

EXPLORING THE SOCIAL AND EMOTIONAL ASPECTS OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: Social-emotional learning has become crucial in fostering well-rounded individuals who possess not only academic knowledge but also essential skills such as self-awareness, empathy, and effective communication. Through prioritizing the development of social and emotional competencies, we equip individuals with the tools to navigate complex social dynamics, build meaningful relationships, and contribute positively to both their personal and professional communities. This journal article aims to explore the critical yet often underinvestigated social and emotional aspects inherent in the teaching and learning of English as a Foreign Language (EFL). Recognizing the multifaceted nature of language teaching and learning, this article aims to emphasize the importance of integrating Social and Emotional Learning (SEL) strategies into EFL pedagogy. The study conducted a comprehensive observation of Social-Emotional Learning practices which were used in a Grade 10 English classroom, utilizing the Social-Emotional Learning Classroom Observation Sheet adapted from the Rubric for 10 Teaching Practices that Support SEL, developed by Yoder and Gurke (2017). The observation spanned three weeks, covering eight periods of 45 minutes each, with a focus on ten common practices for promoting SEL. The findings reveal the teacher's strengths in student-centered disciplines, teacher language, warmth and support, showcasing positive classroom environment. However, areas for improvement are identified, including inconsistent implementation of responsibility and choice, self-assessment and balanced instruction. Implications include the need for consistent positive practices, explicit SEL incorporation, and a balanced approach for a dynamic learning environment in EFL classrooms.

Keywords: social-emotional learning, language learning, English language teaching, cognitive factors, non-cognitive factors

1. Introduction

Learning is a complex combination of cognitive and social interactions, individual beliefs and behaviors, physical and emotional responses, and the integration of prior knowledge (Blake & Pope, 2008). Unfortunately, in educational settings, there is often an overemphasis on cognitive development at the expense of other important domains such as social dynamics, emotional intelligence, personal beliefs and behaviors. This imbalance not only hinders the holistic nature of learning but also fails to recognize the complex interconnectedness of various

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dimensions that contribute to a comprehensive and well-rounded educational experience, as highlighted by Smagorinsky (2013). Therefore, the call to address this imbalance is not just about broadening the scope of education; it is about fostering an environment that holistically nurtures individuals, recognizing the interconnectedness between cognitive, social, emotional, and individual dimensions (Johnson et al., 2009). In this manner, educational institutions can create a more inclusive, adaptive, and effective learning environment that prepares students not only for academic success but also for the diverse challenges and opportunities of work and life (Durlak et al., 2011; Taylor et al., 2017).

One prominent framework for non-cognitive competencies is Social and Emotional Learning (SEL), which is increasingly acknowledged as a vital element of education. This recognition has prompted the integration of SEL into various education policies, curricula, and initiatives at both national and local levels. SEL is now considered a strategy to enhance students' academic achievements, addressing challenges stemming from non-academic issues, specifically social and emotional concerns. Extensive research affirms that the infusion of SEL within the school community improves students' social and emotional skills (Elias, 2006; Goleman, 2005; Zins et al., 2006). These refined skills contribute to academic performance, fostering positive social behaviors, goal orientations, emotion management, and social relationship-building skills (Elias & Arnold, 2006). Additionally, SEL helps mitigate behavior problems and psychological distress (Durlak et al., 2011; Taylor et al., 2017). Therefore, these skills are crucial for student success across various domains, including academics, personal life, work, relationships with family and friends, and broader societal engagement (Mahoney et al., 2018).

Learning languages such as English differs from learning other subjects due to its strong reliance on social interactions and emotional sensitivity, involving not only individual processes but also the dynamics between people in the classroom (Stevick, 1980). This unique nature of language acquisition emphasizes the importance of a comprehensive Social and Emotional Learning model. Such a model recognizes that success in language learning extends beyond cognitive aspects, incorporating social interactions and emotional experiences. In essence, the argument suggests that an effective language learning environment should embrace SEL, addressing both social and emotional dimensions for a holistic and successful language learning experience.

In the ever-changing field of language learning and teaching, there is a growing emphasis on the social and emotional dimensions. Therefore, in this article, we advocate for the incorporation of SEL strategies to foster a well-rounded language learning experience for students, emphasizing the interrelation between social-emotional competence and language proficiency.

1.1. Definition of Social Emotional Learning (SEL)

The term "Social and Emotional Learning" was coined by CASEL in the 1990s and is defined as the process by which individuals, both children and adults, acquire and apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, demonstrate empathy, establish positive relationships, and make responsible decisions (CASEL, 2020). While the concept of SEL has gained popularity recently, it has been conceptualized for an extended period. According to Weissberg et al. (2015), SEL is an approach that can enhance intrapersonal, interpersonal, and cognitive competencies in students. Denham and Brown (2010) identified SEL as a significant influence on the quality of the

learning environment and a substantial factor impacting students' academic performance. Payton et al. (2008) described SEL competencies as skills that enable children to regulate their emotions, form friendships, resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community. CASEL (2020) outlined five essential social and emotional competencies, namely

Self-awareness involves understanding one's emotions, strengths, and weaknesses, fostering self-confidence. *Self-management* focuses on regulating emotions, thoughts, and behaviors, emphasizing goal-setting, self-discipline, and impulse control. *Social awareness* entails empathy and understanding others' feelings, needs, and perspectives. *Relationship skills* involve effective communication, active listening, cooperation, teamwork, and conflict resolution, vital for building and maintaining healthy connections. *Responsible decision-making* involves making ethical, well-considered choices, taking into account potential consequences, considering others' well-being, and incorporating diverse perspectives into the decision-making process. These competencies collectively contribute to individuals' holistic development, enhancing their ability to navigate personal and social challenges.

Figure 1.

CASEL's 2020 framework of five core social and emotional competencies



1.2. Benefits of Social Emotional Learning (SEL)

A growing body of literature highlights the association between social and emotional competencies and subsequent success for students across various settings, including both school and the workplace. Durlak et al. (2011) conducted a meta-analysis of 213 school-based SEL programs, revealing notable positive effects. These included improvements in social-emotional competencies, enhanced behavioral adjustments, reduced mental stress, and better academic performance. Sklad et al.'s (2012) meta-analysis similarly indicated that SEL programs were effective in significantly reducing antisocial behavior and substance abuse. Focusing on core SEL competencies such as attitudes toward self, pro-social behavior, conduct problems, and emotional distress, Wigelsworth et al. (2016) confirmed the success of SEL programs in achieving intended outcomes in these areas. Taylor et al.'s (2017) meta-analysis, encompassing 75 reports from 69 SEL programs, demonstrated significant enhancements in academic and school performance. Recent findings from Corcoran et al.'s (2018) meta-analysis, specifically centered on academic achievement-oriented school SEL programs, highlighted that students in SEL-based classes exhibited more substantial improvements in reading and mathematics compared to those in traditionally teacher-centered classes. These meta-analytic studies collectively contribute to the compelling evidence supporting the positive impact of SEL on

various aspects of students' well-being and success.

1.3. Relevance of SEL in the English Classroom

In the field of EFL learning, Stevick (1980) persisted that success in foreign language learning depends on what goes on inside and between the people in the classroom. Arnold and Brown (1999) further explained what goes on inside people is related to personal emotional factors such as motivation, self-efficacy, self-esteem, inhibition, and anxiety; what goes on between people is related to group dynamics and classroom interactions. On the one hand, language learning is believed to be “inherently socially situated” (Vygotsky, 1978). Smagorinsky (2013) also argued that the social aspect of languages is important in teaching, for languages are used for establishing and developing social relations. Through these interactions, learners practice their language skills, receive feedback, and gain confidence in using the language. These skills allow individuals to express their thoughts and ideas, engage in productive conversations, and understand the nuances of different social interactions.

On the other hand, emotions are the heart of language learning and teaching, and there are various emotional or affective aspects involved in language learning such as motivation, frustration, confidence, anxiety, satisfaction, cultural appreciation, perseverance, resilience, enjoyment, and passion (MacIntyre & Gregersen, 2012a; Shao et al., 2013). Understanding and addressing these emotions can contribute to more effective and enjoyable English language acquisition. Therefore, it is vital for EFL students to be equipped with essential social-emotional competences. Being able to use emotional strategies, learners can lower anxiety, increase motivation, promote positive thinking and enhance self-esteem, thus achieving more effective language learning (Wang, G., 2005). Social strategies are also crucial as languages are social phenomena and are learned to communicate with others. Social strategies involve interacting with the speakers of the target language to improve the language, developing cultural understanding, cooperating with other people, understanding others' thoughts and feelings, and empathizing with them. (Oxford, 1990).

Although several frameworks have been built to guide research into the social and emotional aspects of learning, the field of EFL learning still requires a more comprehensive model so that these interdependent aspects can be approached interactively and holistically for a more comprehensive picture of students' learning (Hawkins, et al., 2004). Based on research findings (Durlak et al., 2011; Sklad et al., 2012; Weissberg et al., 2015), it is reasonable to believe that the Social-emotional learning framework developed by CASEL (2020) would play a significant role in English language learning outcomes. Findings from previous related studies (eg. MacIntyre & Gregersen, 2012; Shao, et al., 2013) have implied that each of the five social-emotional competences, i.e. self-awareness, self-management, social awareness, relationship skills and responsive decision-making, may all well predict EFL learning achievements.

1.4. The Framework for Positive Social Emotional Learning Practices

A review of the literature shows three general approaches that educators can take to implement SEL, i.e. explicit instruction, integration with academic subjects, and general practices that promote a positive learning environment (Dusenbury et al., 2015). Combining these approaches allows teachers to optimize their student learning by promoting authentic experiences that support the ways in which students engage emotionally and socially within the academic context.

When it comes to more specific instructional practices at the classroom level that

address social-emotional issues in their EFL classroom, teachers can refer to the Social and Emotional Learning Coaching Toolkit: Keeping SEL at the Center developed by the researchers from the American Institutes for Research (Yoder & Gurke, 2017). These researchers reviewed existing evidence-based SEL programs that focus on promoting students' academic, social, and emotional competencies, and eventually established ten instructional practices most frequently referenced across the SEL programs. These ten instructional practices can be categorized into the third approach, which is a general approach to creating authentic learning experiences. Although not an exhaustive list, these 10 practices are representative of general instructional practices that can be used in classrooms to promote a positive, engaging, and inclusive classroom experience for students and teachers.

Student-centered discipline involves employing disciplinary strategies that nurture student agency, allowing them to manage their actions, have a voice in classroom decisions, and regulate their behaviors and emotions independently.

Teacher language encompasses how educators communicate with students, emphasizing the importance of encouraging effort, acknowledging achievements, and providing specific affirmation to convey the potential for positive outcomes; such practices result in students using positive language, fostering motivation, task persistence, and the continuation or modification of positive behaviors based on the teacher's communication in the classroom.

Responsibility and choice in education involve instructional practices where teachers empower students to have a voice, make decisions, and take responsibility for their actions; teachers foster a learning environment by allowing meaningful student input into group practices, procedures, and content development, offering choices within the curriculum to instill a sense of ownership, autonomy, and intrinsic motivation, and utilizing strategies like peer tutoring or community service programs to enhance students' responsibility and contributions to the community.

Warmth and support in education pertain to the provision of academic and social support from both teachers and peers, fostering positive relationships and a sense of value within the learning community; educators employ strategies such as creating an inclusive environment, setting clear behavior expectations, promoting empathy, respect, and open communication, encouraging collaboration, and providing opportunities for feedback and encouragement, all aimed at cultivating comfort, security, and positive relationships among students and between students and teachers.

Cooperative learning involves students collaborating on tasks to create shared learning experiences, fostering positive interdependence, individual accountability, mutual success, interpersonal skills, and group processing. Effective implementation requires teaching communication and active listening through activities like group discussions and role plays, ensuring every student's participation while emphasizing respectful language and diverse perspectives.

Classroom discussions involve teacher-student conversations on course material, fostering open-ended questions and encouraging students to express opinions. Students, reflecting on their identities, actively participate when discussions are relevant, cultivating authentic interactions. This process enhances communication skills, consideration of diverse perspectives, and boosts confidence, as students deepen their understanding of content through meaningful engagement with peers.

Self-assessment and self-reflection are integral teaching methods that empower students

to evaluate their work, ponder the effectiveness of learning activities, and identify gaps between current and desired knowledge. Reflecting on progress, strategies, and adapting for future improvement fosters metacognition, self-awareness, and social-emotional growth. These practices, including journaling and group debriefing, cultivate students' self-awareness, agency, and social awareness, promoting responsibility in a supportive learning environment (Costa & Kallick, 2008).

Balanced instruction involves teachers employing diverse teaching methods to maintain student engagement, combining active and direct instruction as well as individual and collaborative learning. This approach fosters opportunities for extended learning, diverse content interaction, and enjoyable engagement. Encouraging active student participation through hands-on activities, group discussions, and project-based learning enhances critical thinking and develops essential skills like self-efficacy and collaboration (Hawkins et al., 2004).

Academic press involves teachers assigning challenging tasks to students who have mastered easier content, fostering a belief in students' ability to succeed (Rubie-Davies et al., 2006). It requires analyzing students' academic capabilities and emotional responses to challenging coursework. High academic expectations nurture students' socio-emotional competencies, promoting self-awareness, resilience, a growth mindset, and self-management skills.

SEL competence-building instruction involves strategically fostering social and emotional competencies like active listening and conflict resolution in students. The instructional cycle consists of goal setting, material introduction, group and individual practices, and conclusion/reflection (Muhammad, 2020). Integration of social and emotional competencies in each step reinforces targeted skills, with real-life scenarios and role plays aiding skill practice in a supportive environment.

2. The Study

The study aimed to observe and evaluate the integration of SEL practices within the specific context of English language teaching and learning. The overarching research question guiding this investigation can be articulated as follows: ***“How do EFL teachers effectively integrate and consistently implement Social and Emotional Learning strategies to enhance the social and emotional aspects of EFL teaching and learning?”*** This research question serves as the central focus for the comprehensive exploration of the varied strategies employed by EFL teachers to incorporate SEL principles into their lessons, thereby providing a more detailed understanding of the social and emotional aspects of EFL teaching and learning.

The participants in this study were selected using convenience sampling from a Grade 10 class, including both the teacher (n=1) and the students (n=47). Convenience sampling was adopted thanks to its accessibility to the researchers, considering the constraints of both time and resources. In other words, the participants, in this case, were conveniently selected based on their availability and proximity to the researchers. The selected class is considered regular, which means that it is a typical or standard classroom without any extraordinary circumstances or specialized characteristics. In this regular classroom, the teacher and students follow conventional educational practices. The rationale behind selecting such a regular class is to gain understanding into how SEL practices manifest in a typical learning environment. Ethical considerations, including confidentiality and informed consent, were prioritized throughout the study to safeguard the rights and well-being of the participants.

The data collection instrument used for this observation is the Social-Emotional

Learning Classroom Observation Sheet (see the Appendix). This tool is an adapted version of the Rubric for 10 Teaching Practices That Support SEL, developed by Yoder, N. & Gurke, D. (2017), as part of the Social and Emotional Learning Coaching Toolkit published by the American Institutes for Research. These practices encompass Student-Centered Discipline, Teacher Language, Responsibility and Choice, Warmth and Support, Cooperative Learning, Group Discussions, Self-Reflection and Self-Assessment, Balanced Instruction, Academic Press and Expectations, and SEL Competence-Building. The rubric was developed to observe and record the implementation of each teaching practice by teachers. The left column outlines indicators that signify high-quality execution of each practice. These indicators encompass both teacher behaviors and the expected corresponding student behaviors when the practices are implemented effectively. The right column contains discussion questions with the teachers associated with each practice, serving as valuable tools for planning, feedback, and reflection. However, due to time and resources constraints, the discussion section (the right column of the original rubric) was omitted and replaced by the column of fieldnotes, allowing the observers to take notes on various aspects of the observed practices during the study.

The middle column of the rubric allows for assessing the implementation of the targeted SEL practices, ranging from "Not Yet Present" to "Fully Present". A score of 1 indicates that the SEL practice is entirely absent, with neither the teacher nor the students displaying associated behaviors. A score of 2 suggests minimal presence, where some behaviors are demonstrated but infrequently throughout the lesson. A score of 3 signifies moderate presence, with the teacher and students inconsistently displaying associated behaviors. Finally, a score of 4 indicates full presence, where both the teacher and students consistently demonstrate the expected behaviors associated with the SEL practice throughout the entire lesson. After each of the observation sessions ($n=8$), a score (ranging from 1 to 4) was assigned to each of the SEL practices ($n=10$). Then, the overall score for each of the SEL practices during the whole unit was calculated by averaging the scores across all observed lessons.

The rubric was chosen as the data collection instrument for several reasons. Firstly, the rubric stands out for its specificity, focusing on ten essential teaching practices, which can ensure a thorough and detailed assessment of various dimensions of SEL implementation. Moreover, this rubric is known to be a well-established and validated instrument within the field of SEL. Its adaptation for this study ensures that the observations align with recognized and respected principles in SEL research. Therefore, the rubric serves as a comprehensive tool for assessing the integration of SEL within the Grade 10 English classroom, focusing on ten key practices to foster SEL, aligning with the principles established by Yoder and Gurke (2017).

Observations were conducted unobtrusively to minimize disruption to the natural classroom environment. The researchers observed both the teacher and students and at the same time captured the verbal and non-verbal interactions, emotional expressions, and engagement levels during EFL instruction. The observation period extended for three weeks, encompassing a total of eight periods, with each period lasting 45 minutes. This duration allowed for the comprehensive coverage of all eight lessons within Unit 2 (Entertainment and Leisure) of the Grade 10 English textbook. The focus on Unit 2 of the Grade 10 English curriculum aligned with the convenience sampling strategy regarding accessibility and time of observation. The deliberate inclusion of each lesson provided a thorough examination of the integration of SEL practices throughout the entirety of Unit 2. The extended duration was intended to grasp a detailed comprehension of how SEL principles were put into practice and demonstrated throughout different facets of the Grade 10 English curriculum throughout the period of observation. The study employs a qualitative approach to analyze data collected through

classroom observations. The process involves documentation of observed behaviors, with a subsequent coding and categorization phase based on the ten predefined SEL practices.

The study centered on the evaluation of SEL practices in a Grade 10 English classroom. The observation is limited to a three-week period, capturing a snapshot without aiming to discern long-term trends. Employing the SEL Classroom Observation Sheet, adapted from Yoder and Gurke's framework, the study emphasizes qualitative data from classroom observations to understand SEL practices. It examines the teacher-student dynamics, intending to provide constructive feedback and recommendations for professional development. The study intentionally restricts exploration of external factors, maintaining a single methodology with a focus on the defined educational setting.

3. Findings and Discussions

The observations carried out in the Grade 10 English classroom during the eight lessons of Unit 2 revealed a complex incorporation of social and emotional dimensions into the EFL learning atmosphere. The findings are discussed in relation to the selected ten practices outlined in the Classroom Observation Worksheet, including student-centered discipline, teacher language, responsibility and choice, warmth and support, cooperative learning, group discussions, self-reflection and self-assessment, balanced instruction, academic press and expectations, and SEL competence-building through modeling, practicing, feedback, and coaching.

Table 1 summarizes the major quantitative and qualitative findings regarding the assessment of the integration of SEL practices within the context of a specific English language classroom.

Table 1

Overview of the Quantitative and Qualitative Findings

SEL Practice	Overall Score (Average)	
Student-Centered Discipline	2.75	The implementation of student-centered discipline was moderately present but inconsistently applied.
Teacher Language	3.00	Throughout the unit, the teacher consistently used clear and affirming language, offering concise instructions and positive reinforcement.
Responsibility and Choice	1.38	Responsibility and choice were minimally present in the classroom, with decisions mainly made by the teacher.
Warmth and Support	3.38	The teacher consistently displayed warmth and support in the Grade 10 English classroom, checking in with students and appreciating their contributions.
Cooperative Learning	3.00	Cooperative learning in the Grade 10 English classroom, particularly during Unit 2, predominantly focused on individual and paired activities, with minimal inclusion of group work.

Group Discussions	2.25	Group discussions in the classroom were present but lacked sufficient teacher guidance, leading to potential uneven participation among students.
Self-Reflection & Self-Assessment	1.38	Self-reflection and self-assessment were rarely integrated into lessons, with teacher and peer assessments prevailing.
Balanced Instruction	2.12	Balanced instruction, combining active and direct teaching along with individual and collaborative learning, was inconsistently implemented in the Grade 10 English class during Unit 2.
Academic Press and Expectations	3.38	The teacher effectively communicated academic expectations, set high standards, and provided a well-rounded learning environment.
SEL Competence-Building	2.88	The teacher demonstrated effective modeling of social and emotional competencies, creating a supportive classroom environment. However, there's potential for further expansion, emphasizing ongoing, explicit SEL practices to enhance academic and socio-emotional outcomes systematically.

The subsequent sections offer a comprehensive exploration of the actual implementation of each of the ten SEL practices within the EFL classroom with detailed analysis, discussion, and presentation of evidence.

3.1. Student-Centered Discipline

The study indicates that the implementation of student-centered discipline was moderately present and inconsistently applied throughout the lesson and the whole unit. For instance, in the speaking and writing lessons, the teacher initiated a conversation with students about optimizing the classroom environment based on their preferences for seating arrangements. Students participated actively, suggesting ideas and engaging in collaborative discussions facilitated by the teacher. This approach empowered students to contribute to their learning space. Clear rules were established, including respecting others' opinions and meeting assignment deadlines.

Students actively participated in group activities, demonstrating engagement, attentive listening, and respectful contributions to discussions. They fostered a positive learning environment by supporting peers and promoting collaboration. Some of the students effectively self-regulated during a challenging task, managing frustration through deep breaths and positive self-talk. Some other students, after a reminder about classroom rules, acknowledged their mistake, accepted consequences, and returned to the task with a heightened awareness of guidelines. In a disagreement between two students, they independently resolved the issue through calm discussion, identifying the root cause and collaboratively finding a compromise for the smooth continuation of the group project.

However, the results suggest that the practice of student-centered discipline was inconsistently implemented. For instance, in the grammar lesson that focused on infinitives and gerunds, the teacher's instructional approach deviated from student-centered learning experiences. Instead of encouraging interactive discussions or incorporating students into group

activities to explore the form, meaning and uses of infinitives and gerunds, the teacher chose a conventional approach by delivering a teacher-centered lecture. In this lesson, the teacher carefully explained the detailed rules and usage of the infinitives and gerunds without actively involving students in discovering the rules and applying the newly introduced concepts. This failure to foster interactive and collaborative learning could potentially hinder students from gaining a deeper understanding of infinitives and gerunds and limit their ability to apply the knowledge in practical situations.

Additionally, when dealing with behavioral issues, there was a tendency for the teacher to rely on traditional disciplinary measures instead of using meaningful restorative dialogues. During the lessons, when students behaved disruptively, the teacher would immediately give verbal warnings such as *“Stop that behavior right now! If you don't, I will send you out of the class”*. In the reading lesson, for example, when one student used a mobile phone in the class, the teacher said: *“Put away your phones now. Mobile devices are not allowed during class. I've mentioned this before. If I catch anyone using them again, I will take your phone and talk to your parents.”* During the grammar lesson, when one student kept making noise, the teacher said: *“Please stop the noise. We need to focus on the lesson. If it continues, I'll have to take further action.”* In response to a student using bad words during a writing lesson, the teacher said *“We don't use bad words in this class. Remember our classroom rules. If it happens again, there will be disciplinary action.”* This reactive approach contrasts with a restorative practice where the teacher could have initiated a conversation with the student to address the root causes of the behaviors and actively involved them in finding solutions.

The described findings highlight the importance of implementing student-centered discipline in classroom management, emphasizing teacher practices and resulting student behaviors. This approach involves collaborative discussions, integrating student input into classroom rules, and empowering students with self-regulation strategies. The emphasis on teacher-student discussions aligns with collaborative and democratic classroom management principles, as advocated by Kagan (1994), fostering a sense of ownership and responsibility among students. Incorporating student voice in rule establishment resonates with restorative practices, supported by Morrison (2007) and Thorsborne and Blood (2013), emphasizing student input in conflict resolution and norm shaping.

3.2. Teacher Language

Throughout the unit, the teacher's language was clear and affirming, providing concise instructions. Positive reinforcement was observed, contributing to a supportive and respectful classroom atmosphere. In the observed Grade 10 English classroom, the teacher consistently practiced acknowledging specific positive behaviors among students. For instance, after a group activity, the teacher took a moment to commend a team for their effective collaboration, praising their use of language and respectful communication. The teacher also employed specific affirmation and reflective prompts to create a positive and motivating environment. Phrases such as *“Great to hear!”* and *“Excellent! That's a fantastic example”* were used to reinforce positive student contributions, fostering a sense of accomplishment and motivation. The use of affirming language, as exemplified by *“You guys did a wonderful job”* established a supportive atmosphere that encouraged active participation. When a student expressed difficulty, the teacher responded empathetically, stating, *“That was completely okay! Remember, every challenge is an opportunity to learn and grow”*. This quote highlighted the teacher's belief in the students' capabilities and framed challenges as valuable learning experiences. The instruction to *“take your time, and if you have any questions, don't hesitate to*

ask” reflected a reflective prompt that reinforced a sense of security and openness in the classroom.

In response to the teacher's affirmative language, students actively engaged in positive interactions with both the teacher and their peers. During class discussions, students utilized appropriate language, contributing thoughtfully to conversations. The observed teacher language, characterized by specific affirmation and reflective prompts, plays a pivotal role in shaping a positive and motivated classroom environment. The impact is evident in student behaviors, with increased use of positive language, heightened motivation, and a demonstrated willingness to modify behaviors based on the teacher's cues. For instance, a student who initially struggled to participate in group discussions began to adjust their approach, incorporating more collaborative language and actively seeking input from peers. In another instance, a student, who previously encountered difficulties maintaining focus during independent work, experienced a notable shift in behavior following specific affirmation from the teacher. The teacher's encouraging words, *“I saw that you stayed concentrated on your work today, Nam. Your hard work is clear, and it shows that you have good habits”* act as a motivating force for positive transformation.

The observed positive reinforcement and intentional use of language contribute to an environment where students feel recognized, motivated, and actively engaged in their learning. Extensive studies support the impact of teacher language on student behavior and learning environments, echoing observed practices. Deci and Ryan's (2000) Self-Determination Theory emphasizes the link between teacher affirmation and student motivation, meeting psychological needs for autonomy, competence, and relatedness. Positive teacher-student interactions, crucial for academic and social development (Pianta, 1999), are evident, reflecting Skinner's operant conditioning theory. The connection between teacher language and academic achievement, supported by Rowe (1974) and Rosenthal and Jacobson (1968), highlights its positive influence on a supportive learning environment, enhancing student engagement and achievement.

3.3. Responsibility and Choice

The practice of responsibility and choice is minimally present in the classroom. This is evident in the way decisions are mainly made by the teacher while students have limited freedom in their learning. For example, in an effort to integrate a more interactive element into the English class, the teacher decided to divide the students into small groups with the task of writing a blog post about their hobbies. However, instead of allowing the students the freedom to choose their own hobbies and collaboratively explore various interests, the teacher assigned specific hobbies to each group. The teacher also closely supervised each group, providing detailed guidance and a fixed format for the post. This deviation from a collaborative, student-led approach had unfavorable consequences. The initial excitement among students, who were eager to share their interests, decreased. The assignment, which was meant to be creative and self-expressive, eventually became more structured and controlled. Students, who might have been passionate about their own hobbies, ended up working on topics that might not necessarily interest them personally. The close supervision and specific guidance, even if well-intended, unintentionally limited the students' creativity and independence. Instead of encouraging a sense of ownership and enthusiasm, the assignment felt more like following instructions of the teacher.

The findings indicate a need for improvement in the consistent application of responsibility and choice practices. Despite instances of student engagement in decision-making, achieving consistent application poses challenges, impeding a complete embrace of a

student-centered approach. Strategies for increasing the frequency of opportunities for student decision-making and responsibility-taking should be explored.

3.4. Warmth and Support

The teacher frequently displayed warmth and support through interactions with students. The teacher occasionally went beyond academic concerns, expressing some interest in students' well-being and personal growth. The classroom environment was structured with an attempt to foster inclusivity and appreciation, creating a space that aimed to be safe where students were expected to make mistakes. For example, at the beginning of every lesson, the teacher took a few minutes to check in with individual students, asking about their well-being, both academically and personally. The teacher's remarks during these check-ins varied, with statements like *"How are you feeling about the lesson today? Any questions or difficulties?"* or *"Is everything okay with you? Anything you want to share?"* However, this check-in occurs irregularly and is not consistently integrated into the daily routine. The teacher could enhance this practice by incorporating a regular check-in routine, perhaps at the start or end of each class. This consistent practice would provide students with dedicated opportunities to share academic and nonacademic concerns, fostering a more sustained sense of warmth and support.

During a class discussion, the teacher acknowledged and appreciated some students' contributions, expressing enthusiasm for their ideas and answers. During the lessons, we could hear phrases like *"Good job! I like how you explained your point—it helps everyone understand."*; *"Thanks for sharing that idea. It shows you've thought a lot about the topic."*; *"Well done!"*; *"Great idea!"* However, this positive reinforcement was inconsistent, and not all students received equal recognition for their contributions. To address this, the teacher could implement a strategy for systematically acknowledging and appreciating a diverse range of student contributions. This might involve rotating the focus on different students during discussions or providing specific positive feedback to various individuals, contributing to a more equitable distribution of warmth and support.

In addition, the teacher encouraged students to take academic risks and share their thoughts openly by saying *"Don't hesitate to share your thoughts; there are no wrong answers in this class."*; *"Feel free to express your thoughts; every opinion is valued here."*; *"Share your ideas openly; we're here to learn from each other."*; and *"No need to be shy."* However, this encouragement was inconsistently applied, with only few students feeling comfortable in expressing their ideas without fear of judgment. To address this, the teacher could implement activities that explicitly promote a culture of academic risk-taking. This might involve incorporating structured discussions, where every student has an opportunity to contribute, and emphasizing the value of diverse perspectives.

Students occasionally reciprocated some warmth and support demonstrated by the teacher. They expressed academic and emotional support for both their peers and the teacher. Students showed some awareness of each other's interests and backgrounds, attempting to foster a sense of community. This was reflected in communication among students, where they occasionally considered each other's perspectives and emotions. The classroom culture tried to encourage students to feel comfortable taking academic risks, contributing to an environment that aimed to be positive and supportive.

In summary, while the Grade 10 English classroom exhibited positive instances of warmth and support, the findings highlight the importance of enhancing the consistency and depth of these practices. Research by Roeser and Eccles (1998) emphasizes that a positive

classroom climate, characterized by warmth and support, is crucial for students' emotional well-being. A classroom that acknowledges and addresses students' nonacademic concerns contributes to a nurturing environment, supporting students both academically and emotionally. Addressing this challenge requires intentional efforts, potential adjustments in classroom dynamics, and a collaborative approach to reinforcing a positive and supportive learning environment.

3.5. Cooperative Learning

In the Grade 10 English classroom, specifically during Unit 2, the instructional approach predominantly centered around individual and paired activities, with minimal incorporation of group work. Throughout this unit, students engaged in tasks and assignments that were designed to be completed independently or in collaboration with a single partner. This format implies that students were primarily responsible for their own learning or were working closely with one peer. The decision to structure Unit 2 in this manner may be influenced by the nature of the tasks presented in the textbook.

Individual activities can provide students with focused opportunities to develop and showcase their personal understanding of the subject matter. This format allows each student to work at their own pace, emphasizing independent thinking and problem-solving skills. Similarly, paired activities foster a collaborative learning environment but limit the scope to interactions between two individuals. This arrangement may be conducive to fostering peer-to-peer discussion, cooperative problem-solving, and the sharing of ideas between partners. Pair work can encourage active participation and engagement while maintaining a manageable level of interaction.

However, the limited incorporation of group work suggests a particular pedagogical choice. Group activities typically involve a larger number of students working together towards a common goal. They promote skills such as teamwork, communication, and the ability to consider diverse perspectives. While individual and paired activities can have valuable merits, a more frequent infusion of group work might offer a complementary dimension, providing students with a holistic learning experience that encompasses both independent and collaborative skill development (Johnson and Johnson, 2009).

3.6. Group Discussions

The findings revealed that, while group discussions were present in the classroom, there were opportunities for enhancement. One notable area of concern was the limited direction given by the teacher to guide the discussions. This lack of direction likely contributed to discussions that may have been unfocused or lacked depth, preventing students from engaging in a more profound exploration of the subject matter. Moreover, there seemed to be a dearth of strategies employed by the teacher to ensure equitable participation among all students. Effective group discussions require active involvement from each participant, yet it appears that some students may not have had equal opportunities to contribute or may have felt marginalized during these sessions.

For instance, the EFL teacher initiated a group brainstorming activity centered around leisure activities. While the intention to engage students in a collaborative discussion was evident, the execution of the group discussion was not very well-facilitated. The teacher introduced the topic of leisure activities and divided the students into groups, fostering an environment for collective idea generation. However, the facilitation of the group discussion seemed to encounter challenges. There were indications that the structure or guidance provided

during the activity may have been insufficient, leading to less effective group interactions.

Students participated in group discussions with varying levels of engagement, occasionally showcasing attentive listening and the ability to paraphrase and analyze speakers' main points. Some attempted to extend their own thinking in response to their peers, but this was not consistently demonstrated. Occasionally, students asked clarifying questions, displaying a basic understanding of the content, and used communication skills to present their viewpoints. Limited reflection on their peers' perspectives was evident, with occasional contributions to the overall depth of the discussion.

The findings revealed that, while group discussions were present in the classroom, there were opportunities for enhancement. The teacher and students occasionally demonstrated behaviors associated with effective group discussions throughout the lesson. By further cultivating these practices, we can contribute to an even more dynamic and intellectually engaging classroom environment. This positive step forward encourages students to actively participate in meaningful conversations about the content, fostering a rich learning experience (Bonwell & Eison, 1991).

3.7. Self-Reflection and Self-Assessment

Self-reflection and self-assessment conducted by the students themselves were seldomly integrated into the lessons. Instead, the predominant methods employed by the teacher was teacher-assessment, and sometimes, peer-assessment, which marginalized the role of self-assessment and self-reflection in most instances. This infrequent incorporation implies that opportunities for students to critically assess their own progress, comprehension, and learning strategies were not consistently embedded in the lesson structure.

The infrequent occurrence of these reflective practices indicated a missed chance for students to actively participate in evaluating their own learning journey, identifying areas of achievements and at the same time recognizing areas for improvement. In summary, the analysis of fieldnotes emphasizes that the incorporation of self-reflection and self-assessment into the instructional approach was both infrequent and lacked systematic implementation, thereby diminishing their potential impact on student learning and holistic development. This gap in incorporating reflective practices suggests a need for a more intentional and regular integration to enhance the overall learning experience for students.

To enhance self-assessment practices in the classroom, a more regular and integrated approach is crucial (Andrade & Valtcheva, 2009). Strategies should prioritize regularizing reflection opportunities, offering guidance on self-assessment techniques, and seamlessly integrating these practices into the daily routine. This comprehensive approach fosters meaningful and continuous self-assessment, empowering students as critical thinkers and enhancing the impact of formative assessment strategies (Black & Wiliam, 2009).

3.8. Balanced Instruction

Balanced instruction, involving a harmony between active and direct instruction, as well as individual and collaborative learning, was notably infrequent in the Grade 10 English classroom during Unit 2 - Leisure activities and entertainment. Although the teacher occasionally demonstrated an understanding of when to use direct instruction and when to engage students actively, this balance was not consistently maintained. The encouragement for students to extend their learning beyond simple answers lacked regular emphasis. Real-world projects, deemed enjoyable and effective for learning, were integrated into the curriculum, but their incorporation was sporadic. The deficiency in consistently implementing such projects

impacted the frequency of engaging and practical learning scenarios.

As for student behaviors, while there were instances of active problem-solving and independent as well as collaborative work, these positive engagements were not the norm. Students, at times, identified challenges and sought solutions, but these behaviors were not consistently observed. The creation of products for different audiences and the development of an understanding of varied communication strategies were also sporadic in student practices, indicating an irregular application of key instructional components.

To address this, the teacher can diversify learning activities by incorporating a mix of direct instruction, group work, discussions, and hands-on projects throughout the lesson. This ensures that students engage with content in various ways, catering to different learning preferences and fostering a dynamic classroom environment (Tomlinson, 2001).

3.9. Academic Press and Expectations

In the 10th-grade English class, the teacher communicated academic expectations, such as specifying learning goals at the start of each lesson. High standards were set through challenging assignments, like a complex survey project, motivating students to strive for excellence. A gradual increase in task difficulty was observed in each of the lesson, transitioning from less challenging tasks to more demanding ones, fostering active participation. The teacher emphasized the connection between effort and results during discussions on blog post writing, offering detailed feedback to instill a sense of responsibility for both achievements and setbacks in writing. Social and emotional support were evident during group projects, where collaborative efforts were encouraged, and students were prompted to share not only academic but also personal aspects. This comprehensive approach contributed to a well-rounded learning environment, addressing both academic challenges and emotional well-being.

It is advisable to engage in these practices on a more regular basis and with clearer and more explicit guidance. Increasing the frequency of these activities ensures that they become ingrained in the routine of the classroom, allowing students to consistently benefit from their impact. Explicit communication and instruction provide a clearer understanding of expectations and methods, reducing ambiguity and promoting more effective implementation (Brown & Johnson, 2019).

3.10. Social English Learning Competence-Building

The teacher demonstrated efforts in modelling as well as building specific social and emotional competencies for students. For example, during class discussions and one-on-one interactions, the teacher displayed a genuine attentiveness to students' thoughts and feelings, creating an environment where students felt heard and understood. The teacher often said "*Great ideas! Great jobs! I like your ideas! Excellent! Feel free to share your thoughts and feelings; we're here to learn from each other.*" Instances were also noted where the teacher demonstrated empathy in response to students' emotional expressions. For example, during a discussion on likes and dislikes that touched upon personal experiences, the teacher skillfully acknowledged and validated the diverse range of emotions expressed by the students. This approach contributed to an atmosphere of trust and openness, fostering a sense of psychological safety within the classroom. Moreover, the teacher incorporated effective communication strategies that considered both academic and emotional aspects. Providing constructive feedback involved not only addressing the technical aspects of assignments but also recognizing the emotional effort students invested in their work. This holistic approach to feedback not only

supported academic growth but also contributed to the students' emotional well-being and resilience in the face of academic challenges.

While these examples highlight the teacher's initial steps in integrating SEL principles, it is evident that there is potential for further expansion and refinement. The ongoing incorporation of explicit SEL practices, such as targeted lessons on emotional intelligence, conflict resolution, and self-awareness, could contribute to a more comprehensive and consistent application of SEL within the Grade 10 English classroom. This aligns with research suggesting that sustained and intentional SEL implementation positively impacts both academic and socioemotional outcomes for students (Payton et al., 2008; Taylor et al., 2017).

4. Conclusion

The assessment of the Grade 10 English classroom reveals how social and emotional dimensions are incorporated in teaching and learning English as a foreign language. Positive elements include the incorporation of student-centered discipline, affirming teacher language, and warmth and support, contributing to a somewhat positive and supportive learning environment. However, challenges exist, such as inconsistent application of student-centered discipline, infrequent opportunities for responsibility and choice, and a need for more regular and systematic integration of warmth and support practices. Additionally, cooperative learning primarily focuses on individual and paired activities, indicating potential missed opportunities for enhancing teamwork, communication, and diverse perspective considerations. Group discussions, while present, lack clear direction and strategies for equitable participation, pointing to areas for improvement in fostering collaborative and meaningful conversations. Self-reflection and self-assessment practices are noted as rare, suggesting a missed opportunity for students to actively engage with their learning process and develop a clear understanding of their development journey. Balanced instruction and academic press are recognized positively but could benefit from more regular and explicit engagement. The teacher's efforts in social and emotional competence-building are acknowledged, with potential for further expansion through sustained and more explicit practices.

The findings from the assessment of SEL practices in the Grade 10 English classroom have several implications for teaching and learning in English as a foreign language. First, the findings highlight the need for more consistent implementation of positive teaching practices. This involves ensuring that student-centered discipline, affirming teacher language, warmth and support, cooperative learning, and other beneficial practices are applied uniformly across lessons. Consistency contributes to the establishment of a predictable and supportive learning environment. Moreover, while there are positive steps in integrating SEL principles, the report suggests further expansion and refinement. Ongoing incorporation of explicit SEL practices, such as targeted lessons on emotional intelligence and conflict resolution, can contribute to a more comprehensive and consistent application of SEL in the EFL classroom. Finally, to create a truly enriching and dynamic learning environment, teachers should aim for a balanced approach that incorporates diverse teaching strategies, provides clear academic expectations, and fosters both academic and socio-emotional development.

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Appendix

SOCIAL-EMOTIONAL LEARNING CLASSROOM OBSERVATION SHEET

(Adapted Version of the Rubric for 10 Teaching Practices That Support SEL developed by Yoder and Gurke (2017))

Teacher: _____ Class: _____

Lesson: _____ Date & Time: _____

RUBRIC DESCRIPTION			
For each targeted SEL practice, select the performance level that best reflects the evidence you collected while observing the teacher.			
1. Not Yet Present	2. Minimally Present	3. Moderately Present	4. Fully Present
1. SEL practice is not yet present in the classroom. Neither the teacher nor the students demonstrate any of the behaviors associated with the practice.			
2. SEL practice is minimally present in the classroom. The teacher and students demonstrate some of the behaviors associated with the practice but only a small number of times throughout the lesson.			
3. SEL practice is moderately present in the classroom. The teacher and students demonstrate some of the behaviors associated with the practice but inconsistently so throughout the lesson.			
4. SEL practice is fully present in the classroom. The teacher and students demonstrate the behaviors associated with the practice consistently across the lesson.			

DESCRIPTION OF SEL PRACTICE	SCORE (1-4)	FIELDNOTES
1. Student-centered discipline refers to the types of classroom management strategies teachers use.		
TEACHER PRACTICE: The teacher has discussions with students about classroom procedures, including incorporating student voice with the rules and procedures of the classroom. The teacher provides students strategies so that they can monitor and regulate their behavior and emotions in the classroom. The teacher consistently implements classroom rules and consequences but also considers learner-specific factors when trying to help students correct their behavior.		
STUDENT BEHAVIORS: Students exhibit positive classroom behaviors, regulating their own behaviors and emotions in the classroom. If students misbehave, they have tools and strategies to accept the consequences of their behavior, problem solve situations that may arise in the future, and articulate how their behavior influences the ways the classroom operates.		
2. Teacher language refers to how teachers talk to students.		
TEACHER PRACTICE: The teacher acknowledges specific positive behaviors and asks students to reflect on their behavior — both social skills and work habits. The teacher also provides specific affirmation to let students know their efforts lead to positive results.		
STUDENT BEHAVIORS: Students use positive language with the teacher and their peers, including appropriate academic language. Students become more motivated, persist in tasks, and modify or continue positive behaviors based on the language the teacher uses in the classroom.		
3. Responsibility and choice refers to how students are allowed to make decisions.		
TEACHER PRACTICE: The teacher engages students in how they are going to learn. The teacher asks for student input, provides meaningful choices, and creates opportunities for students to be responsible in the classroom. The teacher ensures that students make		

connections between their choices and potential consequences.		
STUDENT BEHAVIORS: Students have opportunities to be responsible within lessons as well as classroom procedures. Students are aware that there are multiple ways to solve a problem. Students accept responsibility for their own behavior and the class's behavior, holding each other accountable. They also have opportunities to help their peers and teacher.		
4. Warmth and support refers to the academic, social, and emotional support students receive from their teacher and peers.		
TEACHER PRACTICE: The teacher demonstrates that he or she appreciates each student as an individual and is concerned about how and what each student learns. The classroom is structured so students feel included and appreciated, creating a space where it is OK to make mistakes and where the teacher checks in with students about academic and nonacademic concerns.		
STUDENT BEHAVIORS: Students express academic and emotional support for their teacher and peers. Students know about each other's interests and backgrounds and take into account the perspective and emotions of their classmates and teacher. Students communicate with each other in meaningful ways and feel comfortable taking academic risks.		
5. Cooperative learning refers to a specific instructional task in which students work together toward a collective goal.		
TEACHER PRACTICE: The teacher creates learning experiences in which the students apply positive social skills to succeed, depend on each other, and work through difficulties they may have with assignments. Individual students and the group are held accountable for learning during small-group work. In addition, the teacher provides opportunities for students to share their work, receive feedback from others, and collaboratively process how they work together.		
STUDENT BEHAVIORS: Students work with their peers in meaningful ways and hold each other accountable during group work. Students process how they work together and focus on promoting the group's success. Students provide specific, high-quality feedback to each other and are receptive to feedback from their peers. Students resolve conflict that arises during cooperative learning.		
6. Group discussions refers to conversations students and teachers have about content.		
TEACHER PRACTICE: The teacher helps students identify how to listen to, respond to, and learn from other students in a discussion. The teacher helps students learn how to effectively communicate their point of view, allowing students to hold in-depth discussions about content and reflecting on their peers' thoughts.		
STUDENT BEHAVIORS: Students listen attentively and can paraphrase and analyze the speaker's main points as well as extend their own thinking in response. Students can ask clarifying questions as well as use effective communication skills to present their own point of view and reflect on their peers' points of view.		
7. Self-assessment and self-reflection refers to teachers and students actively thinking about their own work.		
TEACHER PRACTICE: The teacher is clear about the learning goals and asks students to reflect on and monitor their progress toward meeting those goals — both social and academic. The teacher ensures that students have time to analyze their own work, think together about the effectiveness of learning activities, and provide feedback for improvement.		
STUDENT BEHAVIORS: Students understand their goals and actively think about how their work is related to achieving them. Students are able to monitor progress and know where to go when they need assistance. Students are able to identify what they do and do not know as well as effective strategies for learning. They can provide feedback on how strategies are working for them.		
8. Balanced instruction refers to the balance between active and direct instruction as well as individual and collaborative learning.		
TEACHER PRACTICE: The teacher uses multiple instructional practices to keep students engaged, knowing when to best use direct instruction and when to use active engagement activities. The teacher asks students to extend their learning when they provide simple		

answers. In addition, they have students work on real-world products that not only are fun but also represent one of the best ways for students to learn.		
STUDENT BEHAVIORS: Students interact with content in multiple ways, actively solving problems and working both independently and collaboratively. Students identify challenges in solving problems and find potential solutions. Students create products for different audiences and develop an understanding that these audiences may require different communication strategies.		
9. Academic press and expectations refers to the implementation of meaningful and challenging work and expecting that students will succeed.		
TEACHER PRACTICE: Students are given more challenging work once they have mastered easier material, ensuring that students feel responsible for their successes and their failures and that they understand the connection between effort and results. The teacher supports students socially and emotionally while challenging them to achieve and surpass their goals.		
STUDENT BEHAVIORS: Students feel a need to succeed as they work to master increasingly challenging material. Students understand that they are responsible for their academic outcomes and can analyze information to solve problems. They are able to identify and regulate their emotions when facing new challenges and barriers to success.		
10. Competence building refers to using the instructional cycle to develop social and emotional skills.		
TEACHER PRACTICE: The teacher uses a variety of tools to model and practice new learning with students. The teacher has students correct mistakes and improve their work using multiple strategies, including relevant feedback from both the teacher and their peers. The teacher uses student misconceptions to guide instruction without singling out individual students.		
STUDENT BEHAVIORS: Students are engaged with the content throughout the entire instructional cycle. Students use support and feedback from teachers and peers to improve their work, and they recognize that this is an important part of the learning process, especially when they notice mistakes. Students are aware of their emotions and behaviors during instruction, and they respond appropriately.		

KHÁM PHÁ CÁC KHÍA CẠNH XÃ HỘI VÀ CẢM XÚC CỦA VIỆC DẠY VÀ HỌC TIẾNG ANH NHƯ MỘT NGOẠI NGỮ

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Tóm tắt: Bài báo nghiên cứu các khía cạnh xã hội và cảm xúc vốn có trong việc dạy và học tiếng Anh như một ngoại ngữ (EFL). Nhận thức được bản chất đa chiều của việc học ngôn ngữ, nghiên cứu này nhấn mạnh tầm quan trọng của việc lồng ghép các chiến lược học tập cảm xúc xã hội (SEL) vào lớp học Tiếng Anh. Nghiên cứu đã tiến hành quan sát toàn diện các hoạt động học tập cảm xúc xã hội trong một lớp học Tiếng Anh lớp 10, sử dụng bảng quan sát học tập cảm xúc xã hội được thiết kế dựa trên *Phiếu tự đánh giá 10 Phương pháp giảng dạy hỗ trợ học tập cảm xúc xã hội* của nhóm tác giả Yoder và Gurke (2017). Quá trình quan sát kéo dài ba tuần, bao gồm tám tiết của một bài học, mỗi tiết 45 phút, tập trung vào 10 phương pháp giảng dạy hỗ trợ học tập cảm xúc xã hội. Kết quả nghiên cứu cho thấy một số điểm mạnh trong thực hành giáo dục cảm xúc xã hội của cả giáo viên và học sinh như phương pháp dạy học lấy học sinh làm trung tâm, ngôn ngữ của giáo viên, sự ấm áp và hỗ trợ, thể hiện môi trường lớp học tích cực. Tuy nhiên, các lĩnh vực cần cải thiện đã được xác định, bao gồm: việc thực hiện chưa nhất quán trách nhiệm và lựa chọn của người học, tự đánh giá của người học, việc sử dụng linh hoạt và đa dạng phương pháp giảng dạy của giáo viên. Từ đó, bài báo đề xuất cần thực hành các phương pháp học tập cảm xúc xã hội nhất quán hơn, thường xuyên hơn và rõ ràng hơn nhằm tạo ra môi trường học tập năng động trong các lớp học Tiếng Anh.

Từ khóa: học tập cảm xúc xã hội, học ngôn ngữ, dạy tiếng Anh, yếu tố nhận thức, yếu tố phi nhận thức