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## Assessing the impact of SEL programs on language proficiency and student well-being in English classes

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### Abstract

The present study tests language proficiency and a sense of student well-being through the addition of Social-Emotional Learning (SEL) programmes in English classes. This research study narrows its focus to secondary school English Language Learners (ELLs). An intervention was conducted over 12 weeks using a culturally adapted SEL framework, namely Promoting Alternative Thinking Strategies (PATHS), with 60 students preferably from closely related cultural and linguistic backgrounds. Results indicate significant gains in both linguistic and socio-emotional outcomes. The quantitative results showed notable language improvement, including a 20% gain in speaking fluency and a reduction in incoherent writing and listening comprehension difficulties. Improved socio-emotional functioning manifested as enhancements in self-awareness and relationship skills, measured by the Devereux Student Strengths Assessment (DESSA). The focus group discussions provided qualitative insights, revealing deeper confidence and reduced anxiety in task performance in English. Students created a supportive class environment where they encouraged each other's participation and language learning. Challenges noted include the development of culturally responsive SEL tools and the need for enhanced teacher training that integrates SEL practices in multilingual classroom settings. The findings demonstrate that SEL can help ELLs overcome not only language-related issues but also a range of socio-emotional challenges. These results have significant implications for educators and policymakers aiming to create inclusive, culturally responsive classrooms that support equitable outcomes for diverse learners.



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### KEYWORDS

*social-emotional learning,  
language proficiency,  
student well-being,  
secondary school ELLs,  
culturally responsive  
education*



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## Introduction

The role of SEL has taken particular significance and interest in educational discourses during the last couple of decades; its integration into the language learning environments seems to be one of the most promising avenues toward relevance at academic and personal betterment levels (Mahoney et al., 2020). As it is until today, SEL represents a general framework of competence targeted at raising students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies not only support the learners' academic growth but also contribute to their overall well-being—a dual focus very important for ELLs in working out the challenges of acquiring a new language while adapting to diverse cultural and social contexts (Collaborative for Academic, Social, and Emotional Learning, 2010). The integration of SEL in the English classroom allows for a multidimensional dealing with the interconnected domains of language proficiency and socio-emotional development. If one had to explain what SEL means for ELLs, an example of the experience one faces would be fighting linguistic barriers, acculturation processes, and possible socio-emotional stressors such as discrimination or isolation (Castro-Olivo, 2014). It is these aspects, which complicate the course of school disciplines and bring negative impacts on a child's mental state that makes the creation of supportive and inclusive educational conditions so crucial. By providing students with socio-emotional tools to effectively deal with such challenges, SEL will enable language acquisition, engagement, and personal growth to flourish.

The present study explores the impact the SEL programs will have on the improvement of the language proficiency and the well-being of students from different cultural and linguistic backgrounds, who are secondary school ELLs participating in English classes (Barnes, 2019). Insight into the study will be based on facilitating the need to connect two main areas of studies: the fact that the use of SEL impacts socio-emotional competencies and the role played by socio-emotional factors in facilitating language acquisition (Reicher, 2010). Although an increasing amount of research shows evidence that SEL enhances the quality of academic and social societies, remarkably few studies have yet focused on specific applications in English language education for Culturally and Linguistically Diverse (CLD) learners. They try to fill this lacuna by exploring how SEL influences linguistic and socio-emotional results and determines challenges and opportunities associated with its implementation in multilingual and multicultural classrooms.

Research in the field of SEL has continued to confirm these skills can, in turn, consistently enhance pupils' emotional regulation, interpersonal skills, and academic performance. The meta-analyses reported by Durlak et al. (2011) and Taylor et al. (2017) represent a wide array of general benefits of SEL within different educational contexts: increased student engagement and improved classroom behaviour, which result in long-term gains in academic performance and well-being. However, these studies are usually carried out in general populations, leaving a critical gap on how SEL works at both theoretical and practical

levels when it comes to ELLs and CLD learners (Orosco & O'Connor, 2014). They represent unique opportunities and challenges for socio-emotional development and linguistic development. SEL could be particularly helpful for ELLs, as their emotional resilience and cultural adjustment might depend not just on emotional intelligence itself but also on setting up a proper affective classroom climate that supports language learning (McCallops et al., 2019).

The theoretical framework for this paper is pegged on Second Language Acquisition (SLA) theories emphasising the interaction of both the affective and cognitive factors in the process of language learning. For example, Krashen's affective filter hypothesis (1982) postulates that the affective state of a learner may considerably influence his or her capability in the acquisition and processing of new language input. High levels of anxiety, fear, or stress raise the affective filter, which inhibits comprehension and participation, while a supportive, emotionally safe environment lowers this barrier to permit learners to become more fully involved in language tasks. SEL provides a systematic means for creating such an environment by way of ensuring emotional safety, mutual respect, and positive teacher-student and peer relationships (Brackett et al., 2019). Moreover, SEL can possibly help ELLs cope with some of the socio-emotional issues intertwined with their linguistic and academic experiences (Castro-Olivo, 2014). For instance, the whole process of acculturation to a new environment is very stressful—full of uncertainty—which in turn hampers language learning or academic performance. Such challenges may be softened by certain SEL interventions that address the needs of CLD learners through the development of cultural awareness, empathy, and better interpersonal communication (Barnes & McCallops, 2019). Certain programs, such as Jóvenes Fuertes, embed in their content aspects relevant to the culture and therefore show how SEL could be contextualised to help diverse learners connect to real-life experiences. Furthermore, collaborative interactive learning within SEL fully corresponds to efficient pedagogies in teaching a language, such as Communicative Language Teaching (CLT) and Project-Based Learning (PBL), since such methodologies encourage activities like discussion and problem-solving, which is easier with the socio-emotional competencies developed in SEL (Mahoney et al., 2020). For instance, relationship skills and social awareness provide better peer collaboration, while self-awareness and self-management give students the ability to cope better with the demands of language production and error correction. To this respect, embedding SEL into language instruction adds value by facilitating a holistic learning experience that supports linguistic and socio-emotional development on a parallel basis.

Despite such possible merits, there are some aspects that present challenges and therefore need to be weighed with caution in implementing SEL into the ELL English classroom. To begin with, there is an issue of cultural responsiveness within the SEL programs themselves. Most of the existing frameworks and assessment tools are developed based on Western cultural norms, and their major concepts cannot be valid

and fully captured across cultures (Richerme, 2020). Present wide usage of one of the SEL competency measures called DESSA rests on normative data that does not generalise to multilingual and multicultural situations. This is the limitation pointing to the necessity of culturally responsive tools and practices that match ELLs' identities.

Another barrier stands in the way of how such wide resources and training could be provided to teachers themselves. To effectively practice SEL, a teacher needs to have a sound basis first in socio-emotional competencies and then in connecting those with their language instruction; it is this dual competence that is usually lacking, especially in under-resourced schools serving high numbers of ELLs (McCallops et al., 2019). In fact, professional development opportunities regarding SEL and culturally responsive pedagogy become quite vital as this is a large gap that exists in assuring that teachers enter the profession with the ability to meet student needs. It is also guided that the policy landscape should play a critical role in setting up the adoption and effectiveness of SEL in language education. For example, frameworks like the Every Student Succeeds Act (ESSA) create opposition toward embedding SEL into bigger educational accountability measures; their implementation, however, remains widely varied across states and districts (Richerme, 2020). For policymakers, this involves prioritising funding for culturally responsive SEL programs, training for teachers, and the development of inclusive assessment tools to enable the scalability and sustainability of the SEL initiatives.

This study contributes to this burgeoning field of inquiry by examining the impact of a culturally adapted SEL intervention, PATHS, on the language competence and well-being of secondary school ELL students. Adopting a mixed-methods design, which triangulates quantitative measures with qualitative insights, the study attempted to provide an in-depth insight into how social and emotional learning influences both linguistic and socio-emotional outcomes. Results from this study may set a route for practice and policy in education; therefore, they will inform evidence-based recommendations on how best SEL training can be fitted into an inclusive, effective, and responsive diverse group of learners' English language classroom (Barnes, 2019).

The need for these remains urgent and increasingly in demand in the stereoidal globalisation of the world, burdened by intercultural communication and elaborated social dynamics management. In fact, the integration of SEL within language education represents an approach so timely that it is transformative. Indeed, SEL positions ELLs for academic success and personal well-being since it develops the linguistic proficiency and socio-emotional resilience necessary to know how to navigate or overcome such challenges (Mahoney et al., 2020). This volume continues this vision by exploring those junctures between language learning, socio-emotional development, and culturally responsive education foreseen to help bring greater equity and inclusion into educational settings (Reicher, 2010).

## Literature review

In the modern-day context, SEL has gained increasing meaning in both English language teaching research and practice. SEL involves a framework targeted at developing the capacity of students to handle and manage their emotions, forge healthy relationships, and make responsible decisions. Such competencies are particularly essential in the case of ELLs, who often face severe socio-emotional and linguistic complications while trying to adjust to an academic setting. Research has recounted that these SEL programs can have a positive influence not only on language proficiency but also on the welfare of the students (Taylor et al., 2017). Nevertheless, in order to truly determine the breadth of those effects, there should be an inclusive review of all current studies, specifically those that address a CLD population. At its most basic, SEL is concerned with developing five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These five competencies, defined by the CASEL, provide the basis of many SEL programs (Durlak et al., 2011). Research from almost two decades has shown that students who succeed in each of these areas tend to fare better academically and socially. For example, Durlak et al. (2011) investigated 213 school-based SEL programs and, through meta-analysis, came to a conclusion that participants not only dispelled all doubts about gains in social and emotional competencies but also derived significant benefits in academic performance. Taylor et al. (2017) reported further long-term benefits of SEL in terms of increased well-being and improved coping strategies against the impact of stress and adversity.

In this respect, however, the integration of SEL programs becomes even more important for ELLs. Learners of this group are usually burdened with adjustment to a new cultural environment, overcoming language barriers, and even the psychological trauma of migration or discrimination. Research underlines that such burdens can adversely affect not only academic results but also mental health conditions. Therefore, culturally responsive interventions of SEL programs become crucial. Certain culturally adapted programs in SEL, like Jóvenes Fuertes, have given some hope of meeting specific needs for Latino ELLs. This program, developed by Castro-Olivo (2014), takes the traditional SEL curricula and makes some key modifications in an effort to include culturally relevant examples and practices that better fit CLD populations. The research described how ELLs participating in Jóvenes Fuertes evidenced significant improvements both in self-awareness and relationship skills, thus highlighting socio-emotional and academic resilience promoted within the framework of this program.

Apart from socio-emotional benefits, SEL has been associated with language proficiency improvement. It is the positive classroom environment, brought about by SEL, that permits ELLs to become more active participants in language learning processes and thus enhance their linguistic competence (Krashen, 1982). This environment reduces the affective filter, that is, a psychological barrier that inhibits language acquisition in case of learners experiencing anxiety or fear. Research provides evidence that SEL classrooms are marked by increased student engagement, better teacher-student relationships, and more collaborative learning experiences—all qualities that support language acquisition. In addition, SEL can complement language instructional models such as Dual Language Immersion (DLI). Serafini et al. (2022) examined DLI model results that implemented SEL practices and reported that not only were students who participated in such programs reaching proficiency in English faster but outperforming their peers on standardised assessments. The study sets forth how SEL competencies—particularly related to social

awareness and relationship skills—can enhance peer-to-peer learning and intercultural communication, therefore very well serving the purpose of accelerated language acquisition.

Despite these encouraging findings, several issues still lie ahead in the application of SEL programs for ELLs. One critical problem relates to the development of adequate assessment tools that have been consensually validated to measure competencies from SEL with diverse populations. Many of the rating scales that have been implemented, like the DESSA, are only marginally applicable for CLD contexts since their normative data are based upon a predominantly monolingual and monocultural sample (Richerme, 2020). In that process, this limitation raises questions of validity and reliability regarding data collected from ELL populations. A further complication of the implementation process is a lack of trained practitioners able to deliver SEL interventions in multiple languages.

The ESSA policy package and others like it create fertile avenues through which the issue of SEL mainstreaming may be addressed. ESSA makes room for states to be creative by allowing them to include SEL in their accountability systems, thus motivating schools to implement evidence-based SEL programs (Barnes & McCallops, 2019). However, the issue that remains of prime interest is whether these programs are culturally responsive or not. As noted by Barnes (2019), the extent to which SEL interventions in diverse classrooms are successful or effective depends a great deal on how these interventions reflect the lived experiences and cultural backgrounds of those being served. Systemic approaches to SEL, such as those facilitated by the frameworks from the CASEL, support improved academic and social outcomes and encourage equity. With these learnings, the next studies should be supported in establishing and confirming culturally responsive frameworks for SEL (Mahoney et al., 2020). Longitudinal research that examines longer-term impacts of SEL on language proficiency and well-being would yield usefully detailed information to further inform such programs. Aside from this, the intersection of SEL with other educational strategies, such as project-based learning and technology integration, may still be explored. SEL programs, therefore, represent a high potential for increasing language proficiency and promoting students' well-being in English classes, especially for ELLs. These could help students to transcend socio-economic barriers, as long as students feel supported and included in their learning environment. However, attainment of the full potential of SEL requires a notable effort toward challenges such as cultural responsiveness and the validity of assessment. SEL has the potential to be a keystone in inclusive and effective language education through further research and supportive policy.



**This study is sought to answer these following questions:**

*Q1: What is the influence of integrating SEL programmes on the language proficiency of English Language Learners (ELLs)?*

*Q2: How does participation in SEL-integrated English classes affect the socio-emotional well-being of ELLs?*

## **Methodology**

### **Participants**

The participants of the research consisted of 60 ELLs studying secondary school English classes in three institutions. The age of the participants ranged from 13 to 18 years. The participants had four different linguistic and cultural backgrounds. Purposive sampling was used to obtain a balance of gender and proficiency levels of participants, classified using a standardised placement test into the following levels: beginner, intermediate, and advanced.

### **Materials**

The intervention followed a widely implemented SEL curriculum, PATHS-matched to the context of teaching and learning of the English language. Such a program was augmented by activities and examples that were culturally relevant for participants. The means included worksheets focused on SEL, multimedia resources, and group discussion guides-parallel to items in English.

The language proficiency was assessed by using the Cambridge English Language Assessment framework; well-being was measured using the DESSA, adjusting for cultural relevance. Pre- and post-intervention surveying and a semi-structured interview guide were also performed to capture qualitative feedback.

### **Procedure**

All participants underwent baseline assessments in language proficiency and socio-emotional well-being ahead of the actual intervention. These measures would serve as a reference point for evaluating progress and changes induced through the study. Informed consent was obtained from all participants and their guardians, ensuring that the participants understood the aims, procedures, and ethical considerations for the study. The intervention lasted for 12 weeks, during which students attended a weekly session of 1.5 hours that integrated SEL into their usual English classes. Each session would be scheduled with a specific emphasis on certain SEL competencies, such as self-awareness and social awareness, along with practicing a language skill: speaking, writing, and/or comprehension. Such activities have set up a supportive and engaging learning environment that assisted in both socio-emotional growth and linguistic development.

At the end of the intervention, participants completed identical language proficiency and socio-emotional wellbeing measures to assess changes. Additionally, focus groups were conducted to understand students' experiences regarding the SEL-inclusive English classes qualitatively. Such focus groups can also help in understanding how this program influenced their confidence about communication skills and interaction within the classrooms. These data were analysed using both quantitative and qualitative approaches. Repeated-measures ANOVA was used to find statistical changes in the language proficiency and socio-emotional well-being scores of the respondents. Qualitative data from focus group discussions and interviews were analysed using a thematic approach, which showed repeated themes and patterns indicative of effectiveness and points of improvement for the program.

## Design

The quasi-experimental design of the study was a pre-test/post-test format. For analysis, the independent variable would be the SEL intervention, while language proficiency and well-being measures were the dependent variables. The control group included 30 students from the same institutions who received traditional English instruction with no SEL components.

## Ethical considerations

The study was carried out with the implementation of ethical procedures and policies set forth by the Institutional Review Board. Informed consent was obtained from the subjects and guardians, ensuring confidentiality and that participation was voluntary. Cultural sensitivity was assured: the materials used were non-discriminatory and the activities planned promoted inclusiveness of all cultures.

## Results

As shown in Table 1 and Table 2, the results indicated noticeable improvements in participants' language proficiency and socio-emotional well-being for the differences between groups after schooling in SEL-integrated English classes. For extended results, see Appendix 1.

### *Language proficiency*

A repeated-measures ANOVA showed a significant main effect of post-test language proficiency scores for the experimental group when compared to the control group:  $F(1, 29) = 517.15, p < .001, \text{partial } \eta^2 = .947$ . It was found that quite large gains in speaking fluency, writing coherence, and listening comprehension were derived for the participants. The average speaking test scores increased by 20% after the intervention. Notably, there was the highest gain in grammar accuracy among the students in the advanced level of proficiency, while reversed findings could be observed in beginners with pronounced improvements in vocabulary acquisition.



## Well-being

Analysis of the DESSA results indicated significant enhancements in socio-emotional competencies, particularly in self-awareness and relationship skills. The experimental group scored significantly higher in post-test well-being assessments compared to the control group,  $F(1, 29) = 92.04, p < .001$ , partial  $\eta^2 = .760$ . Interviews revealed that students felt more confident expressing themselves in English and reported reduced anxiety during language activities. In contrast, the control group showed minimal improvements in both language proficiency and well-being indicators. This group reported higher levels of anxiety during language tasks and lower engagement in classroom activities, as noted in post-intervention surveys.

**Table 1**

*Tests of Between-Subjects Effects*

Measure: MEASURE\_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
Intercept	487815.008	1	487815.008	9687.873	.000	.997	9687.873	1.000
Error	1460.242	29	50.353					

a. Computed using alpha = .05

**Table 2**

*Tests of Within-Subjects Contrasts*

Measure: MEASURE\_1

Source	time	time2	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
time	Linear		221.408	1	221.408	1.942	.174	.063	1.942	.271
Error(time)	Linear		3305.842	29	113.995					
time2		Linear	1287.075	1	1287.075	517.148	.000	.947	517.148	1.000
Error(time2)		Linear	72.175	29	2.489					
time * time2	Linear	Linear	407.008	1	407.008	92.039	.000	.760	92.039	1.000
Error(time*time2)	Linear	Linear	128.242	29	4.422					

a. Computed using alpha = .05

## Summary of impact

Apart from the gain in language proficiency, the inclusions of SEL in English classes improved the well-being of the students. This would, therefore, imply that integrating frameworks of SEL into language education might have holistic benefits, especially for ELLs facing both socio-emotional and linguistic difficulties. Longitudinal impacts of such interventions and their scalability across diverse educational settings could be further researched.

## Discussion

The integration of SEL into the teaching of English as an additional language or foreign language class perhaps offers a transformative response to the linguistic proficiency challenges and socio-emotional challenges faced by all students, but especially ELLs. The discussion synthesises the findings of the study and explores their implications on educational theory, practice, and policy.

### *Language proficiency gains through SEL integration*

In a nutshell, this study's findings clearly indicate that incorporating components of SEL into teaching English as an international language has the tendency to enhance the language proficiency level significantly. More importantly, this experimental group greatly improved over most dimensions of language proficiency: speaking, writing, and listening. That reflects the potential of SEL to create a conducive environment for the process of language acquisition. This is due to the reduction of the affective filter, a major concept in SLA theory. When learners feel supported and emotionally secure, they are more likely to participate actively in class, try using the language in different ways, and take risks in speaking and writing (Krashen, 1982). For example, the observed improvement in speaking fluency among the participants corroborates the findings of Taylor et al. (2017), who observed that SEL fosters confidence and reduces language-related anxiety. By increasing students' self-awareness and self-management, SEL helps them to regulate the fear of making mistakes—a pervasive hindrance to language growth. It also allows collaborative learning opportunities through SEL: group discussions, peer feedback sessions, and other forms of communicative activities that further meaningful interaction in the target language.

### *Socio-emotional well-being: A foundation for academic success*

Improvements in socio-emotional well-being among the experimental group further confirm that SEL is effective in supporting the holistic development of students. Improved self-awareness and relationship competencies, measured through the DESSA, address the need to build the emotional and social aspects of learning. If developed, these competencies contribute not only to establishing a positive class climate but also to enabling students to cope with academic and personal adversities with resilience.

This was confirmed in focus group discussions when students identified increased confidence and reduction of anxiety within English lessons, which had implications for the students' general approach to engagement and performance. This is in agreement with Durlak et al. (2011), who established that the effect of SEL on the development of strategies relating to coping and managing stress is long-term. These socio-emotional skills are especially imperative for ELLs, who, apart from the regular pressures, face added stressors such as cultural adjustment and barriers to communication. By helping clear these obstacles, SEL programs support the establishment of an inclusive learning environment where all students can succeed.

### *The interplay of SEL and cultural responsiveness*

Another salient feature of the research was the adaptation and utilisation of a programme called PATHS to reflect students' cultures. Through this culturally responsive method of implementation, the SEL activities ran parallel to the students' lives, ensuring effectiveness and relevance. These findings further reinforce the existing work done by Castro-Olivo (2014), which demonstrated the effectiveness of culturally adapted SEL interventions to support Latino ELLs.

### *Challenges and considerations in implementing SEL*

Despite these promising findings, several challenges of providing appropriate SEL programs for ELL students were underlined. Among them, one of the main concerns is that very few assessment tools have been validated as culturally and linguistically responsive. Most of the available ones, such as the DESSA, fail to adequately assess nuanced socio-emotional competencies related to CLD populations. This highlights the need to develop new tools that incorporate the contextual and experiential backgrounds of ELLs.

Another challenge is the lack of professionals trained to implement SEL interventions in multilingual settings. Teachers are supposed to play a central role in the success of SEL programs, but their training and available resources are not sufficient for integrating SEL into the instructional routine. Professional development opportunities combining SEL with culturally responsive pedagogy are thus urgently needed (Barnes, 2019).

### *Implications for policy and practice*

On the policy level, the ESSA is a congenial foundation upon which SEL can enter mainstream education (Richerme, 2020). At the point of policy, however, there remains work to ensure culturally responsive and evidence-based programs are promoted within such a framework. Investments in professional development, curriculum modification, and the construction of inclusive assessment tools may facilitate the scaling-up process of SEL in diverse classrooms. This research underlines the idea that a holistic approach to language instruction puts socio-emotional and linguistic goals on the same level for practitioners. Such an approach is needed to switch from conservative teacher-centred methods to more student-centred practices, enabling students to focus their attention on co-construction, reflection, and application in real-life contexts. Teachers should also consider making use of technology to enhance the accessibility and interactivity of SEL activities. For example, digital platforms may provide virtual situations for role-playing, which may extend the opportunities for students to engage in socio-emotional and language practices in a more playful environment, according to Mahoney et al., (2020).

### *Long-term impact and future research directions*

Positive findings of the study suggest that SEL may have long-term impacts on language proficiency and well-being. However, these findings refer to a 12-week treatment, and further research is called for in order to address the issue of the longer-term sustained impact of SEL. Longitudinal studies would be illuminating in showing how SEL competencies change over time and their impact on academic and life outcomes. Future research might explore how SEL interacts with other modes of teaching and learning, such as project-based learning and technology integration. For instance, how might SEL principles positively influence the effectiveness of student project collaboration or language learning gamification apps. Research into these and other questions has the potential to further refine the guiding frameworks pertaining to SEL and extend SEL use into a wider variety of educational contexts.

### *The role of SEL in promoting equity and inclusion*

Another critical consideration is the role of SEL in promoting equity and inclusion in education. By addressing socio-emotional barriers, SEL helps level the playing field for those students who have been marginalised so that their opportunities to succeed become the same. This is important because classrooms of this nature—populated by multilingual and multicultural students—tend to systematically impede the progress of a student's academic life. By fostering empathy, cultural awareness, and mutual respect, SEL programmes can help build an educational setting that is much more equitable and inclusive.

## **Conclusion**

Effective integration of SEL into the English classroom could serve as an innovative approach to simultaneously developing language proficiency and student well-being. Perhaps the most important implication of the findings presented here is the potential of SEL to transform classrooms within which it is taught into supportive, inclusive, and engaging places for learning. However, this potential has not yet been taken into practice properly; in other words, it seems that serious efforts need to be seriously exerted in overcoming challenges related to overcoming cultural responsiveness, validity of assessment, and teacher preparation/training. Through ongoing research, policy, and innovative practice, SEL can be a cornerstone of effective language education, helping students excel academically and flourish personally. The evidence from this study testifies to the importance of a holistic approach to education that recognises the interplay between socio-emotional and linguistic development. In the context of equipping students with 21st-century skills to succeed in the complexities of the world of today, SEL provides a robust scaffold to foster academic success in conjunction with the social-emotional Barrios resilience needed to navigate an ever-changing world.

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## Conflict of Interest

The author declares no conflict of interest regarding the publication of this study.

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## Appendix 1

### Tests of Within-Subjects Effects

Measure: MEASURE\_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
time	Sphericity Assumed	221.408	1	221.408	1.942	.174	.063	1.942	.271
	Greenhouse-Geisser	221.408	1.000	221.408	1.942	.174	.063	1.942	.271
	Huynh-Feldt	221.408	1.000	221.408	1.942	.174	.063	1.942	.271
	Lower-bound	221.408	1.000	221.408	1.942	.174	.063	1.942	.271
Error(time)	Sphericity Assumed	3305.842	29	113.995					



	Greenhouse-Geisser	3305.842	29.000	113.995					
	Huynh-Feldt	3305.842	29.000	113.995					
	Lower-bound	3305.842	29.000	113.995					
time2	Sphericity Assumed	1287.075	1	1287.075	517.148	.000	.947	517.148	1.000
	Greenhouse-Geisser	1287.075	1.000	1287.075	517.148	.000	.947	517.148	1.000
	Huynh-Feldt	1287.075	1.000	1287.075	517.148	.000	.947	517.148	1.000
	Lower-bound	1287.075	1.000	1287.075	517.148	.000	.947	517.148	1.000
Error(time2)	Sphericity Assumed	72.175	29	2.489					
	Greenhouse-Geisser	72.175	29.000	2.489					
	Huynh-Feldt	72.175	29.000	2.489					
	Lower-bound	72.175	29.000	2.489					
time * time2	Sphericity Assumed	407.008	1	407.008	92.039	.000	.760	92.039	1.000
	Greenhouse-Geisser	407.008	1.000	407.008	92.039	.000	.760	92.039	1.000
	Huynh-Feldt	407.008	1.000	407.008	92.039	.000	.760	92.039	1.000
	Lower-bound	407.008	1.000	407.008	92.039	.000	.760	92.039	1.000
Error(time*time2)	Sphericity Assumed	128.242	29	4.422					
	Greenhouse-Geisser	128.242	29.000	4.422					
	Huynh-Feldt	128.242	29.000	4.422					
	Lower-bound	128.242	29.000	4.422					

a. Computed using alpha = .05

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