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Cambridge Life Competencies Framework

Emotional Development

Introductory Guide
for Teachers and
Educational
Managers

Better
Learning



Emotional Development

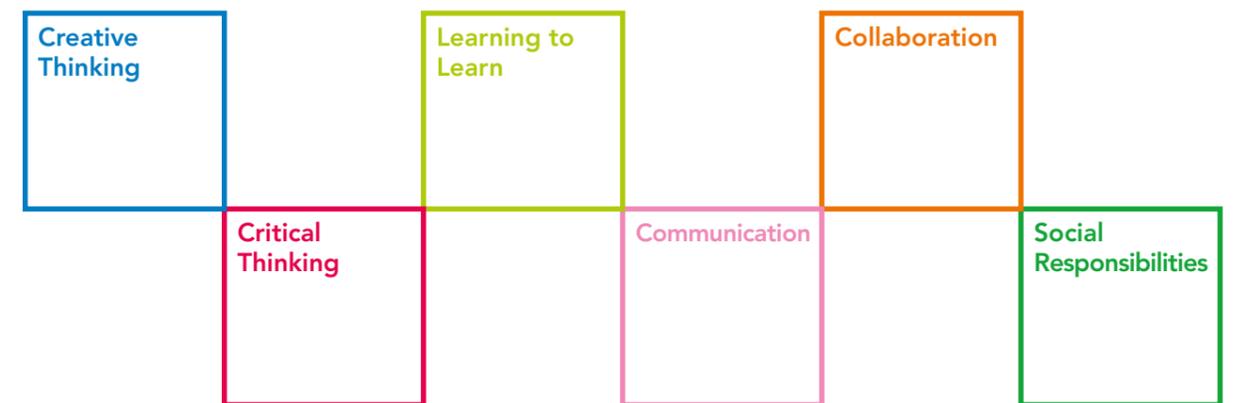
Introduction to the Cambridge Life Competencies Framework

There have been many initiatives to address the skills and competencies our learners need for the 21st century – each relating to different contexts. At Cambridge, we are responding to educators that have asked for a way to understand how all these different approaches to life competencies relate to English language programmes.

We have set out to analyse what the basic components of these competencies are. This is to help us create an underlying framework to interpret different initiatives.

We have identified six life competencies, which are linked to three foundation layers of the Framework.

THE CAMBRIDGE LIFE COMPETENCIES FRAMEWORK



The Learning Journey

The competencies vary depending on the stage of the learning journey – from pre-primary through to learners at work.



Pre-Primary



Primary



Secondary



Higher Education



At Work

We are developing Can Do Statements (see page 6) to describe what can be expected of a learner at each stage of learning for each competency. The Can Do Statements are phrased as what a learner should be able to do by the end of that stage of learning. We have started to develop Can Do Statements as descriptions of observable behaviour.

The Framework provides different levels of detail – from the broad Competencies to the specific Can Do Statement.



Defining Emotional Development

Emotional development is an important foundation for success at all ages. It affects our learning and our ability to carry out tasks effectively at work or in education. It is distinct from the other competencies in that the approach to supporting and evaluating emotional development is in most cases less explicit or teacher-directed. Generally, the recommended approach is to support emotional development by creating activities around other learning objectives that also give learners the opportunity to develop their emotional skills.

Emotional development impacts on academic and social success over and above the effect of cognitive ability (Izard, 2002; Qualter et al., 2011). Emotional skills underpin and support both the social and cognitive development in learners.

Emotional development consists of a set of abilities that emerge over time as a person develops in a social and educational context. These abilities are needed to understand and manage one's own emotions, understand other people's emotions, and form meaningful interpersonal relationships.

Emotional competence involves acquiring knowledge about a wide range of emotions, developing the ability to apply this knowledge in emotional situations and employing coping strategies for the self and in relation to others.

We have identified three core areas within the area of Emotional Development:

- **Identifying and understanding emotions** refers to a learner's capacity to become aware of, and express, how they feel in different situations and contexts, on their own or in relation to other people. This could be achieved through reflection and self-appraisals of their strengths and weaknesses, thinking about their emotions and verbalising them, and identifying and describing their beliefs, values and actions.
- **Managing own emotions** relates to the ability to utilise emotions once they have been identified in order to deploy coping mechanisms in emotional situations, to minimise negative emotions and to enhance positive ones. Learners are able to adapt to aversive or distressing emotions by using self-regulatory strategies that lead to emotional resilience.
- **Empathy and relationship skills** involve a learner's capacity to discern others' emotions based on expressive and situational cues. Learners are able to become involved in others' emotional experiences by displaying empathetic and sympathetic capacity. These skills involve caring for other people, understanding their perspectives and using that understanding for shared emotional response and relevant action. Learners are able to build and maintain relationships, participate in social interactions, and handle interpersonal problems such as conflict with respect and care.



EMOTIONAL DEVELOPMENT Behaviours

Because of the less explicit, more inductive approach to emotional development (in contrast with the six areas of competency), we are not providing Can Do Statements for Emotional Development. Instead, we are developing behaviours that give an indication of what to expect at each stage of development for different components of Emotional Development.

| STAGE OF LEARNING | ABILITIES | BEHAVIOURS |
|-------------------|--|--|
| PRE-PRIMARY | Identifying and understanding emotions | <ul style="list-style-type: none"> Identifies core emotional states (e.g. happy, sad, excited, bored, angry, scared or hurt). Names things that make them feel good (things they are good at, things they like to do). Names what makes them feel happy or sad. Associates emotional states with people, events, situations, objects, items, etc. |
| | Managing own emotions | <ul style="list-style-type: none"> Feels a sense of pride in accomplishment. Attempts to control upset or stress through various strategies. Controls impulses and is able to wait for gratification or reward. Verbalises to their parent/carer about their own emotions. |
| | Empathy and relationship skills | <ul style="list-style-type: none"> Recognises common emotions in peers (e.g. happiness, anger etc.). Begins to show understanding of interactions that are hurtful or unfair to others (e.g. lying, ignoring, teasing, hitting, excluding etc.). Consoles others (e.g. by hugging them, offering them a toy). Starts to create friendships. |
| PRIMARY | Identifying and understanding emotions | <ul style="list-style-type: none"> Describes different emotions. Describes what makes them feel happy, sad or upset. Understands that they can have more than one emotion for the same situation/event but that these emotions are related/similar (e.g. upset and anger). Articulates specific emotions and compares them with those of others. |
| | Managing own emotions | <ul style="list-style-type: none"> Uses strategies of controlling emotions when upset or stressed. Controls their level of excitement in class. Begins to understand the extent to which it is important to manage their own emotions. Engages in self-talk. |
| | Empathy and relationship skills | <ul style="list-style-type: none"> Is aware of the feelings of others, helping and comforting them where necessary. Shows remorse after wrongdoing, especially when it has hurt or upset others. Shows concern and compassion for other children when they are hurt or upset. Identifies ways of making friends and being a good friend (e.g. sharing, listening, helping, respecting other people's feelings and belongings, noticing when someone feels unhappy, unwell or left out etc.). |
| SECONDARY | Identifying and understanding emotions | <ul style="list-style-type: none"> Describes a wider range of different emotions. Discusses what makes them feel different emotions. Describes strategies for dealing with difficult situations. Understands how their own character weaknesses trigger specific emotions. |

| STAGE OF LEARNING | ABILITIES | BEHAVIOURS |
|-----------------------|--|---|
| SECONDARY (CONTINUED) | Managing own emotions | <ul style="list-style-type: none"> Deals appropriately with praise, setbacks and criticism. Manages stress by employing appropriate strategies. Manages emotions by using strategies such as re-evaluating or changing the situation. Discusses own emotions (mainly with friends) and chooses the best coping strategy. |
| | Empathy and relationship skills | <ul style="list-style-type: none"> Shows understanding of other people's perspectives and feelings. States opposing opinions in a respectful way. Negotiates conflict constructively. Attends to maintaining relationships and feels a sense of belonging. |
| HIGHER EDUCATION | Identifying and understanding emotions | <ul style="list-style-type: none"> Articulates what creates stress or difficult emotions. Distinguishes between different emotions, even those that are similar (e.g. happiness and joy). Foresees pleasant/challenging moments and intentionally seeks them out or avoids them. Understands how emotions about other aspects of their lives can influence learning-related emotions. |
| | Managing own emotions | <ul style="list-style-type: none"> Uses strategies for circumventing areas that create stress, frustration or anger. Demonstrates tenacity to persevere despite hurdles and setbacks, with limited support from others. Demonstrates resilience, drawing on past experiences and concentrating mainly on the task and not on negative emotions. Reflects on own experience of emotions and emotion management (e.g. by keeping an emotion diary). |
| | Empathy and relationship skills | <ul style="list-style-type: none"> Provides emotional support to others who are struggling. Provides permissible practical support for others who are struggling. Maintains appropriate social relations with peers and instructors. Refrains from saying things that might cause a disagreement or argument. |
| | Identifying and understanding emotions | <ul style="list-style-type: none"> Describes own emotions in an appropriate way for the workplace. Demonstrates awareness of when emotions should be expressed. Is fully aware of own character weaknesses and what action should be taken to overcome them. Recognises when their emotions might influence work-related decisions. |
| AT WORK | Managing own emotions | <ul style="list-style-type: none"> Uses strategies for managing negative emotions resulting from interactions with colleagues or a manager. Uses strategies for managing stress from workload or from customer/supplier behaviour. Manages emotions to adhere to expectations of their workplace. |
| | Empathy and relationship skills | <ul style="list-style-type: none"> Identifies emotional issues among colleagues. Is an attentive listener for colleagues' problems. Provides appropriate support for colleagues with emotional issues. Maintains appropriate social relations with colleagues, managers and clients. |

Practical Guidelines for Teaching Emotional Development

Language classrooms are not just academic spaces where learners acquire a new language. Learners can also acquire the skills to grow in their self-knowledge and to connect with the people around them, impacting their overall wellbeing. Because of such potential, the Cambridge Life Competencies Framework includes an Emotional Development area with the purpose of interweaving language instruction with wellbeing objectives.

In order to cultivate effective emotional management skills, individuals must be personally motivated, persistently practise what they acquire, receive and act on feedback, and hone their new life skills. The benefits of teaching emotional development include improved social effectiveness and better social relations. In terms of classroom behaviour, heightened emotional development results in:

- Higher test scores and grades;
- Minimal disruptive behaviour and confrontation;
- Maximised on-task behaviour;
- Increased social skills.



Suggestions for classroom practice

The ideas presented here are intended as a general indication of the types of activity that might develop this competency in the classroom, and are not a definitive list.

STRATEGIES FOR TEACHING EMOTIONAL DEVELOPMENT

Incorporate an individualised approach

- Acknowledge that all learners experience emotions in different ways; for a strategy to be effective, it must fit the individual learner and the specific context.
- Coach learners in understanding and managing emotions and fostering effective relationships with others.

Example activity: “Name it to tame it”

Simply put, naming feelings helps individuals understand them and develop an “emotion vocabulary”. There are two ways of using this activity: dealing with negative emotions and understanding others’ feelings.

1. Dealing with negative emotions:

Teachers encourage learners to say silently or aloud, or write down, the negative emotion they are experiencing – as they are experiencing it – in order to gain distance. If learners can recognise their emotion, they do not have to accept it – they can consciously become aware of their bodies and minds and disengage from the emotion.

2. Understanding others’ feelings:

Teachers use the idea of labelling emotions as a means of developing an understanding of the emotions in play during interactions with other learners. Simply silently naming the emotion being felt by the other, for example asking themselves “what is this person feeling right now?”, brings it to consciousness and provides information necessary to respond more empathetically. Empathetic teachers and learners understand and share the feelings of others, which first necessitates that they can identify the emotion.

Minimise students’ anxiety

- Create the conditions to provoke positive reactions in your students. Some learners may feel anxious in class which causes physical reactions, such as their heart racing. Students should be supported in recognising these physical symptoms of their emotions and re-directing this energy into enthusiasm. If students can recognise these reactions, they can develop coping strategies when experiencing these situations.
- Create environments conducive to less anxiety, for example by reducing competition between learners, or practising using the language in different contexts.

Example activity: “Three good things”

Learners write down three things that went well during the day and briefly describe the reason. The “reason” step is critical as it requires more genuine thought than merely writing down events. This task can help boost happiness and give the learner a sense of achievement whilst reducing negative emotions. The following template can be used:

| Three good things that happened today | Reasons: |
|---------------------------------------|----------|
| | |
| | |
| | |

Raise awareness of how emotions can affect students

- Build positive self-beliefs amongst students and encourage them to adopt incremental beliefs about intelligence.
- Support students in understanding how to regulate their emotions by changing their perspective or situation to enable their emotions to shift.

Example activity: "Finding the silver lining"

Learners in this activity pay particular attention to problems – big and small – that arise in their classes or lives outside of school. The aim is to engage the student in finding the positive side of a negative situation by creating a habit of considering both the negative and positive consequences that the situation may have.

Learners can use their language skills to verbalise their "silver linings" of any situation to teachers and classmates or document each episode in writing. Teachers need to challenge learners: every time they encounter something problematic, the learners have to find at least one good thing about it. This could be done using the following template:

| Situation: | |
|------------------------------|---|
| What is negative about this? | What is a positive consequence of this? |

Encourage students to express their emotions

- Create opportunities for students to talk about their emotions with peers and their teacher.
- Provide students with the language and communication skills they need to express their emotions.
- Encourage mindfulness by showing students different techniques and activities they can do to achieve this.

Example activity: "Savouring"

Savouring refers to being mindful of pleasant experiences and intentionally reminiscing, experiencing them in detail and making them last. Learners concentrate attentively on a particular experience, event, or achievement to become totally immersed in the pleasure of the moment. To develop savouring skills, teachers encourage learners to stop and notice something enjoyable and use their language skills to share it with others. They could then be encouraged to take something from the event, like a photo or memento to reminisce over and remember the positive emotions they associate with the event.

For example, teachers can take learners on a "nature walk" and ask them to find three things that they would not have noticed before. Learners could touch it, smell it, and carefully observe it so that when they get back to the classroom, they can share their savoured experience with their peers. Teachers could challenge learners to make this a daily habit.

➤ Over to you...

1. Choose one of the example activities in this section and try it out with your class.
 - When planning the activity, you may find the guidance above helpful. You could follow the instructions here or adapt the activity to suit your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to recognise and express their emotions.
2. Using your course book or other materials, choose a few activities that you may be using in your classes in the next week or so.
 - Consider how you could adapt these activities to raise awareness of emotional development strategies and to encourage your students to think about their own emotions.



Examples of Activities Developing EMOTIONAL DEVELOPMENT

PRIMARY

Power Up Level 4, page 65,
ISBN 9781108414661

Ability: Empathy and relationship skills

Behaviour: Showing remorse after wrongdoing, especially when it has hurt or upset others.

5



When Tomás came back he was surprised to find that El Viejo wasn't there. 'Where is he?' he said. 'Oh, he walked away down the hill,' Valentín answered. 'I don't know where he was going.' Tomás started crying. 'No!' he said. 'He can't! El Viejo! Come back!' Before Valentín could stop him, Tomás ran back to the house shouting, 'Mummy! Daddy! El Viejo has gone!'

When Valentín got home, he found his brother sitting at the kitchen table. His mother and father looked at him in that special way, the one they used when they weren't pleased with him. Valentín said, 'I'm sorry, Tomás,' and then he asked his brother to go back to the hill. 'We'll make another El Viejo,' he said, 'lots of them.' 'Can we?' Tomás asked. 'Can we, Valentín?' And that was what the brothers did for the rest of the day. They filled the hillside with snowmen. Valentín was happy that his brother was excited and he thought to himself, 'Well, there's always tomorrow – I'll go snowboarding then.'




2 Role play a conversation with a partner. Imagine you are Tomás and Valentín.

A You are Tomás. You're very sad about El Viejo. You were very excited when you made him and you were very sad when you saw that El Viejo wasn't there. Tell Valentín how you feel.

I'm very sad, Valentín. I liked the snowman so much!

B You are Valentín. You're sorry that you made Tomás sad. You only wanted to go snowboarding. Say sorry to Tomás, tell him what happened and talk about the new snowmen you can make together.

I'm very sorry, Tomás. I didn't want you to be sad. Let's make lots more snowmen. They'll be bigger and better than El Viejo.

Social and emotional skill: Showing remorse **65**

SECONDARY

Collaborate Level 4, page 87,
ISBN 9788490366028

Ability: Identifying and understanding emotions

Behaviour: Discussing what makes them feel different emotions.

VOCABULARY

Feelings

- 1 Read the leaflet about happiness. Do you recognise the feelings it describes?
- 7.01 2 Match the words in **bold** in the leaflet with the words and phrases 1-13. Then listen, check and repeat.

| | |
|---------------------|--|
| 1 happy <i>glad</i> | 8 quiet and calm |
| 2 angry | 9 in emotional pain |
| 3 unhappy | 10 extremely happy |
| 4 very silly | 11 finding something funny |
| 5 feeling thanks | 12 positive about the future |
| 6 not confident | 13 pleased you have achieved something |
| 7 enthusiastic | |
- 7.02 3 Listen to the conversations. Complete the sentences with a word from the leaflet.
 - 1 Sally feels absolutely ...
 - 2 The boy feels ...
 - 3 Mark felt absolutely ...
 - 4 The girl feels really ...
 - 5 Monica is feeling a bit ...

LEARN TO LEARN

Remembering adjectives

Writing a sentence about your personal experiences with new adjectives will help you remember them.

- 4 Do Part 1 in the Stay happy! leaflet. Write a sentence for each adjective.
I feel amused when I watch comedy films.
- 5 **COLLABORATE** Work in pairs. Read out your sentences. Do you have similar or different ideas?

| | |
|---|---|
| I feel satisfied when I score a goal in football. | Really? Well, I like art so I feel really satisfied when I've drawn a good picture. |
|---|---|
- 6 **Use it!** Now do Part 2 of the leaflet. Tell your partner your plans. Do they think you will really do them?

Explore it!

Guess the correct answer. Complete the expression *Laughter is the best ...*

a communication b exercise c medicine

Find out a fact about smiling and write a question for your partner to answer.

Stay happy!

Adolescence can be an emotional rollercoaster. Sometimes you're absolutely **thrilled** to be alive, then suddenly you feel **down** for no reason. You often feel **insecure** about who you are, and **annoyed** with every adult on the planet. You can feel **ridiculous** when you don't know something all your friends seem to know, and **hurt** that nobody seems to care about what you're feeling. Of course, people do care, which is why we've created this exercise for developing positive emotions.

Part 1 For each word below (**amused**, etc.), think of an activity or situation that helps you feel that emotion.

Part 2 Choose two positive emotions you want to practise. Using your ideas, do something which will increase those emotions every day for a week. We've given you some examples.

| I feel ... | This week I will ... |
|--|------------------------------------|
| amused when my best friend tells me jokes. | ask him to tell me some every day. |
| hopeful when I make a wish. | make three wishes about ... |
| peaceful when I walk on the beach. | ... |
| grateful when my brother helps me with my homework. | ... |
| eager when I start a new art project. | ... |
| satisfied when I've tidied my room. | ... |
| glad when my friends are happy. | ... |

UNIT 7 | KEEP CALM! 87

ADULT

Empower Level B2, page 123,
ISBN 9781107468757

Ability: Identifying and understanding emotions

Behaviour: Describes own emotions in an appropriate way for the workplace

UNIT 10

4 USEFUL LANGUAGE

Describing how you felt

a 3.66 Complete what Tessa says with the words in the box. Then listen and check.

get believe can't surprised so over couldn't

I _____ it. I was _____. First prize! I still _____ it.

b Discuss the questions.

- How does Tessa say she felt?
a) happy b) disappointed c) surprised
- Which word has the main stress in each sentence?
Practise saying the sentences.

c Here are some more ways to describe how you felt.

- | | |
|--------------------------|-------------------------|
| 1 I wasn't expecting it. | 3 I was really pleased. |
| 2 It was quite a blow. | 4 I was expecting it. |

Which mean ... ?

- I was surprised.
- I was happy.
- I wasn't surprised.
- I was shocked or disappointed.

d Choose one of the situations below. Make notes to describe how you felt and why, but don't mention what happened! Use expressions in 4a and 4c.

- Your boss called you into his office and said that you were fired.
- You have won £10,000 on the lottery.
- You didn't prepare for the exam and you failed it.
- Your best friend told you he/she is getting married.
- Someone stole your wallet.
- You were promoted.

e Read out your sentences. Can other students guess the situation?

I really wasn't expecting it.

I was so surprised because I only bought one ticket.

I still can't believe it.

5 CONVERSATION SKILLS

Interrupting and announcing news

a 3.65 Watch or listen to Part 3 again. Complete the remarks.

- Hold _____.
- There's something _____ we have to celebrate.
- Hang _____ a minute.
- I know you won't _____ this ...
- Just a _____.
- One more _____.

b Which remarks ... ?

- are ways to stop people ending a conversation
- are ways to show you are about to say something important

c Answer these questions.

- At the end of each remark, does the voice ... ?
a stay high
b go down
- Does this show the other person ... ?
a that you've finished speaking
b that you haven't finished speaking

d Practise saying the remarks.

6 SPEAKING

a Work in groups of four (A, B, C and D). You're in a restaurant. You each have an important piece of news to tell your group.

Student A: You've just been offered a new job.
Student B: You've won a free trip to Paris for two weeks.
Student C: You're getting married.
Student D: You've won a prize in a poetry competition.

Work alone and decide:

- what details you will give
- which expressions you will use in 4a, 4c and 5a.

b Have a conversation. Take it in turns to announce your news. Then continue talking until the next person interrupts.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

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Further Reading

Here are a number of books or articles that you could also look at:

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Arnold, J., & Murphey, T. (2013). *Meaningful action: Earl Stevick's influence on language teaching*. Cambridge: Cambridge University Press.

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Gregersen, T. MacIntyre, P.D. & MacMillan, N. (2019). The emotional rollercoaster of teaching abroad: In search of silver linings in difficult times. In C. Gkonou, J.-M. Dewaele, & J. King (Eds.), *Language teaching: An emotional rollercoaster*. Bristol: Multilingual Matters.

Jaeger, A. J. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education*, 44(6), 615-639.

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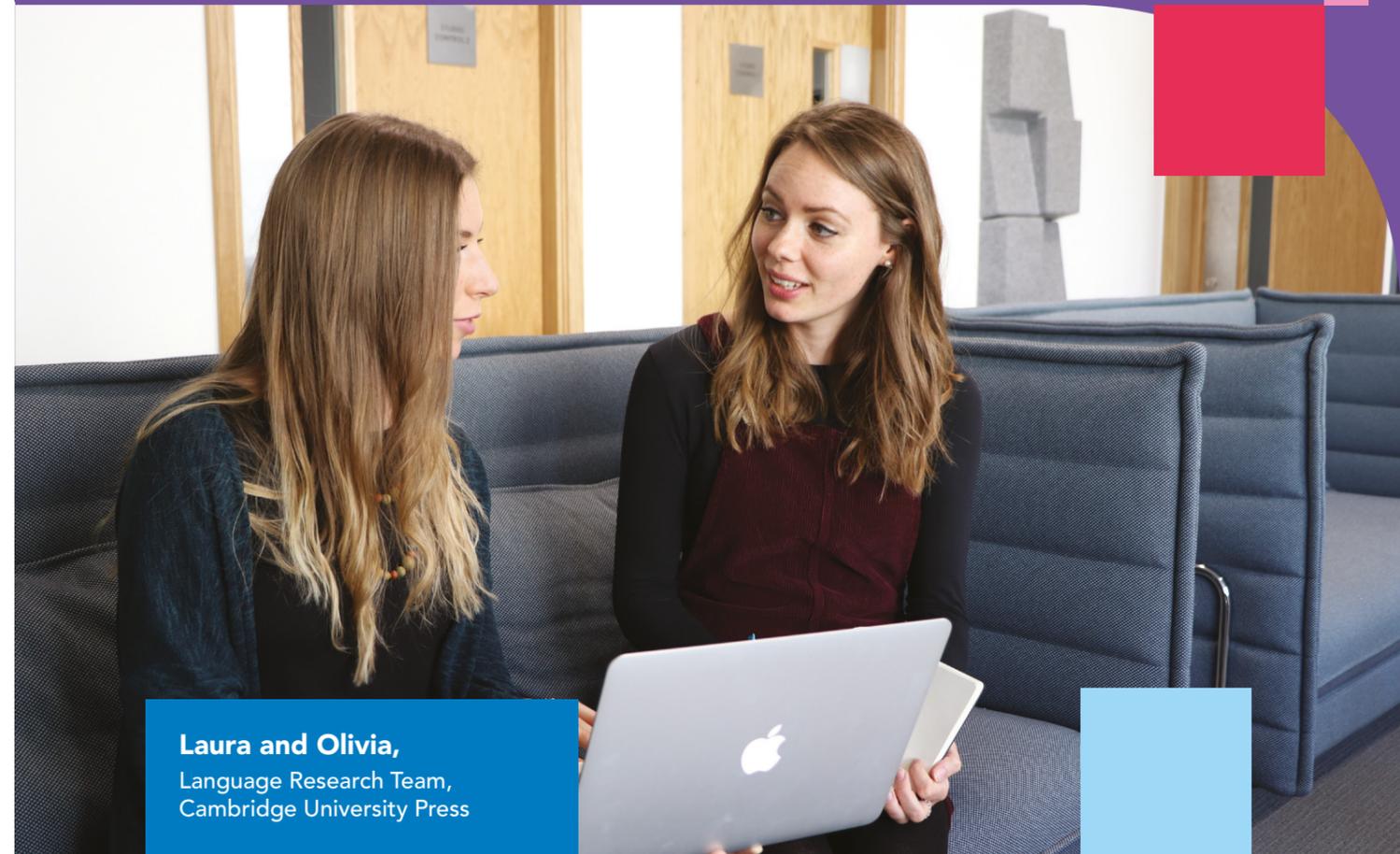
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Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, 36(2), 277-293.

Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

Seigel, D., & Hartzell, M. (2014). *Parenting from the inside out: How a deeper self-understand can help you raise children who thrive*. Melbourne; London: Scribe

Serrat, O. (2017). *Knowledge solutions: Tools, methods, and approaches to drive organizational performance*. Singapore: Springer.



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You can find information about the other competencies in the Cambridge Life Competencies Framework at [cambridge.org/clcf](https://www.cambridge.org/clcf)

- ✓ Collaboration
- ✓ Communication
- ✓ Creative Thinking
- ✓ Critical Thinking
- ✓ Emotional Development
- ✓ Learning to Learn
- ✓ Social Responsibilities

