CLIL AND DEVELOPMENT
OF EMOTIONAL COMPETENCE

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1. Introduction

1.1. CLIL and its added value

Content and Language Integrated Learning (CLIL) is a broad term that refers to the learning of content through a foreign language. As defined by Dalton-Puffer, Nikula & Smitt (2010:1): "Content and Language Integrated Learning (CLIL) can be described as an educational approach where subjects such as geography or biology are taught through the medium of a foreign language". According to Coyle, Hood & Marsh (2010:1) CLIL is not a new way of teaching languages or a new way of teaching content, but "an innovative fusion of both", "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language".

Initially, there was fear that learning through an additional language would adversely affect the assimilation of the contents of different subjects, although, as stated in a Eurydice report of 2006 (2006:7), CLIL "seeks to develop proficiency in both the non-language subject and the language in which this is taught, attaching the same importance to each". For this reason, early research on this platform was directed to check not only the improvement in linguistic competence in the foreign language, but also to verify the success or otherwise of the learning process. In this sense, studies have been published, like Jabrun's, (cited by Coyle et al. 2010: 134)

showing that, after a year, immersion students outperformed their peers in math and obtained the same results in science. This has greatly dissipated the doubts about the proper training in the content, because it shows that students in bilingual programs become more efficient learners. In the words of Marsh (2002:173) "To learn a language and subject simultaneously, as found in forms of CLIL/EMILE, provides an extra means of educational delivery which offers a range of benefits relating to both learning of the language and also learning of the non-language subject matter". Furthermore, as Jabrun's study suggested, the benefits of CLIL do not only affect the acquisition of foreign language and content, but extend also to the cognitive aspect. For Coyle et al. (2010:10, 29) CLIL can "stimulate cognitive flexibility" and promotes "cognitive engagement", "high-order thinking" and increases capacity in problem solving. In this sense, Mehisto & Marsh (2011:30, 35), supported by the work of Kormi-Nuori at al. (2008) and Bialystok (2007), argue that bilingualism "improves cognitive functioning", "increases metalinguistic awareness and encourages the development of high-order problem solving" and in addition, a "bilingual mind has superior episodic and semantic memory".

Coyle et al. noted (2010:27) that, to understand the benefits of CLIL, we have to consider the concept of synergy "where the whole is greater than the sum of the parts" which explains the potential of this platform as a tool that promotes creativity and is linked to success at school (Baetens Beardmore 2008). CLIL promotes motivation (Coyle 2006), and encourages social inclusion, egalitarism, gender mainstreaming and school development (Marsh 2002).

Other authors point to the economic benefits of CLIL (Marsh, 2002; Mehisto & Marsh 2011), which take effect not only at an individual level (better opportunities to find a job), but also produce a "greater economic return on investment in language education" (Marsh 2002:11). Even health benefits derive from bilingualism since, according to studies cited by Mehisto Bialstok & Marsh in his article "Approaching the Economic, Cognitive and Health Benefits of Bilingualism: Fuel for CLIL", bilinguals are less likely to develop dementia.

In short, the synergy of CLIL methodology produces benefits that go beyond its initial intentions. In this article, we intend to explore more areas that may show the added value of CLIL. To do this, we will try to demonstrate how CLIL helps to develop emotional competence by means of a study conducted in Castilla La Mancha with secondary students.

1.2. CLIL in Castilla La Mancha

Before stating the characteristics of the implementation of CLIL in Castilla La Mancha, we will give a brief description about the expansion of CLIL in Europe and Spain, referring to the forces that work in progress and the variety of proposals developed under the umbrella of CLIL.

CLIL methodology draws on the experiences of immersion education and content-based instruction conducted in Canada and North America, which arrived in Europe in response to the need to educate multilingual citizens who live in a multilingual environment. This approach promotes communication, integration, sense of identity and cultural and professional exchanges in the EU.

The European Council recognizes the potential of CLIL as a tool for European integration in the context of linguistic diversity; since 1995 the council has supported its development through recommendations and concrete actions. 1995 is a key year because the Council Resolution of 31 March 1995 on improving and diversifying language, learning, and teaching within the education systems of the European Union, *referred, for the first time,* to the teaching of non-language subjects in a foreign language. The same year, the White Paper on education and training (Teaching and Learning - Towards the Learning Society) focused on the need for European citizens to become proficient in three languages and referred to the implementation of CLIL in Secondary Schools. In addition, the European Council provides financial support for mobility and training for CLIL teachers through the Socrates and Erasmus programs, support for the creation of the EuroCLIL network, and support for the European Label for innovation in language teaching and learning for CLIL projects, among other initiatives.

As demonstrated by the Eurydice report of 2006, at that time the platform had spread considerably across Europe. This was in part thanks to the boost received from the European institutions. In addition, as Coyle et al. (2010:8) noted, three important factors also contributed to the expansion of CLIL:

"This was due to four simultaneous major proactive forces: families wanting their children to have some competence in at least one foreign language; governments wanting to improve language education for socio-economic advantage; at the supranational level, The European Commission wanting to lay the foundation for greater inclusion and economic strength; and finally, at the educational level, language experts seeing the potential of further integrating languages education with that of other subjects."

Meanwhile, Marsh & Hartiala Maljier (2001:15), in *Profiling European CLIL Classrooms*, note the ability of CLIL to adopt different formulations and adapt to diverse contexts and objectives. They take into account five dimensions that serve for a reflection on the reasons for implementing CLIL and establish a taxonomy: "There are five dimensions based on issues relating to culture, environment, language, content and learning". These dimensions are affected by 3 factors: "age-range of learners, socio-linguistic environment and degree of exposure to CLIL". These variables give rise to a number of ways to understand and implement CLIL,

to the extent that there is no single model of CLIL and this feature is the one that best describes this platform. According to Dalton-Puffer et al. (2010:2): "what characterizes CLIL more than anything is the remarkable variety of practices that can be found under its umbrella".

In Spain the implementation of CLIL is also characterized by its variety, due to two elements of the Spanish situation. On the one hand, decentralization of powers in education produces a large heterogeneity in the interpretation and implementation of the program, as each Autonomous Community is responsible for creating its own independent model of application of CLIL. On the other hand, the existence of bilingual regions provides a previous experience in content-based instruction, given that an additional language (Catalan, Basque or Galician), was already being used for learning in some schools. This fact brings about a new challenge: the need to develop a multilingual model, since more than two languages are involved in the CLIL programs of these regions.

This is not the case in Castilla La Mancha, monolingual Autonomous Community located in central Spain. CLIL was implemented in Castilla La Mancha in 2005, with the creation of the European Sections, although there had been previous experience in the use of the integrated curriculum starting in 1995, thanks to the agreements between the British Council and the MEC. The *Orden* 07/02/2005 establishes the European Sections programme in public schools for infant, primary and secondary education, in which students learn the content of two or three subjects through a foreign language (English or French). After the amendment by the *Orden* of 23/04/2007, the European Sections are regulated definitely by the *Orden* 13/03/2008. Successive orders have expanded the number of State Schools with a European Section, reaching in 2011, (according to the Resolution 07/06/2011), 34 French European Sections and 178 English European Sections spread over 90 Primary Schools and 116 Secondary Schools.

The procedure for the inclusion of new educational centers in the program is regulated by the government through an official call for and selection of projects developed and presented by the schools' candidates. The outline of the bilingual programme that each center is committed to develop is established in the "Singular Commitment", a document drawn up by the school and signed by the school principal. The Singular Commitment lays down three guidelines: Firstly, a plan to ensure the participation of the whole school in the project (approval of the Teaching Staff and the School Council and inclusion in the regulatory documents –Education Project, General Programming, syllabus of the department of foreign language–). Secondly, steps describing the dissemination of the program (extracurricular and complementary activities). And thirdly, a description of organizational measures (schedules, subjects taught in foreign language, coordination between teachers

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of content, foreign language and the language assistant). In short, this system guarantees that each center, while respecting the legality, can deploy a variety of CLIL proposals designed in every Singular Commitment.

On the other hand, the administration assumes responsibility for management, organization, resource and support measures necessary to develop the bilingual project, such as, for example, with the incorporation of Language Advisors and Foreign Language Assistants. In addition, the administration provides a training program for participating teachers (training courses, stays abroad, and exchange conferences for schools with European Sections).

Regarding access of students, the legislation does not permit any selection criteria based on their language skills or related to their academic performance, but general rules of admission procedure are to be respected (proximity of home to school, the existence of siblings enrolled, income, etc). However, to continue the program between primary and secondary education, students who have completed primary school in a bilingual program are guaranteed a place in a European Section of secondary education.

The bilingual program begins at an early age, i.e at three years old, in infant education. At this stage, and in the context of a globalized curriculum, 150 minutes a week in English Sections or 60 in French Sections are dedicated to the foreign language. In primary and secondary education, at least two non-language subjects are taught in the foreign language. The law neither requires nor forbids any subject to be taught in the foreign language and the schools are to select them depending on the availability of teachers who want and are qualified to teach their subject in English or French. However, according to the report emitted by the Office of Evaluation of the Regional Ministry of Education and Science in April 2010 about the European Sections in the Autonomous Community of Castilla La Mancha, the subjects taught in most European sections are science subjects (Physics, Chemistry, Biology, and Geology), Social Sciences (Geography and History) and to a lesser extent technological and artistic disciplines.

As for the initial training of content teachers, there is no prerequisite of language proficiency (although it is necessary if teachers want to receive a monetary bonus). This aspect can be identified as an area for programme improvement. However, every year, the administration sends teachers with at least a B2 level of the CEFR (Common European Framework of Reference for Languages) to the European Sections which, for different reasons, need this additional support. For example, in the academic year 2012-2013, the administration has called for 218 teachers with at least a B2 qualification, which means nearly one teacher per European Section.

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1.3. The awareness of the emotional component in learning: the presence of the emotional competence in the curriculum of Castilla La Mancha

Gardner's work (1983) about multiple intelligences and Goleman's book (1996) which addresses the issue of emotional intelligence, both highlight the importance of emotions in development, not only for social but also for intellectual development. These authors show that cognitive ability is not determined only by the intelligence quotient (IQ), but it is influenced by many stimuli and especially by emotions. As Denham (2006:85) points out "emotional competence also supports cognitive development", and emotions are connected to academic success: *"Emotional competence is crucial not only in its own right but for positive outcomes in both social and academic domains"*. These studies form the core of a growing interest in emotional competence and in the possibility of incorporating its acquisition in educational contexts.

In this regard, it is worth mentioning the implementation of SEL (Social and Emotional Learning) programs which provide explicit instruction for the socio-emotional development of students. Its effectiveness is noted by authors such as Zins et al. (2004:3) "SEL also has a critical role in improving children's academic performance and lifelong learning" and is corroborated by several studies, such as Durlak, Weissberg, Dymnicki, Taylor & Shellinger's (2011). These authors conclude that students who receive high-quality instruction in social and emotional learning have better academic performance, improve attitudes and behaviour, and reduce emotional distress. Wharam (2009:13) insists on the need of learning emotional skills: "Emotional intelligence training is important because it works and can make a huge difference to stress and well-being", and Dueñas (2009: 93) underlines that being emotionally competent is essential for the human being, because "la competencia emocional influye en todos los ámbitos importantes de la vida". These benefits (academic, social and individual) corroborate the importance of emotional competence, which is considered one of the key competences that every citizen should reach. In fact, the authors of the DeSeCo project –whose aim was to define and select key competences for professional and economic development– took into account emotional intelligence. In this sense, Carblis (2008: 61) underlines "the central place of emotional intelligence competences within the DeSeCo approach to key competences" and states that "to develop these competences, people need high levels of emotional regulation (Carblis 2008:68). The DeSeCo project was the root of the recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (Official Journal of the European Union L394). This rule defines key competences as "a combination of knowledge, skills and attitudes appropriate to the context. Key competences are

those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment". The document mentions eight key competences: the sixth one is Social and Civic Competence. We can identify some characteristics of emotional competence in the legal description of this competence, such as the need for the students and future active citizens to achieve "personal and social well-being, which requires an understanding of how individuals can ensure optimum physical and mental health".

This recommendation is present in the Spanish Education Law, LOE (Act 2/2006 of 3 May). In article 6, paragraph 1, it defines curriculum as "the set of objectives, competencies, content, teaching methods and evaluation criteria". The Autonomous Community of Castilla La Mancha, in turn, in Decrees 68/2007 and 69/2007 of 29 May on the curriculum development of primary and secondary education, includes the key competences as a part of the curriculum. In this regard, it should be stressed that Castilla La Mancha is the only Spanish region that reflects the importance of emotions, feelings and desires as part of the learning process, adding a ninth competence to the list: emotional competence. Arreaza et al. (2011:74) describe emotional competence in their *Report on Assessment of key competences in Castilla La Mancha* as "the skills to understand and control the emotions and feelings, to read the moods and feelings of others, to establish positive relationships and to be a happy person who responds appropriately to the personal, social and academic requirements". The same document defines two main dimensions of this competence: firstly, self-awareness and self-regulation of emotions and secondly, social awareness and empathy in interpersonal relationships.

The inclusion of emotional competence in the curriculum of Castilla La Mancha means that its acquisition must be promoted by all subjects. Key competences are multifunctional and transversal, which implies that they are not exclusive to one subject, but all subjects must contribute to their development. In the study detailed below we will try to prove that emotional competence is more effectively acquired by CLIL students than by others.

2. Study

2.1. Objectives and Hypothesis

The objective of this study is to test whether the CLIL program positively influences the acquisition of emotional competence in secondary students in Castilla La Mancha. Bearing in mind that the acquisition of linguistic competences by CLIL students could be transferable to the emotional field, our hypotheses are that CLIL students compared to their counterparts:

—Are more likely to be aware of their emotions and feelings.
—Have more and better strategies to control their emotions and impulses.
—Are more skilful in their relationships with others and better able to manage coexistence problems.
—Develop their overall emotional competence more effectively.

2.2. Sample, Instruments and Procedure

This study is based on a diagnostic assessment conducted over the period 2010-2011 in Castilla La Mancha and established by Resolutions 16/02/2009 and 28/10/2010. The Spanish Law of Education 2/2006 of 3 May, art. 144 requires all Regional administrations to make a diagnostic assessment with a view to improving the quality, equity and inclusiveness of the education system, in short, with a view to having information about the basic competences.

Although it was not the aim of the educative administration to test the specific development of the different competences by students in the European Sections (i.e. CLIL students), the data obtained are likely to provide valuable information about it and particularly relevant to the comparison of the acquisition of emotional competence by CLIL and NON-CLIL students.

To test our hypothesis (CLIL students develop better emotional competence) we have got from the administration the diagnostic assessment data and we have processed these data dividing the students tested into two groups: CLIL students (who study in European Sections) and NON-CLIL students. The CLIL group is composed of 2,710 students, and NON-CLIL group of 17,969. All students were in 2nd ESO (Compulsory Secondary Education) and their average age was 14.

2.2.1. Instruments for data collection

The instrument used for data evaluation is a test developed by the Office of Evaluation of the JCCM (Regional Government of Castilla-La Mancha) entitled "Boredom." The index of validity and reliability of this test is high as proved by the "Alfa of Cronbach" and stated in the *Report of results. Diagnostic assessment of key competences* (2011:22)

In the assessment of key competences, the aim of the test is not to record students' knowledge, but to check if they are able to use skills, abilities and knowledge in a real situation. To do this, a realistic scenario is selected and a system of authentic tasks with real-world relevance is designed. The tasks integrate skills, knowledge and attitudes in a social context.

The scenario is an adaptation of a text from *El maltrato entre escolares. Técnicas de autoprotección y defensa emocional* by Matamala & Huerta and is followed by fourteen tasks. The scenario and task questionnaire are in Spanish (Annex 1).

The tasks are associated with a system of fourteen indicators connected with dimensions and subdimensions of emotional competence. The legal reference is Decree 69/2007 of 29 May establishing the curriculum of ESO (Secondary Education) and especially the General Objectives *d.* (strengthen affective skills and relationships with others, reject violence, resolve conflicts peacefully...) and *g.* (develop self-confidence, participation, critical thinking, make decisions, take responsibility...) and Annex I, which describes the contents of emotional competence.

There are two dimensions of emotional competence evaluated: "emotional self-awareness and self-regulation" and, "social awareness". The first dimension is divided into two sub-dimensions: "emotional awareness" and "emotion regulation", while the second dimension addresses the subdimension "personal relationships and problem solving."

There are three response formats: short answer, with a score of 2/1/0; longer answer, with a score of 3/2/1/0 and multiple choice, 1/0. In the evaluation test 8 questions are multiple choice, 5 are short answer questions and 1 is a longer answer question; the maximum score is 21 points.

The system of dimensions, subdimensions, indicators and scoring is detailed in the following table:

Dimensions	Indicators	Score
Self-awareness and self-regulation	**a. Emotional awareness**	
	Explicit self-assessment	1
	Interpret and express paralinguistic elements	2
	Anticipate emotional conflict	1
	Identify obstacles and interferences	3
	Be aware of mood	1
	Express feelings	2
	b. Emotion regulation	
	Self-regulate moods and reactions	1
	Use alternative thoughts	1
	Tolerate frustration and failure	1
	Act without inhibitions	1
Social awareness	**a. Personal relationships and problem solving**	
	Express anger without hurting others	2
	Respond to criticism	2
	Recognize the errors	2
	Express joy at the success of others	1

TABLE 1: Dimensions, subdimensions, indicators and scoring

2.2.2. Instruments of data analysis

Statistical analysis of data was conducted using the Statistical Package SPSS (Statistical Package for Social Science). According to the "Cronbach Alpha" the reliability index is 0.712, which means it is high, since the reliability is considered acceptable if greater than 0.500.

The Kolmogorov-Smirnov Test (K-S test) run for normality testing showed the sample had a normal distribution, so we did a parametric test.Since the variable has only two categories CLIL / NON CLIL, we proceeded to compare means through the Independent Samples T Test.

2.3. Results and Discussion

We will present the results of the study in the order in which we considered the hypotheses described above. First, we will analyze the differences between CLIL and NON CLIL students in the indicators of the subdimensions of emotional awareness, emotion regulation and social awareness. Second, we will show total scores of the three subdimensions mentioned and finally, the overall results of comparing emotional competence scores of students who study within a CLIL programme and those not participating in this programme (NON CLIL).

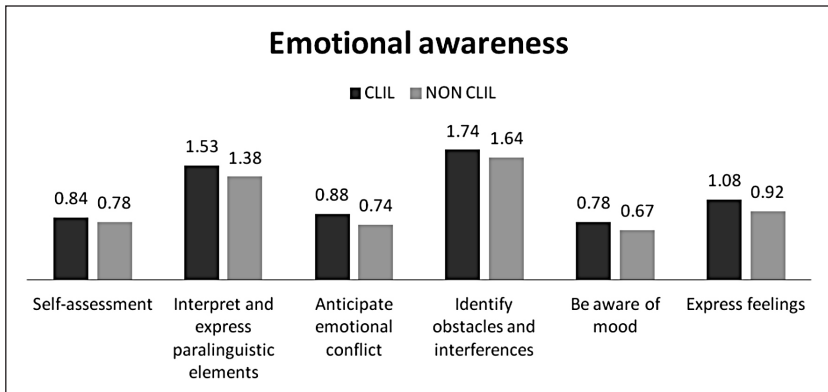FIGURE 1: Emotional awareness. Results for indicators.

CLIL students perform better on all indicators of the subdimension "Emotional awareness" and the differences are significant, as shown in Leven's test, since in all indicators p=0.000.

Although CLIL students score higher in all indicators, two of them, "explicit self-assessment" and "express feelings", could be connected with productive linguistic skills; one indicator,"be aware of mood", could be related to receptive skills, while one indicator "interpret and express paralinguistic elements" could be connected with both productive and receptive skills. This means that 4 out of 6 indicators are related to linguistic competence, which may explain the higher score of CLIL students, who have a greater mastery of communicative strategies. However, and proportionally to the score of each indicator, CLIL students have their best result in the indicator "anticipate emotional conflict", which is not connected with communication skills, and their worst one in "express feelings", which is related to linguistic competence.
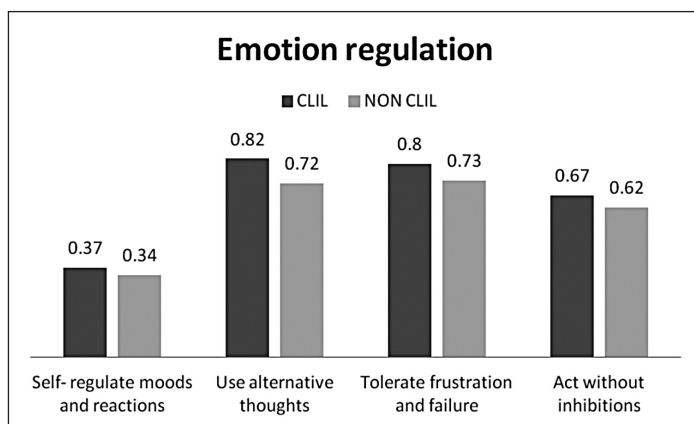

FIGURE 2: Emotion regulation. Results for indicators

CLIL students outperform their counterparts in all indicators of the subdimension "emotion regulation" and the differences are significant, as shown in Leven's test, since p=0.000 in all indicators.

It is difficult to relate the indicators of this subdimension to communicative skills, so we could conclude that in fact there is no connection between the subdimension of "emotion regulation" and linguistic competence. However, CLIL students still score better in all indicators, especially in "use alternative thoughts" and "tolerate frustration and failure", in which they score more than 0.8 out of 1. In contrast, they have serious problems controlling their moods and reactions, as the score (0.37 out of 1) in indicator "self-regulate moods and reactions" show. NON CLIL students share the same strengths and weaknesses, but their results, as we have said are significantly lower in all cases.
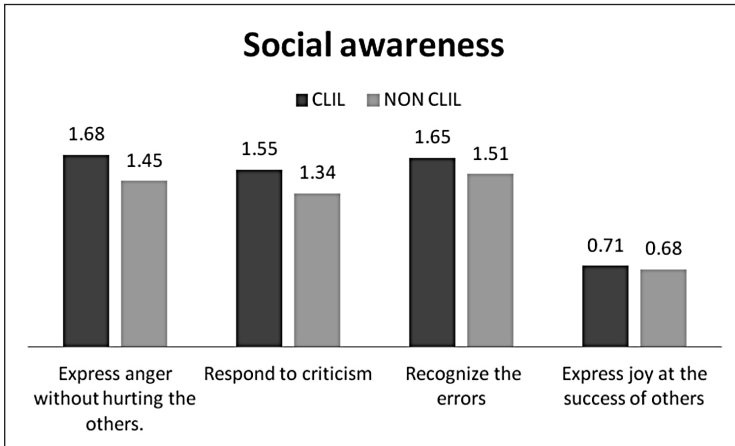
Social awareness

■ CLIL ■ NON CLIL

Express anger without hurting the others.	Respond to criticism	Recognize the errors	Express joy at the success of others
1.68 / 1.45	1.55 / 1.34	1.65 / 1.51	0.71 / 0.68

FIGURE 3: Social awareness. Results for indicators

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CLIL students score better in all indicators of the subdimension "social awareness" and the differences are significant, as shown in Leven's test, as p=0.000 for the indicators "express anger without hurting others", "respond to criticism" and "recognize the errors" and p=0.001 in "express joy at the success of others".

Almost all indicators of this subdimension can be connected in some way with expressive skills. Even the indicator "recognize the errors" could be related to specific abilities of bilingual students. In this sense, Baetens Beardmore (2008:7) notes that CLIL students "are more able to take into account situational factors and to react appropriately by correcting errors of sequencing and behaviour", a skill that can be useful for controlling emotions and for improving relationships with others.

CLIL students have their highest score in the dimension "express anger without hurting others" and their lowest in "express joy at the success of others", while NON CLIL students get their highest score in "recognize the errors" and their lowest one in "respond to criticism", although they score lower than their counterparts in all indicators.

Students enrolled in CLIL get significantly better results in all the subdimensions, showing that they are better able to understand and control their emotions and bear in mind the emotions of others.
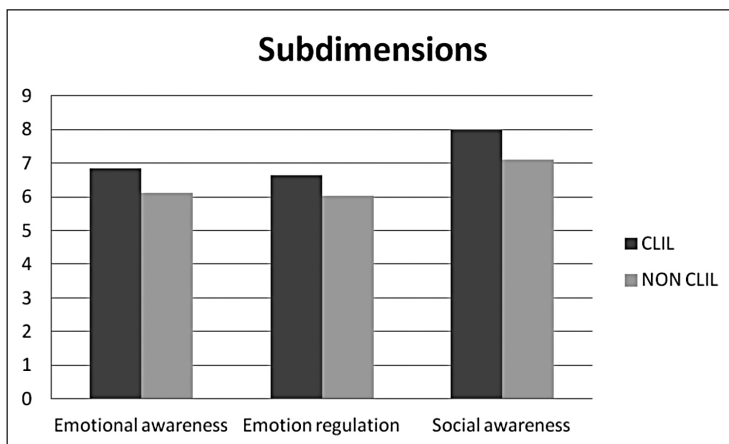
FIGURE 4: Subdimensions of the emotional competence

Both groups (CLIL / NON CLIL) register their lowest performance in the subdimension "emotion regulation" and their highest results in the subdimension "social awareness". It seems that the difficulty of self-control among adolescents (the age of the students surveyed is between 13 and 15), is not directly related to the existence of bad relationships with their peers. In any case, it should be noted that students enrolled in CLIL particularly stand out for their social awareness, as their score is quite high; they scored almost 8 out of 10. In this regard we must remember that all indicators of the subdimension "social awareness" are related to a greater or lesser extent to linguistic competences.
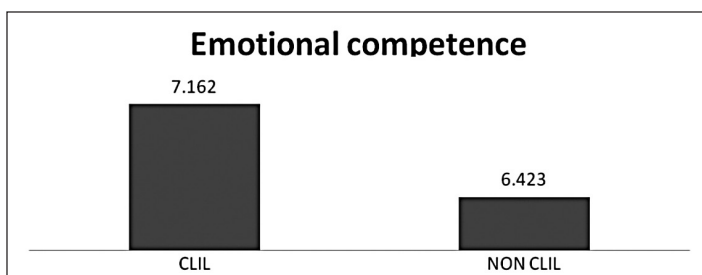

FIGURE 5: Overall score of emotional competence

Having seen how CLIL students outperform NON CLIL students in the three sub-dimensions analyzed and that the differences are significant in all indicators evaluated, we drew the conclusion that CLIL students significantly outperform NON-CLIL students in overall emotional competence.

Thus, the results confirm our hypotheses and even exceed our expectations with regard to CLIL student performance, not only in foreign language acquisition, but in other areas of learning, such as emotional competence.

Conclusions

The results of this study confirm that CLIL students are significantly more emotionally competent than their peers. We can therefore say that there is a connection between CLIL and the development of emotional competence.

One hypothesis to explain this connection may be the fact that CLIL students have better communication skills and communication skills may help the development of certain strategies related to expression and comprehension that are necessary for emotional competence.

This hypothesis is based on the transferable and multifunctional nature of key competences, as they are applicable in many situations and contexts (transferability) and can be used to solve different kinds of problems and to accomplish different kinds of tasks (multifunctionality). This means that the CLIL students of our study could have applied their better developed strategies of expression and comprehension to contexts that were not purely linguistic. Thus, good expression skills could lead to strategies for expressing one's feelings or for mediating in case of conflict, so that linguistic competence can be used in situations which demand mastery in emotional competence. The same may be true of comprehension strategies given that they can promote the correct interpretation of paralinguistic elements and therefore the interpretation of different moods. In fact, receptive skills could foster emotional competences such as empathy. Empathy may be defined as the ability to understand and recognize other people's feelings.

However, while half of the indicators evaluated can connect with language skills, it is difficult to relate the other half with linguistic strategies.

"Social awareness" is the subdimension with most indicators (3 out of 4) connected with linguistic skills and is also the area where CLIL students best perform. The same can be said about "Emotional awareness", with 4 indicators out of 6 related to linguistic strategies. On the other hand, none of the indicators of subdimension "emotion regulation" is directly related to language, although CLIL students still

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significantly outperform their non-CLIL peers. This means that our hypothesis about the transfer of skills, strategies and knowledge from linguistic to emotional competence is not able to explain such high results in all indicators and in all subdimensions of emotional competence.

Therefore, since the linguistic explanation is not sufficient to account for a significant difference in the acquisition of emotional competence between CLIL and NON CLIL students, new lines of research that attempt to explain this phenomenon remain open. Future studies might look for the factors behind this success and find out to what extent these factors contribute to the consolidation of emotional learning in CLIL students. New hypotheses should be studied to explain the better acquisition of emotional competence in CLIL classrooms and the impact of factors such as classroom climate, participation and collaboration. In this sense, we can argue that CLIL methodology places greater emphasis specifically on participation and collaboration. Escobar & Nussbaum (in Navés & Victori 2011:35) show that CLIL students "displayed a variety of complex collaborative strategies to adapt to particular communicative and learning needs". Thus, this emphasis on interaction, participation, and collaboration mayexplain why students enrolled in CLIL are more prepared to use communication skills to face the challenges of living together, and have developed more emotional strategies than their peers.

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In this sense, factors such as classroom language could also be considered. CLIL teachers tend to be more aware of the mediating role of language. As Mercer (in Coyle (2011:52) says, they approach the "dialogic teaching", in which "the power of dialogue lies in classroom interaction and the quality of teacher-learner and learner-learner dialogue." Since the importance of dialogue is a typical feature of CLIL methodology and may play a capital role in the development of emotional strategies, it would be useful to evaluate it in future studies.

On the other hand, in order to understand the results of this inquiry, it would be helpful to study how the European Sections have integrated the contents of emotional competence in the curriculum. One of the characteristics of key competences is that they are interdisciplinary, which means that there is no correspondence between a competence and a subject, but each subject must contribute to the development of all key competencies and each competence will be achieved thanks to different subjects. While there are competences such as communication in the mother tongue, communication in foreign languages or mathematical competence whose contents are mainly related to one specific subject (language, foreign language, math), others, such as emotional competence, do not have a specific subject of reference, so the development of these competences depends exclusively on the presence of their contents in the syllabus of the

different subjects, in the programming of tutorial action and in complementary and extracurricular activities. For this reason, it would be interesting to test if there are important differences in the treatment of emotional competence in European Sections and other educative centres comparing their General Programming, which contains the syllabus of the subjects, extracurricular activities, tutorial action plan, etc. with ours.

In short, more research is needed, including new tests using different scenarios or indicators and addressed to students of different ages, for example, from primary education.

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Annex 1

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ESCENARIO: **El aburrimiento**

Estamos en clase. Hoy hablamos de las emociones. ¿Has sentido alguna vez miedo, rabia, tristeza…? Seguro que alguna vez te has aburrido. Tres amigos hablan del aburrimiento.
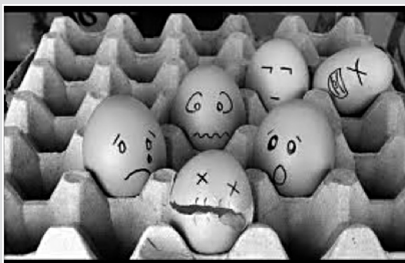
– Yo creo que a los tres jinetes de la mala milk: el Miedo, la Rabia y la Tristeza hay que añadirle un cuarto: el Aburrimiento, que también puede ponernos agresivos –dijo Ricardo.

– Quieres decir que uno puede intentar salir del aburrimiento machacando al de al lado –añadió Rosi.

– Sí. Cuando me aburro me encuentro mal. Entonces me da rabia y envidia ver que otros se divierten o imaginarme que puedan estar pasándolo bien mientras yo estoy solo y aburrido.

– Tienes razón –dijo Eugenia-. Muchas de las llamadas que los chicos hacen a sus amigos son para preguntarles qué están haciendo. Son llamadas de comprobación, por si acaso se están perdiendo algún buen plan.

– Desde luego, a mí me fastidiaría que mis amigas se lo estuvieran pasando estupendamente y no me hubieran invitado. Si no me llaman, me están impidiendo que me lo pase bien y me dan ganas de hacerles a ellas lo mismo –dijo Rosi.

CUESTIONARIO DE TAREAS

Tarea 1. ¿Qué dice Ricardo de sí mismo?

A) Piensa que tiene miedo.
B) Se considera un envidioso.
C) Piensa que es una persona triste.
D) Se considera una persona feliz.

Tarea 2. Ricardo está aburrido, ¿qué gestos o movimientos representarían mejor su estado de ánimo? ....
....

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Tarea 3. ¿Qué situación "altera" a Rosi?

A) Que la inviten y se aburra.
B) Que la llamen por teléfono.
C) Que la inviten y lo pasen bien.
D) Que la consideren una persona triste.

Tarea 4. ¿Qué le impide a Ricardo disfrutar? ....

....

Tarea 5. ¿Qué emociones vive Ricardo?

A) Rabia.
B) Alegría.
C) Miedo.
D) Tristeza.

Tarea 6. Imagina que formas parte del grupo. ¿Qué dirías? ....

....

Tarea 7. ¿Cómo pueden Ricardo y Rosi superar su malestar?

A) Cambiando de amigos.
B) Pensando bien de los demás.
C) Machacando a los amigos.
D) Mandando mensajes para saber qué hacen.

Tarea 8. ¿Qué deben pensar para conseguirlo?

A) "No son mis amigos".
B) "Todos me tienen manía".
C) "Son mis amigos y están ocupados".
D) "A nadie le importa que me aburra".

Tarea 9. A veces, nosotros mismos creamos el problema. Eugenia habla de realizar llamadas de comprobación. Imagina que se retrasan en devolver la llamada ¿qué harías?

A) Adelantarme a llamar y "pedir cuentas".
B) Calmarme y esperar a que llamen.
C) No coger el teléfono cuando lo hagan.
D) Gritarles y ponerles a caldo cuando lo hagan.

Tarea 10. ¿Debe decir Ricardo lo que piensa a sus compañeras?

A) No, nadie debe saber lo que se piensa.
B) Sí, decir lo que se piensa ayuda.
C) Sí, pero únicamente cuando se piense en positivo.
D) No, porque se lo pueden contar a los demás.

Tarea 11. Las llamadas de comprobación, ¿son una manera adecuada de expresar el enfado? ....
....

Tarea 12. Imagina que Rosi y Eugenia critican a Ricardo por su actitud, ¿cómo deben hacer su crítica? ....
....

Tarea 13. ¿Cuál debe ser la respuesta de Ricardo? ....
....

Tarea 14. ¿Qué sientes cuando los demás se divierten y tú no?

A) Rechazo: "¡me caen mal!".
B) Agresividad: "¡los odio!".
C) Indiferencia: "¡me da lo mismo!".
D) Alegría: "¡me gusta que sean felices!".