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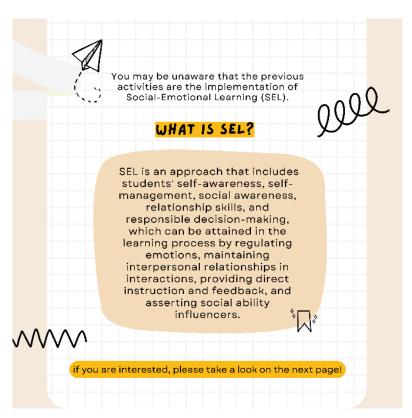Weissberg, R. P., Durlak, J. A., Domitrovich, C.E. and Gullotta, T.P. (2015). Social and Emotional Learning- Past, Present, and Future. Chapter 1. *In Handbook of Social and Emotional Learning-Research and Practice*. 5–6. Guilford Publications.

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Appendix A

Questionnaire Question Flyer

Appendix B

Feedback on Questionnaire Try Out

Try-out Takers (initial)	Positive Feedback	Improvements
S	Quite understandable for teachers who teach with or without SEL implementation	Give Indonesian translation for the concept description (since all questions are available in bilingual)
L	The Indonesian translation is very helpful	
	The concept is actually relatable for the teacher who hasn't implemented SEL yet	
D	The questions are coherent with one another	Misspelled several Indonesian words "jenjang, bertanggung jawab"
	The questions are leading to achieving comprehension	
	The Indonesian translation is very helpful	
L	Good questions for subject selection	Categorize the similar theme (self-awareness, etc.) questions to ease the test-takers focus
S		"Self-journaling" is required to be reviewed more since that term tends to be less familiar
F	Good instruction	
	Understandable questions and terms	
A	Clear wording both in English and Indonesian	
N	A good point to give both English and Indonesian to make the teachers feel more comfortable	Give a short description of each section (what is expected from the answer)
		Provide an Indonesian translation of the concept's explanation

Appendix C

<u>Questionnaire Questions</u>
(or it can be accessed online via <u>https://tinyurl.com/SELteachers</u>)

Participants of The Research Entitled Social-Emotional Learning (SEL) Implementation in EFL Class Settings of Modern Islamic Boarding School: Teachers' Perspective

Assalamualaikum. My name is Adinda, and I am a master's student at the English Department of UIN Sayyid Ali Rahmatullah Graduate Program. I am currently working on my thesis titled "Social-Emotional Learning (SEL) Implementation in EFL Class Settings of Modern Islamic Boarding School: Teachers' Perspective", and I am looking for the teachers' help to participate in my study.

My research design is descriptive qualitative, which is the teachers' perspective as the data. Instead of the tool to gather the data, this questionnaire is purposed to be my initial endeavour to meet the designated participants. Furthermore, the set of data-collecting methods will involve interviews and classroom observations to arrive at the comprehensive perspective of SEL.

Thus, if you are:
· an English teacher,
· teaching at Modern Islamic Boarding Schools,
· familiar with SEL approach or activities, and
· willing to participate in this study,
I sincerely hope that you can contribute to this study and I look forward to your help. Wassalamualaikum.

For any questions and suggestions, please contact me at adindazmy@gmail.com.

Assalamualaikum. Nama saya Adinda, dan saya adalah mahasiswa magister di Jurusan Bahasa Inggris Program Pascasarjana UIN Sayyid Ali Rahmatullah. Saat ini saya sedang mengerjakan tesis saya yang berjudul "Social-Emotional Learning (SEL) Implementation in EFL Class Settings of Modern Islamic Boarding School: Teachers' Perspective", dan saya sedang mencari bantuan guru untuk berpartisipasi dalam studi saya.

Desain penelitian saya adalah kualitatif deskriptif dengan perspektif guru sebagai data. Sebagai alat untuk mengumpulkan data, kuesioner ini dimaksudkan sebagai langkah awal saya untuk bertemu dengan peserta yang ditunjuk. Selanjutnya, serangkaian metode pengumpulan data akan melibatkan wawancar dan observasi kelas untuk sampai pada perspektif SEL yang komprehensif.

Jadi, jika Anda:
- · *seorang guru bahasa Inggris,*
- · *mengajar di Pesantren Modern,*
- · *akrab dengan pendekatan atau aktivitas SEL, dan*
- · *bersedia berpartisipasi dalam penelitian ini,*

saya sangat berharap Anda dapat berkontribusi untuk penelitian ini dan saya mengharapkan bantuan Anda. Wassalamualaikum.

Untuk pertanyaan dan saran, silakan hubungi saya di adindazmy@gmail.com.

Please input your identity below

Tolong sertakan identitas Anda di bawah ini

- Name (*Nama*)

- Gender (*Jenis Kelamin*)

- School (*Sekolah*)

- City (*Kota*)

- Taught grade (*Jenjang kelas yang diampu*)

- Years of teaching (*Lama mengajar*)

- WhatsApp number for further coordination (*Nomor WhatsApp untuk koordinasi selanjutnya*)

Questions

SEL implementation activities

SEL can be applied to almost any topic or aspect of learning, as long as the objective is to develop student's social and emotional competencies. The majority of its implementation is an integration of multiple SECs, concerning all the domains of self-awareness; self-management; social awareness; relationship skills; and responsible decision-making. Below are the questions to refer SEL-implemented activities.

SEL dapat diterapkan pada hampir semua topik atau aspek pembelajaran, selama tujuannya adalah untuk mengembangkan kompetensi sosial dan emosional siswa. Sebagian besar implementasinya merupakan integrasi dari beberapa SEC, mengenai semua domain kesadaran diri; manajemen diri;

kesadaran sosial; keterampilan hubungan; dan pengambilan keputusan yang bertanggung jawab. Di bawah ini adalah pertanyaan untuk merujuk aktivitas yang diimplementasikan SEL.

1. Are you familiar with self-reflection activities for students?

   (*Apakah Anda familiar dengan aktivitas jurnal diri untuk siswa?*)

2. Have you experienced implementing self-reflection activities in your classroom?

   (*Pernahkah Anda menerapkan aktivitas jurnal diri di dalam kelas?*)

3. Are you familiar with cooperative learning activities for students?

   (*Apakah Anda familiar dengan aktivitas pembelajaran kooperatif untuk siswa?*)

4. Have you experienced implementing cooperative learning in your classroom?

   (*Pernahkah Anda menerapkan aktivitas pembelajaran kooperatif di dalam kelas?*)

5. Are you familiar with art-making activities for students?

   (*Apakah Anda familiar dengan aktivitas membuat karya seni untuk siswa?*)

6. Have you experienced implementing art-making activities in your classroom?

   (*Pernahkah Anda menerapkan aktivitas membuat karya seni di dalam kelas?*)

7. Are you familiar with role-playing activities for students?

   (*Apakah Anda familiar dengan aktivitas bermain peran untuk siswa?*)

8. Have you experienced implementing role-playing activities in your classroom?

   (*Pernahkah Anda menerapkan aktivitas bermain peran di dalam kelas?*)

9. Are you familiar with problem-solving activities for students?

   (*Apakah Anda familiar dengan aktivitas pemecahan masalah untuk siswa?*)

10. Have you experienced implementing problem-solving activities in your classroom?

(*Pernahkah Anda menerapkan aktivitas pemecahan masalah di dalam kelas?*)

SEL concept for teachers

According to CASEL (2012), these include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which can be attained in the learning process by regulating emotions, maintaining interpersonal relationships in interactions, providing direct instruction and feedback, and asserting social ability influencers.

Menurut CASEL (2012), SEL termasuk kesadaran diri, manajemen diri, kesadaran sosial, keterampilan hubungan, dan pengambilan keputusan yang bertanggung jawab, yang dapat dicapai dalam proses pembelajaran dengan mengatur emosi, menjaga hubungan interpersonal dalam interaksi, memberikan instruksi langsung. dan umpan balik, dan menegaskan pengaruh kemampuan sosial.

(Questionnaire takers choose one of five scale from strongly agree and strongly disagree)

1. I understand the term **self-awareness** of SEL.
   (*Saya paham dengan aspek kesadaran diri dalam SEL*).
2. I have implemented **self-awareness** competency in my teaching.
   (*Saya sudah menerapkan kemampuan kesadaran diri dalam pembelajaran saya*).
3. I believe **self-awareness** competency can improve students' social and emotional development.
   (*Saya percaya bahwa kemampuan kesadaran diri dapat meningkatkan perkembangan sosial dan emosional siswa*).
4. I understand the term **self-management** of SEL.
   (*Saya paham dengan aspek pengelolaan diri dalam SEL*).

5. I have implemented **self-management** competency in my teaching.

   (*Saya sudah menerapkan kemampuan pengelolaan diri dalam pembelajaran saya*).

6. I believe **self-management** competency can improve students' social and emotional development.

   (*Saya percaya bahwa kemampuan pengelolaan diri dapat meningkatkan perkembangan sosial dan emosional siswa*).

7. I understand the term **social awareness** of SEL.

   (*Saya paham dengan aspek kesadaran sosial dalam SEL*).

8. I have implemented **social awareness** competency in my teaching.

   (*Saya sudah menerapkan kemampuan kesadaran sosial dalam pembelajaran saya*).

9. I believe **social awareness** competency can improve students' social and emotional development.

   (*Saya percaya bahwa kemampuan kesadaran sosial dapat meningkatkan perkembangan sosial dan emosional siswa*).

10. I understand the term **relationship skill** of SEL.

    (*Saya paham dengan aspek kemampuan berinteraksi sosial dalam SEL*).

11. I have implemented **relationship skill** competency in my teaching.

    (*Saya sudah menerapkan kemampuan berinteraksi sosial dalam pembelajaran saya*).

12. I believe **relationship skill** competency can improve students' social and emotional development.

    (*Saya percaya bahwa kemampuan berinteraksi sosial dapat meningkatkan perkembangan sosial dan emosional siswa*).

13. I understand the term **responsible decision-making** of SEL.

    (*Saya paham dengan aspek pengambilan keputusan bertanggung jawab dalam SEL*).

14. I have implemented **responsible decision-making** competency in my teaching.

(*Saya sudah menerapkan kemampuan pengambilan keputusan bertanggung jawab dalam pembelajaran saya*).

15. I believe **responsible decision-making** competency can improve students' social and emotional development.

(*Saya percaya bahwa kemampuan pengambilan keputusan bertanggung jawab dapat meningkatkan perkembangan sosial dan emosional siswa*).

Appendix D

<u>Blueprint for Interview Questions</u>

Concept	Variable	Sub-variable	Item
Teachers' Perception of SEL Implementation	Teachers' Belief of SEL Implementation	Teachers' Belief of Implementing Self-Awareness Competency	1
		Teachers' Belief of Implementing Self-Management Competency	2
		Teachers' Belief of Implementing Social Awareness Competency	3
		Teachers' Belief of Implementing Relationship Skill Competency	4
		Teachers' Belief of Implementing Responsible Decision-Making Competency	5
	Teachers' Experience with SEL Implementation	Teachers' Experience in Implementing Self-Awareness Competency in Their Teaching	6, 7, 8
		Teachers' Experience in Implementing Self-Management Competency in Their Teaching	9, 10, 11
		Teachers' Experience in Implementing Social Awareness Competency in Their Teaching	12, 13, 14
		Teachers' Experience in Implementing Relationship	15, 16, 17

		Skill Competency in Their Teaching	
		Teachers' Experience in Implementing Responsible Decision-Making Competency in Their Teaching	18, 19, 20

Appendix E

<u>Questions for Interview</u>

1. In your classroom, do you believe that SEL implementation has helped students to build good self-awareness?

    a. If yes, please explain your underlying reasons.

    b. If not, please tell me more about your perspective on it.

2. In your classroom, do you believe that SEL implementation has helped students to recognize and manage their emotions?

    a. If yes, please explain your underlying reasons.

    b. If not, please tell me more about your perspective on it.

3. In your classroom, do you believe that SEL implementation has helped students to feel and express empathy for others?

    a. If yes, please explain your underlying reasons.

    b. If not, please tell me more about your perspective on it.

4. In your classroom, do you believe that SEL implementation has helped students to maintain healthy relationship with others?

    a. If yes, please explain your underlying reasons.

    b. If not, please tell me more about your perspective on it.

5. In your classroom, do you believe that SEL implementation has helped students to make responsible decision?

    a. If yes, please explain your underlying reasons.

    b. If not, please tell me more about your perspective on it.

6. In your classroom, have you experienced teaching students to develop self-efficacy?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

7. In your classroom, have you experienced teaching students to maintain self-positivism?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

8. In your classroom, have you experienced teaching students to deal with emotional triggers?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

9. In your classroom, have you experienced teaching students to manage their stress?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

10. In your classroom, have you experienced teaching students to increase self-motivation?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

11. In your classroom, have you experienced teaching students to maintain self-discipline?

    a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

    b. If not, please tell me what may cause this issue not raised yet in your classroom.

12. In your classroom, have you experienced teaching students to show empathy and compassion to others?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

13. In your classroom, have you experienced teaching students to respect diversity?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

14. In your classroom, have you experienced teaching students to express their gratitude?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

15. In your classroom, have you experienced teaching students to perform active listening skill?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

16. In your classroom, have you experienced teaching students to consider others' perspectives?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

17. In your classroom, have you experienced teaching students to practice good teamwork?

a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

b. If not, please tell me what may cause this issue not raised yet in your classroom.

18. In your classroom, have you experienced teaching students to perform self-evaluation?

   a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

   b. If not, please tell me what may cause this issue not raised yet in your classroom.

19. In your classroom, have you experienced teaching students to determine learning goal?

   a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

   b. If not, please tell me what may cause this issue not raised yet in your classroom.

20. In your classroom, have you experienced teaching students to demonstrate honesty and integrity?

   a. If yes, please elaborate on this by giving some examples, the activities you implemented, and the effectiveness.

   b. If not, please tell me what may cause this issue not raised yet in your classroom.

Appendix F

<u>Interview Transcript</u>

Date   : Feb 20th, 2023
Time   : 09.00
Location   : SDIT Al Ummah, Jombang
Respondents : Researcher (R) and Teacher (T)

R   : I'm assuming you know and are familiar with SEL in the classroom. Do you believe an SEL can promote students' self-awareness of themselves, given the various aspects included?

T   : That is something I believe in. We will be connected to students if we encourage emotional and social development in them, making it easier to enter (approach) them.

R   : Could additional components contribute to the student's understanding (feeling) that 'I am valued, I matter' like that?

T   : The first one must approach the student first. Thus, the teacher must be close to the student first. From what I understand, how students grow a sense that they are appreciated, we must value students and be close to them; at the very least, we should listen to them when they want to share something with us.

R   : So, is there time for that?

T   : Yes, there is time to get closer to the students.

R   : Perhaps this is why the classroom environment is more relaxed, so kids can freely express themselves, right?

T   : Yes, it is.

R   : Can students regulate their emotions using this type of learning approach? Can they also be aware of what to do when they experience a specific emotion?

T   : They are unable to do so on their own. They don't know what to do when they feel a specific way at their age. As a result, they must be closely observed by the teacher while at school. Because of their age, children must be supervised and directed. As a result, such a strategy (social-emotional learning) is required in order to direct students.

R : Then with a social and emotional learning approach, does more social awareness emerge in students, such as showing empathy to friends?

T : Actually, it appears, but in the form of being overly curious or wanting to meddle in the affairs of other friends, despite the fact that this is a good sign that they care about what their friends are going through. That is where the teacher's job comes into play, so they must remain mindful even when they want to get closer to their buddies. Closeness must also be monitored to ensure that both parties remain comfortable.

R : Then, does their social-emotional approach improve students' relationships with their peers?

T : So far, the student interactions have been positive, and there have been no problems.

R : Is there an impact of students' social-emotional approach on their decision-making ability?

T : Students can be greatly more independent and confident in decision-making when the context is learning. However, when making their own decisions, students can't always tell what's important and what's not.

R : The following questions are about your experience with their learning approach. Do you have any experience in the form of activities, talks, or expressions that encourage pupils to develop positive self-esteem? Perhaps in the form of self-reflection tasks for students to evaluate themselves?

T : If that's the case, that session took place just yesterday. As a result, they evaluate themselves, their peers, their teachers, and their school. There is one specific event that comes to mind: on Friday, I did not come in, and then I asked them to describe what happened on Friday, so everything was communicated.

R : Have you done anything in the past for activities intended to increase students' optimism?

T : When students participate in a competition or their everyday activities for classroom assignments, they sometimes say, "I can't, Ustadzah, I can't," but I always respond, "You can. You certainly can." Another example was when they became locked in the bathroom and complained they couldn't get out, and I told them they could since there must be a way. I think students must be trained in this manner.

R : Do you have any experience with the student learning to regulate their own emotions or when a trigger causes uncomfortable feelings for the student?

T : When I am angry, I express my feelings by saying so. I communicate my emotions so students understand my feelings and why. I also show the difference in expression so that students comprehend what I'm feeling. I expressed my anger in a firm voice, with clear eyes and a rational explanation. However, when I relaxed or was able to communicate with them in the context of joking, I also mentioned that so pupils felt comfortable but within boundaries.

R : Then, how about the student?

T : When students are angry, my response is determined by the type of anger expressed. I will hold them while they are throwing tantrums and causing harm to others and themselves. However, if the anger is simply wailing or yelling, I will leave them alone first. So, when they are upset, I advise them to step away for a little and then finish their anger or sobbing; if they have finished, I just approach and ask why. When they fall during physical activities, I allow them first to see if they can manage on their own. When they can stand up on their own, I offer them help.

R : So, how do you motivate a student? What about positive affirmations?

T : Through affirmations and reflections. I support them and keep track of whether or not they are doing the correct thing. If it is incorrect, I will reach out to them. If it is appropriate, I will accompany them. I used to help kids express themselves by saying things like, "Please speak clearly. "Do not cry, hit, or scream."

R : It means that you've set the boundaries clear, doesn't it?

T : That's right.

R : Does it impact students' discipline? Will students be able to have self-discipline?

T : When we are used to communicating everything clearly, we can develop discipline. As teachers, we provide explanations as well as examples for students to follow. We tell them where to put their shoes, when to leave school, and so on. We tell them first, emphasize, and then demonstrate with examples.

R : Does that mean that discipline is established with a clear explanation at the start, ma'am? How do you keep your students on track?

T : We simply remind them to keep their discipline.

R : So, do students already understand how to build self-discipline through explanations at the start and mentoring in such a way that they are reminded when something is not right?

T : True, if one or two things are incorrect, we will accept them as long as they are not too serious or harmful.

R : Then, for students to respect each other, which may be a different circumstance from their friends, do you have experience in understanding that it's nice to be different from each other, and how do you explain it?

T : I say it teasingly, or I point to a quiet student and invite them to hang out with their buddies. I also inform their friends that she/he can be asked to play with them. We have a similar situation here. There is a special student, and I told their other friends that it is fine to be friends with all of them. That, I believe, is the importance of communication.

R : Then, how do students react to assignments like group work and performance in front of the class? Do you frequently use those activities because, in group work, students must know how to discipline themselves and then respect their peers?

T : Quite often. Making a mind map, for example, must be done collaboratively and requires teamwork. Many of the activities in my class are designed to foster such cooperation. It is ideal if such activities allow friends who are quiet or less able to get along to join. When work is not performed, the consequences will be shared by a group rather than just one person. In terms of performances, the last of the students performed Dance yesterday. I also advised them on what to do and what not to do at the very beginning. So, they were given an explanation at the start and were supported and encouraged to succeed.

R : So, if there are friends in front of it, students will be able to listen to more, yes, ma'am?

T : Within the scope of the class, it is very possible.

R : Then there's the issue of respecting friends' perspectives when they may be at odds with their friends; how do you generally handle it?

T : So far, they can tolerate differing viewpoints among their peers. It is possible that at first, when there are friends with opposing viewpoints, everyone will be encouraged, but I will advise them to listen first. When

their friend has finished speaking, tell him/her of any points they may have missed. I instruct my students to take turns speaking. When one person has completed speaking, it is the turn of the others. It's fine if they disagree on something, but the majority voice (through voting) will win.

R : I may conclude that the clear instructions that are given to the students beforehand are a factor that determines the success of this approach to learning, aren't they, ma'am?

T : The significance of early instruction is obvious. As a result, students understand what they should and should not do.

R : Last but not least, how do students' honesty and integrity develop in the classroom?

T : The students' honesty in the classroom is excellent, but parents sometimes restrict them. We are teachers in school, but they have parents at home who may find it difficult to express their feelings if they are treated unjustly. However, on average, they can be honest about their feelings, and they can still be addressed. However, if a student has a problem, I take a more personal approach. I generally go after class and ask what happened. Because when they have people who will listen, they will tell me (as their teacher) about what they are going through at home with their parents, friends, or neighbors. As a result, when they are heard, they will be more honest. However, I emphasize honesty and integrity in the classroom by delivering clear expressions. Overall, I will state that I will joke. But when I'm upset, I show it in class as well. As a result, students will be able to understand various expressions and how to cope with them.

Appendix G

<u>Observation Guide</u>

Location:		Date:		Time:	
Area of Observation	**Self Awareness**	**Self Management**	**Social Awareness**	**Relationship Skill**	**Responsible Decision Making**
Behavior *(by both teacher and students)*	Training students' awareness to lead, calm students who are having difficulties with solutions, encourage students' difficulties	Teaching students to control themselves in doing assignments honestly and responsibly	Improving students' awareness of their peers' condition		Developing pupils' decision-making abilities and responsibility for risks.
Conversation *(what, when, where, who)*	*"Siapa yang mau menyiapkan (memimpin menyapa guru)?"*	*"Dikerjakan sendiri, setelah ini kita koresi bersama punya masing-masing."*	*"Siapa yang tidak masuk hari ini?"*		*"Mau berapa lama kita belajar? Coba tentukan!"*
	"Bahasa Inggris itu tidak susah, namun perlu pembiasaan."		*"Kenapa Zaki tidak masuk?"*		
	"Tidak apa-apa bingung, coba dibaca sekali lagi."				
Context *(type of event)*	Opening class activity, self-reflection	Assistance with individual assignments	Opening class activity		Opening class activity

Response *(by both teacher and students)*	"Saya, Bu. Kinan."				"15 menit, Bu!"
Note				There are no activities that involve developing relationship skills	

Appendix H

Field Note of Classroom Observation

Date   : February 20, 2023

Location   : SDIT Al Ummah, Jombang

Focus   : Perspective on Implementation of Social Emotional Learning

Participants   : Teacher (Ustadzah Yuyun & students of class 6B)

Observation Details:

On February 20, 2023, I conducted a classroom observation at SDIT Al Ummah in Jombang, focusing on the implementation of social emotional learning (SEL) in the classroom. The teacher, exhibited a thoughtful approach to integrating SEL into the various aspects of the lesson.

By asking who would lead the morning greeting that day, the teacher started the lesson by raising students' awareness of their responsibilities as leaders. Through this activity, students were encouraged to take charge of the classroom environment and be mindful of creating constructive relationships.

After greeting everyone, the teacher had a conversation with the class concerning those who were not there. To increase students' awareness of their surroundings and develop empathy and understanding toward their peers, the teacher asked who was absent and discussed possible reasons for their absence.

Some students expressed their worries about the English lesson's difficulty and their fear of the approaching midterm test all over the discussion. The teacher acknowledged their struggles and responded with compassion and empathy. The teacher gently told the students that while practicing regularly is necessary, learning English is not naturally difficult. In order to help students comprehend it better, the teacher encouraged them to read the material again and provided assistance with any problems they were having.

The teacher started a lively conversation with the students about how long it would take to finish the day's class discussion before moving on to the main activity. The purpose of this activity was to help students develop abilities in self-management and making ethical decisions. The teacher gave the students the freedom to assess their own abilities and level of commitment to the activity, empowering them to make wise decisions and promoting a sense of responsibility and independence in the classroom.

The students engaged in a fair and respectful negotiation process throughout the conversation, showcasing their compromise and negotiation skills. They improved their decision-making and communication abilities by working together to reach an agreement on the length of the lesson.

The main exercise, based on a passage from the students' textbook, discussed past simple and past continuous tenses. By asking questions and encouraging students to actively participate, the teacher promoted the conversation. Students shared their ideas, gave examples, and had important conversations in a fun, friendly classroom environment.

After the conversation was finished, the teacher gave a task related to the topic. The teacher emphasized the need for independent work and time management to develop self-reliance and accountability. The students dutifully completed the exercise, displaying their aptitude for self-management and desire to assume responsibility for what they are learning.

The teacher led a discussion on the appropriate responses to each question after the exercise was finished. Instead of only giving answers, the teacher encouraged students to recognize their own mistakes and fix them. This strategy encouraged self-reflection and a growth attitude, allowing students to grow from their mistakes and comprehend the ideas better.

As the lesson came to a close, the teacher started an open discussion to clear up any last-minute questions the students might have had. Students actively engaged in the

discussion by clarifying and asking questions. In addition, the teacher established a supportive atmosphere by paying close attention to students' outside-of-class subjects and giving appropriate comments and suggestions. This conversation fostered intellectual and personal development.

In conclusion, the observed class exemplified a successful implementation of social emotional learning. Through various strategies and activities, the teacher effectively integrated SEL into the classroom, fostering students' awareness, self-management, social awareness, responsible decision-making, and self-reflection skills. The students actively engaged in the lesson, demonstrating a positive and supportive classroom climate. The incorporation of SEL principles in the classroom environment contributed to a holistic approach to education, nurturing both academic and socio-emotional development among the students.

Appendix I

<u>Proof of Classroom Observation and Interview</u>