

# Social-Emotional Learning For Multilingual Learners: Fostering Growth

**Acknowledging students' feelings and emotions before jumping into instruction is important. Today, we will consider ways that social-emotional learning (SEL) strategies can help your multilingual learners.**

In this webinar, we will:

- build background knowledge about SEL concepts and competencies
- explore classroom and online activities that enable English language learners to develop SEL competencies
- examine a lesson template that integrates SEL for multilingual learners



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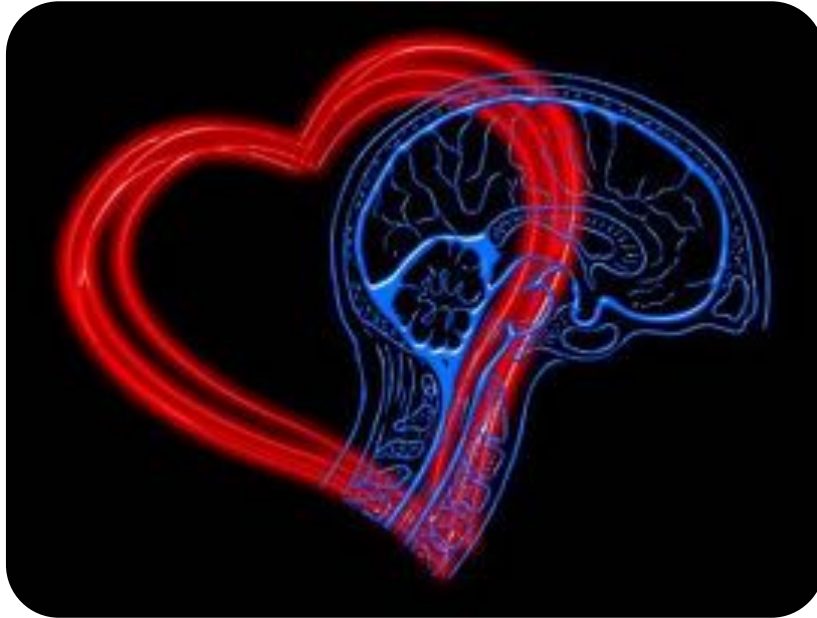


Gilda is the Assistant Dean in the College of Education at Towson University in Maryland. Her English learner-focused research publications and presentations revolve around literacy development, social-emotional learning, students with limited or interrupted formal education, home-school connections, bilingual language development, and technology integration. She has created and taught ESOL courses and programs at Towson and the Johns Hopkins University since 2000.



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# Social-Emotional Learning for Multilingual Learners: Fostering Growth

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# Getting to Know You

Please describe your teaching context in the chat or comments.

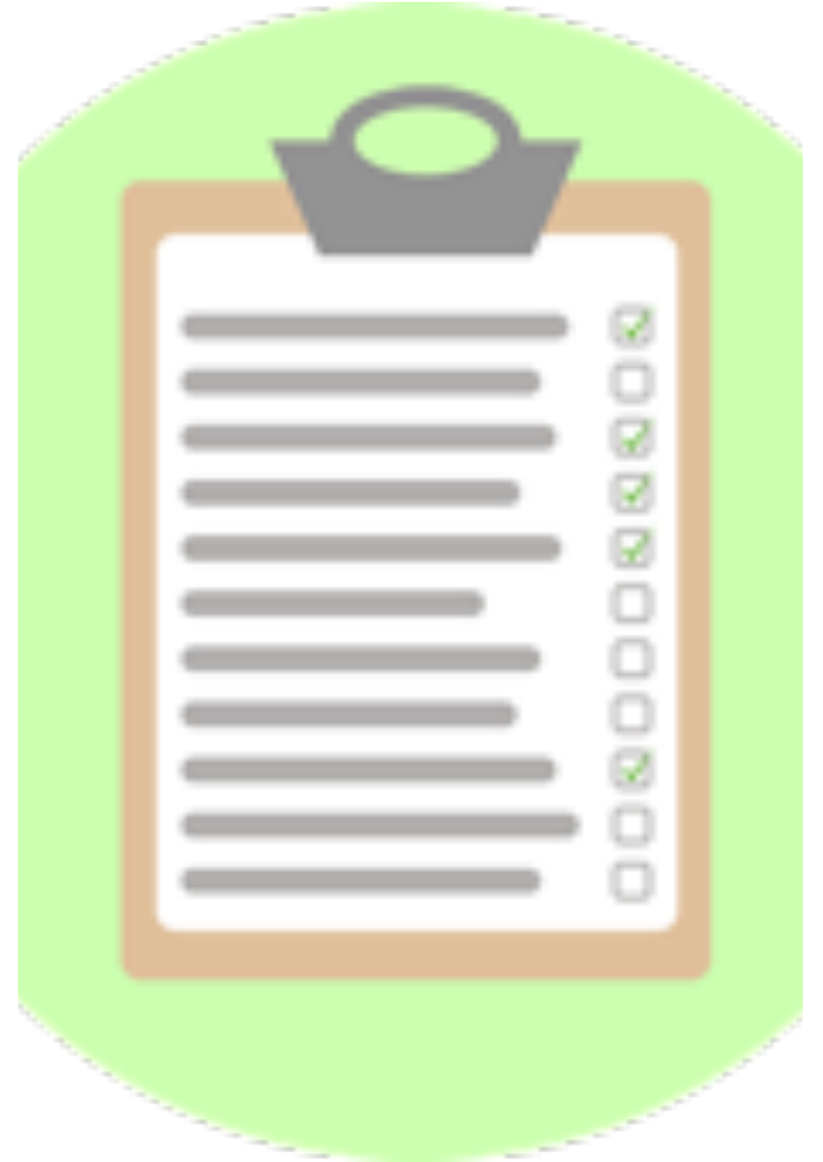
*For example:*

- primary
- secondary
- university
- adult or community education



# Agenda

- Define Social-emotional learning (SEL)
- Examine SEL benefits
- Explore SEL competencies and practical applications for English language classrooms
- Consider how to include SEL in lesson plans



# **What is Social-Emotional Learning (SEL)?**



# What is Social-Emotional Learning (SEL)?

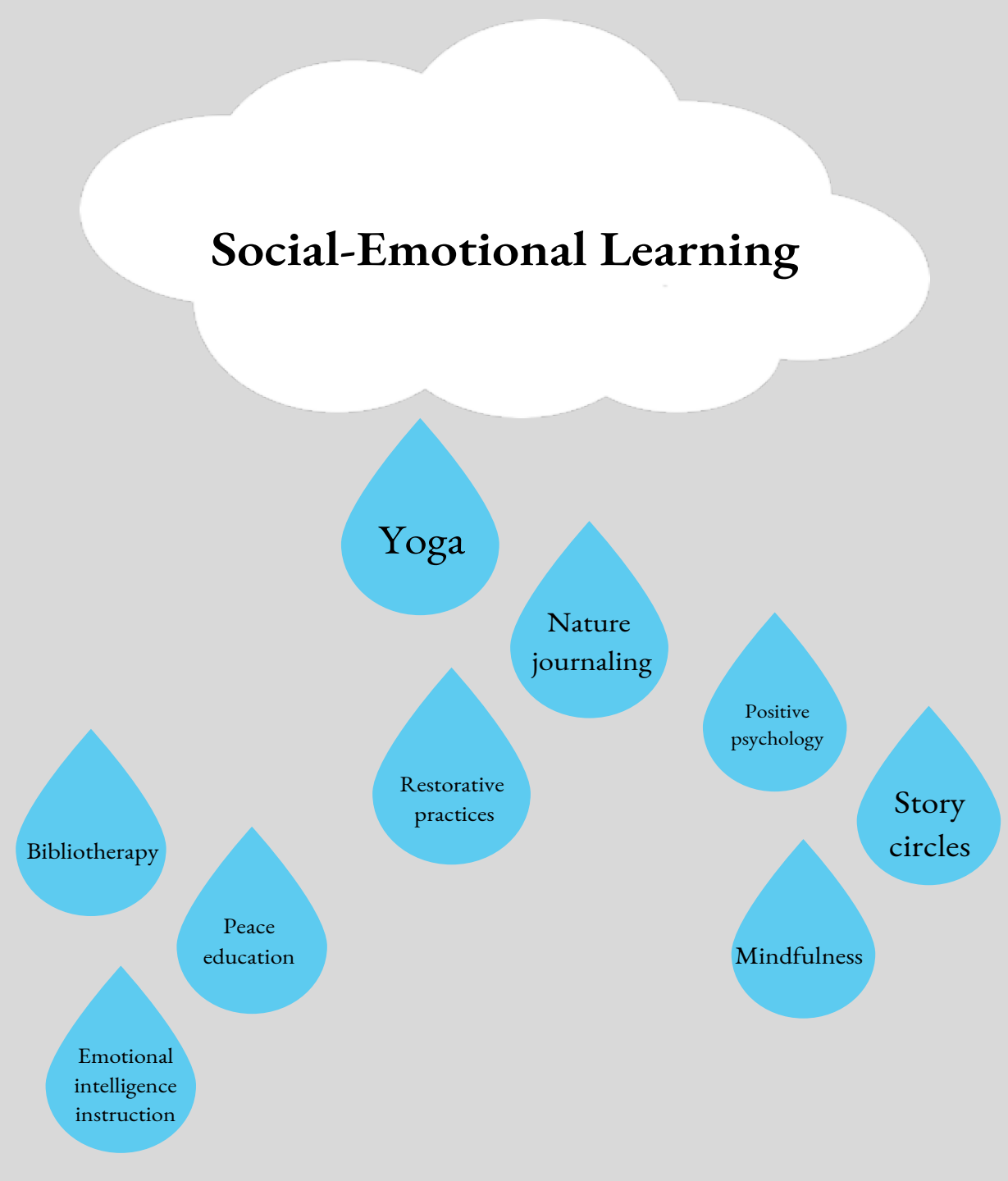
“... the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities,
- manage emotions,
- achieve personal and collective goals,
- feel and show empathy for others,
- establish and maintain supportive relationships,
- and make responsible and caring decisions.” (CASEL, 2021)



**All teaching is social-emotional teaching.**

# Social-Emotional Learning



A diagram illustrating Social-Emotional Learning (SEL) as a central concept represented by a white cloud. Below the cloud, several blue raindrops of varying sizes represent different SEL practices. The practices listed in the raindrops are: Yoga, Nature journaling, Restorative practices, Positive psychology, Story circles, Mindfulness, Emotional intelligence instruction, Peace education, and Bibliotherapy.

Yoga

Nature  
journaling

Restorative  
practices

Positive  
psychology

Story  
circles

Mindfulness

Bibliotherapy

Peace  
education

Emotional  
intelligence  
instruction

## Different SEL Representations

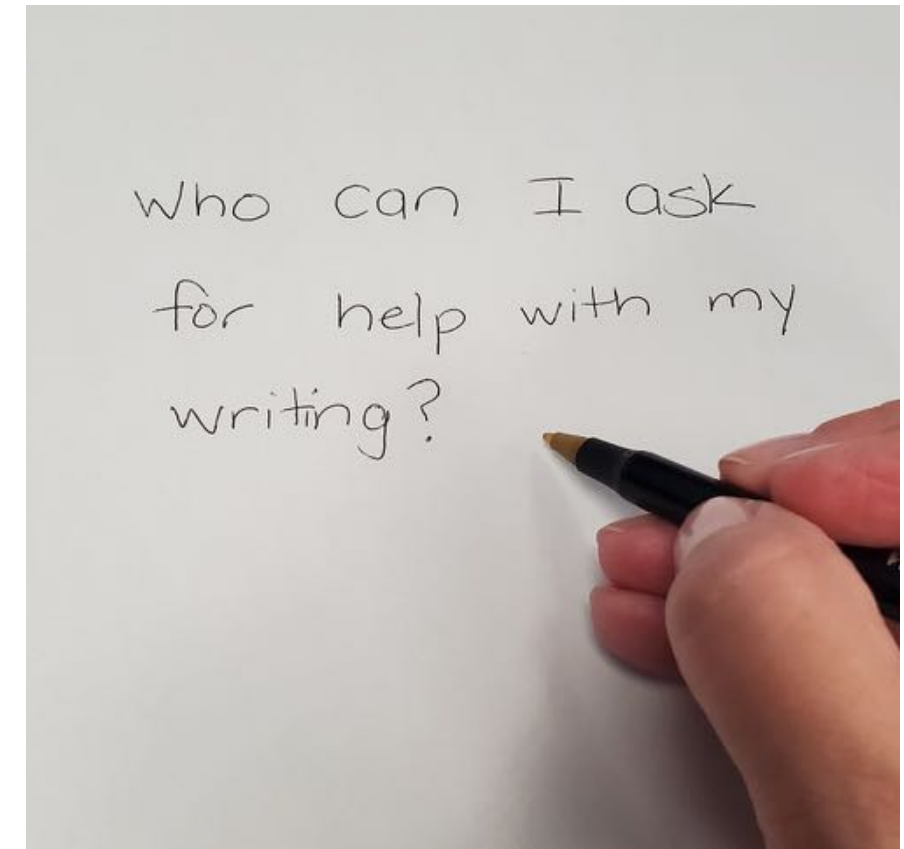


## **SEL Activity: Paper Airplanes**

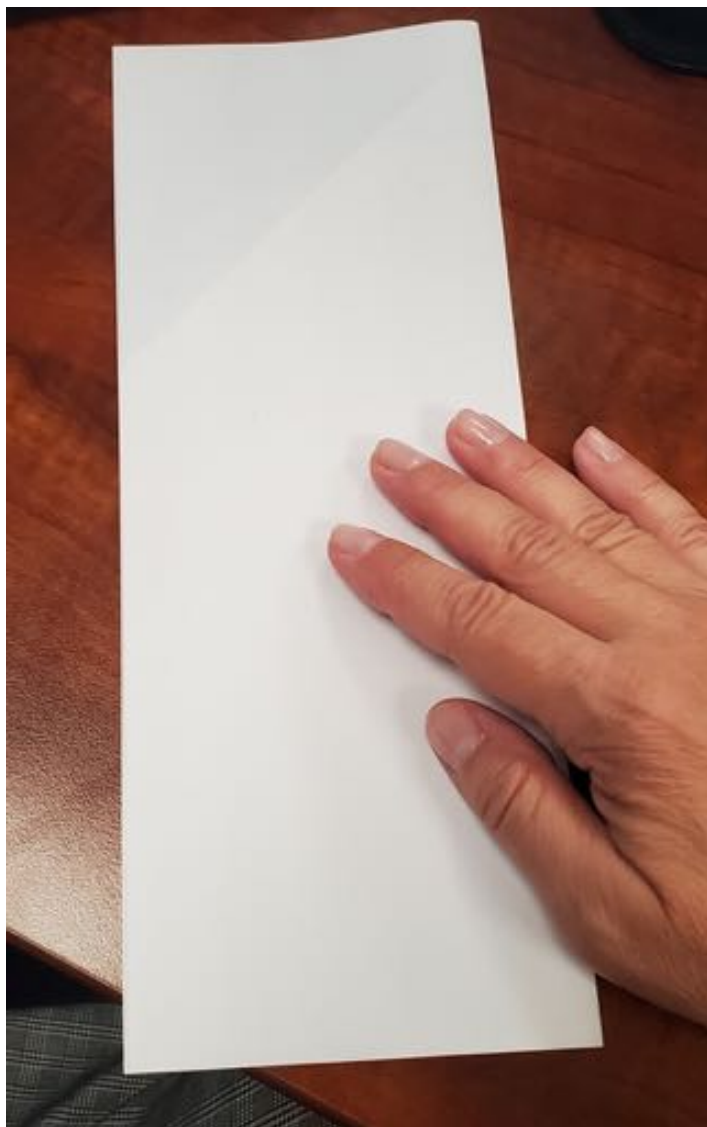
1. Have students write down something they want to talk about with the class.
2. Have them make a paper airplane.
3. Everyone flies their airplanes from one end of the room to the other.

# Examples Questions for Students

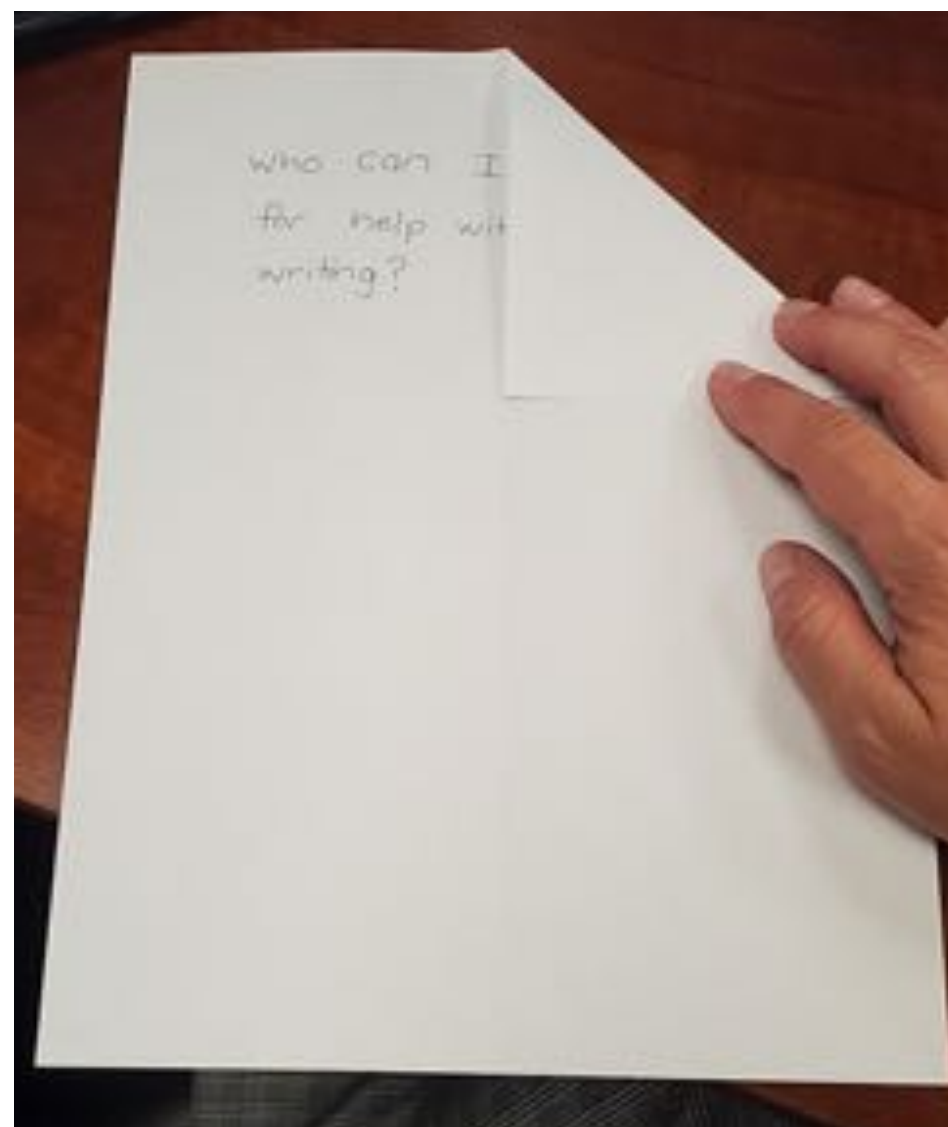
- Who can I ask for help with my writing?
- What will you emphasize most in this class?
- When did you want the assignment?
- Where is your office?



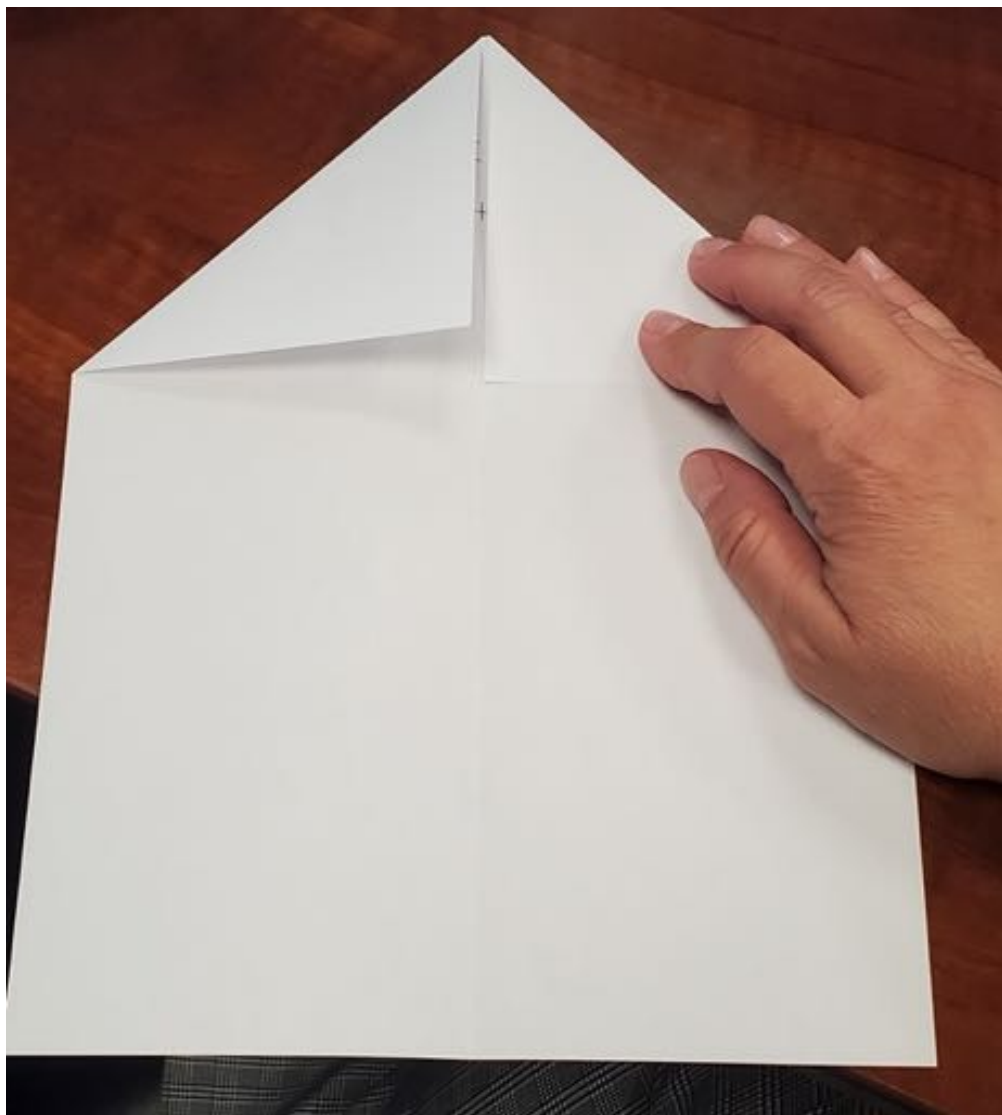
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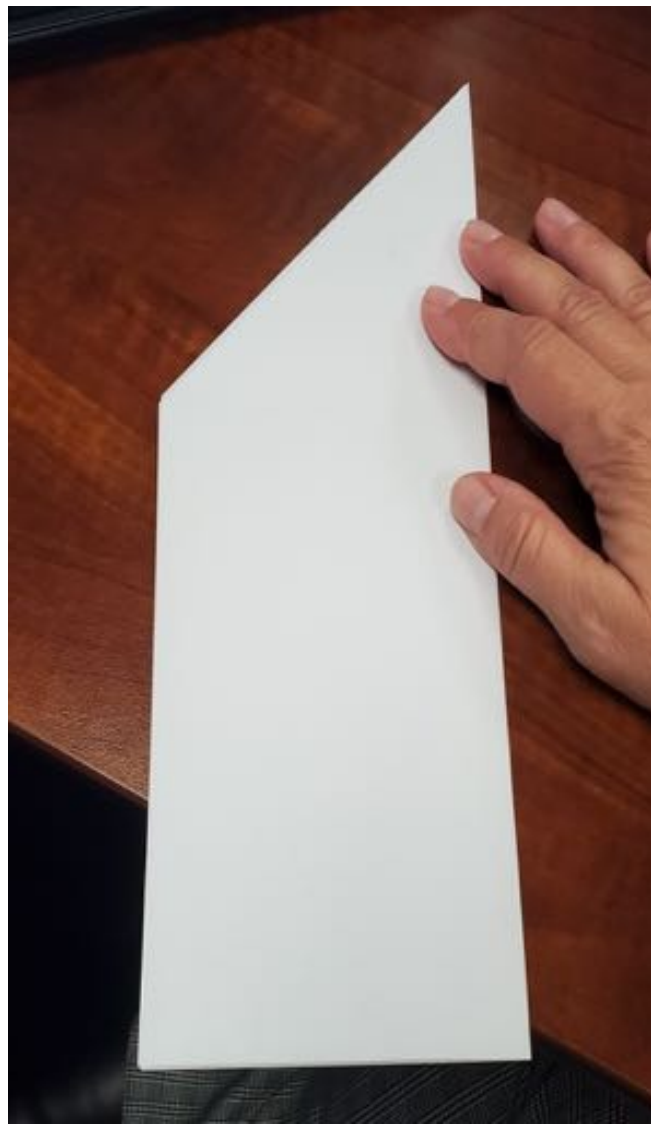
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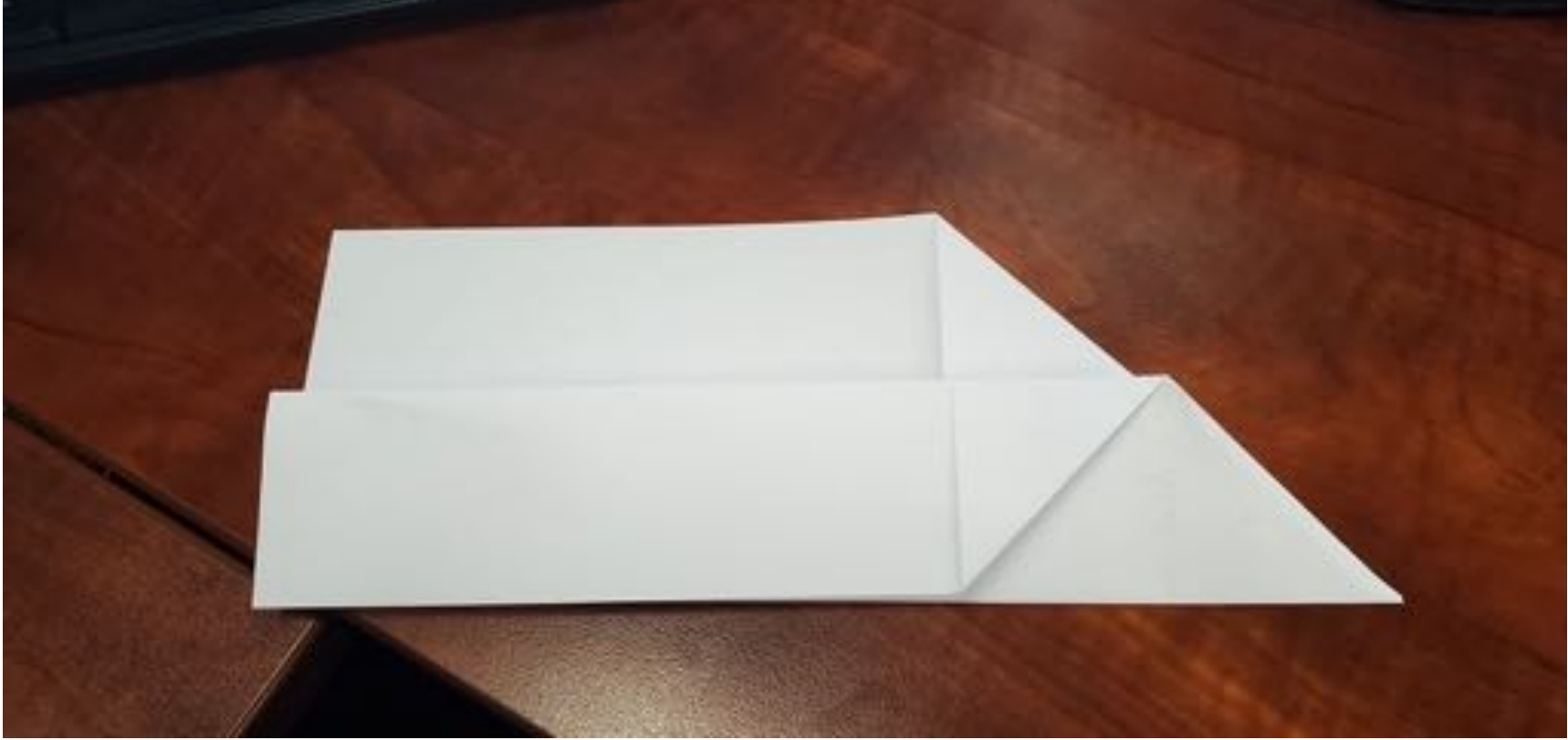
3.



4.



5.



6.



7.





# Modifications and Considerations

## Large classes:

- Have students do this in small groups
- One small group throws the airplanes at a time

## Proficiency Levels:

- Provide example questions that are appropriate for the learner age and level



# Modifications and Considerations

## Online Classes:

- Have students submit questions through a small group chat or an interactive [Padlet](#) workspace

## Language Focus:

- *Who, what, when, where* questions
- How to use present or future verb tenses

# Bibliotherapy

**“the use of  
literature  
to promote  
mental health”**

(Hynes & Hynes-Berry, 1986, p. 10)



# Bibliotherapy – Cinquain Poems

## Basic Cinquain formula (5 lines)

- **Line 1:** One noun (the subject of the poem)
- **Line 2:** Two adjectives
- **Line 3:** Three verbs ending in “ing”
- **Line 4:** A phrase or sentence about the subject
- **Line 5:** A synonym for the noun in Line 1

## Cinquain Example:

**English**

**Beautiful, difficult**

**Speaking, listening, learning**

**I use it to communicate**

**Language**

# Bibliotherapy – Haiku Poems

## Basic formula (3 lines)

- **Line 1:** Five syllables
- **Line 2:** Seven syllables
- **Line 3:** Five syllables

## Haiku Example:

Languages and love  
All speaking together now  
Laughing with much joy

[illegible]

# Bibliotherapy

**Why should we  
include SEL in  
English language  
classes?**



# Let's Stop and Reflect

What are some possible benefits of including SEL content in the English language classroom?

**Share your ideas in the chat.**





## **Emotions and well-being in formal education**

- Our emotions and well-being are essential parts of our lives.
- Student and teacher emotions and well-being are ever-present in the classrooms, affecting participation, teaching/learning, and academic success.



If students can perform well on their math, science, history, and English tests, but can't seem to get along with their peers or can't work through stress, are they going to be successful in life?

# **SEL Competencies and Practical Activities**



# CASEL SEL Competencies

**CASEL** = Collaborative for Academic, Social, and Emotional Learning

- Self-awareness
- Self-management
- Social-awareness
- Relationship skills
- Responsible decision-making



# CASEL SEL Competencies –

## 1. Self-Awareness

- Identifying one's emotions
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Having a growth mindset



# SEL Activity: Self-Awareness

## Positive traits:

|               |            |               |             |
|---------------|------------|---------------|-------------|
| Intelligent   | Confident  | Independent   | Organized   |
| Hardworking   | Optimistic | Trusting      | Selfless    |
| Loyal         | Respectful | Resilient     | Practical   |
| Attractive    | Determined | Cheerful      | Mature      |
| Down-to-Earth | Skilled    | Self-Directed | Focused     |
| Goofy         | Helpful    | Reliable      | Courteous   |
| Creative      | Motivated  | Relaxed       | Grateful    |
| Accepting     | Insightful | Listener      | Open-Minded |
| Strong        | Funny      | Brave         | Positive    |
| Friendly      | Patient    | Decisive      | Responsible |
| Flexible      | Realistic  | Enthusiastic  | Cooperative |
| Nurturing     | Honest     | Forgiving     | Frugal      |
| Thoughtful    | Generous   | Humble        | Tolerant    |
| Serious       | Modest     | Sensitive     | Innovative  |



**I am \_\_\_\_\_ because\_\_\_\_\_.**

**Please share your “I am....” statement in the chat box or comments.**

# SEL Activity: Self-Awareness

Adaptation options:

- Describe someone you admire and explain how you, too, have those positive traits.
- Write about a time when you displayed such positive traits (a story or essay).
- Write a persuasive or expository essay about one positive trait that you value the most in yourself and explain why.

**How else could you use this positive traits activity with your students?**



## CASEL SEL Competencies – 2. Self-Management

- Managing one's emotions
- Identifying and using stress-management strategies
- Setting personal and collective goals
- Using planning and organizational skills

# SEL Activity: Self-Management

## Self Distancing

|                | Urgent | Less Urgent |
|----------------|--------|-------------|
| Important      |        |             |
| Less Important |        |             |

**Eisenhower Matrix**

# SEL Activity: Self-Management

## Self Distancing

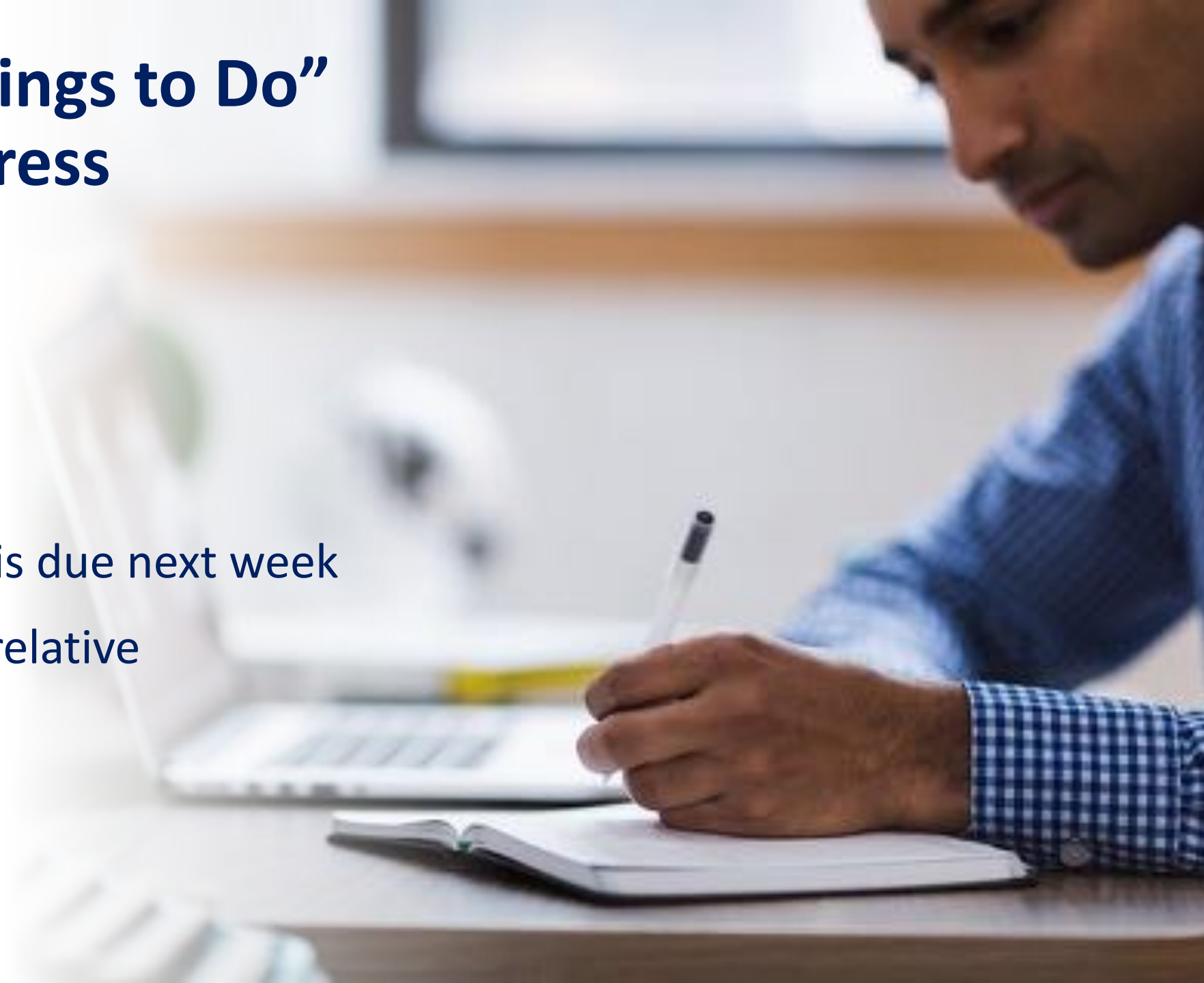
### Step 1

Students make a list of 4-8 things they need to do that are making them feel stressed and/or anxious.



# Example: “Things to Do” that Cause Stress

- Clean the house
- Study for a test
- Finish report that is due next week
- Plan a party for a relative

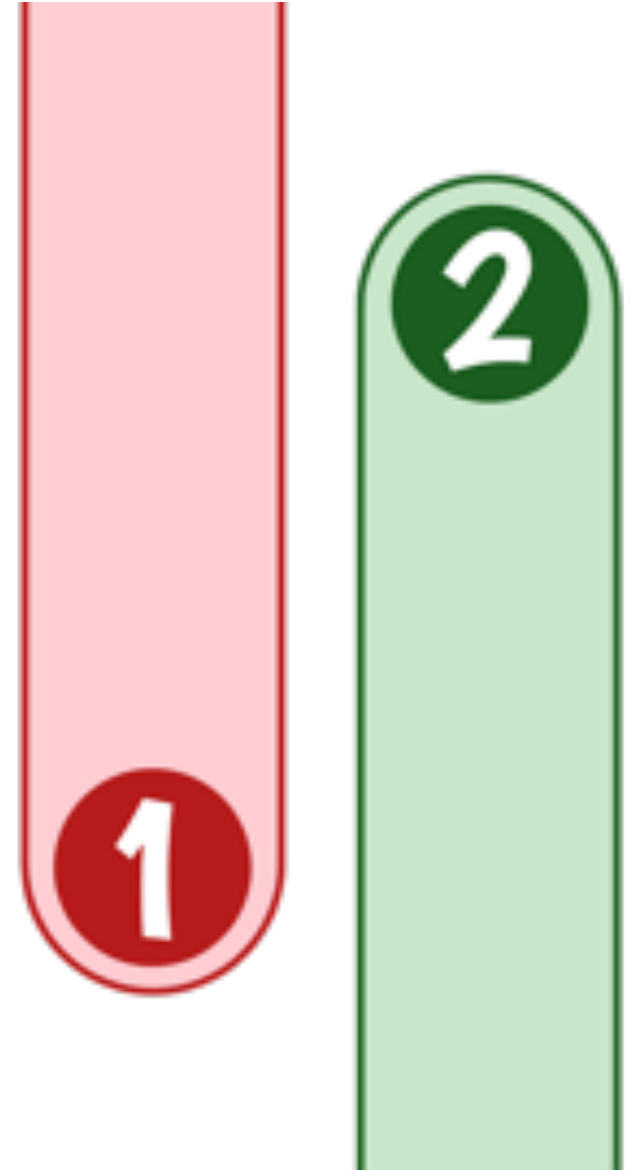


# SEL Activity: Self-Management

## Self Distancing

### Step 2

In small groups, students explain to classmates how they plan to prioritize their items using the Eisenhower Matrix.



# Fill in the Eisenhower Matrix

What is something your  
students might list?



Important

Less Important

Urgent  
(Do Today)

Less Urgent  
(Do Tomorrow)

- Homework
- Study for a test

- Finish report that is due next week

- Clean the house

- Plan a party for a relative

# Modifications and Considerations



## Class Size:

- This activity works just as easily in small or large classes.

## Proficiency Level:

- Higher levels: have learners journal about how they plan to prioritize the things they need to do in the future.

# Modifications and Considerations



## Online Classes:

- Have students break out in small groups to have these conversations online.
- Have students use an online calendar to prioritize their “to do” across different days.

## Language Focus:

- Present and future tenses: things students will need to do now and things they will do in the near future



# Self-Management

What do you tell students to do when they are overwhelmed with tasks and due dates?

**Please share in the chat.**

# CASEL SEL Competencies –

## 3. Self-Awareness

- Recognizing strengths in others
- Showing concern for the feelings of others
- Understanding and expressing gratitude





## **SEL Activity: Self-Awareness Listening Circles**

- Recognizing strengths in others
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones

# SEL Activity: Listening Circles

1. Set a positive tone; perhaps start with a quote or positive message.
2. Remind students that a listening circle is a judgement-free zone and a place where we listen with an open heart.
3. Design prompts and conversation starters in advance. Have 1-2 fun activities ready in case the circle becomes emotionally charged.
4. Encourage students to share by listening to them and affirming their comments.
5. Exit on a positive note or with a positive message.

# SEL Activity: Photo Story

1. Have your students find a photo at home or on their phone that brings them happiness.
2. In small groups, students each share and talk about what is in the selected photo.



# SEL Activity: Photo Story

3. Students share (verbally and/or in writing) one sentence about their photo.

“Kiwi and Mango bring me happiness because they always want to be on my lap.”



# SEL Activity: Photo Story

- You might have students select paintings, magazine pictures, or other illustrations that bring them happiness.
- Remind students to select images that are appropriate for a professional or school setting.



# Modifications and Considerations

## Class Size:

This activity works just as easily in small or large classes.

## Proficiency Level:

- **Beginner or intermediate:** have learners write 1-2 sentences.
- **Higher proficiency:** have learners write a story about their picture.



# Modifications and Considerations

## Online Classes:

- Have students break out in small groups to have these conversations online.
- Have students use Google Jamboard or a similar tool to share their sentences.

## Language Focus:

- **Reading fluency:** students could re-read their sentence, paragraph, or story multiple times focusing on pacing and emphasizing their words to show emotion.





## **CASEL SEL Competencies – 4. Relationship Skills**

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively

# SEL Activity: Classroom Signage

1. Classroom ambiance and decoration
2. Build a safe space together
3. Have students create posters

What positive statements have you found encouraging for your students?

**Please write one in the chat box or comments.**



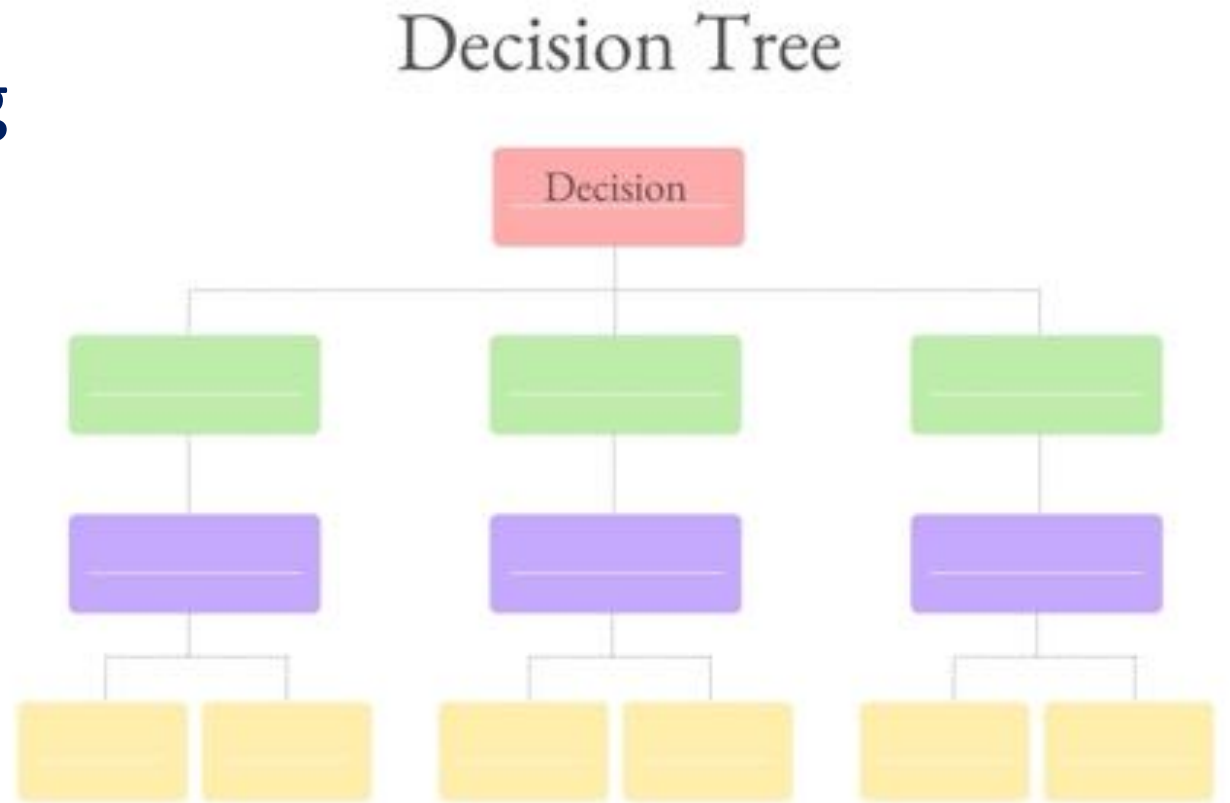


- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating consequences of actions

## **CASEL SEL Competencies – 5. Responsible Decision-making**

# SEL Activity: Decision Tree

Teaching students about responsible decision-making and its effects on them and those around them.



# Revisiting the CASEL SEL Competencies

- Self-awareness
- Self-management
- Social-awareness
- Relationship skills
- Responsible decision-making



# Including SEL in a Lesson Plan



# Example Template for Lesson Planning with SEL

1. **Language Objectives:** reading, writing, listening, speaking, grammar, vocabulary goals
2. **Content Objectives:** subject-area goals, if applicable
3. **SEL Core Competencies:** self-awareness, self-management, social awareness, relationship skills, responsible decision-making
4. **Materials:** texts, websites, apps to help meet the objectives



# Example Template for Lesson Planning with SEL

## 5. Procedure: consider...

- integrating SEL into part of the lesson or throughout the lesson
- using small groups; making students comfortable when speaking or sharing their work
- using technology to aid with instruction
- including culturally responsive materials or texts
- differentiating to meet needs of different language proficiency levels

## 6. Assessment: consider...

- assessing language and SEL core competencies
- differentiating options for assignments/projects when applicable



# Sample Lesson – Science Text Comprehension

1. **Language Objective:** demonstrate understanding of words by relating them to synonyms (words that have similar meanings)
2. **Content Objectives:** read and comprehend a science text
3. **SEL Core Competencies:** self-management, relationship skills
4. **Materials:** class texts, thesaurus



# Sample Lesson – Science Text Comprehension

## 5. Procedure:

- Talk to students about how reading difficult texts can make us feel. (helps with self-awareness.)
- Share strategies to help with comprehension of text, such as looking up unknown words online or talking to a peer. (working on relationship skills)
- Provide students with a short text and have them look up target vocabulary words using a thesaurus to identify synonyms.



# Sample Lesson – Science Text Comprehension

## 5. Procedure:

- Place students in small groups to talk about what they comprehended and to compare the synonyms they wrote.
- Share different-length science texts to help students with varying English proficiency levels.
- Also, provide texts that have authors from different backgrounds (men and women from different countries).



# Sample Lesson – Science Text Comprehension

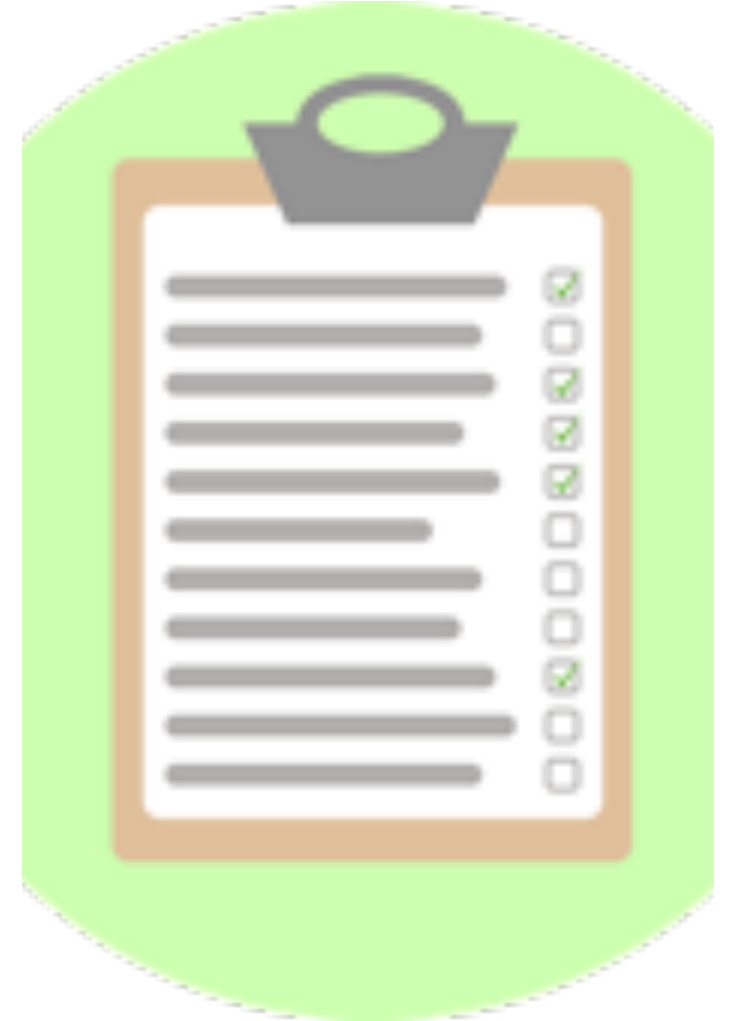
## 6. Assessment:

- Have students turn in their written interpretation of the text, as well as the words with their synonyms.
- Have students share in their small groups how they felt about talking about what they believed the text meant and learning from each other, rather than having to do it on their own.
  - One student can take notes for the group.
  - For younger students, have them draw how they felt with a happy face or sad face.



# Today, we....

- Defined Social-emotional learning (SEL)
- Examined SEL benefits
- Explored SEL competencies and practical applications for English language classrooms
- Considered how to include SEL in lesson plans



# Let's stop and reflect!

Now that you know more about SEL, do you feel that some activities or projects you already incorporate in your classes align with this practice?

**Share your responses in the chat or comments.**





# Thank you!

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# Thank you!

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# AMERICAN ENGLISH

# Reflection Questions

1. Which of the five CASEL competencies would you/do you prioritize in your classroom? Which competencies might have the most immediate impact on your students' personal and academic success?
2. Which activity or idea that you learned about today are you most excited to try? Why? Will you need to make any adaptations for your teaching context?
3. Have you ever included SEL activities in a lesson plan? If so, how did students respond? If not, how could you use the lesson template from today's webinar to integrate SEL concepts into some parts of your curriculum?



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