight. Next, Fresacher proposes the teacher giving the learners a description of his or her important place. One's description can then be used as the basis for a three-minute visualisation exercise conducted in class and, preferably, at home as well. Palmer and Cooper (2008, as quoted by Fresacher 2016: 355) state that doing the exercise twice a day for two weeks will quickly bring calmness in stressful situations.

Positivity portfolios offer opportunities to think and talk about positive emotions in general as well as in relation to language learning and use. One needs to think of the last time one felt the emotion in question, what triggered it and what was happening. Fresacher (2016: 355) explains that remembering positive situations in life helps accessing those feelings again in future challenging times, as well as increases overall positivity. In addition, Fredrickson (2011, as quoted by Fresacher 2016: 355) proposes making different portfolios for the distinct areas of positivity: awe, amusement, gratitude, hope, inspiration, interest, joy, love, pride and serenity. Whatever the emotion chosen for one's portfolio, one should concentrate on one emotion at a time and over a longer period of time. The activity begins with the learners choosing an emotion that they feel most comfortable with in relation to language learning. They can also choose the medium in which they realise their portfolio as long as there is text to support

the visuals. They are encouraged to be as creative as they want. Discussing the learners' positive memories, the portfolios and ways in which they can be realised, as well as for example the teacher's own portfolio support the learners' portfolio process and get them engaged in it. Fresacher suggests having the learners hand in the portfolios a couple of times during the semester as well as discussing new ideas to make sure the learners understand that it is a continuing activity

4 THE PRESENT STUDY

The aims of the present study were to develop the social and emotional skills of thirteen Finnish fifth-graders (11- and 12-year-olds) alongside EFL content, discuss why the skills in question ought to be taught together and explore how the chosen SEL tasks work in practice. This meant that the research would be qualitative, practical, learner-centred, rather in-depth and multidisciplinary. The approaches chosen were case study, action research and, more specifically, a teaching intervention. An interesting factor in the present study is objectivity and the role of the researcher, for she would also be in the role of teacher. Hamilton and Corbett-Whittier (2013) suggest case study as a way of developing teaching. Also, a case study is often used to produce detailed intense knowledge on an individual case. As the present study aims at developing a certain group of pupils' social and emotional skills in an EFL context during four lessons, using both video cameras and audio recorders, and lead by the teacher-researcher, a case study seemed like the prefect fit. Above all, however, a case study aims at answering the questions *how* and *why*. This specific study is focused on how social and emotional skills can be developed, how they can be incorporated into the EFL classroom, how the chosen SEL tasks function to develop the skills in question and why the development of social and emotional skills is important, in particular, as a part of SLA.

Action research is not like other research methods, which are guided by theoretical intresses. Action research, by contrast, is driven by the want to know how a situation could be improved (Bell, et al., 2008) or, in effect, how they should be (Heikkinen, 2015). It is a practical approach that can be realised by using several different methods, both qualitative and quantitative. In the present study, qualitative methods are used as the sample of pupils is rather small and the interactions are analysed in depth. The researcher participates in the study actively and, as Heikkinen (2015) explains, makes interventions aiming for change. Action research is, in fact, a social process. Theory and practice are not

dealt with separately but as different sides of the same matter (Heikkinen, 2015). Action research is, indeed, particularly popular in the field of education and pedagogy. According to Elliott (2009), it is curriculum development at the classroom level. He goes on to explain that it focuses on how to improve education practice, and it is carried out by practitioners themselves through the examination and development of their teaching. As Taber (2007) states, the primary focus is on improving practice rather than producing knowledge. One proceeds from planning to action, which is then observed, reflected upon and altered accordingly (Kemmis & Carr, 2004). One of the key elements of action research is, in fact, reflective thinking, which also determines success in securing quality.

4.1 The research questions

The present study, a teaching intervention in a primary school in Central Finland, aimed at improving pupils' social and emotional skills while learning English, on the basis of literature and research in the field, and observing how the chosen SEL tasks work in practice. The main research questions are:

- How can the development of social and emotional skills be realised in an EFL context?

- What kind of tasks work best?

- Did the pupils learn something, what did they learn and how does it become apparent?

4.2 Data

After talking with the English teacher at the chosen primary school whose pupils I know as I had been working as her substitute during the past autumn (2016), we decided the present intervention would be conducted for the fifth grade. Fifth

graders (11-12-year-olds) already have the EFL skills required in the intervention and we managed to fit the intervention in their course schedule. The class is divided into two groups for English lessons and the half chosen for the intervention has 13 pupils. I would teach four successive 45-minute lessons that, for practical reasons, were spread over three weeks. Teachers, in general, often have quite tight teaching schedules to progress in the timetable required by the schools' and National Curriculums, book series and exam dates. The English teacher of the class in the present study gave me a list of what she would be covering with the other half of the class not participating in the study, which I needed to take into consideration when planning my lessons. Based on research literature, I first designed tasks that develop social and emotional learning and then applied them to the EFL context determined by the English teacher of the class. Lastly, I planned an entity of four successive EFL lessons in which the development of social and emotional skills was the main purpose, yet not forgetting the EFL skills and vocabulary required by the class' course schedule. To be able to analyse and evaluate the pupils' social and emotional skills as well as the effects of the intervention and the chosen SEL tasks, both observations and recordings were needed.

One of the most common methods to collect data for qualitative research is observation, which is most appropriate in the present study, as it focuses on interaction. As the researcher was also in the role of teacher, observations were made both in class and, in more detail, later from the video and audio recordings of the lessons in question. Before collecting the data, all thirteen pupils' parents signed research permission forms (appendix 1) in which I asked permission to video and record the four lessons included in the teaching intervention. I used two video cameras as well as two audio recorders to record each 45-minute lesson. The data, therefore, consists of eight video recordings and eight audio recordings of four fifth grade EFL lessons aimed at developing pupils' social and emotional skills alongside EFL skills. After this, I executed the lesson plans (appendices 2 to 5) in a primary school during three weeks, teaching one or two

EFL lessons per week to the same class. Next, I listened to and transcribed most of the video and audio recordings, chose interesting and essential sequences of interaction, and formed examples with them. Then, based on source material and research literature, I analysed them to answer my research questions (ch. 4.1).

The interaction between the researcher and the subject is a two-way dialogue. When observing is part of participating, as in a teaching intervention, one might say that the researcher has a dual role in the research. One as an individual person, in this case a teacher, and the other as a researcher. These roles can, to some extent, be kept separate. According to Grönfors (2015), a researcher must know his or her personality to be aware of the aspects that could influence research results. The objective when observing subjects is that the researcher can naturally make observations and participate without being paid too much attention to. In a teaching experiment, this mainly applies to the recording equipment. In fact, recording equipment is essential in a teaching experiment as a teacher is responsible for the whole class and lesson and cannot merely observe or concentrate on one part of the class. Moreover, it is important to ponder what kind of experience the study is for the children. In the present study, the pupils are acquainted with the researcher to some extent as she has worked as a substitute English teacher in their class a couple of times during autumn 2016. They were also familiarised with the equipment (audio recorders and video cameras) during one lesson before the beginning of the experiment. There were some problems with the equipment. First of all, the pupils sat in three table groups so one table group did not have an audio recorder on it. Although one video camera was close to and pointed to that table group, at times it was difficult to differentiate what the pupils in that group were saying from the general clamour in the class. Second, lesson 3 (appendix 4) was designed so that pupils either work in a u-shape all together or in groups sitting on the floor. Although the recorders' and cameras' disposition was carefully thought through, it was extremely difficult to differentiate who was saying what, which was a great disappointment. Third, the audio recorders are so sensitive that they catch

everything that the pupils in the other table groups are saying as well so transcribing them was very laborious as every line also had to be checked from the video recording. Furthermore, the names of the pupils, their pets and the English teacher have been altered to provide anonymity.

4.3 A teaching intervention

A teaching experiment is the best way for researchers to experience pupils' learning and development at first hand. It is not a standardised methodology but it is one way of executing action research. According to Steffe and Thompson (2000), it is primarily an exploratory tool, used in understanding students' learning processes. They go on to say that a teaching experiment involves a sequence of teaching episodes, which include a teaching agent, one or more students, a witness of the teaching episodes, and a method of recording what transpires during the episode. These records can then be used in conducting an analysis of the teaching experiment. Steffe and Thompson (2000) name the interaction between the researcher and the student as one of the central issues in a teaching experiment. They also point out that the teacher-researcher may encounter unexpected possibilities in the course of the teaching experiment. This makes teaching experiments so interesting and unique. The teaching experiment in question is more specifically a teaching intervention. Intervention research is, as Melnyk & Morrison-Beedy (2012) state, all about learning what strategies work best to improve outcomes, which are most important to the teacher-researcher. In the present study, the focus is on learning ways to integrate the development of social and emotional skills into the EFL classroom. Moreover, intervention studies are the only type of research that allows us to draw conclusions about cause and effect relationships between an intervention and an outcome (Melnyk & Morrison-Beedy, 2012).

I chose to incorporate the development of social and emotional skills into the EFL classroom by using a contemporary teaching approach, cooperative learning.

Most of the tasks were executed in pairs, small groups or as a class everyone together to maximise peer interaction. Some partners and groups the pupils were allowed to choose freely but some groups they were appointed to. Today's work environments are team orientated and being able to work in groups of different sizes with different kinds of people is essential for future success. It was also important for me that the lessons were as learner-centred as possible so that I would have the opportunity to explore the interaction between the pupils when they are given as much freedom as possible. The tasks were also designed to encourage as much active participation as possible and, hence, using Finnish was also allowed after one had said everything one was able to in English.

4.4   Methods of analysis

In the present study, I use content analysis, which is one of the most common methods of analysis in qualitative research. Content analysis is used for the compressed description of the phenomenon that is being studied but it merely helps categorise the data that then needs to be deducted. Firstly, one must look at the research data and choose one interesting limited phenomenon on which to concentrate. Everything else must be left out of the research in question. Secondly, the data is encoded, which helps parse it. Thirdly, the data is categorised by lists, themes or types. The analysis of research based on observation and participation does not differ greatly from the analysis of, for example, thematic interviews. Thematic interviews are often analysed by organising the data according to themes and then reducing it (Eskola & Vastamäki, 2015). In effect, in the present study, the data is categorised by themes. These themes are CASEL's 5 core competences: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Eskola (2007, as quoted by Tuomi & Sarajärvi 2009: 95) divides qualitative analysis into grounded theory, theory-bound and theory-based analysis. The

data in the present study was based on grounded theory or, in other words, the data-based approach. Miles & Huberman (1994, as quoted by Tuomi & Sarajärvi 2009: 103) describe grounded theory as a process that begins with the reduction of data, continues with the clustering of data and ends with abstraction, which is the creation of theoretical concepts. Research based on observation and participation is personal as it is based on the interaction between the researcher and the subject or, as in the present study, subjects. In fact, Grönfors (2015) says that the research report should maintain a personal manner. He goes on to say that a researcher can be seen as an interpreter who interprets the subjects to a third party but he or she is actually also a subject because of his or her interactional and analytic role. In the present study both the pupils' as well as the teacher-researcher's interaction is analysed so there is inevitably a personal dimension to the report. Although, in the present study, the researcher knows what she was thinking when she interacted with the pupils in a certain way, the effects of the teacher-researcher's actions are analysed as objectively as possible.

5 A SEL INTERVENTION IN AN EFL CLASSROOM

In this section, the tasks used in the SEL intervention are described, categorised according to CASEL's five core competences, and analysed. The five categories, self-awareness, self-management, social awareness, relationship skills and responsible decision-making, are described in detail in chapter 3.2. The tasks were chosen and applied to promote these five competences side by side with English language skills.

5.1 Developing self-awareness

According to CASEL (2017), *self-awareness* is the ability to recognise one's own emotions, thoughts and values, and also how they influence one's behaviour. Moreover, it is the ability to assess one's strengths and limitations, with confidence and optimism. Self-awareness consists of skills such as identifying emotions, precise self-perception, recognising strengths, self-confidence and self-efficacy. According to Denham (2015: 287-288), these are the skills that prepare one for future motivation and accomplishments. In the present SEL intervention, the tasks were designed to promote self-awareness by encouraging pupils to recognise and name one's emotions, choosing words and items that best represent what one is feeling, thinking about elements in one's life that make one happy, expressing one's thoughts and opinions to others, as well as recognising one's strengths.

In task 1 (appendix 2) pupils were instructed to think about how they were feeling at that moment and then choose a card off the table at the back of the classroom that best represented that feeling. After picking a card, they were instructed to sit at one of the three table groups and tell the other pupils in their table group why they chose the card in question. They were also encouraged to explain as much as they could in English. The task in question requires recognising one's own emotions, being able to name them, finding a card that

best represents to oneself one's emotions, as well as having the confidence and ability to express to others in English why he or she chose that specific card. Example 1 is the conversation of one of the table groups immediately after the teacher's instructions concerning task 1.

Example 1 (Task 1)

Venla: saanks mä aloittaa?

may i begin?

Eerika: mä aloitan!

i will begin!

[5]Venla: okei joo

okay yes

(Venla gestures a circular movement by hand in her direction)

Eerika: I think -mikä on olo? (looks at the teacher's slide) I'm feeling…
mikä on kevyt? Aino, mikä on kevyt?

[10] *what is feeling? (looks at the teacher's slide) i'm feeling… what is light? Aino, what is light?*

teacher: light

Eerika: i'm feeling light. (giggling)

Venla: i'm feeling… (unclear) i'm feeling like watching tv (giggling)

[15](Hilla's answer inaudible)

Venla: (to Hilla) mikä kuva sulla on?

what picture do you have?

(Elisa turns Hilla's card around so that Venla can see it)

Eerika: mikä?

[20] *what?*

(Elisa's answer inaudible)

As example 1 shows, in task 1 at least Eerika and, in most part, Venla are able to recognise their own emotions, name them find a card to represent their emotions and, with some help from the teacher, express their emotions to each other in English. Venla and Eerika also show how active, even eager, they are by wanting to be the first ones in their group to explain why they chose their cards. The environment in the group and lesson must, hence, be safe for the pupils to participate, as they seem confident in doing so. Venla gives in to Eerika's request

to be first and gestures a circular movement with her hand in her direction (line7). Eerika also feels confident enough to ask the teacher for help (line 8). Eerika is able to recognise and name her emotion, and giggles after telling it to the rest of the group. Instead of naming an emotion, Venla names what she would like to do (line 14) and also giggles after sharing this with the others. This giggling could be the cause of her attempt to entertain and make the others in her group laugh, but from the teacher-researcher's point of view, the situation looks as though the girls are nervous about talking to others in English and, thus, giggle after their turn. Nervousness could also explain why Hilla and Elisa spoke so quietly that their speech was inaudible on the recording (lines 15 and 21). In addition to Hilla's answer being inaudible on the recording, her picture is facing downward so that the other members in her group cannot see it. Venla asks her what picture she has and before Hilla can do anything, Elisa turns Hilla's card around so that Eerika and Venla can see it (line 18). Elisa's answer is also inaudible.

In task 5 (appendix 2), each pupil was asked to first take a break to think about what he or she was feeling at the end of the lesson, then look at a slide full of different adjectives and choose the one that best described his or her emotion of the moment and write it on the flap board. The pupils were told that they could also choose an adjective that was not written on the slide. After everyone had written an adjective on the board, the teacher read them aloud. The present task requires recognising one's own emotion, being able to name it, finding an adjective that best represents that emotion and having the confidence to write it on the flap board for everyone to see.

Example 2 (Task 5)

---

hungry, energetic, unsettled, relaxed, hungry, lammas [sheep] 😊*, open, red, hungry, bored, open* 😊*, open, tired, tired.*

Example 2 presents the adjectives that the pupils wrote on the flap board. Most pupils were able to recognise how they were feeling and name the emotion in question. The pupils' emotions varied. One pupil wrote *energetic* on the board, whereas two wrote *tired*. One pupil felt *unsettled* whereas another one wrote *relaxed*. Furthermore, three described their feeling with the adjective *hungry*. In fact, the pupils' lunch break followed immediately after the lesson. One pupil wrote *sheep* on the board and another one wrote *red,* neither of which is an emotion or feeling, or otherwise easily interpreted. *Sheep* had a smiley face drawn next to it so it could have been intended as a joke. In addition, one of the three *open*s had a smiley face next to it. In lesson 1 (appendix 2), there were 12 pupils present and, as one can see, 14 words were written on the flap board, 12 of which are adjectives. It is possible that each pupil wrote one adjective as instructed by the teacher and the words *red* and *sheep* were extra examples of self-expression. It could also have been unclear to some that each pupil was only to write one adjective, as Venla was in need of clarification. After the instructions were given and some pupils were already at the board writing, Venla asked for confirmation *"so everyone writes one?"* Elisa inquired whether one could write *hungry* on the flap board, although it was not on the list that the teacher had presented to the pupils. The teacher answered in the affirmative. Elisa and Venla showed confidence in asking questions concerning the teacher's instructions, and Eerika, in turn, got up from the table and walked to the flap board immediately after the teacher's initial instructions. In example 3, the teacher gives instructions for task 5 and gets an immediate response from Akseli and Emilia.

Example 3 (Task 5)

teacher: (to the whole class) how are you feeling right now?

Akseli: (shouting) paska!

     shit!

Emilia: nälkäinen

[5]   *hungry*

teacher: (answering Elisa's question) no se nälkäinen listasta puuttuu mutta te tiedätte mitä se on

> *well, hungry is missing from the list, but you know what it is*
>
> Akseli: onko siellä paska?
> [10]   *is shit on it?*
>
> Viivi: (to Akseli) sä oot rauhaton!
>   *you are restless!*

In example 3, the teacher is giving instructions for task 5 and asks each pupil to stop for a moment to think how she or he is feeling. Immediately Akseli shouts out "*shit*!" (line 3). Another pupil at the same table, Emilia, says she is *hungry* (line 5). A pupil from another table group, Elisa, asks whether or not one can write down *hungry* even though it is not on the list of adjectives the teacher has asked the pupils to choose an adjective from (see example 2). To this, Akseli continues by asking if *shit* is on the list (line 10). The teacher-researcher does not react to Akseli's swearing although he is clearly breaking classroom rules for appropriate conduct. Another pupil at the same table group, Viivi, does, however, by telling Akseli that he is *restless* (line 12), which is one of the adjectives on the teacher's list. She, hence, uses the teacher's task and example words as a resource in interacting with Akseli. Emilia, in turn, knows immediately how she is feeling. It seems as though Akseli is trying to get a reaction from someone as he repeats the swear word. He may also recognise that he is not feeling very positive but cannot name the emotion he is feeling or control his impulses in the moment and, thus, ends up swearing. It could also be stated that he feels safe enough in the class environment to break the rules and seek a reaction. Viivi, who sits opposite Akseli, is aware, as is the whole class, of the inappropriateness of Akseli's language and instead of telling him off, she offers him an adjective from the list more appropriate than the word that he used, though obviously from her perspective. While at the table group which example 3 pictures, Akseli was swearing, example 4's table group's reactions to task 5's instructions were quite the opposite.

Example 4 (Task 5)

teacher:(to the whole class) how are you feeling right now?

Toni:	(jumps up from seat) mahtava! amazing!
	great! amazing!
Onni:	mä oon rentoutunut ja utelias (giggling)
	i am relaxed and curious (giggling)
Onni:	saako valita 2?
	can one choose 2?

As depicted in example 4, Toni's answer to the teacher's question is to jump up and shout "Great! Amazing!" He smiles and opens his arms. Onni says that he is relaxed and curious, and giggles. He goes on to ask the teacher if he can write down two adjectives. Both pupils are able to recognise and name their emotions and also confidently say them out loud. The environment in the group and class as a whole must be safe for Toni to be able to jump up from his seat, smile, open his arms and exclaim how positive he is feeling in front of the whole class. He seems eager to do the activity, as does Onni who would have liked to choose two adjectives instead of one.

During Lesson 3 (appendix 4) chairs were placed in a u-shape so that all the pupils were able to see each other and the teacher, and some tasks were done in groups on the floor. In task 12 all the pupils were seated on a chair in the u-shape. The pupils were instructed to think about how they were feeling at the moment and either choose one of the words presented on the slide or one of their own. The teacher began by saying *I am feeling…,* then threw a ball to a pupil who then said how he or she was feeling, threw the ball back and the teacher threw the ball to another pupil until everyone had had a chance to say how they were feeling. Task 12 requires recognising and naming one's emotion, finding a word that best represents that emotion, catching a ball, being able to say one's emotion in English, having the confidence to say it aloud to one's classmates, throwing a ball and listening as well as concentrating on what others have to say. The task highlighted aspects such as identifying one's emotions, having the courage to say aloud even personal emotions and receiving input on them, being eager to participate, using the given task as a resource in one's communication,

empathising with each other as well as an atmosphere that allows one to question one another. Example 5 includes five extracts of the interaction that happened during task 12.

Example 5 (Task 12)

teacher:(to everyone) shh, listen. okay, i'm Aino and i'm feeling very… ummm… open at the moment. Hilla, your turn! (teacher throws a ball to Hilla)

Noora: Akseli, pipo pois!

      Akseli, hat off!

[5]Toni: Akseli pipo pois!

      Akseli, hat off!

(Akseli pulls his hat up a bit but leaves it on and takes it off a couple of minutes later)

(ball drops on floor and Hilla gets up to recover it)

teacher:sorry. sshh listen to Hilla. (to Hilla) How are you feeling?

[10]Hilla: (quietly): i feel hungry (throws ball back to teacher)

…

Viivi: i'm feeling curious. (throws ball back)

teacher:yes, curious

Toni: mikä se on?

[15]   *what's that?*

Viivi and teacher: utelias

          curious

…

teacher:Toni, how are you feeling today? (throws ball to Toni)

[20]Toni: (catches ball) I feel lonely (smiles)

(other pupils look at Toni sceptically)

teacher: awww. well hopefully after this lesson you won't feel lonely.

Toni: ei mulla oo kavereita (throws ball back, Onni makes a face at Toni)

      i don't have friends

[25]…

teacher:Laura, how are you feeling today? (throws ball to Laura)

Laura: i feel hungry, relaxed and tired

…

teacher:(giggles) nothing else just HUNGER (exaggerated). then Emilia, how are you feeling? (throws ball to Emilia)

Emilia: i feel hungry (throws ball to teacher)

teacher:(giggles)

Noora: eksä oo impatientti ku sulla on huomenna synttärit?
        aren't you impatient cause it's your birthday tomorrow?

[35](Emilia shrugs)

There are many different things happening in example 5. First the teacher asks the pupils to look at the board, think about how they are feeling and choose a word that best represents that feeling. Several pupils' hands shoot up and they are eager to tell the teacher how they are feeling. The pupils participate eagerly and actively, and, thus, they must feel comfortable and confident enough in the classroom to be willing to do so. The teacher tells the class her name, how she is feeling and throws the ball that is in her hand to Hilla (line 1). Noora interrupts by shouting at Akseli to take off his hat (line 3). Toni copies her and also commands Akseli to take off his hat (line 5). According to classroom rules hats must be taken off in class. Akseli lifts his hat up a bit but does not take it off. In a couple of minutes, however, he takes it off quietly. It seems he does not want to take it off when being told to do so, but does want to follow class rules. The teacher did not have to intervene in the interaction. During this interruption, Hilla drops the ball and gets up from her chair to pick it up. The teacher repeats her question to Hilla and Hilla quietly answers that she is *hungry* (line 10) and throws the ball back to the teacher. Hilla is able to identify her emotion and despite being slightly quieter than the rest of the group, also has the confidence to voice her feeling.

The teacher throws the ball to Viivi who immediately answers that she is feeling curious (line 12). The teacher repeats the word to highlight the correct pronunciation after which Toni wants to know what it means (line 14). Viivi and the teacher answer him simultaneously (line 16). Viivi is able to recognise and name her emotion and Toni, indeed, feels confident and comfortable enough to express his lack of knowledge in front of the class.

Toni reaches out his arms and the teacher throws the ball to him and asks him how he is feeling. Toni catches the ball and says he is feeling lonely (line 20) after which he smiles. Toni is eager to be next and gives his answer confidently, but then seems a little embarrassed about what he has said. Although he smiles after saying that he is lonely, it does not seem like a joke. The teacher-researcher wants to sound sympathetic but does not want to embarrass Toni. She says that she hopes he does not feel so after the lesson. Several pupils look at Toni sceptically and he adds that he does not have friends (line 23) after which Onni makes a face at him. Onni and Toni sit next to each other when they get to choose their seats and look like they get along very well. It seems as though Toni's classmates are sceptical of Toni's answer but from the teacher-researcher's point of view, one cannot be certain that he is joking. Nevertheless, Toni is able to recognise and name his emotion, as well as is confident enough to tell his classmates such a personal emotion, and confident enough to receive their scepticism.

Laura says that she feels hungry, tired and relaxed (line 27). She is able to name several emotions and express them fluently and confidently.

After Emilia answers that she is hungry (line 31) and throws the ball back to the teacher, Noora asks Emilia whether she is impatient because it is her birthday the next day (line 33). Emilia shrugs. The atmosphere in the classroom and between the participants is comfortable and relaxed enough for Noora to have the confidence to question Emilia's answer. Noora is active and wants to participate, and uses the given task as a resource in doing so. Also, it is possible that Noora is empathising in Emilia's emotion as she herself is actually looking forward to Emilia's birthday party. Emilia is able to recognise and name her emotion. Hunger is mentioned three times, which is understandable as the lesson is followed by a lunch break. It could also be mentioned so often because some pupils cannot come up with anything, do not want to stand out, or are unwilling to say what they actually feel and instead say what other pupils have said.

The pupils' interaction continued after each lesson, which is why the videos and recorders were left on until the pupils had left the classroom. After lesson 1 (appendix 2), Eerika and Elisa were packing their bags when Eerika exclaimed *this was a fun lesson!* Elisa agreed and Eerika said that she wanted more lessons like the one in question. Their positive mood was emphasised by them both smiling and Eerika giggling. Noora waved to the teacher and thanked her. Viivi, in turn, asked the teacher if they would have a lesson on Wednesday. The teacher answered that they would still have three lessons together to which Viivi said *woohoo* and Emilia exclaimed *yes!* The pupils openly expressed to the teacher that they had enjoyed the lesson in question. Exclamations such as *woohoo* and *yes!* are rather strong expressions of positive emotion. Moreover, Toni excitedly called out to the teacher asking her to continue as she had now and went on to say that he wished she would come and teach their class the following year. Onni agreed with Toni enthusiastically. Toni then thanked the teacher and walked to the door. At the door, he turned around to call out *see you on wednesday* to the teacher. When the teacher answered, he enthusiastically shrieked *yess!* Eerika walked over to the teacher after lesson 1 (appendix 2) and thanked her for the lesson. Laura, who stood next to the teacher and Eerika, told the teacher that she thought the teacher's English lessons were the best, to which the teacher responded *that's nice to hear. thank you.* In my opinion, it is not very common that pupils thank the teacher so it is interesting that Eerika, Toni and Noora all thanked the teacher after the lesson. The conversations in question are particularly informative for the teacher in terms of how the pupils feel about the lessons. In example 6, two pupils discuss the last task of lesson 1, task 5, after the lesson has ended.

Example 6 (Task 5)

Eerika: (to Violet) jos tää oli kiva tunti, miks sä olit tylsistynyt?
if this was a fun lesson, then why were you bored?

Venla: no koska mulla oli tylsää no koska mulla oli nälkä ja …
well because i was bored well because I was hungry and…

Eerika: aha!
uh huh!

After lesson 1 (appendix 2), Eerika and Venla discuss the answers of task 5 written on the flap board. Eerika asks Violet with a tense tone of voice why she feels bored if she thinks the lesson was fun, to which Venla defensively mentions hunger. Eerika is not impressed and tensely coughs out an *uh huh!* Although it could be interpreted as an approving reply, the tense way in which Eerika says it, followed by a quick exit towards the door, implies that Venla's answer is not satisfying. Contrary to the exclamations depicted above, a negative emotion, in this case boredom, emerges and it is not received well. Then again, it might not be the negative emotion that disappoints Eerika, but, rather the fact that Venla's answer in task 5 and what she tells Eerika are inconsistent.

The tasks and examples described in chapter *5.1 Developing self-awareness* show that the pupils were able to recognise and name their emotions, find a word and card that best represented their emotions, express what they were feeling to each other in English, and voice their thoughts about the lessons to the teacher. Examples 1, 4 and 5 also demonstrate how the pupils were eager to participate in the given tasks by wanting to be first, inquiring whether or not one could write more than the required, asking additional questions and answering the teacher's rhetorical questions. Worry and negative emotions are present in examples 3 and 5, which is positive, as it is important that pupils feel safe enough in the classroom to express all kinds of emotions. In fact, the atmosphere in the class must have been comfortable and safe for the pupils to feel confident enough to express their emotions to each other, question each other's answers as well as ask each other and the teacher for help. In addition, examples 3 and 5 demonstrate, the tasks were even used as a resource of interaction between pupils.

5.2 Developing self-management

CASEL (2017) defines *self-management* as the ability to regulate one's emotions, thoughts, and behaviours in different situations. Managing stress, controlling impulses, motivating oneself, self-discipline, organisational skills as well as setting and working toward personal and academic goals, are important elements of self-management. According to Denham (2015: 287-288), focus on learning, school adjustment and academic achievement are all related to self-management. The present study explores the development of self-management through the *three positive things* task that requires recognising, naming and writing down one's emotions every day for a week. The main purpose of the present study was to introduce a task with which one is able to develop and practise self-management skills. Moreover, the present study aims to support the development of the skills in question as well as explore how the pupils fulfill and discuss their answers to the task in question.

In task 11, pupils were asked to take out their notebooks and draw a table (Fig.3), which they were to fill in for homework. Each pupil was instructed to write down, in English, three positive things about their day for one week, before going to sleep. The pupils were told that they could write personal things in their table as well if they wanted to, and they would not have to share them with others in their class. Furthermore, pupils were reminded of the fact that they ought to try and come up with different things for each day. The task requires skills that are in connection with self-awareness such as recognising one's own emotions, recognising and naming what makes one feel positive and concentrating on the positive aspects in one's day. The task also develops skills that require self-management, in particular, such as remembering to write down three positive things about one's day each night, remembering to bring one's notebook to class to the next two English lessons and having the confidence to tell the others in one's group what one has written. In addition, it requires being creative and coming up with new things each day. Examples 7 to 10 include some of the

pupils' three positives, which they shared with their groups during lessons three and four.
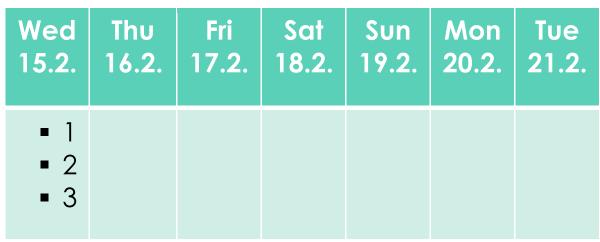
Wed 15.2.	Thu 16.2.	Fri 17.2.	Sat 18.2.	Sun 19.2.	Mon 20.2.	Tue 21.2.
▪ 1 ▪ 2 ▪ 3						

Figure 3 Table of three positive things

Near the end of lesson 3 (appendix 4), the teacher gave instructions for task 11a and asked each pupil to tell the members of his or her home group at least one positive thing he or she had written down in his or her table on Wednesday and Thursday. Examples 7 and 8 depict what three pupils read aloud to their home groups.

Example 7 (Task 11a)

Eerika: english class, readings, camping ja penkkarit, playing outside ja home

english class, readings, camping and penkkarit (an event celebrated by Finnish upper secondary school students in the spring of their final year on the final day of school before the start of matriculation exams), playing outside and home

Venla: hobby mun, (inaudible) friends, sitten öö tää päivä, tää päivä penkkarit, playing ja mulla ei oo muuta

hobby mine, (inaudible) friends, then umm this day, this day penkkarit (explanation above), playing and I don't have anything else

Example 8 (Task 11a)

Akseli: sleeping

In example 7, both Eerika and Venla demonstrate that they have done the task according to instructions and share with their group even more than is asked of

them. It is worth mentioning that Eerika lists *English class* as one of her positives for Wednesday. Example 8 shows Akseli presenting his positives of two days with one word, *sleeping*. Even though it may be true that he enjoys sleeping, it is also likely that he has not done his homework.

Lesson 4 (appendix 5) begins with task 11b, in which pupils present their positives from the previous Friday to Tuesday to the other members of their table group. The teacher instructs the pupils to tell each other at least three positive things from their table (Fig.3). Examples 9 and 10 are extracts from two different table groups. They show that Emilia, Venla, Noora and Toni have all done their homework and filled in their positives table presented above (figure 3).

Example 9 (Task 11b)

Emilia: saturday eighteen ihan sama february it's my birthday, then tuesday oli penkkarit, jos mä kirjotin puhelimeen että mikä on penkkarit englanniksi niin siinä luki vaan penkkarit. sitten monday boring, ei ollu mittää.

saturday eighteen whatever february it's my birthday, then tuesday was penkkarit (an event celebrated by finnish upper secondary school students in the spring of their final year on the final day of school before the start of matriculation exams). if I wrote what is penkkarit on my phone it just said penkkarit. then monday boring, there was nothing.

Venla: ööm my friends leaving, ööm thursday home alone, oota oota oota, unohda kaikki ja nyt sunday (unclear), friday riding, öö and tuesday ööm öö buns, pullat, buns on pullat.

umm my friends leaving, umm thursday home alone. wait wait wait, forget everything and now Sunday (unclear), friday riding, umm and tuesday umm buns, buns. buns are buns.

Example 10 (Task 11b)

Noora: thursday ice hockey, food, granny's friends, friday winter (unclear) piiriohjelma, saturday Lauri's daa day where I see my granny pitkästä aikaa, sunday (unclear) sointu city, going to see Lauri's game, monday ice hockey, sleep at day, pasta, vaikka se onkin oikeesti makaroni, sitte vielä yks, Tuesday (unclear)

thursday ice hockey, food, granny's friends, friday winter (unclear) piiriohjelma, saturday Lauri's daa day where i see my granny in a long time, sunday (unclear) sointu city, going to see Lauri's game, monday ice hockey, sleep at day, pasta, even though it is really macaroni, then one more, Tuesday (unclear)

Toni: minun vuoro, keskiviikkona englanti ja ruoka ja pleikka nelonen, torstaina ruoka ja pleikka nelonen ja sitte no koti, koira, ei sitte muuta ei. sitte perjantai

enkku, pleikka nelonen ja triendo, ja sitte lauantaina triendo plus pleikka ja kaverit. sitte taas on ruoka, pleikka, kaverit, ruoka, pleikka, kaverit.

my turn. wednesday english and food and playstation 4. thursday food and playstation 4 and then home, dog, then nothing else. then friday english, playstation 4 and triendo, and then on saturday triendo plus playstation and friends. then again food, playstation, friends, food, playstation, friends.

In addition to doing their homework, examples 9 and 10 demonstrate that Emilia, Venla, Noora and Toni are eager to share their positives with the others and share more than the three required. It is worth mentioning Emilia's *Monday boring* in example 9, which does not meet the requirements of the task. It is difficult to imagine that she could not think of anything positive that day. In addition, Emilia says that she could not find the equivalent of *penkkarit* in English, which demonstrates that she does want to fulfill task instructions. Venla evidently begins to read the positives of the wrong days as she exclaims *wait wait wait, forget everything and now* in the midst of her presentation and then continues. Noora, in example 10, eagerly presents many factors that bring her happiness, as does Toni, though he has not attempted to write his positives down in English. It is worth mentioning that Toni has listed English, most likely meaning the previous English lesson, as one of his positive things.

There is one incident worth mentioning in relation to self-management and controlling one's emotions. In Lesson 2 (appendix 3), chapter 12's vocabulary test is emotional for one pupil. In the beginning of the lesson Akseli participates actively, smiles and shows excitement with his whole body. The teacher then begins to hand out the pupils' vocabulary test notebooks, and when Akseli notices this, he looks rather shocked. He cries out *do we have a vocab test* in a high-pitched voice three times, looks worried and buries his head in his arms while continuing to wail. At this point it is not certain whether or not Akseli is joking or not. Viivi and Laura, who sit opposite him, laugh at his reaction. The teacher tells him that she informed them about it last time to which Akseli says firmly *you didn't tell us*! He takes out his activity book and starts reading the words. The teacher has to tell him separately to close it and he protests. He does close it,

however, and hits himself on the head with it. He seems to be taking it to heart. He says to the teacher that he won't pass and tries to hand over his vocabulary test notebook to the teacher. The teacher then asks the class if they are ready to begin, to which Akseli immediately answers *no!* The atmosphere in the class and Akseli's table group must be safe as he feels comfortable enough to show his emotions. He states that he will not pass the test but is not able to identify or otherwise express his emotions verbally. Instead, his disappointment, and possible shame, breaks out through small outbursts directed at the teacher and Viivi. During the test, Viivi and Akseli look at each other a couple of times until Viivi glances at the camera and stops. Akseli and Antti also whisper to each other a couple of times. When the teacher shouts out that the pupils have two more minutes to finish the test, Akseli lays his head on his desk and when the teacher goes around collecting the notebooks, Akseli shakes his head and says in a discouraged voice *I don't know anything. I give up*! It is not yet clear whether or not Akseli is joking, even to Akseli's classmates, which Viivi's giggling proves. Akseli hands his notebook to the teacher and the teacher tries to console him and says in an encouraging, yet light, voice *That's fine. If you don't know them, you don't know them*. Akseli lays his head on his desk, buries his head in his hands, bangs his head on his desk, shuffles his feet and sniffles a little. It looks as though Akseli cannot hide his disappointment but even if he were not able to control his emotions, the fact that he goes as far as to proclaim aloud that he does not know anything, demonstrates that he feels the class or group environment a safe place to express himself. The teacher strokes Akseli's back while she talks to him and he begins to sniffle. He does not pull away or push the teacher away. The teacher's touch and compassion allow him to release his emotions, in this case sniffle. He must feel comfortable enough in the teacher's presence to be able to do so. He does not seem too bothered about his classmates seeing him so upset either, which indicates an open and safe class environment.

The examples in chapter *5.2 Developing self-management* depict what the pupils chose to read aloud to the members in their table groups from their table of three

positive things (figure 3). Task 11 requires above all organisational skills, which the pupils in examples 7, 9 and 10 demonstrate having as they had all done their homework. The examples show that they all had the required self-discipline, organisational skills, the ability to work toward a certain goal, and the ability to motivate themselves to continue until the task had been finished. As presented in examples 7, 9 and 10, the pupils did even more than was required of them, thus, showing eagerness to participate in the task in question. It is worth mentioning, that in examples 7 and 10, Wednesday's English lesson, which was part of the intervention, was mentioned. Examples 7 to 10 also demonstrate that the pupils were able to manage their emotions such as possible fear of speaking in front of the others in their group, as they were able to fulfil the task and read their answers aloud to each other. Akseli's outburst during lesson 2 shows that though he was not able to manage his emotions in that moment, he felt that the class was a safe environment to express his disappointment openly.

5.3   Developing social awareness

Social awareness is, as CASEL (2017) describes, the ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. Additionally, social awareness entails the understanding of social and ethical norms and, in particular, respect for others. Denham (2015: 287-288) links the inability to interpret others' emotions with behaviour problems and social awareness with school adjustment and academic success. All interaction and tasks in school require social awareness. In the present SEL intervention, the objective was to improve social awareness with tasks that require respecting school, classroom and social norms, such as respecting one's classmates' opinions.

At the beginning of lesson 2 (appendix 3), task 6 got the pupils excited. The teacher asked all the pupils to stand in a circle and threw the ball to them one at a time meanwhile revising their names.

Example 11 (Task 6)

teacher:then we're gonna go one more time really quickly so I get them right. ok, Noora (throws ball to Noora)

(Noora catches ball and throws it back)

teacher:Toni (throws ball to Toni)

⁵(Toni catches ball and throws it back smiling)

teacher:Venla (and immediately corrects herself) Eerika (laughs)

(Everyone laughs and Noora notices a chewing gum in Toni's mouth)

Noora: (interrupting teacher points finger at Toni's mouth) sun pitää ottaa purkka pois!

¹⁰   *you have to take the chewing gum out*

teacher: yeah, you can put the chewing gum in the bin

(Toni puts the chewing gum in the bin)

The situation depicted in example 11 happens during the second round of the name revision game. The teacher first throws the ball to Noora, then Toni, and as she is throwing it to Eerika, Noora points at Toni's mouth and shouts out *you have to take the chewing gum out*! (line 10). Noora knows that chewing gums are against classroom conduct and she lets Toni know. She is so excited that she probably does not even notice that she interrupts the teacher. She seems to think reprimanding Toni is very important. Toni gets up immediately and does what Noora expects of him. It is not necessary for the teacher to say anything as Noora takes responsibility for maintaining proper classroom conduct.

During Lesson 3 (Appendix 4) chairs were placed in a u-shape so that all the pupils were able to see each other and the teacher, and some tasks were done in groups on the floor. In task 12, all the pupils were seated on a chair in the u-shape. The pupils were instructed to think about how they were feeling at that moment and either choose one of the words presented on the slide or one of their own. In the example below, the teacher begins by saying *I am feeling…*, then throws a ball to a pupil who then says how he or she feels, throws the ball back, and the teacher throws the ball to another pupil until everyone has had a chance to say how they are feeling. Task 12 requires recognising and naming one's emotion, finding a word that best represents that emotion, catching a ball, being

able to say one's emotion in English, having the confidence to say it aloud to one's classmates, throwing a ball and listening as well as concentrating on what others have to say. Example 6 is an extract from the interaction that happened during task 12. The part that is particularly interesting from the point of view of developing social awareness is what happens between Akseli, Toni and Noora.

Example 12 (Task 12)

teacher: we're gonna start by saying… look on the board and choose one of those. How are you feeling now, at this moment? (short pause, several pupils lift their hands up) You don't have to tell me now. (short pause) Have you chosen one?

pupils: yes

[5]teacher: okay, then we'll start

Venla: (wrinkles nose) hä?

whaat?

teacher: (to Venla) valitsitko yhden noista itelles?

did you choose one of those?

[10]teacher: (to everyone) shh, listen. okay, i'm Aino and i'm feeling very… ummm… open at the moment. Hilla, your turn! (teacher throws a ball to Hilla)

Noora: Akseli, pipo pois!

Akseli, hat off!

Toni: Akseli pipo pois!

[15] *Akseli, hat off!*

(Akseli pulls his hat up a bit but leaves it on and takes it off a couple of minutes later)

(ball drops on floor and Hilla gets up to recover it)

teacher: sorry. sshh listen to Hilla. (to Hilla) How are you feeling?

Hilla: (quietly): i feel hungry (throws ball back to teacher)

[20]teacher: hungry! i understand that! then… Noora, how are you feeling today? (teacher throws ball to Noora)

There is a lot going on in example 12. In chapter 5.1 example 5 is depicted concentrating on what is happening during task 12 and, in particular, focusing on self-awareness as, for example, identifying one's emotions. At the beginning of task 12, Venla wrinkles her nose and says *whaat?* (line 7) so the teacher asks her in Finnish if she has chosen one yet. She nods, so the teacher goes on to tell the class her name, how she is feeling (line 10) and throws the ball that is in her

hand to Hilla. Hilla does not get a chance to answer as Noora interrupts by shouting at Akseli to take off his hat (line 12). Toni copies her and also commands Akseli to take off his hat (line 14). According to classroom rules, hats must be taken off in class. Akseli lifts his hat up a bit but does not take it off. In a couple of minutes, however, he takes it off quietly (line 16). It seems he does not want to take it off when being told to do so, but does want to follow class rules. The teacher did not have to intervene in the interaction. Noora and Toni, in turn, seem to hold the class rules in high regard, but do not think about the way Hilla might feel about being interrupted. One cannot know based on this example alone whether or not this disregard of another's feelings applies to all classmates or to one or more specific ones.

Task 14 (appendix 5) was the last task of the last lesson (Lesson 4) of the intervention. The pupils all had a piece of paper stuck to their backs and they all needed a pen to write. They were then instructed to go around the class and write something positive about each classmate on that classmate's back. Preferably, they should have written in English, but if they could not come up with anything in English, they could also do so in Finnish. The form of the compliment was free, both single words and sentences were acceptable. The task in question requires coming up with something positive about each classmate, naming the compliment, being respectful, making sure to write on each classmate's back, negotiating shifts and interacting with each person in the class. The task also contains seeing one's own paper, taking in what everyone has written about oneself and hopefully feeling joy. The task in question was intended as a positive ending to the intervention.

Example 13 (Task 14)

teacher:eli kuunnelkaas. homman nimi on nyt se että.. mä kerron nopeesti.. kirjoittakaa ylös 139. eli nyt te kierrätte, täällä on tusseja joita voi lainata. kierretään luokkaa ympäri ja kirjoitatte jokaikisen kaverin selkään johon ehditte jotain.. kuuntele. et saa vielä mitään.. jotain positiivista siitä ihmisestä. Yritätte.. shh.. yritätte kirjoittaa sen englanniks mut ei tehdä siitä sellaista kynnyskysymystä eli jos ette mitään keksi englanniks niin kirjoitatte sitten suomeks. Ja voi kirjoittaa yhdellä sanalla tai useammalla. Ymmärsikö kaikki tehtävän?

so listen. the deal is.. i'll tell you qickly.. write down 139. so now you circulate, here there are pens you can borrow. let's circulate the class and and write down something on each pupil's back that you have time for.. listen. you can't have anything yet.. something positive about that person. try.. shh.. try writing it in english but let's not make it a big deal so if you cannot come up with anything in english, then write it in finnish. and you can write either one word or several. did everyone understand the task?

[15]pupils:joo

    yes

teacher:ja sitten voi täältä hakea kyniä

    and then you can get your pens here

Emilia: jes!

[20]   *yes!*

(several minutes pass)

teacher:okay

pupils: vielä yks!

    one more!

In the beginning of example 13, the teacher gives the instructions for task 14 and the pupils eagerly start writing on each other's backs. Except Antti, who only writes on Toni's and Onni's backs and runs away from the teacher and the girls when they try and write on his, but gives in after a while and even writes on Emilia's back. As the teacher begins to prepare the pupils for the end of the task, several of them shout out that they still need to write one comment (line 23). They are so eager to participate that it is difficult to get them to stop. When the teacher gives them permission to do so, however, the pupils eagerly take the papers off their backs to read what the others have written on their papers. Even Antti, who was not as willing to participate, carefully reads his paper and smiles slightly before theatrically taping the paper onto the wall. Even though he leaves it there, this could be interpreted as a sign of pleasure and even pride. Some pupils are disappointed that everyone did not write on their paper but overall the atmosphere is chatty and cheerful. Most pupils went around the class writing on each other's backs with no great difficulty. It did not look like they were struggling to think of positive things to say about each other.

The tasks and examples in chapter *5.3 Developing social awareness* show that the pupils were aware of school and classroom norms, in particular, and were also able to communicate with each other in a respectful way. As depicted in examples 11 and 12, the teacher did not need to intervene in classroom misconduct as Noora did so first without being asked to. In both instances, though, she interrupted one of her classmates. One could say that, to some extent, classroom norms were considered more important than social norms. In most instances, however, the pupils listened to one another without interruptions. The last task of the intervention, task 14 (example 13), demonstrates that the pupils were able to write positive things about each other with no great difficulty and with such eagerness, that it was difficult to get them to stop. Additionally, the atmosphere in the classroom during the task in question was very positive.

5.4   Developing relationship skills

Relationship skills are "the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups." They are comprised of skills as; clear communication, listening skills, cooperation with others, resistance of inappropriate social pressure, constructive negotiation of conflict, team work as well as seeking and offering help when needed. (CASEL, 2017.) Several researchers have linked relationship skills, such as cooperation and negotiation, with academic success (see ch. 3.2) . In the present study the tasks that aimed at developing relationship skills require negotiating turns, which is an essential part of classroom interaction, as well as listening skills.

In task 1, pupils were instructed to think about how they were feeling at that moment and then choose a card off the table at the back of the classroom. After picking a card, they were instructed to sit at one of the three table groups and tell the other pupils in their table group why they chose the card in question. They were also encouraged to explain as much as they could in English. The task in question requires recognising one's own emotions, being able to name them,

finding a card that best represents to oneself one's emotions, as well as having the confidence and ability to express to others in English why he or she chose that specific card. In addition, it requires listening skills, negotiating turns and being present. Example 14 is from the conversation of one of the table groups immediately after the teacher's instructions concerning task 1. In chapter 5.1 example 1, the same interaction is analysed from the point of view of being aware of one's emotions and in this chapter the focus is on negotiating turns, which is why the example has been shortened to portray merely the necessary.

Example 14 (Task 1)

Venla: saanks mä aloittaa?

 may i begin?

Eerika: mä aloitan!

 i will begin!

[5]Venla: okei joo

 okay yes

(Venla gestures a circular movement by hand in her direction)

As example 14 shows, in task 1 Venla and Eerika are active, even eager, which is demonstrated by them both wanting to be the first ones in their group to explain why they chose their cards. The environment in the group and lesson must, hence, be safe for the pupils to participate as they seem confident in doing so. Who goes first is not negotiated, for Venla gives in to Eerika's want to be first (line 5) and gestures a circular movement with her hand in her direction (line 7). It is interesting why Venla is the one to give in for she is first in expressing her want to be first. Also, Eerika does not suggest that she should be first instead or give reasons why. She bluntly informs the group that she will begin. It is also worth mentioning that the other members in the group, Hilla and Elisa, do not say anything.

In task 9 (Appendix 3), each pupil was asked to take out the picture or photograph they had brought from home. During the previous lesson, lesson 1 (Appendix 2), they were instructed to choose a picture of something that is

important to them, write three sentences in English describing it and bring it to class with them. Each pupil was then instructed to present his or her picture to the other members in his or her group in English, and encouraged to take advantage of the three sentences written at home. The teacher also presented a slide with further useful beginnings of sentences that could be followed by an adjective describing one's picture. The task requires thinking about something that is important to one, finding a picture or photograph that best represents this, deciding what one wants to tell about one's picture to the others in one's class, summarising one's thoughts into three sentences, translating the sentences into English, remembering to bring the picture or photo into class the next lesson, and having the confidence to show and describe one's picture to the others in one's group. Instead of focusing on self-awareness, as was the initial aim of the task, it brought about interesting situations with respect to relationship skills, such as listening skills and negotiation skills. Examples 15 and 16 are, in effect, extracts from one table group's discussion. Although the purpose of the task was mainly to develop self-awareness, in practice it initiated interesting situations such as those presented in examples 15 and 16. In example 15, Venla is repeatedly being interrupted.

Example 15 (Task 9)

Eerika: sitten vaikka Venla
then Venla can go

Venla: no niin. apua. (giggles). mikä on it?
okay. help. (giggles) what is it?

[5]Elisa: sä voit sanoa niinku this horse this is Lumi.
you can say this horse this is lumi

Venla: Lumi (laughs)

Eerika: onks se Luna vai?
is it Luna or?

[10]Venla:mut mä en (unclear) ööö this is horse.
but I can't.. -umm- this is horse

Eerika: and you are too horse

Venla: (to Eerika) shhhhh (to everyone) this is horse. ööö [umm]

teacher: A horse

15Venla: a horse. ööö. he is. she is. vitsi se on kyllä poika. (giggles) he is called Luna. (giggles) ömmm. it's important for me because.. en mä tiiä. i like riding (giggles).

a horse. umm. he is. she is. it is a boy actually (giggles) he is called Luna (giggles) umm. it's important for me because. i don't know. i like riding (giggles)

Elisa: mä en tiiä miks tää on mulle tärkeetä tää Reko tässä mutta joo

I don't know why this Reko here is important to me but okay

Venla: It's important for me because I love… (giggles)

Eerika: I love riding

25Venla: (to Eerika) ssshhhhh. (to everyone) it's perfecto and I love riding

Eerika: toi on vähän ranskalaista

that's a little bit french

(Venla laughs)

Venla: I love (pause) riding

30Eerika: toi on vähän ranskalaista. It's perfecto (with an accent)

that's a little bit french. It's perfecto

As shown in example 15, Eerika hands the turn over to Venla (line 1). It is as though she is given power to decide by being first. Venla is nervous, which she demonstrates by saying *help* and giggling (line 3). Elisa helps her but gets Venla's horse's name wrong, which makes Venla laugh. Venla begins her presentation *this is horse* (line 10), to which Eerika says *and you are too horse* (line 12). Venla shushes her and continues, but is interrupted by the teacher correcting her (line 14). Venla continues and she is next interrupted by Elisa wondering aloud that she does not know why her dog is important to her (line 21). Venla, once again, continues after the interruption and when Eerika tries to help her, she shushes her (line 25). Nevertheless, she interrupts her again very soon (line 26), but as it focuses on a word, *perfecto*, which Venla presumably said jokingly, she laughs. Venla finishes her presentation by saying she loves riding (line 29), but Eerika still wants to continue focusing on *perfecto* (line 30). It is unclear why Venla is interrupted so many times. On one hand, the members of the group all seem to be engaged in her presentation as they seem keen to participate but, on the other hand, they do not let Venla finish. Elisa helps her as she indicates with the word

help that she is in need of it. The teacher passes by and does not know that Venla has already been interrupted. It would have been better if the teacher had not done so. Furthermore, Elisa interrupts Venla by talking about her own presentation, which is not respectful according to proper listening conduct. Also, Eerika's remark about Venla being a horse is disrespectful, and her purpose for saying so is unclear. In addition, her commenting Venla's choice of word, *perfecto*, disrupts Venla's presentation. Again, it is not clear what Eerika's purpose for saying so is. Venla has the courage to shush her, but Eerika continues to interrupt her. In example 16, the round continues with Hilla's turn and Elisa giving her encouragement.

Example 16 (Task 9)

(Hilla shows Elisa her picture)

Elisa: (to Eerika and Venla) eli tuossa on Hillan läppäri
        so that's Hilla's laptop

teacher (to Hilla) can you show me? aww (teacher leaves)

[5]Elisa   (to Hilla) no ni, lueppas noi sun lauseet
        well then, read your sentences

Example 16 begins with Hilla showing Elisa her picture. Elisa says to Eerika and Venla *so that's Hilla's laptop* (line 3). It is not clear on the video recording why she does so. Hilla can be described as a shy and quiet person. It is possible that this is Elisa's way of encouraging Hilla. They sit next to each other and can be considered friends. The teacher happens to pass by at this moment and asks to see Hilla's picture (line 4), which she shows with a slight smile on her face. When the teacher walks away, Elisa tells Hilla to read her sentences (line 5). Again, it seems more an encouraging gesture than anything else. After Hilla has finished, Elisa goes on to explain why her dog is important to her. Earlier during Venla's presentation she exclaimed out loud that she does not know why it is important to her and now that she has come up with an answer, she wants to share it with the others. It is not clear when she thought of the answer but she does not interrupt Hilla. She does, however, encourage Hilla to continue, which could be

due to the fact that she wants Hilla to be done quickly so that she can say what she has come up with.

Task 2 was a part of each of the four lessons. At some point during the lesson, the teacher asked the table groups to choose a captain in their group who would have special tasks such as checking whether or not each group member had done their homework, for example. The teacher did not interfere in the process unless absolutely necessary. The task in question requires voicing one's want to be or not to be captain, being able to reason why one should be or should not be chosen, listening to others' reasons, negotiating and making a decision with the group, as well as accepting the joint decision and dealing with the possible disappointment. Example 20 depicts the interaction that happened after the group had chosen a captain, Emilia, and went on to do task 3a, in other words, check their homework together. The captain checked that everyone had done their homework.

Example 17 (Task 2)

Akseli: mikä sivu?

     which page?

(no one answers)

Akseli: (shouts) sivu!

[5]   *page!*

Viivi: 125, 124

(Akseli, Viivi and Emilia talk about their plans for the next day)

Viivi: ei keskustella nyt tästä koska sitten meillekin tulee riita (Viivi places her arm between Akseli and Emilia both of whose tone of voice is agitated)

[10]   *let's not discuss this now because then we will also begin to argue*

(Emilia gets up from her chair, takes charge of the situation and goes around checking that everyone has done their homework)

(Akseli, Viivi, Emilia and Laura have already checked some of their answers when Antti is still taking out his books)

[15]Antti: oota mä katon

     wait i'll look

Viivi: (exaggerated) Antti sua saa AINA hävetä

Antti you're ALWAYS an embarrassment

…

[20](the teacher asks Akseli not to play with his desk. Akseli plays around. Viivi smiles at him)

(the teacher begins to give instructions. Akseli squeals)

Viivi: (softly) Akseli

(Akseli continues to be noisy)

[25]…

teacher: kuuntele. Akseli, listen please

   listen

(Akseli continues)

Viivi: shh (laughs) hiljaa!

[30] *shh quiet!*

In example 17, there is a lot going on as is the case in many group work situations. The group in question has just chosen Emilia as their group captain, and they have been instructed to check their homework. Akseli asks the group for the page number (line 1), but as everyone ignores him, he decides to shout, to which he gets an answer from Viivi (line 6). Akseli, Viivi and Emilia talk about their plans for the next day. The agitated discussion is interrupted by Viivi, who places her arm between Emilia and Akseli, and tells them not to continue the discussion for they will begin to argue (line 8). Viivi wants to keep the peace and her clear gesture and message work and the discussion ends. Emilia then gets up from her chair and goes around checking that everyone has done their homework, except Antti who is still taking out his books. The slow pace could be due to the fact that he has probably not done his homework and is trying to stall. Akseli, Viivi, Emilia and Laura ignore him until he calls out *wait I'll look* (line 16) when they have already checked several answers. Viivi exclaims dramatically *Antti you're ALWAYS an embarrassment* (line 18). Earlier on Viivi acted as the peacemaker in the group, but now, however, she exclaims rather strongly that Antti is disappointing her. Akseli is playing around with his desk and Antti and the teacher ask him not to, after which Viivi smiles at him. It may be perceived as a smile of encouragement. As previous examples show, Akseli can be quite

sensitive which probably his classmates, including Viivi who clearly likes him, know and with a smile she wants to reassure him. It would probably have been better if the teacher hadn't said anything, for after she does, Akseli's disturbing behaviour only accelerates. It could be due to the fact that he feels embarrassed about being reprimanded, but he begins to squeal just as the teacher begins to give instructions to the next task. It is interesting how he does not want to listen even though, in the beginning of the interaction, he was annoyed when the members of his group did not listen to him. Viivi gives him a meaningful look and softly says his name (line 23). Viivi's soft approach also indicates that Akseli has a sensitive nature. Akseli continues to be noisy, though, even after the teacher has asked him to listen, but finally stops when Viivi tells him to be quiet (line 30). She does it laughing, though. Viivi is very careful not to make him angry and it works, as he finally quietens after she tells him to. They have an interesting relationship. Viivi wants to follow good classroom conduct, and wants others to do so as well, but approaches Akseli in a way she most likely knows works best. The teacher's comments, though not particularly negative, cause an even stronger reaction from Akseli.

In the middle of lesson 3, the teacher gave instructions for task 13 (appendix 4). Pupils were told to stand in two circles so that pairs were facing each other. The inner circle consisted of pupils standing backs to each other and the pupils in the outer circle stood facing the pupils in the inner circle. There was an odd number of pupils so the teacher participated as a member of the outer circle. The teacher had written six beginnings of sentences on a slide, which she revealed one by one. The task progressed so that each pupil first looked each other in the eye and said hello to one's partner. Then the pupil in the inner circle began by saying the sentence presented on the slide and continued it with his or her own answer, after which the one in the outer circle did the same. Finally, both pupils thanked each other and the pupil in the outer circle moved one step to the right to face the next person, who then became his or her partner for the next round. This pattern was repeated until all six beginnings of sentences had been answered by

everyone. The task in question requires having the confidence to look another person in the eye, communicating with another person standing close to each other, having the confidence to talk to another person in a foreign language, interacting with the opposite sex, throwing oneself into the situation and not taking oneself too seriously, coming up with an answer quickly, being open and honest, to a certain degree, listening skills and the ability to follow somewhat complicated instructions. Example 18 presents an answer to each of the beginnings of sentences.

Example 18 (Task 13)

Viivi: Now i feel... sleepy

Venla: I would like to eat… candy (giggles)

teacher: After school… i'm going to agility

Noora: I like to… play ice hockey games

Laura: At home today i'm going to… play video games

Toni: I like myself because… i'm best

As example 18 demonstrates, the beginnings of sentences are all given appropriate and, most likely, truthful answers. During the task, there is an excited and noisy atmosphere in the classroom. On the video recording, one can see that each pupil is able to complete the task. Though there are a couple of pupils who are quieter and shy, in particular, when talking to classmates they are not close to, everyone meets the requirements set by the teacher. All the pupils are able to say hello to each other, look or at least glance at each other, finish the sentence given to them, say thank you and repeat this pattern with the next person. The pupils begin and finish with the same partner, their partner of choice. There is a lot of giggling going on, which most likely means the pupils feel slightly nervous talking to each other or talking in English to each other, but the overall atmosphere is positive and the pupils seem excited and willing to participate. Example 18 shows that the pupils were able to communicate with each other in English, understand and answer the teacher's questions in English, listen to each other and, also, have a positive attitude during the task.

Relationship skills are comprised of several different skills of which negotiating turns, listening skills, clear communication and cooperation are discussed in chapter *5.4 Developing relationship skills*. In example 14, turns were not negotiated but, instead, the group gave in to Eerika's want to be first. In example 15, Venla is repeatedly being interrupted to the point where she has to shush Eerika twice. It seemed as though Eerika's help was not welcome. Example 16 shows Elisa encouraging her group member, Hilla, who is quiet and shy and Hilla does not seem to object. In example 17, Viivi takes on several roles: she answers her group member's question, which no one else answers, interrupts an agitated discussion and reprimands those who do not follow the rules. Furthermore, several examples present how in the present study the pupils felt confident enough to offer (ex. 15, 16) and seek for help (ex. 1, 5, 15, 17, 20), both from their peers and the teacher. Task 13, described in connection to example 18, demonstrates that each pupil in the intervention was able to look, talk and listen to each other respectfully and with a positive attitude. The task questions were personal and it looked like the pupils were genuinely interested in hearing what their peers had to say.

5.5 Developing responsible decision-making

CASEL (2017) defines *responsible decision-making* as "the ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others." It requires skills such as identifying problems, analysing situations, solving problems, evaluating, reflecting and ethical responsibility. Denham (2015:287-288) says younger children's social problem-solving skills benefit school adjustment and academic functioning, whereas older children's are related to their grade point average. As children get older these decisions become more complex, Denham emphasises, as ethical decisions, complying with classroom rules, resisting peer pressure, and controlling disruptive behaviour

increase. Responsible decision-making can be developed through, for example, group discussions, problem-solving tasks, joint goals and case tasks. In the present study, the task chosen for the purpose of developing decision-making skills contains a joint decision.

Task 2 was a part of each of the four lessons. At some point during the lesson, the teacher would ask the table groups to choose a captain within their group who would have special tasks such as checking whether or not each group member had done their homework. The teacher would not interfere in the process unless absolutely necessary. The following examples contain some of the ways in which the captains got chosen. The task in question requires voicing one's want to be or not to be captain, being able to reason why one should be or should not be chosen, listening to others' reasons, negotiating and making a decision with the group, as well as accepting the joint decision and dealing with the possible disappointment. In example 19, Venla volunteers to be captain.

Example 19 (Task 2)

Venla: (reads from slide) valitkaa ryhmän vastuuhlö. saanko olla vastuuhlönä? voinks mä olla vastuuhlö?

choose a group captain. may I be the captain? can I be the captain?

Eerika: okei, Venla voi olla vastuuhlö

5   *okay, Venla can be the captain*

Venla: (to Akseli, Antti, Laura, Emilia and Viivi) ssshhhh (and looks at them fiercely)

Eerika: kotitehtävien tarkistus

homework check

teacher: next… listen… your next task is to in your group choose one person…

10Venla:minä (and points at herself)

    me

teacher:you choose between you and check your homework together. eli valitkaa vastuuhenkilö ja vastuuhenkilö tarkistaa että kaikki on tehnyt läksyt ja yhdessä tarkistatte läksyt

15   *you choose between you and check your homework together. so choose a captain and the captain checks that everyone has done the homework and together you check the homework*

Venla: hei oletteko tehneet läksynne?

> *hey, have you done your homework?*
>
> [20]Venla:(to teacher) hei täytyykö sulle ilmoittaa, jos joku ei oo tehnyt?
>
> *hey, does one have to report to you if someone hasn't done them?*

In example 19, Venla begins to read the instructions aloud from the slide before the teacher has begun to explain them and asks her group if she can be the captain (line 2). She is eager to participate and voices her want to the group, but also remembers to ask if it is okay with them. Eerika immediately answers for the whole group in the affirmative (line 4). Hilla and Elisa do not say anything. They are not given the chance to object or express their thoughts. Venla seems to take her new role seriously for she looks closely at the table group next to them, who are being rather loud, and shushes them. Although Venla is the captain, Eerika, who high-handedly made that decision, takes charge and guides the group into checking whether or not everyone has done their homework (line 7). While they take their books out, the teacher begins to give the instructions for task 2a (appendix 2) which they have already begun to do. When the teacher gets to the part about choosing a captain, Venla shrieks happily *me* (line 11) and points at herself. Hilla and Laura glance at each other, which could imply that they are not entirely at ease with the decision or how it was made. After the teacher has finished, Venla asks everyone if they have done their homework (line 18) and checks with the teacher whether or not those who have not done their homework need to be reported to the teacher (line 20). The group in question includes two strong personalities and two quieter pupils, and the process of choosing a group captain is not equal to all. Even though Venla does ask the group if she may be captain, she accepts Eerika's affirmative answer without checking with Hilla and Eerika if they approve. Eerika does not seem at all bothered about making the decision all by herself. Hilla and Elisa, it would seem, are okay with the decision as they do not say anything, but a glance later on indicates some sort of discontent. Instead of one pupil eager to take on the role of captain, as in example 19, the group depicted in example 20, has two pupils eager to participate.

Example 20 (Task 2)

(Viivi opens her mouth and eagerly lifts her hand up)

Emilia:(lifts hand up) mä haluun olla vastuuhlö

      I want to be the captain

Viivi: (lifts her hand up) mäkin haluun

[5]   *me too*

Akseli: mitä tuli läksyks?

      what did we get for homework?

Emilia: kolmonen, nelonen ja seiska

      three, four and seven

[10]Akseli: En tiedä oonko tehnyt. Ehkä en.

      I don't know if I've done it. Maybe not.

(Emilia rolls her eyes)

Emilia: saanko mä olla se vastuuhlö?

      can I be the captain?

[15]Akseli: mä voin olla se

      I can be it

Emilia: (mockingly) sää et oo tehnyt läksyjä

      you haven't done your homework

(Akseli makes a face at Emilia)

[20]Emilia: saanko mä olla vastuuhlö

      can i be the captain?

Laura: mä en halua olla vastuussa

      i don't want to be in charge

Akseli: mitkä tehtävät tuli läksyks?

[25]   *which activities did we get for homework?*

Emilia: mä en osannut

      i didn't know how to do them

Viivi: en mäkään osannut

      i didn't either

[30]Viivi: kuka haluaa olla vastuuhlö?

      who wants to be the captain?

(Emilia lifts her arms up and shrieks)

Laura: Emilia saa olla

      Emilia can be it

[35](Viivi folds her arms and sulks)

While the teacher gives instructions for task 2a (appendix 2), Viivi enthusiastically raises her arm and opens her mouth. When the teacher has finished giving the instructions, however, Emilia is quicker in voicing her wish to be group captain (line 2). To this Viivi says *me too* (line 5). She smiles but she looks a little disappointed. Akseli does not comment on the group captain dilemma, but, instead asks what was for homework (line 6). Emilia tells him, to which he comments *I don't know if I've done it. Maybe not* (line 11). Emilia rolls her eyes and then asks again if she can be group captain (line 13). Akseli suggests that he can be group captain, to which Emilia mockingly comments that he has not done his homework. Akseli makes a face at her and does not repeat his suggestion. His proposition was perhaps a joke but it could also have been presented as a compromise to the situation, but as it is not taken seriously, he does not pursue it. Emilia is persistent and repeats her question (line 20). Laura does not give her an answer, but confirms that she does not want to be in charge (line 22). Akseli ignores the topic of group captain once again by asking about the homework, and both Emilia and Viivi announce that they did not know how to do it (lines 26 and 28). It is unclear whether or not they have actually done their homework. Then, as no one has given an answer yet, Viivi asks the group who wants to be captain (line 30) and Emilia raises her hand enthusiastically and shrieks. Laura declares that Emilia can be captain (line 33) and Viivi folds her arms and sulks for a few seconds. It is interesting that no one in the group wants to choose sides, until Laura finally gives up and makes the decision for the group. Antti does not say a word and Akseli seems more worried about the homework he has probably forgotten to do. Viivi and Emilia do not converse with, or even look at, each other either although they are sitting next to each other and know they both want to be captain. Instead, they trust the decision-making into the hands of the rest of the group. Neither of them are asked or give reasons, which could be due to the fact that the pupils do not regard the decision an important one. Then again, the whole situation does seem like a popularity contest, which could be the reason why the other pupils are acting so evasive. Example 21

depicts the process Noora, Toni and Onni go through to choose their group captain.

Example 21 (Task 2)

Onni: (looks at teacher) minä voin olla vastuuhenkilö!

I want to be group captain!

Noora: minä olen se koska jos sä kuolet niin mä maksan sen

I am group captain cause if you die I will pay for it

[5]Toni: hei, ehkä me otetaan kivi, sakset, paperi

hey, maybe we should play rock, paper, scissors

Noora: kuka on vastuuhlö?

who is group captain?

Toni: tai ehkä sillai ettei tarvii näyttää niitä tai sillai että ollaan kaikki vastuuhlöitä!

[10]   *or maybe so that one doesn't need to show them or so that we're all captains!*

Noora: kivi sakset paperi ja voittaja on SE!

rock, paper, scissors and the winner is it!

Onni says he wants to be captain (line 1), after the teacher's last lot of instructions. As they all want to be captain, they cannot let an impartial group member make the decision for them. They have to try and negotiate with each other and they do, in different ways. After Onni has voiced his want to be captain, Noora says *I am group captain cause if you die I will pay for it* (line 4). The meaning is not entirely clear, it could be an inside joke of Noora and Onni. It has an aggressive tone to it, though, and could be interpreted as a threat. Toni's approach differs from Noora's. He proposes playing rock, paper, scissors to determine who is captain (line 5). Noora ignores Toni's proposal and asks who is group captain. Toni goes on to propose that no one checks that the homework has been done and that they can all be group captains (line 9). Toni clearly wants to compromise and does not want anyone to be disappointed. It is also possible that he has not done his homework and does not want anyone to know. Noora then decides and says that they should play rock, paper, scissors and the winner gets to be group captain (line 11). She chooses Toni's idea, which gives all three of them an equal opportunity, but she also high-handedly takes the right to make the decision for

all of them into her own hands. Onni does not say anything after he expresses his want to be captain but plays rock, paper, scissors enthusiastically. In the end, Noora wins and instructs Onni and Toni to turn to page 124. In example 22, Nea makes the decision for the group.

Example 22 (Task 2)

Nea: Noora on vastuuhenkilö. mä päätin
         Noora is the captain. I decided

Toni: miks mää en vois olla?
         why couldn't I be?

[5](Toni and Nea giggle)

teacher:mielellään eri kuin viimeks
         preferably someone else than last time

Noora: mä olin viimeks
         I was it last time

[10]Toni: no niin
         well then

Nea: niin no kai se on sit toi
         well I guess it's him

Emilia: Toni on meidän valinta

[15]   *Toni is our choice*

Nea: no valitettavasti. koska minä en ole
         well unfortunately. cause I'm not it

In example 22, Nea takes control. She appoints Noora group leader and even proclaims that she decided (line 1). Toni challenges Nea's decision and asks her why he could not be group leader (line 3). Both he and Nea giggle. This suggests that they both know he does not have qualities suitable for a group leader. At this point, the teacher reminds them of preferably choosing someone who has not yet been a group captain. To this Noora says that she was captain last time and Toni cries out *well then* (line 11). Nea gives in and says *well I guess it's him* (line 13) and points at Toni. Her tone of voice sounds disappointed but from her face expression one may interpret that she is joking. Emilia has not said a word until now. *Toni is our choice* (line 15) she says melodramatically to which Nea

replies *well ufortunately cause I'm not it* (line 17). She probably means that she does not want to be captain, but, as Emilia has not expressed her thoughts, it is unclear why Nea dismisses her. Nea takes the leader role in the group first appointing Noora as group captain and then, with reluctance, giving the role to Toni. Toni is keen to take on the role, although he giggles at the suggestion. The giggling could also be due to him being nervous, for instance. Noora and Emilia, in turn, do not seem too interested in the whole group captain decision-making process.

The examples presented in *5.5 Developing responsible decision-making*, show different ways in which group decisions were made in the intervention. In example 19, Venla asks the group if she can be group captain and Eerika agrees for the whole group. In example 20, instead of one there are two pupils eager to be captain. No one seems to want to make the decision who should be group captain but in the end Laura, who does not want to be captain herself, makes the decision for the group. In example 21, all group members want to be group captain and Toni proposes they decide by playing rock, paper, scissors. Toni is able to think of a way of choosing group captain fairly and objectively. In example 22, Noora is appointed group captain by another group member. The groups that have quieter pupils in them who are not willing to openly contradict the other members of their group, do not seem to negotiate. Then again, perhaps there is no need for it if the pupils who do not voice their opinions do not want to volunteer. It is not certain, though, as they do not say so.

6   DISCUSSION

The aim of the teaching intervention was to develop the social and emotional skills of thirteen fifth graders alongside English language skills and observe how the chosen SEL tasks worked in an EFL classroom. The present study also discusses why teaching social and emotional skills is important in SLA and explores how the development of the skills in question can be incorporated into the foreign language classroom. According to the present study, SEL and EFL can be combined rather easily using teaching methods that encourage the use of social and emotional skills such as cooperative learning and teaching. The examples depicted in the present study show that the chosen tasks support the development of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. In fact, the pupils were able to identify their emotions, express their thoughts and emotions to each other, be organisational, motivate themselves to do even more than was required from them, offer and seek for help as well as make joint decisions. Negotiating was difficult, however. Moreover, the present study shows that the pupils were very aware of school and classroom norms, and another pupil often intervened in matters of misconduct before the teacher had a chance to.

The interesting and essential parts of interaction in the data of the present study were transcribed into examples and these examples were then divided according to CASEL's 5 core competencies (see ch. 3.3). This was not a simple task as many of the examples represented more than one of the competencies. *Self-awareness* covers skills such as identifying emotions, precise self-perception and self-confidence. In the present study, the tasks designed to promote self-awareness encouraged recognising and naming emotions as well as expressing one's thoughts and emotions to each other. The purpose of the tasks was to get the pupils thinking about how they were feeling and encourage them to voice these feelings. *Self-management* consists of skills as, for example, controlling impulses, motivating oneself, organisational skills as well as working toward goals. In the

present study, *the three positive things* task was intended as a simple introduction to committing to a task for a longer period of time (1 week) and as encouragement to concentrate on the positive aspects in one's life. *Social awareness* comprises the understanding of social and ethical norms and respecting others. The tasks used in the present intervention in order to support social awareness require waiting for one's turn, listening skills as well as respecting one's classmates' feelings. The purpose of the tasks was to maximize peer-to-peer interaction in groups of different sizes on tasks that require turn taking and explore what happens. *Relationship skills* include listening skills, cooperation, constructive negotiation of conflict, team work as well as seeking and offering help when needed. The tasks chosen for the development of the skills in question require negotiation of turns, listening skills as well as expressing one's thoughts aloud. They were chosen for the purpose of maximising peer-to-peer interaction, giving everyone an equal chance to speak, challenging the pupils to work together with pupils they do not usually work with and giving the pupils creative freedom from any unnecessary instructions. *Responsible decision-making*, in turn, requires skills such as identifying and solving problems. The task in the present study designed to encourage responsible decision-making requires choosing a group captain. The purpose of the task was to give the groups as much freedom as possible to make the decision and then observe the choices they made. As social and emotional skills are all interconnected, the tasks developing the skills in question do not develop merely one section of the skills. The examples have, hence, been categorised according to the skills most pronounced in the chosen interactions.

The first question the present study aimed to answer was how the development of social and emotional skills could be realised in an EFL context. In the present study, a learner-centred, cooperative teaching method was chosen to incorporate SEL into the EFL classroom. All tasks were done in pairs and groups of different sizes to maximise peer-to-peer interaction. In some tasks, the pupils chose who they wanted to work with and in other tasks the decision was made for them. As the focus was on encouraging engagement and participation, it was important

that the pupils were allowed to choose who they worked with in some tasks as well as be allowed to talk in Finnish after they had said everything they were able to in English. The lessons were learner-centred and instructions were as simple and minimal as possible to give room for pupils' creativity. A cooperative teaching method was easy to integrate into the foreign language classroom, as language and communication require a cooperative context, as does the development of social and emotional skills. Focusing on SEL in the language classroom may, in effect, support pupils' social and emotional skills on a more general level.

The next question the present study aimed to answer was which tasks work best in supporting the development of pupils' social and emotional skills. The tasks designed to develop self-awareness (see ch. 5.1), worked well. Not only did the pupils use the skills in question, but they also demonstrated eagerness to participate (ex. 1, 4 and 5) by, for example, wanting to be first and asking additional questions. Furthermore, the pupils were also confident enough to express both positive and negative emotions in front of the class (ex. 3, 4 and 5). It is worth mentioning Toni's reaction, as described in example 4, to the teacher asking him how he was feeling at that moment. He felt so comfortable and open that he was able to express the positive emotions he was feeling by jumping up from his seat, spreading his arms and shouting them to the whole class. During another task, Toni said that he was lonely (ex. 5). Although his classmates looked sceptical, nothing in example 5 pointed to the fact that Toni was not being truthful about his emotions. Saying such a powerful feeling aloud, demonstrates both confidence and a safe class atmosphere. It is possible, in fact, that the intervention and the SEL tasks helped in creating the safe atmosphere as well as encouraged the open expression of emotions. Inappropriate ways of expressing negative emotions such as swearing (ex. 3) was not acceptable but could be seen as an opportunity to teach school-appropriate ways of expressing one's emotions.

It was surprisingly difficult to design a task specifically for the purpose of supporting the development of self-management skills. The skills in question most noticeable in a classroom environment are controlling impulses, organisational skills and self-motivation. They are particularly visible if they are in need of development. Failing the vocabulary test was a great disappointment and Akseli's reaction was very strong affecting the whole class (see ch. 5.2). He was not able to manage his emotions and even proclaimed aloud that he did not know anything. It is, hence, worth pointing out that Akseli must have felt safe enough to release and verbalise his emotions in front of the whole class and the teacher-researcher. Perhaps, the intervention and the SEL tasks helped in creating an accepting atmosphere and even encouraged this open expression of emotions. In relation to task 11, designed to support the development of self-management, the pupils again show willingness to participate by sharing more than is required of them with the others in their group (ex. 7, 9, 10). It is also worth mentioning that Eerika, as depicted in example 7 and Toni in example 10, list *English class* as one of their positives for Wednesday, which means that the lesson had had a positive impact on them.

Social awareness and relationship skills are overlapping and have many things in common. A task that worked particularly well in supporting social awareness was task 14, in which the pupils were instructed to write something positive on every classmate's back and almost all of them were able to do so and, moreover, with hardly any difficulty (ex. 13). There was a positive atmosphere in the class during the task and the pupils were so eager to participate, they did not want to stop writing. Another task that caused a similar reaction was a task designed to support the development of relationship skills, task 13 (ex. 18). The task requires listening to the teacher to know what to answer and listening to one's partner to know when to answer. The questions were personal and it looked like the pupils were genuinely interested in hearing what their peers had to say. The task in question also requires cooperation as a pair and as a whole group as it requires switching pairs at the same time as everyone else. At the beginning of the task,

the pupils seemed a little nervous and giggled when they had to greet each other, but as the task continued, they clearly relaxed. It is important to continue long enough for the pupils to relax.

Originally, I had thought that tasks requiring negotiation would encourage the use of relationship skills and responsible decision-making. The groups, however, that had quieter pupils in them who were not willing to openly contradict the other members of their group, did not seem to negotiate. Certain pupils as, for example, Elisa, Eerika and Noora (ex. 1, 5, 6, 11, 12, 14, 15, 16, 19, 21) felt confident enough to exclaim their opinions and get their way often. Similarly, certain people often remained quiet until it was their turn and even then needed to be encouraged as, for example, Hilla (ex.16). This was probably in part due to differences in temperament but there were probably also certain set dynamics within the class and different groups to which the pupils had accommodated. It is important for a teacher to be aware of set dynamics and how decisions are being made between the pupils to be able to minimise the unfair treatment of some pupils. One way of doing so is by specifying task instructions. On one hand, the quieter pupils in the present study were disrespected as their opinions were not confirmed and, on the other hand, perhaps they did not want to voice their opinions and it was respectful to honour their choice to remain quiet. Group decisions and negotiation, or the lack of, would be an interesting topic on its own, on which to concentrate, as well as exploring how different kinds of task instructions influence the process and group interaction.

The last question the study aimed to answer was what the pupils learned in the intervention and how it became apparent. The present study shows that the pupils were self-aware by being able to identify and name their emotions, choosing a word or item that best represented that emotion as well as having the confidence to express their emotions to their classmates. The pupils in the present study used self-management skills in fulfilling task 11. They demonstrated using organisational skills, self-discipline, the ability to work toward a certain goal, and

the ability to motivate themselves by doing their homework, task 11, for one week during the intervention. The pupils were also able to manage their emotions most of the time and not disrupt the lessons. The examples indicate, in effect, that the pupils had social awareness skills as they intervened in instances of misconduct independently and confidently, and were able to communicate with each other respectfully most of the time. Negotiation seemed difficult for the pupils in the present study, but most of the time they were able to talk and listen to each other with respect. The pupils were also able to offer and seek help from their peers and the teacher as well as encourage each other. Moreover, at least one group in the present study was able to make a responsible decision in which every group member's opinion was heard and the decision was made fairly and objectively, by playing a game of rock, paper, scissors. In the present study the pupils were, hence, able to use all of CASEL's five core competencies.

7 CONCLUSION

Social and emotional skills are essential to language learning and teaching because people interact with each other and create meaning through language. This is further emphasised in today's communicative and cooperative language classrooms. The skills in question are also a requirement for success in today's work organisations, which are mainly based on teams. Moreover, developing social and emotional skills has been proven to lower language anxiety, absenteeism levels as well as lead to fewer misconducts. In addition, it increases willingness to participate, self-confidence and academic success, amongst other things. Emotion drives attention, learning and memory, and thanks to positive psychology, more attention is now paid to positive emotions in language learning. The feeling of flow, for instance, which has not been studied enough in relation to foreign language learning, is one of the possible positive outcomes of language enjoyment.

One way of incorporating social and emotional learning (SEL) into the EFL classroom is to do so by choosing teaching methods that encourage interaction, self-perception, empathy for others, listening skills, cooperation, negotiation and solving problems. Some teaching approaches that are linked with social and emotional learning are learner-centred, communicative and cooperative learning and teaching. They all encourage peer interaction, engagement, negotiation and reflection. In effect, the development of social and emotional skills requires a cooperative context. In the present study, most of the tasks were, in fact, executed in pairs, small groups or as a class all together to maximise peer interaction and working together toward a joint goal. Any assignment can be realised cooperatively and it is, in effect, a natural approach to foreign language learning and teaching. In the present study, the absence of unnecessary instructions also allowed more interaction within the groups as well as room for creative solutions. It is, however, important for the teacher to know what is happening in the

groups, to encourage new ways of negotiating, for example, and to make sure no one is treated unfairly.

In the present study, pupils were able to identify and name their emotions. The atmosphere must have been safe for them to be confident enough to say them aloud to each other. The pupils were also eager to participate, which was demonstrated by their want to be first, asking additional questions, doing more than was required of them as well as nodding and answering the teacher's rhetorical questions. The class atmosphere must have been comfortable and safe, for in addition to positive emotions, also negative emotions, such as worry and disappointment, were expressed in front of the whole class and the teacher-researcher. In relation to *the three positive things* task, most of the pupils demonstrated that they have organisational skills by being able to fulfil the requirements of the task and even exceed them. Two pupils even mentioned English class in their list of positive things. Listening skills varied. Most of the time pupils were able to listen to each other, but there were some incidents, in which one pupil interrupted another pupil. In one example, proper classroom conduct seemed to be more important than proper social conduct. Perhaps, eagerness was the reason for most of the interruptions. In general, though, the pupils were respectful towards each other and the teacher, and were able to write nice things about each other when asked to. Negotiating was difficult. In the present study, only one group was able to solve a problem entirely fairly and objectively. Asking and offering help, in turn, did not seem to be difficult and there are several examples in which pupils are able to do so both with the teacher and their peers.

The examples in the present study show that the pupils are able to utilise all of CASEL's 5 core competencies: *self-awareness, self-management, social awareness, relationship skills and responsible decision making*. One could, thus, say that it is possible to develop SEL in an EFL context. Social and emotional skills are all interconnected and most of the tasks in the present study develop several of the

competencies. Social and emotional skills are, as has been demonstrated in the present study, rather easy to develop side by side with subject content. They are not, however, incorporated precisely enough into the NCC for every teacher to make them a priority, which they ought to be. Knowing all the benefits, SEL should be a systematic part of SLA and the best way of ensuring equal opportunities for all learners, is to incorporate it into the NCC. SEL and positive psychology are a fairly new field of research in relation to SLA. New theory is emerging but there is a grand need for evidence-based research so that the benefits can be further understood and utilised. Also, standardised tools of assessing social and emotional skills are needed.

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APPENDIX 1

Hei,

nimeni on Aino McLean (olen sijaistanut Liisaa [nimi muutettu] syksyllä) ja opiskelen Jyväskylän yliopistossa englannin- ja espanjankielenopettajaksi. Tulen xx.x., xx.x., xx.x. ja xx.x. Liisan oppitunneille tekemään opetuskokeilun toiselle 5x-luokan englannin ryhmistä gradututkielmaani varten. Opetuskokeilun tavoitteena on kehittää tunne- ja vuorovaikutustaitoja englannin oppisisällön yhteydessä. Nämä kyseiset neljä oppituntia kuvataan ja nauhoitetaan mutta tulevat vain minun käyttööni ja oppilaat pysyvät täysin anonyymeinä. Jos on kysyttävää, voi minulle laittaa viestiä osoitteeseen aino.f.mclean@student.jyu.fi.

Annan lapselleni _____ luvan osallistua opetuskokeiluun.

Päiväys ja nimikirjoitus _____

Palautathan allekirjoitettuna Liisalle x.x.2017 mennessä.

APPENDIX 2

Lesson 1, Fri 10:45-11:30

Pupils present: 12

Organisation: tables in 3 groups of 4-5 pupils

Topic: check homework, ex. 13-15 (ex.10,11 if time), HW ex.16 + vocab ch12

Lesson plan:

- TASK 1: Each pupil chooses a vibe card (answering the question 'how are you feeling right now?'), writes their English name on a piece of tape and tapes it on their shirt, and sits at a table group of his/her own choosing
- Each pupil tells the others in his/her table group why he/she chose his/her vibe card (as much in English as possible)
- TASK 2a: Each table group chooses a captain/person in charge
- TASK 3A: Each group checks homework together, captain checks that everyone has done their homework
- Teacher goes over personal pronouns and presents possessive pronouns. First go through some examples together, then in table groups.
- TASK 4: Ex. 14,15, and then ex. 16 so that each pupil in a table group (home group) chooses a number 1-4 and according to those numbers the pupils divide into four new groups (expert group). Each expert group translates one of the given sentences and then returns to home group and checks the sentences together and writes them down, and then the captain of the group makes sure each member of the group wrote down each sentence.
- HW: ch12 vocabulary (test next lesson), next lesson each pupil brings a picture/photo of something important to him/her + writes 3 sentences in English about his/her picture

- TAKS 5: Each pupil chooses one of the several adjectives on the slide that best describes his/her emotion of the moment and write it on the flap board

APPENDIX 3

Lesson 2, Wed 12:15-13

Pupils present: 12

Organisation: tables in 3 groups of 4-5 pupils

Topic: ch12, vocab test, p.130-131, ch13, (ex 7-9 if time) HW ex.4, 5, 10

Lesson plan:

- TASK 6: Everyone gets in a circle and the teacher goes through all the pupils' English names by throwing a ball to each pupil. Personal and possessive pronouns are also revised together.
- TASK 7: All pupils are instructed to look down at someone's socks and when the teacher says so look up and if two pupils are looking into each other's eyes, they are a pair. This is continued until every pupil is part of a pair.
- TASK 8: In pairs the pupils play the 'guess who?' game. They are shown a slide with six pictures of machines and activities that have been introduced in the chapter they are studying at the moment. In pairs one pupil chooses a picture and the other one asks questions to try and figure out which picture he/she has chosen.
- TASK 2b: Pupils are instructed to sit down at a table group of their choosing, and choose a group captain
- ch12 vocabulary test
- TASK 3b: Each group captain checks the correct answers to ex.14,15,16 and goes through them with the group
- TASK 9: Each pupil presents his/her picture/photo (homework for this lesson) in the table group as well as explains what it is and why it is

important to him/her with the aid of the sentences formulated beforehand at home

- TASK 10: Each pupil in a table group (home group) chooses a number 1-4 and according to those numbers the pupils divide into four new groups (expert group). Each expert group is given a part of the chapter to read and translate. The pupils themselves are given the option whether to write the translation down or not.

- TASK 11: Each pupil draws a table (like the one below) in his/her notebook and for HW the pupils write 3 positive things every day in their designated columns.

Wed 15.2.	Thu 16.2.	Fri 17.2.	Sat 18.2.	Sun 19.2.	Mon 20.2.	Tue 21.2.
• 1 • 2 • 3						

APPENDIX 4

Lesson 3, Fri 10:45-11:30

Pupils present: 12

Organisation: tables to the side, chairs in a u-shape

Topic: check homework, ex.11-14, (ex.18 if time) HW ch13 vocab + ex.15

Lesson plan:

- TASK 12: Everyone sits on a chair (in the u-shape). The teacher begins by saying I am feeling _____, then throws a ball to each pupil who also say how they are feeling. Some examples are presented on a slide.
- Teacher hands out checked vocab tests + renewals
- TASK 10: Pupils are instructed to continue last lesson's expert group translations and then find their original home groups
- Listen to chapter 13 and then each pupil teaches the rest of the group his/her part.
- ex.10
- HW: vocab test next time, continue filling in positives- table
- TASK 11a: Each pupil tells the rest of his/her home group what positive things they wrote down in his/her table on Wednesday and Thursday

APPENDIX 5

Lesson 4, Wed 12:15-13

Pupils present: 9

Organisation: tables arranged in 3 groups

Topic: ch13, vocab test, ex.16+17, p.138+121 (games), HW p.139

Lesson plan:

- TASK 2c: Pupils are instructed to sit down at a table group of their choosing, and choose a group captain
- TASK 11b: Pupils present their positives (fri-tue) to the other members of table group
- Listen to ch13 + ask new words
- Vocabulary test ch13
- Check ex.15
- TASK 13: 2 circles facing each other + slide presenting 6 beginnings of sentences. Pupils say hello to each other, inner circle begins by saying the sentence in question and continuing with his or her answer and then outer circle does the same, both thank each other and pupil in outer circle moves one step to the right and says hello to the next person and they continue the same way.
- Revise personal + possessive pronouns, present object pronouns, ex.13+14
- Homework p.139 (captains make sure everyone writes down)
- TASK 14: Everyone tapes a piece of paper to their back and each pupil goes around and writes something positive on each classmate's paper.