

## The integration of social emotional learning into the CLIL classroom as a sustainable educational practice for society

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### Abstract

The following workshop description is part of an ongoing study in a thesis dissertation from the University of Extremadura in Spain, on "Social Emotional Learning and the curriculum". The primary aim of this study is to equip teachers with the necessary knowledge, practical strategies, and resources to integrate Social and Emotional Learning (SEL) principles seamlessly into Content and Language Integrated Learning (CLIL) instruction. This integration will nurture emotionally intelligent, socially adept students, foster enriched learning experiences and prepare students for the challenges of the 21st century. During the workshop, an online survey assessed participants' initial comprehension of the concepts, aligning them with existing literature to identify knowledge gaps. Next, teacher training strategies were explored, encouraging participants to share experiences and discuss methods for improving CLIL instruction using SEL principles. Through role-playing and lesson demonstrations, attendees could actively understand and learn to apply effective SEL strategies within the CLIL context and explore diverse resources for CLIL instruction, including online materials from SEL-focused organizations and adaptable resources for diverse learners. Challenges such as teacher resistance, resource limitations, and student motivation were addressed through guided discussions. Evaluation and assessment methods, including journaling, peer observation, and professional learning communities, were presented to gauge SEL's integration into CLIL

instruction. Through active engagement, small group discussions, and reflection exercises, participants collaborated throughout the workshop and by its conclusion, participants possessed a comprehensive understanding of integrating SEL into CLIL instruction, along with practical strategies and resources to enhance their teaching practices.

**Keywords:** *Social Emotional Learning (SEL), curriculum development, teacher education, secondary education, higher education.*

## **1 INTRODUCTION**

This paper is based on a workshop given at the 2023 Working CLIL colloquium. It includes the views and opinions of the educators who attended the workshop, which are contrasted with the findings of experts in the fields of sustainability, such as Mireille Hubers (2020), whose research on reconceptualizing what it means to make educational changes that last, and why or how changes were or were not sustained over time delves into the way sustainability in education is needed nowadays. Also including the work of Do Coyle, Philip Hood and David Marsh (2010), who have defined CLIL and explained its integration into the classroom. Lastly, we discuss some of the findings made by Blanca Ibarra (2022), who explains how SEL can develop a sense of identity and belonging, as well as how crucial is the teacher's role in this matter. As education is an ever-evolving landscape, the quest for effective teaching methodologies has been relentless. Some solid references can be found in the school guide developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), or also in the work of experts such as Sam Newbould (2018) who introduced us to the "class contract", which we will discuss further in this article. Whilst teachers strive to prepare their students for the challenges of the 21st century, they are increasingly recognizing the significance of holistic learning, which goes beyond the mere transmission of academic content. Experts are interested in how school programs are increasingly weaving into their curriculum techniques and strategies that seek positive development. Saras Chung and Amanda McBride (2015) discuss in their findings how positive this learning model proves to be. This recognition has given rise to a powerful synergy between two essential educational paradigms: Social and Emotional Learning (SEL) and Content and Language Integrated Learning (CLIL).

### **1.1 The Foundation: Understanding SEL and CLIL**

The integration of SEL into CLIL represents a promising approach to education that is gaining traction around the world. SEL involves a comprehensive set of competencies designed to enhance emotional intelligence, self-awareness, interpersonal skills, and responsible decision-making. According to Elias (1997, as cited in Chung & McBride, 2015), SEL is "the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors" (p.193). The Collaborative for Academic, Social and Emotional Learning (CASEL) further divides SEL into five dimensions: Self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

On the other hand, Content and Language Integrated Learning (CLIL) is defined as:

a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both. (Coyle et al., 2020, p.1)

These two paradigms, when combined, create a dynamic and enriching learning environment that not only equips students with essential life skills but also enhances their academic success and positive social interactions.

The integration of SEL into CLIL is not merely an educational trend; it is a transformative approach that has the potential to reshape the way we educate our students. Sustainability is not only part of a special project from a school's board, it needs consistent and persistent change to improve the learning ecosystem. Coburn (as cited in Hubers, 2020), explains that "Sustainability refers to changes that persist over time. Spread means that the reform is transmitted to greater numbers of classrooms and schools" (p.5). Therefore, change cannot be seen as

only part of a special project, it needs to be a part of the everyday formation process. The author continues to explain her point through the work of Eisner (as cited in Hubers, 2020,) who states that, “Deep, meaningful and substantial results are most likely to be achieved when a change effort affects all of these dimensions. That way, one thinks comprehensively about educational change and integrates the change effort within the ecology of schooling” (p.8). Therefore, if looking to make a meaningful impact in the whole school ecosystem, teachers must make the integration of SEL into CLIL as part of the institutional practices and curricular demands. Thus, this workshop intends, by equipping educators with the tools and knowledge needed to implement this approach effectively, to pave the way for enriched learning experiences, improved academic success, and the nurturing of emotionally intelligent, socially adept individuals prepared to thrive in the complex world of the 21st century.

## **1.2 Workshop structure**

The workshop was designed to empower educators with the knowledge and tools they needed to effectively integrate SEL principles into their CLIL instruction. It was thoughtfully tailored to cater to teachers of all subjects in high school and higher education. Its overarching goal was to equip participants with a deep understanding of the benefits of SEL in the CLIL context, along with practical strategies and resources to enhance their teaching practices. Thus, the workshop was divided into the following steps:

Step 1: Building understanding.

Step 2: Defining concepts.

Step 3: Teacher training strategies

Step 4: Role play and lesson demonstrations

Step 5: Resource exploration

Step 6: Addressing implementation challenges

Step 7: Evaluation and assessment methods

Step 8: Active engagement and collaboration

## **2. THE WORKSHOP: MATERIALS AND METHODS**

### **Step 1: Building understanding**

The first step of the workshop was dedicated to building a solid understanding of SEL and CLIL. Educators were introduced to these concepts through guided presentations that draw upon existing research. This theoretical foundation is essential as it provides educators with the knowledge needed to make informed decisions about their teaching practices. Jones (as cited in Ibarra, 2022) on Understanding SEL to create a sense of belonging, affirms that “Teachers play an essential role in shaping the hearts and minds of students, and they must be intuitively aware of their strengths and weaknesses as an educator to nourish relationships with students effectively” (p.6).

This phase of the workshop consisted on a comprehensive exploration of SEL and CLIL by drawing from a multitude of sources, including the National Spanish Curriculum (Real Decreto 243/2022) for high school and core curriculums from various educational systems. This approach allowed us to delve into the theoretical underpinnings of both SEL and CLIL, providing participants with a holistic understanding rooted in diverse educational frameworks. The examination of the National Spanish Curriculum for high school proved particularly insightful, as it shed light on how SEL principles could be seamlessly integrated into CLIL instruction. Educators had the opportunity to analyse the curriculum's approach to SEL, identifying key components and strategies that could be harnessed within the CLIL context. Furthermore, exploration extended beyond national boundaries. We delved into core curriculums from various regions and countries, facilitating a comparative analysis.

**Step 2: Defining concepts**

The second step of the workshop went beyond theoretical exploration by delving into real-world examples of successful SEL programs implemented in schools worldwide. QuaverSEL in the USA, Move This World in Colombia, INTEMO (Emotional Intelligence in teenagers), or the EDI Program in Spain are some of the examples we discussed. These programs served as case studies, illustrating the practical application of SEL principles and strategies within diverse educational contexts. Researcher Jennifer Rowley (2002) states “case studies are useful in providing answers to ‘How?’ and ‘Why?’ questions, and in this role can be used for exploratory, descriptive or explanatory research” (p.16). Educators had the opportunity to analyze the outcomes and results of these programs, providing them with concrete evidence of the transformative power of SEL when integrated effectively.

Central to this phase of the workshop was the utilization of resources like the CASEL (Collaborative for Academic, Social, and Emotional Learning) handbook for SEL. The CASEL website served as a wellspring of invaluable materials dedicated to SEL instruction (CASEL, 2020). Participants were guided through this online repository, exploring a wealth of resources ranging from lesson plans and activity guides to research papers and toolkits. This handbook, renowned for its authoritative insights into SEL, became a compass, guiding educators through the intricate landscape of SEL principles.

Participants self-assessed their knowledge through the online survey and aligned their understanding with existing literature. The CASEL website (2024) proved to be of most help, since through its program guide users can compare effective SEL programs, their characteristics, results and more details, allowing to identify any gaps or misconceptions in the learning process. Particular attention was devoted to dissecting the techniques, strategies, and resources employed by these successful SEL programs. Educators scrutinized the intricacies of program design, classroom implementation, and support systems.

The knowledge gained in this phase equipped participants with the critical ability to assess and align their own understanding of SEL with the best practices and successes documented in the field.

This holistic approach positioned educators to navigate the upcoming moments with a deepened awareness of SEL principles and strategies, poised to integrate them seamlessly into their CLIL classrooms.

### **Step 3: Teacher training strategies**

Having fortified their foundational knowledge of Social and Emotional Learning (SEL) and Content and Language Integrated Learning (CLIL), participants advanced to a pivotal phase of the workshop, exploring innovative strategies for teacher training through a wealth of real-life examples drawn from successful programs that have effectively woven SEL into the curriculum. Participants used real life examples presented in the CASEL handbook (2020), to analyse the integration of SEL and CLIL into the classroom. These real-life examples served as powerful case studies, illustrating how SEL principles could be translated into tangible teaching practices. Educators had the opportunity to examine and dissect these examples, extracting valuable strategies and techniques that have proven to be transformative in the classroom.

This was facilitated through collaborative learning. Laal & Ghodsi (2012) define collaborative learning as “an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (p.486). Workshop participants were encouraged to share their own teaching experiences and engage in discussions about how to enhance CLIL instruction using SEL principles.

### **Step 4: Role play and lesson demonstrations**

In step four, to bridge theory and practice, the workshop employed role-playing and lesson demonstrations. As Jarvis et al (2002) state, “these strategies emphasize the social nature of learning, and see cooperative behaviour as



stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student" (p.2).

Educators were introduced to the concept of a classroom contract, a collective agreement crafted by students and teachers, which outlines behavioural expectations, respect, and responsibility. Newbould (2018) presents this tool as "an activity for teachers to increase learner engagement and students' accountability for their own learning from the very first class" (p.38). Through the contract, students not only learn to be aware of their own emotions and actions but also acquire the skills to manage them in a responsible and empathetic manner. This technique promotes social awareness by encouraging students to consider the feelings and perspectives of their peers, ultimately leading to the development of positive relationship skills and the cultivation of a responsible decision-making mindset.

The presentation of a successful teaching technique took place in the fourth part of the workshop, the "contract" as presented by Newbould (2018). The contract technique emerged as a potent tool for creating a responsible and inclusive classroom environment.

The role-playing activities were not merely performative exercises; they were opportunities for participants to engage deeply with the SEL principles they had learned. After the role-playing and lesson demonstrations, they engaged in reflective discussions.

### **Step 5: Resource exploration**

In step five the resource exploration phase took a collaborative turn by actively involving the attendees. They shared their own insights and recommendations regarding resources that had proven successful in their own classrooms, thereby enriching the pool of available materials. This collaborative sharing allowed participants to tap into the collective wisdom of their peers,

discovering new and innovative resources that had been tried and tested in real-world CLIL settings.

### **Step 6: Addressing implementation challenges**

The sixth step of the workshop was dedicated to addressing the hurdles challenges in integrating SEL into CLIL prove to be. Providing educators with a platform for open dialogue, reflection, and collaborative problem-solving, an atmosphere of collaborative exploration surfaced. The discussion provided a platform for participants to collectively brainstorm solutions and share strategies for addressing implementation challenges effectively.

As the discussion progressed, participants agreed that in the pursuit of seamlessly integrating Social and Emotional Learning (SEL) into Content and Language Integrated Learning (CLIL), it's essential to have effective evaluation and assessment methods in place.

### **Step 7: Evaluation and assessment methods**

In the seventh step of the workshop we delved into these methods, equipping teachers with tools and approaches to tangibly measure the impact of SEL on their CLIL instruction.

During this part of the workshop, we emphasized the significance of not only fostering students' SEL skills but also evaluating their growth. Participants explored various assessment methods aimed at gauging students' SEL development. This phase of the workshop presented journaling as a valuable tool for the integration of SEL and CLIL into the classroom. As stated by Hubbs & Brand (2005), "reflective journaling can provide instructors with glimpses of the inner workings of the students' mind" (p.62). The authors continue and explain how "journal entries allow the instructor to view, through the student's words the quality of comprehension and mastery of the material, as well as effective responses to the content" (p.65). Journaling is a reflective practice that encourages students to document their emotional journeys and personal growth. Through journaling,

educators can gain valuable insights into their students' emotional and social progress, providing valuable data on their SEL integration.

### **Step 8: Active engagement and collaboration**

In the last step of the workshop, we highlighted the significance of Professional Learning Communities (PLCs) as a powerful assessment approach. Mitchell and Sackney (2000) and Toole & Louis (2002, as cited in Stoll et al., 2006) claim:

There is no universal definition of professional learning communities. PLCs may have shades of interpretation in different contexts, but there appears to be a broad international consensus that suggests a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (p.223).

PLCs offer educators a platform for ongoing dialogue, sharing best practices, and collectively assessing the effectiveness of SEL integration. By collaborating within these communities, educators can refine their evaluation methods based on the experiences and insights of their peers, ultimately enhancing the quality of SEL-CLIL instruction.

From the workshop's inception to its conclusion, a central ethos prevailed active engagement and collaboration. In their study on the implementation of active engagement and through cooperative learning activities in lectures, Cavanagh (2011) found that:

Students greatly valued opportunities for cooperative learning and active engagement in lectures, both as a means of improving their understanding of the unit content and in maintaining their interest during the sessions. In particular, students valued the variety of lectorial activities, especially the opportunities for small group and whole-class discussions, the clear focus on one or two central ideas, and the authenticity of the lectorial tasks, which the

students saw as closely related to learning and teaching in actual classrooms (p.29).

Active engagement was woven into the fabric of each part of the workshop, with participants embarking on hands-on activities that brought theoretical concepts to life. Role-playing, lesson demonstrations, and resource exploration were not passive exercises but vibrant engagements that allowed educators to witness SEL-CLIL integration in action. These activities served as powerful catalysts for profound learning experiences, enabling educators to not just understand but deeply internalize the principles they were exploring.

Collaboration was another cornerstone of the workshop's success. Small group discussions offered a platform for educators to exchange ideas, share experiences, and collectively grapple with challenges and solutions. This collaborative approach transcended the confines of the workshop room, fostering a sense of community among educators. They forged connections and support networks that extended far beyond the workshop's duration.

### **3 INSIGHTS**

Holding the workshop was a ground-breaking experience, as it allowed meeting first-hand the reality of our study, real life voices from the main agents involved: the teachers. As all steps were designed with specific purposes, special attention was given to their effectiveness. The first step in the workshop was necessary and fundamental. Examining the National Spanish curriculum not only enriched the participants' theoretical understanding but also paved the way for practical applications in their own teaching practices. This phase allowed educators to discern the commonalities and variations in how SEL and CLIL were portrayed in different curricular frameworks. By examining these diverse perspectives, participants gained a global perspective on the integration of SEL into CLIL classrooms, further enriching their theoretical toolkit.

Ultimately, this served as the cornerstone upon which the entire workshop was built. The theoretical insights garnered from the National Spanish Curriculum and other core curriculums provided the attendees with a robust foundation for making informed decisions about their teaching practices. Armed with this knowledge, they were better equipped to navigate the subsequent phases, which delved into practical strategies, resource exploration, and addressing implementation challenges.

Later on, as the participants analysed the CASEL handbook, they encountered a wealth of knowledge regarding the core dimensions of SEL, which include self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Delving into these dimensions allowed participants to explore the very essence of SEL, understanding how it encompasses the development of crucial life skills that extend beyond academic knowledge. After analysing real-world examples, participants were better equipped to envision how they could integrate SEL principles into their own teaching practices.

Equally significant was the examination of evaluation techniques employed by these programs. Participants learned how to measure the impact of SEL, fostering a deeper appreciation for the importance of assessment and continuous improvement in SEL integration. In essence, this phase of the workshop served a dual purpose. It allowed educators to self-assess their knowledge of CLIL and SEL, identifying any gaps or misconceptions that might hinder effective integration and it empowered participants with a profound understanding of SEL through the lens of the CASEL handbook and real-world success stories.

The third phase of the workshop was instrumental in arming participants with practical tools and insights to effectively infuse SEL principles into their CLIL instruction. By examining successful teaching techniques and practices, teachers discovered innovative ways to nurture emotional intelligence, self-awareness, and interpersonal skills within the context of CLIL. This adaptability was empowered by

the insights garnered from the successful programs discussed during the session, which showcased the versatility of SEL principles across different educational contexts. They finished this part of the workshop not only with a clearer understanding of how to infuse SEL into their CLIL instruction but also with the confidence and inspiration to embark on this transformative journey.

In the fourth step, the workshop took a pivotal turn as participants were invited to immerse themselves in practical applications through role-playing and lesson demonstrations. This reflection was key to the learning process, enabling attendees to articulate their observations, insights, and takeaways. The reflective discussions transformed the experience into a truly meaningful and introspective journey, reinforcing the practical applicability of SEL within the CLIL context. The contract technique emerged as a valuable tool, showcasing how SEL can be seamlessly woven into classroom dynamics to cultivate responsible, emotionally intelligent, and socially aware students.

In the resource exploration phase, participants discovered that while creating custom resources offers the advantage of alignment with unique curriculum goals and student demographics, it also poses challenges related to time, expertise, and availability of materials. This phase encouraged educators to weigh the pros and cons, fostering a sense of agency and creativity in their approach to SEL-CLIL integration. This sharing not only enriched individual toolkits but also created a sense of community and collaboration among educators. It fostered a supportive network where colleagues could continue to exchange resources and insights beyond the workshop, ensuring ongoing growth and development in the realm of SEL-infused CLIL instruction. This emphasis on resources underscored the practicality and sustainability of SEL integration and laid the foundation for continued growth in their educational journey.

As the workshop progressed into addressing implementation challenges, another hurdle surfaced in the form of a dearth of information and resources on how to effectively integrate SEL into the CLIL classroom. Educators noted that

there was a scarcity of publications and readily available guidance in this specific area, which can hinder teachers' confidence and competence in incorporating SEL principles. However, as the workshop progressed, the recognition of SEL's potential to benefit society at large and create richer opportunities for all students served as a motivating factor.

The evaluation and assessment methods part of the workshop showed that gathering feedback from peers enables educators to collaborate, gain fresh perspectives, and enhance their collective understanding of the impact of SEL integration. These findings reinforced the notion that SEL is not merely an educational trend but a substantiated and evidence-based approach with far-reaching benefits. Developing rubrics and scales provided educators with structured guidance for assessing SEL competencies, ensuring consistency and objectivity in the evaluation process. By embracing these evaluation and assessment methods, teachers were empowered to not only impart SEL skills to their students but also to measure and refine the impact of SEL-CLIL integration. This commitment to assessment contributed to a more nuanced understanding of the transformative potential of SEL within the CLIL context, fostering ongoing growth and improvement in both teachers and their students.

Lastly, as the central ethos of the workshop was revealed, the participants learned that reflection exercises served as vital moments of introspection. After each activity or session, educators took time to reflect on their experiences, insights, and takeaways. This reflective process not only solidified their learning but also encouraged self-awareness and metacognition, vital skills that SEL seeks to nurture.

#### **4. PERSONAL REFLECTIONS**

In this comprehensive workshop, participants embarked on a transformative journey to seamlessly integrate Social and Emotional Learning (SEL) into Content and Language Integrated Learning (CLIL). The eight distinct steps of the workshop provided educators with a robust foundation, practical strategies, and a wealth of

resources, ultimately equipping them to reshape their teaching practices and enrich their students' learning experiences.

Teacher training strategies empowered educators to implement SEL seamlessly into CLIL instruction, fostering emotional intelligence and interpersonal skills. Collaborative learning and the exchange of real-life examples enriched their toolkits.

The exchange of ideas, insights, and real-world anecdotes fostered an environment of collective learning, where each participant tapped into the expertise of their peers. As Yeager (2017) states, "effective universal SEL can transform adolescents' lives for the better" (p.73). Thus, each program must be tailored for each student's specific needs. Moreover, the moment underscored the importance of practicality and adaptability. Educators learned how to tailor SEL integration strategies to suit the unique needs of their students and classroom environments. Yeager (2017) continues stating that, "rather than encouraging adolescents to suppress their desire to feel autonomous or to garner the respect of their peers, SEL programs can give them a mindset that harnesses their developmental motivations" (p.84).

Role-playing and lesson demonstrations offered a dynamic bridge between theory and practice, highlighting the "contract" technique's power to nurture SEL competencies. Reflection exercises deepened the learning experience, making it meaningful and introspective. Newbould (2018) found when applying the tool in class, that "The contract is not a tool for punishment but rather a reminder of ideal classroom behaviour and practices that students and the teacher agree to" (p.39). Therefore, it sets a dynamic environment and providing positive outcomes. Also, Newbould (2018) says when including this SEL practice in the classroom, "students have a sense of ownership, and they are more likely to respect the rules, as they had a part in creating them" (p.39). These activities enabled educators to review effective SEL strategies within the context of CLIL. By actively participating in these exercises, educators gained valuable insights into how these strategies can



be applied in real classroom settings This dynamic phase of the workshop aimed to bridge the gap between theory and practice, offering educators a hands-on experience to review and internalize effective SEL strategies within the context of CLIL. It served as a powerful mean to connect everyone in the classroom, fostering an atmosphere of mutual respect and cooperation. What distinguishes the contract technique is its potential to deeply impact the development of the 5 areas identified by CASEL as constitutional in SEL.

In the contract, the participants witnessed first-hand the transformative potential of SEL integration within the CLIL framework. By stepping into the shoes of both teachers and students, educators gained valuable insights into how SEL strategies can be applied in real classroom settings to create a nurturing, respectful, and emotionally intelligent learning environment.

Resource exploration empowered educators with a diverse array of SEL materials, gathered from sources like CASEL and fellow educators' recommendations. Kurnia (2016, as cited in Pebriana et al, 2021), explains that “the existence of varied learning sources and making students not bored quickly and obtaining new things cause students to be more interested and play an active role” (p.60). These resources were meticulously selected to align with the principles and goals of SEL integration within the CLIL context. This phase not only empowered educators with readily available resources but also encouraged them to consider the possibility of creating their own, tailored to their unique classroom needs.

The workshop also ventured into the realm of resource creation. Educators engaged in thoughtful discussions about the benefits and challenges of crafting their own materials tailored to the specific needs of their classrooms, emphasizing on the need for adaptability and innovation.

The culmination of this resource exploration phase was a collective sharing session. Educators not only identified and gathered resources but also actively shared their discoveries with fellow participants. In essence, resource exploration did not serve solely to the collection of materials; it was a dynamic process that

empowered educators with the knowledge of where to find valuable resources and how to adapt them to their classrooms. By drawing from trusted sources, incorporating peer recommendations, and considering the possibility of resource creation, educators left the workshop armed with a versatile arsenal of materials to enrich their SEL-CLIL teaching practices.

Addressing implementation challenges encouraged educators to candidly reflect on obstacles and advantages. Challenges included a lack of consensus among authorities and limited resources, while advantages encompassed the transformative impact of SEL on students and society. Evidence-supported SEL integration offered them a promising outlook.

One significant challenge identified during these discussions was the lack of unanimous agreement among educational authorities responsible for implementing program changes. Kendziora & Yoder (2016) found that:

educators indicate that they will be able to implement programming most effectively when they have quality professional learning experiences and administrative support from their schools and districts. The CDI demonstrates that it is possible for large urban school districts to adopt and maintain SEL as an essential element of education, even amid budgetary stress and leadership turnover (p.16).

Participants recognized that for SEL integration to be effective, it often required alignment and cooperation at multiple levels of the educational hierarchy. This challenge underscored the complexity of introducing systemic changes in educational programs.

However, amid these challenges, educators also explored the numerous advantages of SEL integration. They emphasized the transformative impact that SEL can have on students' personalities and emotional intelligence.

Moreover, educators drew upon research and studies that consistently demonstrated the positive outcomes of integrating SEL into learning environments.

Evaluation and assessment methods equipped educators to measure SEL's impact using journaling, peer observation, and custom rubrics. Professional learning communities fostered ongoing growth and assessment improvement. Peer observation and feedback emerged as another valuable assessment approach. Cosh (1999) talks about peer observation and considers it a reflective practice, stating:

there is a great deal to be learnt by reassessing our teaching in the light of other teaching styles. It stimulates awareness, reflection, and a questioning approach, and it encourages experiment; it may also make us aware of exciting techniques that we are temperamentally unable to implement (p.25).

Participants discussed the benefits of observing how SEL principles manifest in their students' interactions, both with their peers and the subject matter.

Ultimately, step seven equipped educators with practical evaluation and assessment tools that extend beyond assessing students' SEL growth. It also underscored the importance of self-reflection and self-assessment for educators themselves.

Active engagement and collaboration were woven throughout the workshop, transforming theoretical knowledge into practical wisdom. Hands-on activities, small group discussions, and reflective exercises enriched the learning experience and fostered a supportive community of educators. The sense of community that emerged from this workshop may be extended into the educators' professional lives, creating a network of peers who could continue to share resources, insights, and experiences, ensuring ongoing growth and collaboration in the realm of SEL-infused CLIL instruction.

## **5. CONCLUSION**

In summary, the workshop transcended a mere procedural approach, representing a transformative journey towards comprehensive SEL-CLIL integration. Participants gained not only an in-depth understanding but also acquired actionable strategies and formed a supportive network for ongoing collaboration. This workshop empowered educators to seamlessly integrate Social and Emotional Learning (SEL) into Content and Language Integrated Learning (CLIL). It included understanding SEL dimensions, exploring curricula, defining concepts, and aligning with best practices. Participants gained practical tools, engaged in collaborative learning, and developed a sense of community. Addressing challenges, evaluating SEL impact, and fostering continuous improvement were integral components of their learning. The workshop served as a catalyst for educators to reshape education through SEL-CLIL integration, leaving them with a strong foundation, practical strategies, and a supportive network for ongoing collaboration and growth.

They are now better poised to reshape education by nurturing emotionally intelligent, socially adept individuals ready to thrive in the 21st century's complex world.

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