

Master's Dissertation/
Trabajo Fin de Máster

**DEALING WITH FOREIGN
LANGUAGE ANXIETY IN THE
CLIL CLASSROOM.
A DIDACTIC PROPOSAL FOR
PRIMARY EDUCATION.**

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RESUMEN

La enseñanza de lenguas extranjeras se ha extendido por el continente europeo para trabajar las habilidades comunicativas en lenguas diferentes a la materna. En este sentido, el bilingüismo sigue las pautas del Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE), mediante el cual se espera que el alumnado sea capaz de defenderse en lengua extranjera en situaciones comunicativas reales a lo largo de su vida. Sin embargo, algunas personas comienzan a desarrollar ansiedad hacia la lengua extranjera. Este Trabajo de Fin de Máster pretende abordar la temática desde la etapa de Educación Primaria. Para ello, se ha llevado a cabo una revisión bibliográfica sobre los conceptos de AICLE y ansiedad en el aprendizaje de una lengua extranjera, así como sobre las posibilidades de tratarla dentro del aula bilingüe. Además, se plantea una propuesta didáctica para comenzar a tratar el ámbito afectivo dentro de la enseñanza de lengua extranjera.

Palabras clave: AICLE, ansiedad hacia la lengua extranjera, educación emocional, propuesta didáctica.

ABSTRACT

Foreign language teaching has been extended as a regular practice within Europe, allowing students to develop communicative abilities in languages different from the mother tongue. In this sense, bilingualism follows the guidelines proposed by Content and Language Integrated Learning (CLIL). The implementation of this approach may help students to get an adequate domain which will allow them to deal with different real communicative situations throughout their life. However, some people may start developing foreign language anxiety. This Master's Dissertation deals with this issue in the stage of Primary Education. Therefore, a literature review has been conducted regarding the two main concepts present in the project, CLIL and foreign language anxiety, as well as the possibilities to cope with it within the bilingual classroom. In order to offer a practical solution, a didactic proposal has been offered to begin the treatment of the affective domain within the foreign language teaching process.

Key words: CLIL, foreign language anxiety, emotional education, didactic proposal.

1. INTRODUCTION

The current educational system in Spain plays various roles due to the different demands society poses on it. However, the final aim, no matter the stage considered, will be to achieve a complete development in the part of students. The holistic approach to education here proposed includes one aspect that might be sometimes forgotten: the socio-affective development.

This key component will be one of the main pillars of this Master's Dissertation. Thus, it is necessary to introduce the concept of Emotional Intelligence in order to contextualize the topic. Salovey and Mayer (1990:192) defined it as the ability human beings have to understand their own and others' emotions, as well as being able to successfully deal with them. Thanks to this ability, people will successfully develop personal relationships.

Regarding formal education, there is a field based on this intelligence. Emotional education is intended "to develop emotional competences to accurately approach every challenge in life" (Bisquerra, 2016:21). This Spanish author, specialized in the educational field, justifies the importance of developing emotional education at schools.

Following his ideas, education is a continuous process in which emotions are essential to boost students' personal and social welfare. In fact, emotional education is directly directed to a concept which was popularised by Goleman: emotional intelligence. Goleman (1996:115) defines it as the "ability to recognize oneself and others' emotions, and to motivate ourselves in order to successfully manage with emotions, both in personal and interpersonal relationships". In relation to this, it is important that emotional education sets the path to develop emotional intelligence at schools.

Due to the lack of contents devoted to emotional education in official curricular subjects, Bisquerra (2016:29) suggests its transversal treatment. Within it, both positive and negative emotions should be covered within the different educational stages. More precisely, this project focuses on one specific emotional state derived from diverse situations and perceptions of the student: anxiety. A high number of students nowadays start developing this negative feeling, especially when developing their communicative oral competence in a foreign language. In this sense, this Master's Dissertation will present a literature review about the presence of anxiety in the process of acquiring a foreign language.

This educational process will not only be viewed from the linguistic point of view, but also regarding content subjects where English is as well used. In other words, anxiety throughout bilingual education (language and content subjects) will be considered. In order to better

contextualize the issue, the project has been aimed on purpose at Primary Education in Andalusia (Spain). Therefore, the methodological approach considered has been CLIL (Content and Language Integrated Learning). Apart from characterizing this bilingual method, a bibliographical review has been conducted as to, on the one hand, provide previous research performed about the relation between anxiety and CLIL and, on the other hand, expose the different opportunities CLIL offers to mitigate the negative effects of anxiety on students.

Additionally, this will be put into practice by means of a didactic proposal aimed at students in the second year of Primary Education. In this sense, curricular elements will be exposed as well as a specific step-by-step planning of the sessions. Finally, some conclusions and personal view on the topic will be included as to summarize the key points of the theoretical and practical projects.

2. FORMULATION OF THE OBJECTIVES

The final aim of this Master's Dissertation is to analyse the potentialities that emotional education can bring into the Primary Education classroom in order to avoid foreign language anxiety. In addition, some more objectives have been set as follows:

- To review the existing literature regarding foreign language anxiety focusing on anxiety-inducing factors and anxiety-reducing measures.
- To examine the benefits CLIL can offer as to limit foreign language anxiety in students.
- To check previously conducted research concerning CLIL and foreign language anxiety.
- To explore different techniques in order to develop emotional education in the CLIL classroom.
- To plan and expose a didactic proposal combining different techniques in order to tackle foreign language anxiety in the CLIL classroom.

3. LITERATURE REVIEW

This section will be devoted to the discussion of the most important theoretical aspects related to the main topic of this dissertation. The first part of this literature review will be devoted to the description of the most important issues related to the phenomenon of Foreign Language Anxiety: types of anxiety, causing factors, the affective filter and preventing techniques. The second part will then focus on the description of CLIL and its most important features. These

two theoretical parts will finally converge in the discussion of opportunities for the development of emotional education within the CLIL classroom.

3.1. Anxiety as a factor in foreign language learning

The acquisition of a language is a complex process in which many variables take part. This acquisition can happen in a natural environment, that is, the case of mother tongue acquisition. When it comes to foreign languages in particular, more often than not this process takes place at school.

These days, formal education tries to give an answer to the demands posed by society. In this sense, the acquisition of a foreign language is a key issue these days, as it can be deduced from the constant increase of the number of bilingual schools. This learning process should be considered regarding different perspectives. In the present project, one disadvantage will be dealt with: anxiety as a barrier in the foreign language learning process.

To begin with, it is of high importance to explain the concept of anxiety. Firstly, anxiety is considered one negative emotion. Regarding the concept of emotion, Ordoñez and González (2014:34) state that emotions are brief and subjective physiological processes experienced by human being throughout their entire life. With respect to negative emotions, Bisquerra (2016:23) made a differentiation between positive and negative emotions depending on the effects provoked in humans' health and well-being.

Different authors have expressed their personal view on anxiety. For instance, Spielberger (in Rubio 2004:31) considers anxiety as a subjective feeling caused by the parasympathetic nervous system. As a result, the subject feels secondary effects like tension, apprehension, nervousness and concern. From a more didactic approach, and directly addressed to the learning process of a second language, MacIntyre and Gardner (in Arnold 2000:15) describe anxiety as the fear or apprehension students feel when they are asked to use the foreign language.

Anxiety is commonly related to negative emotions, such as fear or insecurity (Arnold, 2000:16). Regarding the learning process, some authors claim that the highest anxiety levels are found within the foreign language area.

Similarly, paraphrasing Tsui's ideas (1996), foreign language learners are subject to constant susceptibility, as they are often given negative feedback, even from their peers. Thus, the process of foreign language acquisition no longer involves just the use of linguistic rules within communicative situations. Nowadays, it goes one step further, with innovative methods and approaches where communication and interaction are central pillars.

Despite the importance of developing communicative competence, anxiety can cause various negative effects in learners who are reluctant to take part in the process. Teachers must take this fact into consideration when planning their lessons in order to compensate for the possible negative effects of anxiety in some students. Special attention might be delivered to beginners who are still quite unfamiliar with the foreign language at hand.

3.1.1. What anxiety is and is not

As it could be seen, different negative concepts, such as apprehension, are related to anxiety. However, anxiety must be differentiated from other concepts that are not exactly synonyms. This is the case of fear. Both make reference to a threat the person suffers. However, the difference between fear and anxiety is that the former is the answer to a specific danger, while the latter is unspecific May (in Rubio 2004:34). Also, Ayuso (in Rubio 2004:35) reflects on this difference, explaining that fear is caused by an identifiable danger while anxiety is not directly linked to any object; it is just experienced indeterminately.

Bisquerra (2015:32) adds the imaginary nature of anxiety. Anxiety is an assumption made beforehand by humans, although it might not probably take place in the end. This worry can be positive to some extent as they can avoid some potential problems. However, most people, including children at school, exaggerate that emotion. Consequently, this unbalanced and disproportionate emotion makes anxiety cause physic and mental problems.

Concerning the educational field, anxiety could also be mistaken as stress. Rubio (2004:36) highlights the chronic and atemporal character of anxiety. This will lead him to conclude that anxiety is a more complex and deep process that does not usually correspond to any specific need; in this case, stress will be the response.

Thirdly, Ayuso and Rojas (in Rubio 2004:38) express the differences existing between anxiety and anguish. In this case, the dissimilarity seems to be in the proper nature of each of them. Anxiety is associated to psychic and psychological processes, whereas anguish is derived from physical activities.

3.1.2. Types of foreign language anxiety

Anxiety can be classified into different types. This project will focus on foreign language anxiety, proposed by authors like Horwitz and Cope (1986:128). As it could be concluded by its denomination itself, this type of anxiety is composed by self-perceptions, beliefs, feelings and behaviours emerged withing the foreign language learning process (Horwitz et al.,

1986:128). Likewise, foreign language anxiety can be classified into three different subcategories: communicative apprehension, anxiety towards exams and fear towards external negative evaluations.

Regarding communicative apprehension, Horwitz et al (1986:130) identifies it as a kind of shyness when trying to communicate with other people. Anxiety in this case should be controlled, especially when new teaching methods focused on communication are used within the classroom. Special attention should be paid to oral exams as they boost not only this first component of foreign language anxiety but also the following subtype.

Secondly, anxiety towards exams is caused by fear of failure. As De la Morena and Burón (2011:120) claim, some students impose unreal and unachievable goals to themselves. Therefore, they experience anxiety when seating a test as they feel nervous and insecure due to the pressure they put on themselves (Meleno, 2017:17). This demanding climate led them to make mistakes that might have been avoided within a more relaxed environment. Consequently, an excessive number of tests may degenerate the quality of the learning process of these students.

Finally, fear towards external negative evaluations occurs in situations where the person is feeling under the evaluation of somebody else. These situations can be different from the proper tests and performed even by other students. The degree of acceptance of the student among peers can make students feel insecure and have mental block, making the acquisition of the foreign language impossible to happen.

3.1.3. Causing factors of anxiety

The different types of anxiety can be experienced as a whole in some students, or separately in others. There are various reasons why anxiety is developed in foreign language learners. Ortega (2002:20) stated that not only personality traits (e.g. high level of communication apprehension) and poor proficiency levels, but also classroom dynamics can have an impact on students developing foreign language anxiety. This author offered a complete review of situational factors involved in students' discomfort when speaking the foreign language in class. In a similar way, Rubio (2004:83) and Velázquez (2016) have deeply reflected on the possible factors that increase foreign language anxiety. A in-depth analysis of the literature related to this issue reveals that the most important factors that intervene in the process of foreign language anxiety are the following:

- *Foreign language command.* Some authors have tried to prove the existing relation between anxiety and command level. Although some proved that low command students were those who actually suffered from anxiety (Tsui, 1996:155), there are other researchers who suggest that students with high levels of command can feel anxious as well (Allwright and Bailey, in Rubio 2004:84). In this second case, those students will make mistakes on purpose in order not to feel disaffection from their peers.
- *Inadequate teaching performance.* Teacher's expectations on students can be one of the causes of anxiety, setting very high language demands on students. Performing an excessively strict and authoritarian role on the part of the teachers, or even intimidating learners, can have counterproductive effects. Creating an anxiety atmosphere could be among them.
- *Error correction.* Choosing inappropriate procedures and moments to deal with corrections can as well be an anxiety-inducing factor (Ortega, 2002:21). According to this author, for instance, interrupting students while they are performing their speech can have an intimidating effect upon learners, and consequently they will feel discouraged to participate in further oral occasions. Moreover, students might feel disappointed when receiving corrections that are not directly directed to the main aims of the activity in hand.
- *Evaluation and novelty.* As it has been explained in previous sections, assessment is one of the most anxiety provoking causes. Daly (in Rubio 2004:83) claims that students with poor self-esteem tend to feel anxiety when getting assessed by teachers or even by peers. Moreover, Young (1991:430) stated that the newer and more unknown or ambiguous the evaluation tasks are, the more anxiety they will produce on students.
- *Student's background.* This factor makes reference to previous anxiety experiences suffered by the learner. Once the student experiments anxiety within a specific situation, they will probably feel the same way when similar circumstances happen to occur in the future (Rubio 2004:90)
- *Student's personal and interpersonal factors.* Regarding the former, there are various internal components that can increase negatively the anxiety levels. Velázquez (2016:42) includes: motivation (intrinsic and extrinsic), self-esteem (continuous judgements students make about themselves), learning style (suitable and preferred way in which every students learn) and self-perception towards the foreign language learning

(believes that facilitate or block the process). In addition, there are other external factors that cause anxiety as well. In this line, Velázquez (2016:45) differentiates some interpersonal factors: academic atmosphere (combination of group of students, teachers, families, school... involved in the learning process), teacher-learner interaction (democratic, strict, neutral...), lesson display (methodologies, approaches, strategies and, in general, decisions adopted by the teacher) and oral communicative tasks (fluency, pronunciation, topic command... are involved).

3.1.4. Implications of the affective filter for the foreign language classroom

One of the most well-known foreign language teaching methods might be the Natural Approach, proposed by Terrel and Krashen (1983). These authors stated various hypotheses referring to how second language acquisition takes place. One of these hypotheses was the Affective Filter hypothesis, closely linked to the issue here discussed. This hypothesis maintains that both the attitude and emotions of students can interfere positively or negatively in their learning processes. Regarding the possible negative effects, anxiety, lack of motivation or low self-esteem can prevent the learner from understanding and getting most of the input they are exposed to.

For this reason, the affective filter should be considered properly so that it entails support rather than a barrier to the learning process. The following considerations are some examples that may be used as general guidance for maintaining students' affective filter low:

- Help students increase their self-confidence by praising.
- Provide feedback so that they feel they are taken into consideration.
- Listen to their needs and understand their emotions.
- Offer students the opportunity to interact and experience peer-work. Following Vygotsky's concept of Zone of Proximal Development, both cognitive and affective factors should be integrated within students' close reality. Vygotsky shows that language can be used as a vehicle to deal with emotional experience when social interaction occurs in real and meaningful contexts (Maftoon & Sabah, 2012:39).
- Maintain high motivational levels on the part of students. Some studies (Dörnyei & Ushioda, 2013:73) prove that learners will be more open to the acquisition of new knowledge and to retain this beyond the short-term memory when they are motivated.

Teacher ought to specially bear in mind intrinsic motivation, where the desire to learn comes from within.

All in all, the final goal is to create a suitable classroom atmosphere where values and attitudes such as support and encouragement are promoted. Likewise, it is relevant for learners to become aware of their own emotions and of the emotions of their colleagues so that social and emotional growth is also achieved. In this sense, emotional education can be successfully promoted within the CLIL lesson. This compatibility -and even desirable relationship- will be covered more in depth in future sections.

3.1.5. Techniques for preventing foreign language anxiety in the classroom

As stated before, there are numerous factors and, thus, negative effects triggered by anxiety. Concerning the educational praxis, and more precisely the area under study (foreign language), some considerations should be taken in order to ameliorate those mentioned effects. Considering that foreign language is both taught and learnt, proposals to deal with anxiety on the part of teachers will be presented first.

Teachers play a key role in the foreign language learning process. It should be their duty to adopt a critical role and self-evaluate their own teaching implementation so that mistakes can be improved. Young (1991:432) proposes two measures in this sense. The first one will imply the recording of one of their own lessons. A variation could also be made if their teaching peers attend one of their lessons in order to later provide constructive feedback. This will make teachers aware of their actual teaching implementation, as there may possibly be some aspects to improve in order to avoid anxiety in students.

For instance, attitude towards error correction is one of the aspects that more often than not should be changed. In line with this, Ortega (2002) highlighted the benefits of providing students with positive feedback instead of overcorrecting their interventions. Moreover, this author also suggested the following considerations that teachers may adopt: giving enough time to answer, organising groupwork in reduced groups, and reducing the element of surprise by following clear and predictable patterns of participation, that is, avoid choosing students randomly to ask so that they can have enough time to get ready for the task.

Another proposal might entail continuous formation. Educative innovation is constantly getting updated so the teacher should be committed to offering their students the newer or most effective approaches. As a starting point, teachers and learners could complete the questionnaire

Beliefs About Language Learning Inventory (BALLI), originally created by Horwitz (1985), as to realize if they have any ideas that could be anxiety-inducing (See Appendix 7.1.).

Particular attention should be given to emotional control. Following this idea, the use of **mindfulness** seems to be extended both experientially and academically. In order to justify mindfulness as an appropriate technique, a brief explanation on how emotions are developed in our brains will be provided. The amygdala within the limbic system, also known as the emotional centre of the brain, is responsible for strong emotions, such as anxiety. Some clinical trials have proved that the amygdala gets less activated (Desbordes et al., 2012:11) and smaller (Hölzel et al., 2010:14) through mindfulness meditation. Consequently, students will respond rather than react to a difficult situation. In other words, students will choose their acting way through reasoning and calm, taking the time needed in order to analyse the information and situation and act consequently. On the other hand, they will leave behind reactions, that is, impulsive decisions made automatically, unconsciously and, frequently, made out of the person's control.

The potentialities of using mindfulness on an academic level are countless. Indeed, mindfulness can create a more harmonious and empathic classroom atmosphere (Schonert-Reichl et al., 2015:60), less recrimination and conflict (Barnes et al., 2003:4), and reduce negative affective responses (Brown et al., 2012:2039). Regarding implementation, activities could start with a meditation session and continue with tasks involving argumentation, analysis, discussion or group projects.

Another tool that is getting more and more popular is the application of coaching into the educational field. González (2016:288) defines **educational coaching** as “a conversational process oriented towards learning, creating a space for self and environmental understanding in order to better face daily challenges”. This technique poses conversation and reflection as the main elements within the close relationship between the coach (teacher) and coachee (learner). Indeed, emotions are used both as a tool and a means for learning as to achieve a complete personal development.

Educational coaching goes in line with student-centered methodologies. It is not an innovation in itself; however, it prioritizes some psychological aspects that are more often than not forgotten in the classrooms (Valderrama, 2017:38). Thanks to this tool, students will discover the emotional dimension of learning, which could (and should) be developed not only at school, but also at home.

The technique of **rational emotive therapy**, proposed by Foss and Reitzel (in Ortega, 2007:120), can be useful as to raise awareness on the level of anxiety and the anxiety-inducing factors present in a classroom (See Session 1 of the didactic proposal). The teacher may conduct an activity in which students write down their fears towards learning the foreign language at hand. Another interesting dynamics could be the reflection on students' strengths, as well as getting public recognition of their abilities by their peers (Moskowitz, 1978; Davis and Rinvulcri, 1991, in Ortega 2007:121). This could act as closing activity after the development of previous dynamics about this issue (See Session 7 of the didactic proposal).

With respect to the use of resources, the number of available materials related to emotional education is increasing. Surfing the Internet offers an opportunity to find infinite materials such as books, webpages or blogs. Some of the most popular and successful ones will be mentioned as follows. The Emotionary, created by Núñez and Romero (2016) is an illustrated dictionary that contains information about forty-two emotions. Its contents, available both in Spanish and English, are adapted to different stages so that children at any age, including those in Secondary Education, can make use of it. The Emotionary proposes a variety of images, texts and workshops as guidelines to be exploited in the classroom.

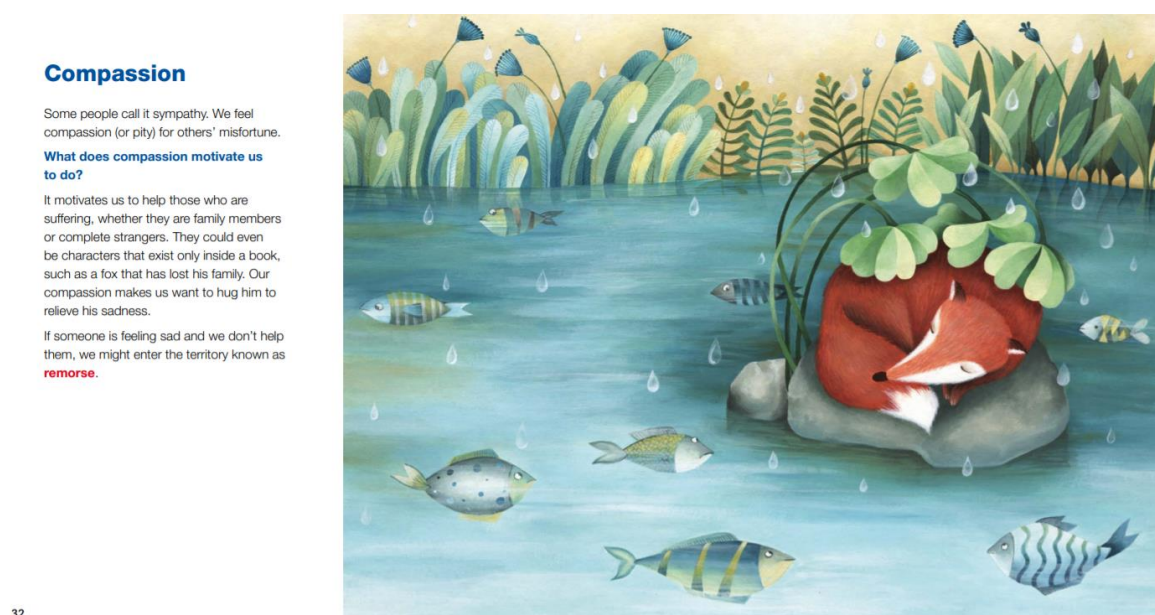


Figure 1. Emotionary. (Núñez & Valcárcel, 2016)

In addition to this, the blog “**Aula de Elena**” contains some practical implementation advice already performed in Primary Education. An example of a meditation project from “Aula de Elena” (online blog) is provided as follows.



Figure 2. Meditation project (Aula de Elena, 2015)

All these techniques can be put in practice in the foreign language classroom in order to reduce foreign language anxiety. Within the educational field, there are various approaches to tackle with foreign language teaching. This project will focus on one of them, especially relevant in the current educational scenario in Spain: CLIL.

3.2. CLIL methodology

3.2.1. Characterizing CLIL

Nowadays, a new global order requires, among other demands, a need for speaking a variety of languages in order to be able to live in different contexts and surroundings, as well as to easily get adapted to this changing and dynamic world. In this sense, since late 1950s, some Foreign Language (FL) programs have already been developed. For instance, Canadian immersion programs and North American bilingual teaching models (Content-based Instruction).

More precisely, in Europe, it was not until 1995 that official measures were taken considering FL. MT+2, that is, the ability to use the mother tongue plus two other European foreign languages different, was the beginning of this path towards the increase of European's FL skills. In order to fulfil this need and achieve the MT+2 goal, Content and Language Integrated Learning (henceforth, CLIL) was proposed.

The term CLIL, first coined in 1994 by David Marsh, stands for Content and Language Integrated Learning. Its creator refers to it as an umbrella term which focuses at the same time on two elements of the curriculum: content and language. This dual-focussed approach (Marsh

& Langé, 2000) develops contents from different subjects while using a foreign language as the tool for communication.

After focusing on the main traits of CLIL, one might wonder what makes CLIL different from other bilingual education initiatives. As the FL is used as a tool for communication to learn new subject content, those contents are at the same time useful so as to increase the amount of exposure to the FL. This mutual feedback between content and language, in other words, the integration itself, is summarized in the 4 C's framework (Coyle, 2007:551): **Content**, **Communication**, **Cognition** and **Culture**. The two latter refer to learning and thinking processes involved, and to intercultural awareness.

As regards the C for **Content**, the development of different content subjects allows the development of knowledge, skills and attitudes about a range of curricular topics. Therefore, Content refers to the subject matter being focused in the teaching-learning process.

Cognition refers to the cognitive skills or strategies involved in the learning process. The teaching of both content and language will take place through the development of different thinking skills on the part of student. Following Bloom's taxonomy (1956), revised in 2001 by Anderson and Krathwohl, both Low Order Thinking Skills (**LOTS**) and High Order Thinking Skills (**HOTS**) are developed thanks to CLIL. Regarding the former, students will be presented with tasks related to remembering, understanding and applying. On the other hand, in relation to the latter, students will accomplish tasks related to analysing, evaluating and creating.

Culture is also necessary in CLIL as it provides students with different perspectives about society as a respectable whole. It also refers to the student's ability to develop intercultural awareness, which helps the mutual understanding between people from different origins.

As for **Communication**, unlike other approaches, CLIL is not aimed at developing native-like performances on the part of students, nor in the part of teachers. In the matter of theory of **language**, fluency is preferred (functional use) rather than accuracy, although the form is as well considered. Besides, Coyle Hood and Marsh (2010:36) stated three different possible interpretations of language as regards learning. They represented this idea in the **Language Triptych**, which differentiates: **language of learning** (specific words and expressions used to deal with subject contents), **language for learning** (used to interact and operate in the classroom by means of thinking processes) and **language through learning** (spontaneous language needs discovered and learnt through the language learning process).

In addition to this, and following Cummins' ideas (1979:125), students need to develop two types of skills as to get accurate communicative abilities in the FL. In other words, both **BICS** (Basic Interpersonal Communication Skills) and **CALP** (Cognitive Academic Language Proficiency) are trained within the CLIL classroom. The former refers to everyday language used naturally to interact in any situation (e.g. to ask for permission, to explain the rules of a game...). The latter makes reference to academic vocabulary used for a specific subject or topic (e.g. the name of each emotion).

All these considerations about CLIL are being implemented in our continent. Recommendations and examples of good practice could be as well taken from North American programs to some extent. In this sense, differences must be taken into account, as the European scenario is diverse and, for instance, most European children are not exposed to the L2 outside school.

Facing this diversity seems to be an easier task if CLIL is considered, as flexibility is one of its main advantages. There are different models and variants of CLIL, determined by various factors: environmental parameters (Wolff, 2005), criteria population segments (Smit, 2007:4), and degree and depth of content or balance between mother tongue and FL, to name a few of Rimmer's contributions (2009:5).

3.2.2. CLIL in Spain and Andalusia

Results obtained in 2012 Eurobarometer left a record of the deficient situation of language proficiency in Spain. According to the study, 54% of the Spanish population admitted to only being able to understand their mother tongue. Moreover, only 18% of Spaniards could follow a conversation in two foreign languages.

Although this could seem alarming, a slight improvement has taken place regarding the learning of foreign languages in Spain. The Flash Eurobarometer 466 survey, carried out in 2018 among EU citizens aged between 15 and 30, shows different results regarding the European Education Area. With respect to the knowledge and learning of languages, results show that 80% of EU citizens can read and write in more than one language, that is, another one different from their mother tongue.

DX9 In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child.
(% - EU)

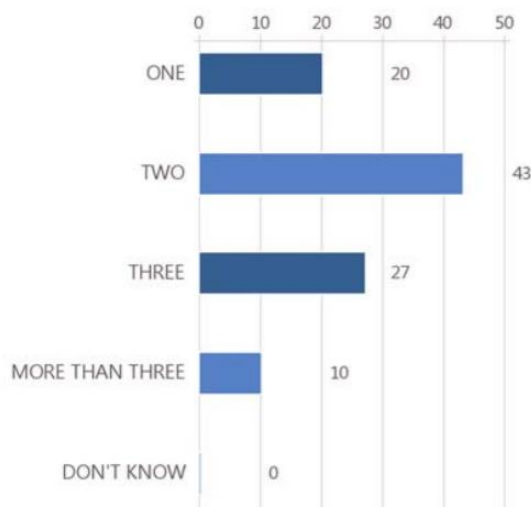


Chart 1. Languages read and written by EU citizens (European Education Area, 2018: 16).

In the case of Spain, figures are slightly above the EU average: 85% of respondents in Spain can read and write in more than one language. If three languages are considered (mother tongue plus two foreign languages), the percentage will be 35%, again higher than the EU average (27%). These results mean that the objective proposed by the European Commission, that is, the need for EU citizens to speak three European languages (mother tongue + 2 foreign languages), is being considered in Spain. Despite the fact that the situation can still improve, the starting point has been already set.

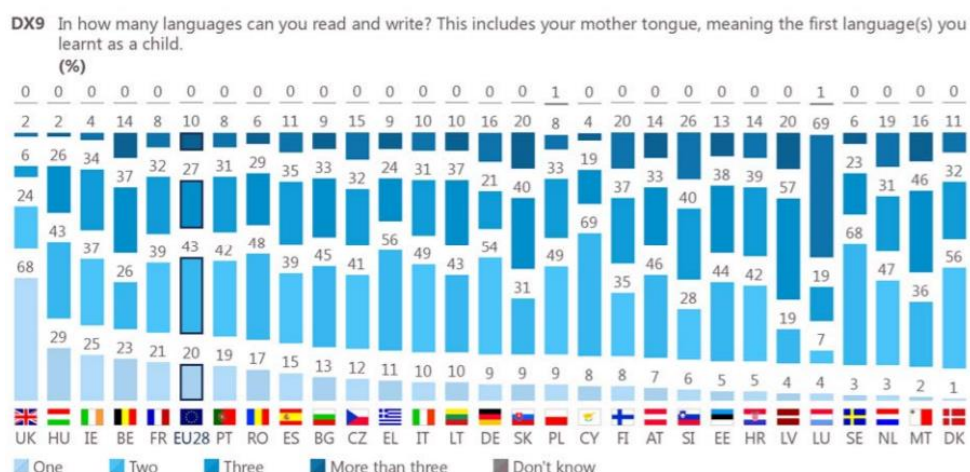


Chart 2. Languages read and written by EU citizens. The case of each country. (European Education Area, 2018: 17).

In fact, this improvement could be explained by the introduction of CLIL programmes in Spain. The 2006 Ley Orgánica de Educación (LOE) settled the basis towards bilingual education in

compulsory education. Moreover, the 2013 Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), modified in 2020 (LOMLOE), also offers the possibility of implementing CLIL as to improve the level of foreign languages.

However, the implementation of CLIL programmes is not being conducted equally within the whole country. Due to the decentralization of education, each region can adapt regulations to their specific context. This main advantage of CLIL -its adaptative and flexible nature- awards it the term of “European label for bilingual education” (Lorenzo, 2007:28).

In the case of Spain, there are both monolingual and plurilingual communities. For instance, Andalusia, the region in which the didactic proposal will be developed, stands out within the national landscape when it comes to CLIL. The origin of its bilingualism started in 1998 with the experimental bilingual sections introduced in 26 schools. Afterwards, in order to meet the goal of mother tongue + 2 foreign languages posed by the European Commission, the Andalusian Plan for the Promotion of Plurilingualism was proposed in 2005.

When it comes to the methodological approach in Andalusia, the Order of 28 June 2011 (BOJA 12-07-2011) states in its article 9 that “bilingual centres will follow European recommendations regarding this issue, recopilated in the Common European Framework of Reference for Languages, developed by the European Council”. In addition to this Order, Instruction 7/2020 of 8 June 2020 adds that “bilingual and plurilingual centres might develop bilingual teaching from CLIL approach” (BOJA 12-07-2011, page 6).

3.3. Opportunities to develop emotional education within the CLIL classroom

As it has been introduced before, the *LOMCE*¹ supports the development of CLIL. Moreover, the current legislation in Spain offers possibilities to develop emotional education. Thus, this section has been devoted to show the compatibility between CLIL and the objectives stated by LOMCE in the social and emotional field. Article 1 of LOMCE (BOE 10-12-2013) gives teachers and schools the responsibility to foster and “assure students’ complete personal growth (...) acting as a compensating element of the possible existing inequalities”, altogether by assuring their individuality. Within that wholesome personality development, the affective side of the learners is considered.

Mortimore (2017b:136) goes one step further as she states the possibilities to combine personal and emotional growth with CLIL. According to this author, there are various CLIL traits that let teachers deal with emotional education in the classroom:

- Collaborative and cooperative learning techniques, to promote interpersonal intelligence and social skills.
- Scaffolding activities, to cater for diversity.
- Active learning, to foster independence and autonomy.

Overall, this participative character of CLIL allows effective learning to take place, as learners become responsible for their own learning. Apart from the traits already mentioned, the 4C's framework proposed by Coyle (2007) should be also taken into account. These four concepts are involved in emotional development as follows:

- Content. Academic learning can be combined with experiential learning, leading students to actively self-discover. For instance, feelings of anxiety may become the focus of study of a lesson conducted in English and meditation may be a good technique to develop emotional regulation.
- Communication. Language is used as a means of naming, discovering, sharing and understanding own and others' emotions.
- Cognition. The affective development of emotions in the classroom should entail various thinking skills. Considering Bloom's taxonomy, it is important to consider activities where students are able not only to recognize and understand emotions (LOTS), but also to evaluate (HOTS) those abstract and complex thoughts.
- Culture. The CLIL classroom should act as a mirror of society. Thus, macro and micro levels of culture, such as values (e.g., respect or equality), must be considered.

Although all these four elements are essential, the abstract nature of emotions makes the use of language an even more important element in order to make them visible. Students may feel insecure while expressing their emotions, even more in the foreign language. In order to avoid these anxiety-provoking situations, teachers should take into consideration the use of language. If the Language Triptych (Coyle et al., 2010) is appropriately planned, it can be useful within the emotional field. These authors differentiated three subtypes within language according to their use: Language of learning, language for learning, and language through learning. These three subtypes are perfectly applicable to emotional education in CLIL.

¹ LOMCE: Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (BOE 10-12-2013).

Firstly, the language of learning is related to the specific vocabulary needed to talk about emotions. Secondly, the language for learning may refer to the instructions used by teachers during meditations activities, and by students who express through phrases how they feel in the process of those activities. Thirdly, when considering the language through learning, we can foresee how the interaction opportunities created within activities (e.g., discussion) will offer in turn occasions of unplanned language learning for students.

Once the opportunities to deal with emotional aspects within a CLIL setting have been exposed, a reference to the topic in hand, foreign language anxiety, will be provided. Some previous research has already shown that the CLIL approach enables the teacher to limit the presence of anxiety in their students while developing the foreign language competence.

The study developed by Merino (2019:28) took place in a Spanish secondary education school. There were 83 participants, 50 who were part of a CLIL program and 33 who had never studied a subject following the CLIL approach. Students who had never been enrolled in a CLIL setting proved to have higher anxiety levels than those who were used to CLIL. As a result, it seems that previous experience in CLIL programs has a positive effect on the process of learning a foreign language as it reduces the foreign language anxiety level among students.

Menezes (2014:54) conducted an investigation in a secondary education school in Majorca (Spain). In this case, there were 185 participants, 87 of whom were part of CLIL programs, while their 98 peers were only in contact with English in the proper linguistic subject (English as a foreign language). Results showed that CLIL students presented a lower foreign language anxiety level and, moreover, they had even a higher proficiency level in the foreign languages. Menezes stated the possibility that the higher self-confidence level students have, in this case the ones in CLIL settings, the lower anxiety level they suffer. Consequently, this author also concluded that CLIL was an appropriate approach in order to reduce foreign language anxiety and, thus, to successfully develop foreign language competence.

All in all, it seems that students who have been involved in CLIL programs experience less Foreign Language Anxiety than those who haven't. However, another possibility might be the situation where students get involved in CLIL programs for the first time. Eventually, they might develop Foreign Language Anxiety as they are not used to learning and working for many hours through a foreign language. Moreover, this can easily happen in beginner students since their level of English might be low. Considering this, a didactic proposal will be developed in

the following section, taking into account measures for reducing foreign language anxiety among students.

4. DIDACTIC PROPOSAL

4.1. Justification

The didactic proposal which is about to be proposed, named *Feeling anxiety free*, has been developed within the emotional education field. The importance of a general and appropriate control of one's emotions is the starting point of this proposal. In this case, although all the emotions should be considered, special attention has been paid to foreign language anxiety. Considering the latter, it is important not to isolate it but to deal with it from a general framework and peaceful atmosphere in which every emotion deserves attention.

After this introduction, it is important to justify the didactic proposal within the current legal framework. Firstly, the Royal Decree 126/2014 of 28 February (BOE 1-03-2014), which develops the curriculum for Primary Education in Spain, establishes in its article 7 the stage general objectives. Particularly, one of them justifies the didactic proposal in hand. Objective denoted by the letter 'm' states the aim to develop students' effective abilities within every personality area, as well as relationships with others.

Secondly, reference to regional regulations is provided. Regarding the monolingual region of Andalusia, the Order of 17 March 2015 (BOJA 27-03-2015) develops the curriculum for Primary Education. Its current Annex 1 gives further details about every specific area that should be covered in the educational stage. In this didactic proposal contents from different areas will be developed: Social and Civic values, Natural Science, Social Science, First Foreign Language and Artistic Education.

4.2. Contextualization

This didactic proposal is aimed for a specific school and group of students. In this sense, considerations related to the characteristics of the school and its context, as well as the group of students have been taken into account. Before exposing the different parts of the proposal, a concise introduction about the starting point has been presented.

To begin with, the school is located in an urban context. This type of surrounding is characterized by different traits:

- Diversity of sport, cultural and social resources.

- High presence of symbolic stimulus.
- Great future possibilities concerning studies and employability.
- Close connection between urban contexts and reality presented in textbooks.
- Few opportunities to get in contact with nature.
- Limited psychomotor and affective-social development.

Firstly, the school is a public bilingual centre located in the city centre of Almería. The bilingual program started in the 2016/2017 school year. There is only one class per grade in this school, so there are not many teachers. That makes the collaboration between content and language teachers even easier as to assure the correctness of the CLIL program. The centre develops some educational programmes: Reading and Library Programme, Technological Development Programme, Digital Literacy Programme and School as a Peaceful Space. Besides that, the school is equipped with some resources that can be used for the teaching of foreign languages. Every classroom is provided with a whiteboard and a computer, so access to different online resources is guaranteed. Moreover, the school library, as well as every classroom library, has different resources (books, magazines, DVDs, posters...) which can be used as well.

As regards the group of students, the lesson plan has been designed for students in 2nd year of Primary Education (7-8 years old). This group of students is composed by 12 boys and 14 girls, so the genre distribution is almost equivalent. Most of them belong to medium socio-economic families. Moreover, families are interested, involved in the education process and aware of the students' learning process and the CLIL program.

With regard to the students, they are in the initial phase of the cognitive period proposed by Piaget (1989) known as concrete operational stage. Up to this point, students start leaving behind their childish egocentrism while experimenting great motoric, affective, linguistic, cognitive and social development. Moreover, they get higher body self-consciousness, as well as they raise awareness about their own possibilities. Consequently, they become more independent and start thinking and organizing their actions in relation with their own experiences. In addition, they start building their own identity, respecting the rules established and seeing them as their model and conduct reference.

Overall, students at this age start feeling the need and like for being accepted by a group of people. This will provide them with self-confidence and self-affirmation. In line with these

natural traits, González (2016:291) states that this age is a good moment to introduce emotional education, especially when planning group dynamics.

As regards previous experience with CLIL, students have been enrolled in CLIL programs since they started Primary Education. Although their English level is still low, they are familiar with the CLIL approach to some extent. Nonetheless, as it has been mentioned before, their low FL command might result in students developing anxiety.

4.3. Transversality

According to Tencio (2013:75), transversality consists in the integration of different pieces of knowledge in order to develop multiple competences. This new conception in the pedagogical praxis is aimed at improving diverse attainments in life outside the school. In fact, following Tencio's ideas, transversality goes one step further in the curriculum as it involves different elements and areas in an integrating way.

The current Spanish education regulation states six main transversal axes within the stage of Primary Education: moral education towards peaceful coexistence, health education, environmental education, consumer education, multicultural education and road-safety education. This didactic proposal allows the treatment of three of them: moral education towards peaceful coexistence, health education and multicultural education. Dealing with anxiety in the classroom will result in developing practical correct behaviours that could be applied in any future situation. Moreover, appropriate conflict resolution both within and out of the school context will be of help for students.

Considering the second transversal field, health education, choosing specific techniques to deal with foreign language anxiety will promote helpful health routines. In this sense, mental health is important as to guarantee students' complete balance and well-being.

4.4. Multidisciplinarity

When it comes to the integration of the curricular design, different classifications have been proposed. Following Drake's classification (1993: 33), this didactic proposal states at a multidisciplinary level where separate disciplines deal with the same topic. On the other hand, in Pring's words (1976:103-111), the integration in this proposal will be developed by correlating different disciplines. All things considered, an explanation of each discipline developed will be exposed as follows.

The Area of Social and Civic Values is aimed at getting students to achieve their own personal development and well-being. Besides that, students are expected to develop social abilities in order to appropriately face different demands posed by our current dynamic society. In order to get so, some values and emotions are dealt with within the students' closer environment, that is, the school and the family.

This first contact with the area of Social and Civic values will be effective and useful in every curricular area. What is more, it is closely linked to the area of Citizenship and Human Rights Education, developed within the third cycle of Primary Education, as it also focuses on training future citizens who will be able to fully live within a democratic society.

Although this area is directly related to emotional education, contents about this topic can also be worked within different areas. In fact, current legislation states the need to deal with values and emotional education within every curricular area. For instance, the Royal Decree 126/2014 of 28 February (BOE 1-03-2014) states that "Natural Science contents are connected to those from other areas, so existing relationships should be developed. (...) Basic curriculum has been formulated based on the cognitive and emotional development of students in this stage (...)". Consequently, this didactic proposal will focus on the following areas, apart from the one previously mentioned: Natural Science, Social Science, First Foreign Language and Artistic Education.

As emotional balance is a key part of our well-being, this proposal can be dealt with within the Natural Science Area as health is one of the core contents within it. Moreover, the selection of contents in Natural Science must promote curiosity and interest among students, as well as self and peer respect.

With respect to the Social Science Area, closely linked to the Area of Social and Civic Values, is an area that intends to develop abilities and values needed in order to face life responsibly within a democratic society. The social side of human beings is the main focus of this area, as they need to understand their particular characteristics first so that they can develop an appropriate attitude towards the outside world.

This democratic society is now unlimited because of the development of globalization. Consequently, students will need to deal with groups of people from different origins and, what's more, in different languages. The central topic of this project, foreign language anxiety, can and should be dealt with within its proper curricular area: First Foreign Language. Following the guidelines proposed by the current legislation in Andalusia, the foreign language

can be conceived as a useful tool within the social, professional and affective development of students. In other words, emotions should be as well taken into account.

Finally, regarding the Area of Artistic Education, there are some relevant aspects that can be developed within it, such as self-esteem and self-knowledge. These personality traits are essential when fighting against anxiety. In line with the ideas that appear in Annex I of the Order of 17 March 2015 (BOJA 27-03-2015), Artistic Education promotes language development, altogether with human socialization process. This didactic proposal will focus on the field related to body awareness and language, as a way to connect emotions with self-knowledge (See Sessions 1 and 2 of the didactic proposal).

4.5. Objectives

Every curricular proposal is designed with the aim of achieving a range of goals. The activities that will be developed in a further section pursue the achievement of some objectives in the part of the students. Objectives are guidance elements which orientate the teaching and learning process.

When it comes to designing the didactic action, teachers pose themselves two questions: ‘What to teach?’ and ‘What to teach for?’ Answers to these questions are partially answered by means of objectives.

Firstly, general objectives regarding the different areas involved will be exposed. They have been obtained from Annex I of the Order of 17 March 2015 (BOJA 27-03-2015).

- Social and Civic Values
 - O. VSC.1. To implement basic psychosocial abilities related to intrapersonal and interpersonal relationships through self-consciousness, critical and creative thinking development, empathy, effective conflict resolution and decision making, with the final aim of being, understanding, learning, living, acting and undertaking.
 - O. VSC.4. To learn how to act autonomously in difficult situations, making and managing personal projects, dealing with feelings and emotions, and reflecting over procedures in favour of keeping personal needs in a diverse world.
 - O. VSC. 6. To promote emotional well-being and self-respect through a formative, personal and collective process of reflection and analysis of ethics and moral, supporting an increasing feeling of self-regulation.

- Natural Science
 - O. CN. 3. To recognize and understand basic aspects from the human body functioning, establishing connections with the possible consequences for the individual and group health, and appreciating the benefits offered by healthy lifestyles. This balance will offer an improvement in life quality, an acceptance attitude and respect towards individual differences.
 - O. CN. 6. To get involved in group work by putting into practice values and attitudes which promote entrepreneurship, develop own sensitivity and responsibility towards individual and group experiences.
- Social Science
 - O. CS. 1. To develop habits towards the improvement and cooperative use of individual and group strategies, within close contexts, and exhibiting responsibility, effort, perseverance, self-confidence, critical thinking, personal initiative, curiosity, interest and creativity, in order to plan and manage projects related to daily life.
- First Foreign Language
 - O. LE. 8. To exhibit receptive and progressively confident attitude towards the self-ability to learn and use the foreign language.
- Artistic Education
 - O. EA. 2. To use possibilities offered by sounds, images and movement as elements to represent, communicate and express ideas and feelings, contributing to the affective and balanced relationship with others.

Apart from these general objectives, there are also specific objectives that will help to accomplish the previously mentioned general goals. They are classified depending on whether they correspond to content or language and, considering the latter, distinguishing between BICS and CALP.

At the end of the sessions, students will be able to:

- **CONTENT**
 1. Work in groups respecting every member.
 2. Respect turns in debates.

3. Summarize the main cultural aspects from some Anglo-Saxon countries.
4. Become aware of the phenomenon of foreign language anxiety and other negative emotions and deal with them by means of meditation techniques.
5. Develop a critical attitude towards mental well-being and health.

- **LANGUAGE**

6. Understand and use specific vocabulary related to emotions (CALP) (language of learning).
7. Understand and use cultural vocabulary related to Anglo-Saxon countries (CALP) (language of learning).
8. Interact and pose personal opinions about the main topics in a class discussion (BICS) (language for learning).
9. Express own emotions and opinions (BICS) (language for learning).
10. Understand others' emotions and opinions (BICS) (language for learning).
11. Learn new communication strategies from spontaneous interaction in class (BICS) (language through learning).

4.6. Key competences

The current legislation suggests the insertion of a new curricular element: key competences. Due to their integrationist nature and noticeable leadership, they have become part of the curriculum for Primary Education.

A key competence can be defined as the ability to make use of the contents of each educational stage and area in a unifying way. The main aim would be to deal with the appropriate abilities that will be useful for students to effectively solve problems in their daily routines.

On the other hand, the Royal Decree 126/2014 of 28 February (BOE 1-03-2014), the Andalusian Education Law of 10th December 2007 (BOJA 26-12-2007) and EU guidance highlight that citizens need to acquire some competences so that they are able to have an appropriate social and personal development. In addition, they would have the chance to thoroughly live within a plural and democratic society in the future. The more diverse the challenges proposed to students are, the more abundant the development of possibilities for a lifelong learning is. In the current situation, there are seven different key competences contemplated in the Spanish curriculum. This didactic proposal will focus on four of them:

Social and Civic Competences, Sense of Initiative and Entrepreneurship, Learning to Learn and Competence in Linguistic Communication.

- Social and Civic Competences (SCC). This involves competences related to social abilities aimed both at sharing own ideas and understanding others' opinions, improving empathy and making decisions suitable for individual and, specially, collective interests. In addition, the didactic proposal is aimed at developing Intercultural Competence on the part of students. In this sense, learning the main cultural aspects of different countries will result in raising respect towards other cultures.
- Sense of Initiative and Entrepreneurship (SIE). This key competence provides the didactic proposal with organizational and planning skills, that is, abilities to propose objectives, agree with changes and, ultimately, carry out a whole project.
- Learning to Learn (LTL). With the aim of assuring a lifelong learning, this competence is set to motivate students to engage in learning as a continuous process. Organization, concentration, observation, autonomous work and perseverance are some of the main pillars of this competence, to name but a few. In this particular case, emotional management.
- Competence in Linguistic Communication (CLC). It involves both the oral and written communicative skills of language, used in multiple interactive situations in an appropriate way. This competence is developed while putting social abilities previously mentioned into practice. In this sense, a suitable and complete language command will lead to the correct transmission of ideas through speech, debates or groupwork, on condition that FL anxiety levels are maintained low. In short, assertiveness will be improved.

4.7. Contents

Our current society demands a vast range of learnings that should be developed at schools as they are considered useful. These are the contents that should be developed within the stage. The new curriculum redefines the concept of content itself, as they are not any longer a goal by themselves but a means to achieve the different objectives.

On the other hand, this new conception brings a diversification. This means that apart from those contents related to the field of knowledge (rules, concepts...), there are other contents related to 'how to do' (skills, abilities, procedures, actions...) and to 'how to be' (behaviours,

values, attitudes...). This diversification implies the inclusion of the three development areas of human beings, acting as the basis for current and future knowledge. Moreover, contents answer the educational question about ‘what to teach’.

The procedure followed to establish the contents in the proposal is the same as the one followed with objectives. In line with Annex I of the Order of 17 March 2015 (BOJA 27-03-2015), contents in every area are divided into different blocks. The blocks and its specific contents selected are presented as follows:

- Social and Civic Values
 - Block 1. Identity and dignity. This block is based on individual development, so that students are able to make autonomous decisions and deal with affective actions. In this sense, self-concept development and effective emotional management are crucial.
 - 1.3. Self-esteem improvement.
 - 1.4. Feelings and emotions development and regulation.
- Natural Science
 - Block 2. Human being and health. On the basis of self-knowledge of one’s body, this block integrates knowledge, abilities and skills in order to prevent risky behaviours, and to propose initiatives towards the development and strengthening of responsible and healthy lifestyles. The contents selected are linked to mental health.
 - 2.6. Curiosity towards appreciation of one’s identity and personal autonomy.
 - 2.7. Empathy development in interpersonal relationships. Peaceful conflict resolution.
- Social Science
 - Block 1. Common contents.
 - 1.7. Strategies towards conflict resolution, rules of coexistence and tolerance.
- First Foreign Language. This area is divided into four blocks of contents, each one of them coinciding with the four main communicative skills: reading comprehension and

production, and written comprehension and production. In this sense, emotional awareness and management should be developed transversally and consider it a key point in favour of the promotion of the communicative competence, final aim of the area. Moreover, the four blocks will be developed within the didactic proposal as the four communicative skills have been considered.

- Artistic Education.
 - Block 6. Music, movement and dance. Musical education is aimed at developing skills towards the use of the body for multiple activities, in this case, to control foreign language anxiety.
 - 6.1. Appreciation of one's body as a tool to express feelings and emotions, controlling its expressive abilities, considering their own interpretation and that from others as a means of social interaction.

Apart from these general curricular contents, the didactic proposal develops certain specific contents. They are classified into four different categories, corresponding to Coyle's 4 C's framework. Moreover, contents related to communication will be as well classified taking into consideration the Language Triptych.

- **Content**

1. Main cultural aspects from some Anglo-Saxon countries.
2. Foreign language anxiety and management of negative emotions by means of meditation techniques (body expression).
3. Mental well-being and health.

- **Communication**

4. Comprehension and use of specific vocabulary related to emotions (e.g. anxiety, fear, nervous, shy...) (CALP) (language *of* learning). What I like from ... is... / I like when ... / I enjoy ... with ... because... / I feel ... when I work with ...
5. Interaction and expression of personal opinions about the topic in a class discussion (e.g., What I like from ... is..., I enjoy when...) (BICS) (language *for* learning).
6. Expression of own emotions (e.g., I feel ... when I ... because...) (BICS) (language *for* learning).

7. Understanding of others' emotions and opinions (e.g. I agree with you) (BICS) (language *for* learning).

8. Use of new communication strategies from spontaneous interaction in class (BICS) (language *through* learning).

- **Cognition**

9. Development of reading comprehension strategies

10. Analysis of the main ideas in a text.

11. Emotional management through body language.

- **Culture**

12. Geographical and cultural aspects about England, Ireland, Australia and United States.

4.8. Methodology

This didactic proposal is planned within the CLIL classroom. Consequently, CLIL main traits should be considered in of the teacher's methodology while implementing it. To begin with, **language will be considered the tool for communication**, but not the final aim itself. The teacher might consider that **a native-like command of the foreign language is not expected**. Instead of this, communicative functions are expected to be developed through CLIL. Moreover, **the use of the mother language is allowed**, specially taking into account that students in the first cycle of Primary Education will not still have high productive skills. In addition, **silence periods must be respected** to avoid counter-productive effects such as provoking students' anxiety boost.

Secondly, the **4C's Framework** proposed by Coyle (2007:551) has been as well considered. Content, communication, cognition and culture have been taken into account continuously. Moreover, it encourages an active learning for students, who become protagonists of the process. In addition, bidirectional interaction and motivation have also been considered main pillars.

In relation to the cognition skills involved in the different activities, a distinction has been made between the 3 lower levels in Bloom's Taxonomy -revised by Anderson and Krathwohl (2001)- or LOTS (Low Order Thinking Skills) and the 3 upper levels or HOTS (High Order Thinking Skills). In this case, **LOTS** are more present than **HOTS**. Regarding the former, they are developed within Sessions 1, 3, 6, 7 (understand) and 4 (apply). When it comes to the latter, they are involved in Sessions 5 (create and evaluate) and 2 (analyse).

Regarding the general process of language acquisition, **making input comprehensible to students** is a key factor (Krashen, 1985) to assure the success of a CLIL program. In this lesson plan, some strategies have been followed in this sense, such as scaffolding and **building background** (brainstorming). Moreover, **text adaptation** is also involved in the teaching process since the document offered by the teacher to deal with cultural aspects will be personally adapted to students' age and level.

Besides that, meditation techniques have been used in order to reduce foreign language anxiety. The idea is letting students learn from this technique so that they can put it into practice as many times as they want, both inside and outside the classroom. More precisely, the use of **mindfulness techniques** has been chosen as they create a calmer environment and, consequently, they provide students with language learning aids and attentional skills (Mortimore, 2017a:38).

Mindfulness has been introduced in the shape of meditating exercises within the two first sessions. By means of scripts (See Appendix 7.3.), the teacher will guide students through a meditation process. The idea is evoking students' imagery and letting them relax. As students' level of English is not high enough to follow the scripts in English, they have been translated and presented to them into their mother tongue.

Another technique followed has been **educational coaching**. Following it, some main aims will be stated in the initial part of the didactic proposal (Session 2) in order to contextualize the starting point. This would be useful for both the teacher and the students. More precisely, this will be developed by means of a SWOT matrix (See Appendix 7.4.).

In addition, and following Herrero (2016:21), some coaching techniques are based on the teacher's abilities. In this case, two of them have been considered. Firstly, **active listening** involves not only analysing students' speech, but also letting them know their message has been correctly received. In this sense, **feedback** is quite helpful. Secondly, both **intrapersonal and interpersonal communication** are complementary during the process. The former refers to the inner dialogue every person experiences continuously. The latter relates to the messages, knowledge and emotions shared with people.

Besides, this didactic proposal has taken Gardner's **Multiple Intelligences** Theory into account. All students can experience success at school thanks to the implementation of different activities instead of being treated all the same way (Armstrong, 2017:192). As Nulhakim & Berlian (2020:111) expose in their article, implementing MI in the classroom has a significant

influence on students. They master concepts better and have higher interest in learning once they are taught by using this methodology (Pratiwi et al., 2018:5). Moreover, students increase their understanding and problem-solving capacity as they are provided with **meaningful learning activities** (Astutie, 2017:250). As far as motivation is concerned, it is also worth mentioning that students feel more motivated within the MI classroom (García et al., 2017:99). The didactic proposal exposed in this project includes activities related to different intelligences: logical-mathematical, linguistic, visual-spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal.

As it could be perceived, MI theory presents numerous advantages. Implementing Gardner's theory might help create an inclusive atmosphere in the classroom where every student has strengths in different areas (Nulhakim & Berlian, 2020:112). Moreover, students can identify their own learning styles by themselves and explore other opportunities. In this sense, it is also useful for teachers to become aware of individual particularities, allowing them to teach in a variety of ways so education gets accessible for all (Murray & Moore, 2012:45).

Within this **relaxed environment**, punishment ought to be avoided and strengths may be used to raise motivation. Nonetheless, although students might perform better in some areas, all areas must be developed to achieve complete learning success.

Finally, there is an important role to be played by the teacher, since teachers play a key part in students' self-concept and self-esteem development. In line with this, the use of **positive reinforcement** seems essential in order to motivate students and support their appropriate attitudes and behaviours. However, it goes without saying that **students themselves must be actively involved in their own learning process** and become the protagonists.

4.9. Evaluation

According to the current educational regulations, pupils have the right to an objective assessment of their school work. More precisely, article 12 of Royal Decree 126/2014 (BOE 1-03-2014) states the references for the measuring of the acquisition of both key competences and learning outcomes for Primary Education. Regarding our region, Andalusia, article 12 of Decree 97/2015 (BOJA 13-03-2015) regulates assessment issues for Primary Education

Putting this into practice within the educational process is a tedious task. However, in order to correctly apply assessment, some questions should be posed. In fact, these questions refer to the contents to be assessed (What to assess), the reasons to conduct assessment (Why to assess),

the points or moments chosen to assess (When to assess), and the way in which assessment will be carried out (How to assess).

Regarding the first question, CLIL assessment should consider students' competence of both content and language. In this sense, two types of knowledge will be assessed:

- Declarative knowledge. It includes grammar, pronunciation and vocabulary. Considering the latest, a special consideration will be taken of Cognitive Academic Language Proficiency (CALP).
- Non-declarative knowledge. It is related to the development of the communicative skills: reading, writing, listening, speaking and interaction. In this case, special attention will be paid to the use of Basic Interpersonal Communication Skills (BICS).

When it comes to setting the reasons for assessing, there are some considerations that have been taken into account. The four reasons are: attending educational regulations demands, providing clues about the pitfalls of the teaching process, raising students' awareness of their knowledge and progress and bringing families some feedback and orientation about their children's strengths and weaknesses.

Considering the moments when assessment will be carried out, a differentiation between two types of assessment is explained as follows. In the outset of the unit, during the first session, initial assessment will be conducted as to detect some lacunae, to make adjustments if necessary and to be aware of students' previous knowledge. For this purpose, a guided brainstorming will be developed.

Besides that, formative or continuous assessment will be as well developed. As Llull et al (2016:71) state, it is an assessment for learning as it allows the teacher to check the effectiveness of the teaching and learning process. In order to perform the continuous or formative assessment, the following tools will be used as well: oral presentations, project work, self and peer-assessment, and direct observation.

With respect to summative assessment, it might be said that it will not be performed. Pérez and Rubio (2005:623) consider it is the most anxiety-provoking for students. Consequently, this assessment of learning (Llul et al., 2016:79), usually scheduled at the end of the unit, will be omitted.

All things considered, assessment, if well conducted, can give a lot of useful information. Although both language and content are the main focus in CLIL assessment, other aspects such as creativity, critical thinking and interpersonal skills are going to be assessed.

For the sake of a successful assessment to take place, feedback during the whole process must be given. On the one hand, to let teachers detect mistakes and improve their teaching. On the other hand, to make students participate in the process -including the assessment itself- with an active role so that they take responsibility for their own learning (Genesee & Hayaman, 2016:37).

4.10. Step-by-step planning. Timing.

This didactic proposal has been scheduled for the first term of the school year. It would be especially useful to implement it at the outset of the school year as to bring students the opportunity to develop their experience in emotional education. Besides that, the proposal is intended at being the starting point towards dealing with foreign language anxiety in consecutive plans. For this reason, one emotional education has been introduced in this proposal, consecutive units will be specifically oriented towards emotions, creating one emotion as the main content (e.g. fear, happiness).

This proposal is composed by seven sessions of a 45-minute length each one -a more in-depth analysis of the sessions has been included in Appendix 7.2. The proposal will be implemented within three weeks: 1st and 2nd week (Monday, Wednesday and Friday), and 3rd week (Monday). All the sessions will be developed within the lessons devoted to Foreign Language. The structure will be:

- Introduction. The first two sessions will act as an introduction into meditation and mindfulness practices. Moreover, the second one will act as a starting point for the rest of the sessions, since the topics are connected.
- Development. The next four sessions will deal with content and language matters while making an effort to create direct connections with the emotional side of students.
- Closing and conclusions. The last session is aimed at reflection and getting the most of the mini project as a complete activity.

- INTRODUCTION

- SESSION 1

- Activity 1 (15'). The teacher will read a mindfulness script aloud (see Appendix 7.3.). Students may adopt a comfortable position. Besides that, the activity will be accompanied by a relaxing audio clip. Afterwards, some brief comments will be introduced to check how they feel and to elicit answers connected to the following activity.
 - Activity 2 (15'). In this case, a storytelling activity will be conducted. The book, "But What If?" by Sue Graves, will help children understand the importance of talking to people they trust about their worries.
 - Activity 3 (15'). A guided brainstorming will be performed in which the central topic of the discussion will be *students' worries towards the English classroom*. Students may share with the rest of the class their opinions on the topic.

- SESSION 2

- Activity 1 (15'). Similarly to session 1, the teacher will read a mindfulness script aloud (see Appendix 7.3.). In this case, the extract selected is longer and closely linked to the topic in the following sessions: travelling and discovering countries. It will be the basis to start the project.
 - Activity 2 (10'). Once the meditation activity is over, the teacher will present the students the topic of the following sessions: learning about four English-speaking countries. Based on their knowledge, they will discuss the strong and weak points of the project before they start with it.
 - Activity 3 (20'). They will complete a common SWOT matrix (coaching): Strengths, Weaknesses, Opportunities and Threats.

- DEVELOPMENT

- SESSION 3

- Activity 1 (30'). Students will be presented with different inputs to get used to the topic. The idea is developing geographical and cultural knowledge regarding four of the main English-speaking countries: England, Ireland, Australia and United States. They will watch videos (10'), work with flashcards (10') and maps (10'). The use of the mother tongue might be useful in order to assure general understanding.
 - Activity 2 (15'). Once they are familiar with the key vocabulary, a discussion will be held in order to raise awareness about what they know beforehand about the topic, their beliefs and curiosities.

- SESSION 4

- Activity 1 (25'). Students are divided into four groups with the same number of components. Then, the teacher will provide each group with written information about one of the countries, so that each group will be working on one of the four countries chosen (e.g. Group 1) England, 2) Ireland, 3) Australia and 4) United States). Each one of the four members will be asked to summarize information about one of the following subcategories: basic information (location, population, flag, climate...), monuments, cities and typical food.
 - Activity 2 (20'). A cooperative activity will be conducted: *Interchangeable wisdom*. The four groups will be remade so that the new four groups will be made up of those students with a common subcategory (e.g. Group 1 will deal with basic information (population, flag...), 2) Monuments, 3) Cities and 4) Food). They will share information and write down the clue words related to their topic in a piece of paper.

- SESSION 5

- Activity 1 (45'). Considering the results obtained from session 4, students will work in the initial four groups, that is, with their initial common country (E.g. Group 1) England, 2) Ireland, 3) Australia and 4)

United States). They will prepare an oral presentation on the topic developed, which will be conducted in the following session. 15 minutes will be devoted to write and learn the most important aspects of the information to be conveyed about each country and 30 minutes will be devoted to get ready for the public presentation. In order to reduce anxiety, activities with mirrors will be implemented. Students will work not only on phonetic aspects, but also kinetics, very important during oral presentations. They will pay attention to themselves, talk to themselves first and they will judge themselves as they will be able to see their own reflection in the mirror. In a progressive manner, they will use the mirror in pairs (15') and then in small groups (15'). Stage fright will be improved.

- SESSION 6

- Activity 1 (45'). Time to put in practice the oral presentations. Each group will have 5 minutes to present the project, and then another 5 minutes will be devoted to positive feedback both from the teacher, students and the proper members of the group.

- CLOSING AND CONCLUSIONS

- SESSION 7

- Activity 1 (15'). To conclude, students will keep track of their emotions in pieces of paper they will keep in a common box. In addition, positive feedback towards their classmates is as well expected. They might follow different sentence patterns: What I like from ... is... / I like it when .../ I enjoy ... with ... because... / I feel ... when I work with ... The teacher might choose randomly the student to whom each of them has to write the note as to assure every student receives, at least, one message. Apart from this message, students can write two messages to the students they choose.
- Activity 2 (30'). Once all the students have taken down at least three notes, they will open the box and start reading them aloud. Consequently, students will experience self-confidence boost. This final session will close this proposal but not the process of dealing with emotional

education in the school. The idea is to carry out similar plans within the different years and terms.

5. CONCLUSIONS

The topic chosen for this Master's Dissertation came up from direct observation and personal experience during internship periods at school. During these periods, a lack of motivation towards English was perceived in some students who, apparently, were supposed to be willing to learn that foreign language at the beginning. Pressure, high demands, obligation to speak in public, continuous error corrections, etc. seem to lead students to lose their interest in the foreign language learning process. This project had the purpose of helping to maintain students' interest in foreign language acquisition and to foster their life-long learning.

This continuous and endless learning process must be anxiety free. In this sense, the didactic proposal developed is intended to act as a guide to improve the foreign language teaching affective side, trying to reduce the possibilities of occurrence of students' foreign language anxiety.

As regards the development of CLIL lessons, the use of scaffolding techniques as well as materials towards constructivism is needed. Regarding the former, the final aim would be to provide learning by construction, rather than through exposition as it has traditionally been occurring. In spite of this, materials should be adapted from authentic ones, aimed at motivating students and fostering participation. Moreover, CLIL involves creating meaningful contents with abundant exposure to input, taking into account the content and adopting student-centered methodologies. These are all principles that have been taken into consideration in the design of our didactic proposal.

While planning this didactic proposal, it was also possible to implement the theory of Multiple Intelligences to a very large extent. In this case, linguistic, interpersonal and intrapersonal are usually present in almost every activity as they are directly linked to emotional management. Moreover, the bodily-kinesthetic intelligence and the musical intelligence appear also involved in this proposal since contents related to the body have been developed by means of mindfulness techniques supported by music and through the importance given to body language in students' oral presentations.

It is important to highlight that the expectations as well as the motivation of teachers and learners are as well crucial when implementing any didactic proposal in the classroom. For this

reason, the teacher must be committed to helping all their students, and to make them reflect on their own praxis in order to improve it. The problem lies in the current educational display that prioritizes some contents while placing, for instance, emotional education in a less important place. Consequently, emotional education might be developed transversally throughout different areas as there is not a specific curricular area devoted to it.

In this sense, some practitioners agree that to develop emotional education in the classroom is not an easy task. In fact, and following García's ideas (2017:21), dealing with emotions can create difficulties when it comes to designing, implementing and evaluating educational projects. As a consequence, they are usually omitted and not covered at schools. However, society demands the affective development of students, since the management of emotions seems crucial in order to enjoy a wholesome life.

This emotional managing has been the central point of the didactic proposal. After starting the lesson with meditation activities in order to get self-awareness of one's own internal states, and proceeding through progressive scaffolding in group dynamics, and the cognitive and affective preparation of students for their oral presentation, the lesson ends with a final reflection on the students' perceptions during their oral performance and a final boost on students' self-confidence and esteem. Emotional education has been also developed by means of cultural topics, which are not directly linked to emotions, but foster intercultural understanding and respect. Regarding foreign language anxiety, and considering that tests are usually anxiety-inducing, this didactic proposal focuses more on learning as a process than on learning as a measurable product. More precisely, self-assessment and self-knowledge are the most intended type of assessment.

Regarding those brave and committed teachers who opt for considering emotional education in their classrooms, there are some recommendations that should be borne in mind. Firstly, teachers ought to get theoretical and practical knowledge in order to provide rich and consistent teaching about emotions, in this case, foreign language anxiety. Besides that, it would be useful for them to think about their own language learning experience, so they get aware of their strengths and weaknesses, and understand better the difficulties experienced by students. Finally, despite the difficulties posed by innovative approaches to education, it is crucial not to give up and do our best to facilitate the change towards a high-quality foreign language teaching and learning.

To conclude, it must be said that the development of this Master's Dissertation offers the possibility of acquiring knowledge -both on a theoretical and practical basis- about an important but scarcely investigated area in foreign language teaching and learning. The idea is implementing this didactic proposal in a real situation within a Primary Education classroom as to practically check the effects of these techniques and materials in the learning process and in the classroom atmosphere.

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7. APPENDICES

7.1. APPENDIX 1. BELIEFS ABOUT LANGUAGE LEARNING INVENTORY.

Statements	Strongly disagree	Disagree	Agree	Strongly agree
It is very important to help students eliminate their native accent.				
You should not say anything in a foreign language until you can say it correctly.				
If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly.				
Grammar is the most difficult part of teaching a foreign language.				
The most difficult part of reading in English is the comprehension.				
Anyone can achieve native level proficiency in a second language at any age.				
I have limitations when teaching a foreign language.				

Table 1. Beliefs About Language Learning Inventory (Suárez & Basto, 2017: 182)

7.2. APPENDIX 2. IN-DEPTH ANALYSIS OF SESSIONS.

SESSION 1		
Activity 1.1. Mindfulness: listen to the script and tell how you felt afterwards.		
Objectives: 4 and 5.	Contents: 2, 3 and 11.	
Timing: 15'	Skills: understanding // listening and speaking	Materials: mindfulness script 1, speakers.
Interaction pattern: students listen to the script (<u>individually</u>) and share with the class how they felt while meditating (<u>the whole class</u>).		
Activity 1.2. Listen to the story “But What If?” by Sue Graves.		
Objectives: 6.	Contents: 4 and 9.	
Timing: 15'	Skills: understanding // listening and speaking	Materials: book “But What If?” by Sue Graves.
Interaction pattern: students listen to the storytelling activity conducted by the teacher (<u>the whole class</u>).		
Activity 1.3. Follow the guided brainstorming about worries towards the English classroom (rational emotive therapy).		
Objectives: 2, 5, 6, 8, 9 and 10.	Contents: 3, 4, 5, 6 and 7.	
Timing: 15'	Skills: understanding, analysing // listening and speaking	Materials:
Interaction pattern: the teacher poses some questions in order to elicit students answers regarding fears towards the English class (<u>the whole class</u>). Then students (<u>individually</u>) share their opinions with the rest of the class.		

SESSION 2		
Activity 2.1. Mindfulness: listen to the script and tell how you felt afterwards.		
Objectives: 4 and 5.	Contents: 2, 3 and 11.	
Timing: 10'	Skills: remembering // writing, listening and speaking	Materials: mindfulness script 2.
Interaction pattern: students listen to the script (<u>individually</u>) and share then with the class to how they felt while meditating (<u>the whole class</u>).		
Activity 2.2. Discuss the strong and weak point of the project.		
Objectives: 2, 8, 9, 10 and 11.	Contents: 5, 7, and 8.	
Timing: 10'	Skills: analysing // listening and speaking	Materials: -
Interaction pattern: The teacher will present the students the topic of the following sessions: learning about four English-speaking countries (<u>the whole class</u>). Based on their knowledge, they will discuss the strong and weak points of the project before they start with it.		
Activity 2.3. Complete a SWOT matrix: Strengths, Weaknesses, Opportunities and Threats.		
Objectives: 2, 8, 9, 10 and 11.	Contents: 5.	
Timing: 15'	Skills: identifying // listening, speaking and writing	Materials: SWOT Matrix, blackboard.
Interaction pattern: students complete, with the aid of the teacher, the SWOT matrix on the blackboard (<u>the whole class</u>).		

SESSION 3		
Activity 3.1. Topic presentation: pay attention to the information related to England, Ireland, Australia and United States.		
Objectives: 7 and 8.	Contents: 5, 9, 10 and 12.	
Timing: 30'	Skills: understanding // listening and speaking	Materials: videos, flashcards, maps.
Interaction pattern: students listen to and look at the videos, flashcards and maps presented by the teacher (<u>the whole class</u>).		
Activity 3.2. What do you know about those countries? Discussion: sharing beliefs and curiosities.		
Objectives: 7, 8, 10 and 11.	Contents: 12.	
Timing: 15'	Skills: understanding // listening and speaking	Materials: whiteboard for recording students' ideas
Interaction pattern: The teacher will lead a discussion (<u>the whole class</u>) to raise awareness about the previous knowledge students have about the topic (geographical and cultural aspects of the four countries).		

SESSION 4		
Activity 4.1. Summarize the information given.		
Objectives: 1, 3 and 7.	Contents: 1, 9, 10 and 12.	
Timing: 25'	Skills: applying // reading and writing	Materials: sheets, pencils and paper
Interaction pattern: Students are divided into four groups with the same number of components (<u>small groups</u>) (E.g. Group 1) England, 2) Ireland, 3) Australia and 4) United States). Each one of the four members (<u>individually</u>) will be asked to summarize information about one of the following subcategories: basic information (population, flag...), monuments, cities and food.		
Activity 4.2. Interchangeable wisdom: share information you previously wrote and write down the key words.		
Objectives: 1, 3 and 7.	Contents: 1, 9, 10 and 12.	
Timing: 20'	Skills: applying // speaking, reading and writing	Materials: pencils and paper
Interaction pattern: Students are placed in new groups (<u>small groups</u>) (E.g. Group 1 will deal with Basic information (population, flag...), 2) Monuments, 3) Cities and 4) Food). Then they share information and write down the most important words from each topic in a piece of paper.		

SESSION 5		
Activity 5.1. Preparing the oral presentations: working with mirrors.		
Objectives: 1, 5, 9 and 11.	Contents: 3, 4, 6, 8 and 11.	
Timing: 45'	Skills: creating // listening and speaking	Materials: mirrors
Interaction pattern: Students will work in the initial four groups, that is, with the common country (<u>small groups</u>) (E.g. Group 1) England, 2) Ireland, 3) Australia and 4) United States). 15 minutes will be devoted to write and learn the most important aspects of the information to be conveyed about each country and 30 minutes will be devoted to get ready for the public presentation. They will prepare presentations looking at themselves in mirrors. First, they will work in <u>pairs</u> (15') and then in <u>small groups</u> (15'). Stage fright will be improved.		

SESSION 6		
Activity 6.1. Oral presentations.		
Objectives: 3, 8 and 11.	Contents: 5, 6, 7, 8 and 12.	
Timing: 10'	Skills: understanding // listening and speaking	Materials: -
Interaction pattern: Students will present their project orally (<u>small groups</u>). Each group will have 5 minutes to present the project, and then another 5 minutes will be devoted to positive feedback both from the teacher, students and the proper members of the group (<u>the whole class</u>).		

SESSION 7		
Activity 7.1. Keeping track of emotions: write down notes for your classmates following the model provided.		
Objectives: 5, 6 and 9.	Contents: 3 and 6.	
Timing: 15'	Skills: applying // writing	Materials: pencils, paper and writing model: What I like from ... is... / I like when .../ I enjoy ... with ... because... / I feel ... when I work with ...
Interaction pattern: The teacher might choose randomly the student to which each of them has to write the note as to assure every student receives, at least, one message. Then they write messages (<u>individually</u>) following the model given.		
Activity 7.2. Reading the notes aloud. Getting positive feedback and public recognition from classmates.		
Objectives: 2, 5, 6, 9, 10 and 11.	Contents: 3, 4, 5, 6, 7 and 8.	
Timing: 30'	Skills: analysing // listening, speaking and reading	Materials: -
Interaction pattern: Once all the students have taken down at least three notes, they will start reading them aloud (<u>individually</u>) to <u>the whole class</u> .		

7.3. APPENDIX 3. MINDFULNESS SCRIPTS.

- Session 1. Mindfulness Script. Extract from Child Relaxation Script (adapted, and translated into Spanish).

<https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/4%20Emotion%20Regulation%20Skills/Client%20Handouts/Relaxation/Child%20Relaxation%20Script.pdf>

I'm going to ask you to relax.

In a few minutes, I'm going to say things that I hope will help you create a picture in your mind...

I'm also going to ask you to relax different parts of your body.

Learning to relax will help you cope with angry, sad, and scary feeling.

Find a comfortable position in your chair, not touching anyone, and take in a few relaxing breaths (...).

Os voy a pedir que os relajéis.

En unos minutos, voy a decir algunas palabras con las que espero que podáis crear una imagen en vuestra cabeza...

También voy a pedir que os relajéis diferentes partes de vuestro cuerpo.

Si aprendéis a relajaros, podréis llevar mejor el enfado, la tristeza y el miedo.

Tomad una posición cómoda en la silla, sin tocaros, y tomar aire despacio un par de veces (...).

- Session 2. Mindfulness Script. Extract from “Visualization of A Sleepy Train Ride”. (adapted and translated into Spanish).

<https://mindfulnessexercises.com/visualization-of-a-sleepy-train-ride/>

I am going to guide you into a restful sleep by taking you on a relaxing train ride through the beautiful countryside.

Find a comfortable position now and make sure that you will not be disturbed so that you get a restful sleep.

Get as comfortable as you can now, and at any time along the way you need to reposition yourself to get even more pleasant sleep, you can do so.

Begin to let go of all the tension you build up throughout the day.

Any worries you accumulated seem to lose their power and intensity as you settle down for the night.

Feeling cozy now, allow your breath to begin to slow down with each breath you take.

A nice full breath in....and slowly exhale.

Letting your breath return to normal now, just observe your mind and how it is thinking of various things about your life and your day (...).

Os voy a guiar por un camino relajante mientras a través de un paseo en tren por el campo.

Tomad una posición cómoda y aseguraos de que no os vais a distraer en el camino.

Ahora, poneos en una posición para estar lo más a gusto posible, y volved a hacerlo en cualquier momento del camino.

Soltad la tensión que hayáis acumulado en el día.

Cualquier preocupación que os haga perder energía.

Ahora sí, tomad aire y notad como la respiración va bajando lentamente en cada respiración que toméis. Tomad aire... y soltadlo lentamente.

Volved a respirar con normalidad, observando cómo vais pensando poco a poco en cosas de vuestro día a día (...).

7.4. APPENDIX 4. SWOT MATRIX.

