

**Effectiveness of Social and Emotional Learning Based
Instructional Module on Second Language Achievement
and Socio-Emotional Competence among Secondary
School Students of Kerala**

Thesis

submitted to the University of Calicut

for the award of the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

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2026

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This is to certify that the thesis entitled “**Effectiveness of Social and Emotional Learning Based Instructional Module on Second Language Achievement and Socio-Emotional Competence among Secondary School Students of Kerala**” is an authentic record of research work carried out by **Manju P.K.**, for the Doctor of Philosophy in Education, University of Calicut, under my guidance and supervision and that no part thereof has been presented before any other degree, diploma or associateship in any other University.

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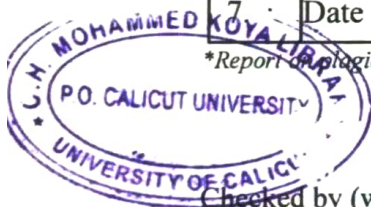


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CONTENTS

Chapter	Title	Page No.
I.	Introduction	1 – 34
II.	Review of Related Literature	35 – 114
III.	Methodology	115 – 190
IV.	Analysis and Interpretations	191 – 260
V.	Summary of Findings	261 – 298
VI.	Recommendations of the Study	299 – 306
	References	307 – 331
	Appendices	

LIST OF TABLES

Table	Title	Page No.
1	Sample Distribution of the Study	129
2	Various Aspects of Evaluation for Experts	148
3	Summary of the Distribution of Items of the Draft Second Language Achievement Test based on Language Components	157
4	Difficulty Index and Discriminating Power of Items in Second Language Achievement Test	161
5	Rubric for Writing Tasks (Diary Entry / Gratitude Letter)	164
6	Item-Wise Discriminative Analysis of the Socio-Emotional Competence Scale	167
7	Item-wise Reliability Statistics (Cronbach's alpha if item deleted)	171
8	Bartlett's Test of Sphericity	173
9	Pattern Matrix of the Socio-Emotional Competence Scale Obtained Through Exploratory Factor Analysis	175
10	Factor-wise Variance Explained by the Socio-Emotional Competence Scale	177
11	Model Fit Indices for the Five-Factor Structure of the Socio-Emotional Competence Scale	178
12	Student Responses to Emotional and Classroom Climate Related Challenges in the English Language Classroom (N=120)	193
13	Statistical Constants for the Distribution of Second Language Achievement Pre-test Scores	199
14	Statistical Constants for the Distribution of Socio-Emotional Competence Pre-test Scores	201
15	Statistical Constants for the Distribution of Second Language Achievement Post-test Scores	204
16	Statistical Constants for the Distribution of Socio-Emotional Competence Post-test Scores	206
17	Assumption Tests for SLA Pre-Test Scores of Control and Experimental Groups	210

Table	Title	Page No.
18	Difference in Pre-test Mean Scores of Second Language Achievement Between Control and Experimental Groups	212
19	Assumption Tests for SEC Pre-Test Scores of Control and Experimental Groups	213
20	Difference in Pre-test Mean Scores of Socio-Emotional Competence Between Control and Experimental Groups	215
21	Assumption Tests for SLA Post-Test Scores of Control and Experimental Groups	216
22	Difference in Post-test Scores of Second Language Achievement Between Control and Experimental Groups	217
23	Assumption Tests for SEC Post-Test Scores of Control and Experimental Groups	218
24	Difference in Post-test Mean Scores of Socio-Emotional Competence Between Control and Experimental Groups	219
25	Assumption Test for Difference Scores (SLA Post-test – Pre-test) of the Control Group	221
26	Difference Between Pre-test and Post-test Second Language Achievement Scores of the Control Group	222
27	Assumption Test for Difference Scores (SEC Post-test – Pre-test) of the Control Group	224
28	Difference Between Pre-test and Post-test Socio-Emotional Competence Scores of the Control Group	225
29	Assumption Test for Difference Scores (SLA Post-test – Pre-test) of the Experimental Group	227
30	Difference Between Pre-test and Post-test Second Language Achievement Scores of the Experimental Group	228
31	Assumption Test for Difference Scores (SEC Post-test – Pre-test) of the Experimental Group	231
32	Difference Between Pre-test and Post-test Socio-Emotional Competence Scores of the Experimental Group	232
33	Assumption Tests for SLA Gain Scores of Control and Experimental Groups	235
34	Difference in Mean Gain Scores of Second Language Achievement Between Control and Experimental Groups	236
35	Assumption Tests for SEC Gain Scores of Control and Experimental Groups	238

Table	Title	Page No.
36	Difference in Mean Gain Scores of Socio-Emotional Competence Between Control and Experimental Groups	239
37	Shapiro–Wilk Tests of Normality for Post-Test Dependent Variables by Group	242
38	Levene’s Test of Equality of Error Variances	243
39	Summary of Mahalanobis Distance Statistics	245
40	Box’s Test of Equality of Covariance Matrices	246
41	Pearson Correlations Among Dependent Variables and Covariates (N = 92)	247
42	Multivariate Tests for Group * Covariate Interactions (Homogeneity of Regression Slopes)	248
43	Multivariate Tests for the Effect of Group on Second Language Achievement and Socio-Emotional Competence (Controlling Covariates)	251
44	Summary of ANCOVA for SLA Post Test Scores of Experimental and Control Group by Taking SLA Pre Test Scores, SEC Pre Test Score and SES as Covariates	253
45	Summary of ANCOVA for SEC Post Test Scores of Experimental and Control Group by Taking SEC Pre Test Scores, SLA Pre Test Scores and SES as Covariates	255
46	Pairwise Comparison of Estimated Marginal Means for SEC Post-Test Scores	257

LIST OF FIGURES

Figure	Title	Page No.
1	Research Design of the study	123
2	Variables Selected for the Study	127
3	Mean Item-Level Content Validity Index (I-CVI) Across Evaluation Criteria for the SEL-Based Instructional Module	151
4	Scree Plot	174
5	Schematic Representation of Pre-test Post-test Comparisons and Gain Score Analysis	186
6	Percentage distribution of emotional and classroom climate–related challenges experienced by secondary school students in the English language classroom.	195
7	Histogram of Pre-Test Scores in Second Language Achievement for the Control Group	200
8	Histogram of Pre-Test Scores in Second Language Achievement for the Experimental Group	201
9	Histogram of Pre-Test Scores in Socio-Emotional Competence for the Control Group	203
10	Histogram of Pre-Test Scores in Socio-Emotional Competence for the Experimental Group	203
11	Histogram of Post-Test Scores in Second Language Achievement for the Control Group	205
12	Histogram of Post-Test Scores in Second Language Achievement for the Experimental Group	206
13	Histogram of Post-Test Scores in Socio-Emotional Competence for the Control Group	208
14	Histogram of Post-Test Scores in Socio-Emotional Competence for the Experimental Group	208
15	Q–Q Plot of Standardized Residuals for SLA Pre-Test Scores	211

Figure	Title	Page No.
16	Q–Q Plot of Standardized Residuals for SEC Pre-Test Scores	214
17	Q–Q Plot of Standardized Residuals for SLA Post-Test Scores	216
18	Q–Q Plot of Standardized Residuals for SEC Post-Test Scores	218
19	Comparison of Socio-Emotional Competence Post-Test Scores of the Control and Experimental Groups	220
20	Q–Q Plot of Standardized Residuals for SLA Post-Test Scores of Control Group	221
21	Mean Pre-Test and Post-Test Scores in SLA for the Control Group	223
22	Q–Q Plot of Standardized Residuals for SEC Post-Test Scores of Control Group	224
23	Mean Pre-Test and Post-Test Scores in SEC for the Control Group	226
24	Q–Q Plot of Standardized Residuals for SLA Post-Test Scores of Experimental Group	227
25	Mean Pre-Test and Post-Test Scores in SLA for the Experimental Group	229
26	Q–Q Plot of Standardized Residuals for SEC Post-Test Scores of the Experimental Group	231
27	Mean Pre-Test and Post-Test Scores in SEC for the Experimental Group	233
28	Q–Q Plot of Standardized Residuals for SLA Gain Scores	235
29	Comparison of Mean Gain Scores in SLA Between the Control and Experimental Groups	237
30	Q–Q Plot of Standardized Residuals for SEC Gain Scores	238
31	Comparison of Mean Gain Scores in SEC Between the Control and Experimental Groups	240
32	Scatterplot Showing the Relationship Between SLA Pre-Test and SLA Post-Test Scores by Group	250
33	Scatterplot Showing the Relationship Between SEC Pre-Test and SEC Post-Test Scores by Group	250
34	Estimated Marginal Means of SEC Post-Test Scores for the Control and Experimental Groups after Adjusting for Covariates (SEC Pre-Test, SLA Pre-Test, and SES).	258

LIST OF APPENDICES

Appendix	Title	Page No.
I.	Pre-Experimental Survey Questionnaire on English Language Classroom Experience	
II.	Expert Evaluation Proforma for the Validation of the SEL-Based Instructional Module, with a Sample Proforma	
III.	SEL-Based Instructional Module for Teaching English at the Secondary Level	
IV.	Sample SEL-Based Lesson Plans	
V.	Sample Discourse-Oriented Pedagogy Based Lesson Plans	
VI.	Second Language Achievement Test – Draft	
VII.	Second Language Achievement Test – Final	
VIII.	Scoring Key for the Second Language Achievement Test	
IX.	Rubric for Writing Tasks in the Second Language Achievement Test	
X.	Socio-Emotional Competence Scale – Draft	
XI.	Socio-Emotional Competence Scale – Final	
XII.	English Language Anxiety Scale for Secondary School Students	
XIII.	Socio-Economic Status Profile	
XIV.	Letter of Permission from the District Educational Officer for the Conduct of the Experimental Study	
XV.	Certificate of Appreciation Issued by the Experimental School	

LIST OF ABBREVIATIONS

ANCOVA	-	Analysis of Covariance
CASEL	-	Collaborative for Academic, Social, and Emotional Learning
CFA	-	Confirmatory Factor Analysis
CVI	-	Content Validity Index
DEO	-	District Educational Officer
DOP	-	Discourse-Oriented Pedagogy
EFA	-	Exploratory Factor Analysis
EI	-	Emotional Intelligence
ELA	-	English Language Anxiety
ELAS	-	English Language Anxiety Scale
ELL	-	English Language Learners
ESL	-	English as a Second Language
KMO	-	Kaiser–Meyer–Olkin Measure of Sampling Adequacy
L2	-	Second Language
MANCOVA	-	Multivariate Analysis of Covariance
NCF	-	National Curriculum Framework
NEP	-	National Education Policy
SCERT	-	State Council of Educational Research and Training
SEC	-	Socio-Emotional Competence
SEL	-	Social and Emotional Learning
SES	-	Socio-economic Status
SLA	-	Second Language Achievement
SPSS	-	Statistical Package for the Social Sciences

Abstract

The present study examined the effectiveness of Social and Emotional Learning (SEL)-based instructional module on Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) among secondary school students in Kerala. Given the influence of affective factors on language learning, the study emphasized the integration of socio-emotional development within English instruction.

The study was grounded in the SEL framework of the Collaborative for Academic, Social, and Emotional Learning (CASEL), supported by sociocultural and affective perspectives. The intervention incorporated practices such as emotional check-ins, cooperative learning, reflective writing, peer interaction, and self-regulation. English Language Anxiety (ELA) and Socio-Economic Status (SES) were treated as covariates.

A quasi-experimental pre-test post-test non-equivalent group design was employed following a preliminary exploratory phase. The sample comprised 92 Standard IX students from a Government Higher Secondary School in Thrissur district, Kerala, with experimental ($n = 45$) and control ($n = 47$) groups. The experimental group received the SEL-based module, while the control group was taught through Discourse-Oriented Pedagogy.

Data were collected using standardized tools and analysed using descriptive statistics, gain score analysis, ANCOVA, and MANCOVA. Pre-test results established baseline equivalence. Post-test findings revealed a significant improvement in Socio-Emotional Competence among the experimental group. Although both groups showed improvement in Second Language Achievement, no significant difference was observed between groups in SLA. However, multivariate analysis indicated a significant combined effect of the intervention on SLA and SEC. ANCOVA confirmed a significant independent effect on SEC, while the effect on SLA remained non-significant after adjustment.

The findings suggest that SEL integration significantly enhances socio-emotional competence and contributes to overall learning outcomes, even when direct gains in language achievement are comparable. The study underscores the need to integrate SEL within language pedagogy to promote holistic development. The study was limited to Standard IX students following the SCERT Kerala syllabus in a single institutional setting over a short duration.

Keywords: Social and Emotional Learning, Second Language Achievement, Socio-Emotional Competence, English Language Anxiety, Secondary School Students, Discourse-Oriented Pedagogy

സംഗ്രഹം

കേരളത്തിലെ ഹൈസ്കൂൾ വിദ്യാർത്ഥികളിൽ സാമൂഹ്യ-വൈകാരികാത്മക പഠനം (Social and Emotional Learning - SEL) അടിസ്ഥാനമാക്കി തയ്യാറാക്കിയ പഠനമോഡ്യൂൾ രണ്ടാം ഭാഷാ പഠനനേട്ടം (Second Language Achievement - SLA), സാമൂഹ്യ-വൈകാരികാത്മക കഴിവ് (Socio-Emotional Competence - SEC) എന്നിവയിൽ ഉണ്ടാക്കുന്ന സ്വാധീനം പരിശോധിക്കുന്നതാണ് ഈ പഠനം. ഭാഷാപഠനത്തിൽ വൈകാരിക ഘടകങ്ങളുടെ സ്വാധീനം പരിഗണിച്ച് സാമൂഹ്യ-വൈകാരികാത്മക വളർച്ചയെ ഇംഗ്ലീഷ് അധ്യാപനത്തോടൊപ്പം സംയോജിപ്പിക്കേണ്ടതിന്റെ ആവശ്യകത ഈ പഠനം ഉന്നയിക്കുന്നു.

ഈ പഠനം Collaborative for Academic, Social, and Emotional Learning (CASEL) നിർദ്ദേശിക്കുന്ന SEL ഘടനയും സാമൂഹ്യ-സാംസ്കാരിക സിദ്ധാന്തങ്ങളും രണ്ടാം ഭാഷാ പഠനത്തിലെ വൈകാരിക ഘടകങ്ങളും ഉൾക്കൊള്ളുന്ന രീതിയിൽ രൂപകൽപ്പന ചെയ്തതാണ്. ഗവേഷക വികസിപ്പിച്ച SEL അധിഷ്ഠിത പഠനമോഡ്യൂളിൽ വൈകാരിക പരിശോധന, കൂട്ടായ പഠനം, പ്രതിഫലനാത്മക രചന, സഹപാഠി ഇടപെടൽ, സ്വയംനിയന്ത്രണ തന്ത്രങ്ങൾ എന്നിവ ഉൾപ്പെടുത്തി. English Language Anxiety (ELA), Socio-Economic Status (SES) എന്നീ ഘടകങ്ങൾ സഹപരിവർത്തികളായി പരിഗണിച്ചു.

പ്രാരംഭ അന്വേഷണ ഘട്ടത്തിന് ശേഷം quasi-experimental pre-test post-test non-equivalent group design ഉപയോഗിച്ചു. തൃശ്ശൂർ ജില്ലയിലെ ഒരു സർക്കാർ ഹയർ സെക്കൻഡറി സ്കൂളിലെ ഒമ്പതാം ക്ലാസിലെ 92 വിദ്യാർത്ഥികളെ സാമ്പിളായി തെരഞ്ഞെടുത്തു. വിദ്യാർത്ഥികളെ പരീക്ഷണ ഗ്രൂപ്പ് ($n = 45$) എന്നും നിയന്ത്രണ ഗ്രൂപ്പ് ($n = 47$) എന്നും രണ്ട് വിഭാഗങ്ങളായി തിരിച്ചു. പരീക്ഷണ ഗ്രൂപ്പിൽ SEL അടിസ്ഥാനമാക്കിയ പഠനമോഡ്യൂൾ ഉപയോഗിച്ച് അധ്യാപനം നടത്തിയപ്പോൾ നിയന്ത്രണ ഗ്രൂപ്പിൽ നിലവിലുള്ള Discourse-Oriented Pedagogy പ്രകാരം പഠനം നടന്നു.

ഡാറ്റാ മാനകീകരിച്ച ഉപകരണങ്ങൾ ഉപയോഗിച്ച് ശേഖരിക്കുകയും വിവരണാത്മക സ്ഥിതിവിവരശാസ്ത്രം, gain score analysis, ANCOVA, MANCOVA എന്നിവ ഉപയോഗിച്ച് വിശകലനം നടത്തുകയും ചെയ്തു. നിയന്ത്രണ ഗ്രൂപ്പും പരീക്ഷണ ഗ്രൂപ്പും SLA, SEC എന്നിവയിൽ ആരംഭത്തിൽ സമാന നിലയിലാണെന്ന് Pre-test ഫലങ്ങൾ തെളിയിച്ചു. Post-test ഫലങ്ങൾ SEL അടിസ്ഥാനമാക്കിയ പഠനമോഡ്യൂൾ സ്വീകരിച്ച വിദ്യാർത്ഥികളിൽ Socio-Emotional Competence ഗണ്യമായി മെച്ചപ്പെട്ടതായി കാണിച്ചു. രണ്ട് ഗ്രൂപ്പുകളും Second Language Achievement-ൽ പുരോഗതി പ്രകടിപ്പിച്ചെങ്കിലും SLA-യിൽ ഗ്രൂപ്പുകൾ തമ്മിൽ

സ്ഥിതിവിവരശാസ്ത്രപരമായി ഗണ്യമായ വ്യത്യാസം കണ്ടെത്താനായില്ല. എന്നിരുന്നാലും multivariate analysis ഫലങ്ങൾ SEL അടിസ്ഥാനമാക്കിയ പഠനമോഡ്യൂളിന് SLA, SEC എന്നിവ ഒരുമിച്ച് ചേർന്ന നിലയിൽ ഗണ്യമായ സ്വാധീനം ചെലുത്താനാകുന്നതായി കണ്ടെത്തി. ANCOVA ഫലങ്ങൾ Socio-Emotional Competence-ൽ ഇടപെടലിന്റെ സ്വതന്ത്ര സ്വാധീനം ഗണ്യമായി പ്രകടിപ്പിച്ചെങ്കിലും Second Language Achievement-ൽ അത്ര ഗണ്യമായ സ്വാധീനം കാണിച്ചില്ല.

ഈ കണ്ടെത്തലുകൾ അധ്യാപനത്തിൽ SEL സംയോജനം വിദ്യാർത്ഥികളുടെ സാമൂഹ്യ-വൈകാരികാത്മക വളർച്ചയെ ശക്തിപ്പെടുത്തുകയും പഠനഫലങ്ങളെ സമഗ്രമായി മെച്ചപ്പെടുത്തുന്നതിനുള്ള അനുകൂല സാഹചര്യങ്ങൾ സൃഷ്ടിക്കുകയും ചെയ്യുന്നു എന്ന് സൂചിപ്പിക്കുന്നു.

ഈ പഠനം SCERT കേരള പാഠ്യപദ്ധതി പിന്തുടരുന്ന ഒമ്പതാം ക്ലാസ് വിദ്യാർത്ഥികൾക്ക് മാത്രമായി, ഒരു സ്കൂൾ സാഹചര്യത്തിൽ, പരിമിതമായ സമയപരിധിയിൽ നടപ്പിലാക്കിയതാണ്.

ചുരുക്കത്തിൽ, SEL അടിസ്ഥാനമാക്കിയ പഠനമോഡ്യൂൾ Socio-Emotional Competence വളർത്തുന്നതിൽ ഫലപ്രദമാണെന്നും സാമൂഹ്യ-വൈകാരികാത്മക കഴിവുകളും അക്കാദമിക് നേട്ടങ്ങളും സമഗ്രമായി മെച്ചപ്പെടുത്തുന്നതിൽ പങ്ക് വഹിക്കുന്നുവെന്നും പഠനം സൂചിപ്പിക്കുന്നു.

സൂചകപദങ്ങൾ: സോഷ്യൽ ആൻഡ് ഇമോഷണൽ ലേണിംഗ്, സെക്കൻഡ് ലാംഗ്വേജ് അച്ചീവ്മെന്റ്, സോഷ്യോ-ഇമോഷണൽ കോമ്പീറ്റൻസ്, ഇംഗ്ലീഷ് ലാംഗ്വേജ് ആൻക്വൈറി, സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾ, ഡിസ്കോഴ്സ്-ഓറിയന്റഡ് പെഡഗോഗി.

Chapter 1

INTRODUCTION

- ❖ *Need and Significance*
- ❖ *Statement of the Problem*
- ❖ *Definition of Key Terms*
- ❖ *Research Questions for the Preliminary Phase*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Methodology*
- ❖ *Scope of the Study*
- ❖ *Delimitations of the Study*
- ❖ *Organization of the Report*

Education is widely recognised as a fundamental process through which individuals acquire knowledge, skills, values, and attitudes necessary for personal growth and social participation. Contemporary perspectives on education emphasise that learning is a multidimensional process that extends beyond cognitive development to include emotional regulation, social interaction, and behavioural adaptation. Effective schooling therefore requires attention not only to academic outcomes but also to the emotional and social conditions under which learning takes place, particularly during adolescence, when learners experience significant psychological and social changes that influence engagement, motivation, and self-perception.

Within this broader educational framework, language education occupies a central position. Language functions not only as a medium of instruction but also as a primary tool through which learners reason, construct meaning, express emotions, and participate in social and academic life. As articulated in contemporary curricular perspectives, language is viewed as a higher-order semiotic system that has evolved historically, socially, and culturally (Halliday, 1978). Language learning therefore involves both cognitive and affective engagement and is guided by learners' awareness of purpose, audience, context, and culture (Vygotsky, 1978). Inadequate development of language skills can adversely affect conceptual understanding and learning across subject areas, highlighting the foundational role of language in education.

2 Introduction

In multilingual societies such as India, English holds a unique and complex position. It functions as a second language with significant academic, professional, and socio-economic value, often associated with access to higher education, employment opportunities, and social mobility (Annamalai, 2004). English also serves as a link language that facilitates communication across linguistic regions and supports national integration. At the same time, scholarly discourse has raised concerns regarding the disproportionate prestige accorded to English and its potential implications for indigenous languages and linguistic equity (Mohanty, 2010). These tensions demand the need for a balanced pedagogical approach that acknowledges the global utility of English while respecting local languages and cultural identities. Consequently, English language education in India requires sensitivity to cultural context, learner needs, and equitable access.

The importance of language education in post-independence India has been consistently reflected in national education policies and commissions. The University Education Commission (1949) underscored the need for multilingual competence and recommended proficiency in the regional language, Hindi, and English at the secondary and university levels. This was followed by the Secondary Education Commission (1953), which formally articulated the Three Language Formula as a means of balancing regional, national, and international language requirements within the school curriculum. The Education Commission (1966) further refined this framework, recognising the practical challenges of implementation across states while strongly advocating the continued role of English, particularly in higher and technical education, and emphasising its importance for accessing academic resources.

Subsequent policy initiatives reinforced these positions while foregrounding pedagogical reform and educational equity. The National Policy on Education (1986) highlighted the need to reduce disparities and strengthen English language learning opportunities, especially for disadvantaged learners. The National Curriculum Framework (2005) reiterated the importance of implementing the Three Language Formula in a meaningful manner, emphasising contextualised language use, learner engagement, and communicative competence rather than rote memorisation. The National Knowledge Commission (2009) further advocated early exposure to English and pedagogical reforms aimed at enhancing functional proficiency and learner confidence.

These policy concerns have been consolidated and expanded in the National Education Policy 2020, which reaffirms India's multilingual ethos while advocating learner-centred pedagogy, flexibility, and holistic development. NEP 2020 recognises English as a global language of knowledge and communication but stresses that language learning should be grounded in meaningful use, interaction, and comprehension rather than mechanical mastery of forms. The policy places strong emphasis on experiential learning, reduced curricular burden, and emotionally supportive classroom environments, particularly at the secondary level. The explicit focus on life skills, collaboration, emotional resilience, and ethical decision-making underscores the growing recognition of socio-emotional dimensions as integral to quality education.

Parallel to these policy developments, theoretical perspectives on second language learning have undergone significant evolution. Early behaviourist theories

4 *Introduction*

conceptualised language learning as habit formation through repetition and reinforcement (Gass & Selinker, 2008). Cognitive theories later shifted attention to internal mental processes, highlighting learners' active role in rule formation, information processing, and problem-solving (Hummel, 2014). Subsequent sociocultural perspectives positioned language learning within social and cultural contexts, emphasising interaction, scaffolding, and collaboration as central to language development (Richards & Rodgers, 2014). From this viewpoint, language is not merely an individual cognitive achievement but a social product shaped through participation in meaningful communicative practices.

Affective perspectives further extended this understanding by foregrounding the role of emotions in second language acquisition. Krashen's affective filter hypothesis proposes that emotional variables such as anxiety, motivation, and self-confidence influence learners' ability to process linguistic input. High levels of anxiety can impede language acquisition, whereas emotionally supportive and non-threatening classroom environments facilitate meaningful engagement with language (Krashen, 1985). These perspectives align closely with contemporary curricular views that emphasise learner-centredness, process-oriented learning, and continuous assessment for learning.

The Kerala Curriculum Framework (State Council of Educational Research and Training [SCERT], Kerala, 2023) reflects this convergence of policy and theory by conceptualising language learning as a holistic, constructivist, and socially situated process. Emphasis is placed on contextualised learning, where language is acquired through authentic situations that mirror real-life use, enabling learners to internalise

language as a functional semiotic system. Learning is viewed as a process of knowledge construction rather than information transmission, with priority given to meaning-making, interaction, and discourse production. Teachers are envisioned as facilitators and scaffolds who create inclusive, emotionally secure classrooms that encourage collaboration, inquiry, and reflective learning.

English occupies a prominent place in social, cultural, and educational life of Keralites. It is widely perceived as a language of opportunity, mobility, and global connectivity. Despite notable improvements in literacy levels and the adoption of discourse-oriented pedagogy, a gap continues to exist between expected and achieved levels of proficiency for many learners. Bridging this gap requires pedagogical approaches that integrate cognitive, social, and emotional dimensions of learning and provide learners with sustained, meaningful exposure to English in supportive classroom environments.

An examination of second language learning theories, national education policies, and the Kerala curriculum framework reveals a shared emphasis on the social and emotional foundations of language learning. English language learning cannot be effectively separated from learners' emotional experiences, classroom relationships, and sense of belonging. The integration of social and emotional dimensions within language pedagogy thus emerges as a theoretically sound, policy-aligned, and contextually relevant approach to fostering meaningful, confident, and sustained engagement with English as a second language.

Need and Significance of the Study

English language learning at the secondary level in Kerala continues to present persistent challenges despite the state's strong educational infrastructure and sustained policy emphasis on multilingual and learner-centred pedagogy. While Kerala is widely recognised for its high literacy rates and commitment to schooling, classroom experiences indicate that many secondary school learners struggle to use English confidently and effectively. These difficulties are commonly reflected in limited oral participation, reluctance to express ideas, fear of making errors, and anxiety during classroom interaction. Such patterns suggest that structural strengths and curricular reforms alone are insufficient to ensure meaningful second language learning.

At the secondary stage, learners are expected to engage with complex academic content while simultaneously negotiating heightened emotional sensitivity, peer awareness, and concerns related to self-image. English classrooms often function as emotionally high-risk spaces, where language use is publicly visible and closely tied to perceptions of competence (Horwitz et al., 1986). When instructional practices emphasise correctness, performance, and product over process and participation, learners may withdraw from communicative opportunities that are essential for language development. This disengagement directly contradicts the objectives of discourse-oriented pedagogy, which envisages classrooms as interactive spaces where learners construct meaning through dialogue, collaboration, and purposeful language use.

The Kerala Curriculum Framework (State Council of Educational Research and Training [SCERT], Kerala, 2023) emphasises that language learning is a socially

and culturally mediated process that requires cognitive as well as affective engagement. KCF 2023 advocates a constructivist, process-oriented, and discourse-based approach in which learners actively construct knowledge by participating in meaningful contexts of language use. However, the effective realisation of these principles in secondary English classrooms remains uneven. While learners are expected to produce various discourses such as narratives, descriptions, arguments, and reflections, emotional barriers such as anxiety, fear of evaluation, and lack of confidence often inhibit their willingness to participate fully in discourse construction. This gap between curricular intent and classroom reality highlights the need to examine pedagogical approaches that consciously address learners' emotional experiences alongside language instruction.

Recent educational reforms have called for instructional practices that promote holistic development and learner well-being (NEP, 2020). However, translating these policy aspirations into subject-specific classroom practices remains a challenge. In English language classrooms, socio-emotional dimensions are often treated as incidental or external to academic instruction rather than as integral components of language learning. There is a clear need for pedagogical models that embed socio-emotional competencies within routine classroom processes such as interaction, collaboration, feedback, assessment, and discourse production, without diluting curricular goals or academic rigour.

Integrating Social and Emotional Learning (SEL) principles within second language pedagogy offers a promising response to these concerns. SEL-aligned practices support emotional regulation, reduce language anxiety, enhance learner

motivation, and foster a positive classroom climate conducive to risk-taking and communication (Durlak et al.,2011). These outcomes resonate strongly with the aims of discourse-oriented pedagogy, which depends on learners' willingness to engage, negotiate meaning, and express ideas in a supportive environment. International research has demonstrated that SEL-based interventions contribute to improved academic achievement, sustained engagement, and healthier classroom relationships (Durlak et al.,2011). However, in the Indian context, and particularly in Kerala, empirical studies examining the impact of SEL integration on second language achievement remain limited. Existing research often addresses socio-emotional development or general academic performance in isolation, without examining language specific outcomes within real classroom settings.

Another important consideration relates to learner background variables that influence second language learning outcomes. Factors such as socio-economic status and prior achievement in English affect learners' exposure to language input, access to learning resources, and readiness to benefit from instructional interventions. Without accounting for these variables, it becomes difficult to determine whether observed learning gains result from pedagogical practices or from pre-existing differences among learners. Addressing these factors is essential to ensure that research findings are both methodologically sound and educationally equitable, particularly in heterogeneous classroom contexts characteristic of Kerala schools.

The significance of the present study lies in its potential contributions to classroom practice, teacher education, and educational planning. For practising teachers, the study offers practical insights into designing emotionally supportive

English language classrooms that encourage interaction, purposeful language use, and sustained learner engagement. For teacher educators, it provides empirical evidence to support the integration of socio-emotional dimensions within second language pedagogy, highlighting how emotional safety, confidence, and self-regulation can be systematically addressed alongside language instruction. For curriculum developers and policymakers, the findings contribute context-specific evidence that reinforces policy directions emphasising holistic development, learner-centred approaches, and assessment practices that support learning rather than mere performance. Most importantly, the study foregrounds learners' lived experiences in English classrooms, recognising that emotionally secure environments are fundamental to meaningful, confident, and enduring second language learning.

The present study thus represents a timely and contextually grounded attempt to bridge the gap between socio-emotional development and English language education at the secondary level. By examining the impact of an instructional approach grounded in the Social and Emotional Learning framework and adapted to the realities of the English classroom, the study seeks to extend existing research on holistic and learner-responsive pedagogy. It contributes to the growing body of research advocating for holistic, equitable, and learner-centred instructional practices in secondary school English classrooms.

Statement of the Problem

Secondary school students in Kerala often exhibit limited proficiency in English and experience high levels of language anxiety, despite sustained exposure to the language through formal instruction. Socio-economic disparities further

contribute to uneven learning outcomes. Although SEL has the potential to address these affective and contextual barriers, its effectiveness in improving both Second Language Achievement and Socio-Emotional Competence while controlling for language anxiety and Socio-Economic Status has not yet been adequately investigated.

Hence the present study is aimed to determine the effectiveness of an SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala, while controlling for the effects of pre-test scores, English Language Anxiety and Socio-Economic Status.

Definition of Key Terms

Effectiveness

Effectiveness refers to the extent to which an intervention or programme achieves its intended outcomes under given conditions. The degree to which an instructional strategy brings about significant improvement in learners' performance or development when compared to existing or conventional methods is termed as Effectiveness in educational research (Fraenkel, Wallen, & Hyun, 2019).

Effectiveness is operationally defined as the extent to which the SEL based instructional module brings about a notable improvement in students' Second Language Achievement and Socio-Emotional Competence.

Social and Emotional Learning (SEL)

Social and Emotional Learning is defined as the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set positive goals, demonstrate empathy, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL, 2015]).

In the present study, Social and Emotional Learning (SEL) refers to a school based instructional programme developed from the CASEL competency framework (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) implemented into English language instruction through a researcher developed instructional module. SEL is operationalised through structured classroom activities such as emotion-focused warm-up tasks, cooperative learning experiences, reflective writing, peer interaction, and self-regulation strategies embedded within English lessons implemented for the experimental group.

Instructional Module

An instructional module is a systematically organised set of learning experiences designed to achieve specific instructional objectives within a defined period of time. It typically includes clearly stated objectives, content, learning activities, instructional strategies, and assessment procedures, enabling learners to progress in a structured and meaningful manner (Gagne Briggs, & Wager, 2005).

In the present study, the Instructional module refers to the SEL based Instructional Module in English embedded with lesson scripts, developed by the investigator under the guidance of research supervisor. It consists of a sequence of

English language learning activities integrating social and emotional learning strategies aligned with curricular objectives. The module is implemented with the experimental group during the intervention period, while the control group follows the Discourse Oriented Pedagogy.

Second Language Achievement (SLA)

Second Language Achievement refers to learners' attained level of performance in a second language as demonstrated through formal assessments, reflecting the outcomes of instruction, practice, and exposure within educational settings. Unlike second language acquisition, which involves internal and largely unobservable cognitive processes, second language achievement refers to learners' demonstrable and measurable attainment in specific language domains such as reading, writing, vocabulary, and grammatical accuracy (Ellis, 1994).

Second Language Achievement (SLA) in the present study refers to achievement in English at the secondary school level. SLA is operationally defined as students' measurable performance in English language across standard domains (listening, reading, writing, grammar). In the present study, it was measured as the score obtained by students on Achievement Test in English administered as pre-test and post-test. The test is designed aligning with the prescribed secondary school English curriculum, and the scores obtained are used to assess students' progress in English as a result of the instructional intervention.

Socio-Emotional Competence (SEC)

Socio-Emotional Competence (SEC) denotes an individual's capacity to understand and regulate emotions, demonstrate empathy, establish and sustain positive interpersonal relationships, and make responsible decisions across social, academic, and everyday contexts (Denham et al., 2003). Socio-Emotional Competence is widely recognised as a foundational developmental outcome contributing to learners' well-being, effective functioning, and academic success (Durlak et al., 2017).

Operationally, Socio-Emotional Competence is defined as the learners' ability to recognise and manage their own emotions, understand and respect the emotions and perspectives of others, build and maintain healthy relationships with peers, and make responsible decisions within and beyond the classroom setting.

Socio-Emotional Competence is measured in terms of the scores obtained by the students on the Socio-Emotional Competence Scale, administered as a pre-test and post-test. The scale assesses the core competency domains aligned with the CASEL framework, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Secondary School Students

Secondary School Students refer to those who are studying in the classes 8th, 9th, and 10th in the government/aided schools in Kerala.

In the present study, the term is operationally defined as Standard IX students enrolled under the SCERT Kerala State syllabus.

English Language Anxiety

English Language Anxiety refers to the feelings of tension, apprehension, nervousness, and fear that learners experience when learning or using English, particularly in situations involving speaking, listening, reading, or evaluation. It is commonly understood as a situation-specific form of anxiety related to second language learning and performance, encompassing communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz, & Cope, 1986).

In the present study, English language anxiety (ELA) is operationally defined as the score obtained by students on the English Language Anxiety Scale administered prior to the instructional intervention. The scale measures students' levels of apprehension, nervousness, and emotional discomfort associated with learning and using English in classroom contexts.

Socio-Economic Status (SES)

Socio-Economic Status refers to the social and economic position of an individual or family within society, typically determined by indicators such as parental education, occupation, and income. In educational research, Socio-Economic Status is widely recognised as a contextual variable that influences access to learning resources, exposure to academic language, parental support, and overall educational opportunities (Sirin, 2005).

In the present study, Socio-Economic Status (SES) is operationally defined as the composite score obtained by students on the Socio-Economic Status profile

administered at the beginning of the study. The scale includes information related to parental education, parental occupation, and family income.

Research Questions for the Preliminary Phase

Before formulating the objectives for the experimental phase, the study sought to explore the emotional context of English language learning at the secondary school level. Accordingly, the preliminary phase of the study was guided by the following research questions:

- What emotional experiences and challenges do secondary school students face in the English language classroom?
- What suggestions do secondary school students offer for improving their English language classroom experience?

Objectives of the Study

The study's main objective was to develop and test the effectiveness of the SEL-based Instructional Module on Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) among secondary school students of Kerala.

Based on the main objective some specific objectives have been developed:

1. To compare the mean pre-test scores of Second Language Achievement of students in the control and experimental groups
2. To compare the mean pre-test scores of Socio-Emotional Competence of students in the control and experimental groups

3. To compare the mean post-test scores of Second Language Achievement of students in the control and experimental groups
4. To compare the mean post-test scores of Socio-Emotional Competence of students in the control and experimental groups
5. To compare the mean pre-test and post-test scores of Second Language Achievement within the control group and within the experimental group
6. To compare the mean pre-test and post-test scores of Socio-Emotional Competence within the control group and within the experimental group
7. To compare the mean gain scores of Second Language Achievement of students in the control and experimental groups
8. To compare the mean gain scores of Socio-Emotional Competence of students in the control and experimental groups
9. To examine the combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English language anxiety, and Socio-Economic Status
10. To determine the individual effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English language anxiety, and Socio-Economic Status

Hypotheses of the Study

1. There is no significant difference between the mean pre-test scores of Second Language Achievement of the students in the control and experimental groups.
2. There is no significant difference between the mean pre-test scores of Socio-Emotional Competence of the students in the control and experimental groups.
3. There is no significant difference between the mean post-test scores of Second Language Achievement of the students in the control and experimental groups.
4. There is no significant difference between the mean post-test scores of Socio-Emotional Competence of the students in the control and experimental groups.
5. There is no significant difference between the mean pre-test and post-test scores of Second Language Achievement within the control group and within the experimental group.
6. There is no significant difference between the mean pre-test and post-test scores of Socio-Emotional Competence within the control group and within the experimental group.
7. There is no significant difference between the mean gain scores of Second Language Achievement of the students in the control and experimental groups.
8. There is no significant difference between the mean gain scores of Socio-Emotional Competence of the students in the control and experimental groups.

9. There is no significant combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status.
10. There is no significant individual effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status.

Methodology

Method

The study was carried out using an experimental approach supported by an initial exploratory phase. The first phase was preliminary in nature and involved a pre-experimental survey to explore students' emotional experiences, challenges, and classroom-related difficulties in learning English. This exploratory phase was guided by research questions and served as a needs analysis to understand the emotional context of English language learning at the secondary school level.

The second phase of the study adopted a quasi-experimental method to examine the effectiveness of the instructional intervention. Specifically, a non-equivalent group, pre-test post-test design is employed as it was found more suitable to study the effect of independent variable (SEL based Instructional Module in English) on the dependent variables (Second Language Achievement & Socio-Emotional Competence).

Research Design

The Quasi-experimental design was employed in the study i.e., Pre test-Post test Non Equivalent groups Design. This design is the most sought after design for conducting research in classroom settings. For the present study, two groups were selected; control group and experimental group.

The design can be illustrated as follows:

G₁ O₁ X O₂

G₂ O₃ C O₄

O₁, O₃ -Pre Test

O₂, O₄ -Post Test

X – Experimental treatment (SEL-based Instructional Module)

C – Control treatment (Discourse Oriented Pedagogy)

G₁ Experimental Group

G₂ Control Group

At the beginning stage, both the groups were given a pre-test. Later the experimental group was taught using SEL based Instructional Module whereas the control group were provided lessons in the prevailing discourse oriented method of instruction. The two groups were administered post-test at the end of the treatment.

Sample Selected for the Study

The population selected was the secondary school students studying in Standard IX of Kerala state schools where English is taught and learned as the second

language. The researcher randomly selected Government Higher Secondary School, Cheruthuruthy in Thrissur district and took prior permission from the concerned DEO office for conducting the experimental study. The sample for the study consisted of 92 Standard IX students, selected from the school. Out of the total sample, 45 students constituted the experimental group and 47 students constituted the control group.

Variables of the Study

The primary goal of the research was to test the effectiveness of an SEL based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. Here is a description of the variables of the study, classified as Independent, Dependent, and Control variables.

Independent Variable

The independent variable of the present study was the SEL-based Instructional Module in English, developed and implemented by the investigator under the guidance and supervision of research supervisor for transacting selected portions of the Standard IX English textbook with a structured integration of Social and Emotional Learning strategies.

Dependent Variables

The following dependent variables were assessed:

- Second Language Achievement (SLA)
- Socio-Emotional Competence (SEC)

Control Variables (Covariates).

The control variables selected for the study were:

- Pre-test scores of Second Language Achievement
- Pre-test scores of Socio-Emotional Competence
- English Language Anxiety (ELA)
- Socio-Economic Status (SES)

Pre-test scores of Second Language Achievement. With relation to the students of the experimental and control groups, this refers to the students' initial level of achievement in English before the implementation of the SEL-based Instructional Module. The pre-test score of Second Language Achievement represents the learners' prior performance in English and might have a significant influence on their subsequent performance.

Pre-test Scores of Socio-Emotional Competence. With relation to the students of the experimental and control groups, this refers to the students' initial level of Socio-Emotional Competence before the implementation of the SEL-based Instructional Module. The pre-test score of Socio-Emotional Competence represents the learners' existing emotional and social functioning and might have a significant influence on their subsequent performance.

English Language Anxiety (ELA). English Language Anxiety refers to the feelings of tension, apprehension, nervousness, and fear experienced by learners while using or learning English, particularly in classroom situations involving speaking,

reading, or evaluation. Research has consistently shown that language anxiety can negatively affect learners' participation, confidence, and academic performance.

Socio-Economic Status (SES). Socio-Economic Status (SES) refers to the social and economic position of students' families, typically indicated through factors such as parental education, occupation, and income. Research shows that SES influences access to learning resources, exposure to English outside the classroom, and overall academic support.

Tools and Materials used for the Study

To complete the current investigation, the investigator employed the tools and other materials that are explained below.

Questionnaire for the Preliminary Phase (Manju & Minikumari, 2023).

A Pre-Experimental Survey Questionnaire on English language classroom experience was prepared to collect information regarding students' emotional experiences and challenges encountered while learning English at the secondary school level. The development of the questionnaire was guided by a review of related literature on second language anxiety, classroom climate, and social-emotional aspects of language learning, along with insights gained from classroom observations and informal discussions with teachers and students. The questionnaire was designed as a diagnostic tool to capture students' self-reported emotional responses and perceived classroom difficulties in a simple and student-friendly manner. The questionnaire consisted of both close ended and open ended items. The major focus

areas covered in the questionnaire were of the emotional and affective challenges experienced while learning English and students' views and suggestions for improving English classroom experiences.

SEL-based Instructional Module in English (Manju &Minikumari, 2024).

An instructional module based on Social and Emotional Learning (SEL) framework was developed by the investigator under the guidance of the research supervisor. The module integrates Social and Emotional Learning strategies with English language instruction through structured classroom activities, cooperative learning tasks, reflective exercises, and interactive learning experiences. The module was implemented to the experimental group, while the control group was taught through Discourse Oriented Pedagogy.

The module included embedded lesson scripts, which served as detailed representations of classroom implementation. These scripts outlined instructional flow, teacher prompts, student engagement, and reflective practices, ensuring clarity and consistency in the delivery of the intervention. The instructional module, along with its lesson scripts, was validated by experts.

Evaluation Proforma for Expert Validation (Manju &Minikumari, 2024).

An Expert Evaluation Proforma was developed by the investigator to obtain systematic validation of the SEL-based Instructional Module. The proforma consisted of twenty-five statements organised around key criteria such as realisation of instructional objectives, suitability of instructional phases, appropriateness of

strategies and content, student involvement, practicability, and scope of the module. Experts evaluated the module using a three-point rating scale, and their feedback was used to refine and finalise the instructional module.

Lesson Plans based on Discourse Oriented Pedagogy (Manju & Minikumari, 2024).

The investigator developed lesson plans grounded in Discourse Oriented Pedagogy, reflecting instructional practices currently adopted in secondary school English classrooms. The lesson plans were prepared for the selected unit of the Standard IX English textbook prescribed under the Kerala State syllabus. The development was carried out in alignment with curricular objectives and pedagogical practices recommended at the secondary level. The lesson plans were validated by subject experts in English education to ensure content relevance, pedagogical appropriateness, and instructional clarity.

Second Language Achievement Test (Manju & Minikumari, 2024).

Second Language Achievement (SLA) in the present study refers to achievement in English at the secondary school level. To measure SLA, the investigator under the guidance and supervision of research supervisor prepared an Academic Achievement Test in English based on the selected portions of the Standard IX English textbook prescribed by SCERT, Kerala.

The test was developed using a blueprint based on instructional objectives and content areas. An initial pool of items was prepared and reviewed for appropriateness, clarity, and suitability to the age level. The draft test was subjected to expert evaluation

for ensuring content relevance and representativeness. The SLA test consisted of objective-type items designed to assess comprehension, vocabulary, grammar, and discourse-level language learning tasks aligned with the content covered. Reliability of the test was established through standard procedures and the reliability coefficient obtained indicated that the tool was suitable for use in the present study.

Socio-Emotional Competence Scale (Manju & Minikumari, 2024).

The Socio-Emotional Competence (SEC) Scale was developed by the investigator with the guidance of research supervisor to assess Socio-Emotional Competence of secondary school students. Socio-Emotional Competence is understood as an individual's ability to understand and regulate emotions, demonstrate empathy, maintain positive relationships, and make responsible decisions (CASEL, 2023). Drawing on the CASEL framework, the scale was conceptualised to measure five core domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The development of the scale involved a systematic review of theoretical models and existing instruments, and expert validation to ensure developmental appropriateness and contextual relevance. The final SEC scale was used as a pre-test and post-test measure to assess changes in students' Socio-Emotional Competence resulting from the instructional intervention.

English Language Anxiety Scale (Arjunan & Archana, 2014).

English language anxiety of the students was measured using the English Language Anxiety Scale (ELAS) developed by Arjunan and Archana (2014). The

scale is a standardised instrument designed for the Indian context and is adapted from the Foreign Language Classroom Anxiety Scale proposed by Horwitz and Cope (1986). It assesses learners' anxiety related to English language learning across dimensions such as communication apprehension, performance-related anxiety, and fear of negative evaluation. In the present study, the scale was administered prior to the instructional intervention, and the scores obtained were used as a covariate to control the influence of language anxiety on students' Second Language Achievement and Socio-Emotional Competence.

Socio-Economic Status Profile

Socio-Economic Status of the students was assessed using a Socio-Economic Status Profile adapted by the investigator, based on Kuppuswamy's Socio-Economic Status classification. The profile considered key background indicators such as parental occupation, parental educational qualifications, and family income. The Socio-Economic Status score obtained from the profile was used as a covariate in the analysis to control for background-related differences between the experimental and control groups that could influence learning outcomes.

Statistical Techniques Used

To complete the analysis and to arrive at the conclusions, the researcher used the following statistical techniques, which include both descriptive and inferential statistics.

- Percentage Analysis, to analyse the responses obtained through the pre-experimental survey questionnaire.
- Preliminary Analysis, which includes Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis.
- Mean Difference Analysis to compare the mean scores of Second Language Achievement and Socio-Emotional Competence of students in the control and experimental groups.
- Gain Score Analysis to compare the gain scores of Second Language Achievement and Socio-Emotional Competence between the control and experimental groups.
- Multivariate Analysis of Covariance (MANCOVA), to examine the combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling the covariates.
- Analysis of Covariance (ANCOVA), to examine the individual effect the SEL-based Instructional Module on Socio-Emotional Competence and Second Language Achievement after controlling the influence of pre-test scores, English language anxiety, and Socio-Economic Status.

The subsequent chapters present a detailed analysis of the data obtained and a comprehensive discussion of the findings in relation to the objectives of the study.

Scope of the Study

English language learning at the secondary level involves not only the acquisition of linguistic skills but also the emotional experiences learners bring into the classroom. Research in second language acquisition has consistently shown that affective factors such as anxiety, fear of error, and low self-confidence influence learners' engagement and performance in language classrooms (Horwitz, Horwitz, & Cope, 1986; MacIntyre, 1999). Contemporary pedagogical thought increasingly recognises that addressing these affective dimensions is essential for meaningful and sustained language learning.

Social and Emotional Learning is recognised as a framework that integrates emotional development with academic learning and classroom practices (CASEL, 2020). SEL offers a comprehensive framework for understanding and addressing these affective dimensions of language learning. SEL emphasizes the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, all of which are directly relevant to second language classrooms. Learners who possess emotional awareness and the ability to manage anxiety tend to demonstrate greater confidence in social interactions and show increased willingness to take risks, participate actively, and engage meaningfully in language use (Yadav, 2025). Hence, the development and implementation of innovative instructional approaches such as SEL-based Instructional Module developed for teaching English to secondary school students become particularly relevant in English language classrooms at the secondary level.

The scope of the study encompasses the systematic integration of socio-emotional competencies with language learning activities. While classroom practices in English education commonly employ discourses such as discussions, reflective writing, and collaborative tasks, as emphasised in Discourse Oriented Pedagogy, the present study seeks to move beyond discourse use as a pedagogical technique and foreground the intentional nurturing of learners' Socio-Emotional Competence as a foundation for language learning.

The investigator views the present study as an opportunity to explore the practical application of SEL principles within regular English classrooms. Integrating SEL into second language teaching involves more than adding separate emotional activities. It requires embedding emotionally responsive practices within everyday language instruction. This includes encouraging respectful peer interaction, using positive and non-threatening feedback, promoting collaborative learning, and allowing students to express ideas without fear of ridicule. Such practices align with SEL competencies, simultaneously supporting language development through increased participation and interaction.

By positioning language instruction within an SEL framework, the study aims to demonstrate how emotionally responsive teaching can enrich existing classroom practices and enhance the effectiveness of English language learning at the secondary level. The scope of the study thus lies in contributing empirical evidence to the growing body of research that advocates for holistic, learner-centred approaches in language education. The findings are expected to offer valuable insights for teachers,

teacher educators, curriculum designers, and researchers interested in integrating socio-emotional dimensions into English language teaching.

Delimitations of the Study

The present study, though systematically designed and executed, is delimited in scope due to specific methodological and contextual boundaries set by the investigator.

The study is confined to English as a second language at the secondary level. The intervention focuses exclusively on English language instruction through an SEL-based Instructional Module. Other subjects and languages taught at the secondary stage are excluded from the scope of the present investigation.

The study is delimited to Standard IX students following the SCERT Kerala State syllabus. Hence, the findings are primarily applicable to secondary school learners in Kerala who follow similar curricular and instructional conditions.

The sample was drawn from one Government Higher Secondary School in Kerala. Since the study was carried out in a single institutional setting, the outcomes may be influenced by contextual variables specific to that school including, school climate, teacher-student interaction pattern, and institutional routines.

The study employed a quasi-experimental pretest–posttest non-equivalent control group design using intact classroom groups. Random assignment of individual students was not feasible. Although baseline equivalence was assessed and

statistically controlled through appropriate procedures, the possibility of pre-existing group differences cannot be entirely ruled out.

The instructional intervention was limited to selected portions of Unit I of the Standard IX English textbook prescribed by SCERT Kerala. Therefore, the results reflect the effectiveness of SEL-based instruction within the transaction of the selected unit and may not directly represent outcomes across the entire English curriculum.

The intervention was implemented over a limited instructional duration. The study assessed outcomes immediately after the intervention through post-testing. Long-term retention or sustained development of Socio-Emotional Competence was not assessed through delayed post-testing.

The dependent variables of the study were confined to Second Language Achievement and Socio-Emotional Competence. Second language acquisition, being an internal and unobservable process was difficult to be measured and hence Second Language Achievement was used as a measurable and curriculum-relevant indicator of learners' progress in English. English Language Anxiety and Socio-Economic Status were selected as covariates, as these variables are widely recognised as significant affective and contextual factors influencing language learning outcomes.

In view of the above delimitations, the findings of the study should be interpreted within the curricular, institutional, and methodological boundaries specified.

Organisation of the Report

Introduction, Review of Related Literature, Methodology, Analysis and Interpretation, Summary of Findings and Recommendations of the Study are the six chapters. And the whole thesis is organized in this manner. The explanation of each chapter and their subdivisions are provided below.

Chapter I: Introduction

The first chapter provides an overview of the background and context of the study, highlighting the need and significance of integrating Social and Emotional Learning principles in English language classrooms. It outlines the objectives of the study, variables involved, hypotheses formulated, and operational definitions of key terms. The chapter also discusses the scope and delimitations of the study and presents an overview of the research design and methodological framework adopted for the investigation. The organisation of the thesis is presented at the end of this chapter.

Chapter II: Review of Related Literature

The second chapter presents a comprehensive review of literature relevant to the present study. It discusses the theoretical foundations of Social and Emotional Learning, Second Language Learning and Socio-Emotional Competence, with particular reference to language achievement, language anxiety, and socio-economic factors. The chapter also reviews empirical studies related to SEL, second language

achievement, and instructional interventions, thereby establishing the research gap and providing a rationale for the present investigation.

Chapter III: Methodology

The third chapter describes the methodology adopted for the study. It includes details related to the research design, population and sample, sampling technique, tools used for data collection, and the development and implementation of the SEL-based Instructional Module. The chapter also explains the procedures followed for data collection and the statistical techniques employed for data analysis.

Chapter IV: Analysis and Interpretation

The fourth chapter deals with the analysis and interpretation of the data collected for the study. Appropriate statistical techniques are applied to test the hypotheses and to examine the effectiveness of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence. The results are presented in a systematic manner using tables and explanations.

Chapter V: Summary of Findings

The fifth chapter presents a summary of the major findings of the study. It discusses the results in relation to the objectives and hypotheses and interprets the findings in the light of existing literature and theoretical perspectives.

Chapter VI: Recommendations of the Study

The final chapter draws conclusions based on the findings of the study. It highlights the educational implications of integrating SEL into English language teaching and offers recommendations for classroom practice.

Chapter 2

**REVIEW OF
RELATED LITERATURE**

- ❖ *Theoretical Overview of the Variables*
- ❖ *Review of Related Empirical Studies*

A review of related literature forms an essential component for any systematic research inquiry. It provides a conceptual and empirical framework through which the key ideas, variables, theoretical perspectives, and methodological approaches relevant to the study are examined and synthesised. Through an extensive review, the researcher gains deeper insight into the nature of the variables under investigation and the relationships established among them in previous research. The present study seeks to examine the effectiveness of Social-Emotional Learning (SEL) based Instructional Module on Second Language Achievement and Socio-Emotional Competence among Secondary School Students of Kerala. In this context, the researcher undertook a systematic review of theoretical writings and empirical studies related to Social and Emotional Learning, Second Language Achievement, Socio-Emotional Competence, and relevant instructional interventions, with particular attention to studies published up to recent years. The reviewed literature enabled the identification of research gaps, and provided a strong rationale for the present investigation.

The review of related literature is organised under the following major headings:

- Theoretical Overview of the Variables
- Review of Related Empirical Studies

Theoretical Overview of the Variables

The theoretical foundations of the independent variable, the SEL-based Instructional Module, are discussed first under the following subheadings:

- Conceptual Foundations of Social and Emotional Learning
- Major Theoretical Perspectives Underpinning Social and Emotional Learning
- Contemporary Models and Frameworks of Social and Emotional Learning
- International Frameworks and Programmatic Approaches to Social and Emotional Learning
- Social and Emotional Learning in the Indian Educational Context
- Conceptual Framework of SEL-based Instructional Module in the Present Study

This is followed by theoretical perspectives related to the dependent variables and control variables, discussed under the following subheadings:

- Theoretical Perspectives on Second Language Learning and Achievement
- Affective and Motivational Constructs in Second Language Learning
- Theoretical Perspectives on Socio-Emotional Competence
- Second Language Anxiety and Socio-Economic Status in Language Learning
- English as a Second Language in the Kerala Context

Conceptual Foundations of Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) has evolved into a central paradigm in contemporary educational research, representing a broad shift from purely cognitive models of schooling toward a holistic understanding of how students develop as learners and social beings. Although the terminology “SEL” is relatively modern, the underlying ideas trace back to philosophical, psychological, and pedagogical traditions that emphasized the cultivation of character, emotion, and interpersonal understanding as essential to human development.

Historically, classical Greek education placed strong value on educating both intellect and moral character. Plato proposed a holistic curriculum for education in *The Republic*, which included training in physical education, the arts, math, science, character, and moral judgement. Formal schooling historically included moral and social development as part of its educational aims (Cohen, 1999). The phrase "Know thyself" was inscribed on the walls of the Oracle of Delphi and served as a guiding concept for academic life.

While philosophical roots are ancient, the modern foundation of SEL emerged through developments in 20th-century psychology. Research in child development and school mental health consistently showed that emotional functioning influences learning, behaviour, and long-term adjustment (Elias et al., 1997; Weissberg & Greenberg, 1998). Early work by Witmer and other clinical psychologists demonstrated that emotional difficulties could impede academic engagement, foreshadowing the emphasis that SEL places on emotional regulation and school climate.

The construct of emotional intelligence (EI) was first defined as the ability to perceive, understand, and regulate emotions (Salovey and Mayer, 1990). This marked an important theoretical shift by framing emotional abilities as measurable and teachable. Daniel Goleman refined and popularized the concept in his book, “*Emotional Intelligence: Why It Can Matter More Than IQ*”, in which he argued that character matters and, more importantly, that the skills that build character can be taught. Goleman (1995) argued that emotional competencies contribute substantially to life success alongside cognitive abilities. His model of emotional intelligence (EI) comprises (a) knowing one's emotions, (b) managing them, (c) motivating oneself, (d) recognising emotions in others, and (e) handling relationships. He defined emotionally intelligent people as having four characteristics: self-awareness, self-management, social awareness, and social skills.

Another foundational influence was the Comer School Development Program initiated in the 1960s at Yale's Child Study Center. Comer's school-reform model demonstrated that strengthening relationships, improving school climate, and engaging families could transform academic outcomes and behaviour in low-performing schools (Comer, 1980). These findings provided early empirical justification for programs that explicitly cultivated socio-emotional skills and supportive learning environments.

SEL has borrowed heavily from EI concepts, especially in explaining how emotional capacities shape learning readiness, behaviour, and interpersonal functioning (Salovey et al., 2000).

Major Theoretical Perspectives Underpinning Social and Emotional Learning

SEL is not derived from a single theory; rather, it synthesises insights from multiple fields. The major theoretical traditions that influence contemporary SEL models are as follows:

Emotional Intelligence Theory

Studies by Salovey and Mayer (1990), Goleman (1995), and successive researchers in the field of emotional intelligence demonstrated that emotional competencies are foundational to adaptive behaviour and academic performance. Salovey and Mayer's formulation of emotional intelligence positions emotion as a set of cognitive processes that can be understood, cultivated, and applied in daily functioning. Their original framework identifies four interrelated abilities: accurately perceiving emotions, using emotions to facilitate thinking, understanding emotional meanings, and managing emotional responses (Salovey & Mayer, 1990). The theory provides a conceptual basis for teaching students to notice internal states, interpret emotional cues, and regulate their behavioural reactions. The theory also highlights the role of metacognition in managing emotions that help students monitor and refine their emotional and behavioural choices.

Goleman's work expands emotional intelligence into a broader framework of emotional competence suited to real-world interpersonal contexts. He organises emotional intelligence into domains such as self-awareness, self-regulation, motivation, empathy, and social skills, each consisting of observable behaviours and capacities that influence personal and social effectiveness (Goleman, 1995).

Goleman's framework of emotional intelligence extends earlier theoretical work by translating emotional capacities into competencies that are directly applicable within educational contexts. By connecting emotional awareness and regulation to communication skills, conflict management, and relationship development, this model provides a practical foundation for understanding how emotional abilities function in everyday learning environments. From a social and emotional learning perspective, Goleman's synthesis highlights that emotional competencies are essential not only for individual well-being but also for effective social interaction and collaborative learning. The framework further emphasizes that such competencies are not innate traits but develop progressively through observation, structured guidance, and repeated practice.

Resilience and Protective-Factor Perspective (Benard, 1991).

A significant theoretical foundation for understanding students' socio-emotional and cognitive development is provided by resilience research, particularly the protective factor framework developed by Benard (1991). Moving beyond deficit-oriented and pathology-based models of child development, resilience theory emphasizes strengths, adaptive capacities, and contextual supports that enable children and adolescents to succeed despite exposure to risk and adversity. This perspective is especially relevant to educational research, as it highlights how learning environments can actively foster positive developmental outcomes rather than merely remediate failure.

Benard's synthesis of longitudinal and developmental studies demonstrates that resilience is not an innate or fixed trait but a dynamic process shaped through

continuous interaction between individuals and their environments (Benard, 1991). Central to this process are protective factors operating within families, schools, and communities. Across these contexts, three interrelated protective conditions consistently emerge: caring and supportive relationships, high expectations, and opportunities for meaningful participation. These protective factors shift attention from individual deficits to strengths and capacities that can be nurtured through school climate, teacher-student interactions, and structured opportunities for autonomy. Accordingly, it helps to promote healthy psychological adjustment, academic engagement, and social competence among learners

At the individual level, resilient learners are characterized by well-developed social competence, problem-solving skills, autonomy, and a sense of purpose and future orientation. Benard emphasise problem-solving ability as a particularly salient attribute, noting that resilient children demonstrate flexibility in thinking, the capacity to generate alternative solutions, and reflective decision-making from an early age. These cognitive skills enable learners to manage both academic challenges and interpersonal demands effectively.

Benard's work highlights the powerful role of teachers and classroom climates in shaping resilience within the school context. Schools function as protective environments when they provide consistent emotional support, communicate belief in students' capabilities, and engage learners actively in decision-making and problem-solving tasks. Such environments not only strengthen students' self-concept and sense of agency but also enhance academic persistence and achievement, even among learners from socioeconomically disadvantaged backgrounds. Benard argues that

instructional practices that encourage student participation, responsibility, and reflection contribute directly to the development of autonomy and positive self-beliefs. When learners are treated as capable contributors rather than passive recipients of instruction, they internalize higher expectations and develop stronger confidence in their abilities.

Benard's protective factor framework provides a robust theoretical justification for educational interventions that aim to enhance problem-solving ability and self-concept through supportive, participatory, and cognitively engaging learning environments. By situating student outcomes within a broader ecological and developmental perspective, this framework supports the view that effective instructional models can function as protective mechanisms, fostering both academic competence and positive self-perception among secondary school learners

Social Cognitive Theory

Social Cognitive Theory (SCT), advanced primarily by Albert Bandura, provides a strong theoretical foundation for understanding how social and emotional competencies are acquired and enacted within educational settings. Bandura (1986) conceptualised learning as a dynamic process shaped by reciprocal interactions among personal factors, behavioural patterns, and environmental influences, a relationship he termed triadic reciprocal determinism. This framework moves beyond behaviourist explanations by recognising learners as active agents who interpret experiences, regulate their actions, and shape their environments.

A central construct of SCT is observational learning, through which individuals acquire new behaviours, emotional responses, and social norms by observing others. In classroom contexts, students learn emotional expression, conflict resolution strategies, and interpersonal behaviours by watching teachers and peers model these skills. Bandura (1986) emphasised that modelling is particularly influential when the model is perceived as competent, credible, or socially significant, a condition often met by teachers in instructional settings.

Self-efficacy, another important construct was defined as an individual's belief in their capability to organise and execute actions required to manage prospective situations (Bandura, 1997). High self-efficacy enhances motivation, emotional regulation, persistence, and resilience in the face of challenges. Opportunities for mastery experiences, positive feedback, and supportive peer interaction strengthen students' beliefs in their ability to manage emotions and social demands effectively.

SCT also highlights the role of self-regulation, which involves goal setting, self-monitoring, reflection, and behavioural adjustment. When classrooms explicitly support reflection, feedback, and adaptive goal pursuit, students develop greater control over emotional responses and social behaviours.

SCT provides a robust explanatory framework for SEL by demonstrating how emotional and social skills are learned through modelling and reinforced by self-efficacy belief and self-regulatory processes. The Theory demonstrates that competence grows through successful experiences, supportive feedback, and opportunities to apply skills.

Socio-cultural Theory

Socio-cultural Theory, grounded in the work of Lev Vygotsky, offers a complementary theoretical perspective that establishes learning and development within social interaction and cultural context. Vygotsky (1978) argued that higher mental functions, including emotional understanding, self-regulation, and reasoning, originate in social activity and are later internalised by the individual. From this perspective, learning is inherently social before it becomes individual.

A central concept of sociocultural theory is mediation, which refers to the use of cultural tools particularly language to support thinking and learning. Emotional understanding and social competence develop through dialogic interactions, shared meaning-making, and guided participation. Classroom discourse, collaborative activities, and reflective conversations serve as mediational means through which students learn to label emotions, interpret social cues, and regulate responses.

The theory also introduces the concept of the Zone of Proximal Development (ZPD), defined as the distance between what learners can do independently and what they can achieve with assistance (Vygotsky, 1978). Teachers and peers can scaffold emotional and social learning by modelling appropriate responses, providing feedback, and gradually transferring responsibility to learners. This process is especially relevant for developing complex competencies such as empathy, perspective-taking, and conflict resolution.

Sociocultural theory further emphasises that emotional and cognitive development are inseparable. Vygotsky's work highlight that emotions are not

peripheral to cognition but are integral to meaning making and engagement in learning activities (Vygotsky, 1978). The Theory reinforces that social and emotional competencies are co-constructed through interaction rather than acquired in isolation. It supports pedagogical practices that emphasise collaborative learning, dialogue, and culturally responsive instruction as essential conditions for socio-emotional development.

Contemporary Models and Frameworks of Social and Emotional Learning

Social and Emotional Learning (SEL) is grounded in the understanding that learning is not solely a cognitive process but is deeply shaped by emotional regulation, social interaction, and contextual experiences (CASEL, 2015). Contemporary educational psychology increasingly recognises that students' ability to manage emotions, build relationships, and make responsible decisions plays a critical role in academic engagement and achievement. SEL thus represents a comprehensive framework that integrates emotional, social, and cognitive dimensions of development within formal schooling contexts.

The formal term Social and Emotional Learning first appeared in the early 1990s when researchers and practitioners sought a unifying label for programs promoting emotional literacy, interpersonal skills, resilience, and positive youth development. In 1994, Goleman et al. proposed the concept of Socio-Emotional Learning (SEL) and it led to the establishment of the Collaborative for Academic, Social, and Emotional Learning (CASEL), originally based at Yale and later at the University of Illinois Chicago.

The most widely accepted conceptualisation of SEL is offered by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which defines SEL as the process through which individuals acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, demonstrate empathy, make responsible decisions, and handle challenging situations effectively

CASEL synthesised decades of developmental, emotional, and educational research into a coherent competency model and remains the primary reference point for SEL. CASEL identifies five interrelated competencies that students should develop:

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

Each of these competencies contains multiple subcomponents. For example, self-awareness involves recognizing emotions, accurately perceiving one's own strengths and limitations, and understanding how one's beliefs, thoughts, and values shape behaviour. Self-management encompasses regulation of emotions, impulse control, goal-setting, stress management, and sustaining motivation. Social awareness includes perspective taking, empathy, recognizing social norms, and appreciating diversity. Relationship skills cover cooperation, communication, conflict resolution, listening, and seeking help or offering help. Responsible decision-making involves

identifying ethical or safety concerns, analysing problems, considering consequences, and reflecting on impact on self and others (CASEL, 2020). Much of the global SEL literature adopts this framework because of its conceptual clarity and its alignment with evidence-based practices.

SEL draws heavily on emotional intelligence theory, particularly the work of Goleman. The theory substantiates that emotional competencies such as self-regulation, motivation, empathy, and social skills are learnable and can be systematically cultivated through guided practice and supportive environments. Within classrooms, this translates into instructional approaches that explicitly model emotional awareness, encourage reflection, and promote constructive social interaction.

The CASEL Framework of Social and Emotional Learning.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) provides the most widely accepted and empirically grounded framework for conceptualising Social and Emotional Learning in school contexts. Rather than viewing SEL as a stand-alone programme or set of activities, the CASEL framework positions it as a developmental process through which learners acquire and apply essential emotional, social, and decision-making skills across academic and life contexts (CASEL, 2015).

At the core of the CASEL framework are the five interrelated competencies. These competencies are not treated as isolated traits; instead, they are understood as mutually reinforcing capacities that develop progressively through instruction,

practice, and supportive social environments. CASEL emphasises that effective SEL instruction integrates cognitive, emotional, and behavioural dimensions of learning, thereby supporting both personal development and academic engagement (CASEL, 2020).

Self-awareness refers to learners' ability to recognise their emotions, thoughts, strengths, and limitations and to understand how these factors influence behaviour. This competency forms the foundation for emotional regulation and goal setting, as students who accurately perceive their internal states are better positioned to manage challenges constructively. Self-management builds upon this foundation by focusing on learners' capacity to regulate emotions, manage stress, persist toward goals, and exercise self-discipline. Together, these competencies support emotional regulation and resilience, which are critical for sustained engagement in learning tasks.

The framework also highlights the social dimensions of learning through social awareness and relationship skills. Social awareness involves the ability to empathise with others, appreciate diverse perspectives, and understand social norms within different contexts. Relationship skills encompass communication, cooperation, conflict resolution, and help-seeking behaviours. CASEL emphasises that these competencies develop most effectively through interactive learning environments that encourage collaboration, dialogue, and reflection rather than through didactic instruction alone (CASEL, 2015).

The fifth competency, responsible decision-making, integrates emotional understanding, social reasoning, and ethical consideration. It involves learners' ability to make constructive choices about personal behaviour and social interactions by

evaluating consequences, considering others' well-being, and applying moral and civic values. This competency underscores the framework's emphasis on applying socio-emotional skills in real-world situations rather than merely acquiring them at a conceptual level.

CASEL argues that SEL is most effective when implemented through coordinated efforts across classroom instruction, school climate, family engagement, and community partnerships. This whole-school approach recognises that socio-emotional development is shaped by consistent messages and practices across multiple contexts, aligning with ecological and sociocultural theories of development (CASEL, 2017).

Syntheses of research reviewed by CASEL demonstrate that well-implemented SEL initiatives are associated with improved classroom behaviour, positive attitudes toward learning, and enhanced academic performance. These outcomes are explained not as direct instructional effects but as the result of improved emotional regulation, motivation, and social engagement, which together create conditions conducive to learning (Durlak et al., 2011).

Jones and Bouffard (2012) argued that SEL skills develop most effectively when they are embedded in everyday classroom interactions rather than treated as discrete, time-bound programmes. Their framework highlights the dynamic interaction between emotional processes, social interpersonal skills, and cognitive regulation, all of which contribute to both short-term academic outcomes and long term well-being.

International Frameworks and Programmatic Approaches to Social and Emotional Learning

Although CASEL's five-competency model is the most widely used organising framework for SEL, a number of other evidence-based frameworks and curricula have influenced practice and research internationally. These frameworks vary in emphasis (emotional literacy, behavioural supports, school climate, civic engagement), scale (classroom curriculum vs. whole-school approach), and evidence base, but they converge on the proposition that socio-emotional competencies can be taught and that systematic implementation across settings improves proximal socio-emotional outcomes and, in many studies, contributes to improved classroom behaviour and academic engagement (UNESCO, 2024).

Singapore MOE Framework

Singapore Ministry of Education (2008) developed an SEL framework aligned with CASEL emphasising five socio-emotional competencies integrated across academic and co-curricular domains. These competencies are designed to help students handle stress, interact constructively, and build resilience in a rapidly changing environment.

RULER (Yale Center for Emotional Intelligence)

The RULER approach defines emotional intelligence as a set of teachable skills such as Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (Sharma & Kaur, 2025). RULER is explicitly grounded in emotion theory and places heavy weight on building shared emotional vocabulary and adult modelling

so that emotional regulation becomes part of a school's "immune system." Under this approach, the skills are embedded into the routines and culture of schools through specific tools (Mood Meter, Meta-Moment, Blueprint etc).

PATHS (Promoting Alternative Thinking Strategies)

PATHS is a curriculum with frequent, short lessons designed to build self-control, emotional vocabulary, social competence, and problem-solving in early childhood and elementary contexts (Crean & Johnson, (2013). Meta-analytic and trial evidence indicates small to modest positive effects for socio-emotional skills and reductions in some problem behaviours; effect sizes and outcome patterns vary by study and implementation fidelity.

Second Step (Committee for Children)

Second Step is a widely disseminated, developmentally sequenced SEL curriculum that targets empathy, emotion management, problem solving, and school safety across early childhood through middle school. Large-scale evaluations and randomized trials report improvements in social-emotional skills, reductions in disruptive behaviour, and small positive impacts on academic engagement when implementation fidelity is high.

Positive Action and Responsive Classroom

Positive Action is a comprehensive character and SEL curriculum that links social-emotional skills to academic behaviours; program developers report benefits for behaviour and academics across multiple studies, though independent replication

varies by context. The Responsive Classroom approach focuses on integrating SEL into daily academic routines and discipline through teacher practices and classroom structures that promote cooperation, assertiveness, responsibility, empathy and self-control. Responsive Classroom emphasises teacher professional development and classroom norms as mechanisms for change. Both approaches stress the importance of embedding SEL into instruction rather than treating it as an “add-on.”

Six Seconds EQ Model

Organizations such as Six Seconds provide competency based models of emotional intelligence (EI) designed for practical application (e.g., Know Yourself / Choose Yourself / Give Yourself). These models are less school specific than RULER or PATHS but have been adapted for educational settings and teacher development. In the Six Seconds EQ model, emotional literacy, optimistic thinking, empathy, and relational competencies are foregrounded, often aligning with but also extending the CASEL competencies to include facets like intrinsic motivation and pattern-recognition of emotional states (Freedman et al., 2016).

Transformative SEL

Transformative SEL (TSEL) reconceptualises SEL as explicitly equity oriented and civic minded. It proposed that SEL should include critical self-awareness (recognising biases and structural inequities), participatory competence (collective action and civic engagement), and culturally responsive practices that centre identity, power, and agency (Jagers et al., 2021). TSEL does not replace competency models but extends them by foregrounding social justice aims and asking programmes to

engage with issues of race, class and systemic inequity. This orientation has gained traction in policy and district guidance and is especially relevant when SEL is used in diverse classrooms or where equity considerations are central to programme goals.

Social and Emotional Learning in the Indian Educational Context

Social and Emotional Learning has emerged as a significant educational priority in India, reflecting a broader shift towards holistic and competency-based education. The National Education Policy (Government of India, 2020) explicitly recognises socio-emotional learning as a critical component of learners' holistic development and advocates learner-centred educational practices that foster emotional well-being, collaboration, ethical reasoning and responsible citizenship. Building upon this vision, the National Curriculum Framework for School Education (National Steering Committee for National Curriculum Framework, 2023) and the Kerala Curriculum Framework (State Council of Educational Research and Training [SCERT], Kerala, 2023) emphasise the integration of cognitive, social and emotional dimensions of learning through inclusive, experiential and participatory pedagogies. At the international level, UNESCO's *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-first Century* (UNESCO, 2014) identifies the socio-emotional domain as a fundamental dimension of learning, highlighting empathy, respect for diversity, intercultural understanding and shared responsibility as essential competencies for responsible citizenship. These policy and curriculum frameworks provide a strong educational rationale for integrating Social and Emotional Learning into school education. In India, these policy directions have been complemented by initiatives such as the Delhi Happiness Curriculum and the

Manodarpan mental health programme, reflecting an increasing emphasis on learners' emotional well-being and life skills development (Duggal et al., 2024).

Alongside policy developments, researchers have begun contextualising global SEL frameworks for Indian schools. Jones and Bouffard (2012) synthesized international evidence to show that SEL directly supports students' academic success, psychological well-being, and long-term social competence across diverse cultural contexts. A three layered approach linking classroom setting, learner SEL, and teacher SEL to classroom quality, was introduced and recommended that teacher emotional competence be a core element of SEL implementation to enable sustained student growth.

A major step in contextualizing social and emotional learning for India's diverse educational landscape is the Indian Social and Emotional Learning Framework (ISELF), developed by The Teacher Foundation to support students aged 6 to 18 years. This framework adapts elements from globally recognized SEL initiatives, including CASEL in the United States, the UK SEAL program, and the World Health Organization's life skills framework, while explicitly aligning competencies with Indian cultural values, linguistic diversity, and school contexts (The Teacher Foundation, 2022). By embedding these localized considerations, ISELF aims to promote students' social competence, emotional well-being, and life skills in ways that resonate with the expectations of families, educators, and communities across India (Sharma, 2024).

Emerging field studies in Indian schools demonstrate a strong perceived need for SEL among socially disadvantaged learners. A cross sectional study among

government school students in South Bengaluru found that adolescents identified all five CASEL domains as crucial for coping with academic and emotional challenges in daily life (Jacob & Philip, 2022). The researchers argue for urgent integration of SEL into secondary education, especially where systemic disadvantages amplify stress and reduce access to supportive environments.

Intervention oriented research in India also provides encouraging preliminary evidence. Kothari and Wesley (2020) implemented SEL lessons focused on empathy, decision making, and emotional regulation with 13 to 14 year olds in a CBSE school and reported significant gains in emotional intelligence after the programme. The study did not include academic outcomes but demonstrates adolescent socio emotional functioning is responsive to structured, school based SEL instruction.

Conceptual Framework of SEL-based Instruction in the Present Study

The conceptual framework guiding the present study is grounded in the Collaborative for Academic, Social, and Emotional Learning (CASEL) model, which is widely regarded as the most influential and empirically supported framework for school-based Social and Emotional Learning. CASEL originated in the mid1990s, when researchers, practitioners and policy leaders including Daniel Goleman, Roger Weissberg, Timothy Shriver, and colleagues at the Yale Child Study Center recognised the need for a coherent, research-informed structure that could unify decades of work on emotional intelligence, child development, and school reform. In 1994, this group formally launched CASEL with the goal of advancing evidence-based approaches to teaching emotional and social competencies as an integral part of schooling (Weissberg et al., 2015). Since then, CASEL has served as the central organisation

synthesising research, guiding policy, and supporting implementation of SEL across the United States and globally.

CASEL's framework is built on the assumption supported by prevention research, developmental psychology and neuroscience which states that students' academic engagement and wellbeing depend on their ability to recognise and manage emotions, empathise with others, build supportive relationships and make responsible decisions (CASEL, 2020). These competencies are not treated as isolated skills but as a dynamic system that influences how learners think, behave and participate in classroom communication. In essence, the CASEL model brings together ideas from emotional intelligence (Salovey & Mayer, 1990; Goleman, 1995), resilience and protective-factor research (Benard, 1991), sociocultural learning theory (Vygotsky, 1978), and social-cognitive principles of modelling and self-efficacy (Bandura, 1997), synthesising them into a coherent framework suitable for instructional design.

In the decades since its formulation, the CASEL framework has been supported by a robust empirical base. A landmark meta-analysis by Durlak et al. (2011), which reviewed 213 universal SEL programmes, found consistent gains in social-emotional skills, attitudes, positive behaviour and classroom participation, alongside measurable improvements in academic performance. These findings underscore the framework's central premise that SEL is not an "extra" element of schooling, but a foundational component of effective teaching and learning. Research in prevention and school climate suggests that SEL implementation is associated with reduced behavioural and emotional difficulties, which may indirectly support academic engagement (Greenberg et al., 2003). Such evidence provides a strong

rationale for integrating SEL into English classrooms in contexts like Kerala, where many learners confront performance pressure, cultural barriers, and limited exposure to authentic English communication.

This conceptual framework directly informs the SEL based instructional module employed in the present study. The module aims to create a learning environment that lowers affective barriers such as fear of error, low confidence and foreign-language anxiety identified in second-language acquisition research (Krashen, 1985; MacIntyre & Gardner, 1994). In line with the socio educational view of motivation (Gardner, 1985) and sociocultural perspectives on language learning, the module emphasises supportive peer interaction, teacher modelling and emotionally meaningful communication, which are expected to enhance both social–emotional competence and the conditions needed for language practice.

A substantial body of empirical research supports the core propositions of SEL. Meta-analyses demonstrate that well-implemented SEL programs yield improvements in social behaviour, emotional well-being, problem-solving skills, and academic performance (Durlak et al., 2011; Zins et al., 2004). Studies in both Western and Asian contexts indicate that SEL skills such as self-regulation and responsible decision-making contribute to classroom engagement, reduced stress, and improved motivation (Durlak & Wells, 1997).

In Indian schools, initial intervention studies (e.g., Yadav, 2020; Sharma, 2024) show that SEL strategies reduce anxiety, improve pro-social behaviour, and create emotionally supportive classrooms. National reforms such as the National Education Policy (NEP) 2020 also emphasise socio-emotional abilities, including

empathy, resilience, cooperation, and well-being as essential components of holistic education.

Social and Emotional Learning therefore emerges as a theoretically grounded and empirically supported framework that integrates emotional development with cognitive and linguistic learning processes.

Theoretical Perspectives on Second Language Learning and Achievement

Second language learning generally refers to the structured and intentional process through which individuals develop competence in a language beyond their first language. Scholars distinguish learning from acquisition: acquisition is a subconscious, natural process, whereas learning involves intentional attempts to master language rules. Early linguistic scholars emphasized that humans possess an innate ability to acquire language. Chomsky (1956) proposed that children are born with an innate capacity for language, a concept he later developed into the Language Acquisition Device (LAD), which enables them to acquire linguistic structures naturally and systematically. While this perspective primarily explains first language development, it laid the foundation for subsequent theories addressing second language learning in instructional contexts.

Second language learning has been shaped by a wide range of theoretical traditions, each offering a different explanation for how learners internalise a language in addition to their mother tongue.

Behaviourist Perspective

Behaviourism represents the earliest systematic explanation of second language acquisition which views language learning primarily as the formation of new habits through stimulus-response associations (Gass & Selinker, 2008). From this perspective, learners acquire a second language by associating linguistic forms with objects, actions, or events in their environment, reinforced through repeated exposure and feedback (Lightbown & Spada, 2013). Learning is thus driven by imitation, repetition, and structured practice, with a strong emphasis on accuracy and surface forms. Behaviourist theorists proposed that learning occurs when learners mimic linguistic models and receive corrective feedback, gradually forming accurate verbal patterns. Instructional practices influenced by behaviourism typically break language tasks into small, manageable units and rely heavily on drills and pattern practice. Although influential in the development of audio lingual instructional methods, behaviourism was later criticised for failing to explain the creativity, rule-generation, and variability that characterize human language use (Demirezen, 1988). Within this framework, the learner is often perceived as a passive recipient of linguistic input, whose progress depends largely on reinforcement and habit formation rather than internal cognitive processes.

While behaviourism contributed to structured practice in language teaching, its limitations prompted the emergence of cognitively oriented theories of SLA.

Cognitivist Perspective

A major shift occurred with the emergence of cognitive and innatist perspectives, which highlighted internal mental processes rather than observable behaviour. Chomsky challenged behaviourist ideas by arguing that humans possess an innate capacity for language acquisition, often conceptualised as the Language Acquisition Device or Universal Grammar. He proposed that learners possess universal, innate principles that guide language development. This perspective proposed that second language learning involves the same cognitive mechanisms used for acquiring other types of knowledge (Hummel, 2014). Learners are viewed as active processors of information who analyse input, detect patterns, form hypotheses, and revise their understanding through experience. Errors are not merely undesirable outcomes but are considered a natural and necessary part of the learning process, reflecting learners' attempts to make sense of linguistic structures. From a cognitivist standpoint, language acquisition is not the result of habit formation alone but is shaped by attention, memory, problem-solving, and rule formation, highlighting the learner's active engagement with the language. According to this view, learners do not merely imitate input but actively construct linguistic rules based on universal principles. This re-conceptualisation placed emphasis on learners' cognitive structures, memory systems, and rule-forming strategies, marking the foundation for contemporary cognitive approaches to SLA.

Information Processing and Cognitive Restructuring Models

Following the cognitive turn, information-processing theorists examined how learners attend to, store, and retrieve linguistic information. Bialystok (1978)

proposed a model distinguishing between analysed knowledge, which is explicit and rule based, and automatic knowledge, which supports fluent performance. The work put forth the idea that language development involves a gradual restructuring of knowledge from unanalyzed, intuitive forms to more explicit and analytically controlled forms, highlighting the role of attention, awareness, and metalinguistic strategies in second language development. These models suggest that sustained practice and attention are essential for the development of fluent and accurate second language performance.

Krashen's Monitor Model and the Affective Filter

The input-based perspective, mostly associated with Krashen's Input Hypothesis, argues that second language acquisition is fundamentally driven by exposure to comprehensible input (Krashen, 1985). According to this view, learners acquire language when they are exposed to input that is slightly beyond their current level of competence, commonly described as $i + 1$ (Hummel, 2014). Comprehension is considered the primary engine of acquisition and meaningful understanding of messages is seen as sufficient for internalizing linguistic structures. From this standpoint, output plays a limited role in acquisition. Emphasis is therefore placed on providing learners with rich, meaningful, and contextually relevant language input, often through authentic materials and communicative exposure (Tomlinson, 2010).

Krashen's Monitor Model brought affective variables to the forefront of SLA theory. The model's "acquisition-learning" distinction argues that subconscious acquisition leads to more fluent language use than conscious rule learning, while the "Monitor" explains how learned knowledge functions mainly as an internal editor.

The Affective Filter Hypothesis is particularly influential, proposing that anxiety, low confidence, or lack of motivation can raise an emotional barrier that restricts learners' ability to internalise comprehensible input. The Input Hypothesis proposes that acquisition occurs when learners are exposed to comprehensible input slightly beyond their current level of competence (Krashen, 1985). This perspective points out the importance of classroom environments that promote emotional safety, confidence, and motivation.

Although widely influential, Krashen's model has been critiqued for underestimating the role of output and interaction.

Interactionist Perspective

Interactionist perspectives extend input-based theories by emphasizing the role of interaction and negotiated meaning in second language development. According to the Interaction Hypothesis, language acquisition is enhanced when learners actively engage in communication and modify their output in response to feedback or communication breakdowns (Ellis, 2015). Through interaction, learners are prompted to notice gaps in their linguistic knowledge, which facilitates the transformation of input into intake (VanPatten & Benati, 2019). Interaction often involves clarification requests, recasts, and negotiation of meaning, which make input more comprehensible and salient (Gass & Selinker, 2008). Interactionism argues that mere exposure to comprehensible input is insufficient; learners must actively participate in communicative exchanges for deeper acquisition to occur (Hummel, 2014). This perspective highlights the importance of classroom interaction and feedback in enhancing second language achievement.

Socio-Constructivist Perspective

Socio-constructivism integrates principles from constructivist and sociocultural theories, emphasizing that language learning is fundamentally a socially mediated process shaped through interaction within meaningful contexts (Hummel, 2014; Richards & Rodgers, 2014). This perspective holds that knowledge is co-constructed through collaboration, dialogue, and shared activity, rather than transmitted from teacher to learner. Based on the work of Vygotsky (1978), scholars argue that learners progress through guided interaction within the Zone of Proximal Development, where support from more knowledgeable peers or teachers helps learners perform tasks they could not accomplish independently. Learning is therefore co-constructed through dialogue, scaffolding, and meaningful participation. Through scaffolding and collaborative engagement, learners gradually internalize linguistic knowledge, making social interaction a central mechanism of second language development.

Social-Psychological Perspective

Social-psychological models highlight the influence of attitudes, motivation, identity, and interpersonal relationships on second language learning. Gardner and Lambert's socio-educational model places motivation, particularly integrative motivation at the centre of second language achievement, emphasising learners' attitudes towards the target language and its speakers (Gardner, 1985; Gardner & Lambert, 1972). Complementary theories such as acculturation and accommodation further illustrate how social integration and identity negotiation shape language learning outcomes. These perspectives collectively underscore that second language

achievement is influenced not only by cognitive processes but also by learners' emotional and social orientations.

Neuro-functional Perspectives

Neuro-functional theories contribute a biological dimension to SLA research. Lamendella (1977, 1979) proposed that different neurological systems support different aspects of language acquisition, including laterality and functional specialisation in the brain. These models link language performance to neural processes such as memory, attention, and hemispheric dominance, suggesting that biological factors interact with exposure, practice, and emotional states to shape L2 development.

Altogether, these perspectives suggest that second language learning is a complex process influenced by cognitive, social, emotional, and instructional factors. Contemporary views increasingly recognise the role of affective and socio-interactional variables in shaping learners' engagement and achievement in a second language.

Affective and Motivational Constructs in Second Language Learning

Motivation and attitudes have long been recognised as central influences in second language learning. Seminal work by Gardner and Lambert (1972) laid the foundation for understanding how learners' orientations toward the target language and its speakers shape engagement and persistence. Their socio-educational model distinguished between integrative motivation, reflecting a desire to connect with the target language community, and instrumental motivation, associated with pragmatic

goals such as academic or occupational advancement. Both orientations were shown to influence learners' effort, perseverance, and emotional involvement in the learning process.

Research by Gardner (1983, 1985) strengthened the empirical base of this model, demonstrating consistent relationships among motivation, positive attitudes, reduced anxiety, and higher levels of second language achievement. Later refinements conceptualised motivation as a dynamic construct influenced by classroom experiences, learners' confidence, and emotional responses to instructional demands (Gardner, 2001). This integrated view highlights that effective language learning environments attend to both cognitive engagement and affective support.

Affective variables occupy a central position in theories of second language learning. Krashen's (1985) Affective Filter Hypothesis proposes that emotional states such as anxiety, low confidence, and weak motivation can restrict learners' access to comprehensible input. When learners experience heightened emotional tension, the affective filter rises, limiting the processing of linguistic information. In Contrast, emotionally supportive environments facilitate acquisition by lowering affective barriers.

Building on this interaction between affect and cognition, MacIntyre and Gardner (1994) proposed a processing model in which anxiety interferes with central cognitive operations during language tasks, particularly during production. Empirical research supports the view that learners who are better able to regulate emotions participate more actively and experience less disruption during communication (Hashemi & Ghanizadeh, 2011; Shao et al., 2013). These findings highlight the

importance of emotional regulation in sustaining cognitive flexibility and engagement during demanding language tasks.

Socio-cultural theory further emphasises the role of social interaction and emotional support in learning. Vygotsky (1978) conceptualised development as occurring through guided participation within the Zone of Proximal Development, where learners benefit from scaffolding provided by teachers and peers. Within such contexts, emotionally reassuring interactions encourage learners to take communicative risks and engage more fully in language use.

Research on classroom climate reinforces this view. Zins et al. (2008) argue that positive relationships and reduced anxiety free cognitive resources required for complex academic activities, including language comprehension and production. Cognitive perspectives likewise highlight the role of attention, self-monitoring, and strategic control in managing both linguistic and emotional demands of learning (Bialystok, 1978). Together, these frameworks suggest that emotional safety and supportive relationships are integral to effective second language learning.

Theoretical Perspectives on Socio-Emotional Competence

Socio-emotional competence encompasses an individual's ability to recognize, manage, and express emotions effectively while interacting in social contexts, facilitating healthy relationships and adaptive behaviour (Denham et al., 2012). In contrast to Social and Emotional Learning (SEL), which represents an instructional approach, socio-emotional competence is conceptualised in this study as

a learner outcome. It reflects students' emotional regulation, interpersonal functioning, and adaptive behavioural responses within school settings.

Early theoretical foundations may be traced to social-cognitive theory. Bandura (1986) proposed that human functioning is shaped through reciprocal interactions among personal factors, behaviour, and environmental influences. Within this framework, beliefs about self-efficacy influence emotional regulation and social performance. Learners who perceive themselves as capable of managing interpersonal challenges are more likely to demonstrate adaptive socio-emotional behaviours.

The ability-based model of emotional intelligence proposed by Mayer and Salovey (1997) further refined the understanding of emotional functioning. They conceptualised emotional competence as a set of interrelated abilities, including accurate perception of emotions, use of emotions to facilitate thinking, understanding emotional meanings, and regulation of emotions to promote growth. This perspective positioned emotional processes as cognitive-affective skills rather than personality traits.

Later, Saarni (1999) introduced a developmental view of emotional competence, emphasising context-sensitive emotional awareness, self-regulation, and socially appropriate expression. According to this perspective, competence involves not only experiencing emotions but managing them in ways that align with situational expectations and interpersonal norms.

Denham (2006) extended the developmental dimension by highlighting the progressive refinement of emotional understanding, empathy, and behavioural

regulation during childhood and adolescence. socio-emotional competence was described as emerging through interactional experiences and guided socialisation processes within family and school environments.

Socio-Emotional Competence is commonly operationalised through dimensions such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in educational contexts (Denham et al., 2012). These dimensions are typically assessed through structured rating scales capturing observable indicators of emotional regulation, peer interaction, cooperation, and problem-solving abilities.

Within the present investigation, Socio-Emotional Competence is treated as a multidimensional dependent variable reflecting students' capacity for emotional regulation, constructive peer engagement, and adaptive responses to academic demands.

Second Language Anxiety and Socio-Economic Status in Language Learning

Second language anxiety is defined as the tension, apprehension, or worry that learners experience when using or learning a language that is not their native tongue, which can negatively affect performance and language acquisition (Horwitz, Horwitz, & Cope, 1986). It is regarded as a situation-specific form of anxiety associated particularly with language classrooms and communicative performance.

Krashen (1985) proposed the Affective Filter Hypothesis, which suggests that emotional variables such as anxiety may restrict language acquisition by limiting

learners' receptivity to comprehensible input. Elevated anxiety is theorised to reduce engagement and hinder processing of linguistic information.

Bandura's (1986) social-cognitive theory also provides indirect explanatory support by emphasising the role of self-efficacy in regulating emotional reactions. Learners who doubt their communicative competence may experience heightened anxiety, which in turn influences engagement and performance.

Horwitz, Horwitz, and Cope (1986) offered a foundational conceptualisation of foreign language anxiety, identifying three interrelated components: communication apprehension, fear of negative evaluation, and test anxiety. Their work established language anxiety as a distinct construct rather than a generalised anxiety trait.

Later, MacIntyre and Gardner (1994) proposed a cognitive-processing model explaining how anxiety interferes with attention, working memory, and information retrieval during language tasks. According to this perspective, anxious learners allocate cognitive resources to self-focused concerns, thereby reducing task efficiency.

Empirical studies across diverse educational contexts consistently indicate that higher levels of second language anxiety are associated with lower achievement in listening, speaking, reading, and writing (MacIntyre & Gardner, 1991; Horwitz, Horwitz, & Cope, 1986). Learners who experience elevated anxiety often show reduced willingness to communicate, diminished confidence in language use, and

decreased participation in classroom activities, which can further impede language acquisition (MacIntyre, 1999).

Socio-economic status (SES) is a key contextual factor that significantly influences learners' linguistic development, academic achievement, and access to educational resources (Sirin, 2005). Longitudinal research demonstrates that differences in childhood SES are associated with variation in early language exposure and cognitive stimulation, which in turn influence receptive and expressive language proficiency and later academic achievement (Lurie et al., 2021). Children from higher SES backgrounds typically experience greater access to literacy resources, caregiver engagement, and enriching language environments, contributing to more advanced language outcomes. SES also relates to differential access to instructional materials, opportunities for English use beyond school, and extended practice, all of which contribute to trajectories of second language development (Lurie et al., 2021). Moreover, SES may indirectly shape affective responses in language classrooms: learners from socio-economically disadvantaged backgrounds often report higher levels of language anxiety and lower confidence, partly due to constrained exposure and perceived resource gaps, whereas learners from advantaged backgrounds tend to exhibit lower anxiety and stronger communicative engagement. SES therefore operates as an ecological variable that not only influences structural access to language learning resources but also affects learners' emotional experiences, including anxiety.

In the present study, English Language Anxiety and Socio-Economic Status are treated as covariates, recognising that SES influences both access to language

learning opportunities and the emotional responses learners have toward English tasks, which in turn can shape second language achievement.

English as a Second Language in the Kerala Context

English occupies a significant position in Kerala's educational landscape, shaped by national policy directives and state-level curricular reforms. The National Policy on Education (1986) recognised English as a link language, while the National Curriculum Framework (2005) emphasised communicative competence and learner-centred pedagogy (NCERT, 2005). The revised NCF (2023) continues this emphasis by framing English learning as a functional and competency-based process aligned with global academic and professional needs (NCERT, 2023).

At the state level, Kerala's curriculum reforms since 1997 have adopted constructivist and learner-centred approaches, emphasising discourse-oriented learning, collaboration, and authentic communication (SCERT Kerala, 2016). These reforms acknowledge that grammar-focused instruction alone was insufficient to develop communicative proficiency and that learners require meaningful interaction and engagement.

Kerala's socio-economic context further reinforces the importance of English. High levels of international migration, particularly to Gulf countries, have positioned English proficiency as a key resource for social mobility and employment (Zachariah & Rajan, 2012). Although students generally have strong foundations in Malayalam, exposure to English outside the classroom remains limited, making school-based

instruction the primary context for second language development (SCERT Kerala, 2020).

Review of Related Empirical Studies

A systematic literature review supports theoretical grounding and methodological rigor in educational research (Creswell & Creswell, 2018). It functions as both a map and a mirror, mapping potential methods of investigation while reflecting the current state of knowledge in the chosen domain. As effective research builds upon prior understanding, reviewing existing literature offers valuable insights into conceptual frameworks, methodological approaches, data sources, and analytical techniques appropriate to the study's objectives.

The section begins with empirical research on Social and Emotional Learning (SEL), presented separately within international and national contexts to reflect both global trends and the Indian research landscape. The review then addresses studies on Second Language Achievement, highlighting determinants of language performance across educational settings. Eventually, research on Socio-Emotional Competence is examined, followed by studies that explore its relationship with Second Language Learning. The final section considers socio-economic and contextual influences that shape both socio-emotional development and language acquisition.

Accordingly, the review on related empirical studies are discussed under the following subheadings:

- International Studies on Social and Emotional Learning
- National Studies on Social and Emotional Learning

- International Studies on Second Language Achievement
- National Studies on Second Language Achievement
- International Studies on Socio-Emotional Competence
- National Studies on Socio-Emotional Competence
- Studies on socio-emotional competence and Second Language Learning
- Studies on Contextual Variables Influencing SEL and SLA

International Studies on Social and Emotional Learning

International research on social and emotional learning (SEL) has evolved through distinct but interconnected phases, beginning with conceptual and developmental explorations of socio-emotional competence and progressing toward systematic, school-based intervention studies. Early studies focused on clarifying the nature of socio-emotional competence and identifying the psychological and contextual processes that underpin its development, thereby laying the theoretical groundwork for later educational applications.

Zins et al. (2004) synthesised evidence from psychology and education to argue that competencies such as emotional awareness, self-regulation, empathy, and interpersonal skills are essential for success in school and later life. Their review demonstrated that students with stronger socio-emotional skills tend to exhibit higher academic motivation, better classroom behaviour, and more positive engagement with learning. The authors positioned SEL as a core educational concern rather than as a supplementary or remedial program, thereby strengthening the rationale for its inclusion within formal schooling.

Hamre and Pianta (2005) investigated the influence of emotionally supportive classroom environments and reported that teacher responsiveness, emotional warmth, and effective classroom management predicted improved behavioural regulation and academic engagement among young learners. Their findings underscored the importance of teacher–student relationships in fostering socio-emotional competence and suggested that SEL outcomes are shaped not only by curricular content but also by classroom climate.

Domitrovich et al. (2007) investigated the effectiveness of the PATHS (Promoting Alternative Thinking Strategies) curriculum through a randomized controlled trial conducted with young children in preschool settings. The intervention focused on enhancing emotional awareness, self-control, and problem-solving skills through systematic classroom-based activities. The findings revealed significant improvements in children’s emotional understanding, inhibitory control, and classroom behaviour, along with reductions in disruptive conduct. The study provides experimental evidence that SEL programs grounded in emotional awareness and self-regulation can produce meaningful behavioural and social gains, thereby supporting the integration of structured SEL curricula within early childhood education.

Bierman et al. (2008) evaluated the effectiveness of the Head Start REDI (Research-based, Developmentally Informed) program, an early childhood intervention designed to strengthen social-emotional competence and school readiness among young learners. Using an experimental design, the study examined the impact of integrating SEL components with enriched language and literacy instruction in preschool settings. Results indicated significant gains in children’s

emotional understanding, social competence, and self-regulation, along with improvements in emergent academic skills. The study is particularly relevant as it demonstrates that early and developmentally appropriate SEL interventions can simultaneously support social-emotional readiness and foundational academic learning, reinforcing the importance of introducing SEL during the early stages of schooling.

Durlak et al., (2011) conducted a foundational meta- analysis titled “The impact of enhancing students’ social and emotional learning: A meta -analysis of school based universal interventions”. The review synthesised findings from 213 rigorously evaluated SEL programmes involving more than 270,000 school-aged participants from diverse educational settings. Their analysis used aggregated effect-size calculations to compare students receiving SEL instruction with peers in control conditions. Results showed that SEL participation led to statistically significant improvements in students’ social-emotional skills, attitudes toward school, prosocial behaviour, and classroom conduct. The study also found that programmes implemented by regular teachers and embedded within everyday instruction produced stronger and more consistent outcomes than isolated or add on lessons.

Brackett and Rivers (2013) explored the effectiveness of the RULER approach, a theory-driven and systematic model of social and emotional learning developed by the Yale Center for Emotional Intelligence. The RULER framework focuses on enhancing emotional literacy, emotional regulation, and positive classroom relationships through explicit instruction and consistent school-wide practices. Findings indicated improvements in students’ emotional intelligence, classroom

climate, teacher-student relationships, and academic engagement. The study underscores the importance of intentional, well-structured SEL programs and highlights that sustained and explicit SEL practices are essential for achieving long-term socio-emotional and academic benefits.

Schonert-Reichl et al. (2015) investigated the impact of a mindfulness-based social and emotional learning programme on elementary school students. The quasi-experimental study involved 99 students and examined changes in social-emotional competence, stress regulation, empathy, and academic functioning. Data were collected using teacher reports, peer nominations, and self-assessments. Results showed that students who received the intervention exhibited improved emotional regulation, greater empathy, enhanced prosocial behaviour, and better executive functioning, highlighting the role of SEL-integrated practices in supporting both emotional and cognitive development.

Taylor et al. (2017) extended earlier meta-analytic work by examining the long-term effects of school-based SEL programmes. Using follow-up data from 82 studies with a combined sample of over 97,000 participants, the researchers assessed whether SEL outcomes were sustained beyond programme completion. The findings indicated that positive effects on social emotional skills, attitudes, and academic achievement persisted for several years after intervention. This study is significant in demonstrating that SEL competencies are durable and continue to influence students' educational and life outcomes over time.

Van de Sande et al. (2019) presented a systematic review examining SEL interventions implemented in secondary schools across different international

contexts. The review aimed to synthesise empirical findings on programme effectiveness for adolescents, a group often underrepresented in earlier SEL research. The review analysed peer-reviewed studies that reported quantitative outcomes related to social-emotional competencies, behavioural adjustment, or academic engagement. It was found that SEL interventions consistently led to improvements in self-management, emotional regulation, social awareness, and classroom participation. The findings highlighted that adolescence represents a key developmental period in which SEL can strengthen executive functioning, social cognition, and emotional resilience. The review also noted that interventions incorporating explicit instruction, supportive teacher student relationships, and structured opportunities for practice were most effective. It provided a strong evidence that SEL programmes in secondary education contribute positively to both emotional wellbeing and engagement with school.

Ahmed, Hamzah, and Abdullah (2020) investigated the effect of a social and emotional learning (SEL) instructional approach on junior secondary students' social and emotional competence. The quasi-experimental study employed a non-equivalent pre-test post-test design with a total sample of 207 junior secondary students. The experimental group received instruction through an SEL approach whereas the control group was taught via conventional methods. Social-emotional competence was measured with a structured questionnaire administered at pre-test and post-test. Results indicated that students in the SEL condition showed statistically significant gains in social-emotional competence compared with the control group, supporting the conclusion that emotionally positive, SEL oriented classroom climates can

improve adolescents' social-emotional functioning. The study reports clear practical implications for integrating SEL into routine instruction.

Arikan (2020) integrated a personal and social responsibility model within an SEL framework in a 16week intervention across multiple Turkish secondary schools. Teaching Personal and Social Responsibility (TPSR) model was adapted for secondary school contexts, to determine its effects on students' emotional intelligence. The study used an experimental pre-test–post-test control group design and recruited 162 students from three types of Turkish secondary schools. Emotional intelligence served as the primary outcome and was measured before and after the intervention. The study reported statistically significant increases in emotional intelligence among participants in the TPSR-SEL condition compared with controls. The findings indicate that integrating responsibility based SEL elements can strengthen empathy, self-regulation, and persistence.

Van de Sande et al. (2022) reported a quasi-experimental evaluation of the Skills 4 Life SEL programme targeted at preparatory vocational secondary education students with additional learning needs. The study used a large multi-school sample with an intervention group (N = 465) and a control group (N = 274) and employed repeated measures at three time points: pretest (T0), post-basic module (T1), and post-internship module (T2). Outcomes included were self-reported social–emotional skills and psychosocial health. Multilevel regression analyses revealed no overall programme effects at T1 and T2 across the full sample; however, subgroup and implementation analyses produced more nuanced findings. Specifically, students instructed by experienced professional trainers showed positive improvements in self-

management and preparation for internships at T2. Students from non-Western backgrounds exhibited lower social-awareness and relationship-skills scores at T2, indicating potential cultural or implementation mismatches. The study concluded that Skills 4 Life can produce benefits for certain subgroups and under higher-quality implementation, but that adaptations in socio-cultural approach and teacher training are necessary to ensure equitable gains for all learners.

Greenberg (2023), in a policy and evidence synthesis titled “Evidence for Social and Emotional Learning in Schools,” which summarised decades of empirical and policy oriented research on SEL implementation. The study was drew upon large-scale reviews, national reports, and intervention evaluations to examine how SEL contributes to student outcomes and school improvement. Greenberg argued that SEL yields the strongest academic and behavioural benefits when integrated into daily instruction, rather than offered as a discrete or supplementary programme. The synthesis emphasised SEL’s role in enhancing cognitive processes such as attention, working memory, and problem solving, alongside motivational constructs including classroom engagement and persistence. Greenberg also highlighted systemic factors such as leadership support, teacher professional learning, and whole-school climate that moderate SEL effectiveness. The paper acknowledges limitations in the existing field, including variability in programme quality, inconsistent measurement tools, and insufficient research in low- and middle-income countries. However Greenberg’s synthesis positions SEL as a foundational component of effective schooling rather than an optional enhancement.

Courbet et al. (2024) conducted a randomised controlled trial to examine the effects of a mindfulness-based SEL programme on preschool children's emotional and psychological wellbeing. The study involved pre-schoolers assigned to either an SEL mindfulness intervention group or a control group receiving regular instruction. The study found that children in the SEL programme exhibited significant reductions in emotional distress, improved emotion regulation skills, and more prosocial interactions compared with the control group. The work emphasised that early childhood is a sensitive period for cultivating self-regulation and social awareness, making SEL programmes particularly impactful at this stage.

Palamar et al. (2024) conducted a comprehensive review of SEL integration in higher education institutions, synthesising empirical and conceptual studies from diverse international contexts. The review highlighted consistent associations between higher SEL competence and improved mental health, better peer relationships, and stronger academic performance among university students. It revealed that SEL at the tertiary level supports self-management, resilience, leadership skills, and social responsibility, the competencies crucial for adulthood. The study revealed that implementation barriers persist, including limited faculty training, resource constraints, and inconsistent curricular integration.

National Studies on Social and Emotional Learning

National-level research in India reflects a gradual but meaningful engagement with socio-emotional constructs in education. Early Indian research predominantly focused on emotional intelligence as an individual attribute influencing students' personal and academic adjustment. Singh (2004) investigated emotional intelligence

among secondary school students and reported that higher levels of emotional intelligence were associated with better interpersonal relationships, classroom adjustment, and emotional stability. The study highlighted the role of emotional awareness and regulation in managing academic stress and social interaction.

Mishra and Mohapatra (2007) examined the relationship between emotional intelligence and academic achievement among adolescent students. Their findings indicated a positive association between emotional awareness, emotion regulation, and scholastic performance. The authors argued that emotionally competent learners are better equipped to cope with academic pressures and sustain motivation, reinforcing the educational relevance of socio-emotional competencies.

Rao and Reddy (2012) explored the relationship between teachers' emotional intelligence and classroom climate and reported that teachers with higher emotional intelligence fostered more supportive, inclusive, and engaging classrooms. The findings underscored the ecological dimension of SEL by demonstrating that teachers' emotional awareness and regulation shape students' emotional experiences and learning opportunities.

Recently national studies have explicitly adopted the SEL framework as conceptualised in international literature. Kumari (2020) conducted an experimental study titled "Effect of an Instructional Programme on Socio-Emotional Learning of Elementary Students" to examine the impact of a structured socio-emotional learning (SEL) instructional module on the socio-emotional competence of elementary school students. Drawing on the theoretical framework of SEL proposed by CASEL, the study identifies socio-emotional competence as central to students' academic

engagement, behavioural regulation, and overall development. Using a pre-test–post-test design with experimental and control groups, the researcher analysed changes in socio-emotional learning following the intervention. The findings revealed that students who received the SEL instructional program demonstrated statistically significant improvement in socio-emotional learning, whereas no comparable gain was observed in the control group. The results further indicated improvements in specific competencies such as self-awareness, emotional regulation, social interaction, cooperation, and responsible behaviour. Moreover, correlational and regression analyses established meaningful associations between socio-emotional competencies and learning outcomes, highlighting the role of emotional and interpersonal skills in supporting students' academic functioning. The study contributes to Indian school-based SEL research by providing empirical evidence for the effectiveness of structured SEL modules.

Similarly, Kothari and Wesley (2020) investigated the impact of a social-emotional learning (SEL) intervention on the emotional intelligence of adolescents. By implementing a structured SEL programme as the treatment, the researchers assessed emotional intelligence both before and after the intervention to determine its effectiveness. Their analysis demonstrated that participation in the SEL intervention led to significant improvements in adolescents' emotional intelligence, indicating enhanced abilities in emotion recognition, emotional regulation, and interpersonal understanding when compared to pre-intervention levels. The study highlights that well-designed SEL interventions can positively influence key aspects of socio-emotional functioning among adolescent learners. The findings align with broader

research indicating that SEL programs support not only social competence but also emotional well-being, affirming the value of integrating SEL into school-based mental health and educational practices.

Kaur and Sharma (2021) proposed a conceptual “happiness framework” within the Early Childhood Care and Education (ECCE) sector to examine how emotionally responsive environments support social and emotional competence among young children in rural and socioeconomically disadvantaged contexts in India. The study argue that early SEL development is foundational for later academic learning and psychological wellbeing. It emphasise the role of culturally relevant pedagogies such as storytelling, expressive play, guided conversations, and daily routines promoting emotional awareness to nurture empathy, self-regulation, and interpersonal skills in early learners. The work further highlights the implications for teacher training, noting that ECCE educators require explicit support to design structured SEL experiences rather than relying on implicit or intuitive approaches.

Hemans and Levine (2023) explored teacher perspectives on social and emotional learning pedagogy and practices in two Akanksha Foundation schools serving children living in poverty in India. The study employed a mixed qualitative approach involving surveys and interviews with school staff to understand how SEL is implemented and perceived within culturally and economically marginalized contexts. The researchers adopted an equity literacy framework to foreground non-deficit approaches to working with students and families experiencing poverty, emphasising inclusive and culturally affirming practices. Findings indicated that staff prioritized a holistic approach to SEL that integrated parent engagement, youth

leadership, and community relationships as key strategies for resisting social inequities and supporting student development. Teachers highlighted the importance of authentic professional development, positive school-community relationships, and culturally responsive pedagogy in making SEL meaningful and effective for students facing socio-economic challenges. This study contributes to SEL research by providing contextualised, practice-based evidence from an underserved school environment, demonstrating that effective SEL implementation requires not only curriculum and instruction but also sustained engagement with families and communities to address broader inequities in learning opportunities.

Sharma (2024) investigated the impact of social and emotional learning (SEL) on student wellness in the study titled, “The Impact of Social and Emotional Learning on Student Wellness”. The paper synthesizes existing research to examine how SEL programs contribute to students’ emotional regulation, social skills, self-efficacy, and academic performance. Through a comprehensive review of relevant literature and illustrative case examples from varied educational contexts, the study highlights that SEL interventions foster improved mental health, reductions in behavioural problems, and enhanced academic outcomes. The author discusses mechanisms through which SEL enhances emotional intelligence and social competence, noting that these developments support students’ well-being and resilience in the face of academic and social challenges. The study concludes with recommendations for educators to adopt and tailor SEL practices more broadly within school curricula to support holistic student development. Sharma’s work contributes to the field by consolidating evidence on SEL’s positive effects on wellness. It emphasizes the importance of

integrated SEL implementation across diverse learning environments, offering valuable insights for researchers and practitioners focusing on student emotional and academic outcomes.

Gupta (2024) examined how social and emotional learning is co-constructed in Indian government schools by analysing teacher practices, classroom interactions, and student participation patterns. The study used a qualitative design involving classroom observations and teacher interviews, focusing on government schools serving socio-economically diverse student populations. Findings indicated that when teachers employed wellness focused pedagogies such as mindfulness routines, reflective dialogue, storytelling, and cooperative learning, students demonstrated higher emotional engagement, improved self-expression, and stronger interpersonal relationships. Gupta argued that sustainable SEL integration requires deliberate alignment with curricular aims and targeted teacher development models.

Muravevskaia et al., (2024) studied the pedagogical competencies of rural Indian school teachers in implementing SEL through a qualitative exploratory design. The researchers conducted focus group discussions with 24 teachers from three rural public schools to identify existing SEL practices, perceived challenges, and professional-development needs. The findings revealed that while teachers frequently engaged students in empathy-building conversations, collaborative tasks, and behavioural guidance, these practices were largely intuitive and lacked alignment with recognised SEL frameworks such as CASEL or Singapore's MOE competencies. Teachers reported challenges such as time constraints, academic pressures, and limited access to SEL specific training. The study concluded that intentional

professional development, combined with integration of pedagogical design models such as TPACK, is crucial for enabling rural teachers to embed SEL systematically in classroom instruction.

Pratheesh and Francis (2024) examined the relationship between social and emotional learning (SEL), academic outcomes, and teacher support during classroom interactions in their study *Social and Emotional Learning (SEL) and Academic Outcomes: Teacher Support during Classroom Interactions*. The major objective was to understand how the presence of supportive teacher behaviours and SEL practices within ordinary classroom settings influences students' academic performance and socio-emotional competencies. Using a quantitative approach, the authors analysed data collected from schools and explored correlations between measures of SEL, perceived teacher support, and academic outcomes. The study found that higher levels of teacher support during classroom interactions were positively associated with stronger social-emotional skills and improved academic achievement among students. In particular, dimensions of emotional regulation, collaborative engagement, and relational trust emerged as important mediators linking SEL practices to academic success. The authors highlighted that supportive teacher practices that foster socio-emotional competencies not only enhance classroom climate but also contribute to better learning engagement and performance. This study highlights the role of teacher support as a critical contextual factor that shapes the effectiveness of SEL in promoting both socio-emotional and academic development in school settings.

Mahapatro (2025) examined the incorporation of social and emotional learning (SEL) within India's Integrated Child Development Services (ICDS), the

world's largest early childhood development programme, in the study titled, "Embedding Social Emotional Learning in Public Early Childhood Programs: Lessons from India's ICDS". The research focused on how SEL principles are integrated into Anganwadi Centres serving children aged 3–6 years, addressing a significant policy and practice gap in large-scale public early childhood systems. Using a descriptive and program analysis approach, the study identified the extent to which SEL activities, caregiver engagement, and capacity building of frontline workers contribute to young children's socio-emotional readiness and developmental outcomes. Findings highlighted that while SEL concepts are recognised in policy frameworks, their operationalisation within ICDS remains inconsistent due to variations in training, resourcing, and contextual constraints. The study emphasised that systematic integration of SEL components, such as emotion awareness, play-based social interaction, and caregiver-child responsive practices can strengthen early childhood care and education outcomes. The study offered evidence-informed insights for policymakers and practitioners seeking to embed SEL within large-scale service delivery.

The review of studies indicates that Social and Emotional Learning has evolved from a conceptual construct to an evidence-based educational approach with demonstrated benefits for learners' socio-emotional competence, emotional well-being, classroom behaviour and academic engagement. The literature consistently highlights that the effectiveness of SEL depends on structured classroom interventions, emotionally supportive learning environments and teachers' active facilitation of socio-emotional competencies. Although recent studies in India reflect

a growing interest in contextualising and implementing SEL within school education, empirical investigations integrating SEL with English language learning, particularly in relation to second language achievement, socio-emotional competence and language anxiety among secondary school students, remain limited. These observations underscore the need for contextually relevant SEL-based instructional interventions, thereby providing a strong rationale for the present study.

International Studies on Second Language Achievement

International research on second language achievement in the past two decades has increasingly relied on experimental designs and meta-analytic syntheses to examine how instructional approaches influence measurable language outcomes. Rather than treating language acquisition as a purely naturalistic process, these studies have investigated how structured classroom interventions contribute to improvements in accuracy, fluency, comprehension, and overall proficiency.

Norris and Ortega (2000) conducted one of the earliest large-scale quantitative syntheses examining the effectiveness of second language instruction. The study analysed 49 experimental and quasi-experimental studies on second language instruction. The meta-analysis reported that instructed learners consistently outperformed those exposed to naturalistic or minimal instruction. The findings further indicated that explicit instructional approaches tended to yield stronger and more durable gains in language development than implicit exposure alone. This study remains foundational in establishing empirical support for structured classroom intervention as a significant contributor to second language achievement.

Ellis (2005) reviewed empirical research on instructed second language learning with particular attention to the role of form-focused instruction. Drawing on classroom-based studies, the review argued that integrating attention to linguistic form within communicative contexts enhances learners' grammatical accuracy and overall language performance. The review synthesised evidence suggesting that systematic instructional design, rather than exposure alone, plays a central role in promoting measurable language gains. This perspective strengthened the theoretical and empirical basis for classroom intervention studies aimed at improving second language achievement.

Li (2010) conducted a comprehensive meta-analysis investigating the effectiveness of corrective feedback in second language classrooms. Synthesising findings across experimental and quasi-experimental studies, Li reported that corrective feedback has a statistically significant positive effect on learners' language development. The analysis also indicated that feedback effectiveness varies depending on its explicitness, timing, and instructional context. By quantifying the impact of feedback practices, the study provided empirical evidence that structured instructional interaction contributes meaningfully to language achievement outcomes.

Methodological clarity regarding the magnitude of instructional effects was advanced by Plonsky and Oswald (2014), who conducted a meta-analysis of effect sizes reported in second language research. Their findings provided benchmarks for interpreting instructional and learner-variable effects on proficiency outcomes. Although not limited exclusively to intervention studies, their synthesis stated that many instructional treatments in SLA research yield moderate to strong effects on

language performance. This work contributed methodological clarity to the interpretation of achievement-related findings in classroom research.

Goo, Granena, Yilmaz, and Novella (2015) conducted a meta-analysis comparing the effectiveness of explicit and implicit instructional approaches in second language learning. Drawing from experimental studies across diverse educational settings, the authors found that explicit instruction generally produced stronger gains in language knowledge, particularly in grammar-related outcomes. The study reinforced the empirical argument that carefully structured and consciously directed instructional interventions are effective in enhancing second language achievement.

Saito and Hanzawa (2018) investigated the development of second language oral proficiency in classroom contexts, examining how structured practice and instructional feedback influence speaking performance. Using quantitative measures of fluency, comprehensibility, and pronunciation accuracy, the study found that sustained classroom practice combined with feedback significantly contributed to improvements in oral proficiency. The findings underscored the importance of consistent instructional engagement in contexts where learners have limited exposure to the target language outside school.

These international studies provide robust empirical evidence that second language achievement is significantly influenced by instructional design, feedback practices, and the explicitness of pedagogical intervention. Meta-analytic findings consistently demonstrate that structured, classroom-based instruction yields measurable proficiency gains across linguistic domains.

National Studies on Second Language Achievement

Research conducted in Indian school contexts has examined demographic, cognitive, instructional, and technological influences on English language achievement. These studies provide important insights into how classroom-based factors shape language learning outcomes where exposure to English is largely school dependent.

Marieswari and Prema (2016) evaluated the effectiveness of peer tutoring on English achievement among eighth-grade students using an experimental design. Students in the peer-tutoring group achieved significantly higher scores in comprehension and grammar than those exposed to conventional teacher-centred instruction. The study suggests that collaborative learning structures can enhance engagement and achievement in English.

Vijaya Vani (2016) examined the impact of peer-supported instructional practices on English speaking skills among school learners. The study found that students engaged in structured peer interaction demonstrated measurable improvements in fluency, vocabulary use, and confidence when compared with peers receiving conventional instruction. This evidence supports the view that collaborative learning environments can enhance second language performance by increasing opportunities for meaningful communication.

Sekhri and Singh (2018) compared communicative task-based language learning (TBLL) with the grammar-translation method (GTM) in developing listening skills among elementary learners. The experimental study involving 140 students

reported significant gains for the TBLL group. The findings indicate that communicative and interactive pedagogies contribute positively to second language skill development.

Bora et al. (2024) conducted a randomized controlled trial to assess the impact of a digital phonics and computer-assisted reading intervention among primary school students in government schools. The results indicated significant improvements in word recognition and decoding skills among participants in the intervention group. The study demonstrates the potential of structured digital interventions in strengthening foundational English literacy skills in resource-constrained settings.

Sen and Panda (2025) investigated the relationship between English language proficiency and language anxiety among secondary school students in West Bengal. Using standardized measures of proficiency and anxiety, the study reported a significant negative association between anxiety and English achievement, with notable differences across gender and rural-urban settings. These findings suggest that affective variables constitute an important dimension of second language achievement in Indian classrooms, particularly in contexts marked by limited exposure to English outside school.

Pasha and Vennela (2025) explored government secondary school teachers' perspectives on barriers to English language production among learners in Telangana. Teachers identified limited vocabulary exposure, fear of making errors, and minimal opportunities for classroom interaction as major constraints on student performance. The study highlights the central role of teacher practices and classroom climate in mediating English language outcomes.

National research on second language achievement in India indicates that English proficiency is shaped by an interaction of affective factors, instructional design, and classroom ecology. Empirical findings consistently demonstrate that interactive pedagogies, reduced learner anxiety, and supportive teacher practices contribute to improved language outcomes. These studies collectively strengthen the evidence base for adopting communicative, learner-centred approaches to English language instruction in Indian schools.

International Studies on Socio-Emotional Competence

International research conceptualises socio-emotional competence (SEC) as a multidimensional construct reflecting individuals' capacity to understand, regulate, and express emotions effectively while maintaining constructive social relationships. Unlike Socio-Emotional Learning (SEL), which refers to structured pedagogical efforts to cultivate such skills, SEC is examined as an observable developmental outcome encompassing emotional regulation, empathy, interpersonal effectiveness, and adaptive behavioural functioning (Zins et al., 2004).

Raver (2002) reported that children's emotional self-regulation was strongly associated with classroom participation and learning-related behaviours. Students capable of managing frustration and sustaining attention during challenging tasks were better positioned to benefit from instructional opportunities. Such findings underscore the role of regulatory competence in facilitating productive engagement within structured learning environments.

Developmental research has consistently demonstrated that early emotional competence predicts later academic and social adjustment. Denham et al. (2003), in a longitudinal investigation of preschool children, found that emotional understanding and regulatory skills significantly predicted classroom behaviour and peer acceptance in subsequent years. Children who demonstrated stronger regulatory capacities exhibited more sustained engagement in academic activities and more cooperative social behaviour. Moreover, other early childhood studies have shown that children's socio-emotional skills, particularly emotion regulation and social awareness, are positively associated with academic readiness and later academic outcomes, even after accounting for cognitive and demographic covariates (Denham et al., 2012).

Recent international research substantiates the importance of socio-emotional competence (SEC) as a key determinant of students' engagement, behavioural outcomes, and educational success. A meta-analytic synthesis by Gebre et al. (2025) indicates that teachers' socio-emotional competence is positively associated with student engagement across diverse educational settings, demonstrating that educators with stronger SEC are more likely to cultivate classroom environments that facilitate active participation, behavioural engagement, and resilience in learners.

A comprehensive meta-analysis by Fu et al. (2025) synthesised evidence from multiple randomized interventions and reported that physical activity programmes yield statistically significant enhancements in socio-emotional competence among primary school children, with moderate effect sizes for overall SEC improvements following structured physical engagement. These findings collectively reflect a growing empirical consensus that socio-emotional competence is both measurable

and malleable through educational practices, supportive learning environments, and structured activities.

Evidence from the higher education context also emphasizes the role of teacher support in shaping SEC. Wang et al. (2025) found that teachers who provide autonomy, competence, and support significantly enhance students' socio-emotional skills, such as self-awareness, emotion regulation, social awareness, and relationship building across undergraduate and postgraduate cohorts. The findings indicate that socio-emotional development is sensitive to instructional context and teacher behaviour.

Beyond structured interventions, research has also identified broader contextual influences on students' socio-emotional development. For example, autonomy support provided by teachers predicts higher levels of students' perceived SEC, as it fosters self-awareness, emotional regulation, and social skills. Although this finding stems from broader educational psychology research rather than a single meta-analysis, it aligns with a growing consensus that classroom contexts characterised by supportive relationships and autonomy-enhancing practices contribute meaningfully to socio-emotional development (Collie & Ryan, 2025).

Together, this international evidence base denotes that socio-emotional competence is both measurable and malleable. It can be enhanced through supportive teacher behaviours, targeted curricular interventions, and structured activities that extend beyond conventional instruction. The findings also corroborate developmental theories emphasising the interplay between emotional regulation, social interaction, and cognitive engagement as foundational to educational and life success.

National Studies on Socio-Emotional Competence

Empirical research examining socio-emotional competence within the Indian educational context has gradually developed over the past decade. Although systematic investigations grounded in comprehensive SEC frameworks remain limited, existing national studies provide preliminary evidence that emotional and social capacities are meaningfully associated with students' academic functioning and psychological adjustment.

Earlier research by Ahuja (2016) examined emotional intelligence in relation to academic anxiety and school adjustment among secondary school students. The findings indicated that students with higher levels of emotional intelligence reported lower academic anxiety and demonstrated better overall adjustment to school demands. While emotional intelligence represents a specific component rather than the full spectrum of socio-emotional competence, the study highlighted the functional importance of emotional regulation and adaptive coping abilities within academic settings.

Kumaran and Subasree (2020) investigated the influence of emotional quotient and social competency on the psychological well-being of higher secondary students. Their results revealed that students exhibiting stronger emotional awareness and social interaction skills showed more positive psychological functioning. Although the study did not adopt an integrated socio-emotional competence framework, it empirically showed that social and emotional capacities operate as significant contributors to students' overall adjustment within school environments.

Recently, Khandelwal and Arur (2024) conducted an empirical investigation examining the relationship between social and emotional competency and academic achievement among adolescents. Using standardized assessment tools, the study reported a statistically significant positive association between socio-emotional competence and scholastic performance. Students who demonstrated greater emotional regulation, interpersonal sensitivity, and social responsibility tended to perform better academically. This study represents a more explicit alignment with contemporary conceptualisations of socio-emotional competence as a measurable educationally relevant construct.

Collectively, national studies suggest that socio-emotional attributes, whether examined through emotional intelligence, social competency, or broader socio-emotional competency measures are meaningfully associated with academic functioning and psychological adjustment among Indian students. However, systematic investigations employing comprehensive, multidimensional SEC frameworks remain relatively sparse in the Indian secondary school context. Much of the existing work focuses on isolated emotional constructs rather than examining socio-emotional competence as a structured dependent variable using integrated measurement models.

The limited but emerging empirical base indicates a clear need for more rigorous, theoretically grounded, and methodologically robust research examining socio-emotional competence as a distinct educational outcome within Indian school systems. Such work is essential for strengthening the contextual relevance of SEC-

based educational interventions and for informing evidence-based policy and practice in Indian schooling.

Studies on Socio-Emotional Competence and Second Language Learning

Research examining the relationship between socio-emotional competence and second language learning draws from both second language acquisition theory and educational psychology. Across these traditions, scholars have consistently argued that language learning extends beyond cognitive processing and is shaped by learners' emotional regulation, motivational orientation, and classroom social experiences.

Early foundational work by Gardner and Lambert (1972), followed by Gardner (1985) established that learners attitudes, motivation, and emotional orientation toward the target language significantly influence second language achievement. Their research demonstrated that learners who exhibit positive affective dispositions and integrative motivation tend to display higher levels of persistence and achievement in second language contexts. This work laid the foundation for recognising emotional engagement as a determinant of language success.

Later, Krashen's (1985) Affective Filter Hypothesis conceptualised how emotional variables influence acquisition. According to this model, factors such as anxiety, low self-confidence, and diminished motivation function as psychological filters that restrict access to comprehensible input. Even when instructional input is adequate, elevated anxiety may inhibit internalisation and processing of linguistic material. This theoretical framework reinforced the need to consider emotional conditions in classroom language learning.

Empirical research further strengthened these theoretical claims. Horwitz et al. (1986) identified foreign language anxiety as a situation-specific construct and demonstrated that anxious learners are less willing to participate in language tasks and more prone to performance difficulties. MacIntyre and Gardner (1994) extended this work by showing that language anxiety negatively affects both language processing and output, thereby limiting opportunities for practice and interaction.

From a broader educational perspective, Zins et al., (2008) provided a seminal conceptual synthesis outlining how SEL competencies provide essential psychological resources for academic learning across subjects, including language education. The analysis compiled findings from classroom management studies, school climate research, and large scale educational evaluations to argue that positive teacher student relationships and emotionally supportive classrooms reduce anxiety and free cognitive resources necessary for processing new information. The researcher proposed that SEL-integrated instruction enhances concentration, motivation, and collaboration, creating favourable conditions for second language acquisition.

Ganesan and Kulkarni (2016) investigated the effect of behaviour-modification techniques on English language anxiety and classroom participation among high school learners. The study aimed to determine whether systematic exposure to speaking tasks, combined with positive reinforcement and guided practice, would reduce students' apprehension about using English and increase oral participation during lessons. The study followed a quasi-experimental classroom implementation in which teachers scaffolded speaking activities progressively and applied contingent reinforcement for attempts at communication. Results indicated a

noticeable reduction in classroom anxiety and an increase in voluntary speaking behaviours among students exposed to the behaviour modification protocol compared with historical baseline performance. The study concludes that addressing emotional barriers through graded exposure and reinforcement increases students' readiness to take linguistic risks, thereby creating more opportunities for practice.

Adams and Richie (2017) conducted a narrative literature review focusing on SEL implementation in multilingual classrooms, particularly those serving English language learners (ELLs). The findings reported that SEL integration strengthened behaviour regulation, improved classroom attendance, and enhanced academic engagement among ELL populations. They noted that SEL practices such as fostering positive teacher-student relationships, creating inclusive peer norms, and explicitly teaching emotional regulation strategies improved learners' motivation and participation, thereby indirectly supporting language acquisition.

Oberle and Schonert Reichl (2017) presented a conceptual analysis examining how social and emotional competencies function as foundational conditions for academic engagement and subject specific success, including performance in second language classrooms. The review synthesised evidence from developmental psychology, motivation research, and classroom-based studies to argue that competencies such as self-management, empathy, and relationship skills create an "invisible infrastructure" that enables cognitive focus, sustained effort, and resilience in learning environments. The study highlighted that classroom practices requiring public speaking, risk-taking, and error correction which are considered the central components of English language learning are strongly shaped by students' emotional

regulation and sense of belonging. The findings revealed that integrating SEL into English classrooms may reduce anxiety, enhance peer interaction, and increase learners' willingness to participate, thereby indirectly supporting second language achievement.

Panayiotou et al. (2019) conducted a longitudinal empirical study to investigate how social emotional competence relates to mental health and subsequent academic performance in school aged children. The researchers found that children with higher SEC exhibited fewer emotional and behavioural difficulties over time. These improvements in psychological wellbeing subsequently translated into stronger academic performance. The findings indicate that emotional competence plays an essential background role in supporting persistence, attention, and motivation all of which are essential for successful learning.

Melani et al., (2020) presented a conceptual discussion of SEL practices tailored to English as a Second Language (ESL) classrooms. The authors argued that ESL learning contexts often intensify emotional challenges such as anxiety, reduced self-confidence, and fear of negative evaluation. The study suggested specific pedagogical strategies like guided sharing, reflective dialogue, affective vocabulary development, collaborative learning tasks that teachers can use to foster emotional regulation, reduce anxiety, and build communicative confidence among L2 learners. The study found that classrooms characterised by emotional safety, constructive teacher support, and positive peer relationships showed marked improvements in learners' engagement and willingness to take communicative risks. It further suggests that embedding SEL via supportive teacher student relationships, emotional

awareness activities, and collaborative peer interaction creates a psychologically safe environment conducive to risk taking and sustained engagement.

Ertanir et al. (2021) investigated the predictive role of social emotional competence on later vocabulary development among preschool dual language learners. The study found that SEC significantly predicted vocabulary outcomes even after controlling for socio-economic background and demographic variables. These results suggest that children who are emotionally competent, particularly those who can regulate impulsive behaviour, engage socially, and recognise emotions participate more confidently in communicative exchanges that promote vocabulary learning. The findings suggest a unidirectional longitudinal relationship in which socio-emotional strengths contribute to the growth of second language competencies, highlighting the foundational role of emotion regulation and interpersonal competencies in early bilingual language acquisition contexts.

Gay et al. (2022) examined the impact of SEL oriented pedagogical strategies on English language learning in classroom settings. The study employed qualitative classroom observations along with student reflections to document how practices such as guided sharing, reflective dialogue, and structured self-expression activities influenced learners' socio-emotional functioning and language performance. Results indicated that these SEL based strategies enhanced students' emotional regulation and reduced language anxiety, which in turn contributed to improvements in English speaking and writing skills. The study suggested that emotionally safe classroom environments encourage learners to take communicative risks, persist through errors,

and engage more freely in authentic language use, the conditions essential for second language acquisition.

Peiris et al. (2022) examined the impact of teachers' mindfulness, emotional regulation, and professional teaching competencies on students' engagement and English learning behaviours in Sri Lankan secondary schools. The intervention involved an eight-week program aimed at enhancing teachers' mindful awareness and pedagogical competencies. Pre-test and post-test analyses revealed that increases in teachers' mindfulness and professional skills were associated with improvements in classroom climate, which in turn corresponded with enhanced student academic and behavioural outcomes. The authors argued that teachers who practise mindfulness and engage in reflective professional development are better equipped to create emotionally supportive learning environments, thereby facilitating both cognitive engagement and language learning achievement. This study highlights the interplay between teacher wellbeing, instructional context, and student outcomes, suggesting that socio-emotional dimensions of teaching are relevant for improving ESL learning in diverse educational settings. The study concluded that the socio-emotional competencies of teachers are not peripheral but central to successful second language pedagogy.

Antari et al., (2024) conducted a systematic literature review titled "Ramification of Social Emotional Learning on Students' Academic Success in English." The study synthesised findings from empirical research across multiple educational systems to determine how SEL competence relates to English academic performance. The researchers reviewed peer-reviewed articles that assessed both SEL

competencies and English achievement measures. The studies revealed that learners with higher levels of SEL particularly self-management, relationship skills, and emotional regulation tended to obtain higher scores in vocabulary, grammar, reading comprehension, and communicative tasks.

Bai et al., (2024) examined Impacts of social and emotional learning on English learning achievements in Hong Kong secondary schools using a sample of 315 Grade 3 students and assessed four SEL competence clusters including self-awareness, self -management, social awareness, and social management which are consistent with core SEL frameworks. The study employed structural equation modelling and found that self -management and social management made unique, statistically significant contributions to English test scores even when motivational variables were held constant. These findings suggest that SEL competencies are not only correlated with academic performance in language learning but also interact in complex ways that may support or constrain educational engagement in English as a second language.

Bai et al., (2024) reported a follow up study titled Relations between motivation, social and emotional learning, and English learning achievements in Hong Kong primary schools that examined how SEL competencies and motivational beliefs interact to influence English learning among younger learners. The researchers found that SEL and motivation jointly predicted English learning outcomes and that SEL competence partly mediated the relation between motivation and achievement The study reinforced the notion that SEL functions as both a direct contributor to second language achievement and an indirect enhancer of motivational processes.

Sharma and Kaur (2025) conducted a quasi- experimental pre-test post-test study involving 400 Grade VIII students from government co-educational schools in Amritsar, Punjab, applying the RULER approach in the treatment group while the control group received conventional English teaching. The post intervention results revealed significantly higher gains in both social-emotional competence and English test scores in the experimental group compared to the control group. This indicates that SEL infused pedagogy can simultaneously nurture affective and academic growth in English among adolescents, and the study explicitly reported use of the RULER framework.

Review of related studies shows that learners with stronger socio-emotional competencies; particularly self-management, emotional regulation, and relationship skills exhibit lower language anxiety, greater classroom participation, and higher levels of English achievement. Longitudinal and intervention-based research further suggests that socio-emotional competence functions as an enabling condition that supports sustained engagement, communicative risk-taking, and resilience in second language learning. Additionally, findings highlight the role of teachers' socio-emotional competencies in creating emotionally supportive classroom environments that are central to effective second language instruction.

The reviewed studies establish socio-emotional competence as an essential component of second language learning. However, context-specific empirical research remains limited, particularly within multilingual and exam-driven educational systems. This gap underscores the need for further systematic

investigation into how socio-emotional competence can be intentionally developed to support second language achievement in formal school settings.

Studies on Contextual Variables Influencing SEL and SLA

International and national research has shown that socioeconomic status (SES), home environment, and access to English language exposure function as critical contextual variables influencing both socio-emotional development and second language acquisition.

Singh & Choudhary (2016) examined the relationship between SES and motivation to learn English among secondary school learners in India. The study found that students from higher SES families reported stronger instrumental and integrative motivation for English learning as they had greater exposure to English media, supportive home learning environments, and access to private tutoring. In contrast, lower SES learners reported fewer English rich experiences and higher levels of anxiety. The study revealed that SES influences not only material access but also motivational orientations, which are central predictors of L2 achievement.

Attig and Weinert (2020) conducted a secondary data analysis to explore social disparities in early language development. The researchers analysed home learning environment indicators such as parental literacy activities, availability of books, and verbal interaction patterns, and examined how these factors predicted vocabulary and language-processing skills in early childhood. Results indicated that SES and home literacy practices jointly contributed to early language development. The researchers

argued that early disadvantages may accumulate over time, contributing to achievement gaps in later schooling.

Sari (2020) examined the combined influence of parenting styles, socioeconomic status (SES), and children's language ability on their social development. The study used a correlational design which found that supportive parenting and higher SES were associated with stronger language development, and these language skills, in turn, predicted better social-emotional adjustment. However children from lower SES households and less responsive parenting environments displayed weaker language and socio-emotional skills. The study underscores the interdependence of linguistic and socio-emotional development and highlights SES as an ecological factor shaping both domains.

Lurie et al. (2021) conducted a longitudinal investigation examining how early home cognitive stimulation mediates the relationship between socioeconomic status and children's later academic achievement. The study followed young children from early childhood into school age, employing developmental language assessments and detailed home-environment observations. Results showed that children from higher SES households were exposed to richer linguistic input, more literacy resources, and greater interaction. These factors predicted stronger receptive and expressive language development, which in turn formed the foundation for sustained academic progress. The study concluded that SES shapes both the quantity and quality of early language exposure, creating developmental advantages that persist over time.

Banerjee et al. (2021) explored socio-emotional readiness among school-aged children living in economically disadvantaged communities in India. The researchers

found that lower SES was significantly associated with weaker socio-emotional competencies, including self-regulation, emotional awareness, and interpersonal behaviour. The study attributed these patterns to chronic financial stress, limited parental interaction time, and constrained access to learning resources.

Nandi (2021) conducted a descriptive, policy oriented analysis of systemic constraints that hinder effective English as a Second Language (ESL) instruction in Indian schools. The study synthesised school reports, teacher interviews, and policy documents to identify barriers affecting both instructional quality and learner outcomes. The review highlighted that overreliance on the mother tongue, reduced instructional time, limited access to teaching resources, and large class sizes significantly restrict opportunities for learners to practise English meaningfully. According to the analysis, these factors reduce exposure to authentic English use and contribute to lower motivation and willingness to communicate among students. The findings underscored the importance of integrating affective supportive strategies to compensate for structural limitations.

Sahoo and Paramaguru (2022) explored challenges faced by English teachers in multilingual classrooms in Odisha, India. The study employed a qualitative design, drawing on semi structured interviews with English teachers from government schools. The findings highlighted structural and pedagogical issues such as code-switching into the mother tongue, limited English exposure, teacher centred instructional practices, and insufficient training in communicative pedagogy. These constraints were shown to reduce students' confidence and limit opportunities for meaningful language use. The authors argued that without supportive learning

environments that foster emotional safety, second-language acquisition becomes difficult, particularly for low proficiency learners.

More recent international research has examined the combined influence of SES, emotional competence, and language learning outcomes. Terasawa et al. (2022) conducted a large-scale cross national analysis using data from lower secondary school students across several countries to examine SES as a predictor of language achievement. Using multilevel statistical modelling, the researchers controlled for school level factors such as teacher qualifications and instructional hours. SES consistently emerged as a strong predictor of language performance, with students from higher SES households showing greater attainment in vocabulary, reading comprehension, and overall proficiency. The study attributed these results to disparities in home literacy practices and access to language rich environments.

Rekha and Salimkumar (2023) conducted a large-scale quantitative study with 866 secondary students in Kerala to examine how socioeconomic background relates to emotional competence. The researchers reported a strong positive relationship between SES and overall emotional competence. Adolescents categorized under high SES demonstrated more advanced skills in emotional awareness, interpersonal management, and self-regulation. The study argued that economic advantage facilitates access to enriched social environments, parental support, and stress buffering resources, which together contribute to healthier emotional development.

John and Aswathy (2023) conducted a quantitative investigation on secondary school students in Kerala to assess the predictive role of SES on English language proficiency. The study used school based assessments of reading, writing, and

grammar skills, along with SES background indicators such as parental education, occupation, and income. Findings showed that SES significantly predicted English proficiency, with learners from higher income and urban households outperforming those from rural or economically disadvantaged homes. The researchers attributed these differences to variation in exposure to English media, digital resources, and parental support.

Bonifacci et al. (2024) examined the interplay among SES, linguistic skills, and emotional-behavioural adjustment in a sample of pre-schoolers. The study found that SES and linguistic skills together predicted emotional regulation and behavioural outcomes. Children with lower SES and weaker language ability exhibited greater emotional difficulties, whereas stronger linguistic skills appeared to buffer against behavioural challenges. The findings reinforced the interdependent nature of language, SES, and socio-emotional development.

Zhang et al. (2025) reported that self-efficacy and emotional regulation significantly moderated the relationship between SES and second language achievement among adolescent learners. The study reported that higher anxiety levels are consistently linked with lower performance in English and other Second Language subjects. The researchers explain that when anxiety rises, attention shifts from language tasks toward fear of making mistakes or being judged, which reduces comprehension and willingness to communicate. When students feel tense or intimidated, they avoid speaking, reading aloud, or participating, which slows progress and can lead to long term gaps in achievement. These findings suggest that

socio-emotional competencies play a compensatory role in contexts of limited exposure and socioeconomic constraint.

The reviewed studies highlight that socio-economic status, home learning environments, and school-level conditions jointly shape socio-emotional development and second language acquisition. Learners from socioeconomically advantaged backgrounds typically benefit from richer linguistic exposure, stronger emotional regulation, and greater academic engagement, whereas those from disadvantaged contexts often experience limited input, heightened anxiety, and reduced opportunities for meaningful language use. Evidence also suggests that socio-emotional competence can moderate these contextual constraints by supporting motivation, emotional resilience, and participation in language learning. Together, these findings emphasise that second language development is often associated within broader socio-ecological conditions, pointing out the importance of emotionally supportive and context-responsive educational practices in linguistically and economically diverse settings.

Research Gap

International studies have established socio-emotional competence as a measurable developmental construct closely associated with academic engagement, behavioural adjustment, and long-term educational outcomes. Longitudinal and developmental studies consistently showed that emotional regulation, interpersonal skills, and self-management function as foundational capacities that support sustained learning across developmental stages.

Within the Indian educational context, research has largely focused on emotional intelligence and related psychosocial attributes rather than employing comprehensive, multidimensional frameworks of socio-emotional competence. Although existing studies indicate positive associations between emotional attributes and academic functioning, systematic investigations treating socio-emotional competence as a structured outcome variable, particularly at the secondary school level remain limited. Large-scale longitudinal studies and context-sensitive validations of socio-emotional competence constructs are notably sparse.

While international research robustly documents the influence of socioeconomic status and contextual factors on both language learning and socio-emotional outcomes, empirically rigorous studies examining these interrelationships within Indian secondary school contexts are comparatively few. Although affective variables such as motivation, anxiety, and self-regulation are widely recognised as influential in second language acquisition, instructional practices continue to prioritise cognitive and linguistic dimensions of learning. Empirical studies integrating socio-emotional constructs with language instruction remain limited, a gap that is especially pronounced in Indian and Kerala-specific contexts. Research explicitly linking SEL, socio-emotional competence, and second language achievement in school settings is notably scarce.

Another key limitation identified in the literature is the lack of studies examining the combined effects of instructional interventions on both academic and socio-emotional outcomes while systematically controlling for background variables such as socioeconomic status and language anxiety. Although these factors have been

independently associated with language learning outcomes, few studies have incorporated them into comprehensive evaluative models of SEL-based instruction.

Taken together, these gaps highlight the need for context-sensitive, methodologically robust research that integrates Social and Emotional Learning within second language instruction and examines its effects on both socio-emotional competence and language achievement. These identified gaps provide strong theoretical justification and empirical direction for the present study, which seeks to evaluate the effectiveness of an SEL-based instructional module for secondary school students in Kerala.

Conclusion

The review of related literature provided a comprehensive theoretical and empirical foundation for the present investigation. Social and Emotional Learning represents a relatively recent and evolving area of educational research, especially within second language learning contexts, and hence an extensive and systematic review was undertaken drawing from psychology, education, and applied linguistics. This review encompassed major theoretical perspectives, including emotional intelligence theory, social cognitive theory, sociocultural theory, and the CASEL framework, alongside empirical studies examining the role of socio-emotional competencies in academic engagement and learning outcomes.

The review revealed a substantial body of international research demonstrating that SEL-based interventions positively influence students' socio-emotional competence, classroom behaviour, motivation, and academic performance.

Large-scale meta-analyses and longitudinal studies provide strong evidence that structured SEL programmes contribute to enhanced emotional regulation, interpersonal skills, and sustained academic gains. However, comparatively fewer studies have examined SEL within the specific domain of second language learning, particularly at the secondary school level. Addressing these limitations is essential for contextualising international theoretical models and strengthening the indigenous evidence base for socio-emotional development in school based learning.

Chapter 3

METHODOLOGY

- ❖ *Research Questions for the Preliminary Phase*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Method Adopted for the Study*
- ❖ *Variables Selected for the Study*
- ❖ *Sample Selected for the Study*
- ❖ *Tools and Materials used for the Study*
- ❖ *Data Collection Procedure*
- ❖ *Statistical Techniques Employed for the Study*

Research methodology provides the structural framework that guides a study from its conception to successful completion. It is not merely a collection of tools, but the logic of inquiry, that is, the articulated rationale for how the research problem is systematically addressed to yield results that are both insightful and trustworthy. It defines the systematic techniques, tools, and methods adopted for identifying, selecting, processing, and analyzing information relevant to the research problem (Creswell, 2014).

In the context of the present investigation, the methodology delineates the overall plan and sequence of actions adopted to achieve the research objectives and test the formulated hypotheses. It specifies the research design, population and sampling strategies, tools and materials employed, and the techniques used for data collection and statistical analysis. The rationale behind the chosen methods is rooted in the nature and scope of the research problem, ensuring alignment between the objectives, design, and analytical procedures.

The present study aimed to develop an SEL-based Instructional Module and to examine its effectiveness in enhancing Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. Using a quasi-experimental approach, the investigator evaluates the effectiveness of the SEL-based Instructional Module by comparing student outcomes in the experimental group with

those of the control group, wherein the prevailing Discourse Oriented Pedagogy adopted in Kerala state schools is followed.

In the Kerala secondary school context, English functions as the second language for formal classroom learning. Therefore, Second Language Achievement (SLA) in the present study specifically refers to achievement in English, assessed through an achievement test developed from the prescribed Standard IX English textbook and the instructional content included in the SEL-based instructional module.

This chapter gives a comprehensive account of the procedures followed throughout the study beginning with the selection of the research method and design, followed by the identification of variables, preparation and validation of tools, implementation of the experiment, and the methods used for data analysis and interpretation.

As part of the methodological framework, the study was carried out in two phases, namely a preliminary phase and an experimental phase. The preliminary phase involved a pre-experimental survey to identify students' emotional experiences and challenges in the English language classroom along with their suggestions, which provided essential inputs for designing the instructional intervention implemented in the experimental phase.

The discussion of the methodology part of the study is carried out under the following headings:

- Research Questions for the Preliminary Phase
- Objectives of the Study

- Hypotheses of the Study
- Method Adopted for the Study
- Variables Selected for the Study
- Sample Selected for the Study
- Tools and Materials used for the Study
- Data Collection Procedure
- Statistical Techniques Employed for the Study

Research Questions for the Preliminary Phase

Before formulating the objectives for the experimental phase, the study sought to explore the emotional context of English language learning at the secondary school level. Accordingly, the preliminary phase of the study was guided by the following research questions:

- What emotional experiences and challenges do secondary school students face in the English language classroom?
- What suggestions do secondary school students offer for improving their English language classroom experience?

Objectives of the Study

The study's main objective was to develop and test the effectiveness of the SEL-based Instructional Module on Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) among secondary school students of Kerala.

Based on the main objective some specific objectives have been developed:

1. To compare the mean pre-test scores of Second Language Achievement of students in the control and experimental groups
2. To compare the mean pre-test scores of Socio-Emotional Competence of students in the control and experimental groups
3. To compare the mean post-test scores of Second Language Achievement of students in the control and experimental groups
4. To compare the mean post-test scores of Socio-Emotional Competence of students in the control and experimental groups
5. To compare the mean pre-test and post-test scores of Second Language Achievement within the control group and within the experimental group
6. To compare the mean pre-test and post-test scores of Socio-Emotional Competence within the control group and within the experimental group
7. To compare the mean gain scores of Second Language Achievement of students in the control and experimental groups
8. To compare the mean gain scores of Socio-Emotional Competence of students in the control and experimental groups
9. To examine the combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status

10. To determine the individual effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status

Hypotheses of the Study

1. There is no significant difference between the mean pre-test scores of Second Language Achievement of the students in the control and experimental groups.
2. There is no significant difference between the mean pre-test scores of Socio-Emotional Competence of the students in the control and experimental groups.
3. There is no significant difference between the mean post-test scores of Second Language Achievement of the students in the control and experimental groups.
4. There is no significant difference between the mean post-test scores of Socio-Emotional Competence of the students in the control and experimental groups.
5. There is no significant difference between the mean pre-test and post-test scores of Second Language Achievement within the control group and within the experimental group.
6. There is no significant difference between the mean pre-test and post-test scores of Socio-Emotional Competence within the control group and within the experimental group.
7. There is no significant difference between the mean gain scores of Second Language Achievement of the students in the control and experimental groups.

8. There is no significant difference between the mean gain scores of Socio-Emotional Competence of the students in the control and experimental groups.
9. There is no significant combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status.
10. There is no significant individual effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, English Language Anxiety, and Socio-Economic Status.

Method Adopted for the Study

The major objective of the present study was to develop an instructional module in English based on Social and Emotional Learning principles with a view to enhance the Second Language Achievement of secondary school students along with their Socio-Emotional Competence. In order to achieve this purpose, the study was carried out using an experimental approach supported by an initial exploratory phase.

The study was conducted in two phases. The first phase was preliminary in nature and involved a pre-experimental survey to explore students' emotional experiences, challenges, and classroom-related difficulties in learning English. This exploratory phase was guided by research questions and served as a needs analysis to understand the emotional context of English language learning at the secondary school

level. The findings from this phase provided the basis for designing the instructional intervention.

The second phase of the study adopted a quasi-experimental method to examine the effectiveness of the instructional intervention. Since random assignment of participants to groups was not feasible in the natural school setting, a non-equivalent group pre-test–post-test design was employed as it was found suitable to study the effect of the independent variable (SEL-based Instructional Module in English) on the dependent variables (Second Language Achievement and Socio-Emotional Competence).

Taking into consideration the practical constraints of disrupting class schedules and reorganising sections for randomisation procedures, intact classes were selected to serve as the experimental and control groups. Out of the selected intact groups, one division was assigned as the experimental group and the other as the control group. The experimental group was taught using the SEL-based instructional module, whereas the control group was provided instruction through the prevailing Discourse Oriented Pedagogy followed in Kerala state schools.

Research Design

The quasi-experimental design employed in the present study was the pre-test–post-test non-equivalent groups design. This design is commonly adopted in classroom-based educational research, especially in situations where random

assignment of students to groups is not feasible. For the present study, two intact groups were selected, namely the experimental group and the control group.

The design can be illustrated as follows:

G₁ O₁ X O₂

G₂ O₃ C O₄

O₁, O₃ -Pre Test

O₂, O₄ -Post Test

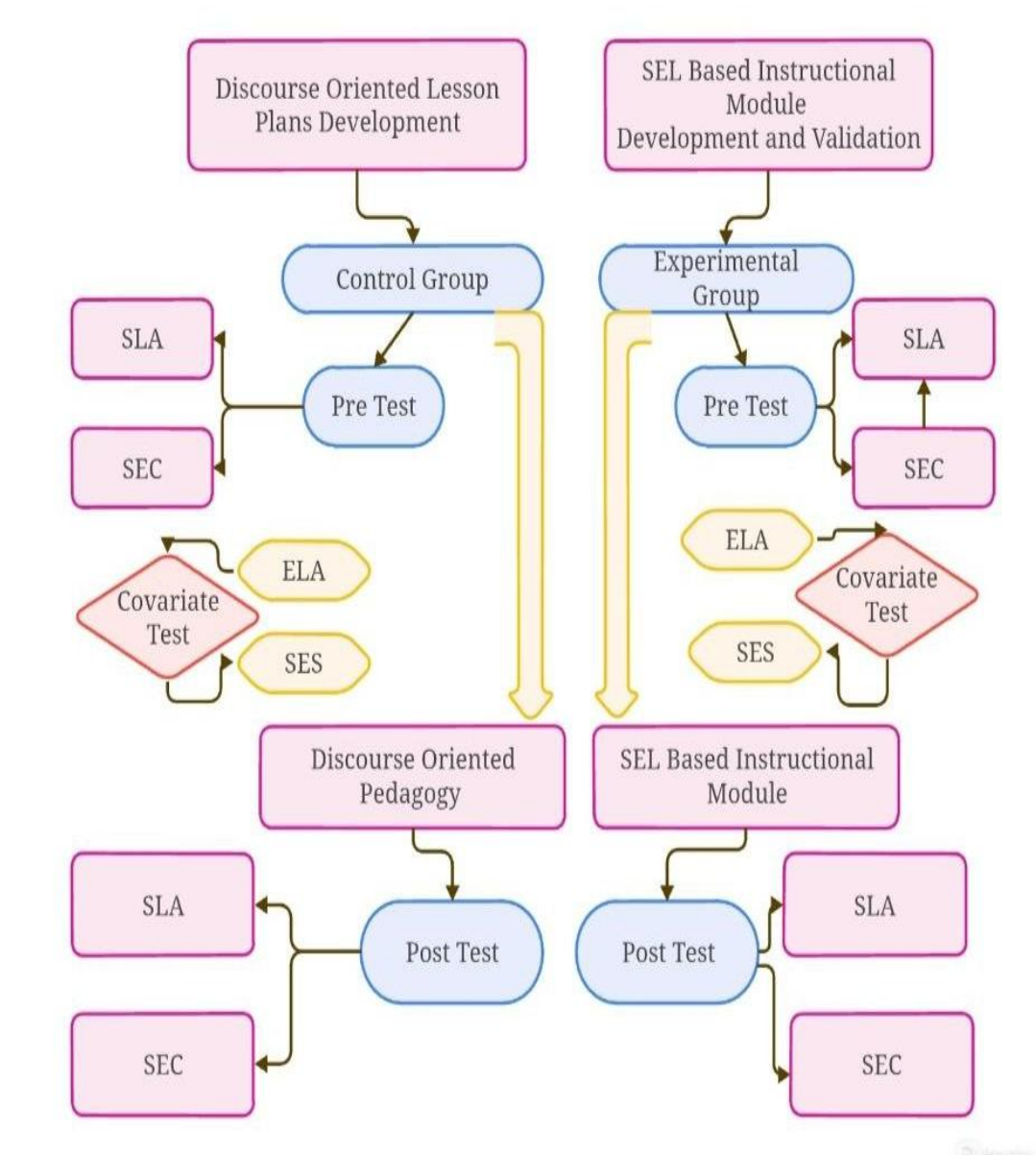
X – Experimental treatment (SEL-based instructional module)

C – Control treatment (Discourse Oriented Pedagogy)

G₁ Experimental Group

G₂ Control Group

At the beginning stage, both the groups were administered the pre-tests. Later, the experimental group was taught using the SEL-based Instructional Module, whereas the control group was taught using the prevailing Discourse Oriented Pedagogy. At the end of the instructional period, both the groups were administered the post-tests. The research design of the experimental phase is shown in Figure 1.

Figure 1*Research Design of the study***Variables Selected for the Study**

Variables are the characteristics or conditions that the investigator manipulates, controls or observes. Independent variables are the conditions or characteristics introduced or systematically varied by the investigator for the purpose

of determining their relationship with the observed phenomenon (Best & Kahn, 2019). Dependent variables are the conditions or characteristics that appear, change, or vary as a result of the introduction or influence of the independent variable (Best & Kahn, 2019). In classroom-based quasi-experimental research, the manipulation primarily refers to the planned instructional treatment implemented for the experimental group, while other classroom conditions are maintained as uniformly as possible.

The primary goal of the research was to test the effectiveness of an SEL-based Instructional Module on Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) among secondary school students of Kerala. In order to examine the treatment effect systematically, the variables of the study were classified as independent, dependent, and control variables (covariates), as described below.

Independent Variable

The independent variable of the present study was the SEL-based Instructional Module in English, developed and implemented by the investigator under the guidance and supervision of research supervisor for transacting selected portions of the Standard IX English textbook with a structured integration of Social and Emotional Learning strategies.

Dependent Variables

The following dependent variables were assessed in the present study:

- Second Language Achievement (SLA)
- Socio-Emotional Competence (SEC)

Control Variables (Covariates)

The control variables selected for the study were:

- Pre-test scores of Second Language Achievement
- Pre-test scores of Socio-Emotional Competence
- English Language Anxiety (ELA)
- Socio-Economic Status (SES)

These variables were treated as covariates in the analysis in order to statistically equate the experimental and control groups and to control for the influence of initial differences that could affect post-test performance. The inclusion of covariates strengthens the internal validity of the study by enabling a clearer and more accurate estimation of the instructional effect of the SEL-based intervention on the selected dependent variables.

Pre-test scores of Second Language Achievement

With reference to the students of the experimental and control groups, this variable refers to the students' initial level of achievement in English prior to the implementation of the SEL-based instructional module. The pre-test score of SLA represents the learners' baseline academic performance in English and may have a direct influence on their subsequent post-test achievement. Therefore, pre-test SLA was treated as a control variable in order to account for differences in prior English achievement between groups.

Pre-test Scores of Socio-Emotional Competence

With reference to the students of the experimental and control groups, this variable refers to the students' initial level of Socio-Emotional Competence prior to the implementation of the SEL-based instructional module. The pre-test score of SEC represents the learners' existing level of self-awareness, self-management, social-awareness, relationship skills and responsible decision making. Such baseline competence may influence their response to instructional and social experiences during the intervention period. Therefore, pre-test SEC was included as a control variable to account for the influence of initial Socio-Emotional Competence on post-test outcomes.

English Language Anxiety (ELA)

English Language Anxiety refers to the feelings of tension, apprehension, nervousness, and fear experienced by learners while learning or using English, particularly in classroom situations involving speaking, reading, writing, or evaluation. Research evidence indicates that language anxiety can adversely affect learners' classroom participation, confidence, willingness to communicate, and academic performance. Hence, English Language Anxiety was included as a covariate in the present study in order to minimise its potential confounding effect on post-test SLA and SEC outcomes and to assess the treatment effect more accurately.

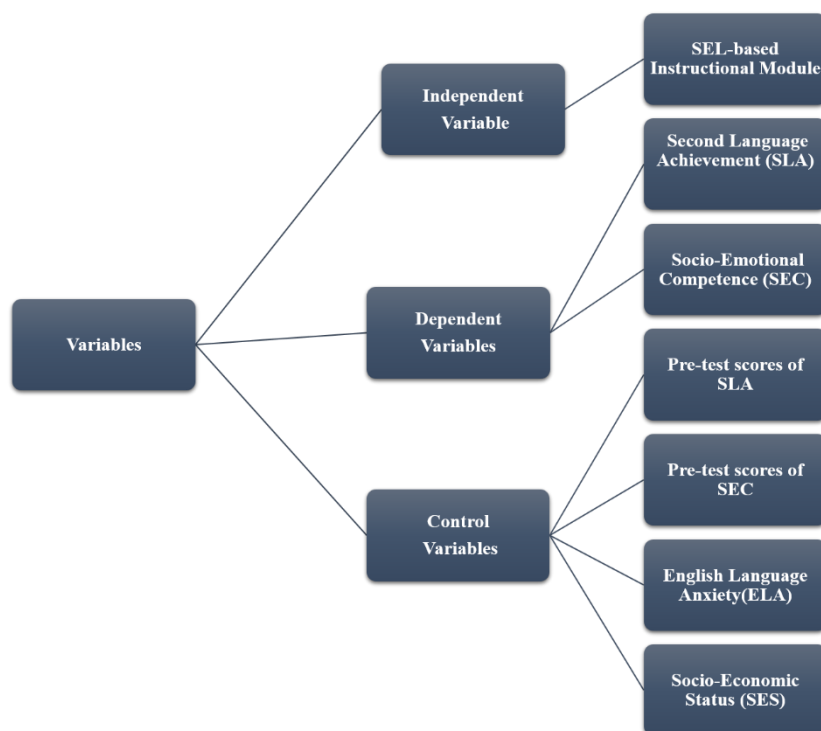
Socio-Economic Status (SES)

Socio-Economic Status refers to the social and economic position of students' families, typically reflected through indicators such as parental education, occupation,

and family income. SES may influence learners' access to learning resources, exposure to English outside the classroom, academic support available at home, and general learning opportunities. Therefore, SES was included as a covariate to control for background differences among students and to ensure that the effects obtained in SLA and SEC are attributable to the SEL-based instructional intervention rather than variations in socio-economic background.

Figure 2

Variables Selected for the Study



Sample Selected for the Study

In the present investigation, the population consisted of secondary school students studying in Standard IX of Kerala state schools where English is taught and learned as the second language.

The researcher selected Government Higher Secondary School, Cheruthuruthy in Thrissur district and took prior permission from the concerned DEO office for conducting the experimental study. The sample for the study consisted of 92 Standard IX students, selected from the school. Out of the total sample, 45 students constituted the experimental group and 47 students constituted the control group.

The selection of the school was carried out based on feasibility, accessibility, and willingness of the school authorities to provide necessary permission for conducting the intervention. Since the study adopted a quasi-experimental design, intact classroom divisions were selected for the experimental and control groups without disturbing the existing classroom arrangement. Thus, two intact divisions of Standard IX were selected as the sample groups for the study.

The assignment of divisions to groups was carried out in a manner that ensured fairness and impartiality by a simple lot method, so that group selection bias could be minimised to the extent possible within the natural school setting.

The experimental group was exposed to the SEL-based Instructional Module in English designed by the investigator, whereas the control group was taught using the prevailing Discourse Oriented Pedagogy followed in Kerala state schools. Prior to the intervention, the equivalence of the groups was statistically examined through pre-test administration, and the pre-test scores were treated as covariates during data analysis to control initial differences between the groups.

During the intervention period, care was taken to ensure regular participation of the students and consistency in instructional transaction.

Distribution of the sample designated for the study is given in Table 1.

Table 1

Sample Distribution of the Study

Sl.No	Groups	No.of boys	No.of girls	Total
1	Control	26	21	47
2	Experimental	24	21	45
Total			92	

Tools and Materials Used for the Study

In order to realise the objectives of the present study and to test the hypotheses formulated, the investigator employed a set of tools and instructional materials appropriate for the preliminary and experimental phases. The tools were selected and developed with due attention to the nature of the variables, objectives of the study, and the feasibility of administration in the secondary school context of Kerala.

The present study involved both data collection tools and instructional materials. The tools were used for measuring Second Language Achievement (SLA), Socio-Emotional Competence (SEC), English Language Anxiety (ELA), and Socio-Economic Status (SES), as well as for collecting student responses during the preliminary phase. The instructional materials consisted of (i) the SEL-based Instructional Module in English developed and implemented for the experimental group, and (ii) lesson plans based on Discourse Oriented Pedagogy prepared for transacting English in the control group.

The tools and materials used for the study are listed below:

- Questionnaire for the Preliminary Phase (Manju &Minikumari, 2023)
- SEL-based Instructional Module in English (Manju &Minikumari, 2024)
- Evaluation Proforma for Expert Validation (Manju &Minikumari, 2024)
- Lesson Plans Based on Discourse Oriented Pedagogy (Manju &Minikumari, 2024)
- Second Language Achievement Test (Manju &Minikumari, 2024)
- Socio-Emotional Competence Scale (Manju &Minikumari, 2024)
- English Language Anxiety Scale (Arjunan & Archana, 2014)
- Socio-Economic Status Profile (Adapted from the Modified Kuppuswamy Socioeconomic Status Scale)

The construction and standardisation process of each tool and material is described under the following sub-headings.

Construction and Validation of the Questionnaire for the Preliminary Phase.

The preliminary phase of the study required an exploration of students' emotional experiences and classroom-related challenges while learning English at the secondary school level. For this purpose, the investigator prepared a structured questionnaire under the guidance and supervision of research supervisor. The questionnaire was intended to function as a need analysis tool, providing diagnostic insights into learners' affective concerns and classroom experiences relevant to English language learning.

The content validity of the questionnaire was ensured through careful alignment of the items with affective and contextual variables widely discussed in the literature on second language learning, including language-related anxiety, peer influence, teacher feedback practices, and classroom climate. The items were framed in simple, clear, and contextually appropriate language to suit the comprehension level of secondary school learners, thereby enhancing response accuracy and minimizing ambiguity.

The questionnaire was designed to collect information regarding (i) emotional experiences and challenges faced by students in the English language classroom, and (ii) students' suggestions for improving English classroom experience. The questionnaire included objective items with provision for multiple responses, allowing students to tick more than one option wherever applicable. This design acknowledged that learners may simultaneously experience multiple emotional and contextual challenges in the English classroom.

In addition to the objective items, the questionnaire included open-ended questions, which enabled students to express their views and suggestions freely. The responses to the objective items were analysed using percentage analysis, while the open-ended responses were subjected to thematic grouping to identify recurring patterns and concerns. The findings obtained from this preliminary survey served as a systematic needs analysis and provided essential inputs for the conceptualisation and design of the SEL-based Instructional Module implemented during the experimental phase of the study.

Identification of Dimensions and Preparation of Items

In the first step, the investigator identified broad dimensions to be included in the questionnaire based on a review of literature, classroom observations, and preliminary informal interactions with students and teachers. The dimensions primarily included: emotional experiences related to English learning, anxiety and fear associated with classroom participation, peer and teacher interaction, classroom motivation, and suggestions for improving emotional comfort and engagement in English learning. Based on these dimensions, an initial pool of items was prepared.

Preparation of the Draft Questionnaire

The draft questionnaire included both objective items and open-ended items. Objective items were included to identify the frequency of emotional challenges faced by students, whereas open-ended items enabled students to freely express their feelings, classroom difficulties, and suggestions for improving the English learning environment. Necessary instructions were included at the beginning of the questionnaire to ensure clarity of response.

Content Validation Through Expert Review

The draft questionnaire was subjected to expert review for content relevance, clarity of language, suitability to the age level, and appropriateness to the Kerala classroom context. Suggestions provided by the experts were incorporated for improving the wording of items, removing ambiguous statements, and ensuring that the questionnaire adequately represented the intended dimensions.

Finalisation and Administration

After revising the draft based on expert suggestions, the questionnaire was finalised and administered to a group of secondary school students from the same school selected for the experimental study; however, these students were not included in either the experimental or the control group. The objective items in the questionnaire were designed to permit multiple responses, enabling students to indicate more than one emotional or classroom-related challenge experienced in the English language classroom. Accordingly, the responses were analysed using percentage analysis based on cumulative responses, allowing a single respondent to contribute to multiple categories.

The open-ended responses were analysed through thematic analysis to identify recurring views and suggestions expressed by the students. The major findings obtained from this phase were used for structuring the components, activities, and strategies of the SEL-based Instructional Module.

Development, Validation and Implementation of SEL-based Instructional Module in English

The preliminary phase findings revealed that students experienced emotional challenges such as fear of committing mistakes, reluctance to participate, anxiety about evaluation, and low confidence in using English. These findings indicated the need for an instructional approach that supports emotional well-being and active engagement in learning English. Therefore, the SEL framework was identified as an

appropriate intervention base, since it addresses emotional awareness, self-management, empathy, relationship skills, and responsible decision-making.

The SEL-based Instructional Module in English constituted the major intervention material of the present study. The instructional module was developed by integrating Social and Emotional Learning (SEL) strategies with the learning objectives and discourse-based activities recommended in the Standard IX English textbook prescribed by SCERT, Kerala. The instructional module incorporated detailed lesson scripts that were carefully aligned with the time allotment specified for each lesson in the scheme of work prepared for the academic year, ensuring smooth classroom implementation without causing any delay or disruption to regular school instruction. Through planned and structured classroom transaction, the module sought to enhance students' Second Language Achievement along with their Socio-Emotional Competence. The module was validated through expert evaluation and was implemented in the experimental group.

Design of the SEL-Based Instructional Module

The SEL-based Instructional Module developed for the present study was designed on the premise that second language learning at the secondary level is influenced not only by learners' cognitive-linguistic processing but also by socio-emotional and interactional conditions prevailing in the classroom. In typical school contexts, learners may experience anxiety, fear of negative evaluation, hesitation to speak, and low self-confidence, which often reduce participation and limit opportunities for meaningful language use. Such affective barriers are widely recognised as crucial constraints in second language classrooms and are particularly

relevant in contexts where English functions as a second language and classroom interaction becomes the primary space for exposure and practice. Therefore, the investigator conceptualised SEL integration as an instructional necessity that strengthens learner readiness, supports participation, and fosters a classroom atmosphere conducive to communication-based language learning.

The module was theoretically grounded in Krashen's Second Language Acquisition framework, particularly the Affective Filter Hypothesis, which posits that emotional variables such as anxiety, motivation, and self-confidence regulate the extent to which learners can effectively access comprehensible input for acquisition (Krashen, 1981). When the affective filter is raised, learners may avoid interaction, withdraw from communicative tasks, and fail to benefit adequately from classroom input; conversely, a supportive emotional climate reduces affective barriers and enables greater language engagement. In this regard, SEL strategies are not treated as enrichment activities but as enabling conditions that facilitate core processes of language learning by reducing anxiety and increasing willingness to communicate. Accordingly, the instructional sequence of the module was designed to create affect-supportive learning conditions and sustained interactional opportunities through structured classroom practices.

The module adopted the CASEL competency framework as the organising foundation for design and sequencing of instructional phases to transfer these principles into a systematic intervention. The CASEL framework identifies five interrelated socio-emotional competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which support

academic functioning and healthy classroom relationships (CASEL, 2020). These competencies were integrated into language teaching practices to promote emotional regulation during performance tasks, strengthen self-awareness and motivation, and develop cooperative classroom interaction. From a language learning perspective, self-management and relationship skills enhance learners' capacity to engage in group tasks, negotiate meaning respectfully, and maintain communicative effort, thereby supporting sustained participation. Social awareness and responsible decision-making further contribute to a supportive peer climate, improving classroom interaction and reducing inhibitions associated with speaking in English.

The design was also supported by the emotional intelligence perspective which emphasizes recognition of emotions, regulation of emotional responses, empathy, and intrinsic motivation. These capacities align closely with the demands of second language classrooms where learners encounter communicative pressure, frequent peer comparison, and fear of errors. Consequently, the module embedded emotionally supportive practices that promote empathy and self-regulation alongside language use. The module was also strengthened by evidence from large-scale research indicating that school-based SEL interventions contribute to improved socio-emotional outcomes and measurable gains in academic achievement, thereby supporting the relevance of SEL-based instructional integration for educational contexts (Durlak et al., 2011). Hence, the investigator structured the module as a coherent instructional package that integrates socio-emotional development with language learning objectives, enabling a classroom environment that supports interaction, confidence, and meaningful engagement with English.

Rationale for the Selection of Module Components

The instructional components incorporated into the SEL-based module were selected to translate the theoretical foundations of the intervention into classroom practices that are feasible within secondary school English classrooms. Each component was designed to reduce learners' affective barriers, strengthen socio-emotional competencies, and facilitate participation in language learning tasks through supportive interpersonal classroom routines.

Emotion check-ins, including the use of an emotion thermometer, were integrated at the beginning of sessions to enable learners to identify and label emotions and to reflect on their readiness for learning. This practice strengthens self-awareness by helping learners recognise emotional states and strengthens self-management by creating opportunities for early regulation before communicative language tasks. In second language classrooms, where learners may experience hesitation and fear of judgement, such check-ins help normalise emotional expression and support an emotionally safe learning space, thereby contributing to reduced affective barriers to participation (Dewaele & MacIntyre, 2014).

Mindfulness-based practices such as breathing exercises and guided imagery were included as short preparatory routines to promote calmness, attention regulation, and emotional balance prior to language engagement. These strategies were intended to lower anxiety and improve learners' readiness to process classroom input and participate in interaction, consistent with affect-related explanations of second language learning in which emotional barriers restrict learners' access to learning opportunities (Krashen, 1981).

Reflective practices, including journaling and brief written reflections, were incorporated to enhance learners' capacity for emotional monitoring and self-regulation. Reflection supports self-awareness by encouraging learners to recognise feelings linked to learning experiences and supports responsible decision-making through evaluation of participation behaviours and learning choices. Such reflective writing also provides structured language use opportunities, enabling learners to practise emotional vocabulary and explanatory discourse in meaningful contexts.

Collaborative and creative tasks were included to facilitate structured peer interaction and to develop relationship skills and empathy-based communication. Group tasks provide opportunities for meaningful language practice through negotiation of meaning and cooperative discourse; however, participation in interaction may be constrained by fear of negative evaluation. Hence, collaborative tasks were designed to cultivate respectful listening, peer support, and shared responsibility, which collectively encourage willingness to communicate and sustained engagement.

Classroom routines such as morning greetings, circle-time reflection, gratitude-based activities, and affirmation exercises were incorporated to create and sustain a positive classroom climate. These routines were intended to strengthen teacher–student rapport and peer connectedness, reinforce emotional safety, and encourage learners to take linguistic risks without excessive fear of error correction. A consistent emotionally supportive climate functions as a foundational condition for participation and communicative engagement during English language learning.

Accordingly, the components of the module were incorporated as an integrated instructional system rather than as isolated activities. Together, these components were intended to enhance Socio-Emotional Competence while simultaneously supporting the affective and interactional conditions necessary for effective second language learning.

Development of the Instructional Module

For developing the SEL-based instructional module, the investigator selected suitable portions from the first unit of the Standard IX English textbook prescribed by SCERT Kerala. The module was developed based on the prose texts *Half a Day* by Naguib Mahfouz and *Debts of Gratitude* by Selma Lagerlof, and the poem *Nothing Twice* by Wisława Szymborska. The selection of the texts and portions was guided by their suitability for socio-emotional integration, relevance to the lived experiences of secondary school learners, and feasibility for classroom transaction within the stipulated intervention period. The instructional module was prepared as structured SEL-integrated lesson scripts developed for the selected text segments. Although lesson-specific themes and discourse-oriented tasks varied according to the content, all lesson scripts followed a uniform phase sequence and incorporated common instructional components to ensure standardisation and consistency of implementation.

The complete instructional module comprising the detailed lesson scripts is provided in the Appendix III. As the lesson scripts were further segmented into flexible 45-minute lesson plans for classroom transaction, selected model lesson plans are also included in the Appendix IV as representative samples.

Outline of the SEL-based Instructional Module

The SEL-based Instructional Module was implemented through a fixed and recurring sequence of classroom steps, namely Check-in, Starters, Process Reading, Independent Practice, Debrief, and Closing Circle. This structured sequence formed the core design of the module and was followed consistently across all lessons to ensure uniform instructional exposure during the intervention period. Each lesson provides planned opportunities for students to listen, speak, read, and write in English through emotionally supportive and interaction-rich classroom practices.

While the sequence remained constant, the activities within each step were flexibly adapted to suit lesson content, allowing the module to be enacted through embedded lesson scripts and daily lesson plans without altering its underlying structure.

Check-in. Each lesson began with a Check-in, which functioned as a mindful introduction to the session. This step involved brief mindfulness-oriented practices such as guided breathing, visualisation, or affirmations. Students were encouraged to attend to their emotional state and where appropriate, share a feeling word or short response.

The Check-in activities helped learners settle into the classroom environment, supported emotional regulation, reduced anxiety, and created a safe and receptive learning climate. This step also prepared students for listening activities by lowering the affective filter and enhancing attentional readiness.

Starters. The Starters stage provided structured opportunities for emotional narration. Using visual prompts, reflective questions, or short recall tasks, students were encouraged to share personal experiences related to the theme of the lesson (e.g., first-day memories, gratitude experiences, meaningful moments).

This step emphasised low-anxiety oral expression, enabling students to use feeling words and simple personal statements. Through shared narration and attentive listening, learners developed empathy and social awareness while simultaneously activating prior knowledge and strengthening speaking skills.

Process Reading. The Process Reading stage focused on guided engagement with the prescribed text. Teacher-led model reading and dialogic interaction supported comprehension, pronunciation, and vocabulary development. Students were encouraged to identify emotions, key ideas, and significant moments within the text through annotation and guided reflection.

To enhance accessibility and emotional engagement, texts were frequently transacted using digital formats supported by visual representations. Vocabulary exploration was reinforced through word clouds, enabling collective identification and discussion of emotionally significant words and expressions. This multimodal approach supported deeper comprehension by integrating cognitive and emotional processing during reading.

Independent Practice. This stage enabled learners to apply their understanding through reflective and creative tasks in a manner that prioritised emotional safety and learner autonomy. While the tasks were designed to encourage

individual reflection, students were not required to work in isolation. Flexibility was intentionally built into this stage, allowing learners to choose whether to engage with the task independently or to discuss ideas with peers before or during task completion.

Activities such as reflective writing, creative responses, and discussion-based tasks allowed students to connect textual themes with personal experiences, fostering self-awareness and perspective-taking. Students who preferred collaborative engagement were encouraged to exchange thoughts, clarify ideas, and co-construct responses through peer discussion, thereby participating in supportive speaking and writing interactions. At the same time, learners who were comfortable working independently were permitted to do so without pressure. No student was compelled to share personal experiences or present responses publicly.

This learner-centred flexibility was intentionally incorporated in alignment with Social and Emotional Learning principles and the affective filter hypothesis, ensuring that participation in language tasks occurred within a low-anxiety, emotionally safe environment where students could choose modes of engagement that matched their comfort levels.

Debrief. The Debrief stage provided space for collective reflection on both emotional and language learning. Through guided discussion and thematic prompts, students revisited key ideas, emotions, and insights emerging from the lesson.

This step strengthened attentive listening, respectful dialogue, and critical reflection, while enabling learners to articulate understanding in their own words, thereby reinforcing speaking skills and emotional awareness.

Closing Circle. Each lesson concluded with a Closing Circle, designed to offer emotional closure and reinforce positive classroom relationships. Students engaged in brief reflective sharing, gratitude moments, or affirmations in a supportive, non-judgmental environment.

This final step helped consolidate learning, promoted relational skills, and encouraged transfer of emotional vocabulary and reflective language to real-life contexts, ensuring that learners end up with the session with a sense of completion and emotional balance.

Socio-Emotional Strategies Embedded in Teaching-Learning Practices

The instructional module integrated specific socio-emotional strategies into classroom transaction to support the development of Socio-Emotional Competence alongside language learning. The strategies included mindfulness and relaxation practices, guided imagery, emotion check-ins, affirmation routines, reflective narration, vocabulary enrichment through emotion word clouds, collaborative discussions, role play, creative writing tasks, and creative artefacts. Skill enrichment practices were supported through two learning artefacts: (i) an individual reflective journal maintained by students and (ii) a common creative canvas maintained in the classroom to display student outputs and reflections.

Features of the SEL-based instructional module

The SEL-based Instructional Module developed for the present study is designed with the dual purpose of enhancing second language learning and strengthening students' Socio-Emotional Competence. The module is structured so

that language learning does not occur in isolation but is meaningfully embedded within students' emotional experiences, interpersonal interactions, and reflective practices. The major features of the module are described below.

- Integrates LSRW skills with SEL competencies
- Self-awareness is promoted through reflective writing tasks, personal response activities, and “best moments” reflections.
- Self-management skills are developed through mindfulness practices, guided relaxation, and regular reflective journaling.
- Social awareness is enhanced through gratitude-based activities, shared reflections, and empathy-building discussions.
- Relationship skills are strengthened through collaborative learning tasks such as pair work, group activities, peer interaction, and preparation of certificates of appreciation.
- Responsible decision-making is fostered through reflective tasks that encourage students to think about their actions and their impact on others, with an emphasis on kindness and ethical behaviour.
- Combines cognitive and emotional dimensions of learning in second language instruction.
- Provides meaningful opportunities to listen, speak, read, and write in English through emotionally engaging activities.

- Encourages learner participation in a supportive classroom environment that reduces anxiety related to second language use.
- Emphasises reflection, empathy, and shared expression as pathways for language learning rather than rote memorisation.
- Promotes learner-centred and activity-oriented classroom practices with the teacher acting as a facilitator and emotional guide.
- Aims to build a safe and inclusive classroom climate where students feel confident to express themselves in the second language.

Preparation of lesson plans

The lesson plans for the experimental group were prepared based on the SEL-integrated lesson scripts embedded in the instructional module. A total of 26 lesson plans, each of 45 minutes duration, were developed for the classroom transaction of the three selected texts during the intervention period. Each lesson plan followed a consistent SEL-integrated instructional sequence comprising mindful engagement and emotion check-in, emotional narration, guided interaction with the text through scaffolded reading and discussion, collaborative discourse-oriented tasks integrating language production, reflective closure, and enrichment activities. The lesson plans were subjected to expert validation to ensure appropriateness of content and feasibility for classroom implementation. Selected model lesson plans are appended in the Appendix IV.

Expert validation of the SEL-based Instructional Module

The instructional module embedded with lesson scripts was submitted for expert validation using an evaluation proforma prepared by the investigator under the guidance and supervision of research supervisor. Experts evaluated the module for content appropriateness, alignment with SEL and language learning objectives, sequencing of activities, feasibility of classroom implementation, suitability to secondary students, and language appropriateness. Based on expert feedback, necessary revisions were incorporated for refinement of lesson phases and activities.

Pilot Study of the SEL-based Instructional Module

To examine the practicability and instructional effectiveness of the SEL-based instructional module, the investigator implemented it with a group of Standard IX students from NSSHSS, Mulloorkkara, and sought feedback from students and teachers. An instructional module evaluation proforma was administered to the teachers to obtain structured feedback on the design and implementation of the module. Students' responses to the instructional phases together with teachers' suggestions enabled the investigator to refine the module. The pilot study provided insights into the time required for completing activities and the need to adjust the duration allotted to certain phases to ensure smooth classroom transaction.

Refinement and Finalisation of the Module

Based on expert validation and findings of the pilot study, the module was refined and finalised by modifying certain activities, improving instructional clarity, and adjusting time allotment for specific phases wherever necessary. The finalised

SEL-based Instructional Module was prepared for implementation in the experimental phase of the study.

Evaluation Proforma for Expert Validation

The Expert Evaluation Proforma for validating the SEL-based Instructional Module in English was constructed by the investigator under the guidance of the research supervisor. The proforma was prepared as a structured instrument to obtain systematic expert judgment regarding the adequacy, clarity, relevance, feasibility, and instructional suitability of the SEL-based module in achieving its stated objectives and in fostering Socio-Emotional Competence along-side English language learning at the secondary school level.

The final form of the evaluation proforma comprised 25 statements, organised under six major criteria, namely: (i) Realization of Instructional Objectives, (ii) Suitability of Instructional Phases, (iii) Appropriateness of Strategies and Content, (iv) Continuous Evaluation and Involvement of Students, (v) Practicability of the Module, and (vi) Scope of the Module. Each expert was requested to evaluate the module with reference to the statements under each criterion and record judgments using a three-point rating scale: To a Large Extent (LE), To a Moderate Extent (ME), and To a Small Extent (SE). The expert evaluation proforma used for the validation of the SEL-based instructional module, along with a sample completed proforma, is provided in Appendix II.

Criteria Included in the Expert Evaluation Proforma

The final evaluation proforma was systematically structured under six criteria. The distribution of statements under each criterion is presented in Table 2.

Table 2*Various Aspects of Evaluation for Experts*

Sl.No	Aspects of Evaluation	No. of Questions
1	Realization of Instructional Objectives	4
2	Suitability of Instructional Phases	4
3	Appropriateness of Strategies & Content	4
4	Continuous Evaluation & Involvement of Students	5
5	Practicability of the Module	4
6	Scope of the Module	4
Total		25

Administration of Evaluation Proforma Among the Panel of Experts

Prior to the finalisation and implementation of the SEL-based instructional module, the evaluation proforma was submitted to a panel of ten subject experts for content validation. The expert panel consisted of teacher educators and practising English teachers at the secondary and higher secondary levels, selected on the basis of their academic and professional expertise in English language education.

The experts were provided with the complete instructional module along with lesson scripts that contained the SEL-integrated classroom phases and activities such as mindfulness introduction, emotion check-ins, reflective narration, group discussions, creative writing tasks, continuous evaluation activities, and follow-up practices. Experts were requested to examine the module with reference to each statement in the proforma and record their judgments using the three-point rating scale provided. In addition to rating, qualitative feedback was also invited through comments and suggestions. Any clarifications sought by experts regarding instructional sequence, feasibility, and classroom transaction were addressed by the

investigator. The suggestions and recommendations obtained from the experts were incorporated for refining the module before final implementation.

Preparation of Expert Evaluation Report and Refinement of the Module

An expert evaluation report was prepared by consolidating both the quantitative ratings and the qualitative feedback obtained from the panel of experts. Expert feedback indicated that the module objectives were appropriate and clearly aligned with both language learning outcomes and the intended socio-emotional outcomes. The sequence of instructional phases was considered suitable for learner engagement, and the instructional strategies and activities were found to be contextually meaningful for secondary school students.

Experts also observed that the integration of SEL strategies such as guided imagery, mindfulness exercises, reflective journaling, group discussions, cooperative tasks, gratitude practices, and affirmation activities contributed towards creating an emotionally supportive classroom climate. The module was further found to incorporate learner involvement and continuous evaluation practices such as reflective journals, peer feedback, and classroom interaction, enabling students to participate actively and express their emotional responses meaningfully through English. Suggestions from experts were carefully examined and incorporated, particularly with regard to time allotment for selected activities, sequencing of phases, and clarity of classroom instructions. Thus, the SEL-based Instructional Module was refined based on expert evaluation and prepared for final implementation.

Establishment of Content Validity Using Content Validity Index

Content validity of the SEL-based Instructional Module was established through expert judgment using the evaluation proforma. Each item in the evaluation proforma was rated on a three-point scale where a score of 3 indicated adequacy/relevance to a large extent, 2 indicated adequacy/relevance to a moderate extent, and 1 indicated adequacy/relevance to a small extent. Ratings of 2 and 3 were treated as content-valid responses in accordance with Content Validity Index (CVI) guidelines (Polit & Beck, 2006). This method provided a systematic and empirically grounded basis for determining the adequacy, relevance, and representativeness of the module content and transaction process.

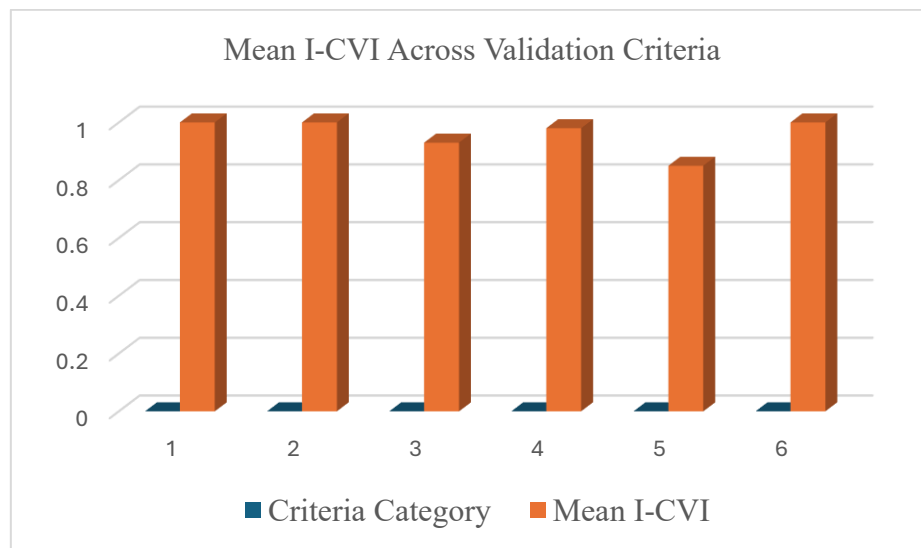
The Item-Level Content Validity Index (I-CVI) for each of the 25 items was computed by dividing the number of experts assigning ratings of 2 or 3 by the total number of experts. The Scale-Level Content Validity Index, calculated using the average method (S-CVI/Ave), was obtained by computing the mean of all I-CVI values across items.

The I-CVI values obtained ranged from .80 to 1.00, indicating high levels of expert agreement for most items. The criterion related to practicability of the module yielded a comparatively lower mean I-CVI of around 0.85, though this value still exceeds the commonly accepted threshold for content validity. This suggests that while the module is largely feasible for classroom implementation, minor adjustments related to time management or classroom transaction may further enhance its practicality. The overall Scale-Level Content Validity Index (S-CVI/Ave) of .96 indicates excellent content validity at the scale level, reflecting a high degree of expert

agreement on the relevance and adequacy of the instructional design and its alignment with social and emotional learning principles.

Figure 3

Mean Item-Level Content Validity Index (I-CVI) Across Evaluation Criteria for the SEL-Based Instructional Module



Thus, the SEL-based Instructional Module was validated through a combination of qualitative and quantitative analysis of expert judgment, ensuring expert validity and readiness for effective classroom implementation.

Preparation of Lesson Plans Based on Discourse Oriented Pedagogy

Discourse Oriented Pedagogy is widely adopted in Kerala secondary school English classrooms as a learner-centred approach emphasising language learning through meaningful discourse activities. The transaction process involves interactive stages such as teacher talk, facilitation of learner responses, group work, collaborative production of discourses, scaffolding, and presentation. Such pedagogic practices aim

to enable learners to develop language competence through purposeful classroom communication and discourse construction.

For the purpose of the present study, the investigator prepared lesson plans grounded in Discourse Oriented Pedagogy (DOP) in accordance with the Standard IX English textbook prescribed by SCERT Kerala. The lesson plans were prepared for the same selected portions that were covered in the experimental group module, namely the prose texts *Half a Day* and *Debts of Gratitude* and the poem *Nothing Twice*. The lesson plans were designed based on the existing DOP transaction model and discourse practices recommended in the teacher handbook, ensuring that the control group instruction reflected the authentic classroom practices currently followed in Kerala state schools.

The Discourse Oriented Pedagogy lesson plans included discourse-based tasks such as interaction questions, group discussions, scaffolded reading activities, vocabulary support activities, and opportunities for production of learner discourses such as description, narration, letter, diary, announcement, and other language tasks recommended in the curriculum. Care was taken to provide adequate opportunities for listening, speaking, reading, and writing in English, and to transact the same content areas within the same instructional duration as that of the experimental group.

Thus, the control group lesson plans ensured that instructional time, content coverage, and classroom transaction were kept comparable across groups, and that any significant difference in post-test performance could be attributed to the SEL-based instructional intervention rather than to variation in content or time allotment. To ensure content relevance, pedagogical appropriateness, and instructional clarity,

the lesson plans were subjected to expert validation by subject specialists in English education. Sample lesson plans based on Discourse-Oriented Pedagogy are presented in Appendix V.

Construction and Standardisation of Second Language Achievement Test

Second Language Achievement (SLA) in the present study refers to achievement in English at the secondary school level. For measuring SLA, the investigator constructed an achievement test titled Achievement Test in English, based on the selected content of the Standard IX English textbook prescribed by SCERT Kerala and the portions transacted in the experimental and control group interventions. The test was used as pre-test and post-test for both experimental and control groups.

The SLA test was constructed and standardised by following systematic steps of achievement test construction, such as identification of content areas and objectives, preparation of blueprint, development of item pool, expert validation, pilot testing, item analysis and refinement, preparation of scoring scheme, and establishment of reliability.

Identification of Content Areas and Instructional Objectives

As the initial step in developing the Second Language Achievement Test in English, the investigator conducted a systematic analysis of the concept of English language achievement at the secondary school level. In the present study, English language achievement is understood as the extent to which learners attain the expected learning outcomes in English, as reflected in their ability to comprehend texts, use

language structures appropriately, and produce meaningful written responses in academic contexts.

The investigator carefully reviewed the Standard IX English textbook prescribed by SCERT Kerala, the corresponding curriculum objectives, and the discourse-oriented classroom practices recommended for secondary level English learning. The investigator also examined the competencies expected from learners in reading comprehension, writing, language use (grammar), and listening comprehension. Based on this analysis, the test was constructed to assess the essential achievement outcomes in English expected at the end of the instructional period.

Preparation of Blueprint and Design of the Test

A blueprint was prepared to ensure adequate representation of content areas, instructional objectives, and skill components. On the basis of the blueprint, and after obtaining expert suggestions, the investigator designed the test in four sections:

- Section A – Reading and Interpretation (10 marks)
- Section B – Writing (8 marks)
- Section C – Grammar and Usage (6 marks)
- Section D – Listening Comprehension (6 marks)

The weightage for each section was fixed according to the learning outcomes intended to be assessed and the relative importance of each domain in secondary level English achievement. This sectional organisation ensured that the tool assessed second language achievement comprehensively, rather than limiting measurement to a single skill area.

Preparation of Item Pool and Drafting of Questions

Based on the blueprint, a preliminary item pool was prepared for each section of the test, with due emphasis on the specific content areas selected for the experimental phase of the study.

Reading and Interpretation. The Reading and Interpretation section was developed so as to assess learners' ability to read, comprehend, infer meaning, and interpret ideas from written texts appropriate to their grade level. Reading achievement at the secondary level involves the ability to identify explicit information, infer implied meanings, interpret changes in ideas across a passage, and use contextual clues to derive word meanings. The investigator prepared a short prose passage followed by comprehension questions targeting literal and inferential understanding. In addition, a short poetic excerpt was included to assess learners' ability to interpret poetic meaning and identify key thematic ideas. Items were prepared in short-answer format to enable students to respond precisely and to reduce random guessing.

Writing. The Writing section was developed so as to assess learners' achievement in producing coherent and meaningful written discourse. Writing achievement in English includes the ability to organize ideas logically, maintain relevance to the given context, express personal experience in an appropriate register, and demonstrate control over basic grammar and mechanics in writing.

For this purpose, the investigator prepared writing tasks based on discourse forms included in the selected content area and recommended in the curriculum at

secondary level, such as diary entry and gratitude letter. Options were provided so that learners could select the task they were most comfortable with, thereby encouraging genuine expression and reducing anxiety-related underperformance.

An analytic scoring rubric was prepared to ensure objectivity and uniformity in assessment of the writing tasks. The four key criteria for assessment of writing tasks include; Content and Relevance, Organisation and Coherence, Vocabulary and Expression, and Grammar and Mechanics. These criteria were selected to capture both the communicative adequacy of the writing as well as the linguistic accuracy expected at the secondary school level. Under each criterion, performance was rated on a 0–1 mark scale.

Grammar and Usage. The Grammar and Usage section was designed to measure learners' achievement in applying grammatical knowledge in context. Grammar achievement at this level is reflected in using language structures appropriately in sentence-level tasks. Accordingly, test items were prepared from commonly taught grammar areas covered under the selected unit which includes; Question tags, and Identification of noun phrases. The selected items were objective in nature, enabling consistent scoring and reducing subjectivity.

Listening Comprehension. Listening comprehension was included as a core dimension of second language achievement, as it reflects learners' ability to process spoken English and comprehend meaning in real time. Since listening is an integral component of communicative competence in classroom learning, a listening task was prepared in the form of a short narrative passage. The teacher read the passage aloud twice, following standardized instructions, and learners responded to five short-

answer questions based on the listening text. The questions were framed to assess comprehension rather than memory alone, and responses were kept short to ensure feasibility in classroom testing.

The investigator prepared section-wise items aligned with the expected learning outcomes. Care was taken to ensure clarity of language, appropriateness of difficulty level, and suitability to IX Standard learners.

Table 3

Summary of the Distribution of Items of the Draft Second Language Achievement Test based on Language Components

Sl.No	Content	Objective Type	Short answer type	Long answer type	Total
1.	Reading Comprehension(Story)	1	5	-	6
2.	Reading Comprehension(Poem)	-	4	-	4
3.	Writing (Diary Writing)	-	-	4	4
4.	Writing (Letter Writing)	-	-	4	4
5.	Question tags	4	-	-	4
6.	Noun Phrase	2	-	-	2
7.	Listening Comprehension	2	4	-	6
	Total Marks	9	13	8	30

Preparation of Draft Tool and Expert Validation

A draft version of the SLA test was prepared with clear instructions, section division, mark distribution, and time allotment. The draft tool was given to subject experts for evaluation of content relevance, coverage of learning outcomes, language accuracy, suitability to the sample group, and appropriateness of difficulty level. On

the basis of expert feedback, necessary modifications were incorporated, such as rewording of items, removal of ambiguity, and refinement of certain questions to ensure fairness and validity.

Pilot Testing of the Draft SLA Test

After expert validation, the draft SLA test was pilot-tested on a group of 9th standard students similar to the population under study. At this stage the preliminary version was administered to 120 pupils of IX standard following SCERT syllabus in Kerala. The pilot version of the tool consisted of 30 marks with a time allotment of 1 hour 30 minutes.

The preliminary draft of the test was administered after giving relevant instructions to the students. The tests were distributed and the students were instructed to attempt all the questions. Responses were scored using the approved marking scheme, and item analysis was carried out to select effective items for the final version.

Item Analysis and Refinement

Item analysis was undertaken in accordance with established principles of educational measurement as outlined by Ebel (1966), and Reynolds et al. (2011). Two types of items, short-answer and long-answer were analyzed using distinct but complementary methods, consistent with accepted educational measurement practices. The difficulty index and discriminating power of each item were determined in order to choose the items for the final test.

For the objective-type items, both the Difficulty Index (p) and the Discriminating Power (D) were computed using Ebel's formula, which is widely employed for item analysis in achievement tests. These indices were used to examine the level of difficulty of each item and its ability to discriminate between high and low performing students.

For the long answer items, specifically letter writing and diary entry questions, a different procedure was adopted in view of their constructed response nature. The difficulty index for these items was calculated by dividing the mean score obtained on each item by the maximum possible score, following the recommendation of Reynolds, Livingston, and Willson (2011). This method enables the relative difficulty of extended response items to be interpreted in relation to their scoring scale and provides a meaningful comparison across items with different score ranges. The discriminating power for the long answer items was calculated using the standard discrimination formula based on upper and lower group performance. This procedure was applied to the two long answer questions (Q11 and Q12).

Short-Answer and Objective Items. For short-answer and objective items, the Difficulty Index (p) and Discrimination Index (D) were computed. Students' total scores were arranged in descending order, and the upper 27% and lower 27% of the sample were identified as the comparison groups.

The formula used to calculate each item's difficulty index (p) is given below.

$$p = \frac{U + L}{2N}$$

Where,

U = The number of correct responses in the upper group

L = The number of correct responses in the lower group

N = The number of students in each group.

For calculating the discriminating power (D), the following formula was used.

$$D = \frac{U - L}{N}$$

where,

U = The number of correct responses in the upper group

L = The number of correct responses in the lower group

N = The number of students in each group.

Long-Answer Items. For long-answer questions (letter writing and diary entries), the Difficulty Index (*DI*) was derived by dividing the average score on the item by the maximum possible score, as recommended by Reynolds, Livingston, and Willson (2011).

$$DI = \frac{\bar{x}}{M}$$

Where,

$\bar{x}$ = mean score obtained by students on the item

M = maximum possible score for the item

The Discriminating Power (D) for long-answer items was calculated by comparing the performance of the upper and lower groups.

$$D = \frac{\bar{x}_U - \bar{x}_L}{M}$$

Where,

$\bar{x}_U$ = mean score of the upper group on the item

$\bar{x}_L$ = mean score of the lower group on the item

M = maximum possible score for the item

According to Ebel's (1966) criteria, items with p-values between 0.25 and 0.75 and discrimination indices (D) of 0.40 or above were considered acceptable. The difficulty index and discriminating power of each item are given in Table 4.

Table 4

Difficulty Index and Discriminating Power of Items in Second Language Achievement Test

Item No	<i>U</i>	<i>L</i>	<i>p</i>	<i>D</i>	Remarks
1	30	8	0.59375	0.6875	Accepted
2	32	4	0.5625	0.875	Accepted
3	27	4	0.484375	0.71875	Accepted
4	30	0	0.46875	0.9375	Accepted
5	20	0	0.2125	0.625	Rejected
6	32	12	0.6875	0.625	Accepted
7	27	8	0.546875	0.59375	Accepted
8	32	8	0.625	0.75	Accepted

Item No	<i>U</i>	<i>L</i>	<i>p</i>	<i>D</i>	Remarks
9	10	0	0.15625	0.3125	Rejected
10	10	0	0.15625	0.3125	Rejected
11*	-	-	0.66796875	0.5859375	Accepted
12*	-	-	0.6171875	0.609375	Accepted
13	27	8	0.546875	0.59375	Accepted
14	30	8	0.59375	0.6875	Accepted
15	27	12	0.609375	0.46875	Accepted
16	10	0	0.15625	0.3125	Rejected
17	32	12	0.6875	0.625	Accepted
18	27	8	0.546875	0.59375	Accepted
19	27	4	0.484375	0.71875	Accepted
20	32	8	0.625	0.75	Accepted
21	32	16	0.75	0.5	Accepted
22	32	12	0.6875	0.625	Accepted
23	32	0	0.5	1	Accepted
24	10	4	0.21875	0.1875	Rejected

Note. *U* = number of correct responses in the upper group; *L* = number of correct responses in the lower group; *p* = difficulty index; *D* = discrimination index. Items were retained when *p* ranged from 0.25 to 0.75 and *D* was ≥ 0.40 . *Items 11 and 12 (marked) were analysed using the appropriate scoring approach for non-objective items; therefore, upper–lower group frequency counts are not reported.

Items 5, 9, 10, 16, and 24 were rejected due to very low difficulty indices ($p < 0.25$) and inadequate discrimination ($D < 0.40$). The remaining objective-type items were retained, as they met the accepted criteria for both difficulty and discrimination.

The difficulty indices for the long answer items (Q11 and Q12), were 0.6679 and 0.6172, respectively, indicating moderate difficulty. The discriminating power values obtained for Q11 (0.5859) and Q12 (0.6094) exceeded the minimum acceptable threshold, demonstrating that both items were effective in distinguishing between higher and lower achieving students.

Based on the pilot administration, the test was revised and the final form was prepared for experimentation. In the final version, the total marks were fixed as 25 with a time allotment of 1 hour to improve feasibility within the school context. In addition, the distribution of marks across the four sections was revised to achieve a more balanced representation of the identified achievement domains. Accordingly, the final test comprised four sections: Reading and Interpretation (7 marks), Writing (8 marks), Grammar and Usage (5 marks), and Listening Comprehension (5 marks). This revised structure ensured adequate coverage of content and objectives while improving the manageability and practicality of the test for classroom administration.

Preparation of Scoring Key and Scoring Procedure

A structured scoring key and marking scheme were prepared by the investigator for scoring the SLA test. Objective responses in the Reading, Grammar, and Listening sections were scored using direct marking procedures based on the prepared scoring key. Since the SLA test included subjective writing tasks such as diary entry and gratitude/thank-you letter writing, scoring of these tasks was carried out using a structured rubric prepared by the investigator to ensure fairness, uniformity, and consistency in evaluation. The rubric was prepared by considering expected writing competencies of Standard IX learners and included criteria such as relevance to the task, organisation and coherence of ideas, vocabulary and expression, and grammatical accuracy. Each writing task was scored for 4 marks, and marks were allotted criterion-wise as shown below. The total SLA score for each student was obtained by summing the marks scored in all the four sections.

Table 5*Rubric for Writing Tasks (Diary Entry / Gratitude Letter)*

Criterion	Indicators	Marks
Content & Relevance	Addresses the prompt clearly; includes required details	0–1
Organisation & Coherence	Logical sequence; clarity of ideas; smooth flow	0–1
Vocabulary & Expression	Appropriate vocabulary; communicative style; tone	0–1
Grammar & Mechanics	Grammar, spelling, punctuation; sentence structure	0–1
Total		4

As the writing tasks involved subjective scoring, the investigator took additional measures to enhance scoring reliability. Rubric-based scoring was strictly followed for all answer scripts. To minimise scorer bias and to ensure consistency in scoring, a sub-sample of answer scripts was cross-checked under the guidance of the subject expert using the same rubric and marking scheme. The comparison of scores ensured uniformity of interpretation of scoring criteria and improved the dependability of writing scores obtained through the SLA test.

Reliability of the SLA Test

The internal consistency of the test was estimated using Cronbach's reliability coefficient, (Cronbach's $\alpha = 0.904$) which indicated satisfactory reliability for classroom based assessment and hence the test was considered reliable for measuring Second Language Achievement among secondary school students.

Thus, the SLA test prepared by the investigator was found valid and reliable for assessing achievement in English, and the final version was used as pre-test and post-test in the experimental phase of the present study.

The final version of the second language achievement test is presented in Appendix VII. The scoring key and marking scheme for the second language achievement test is included in Appendix VIII.

Construction, Validation and Standardisation of Socio-Emotional Competence Scale

The Socio-Emotional Competence (SEC) Scale was developed by the researcher with the help of the research supervisor for assessing the level of Socio-Emotional Competence among secondary school students. Socio-Emotional Competence is commonly understood as an individual's capacity to understand and regulate emotions, make responsible decisions, show empathy, and maintain positive relationships, (CASEL, 2023). Based upon the widely recognized CASEL framework, which identifies five core domains of Socio-Emotional Competence: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, the SEC scale was conceptualized to comprehensively assess these domains in the target student population.

The development process began with an extensive review of literature, theoretical models and standardized instruments that assess Socio-Emotional Competence. Emphasis was given on strictly adhering to the guidelines proposed by CASEL which advocate for assessments that are developmentally appropriate, culturally relevant and applicable in education settings. Expert suggestions from

educators, psychologists and practitioners were also incorporated to contextualize and refine the initial pool of items.

Preparation of the Draft SEC Scale

An initial draft of the SEC scale was prepared by mapping statements to the five core CASEL domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The draft tool comprised 65 items rated on a five-point Likert scale with graded response options: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Scoring for positive statements was done as 5, 4, 3, 2, 1, and for negative statements reverse scoring was done as 1, 2, 3, 4, 5. This scoring scheme ensured that higher total scores indicated higher levels of Socio-Emotional Competence.

Content Validation Through Expert Review

The preliminary form of the SEC scale was given to subject experts in the fields of education and psychology and also to secondary and higher secondary school teachers. They were requested to examine the clarity of statements, relevance of items, content validity, developmental appropriateness, and contextual suitability. Based on expert feedback, several items were revised to improve linguistic precision and contextual fit.

Pilot Study of the SEC Scale

The investigator conducted a pilot study to establish the psychometric qualities of the scale and to standardise the instrument. The pilot administration was carried out with a sample of 250 Standard IX students from schools in Thrissur district of Kerala.

The students were requested to mark responses against the statements of the SEC scale. The investigator assured them that the responses would be used only for research purposes and kept confidential. There was no rigid time limit; however, students completed the scale within 45 to 50 minutes. The completed scales were collected and scored for subsequent item analysis and reliability procedures.

The standardisation of the scale was carried out through a multi-stage process consistent with accepted scale development protocols.

Item Analysis Through Independent Samples t-Test

The first stage of standardisation involved item-wise discrimination analysis to determine the discriminative efficiency of each statement in the SEC scale. Independent-samples t-tests were conducted by comparing responses of students in the upper 27% and lower 27% groups of the total scale scores. This method was adopted to identify items capable of differentiating between students with high and low levels of socio-emotional competence. According to Edward (1965), items with $p < .05$ or $p = .05$ were retained, whereas items with $p > .05$ were rejected.

The results of the item-wise discrimination analysis are presented in Table 6.

Table 6

Item-Wise Discriminative Analysis of the Socio-Emotional Competence Scale

Items	Student's t Statistic	<i>p</i>	Remarks
Item1	-2.397	0.018	Accepted
Item2	-0.452	0.652	Rejected
Item3	-4.141	<.001	Accepted
Item4	-3.396	<.001	Accepted
Item5	-3.425	<.001	Accepted

Items	Student's t Statistic	<i>p</i>	Remarks
Item6	-3.065	0.003	Accepted
Item7	0.511	0.61	Rejected
Item8	-1.815	0.072	Rejected
Item9	-3.359	0.001	Accepted
Item10	-0.469	0.64	Rejected
Item11	-2.13	0.035	Accepted
Item12	-3.187	0.002	Accepted
Item 13 R	-3.442	<.001	Accepted
Item14	-7.339	<.001	Accepted
Item15	-5.546	<.001	Accepted
Item16	-6.206	<.001	Accepted
Item17	-5.566	<.001	Accepted
Item18	-4.923	<.001	Accepted
Item19	-0.665	0.507	Rejected
Item 20R	-4.85	<.001	Accepted
Item21	-0.355	0.723	Rejected
Item 22R	-5.942	<.001	Accepted
Item23	-4.762	<.001	Accepted
Item24	-5.627	<.001	Accepted
Item25	-5.114	<.001	Accepted
Item26	-5.916	<.001	Accepted
Item27	-6.463	<.001	Accepted
Item28	-5.722	<.001	Accepted
Item29	-5.378	<.001	Accepted
Item30	-7.238	<.001	Accepted
Item31	-5.552	<.001	Accepted
Item32	-6.882	<.001	Accepted
Item 33R	-7.386	<.001	Accepted
Item34	-6.649	<.001	Accepted
Item35	-0.438	0.662	Rejected
Item36	-7.812	<.001	Accepted
Item37	-6.845	<.001	Accepted

Items	Student's t Statistic	<i>p</i>	Remarks
Item38	-5.673	<.001	Accepted
Item39	-6.406	<.001	Accepted
Item40	-4.4	<.001	Accepted
Item41	-4.581	<.001	Accepted
Item 42R	-6.47	<.001	Accepted
Item43	-7.033	<.001	Accepted
Item44	-5.4	<.001	Accepted
Item45	-5.92	<.001	Accepted
Item46	-6.087	<.001	Accepted
Item47	-5.569	<.001	Accepted
Item48	-4.935	<.001	Accepted
Item49	0.443	0.659	Rejected
Item50	-6.511	<.001	Accepted
Item51	-6.094	<.001	Accepted
Item52	-6.339	<.001	Accepted
Item53	-5.360	<.001	Accepted
Item54	-4.167	<.001	Accepted
Item55	-1.764	0.08	Rejected
Item56	-3.491	<.001	Accepted
Item57	-3.202	0.002	Accepted
Item58	-4.647	<.001	Accepted
Item 59R	-3.66	<.001	Accepted
Item60	-3.865	<.001	Accepted
Item61	-1.003	0.318	Rejected
Item62	-1.118	0.265	Rejected
Item63	-1.215	0.226	Rejected
Item64	-3.830	<.001	Accepted
Item65	-3.342	0.001	Accepted

Table 6 indicates that a small subset of items did not show statistically significant differences between the upper and lower groups. These included Item 2 (*t*

$= -0.45, p = .652$), Item 7 ($t = 0.51, p = .610$), Item 8 ($t = -1.82, p = .072$), Item 10 ($t = -0.47, p = .640$), Item 19 ($t = -0.67, p = .507$), Item 21 ($t = -0.36, p = .723$), Item 35 ($t = -0.44, p = .662$), Item 49 ($t = 0.44, p = .659$), Item 55 ($t = -1.76, p = .080$), Item 61 ($t = -1.00, p = .318$), Item 62 ($t = -1.12, p = .265$), and Item 63 ($t = -1.21, p = .226$). These items did not reach the conventional significance threshold ($p < .05$) and were removed from the final pool of items as they did not effectively differentiate between students with high and low levels of socio-emotional competence.

Levene's test was significant for a few items which indicated unequal variances (Items 14, 36, 53, 57, and 58), but the corresponding t-tests for these items remained statistically significant and therefore they were retained.

Following the initial item screening through independent-samples t-tests, a subsequent phase of item refinement was conducted using Reliability analysis.

Reliability Analysis of the SEC Scale

The internal consistency reliability of the SEC scale was examined using Cronbach's alpha (α). Reliability analysis was conducted on the retained set of items following discrimination analysis in order to determine the overall stability and coherence of the scale.

The item-wise reliability statistics are presented in Table 7.

Table 7*Item-wise Reliability Statistics (Cronbach's alpha if item deleted)*

Items	If item dropped Cronbach's α	Items	If item dropped Cronbach's α
Item1	0.859	Item34	0.855
Item3	0.858	Item36	0.855
Item4	0.859	Item37	0.856
Item5	0.859	Item38	0.857
Item6	0.859	Item39	0.856
Item9	0.858	Item40	0.858
Item11	0.859	Item41	0.857
Item12	0.859	Item 42R	0.856
Item 13 R	0.859	Item43	0.855
Item14	0.856	Item44	0.857
Item15	0.857	Item45	0.856
Item16	0.856	Item46	0.856
Item17	0.857	Item47	0.857
Item18	0.857	Item48	0.857
Item 20R	0.857	Item50	0.856
Item 22R	0.857	Item51	0.856
Item23	0.858	Item52	0.856
Item24	0.857	Item53	0.857
Item25	0.857	Item54	0.858
Item26	0.857	Item56	0.859
Item27	0.856	Item57	0.86
Item28	0.856	Item58	0.858
Item29	0.856	Item 59R	0.858
Item30	0.856	Item60	0.859
Item31	0.856	Item64	0.859
Item32	0.856	Item65	0.859
Item 33R	0.856		

Table 7 showed that the scale exhibited a Cronbach's alpha of 0.86, indicating a high level of internal consistency. Initial analysis revealed that several items correlated negatively with the total score. Based on these findings Items 1, 11, 56, 57, 64 and 65 were excluded from further analysis. Item-wise reliability statistics showed that the Cronbach's alpha values if individual items were deleted ranged between .855 and .860, with no substantial increase in the overall alpha upon removal of any single item. This indicates that each retained item contributes meaningfully to the scale and that the internal consistency of the instrument would not improve through item deletion.

After completing both stages of item screening, the remaining 47 items were retained for factor-analytic procedures.

Exploratory Factor Analysis (EFA) for Construct Validation

The next phase of standardisation involved Exploratory Factor Analysis (EFA) to empirically examine whether the retained items loaded onto the intended theoretical dimensions of Socio-Emotional Competence. Since the SEC tool was newly developed and context-specific, reflecting socio-cultural, linguistic and curricular realities of secondary school students in Kerala, EFA was considered more appropriate than CFA at the initial stage of scale development. EFA is widely recommended during the first-stage validation of newly constructed instruments, as it allows the underlying factor structure to emerge empirically without imposing a predetermined measurement model (Fabrigar et al., 1999; Costello & Osborne, 2005; Worthington & Whittaker, 2006).

Data suitability was ensured through the Kaiser Meyer Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity.

Table 8

Bartlett's Test of Sphericity

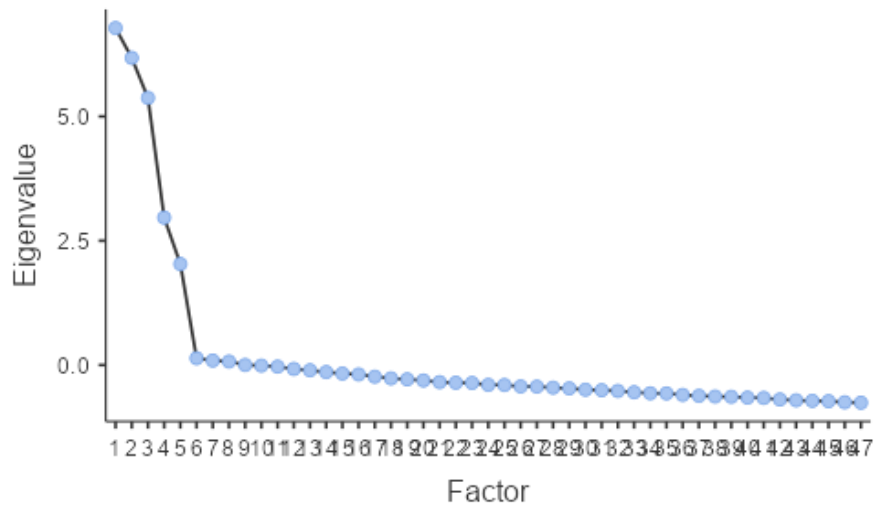
χ^2	<i>df</i>	<i>p</i>
6618	1081	<.001

The results of Bartlett's Test of Sphericity were statistically significant, χ^2 (1081) = 6618, $p < .001$, indicating that the correlation matrix was not an identity matrix. The significant result suggests that the items were sufficiently inter correlated, thereby justifying the application of factor analysis. The findings confirm that the dataset met the necessary assumptions for identifying underlying factor structures.

The Kaiser Meyer Olkin (KMO) measure of sample adequacy was found to be 0.901, which indicates a meritorious level of sampling adequacy, suggesting that the pattern of correlations among items was compact and appropriate for factor analysis.

The factor extraction was carried out using Principal Axis Factoring with an Oblimin rotation to account for expected correlations among the domains of Socio-Emotional Competence. The number of factors extracted was fixed at five with regards to the theoretical constructs guiding the scale development along with the decision supported by the Scree plot.

Figure 4 displays the scree plot generated from the exploratory factor analysis.

Figure 4*Scree Plot*

The scree plot shows a clear and sharp decline in eigenvalues across the first few factors, followed by a noticeable levelling off from the sixth factor onward. The point of inflection, or “elbow,” is observed after the fifth factor, indicating that factors beyond this point contribute only marginally to the explained variance. This pattern suggests that the first five factors account for the substantive common variance in the data and provides empirical support for the retention of five factors that is consistent with the theoretical framework underlying the development of the Socio-Emotional Competence scale.

Factor Loadings and Structure. The pattern matrix obtained through EFA is presented in Table 9. The table displays the factor loadings of the retained items across the five extracted factors, along with their corresponding uniqueness values. It shows how each retained item aligned with the extracted factors and illustrates the strength of each item’s association with its corresponding latent dimension.

Table 9

Pattern Matrix of the Socio-Emotional Competence Scale Obtained Through Exploratory Factor Analysis

	Factor					Uniqueness
	1	2	3	4	5	
Item3				0.751		0.424
Item4				0.613		0.605
Item5				0.670		0.550
Item6				0.768		0.414
Item9				0.736		0.440
Item12				0.716		0.476
Item 13 R				0.636		0.577
Item14			0.764			0.406
Item15			0.765			0.417
Item16			0.742			0.446
Item17			0.755			0.428
Item18			0.761			0.410
Item 20R			0.744			0.432
Item 22R			0.700			0.506
Item23			0.718			0.478
Item24			0.742			0.439
Item25			0.735			0.458
Item26			0.725			0.469
Item27	0.754					0.428
Item28	0.728					0.467
Item29	0.770					0.409
Item30	0.664					0.549
Item31	0.751					0.428
Item32	0.736					0.453
Item 33R	0.808					0.347
Item34	0.719					0.470
Item36	0.742					0.437
Item37	0.722					0.471

	Factor					Uniqueness
	1	2	3	4	5	
Item38	0.697					0.491
Item39	0.759					0.423
Item40		0.719				0.487
Item41		0.745				0.455
Item 42R		0.746				0.431
Item43		0.727				0.432
Item44		0.772				0.413
Item45		0.742				0.427
Item46		0.765				0.399
Item47		0.764				0.398
Item48		0.742				0.443
Item50		0.726				0.458
Item51		0.663				0.538
Item52		0.677				0.535
Item53					0.688	0.512
Item54					0.652	0.564
Item58					0.808	0.338
Item 59R					0.752	0.435
Item60					0.669	0.527

Note. 'Principal axis factoring' extraction method was used in combination with a 'oblimin' rotation

The pattern matrix indicates a clear and interpretable five-factor structure, with items loading strongly on their respective factors and minimal cross-loadings. Most items demonstrated substantial factor loadings, generally above 0.60, suggesting a strong relationship between the items and their underlying latent constructs. Items associated with the first factor demonstrated consistently high loadings, with most values exceeding .70. A similar pattern appeared for the second and third factors, where items showed strong and distinct loadings, indicating clear separation among factors. The fourth and fifth factors included fewer items but still showed moderate to

high loadings. The uniqueness values for most items were moderate which indicates that a substantial proportion of item variance was accounted for by the extracted factors.

Variance Explained. The factor-wise variance explained is shown in table 10. The table shows the sum of squared (SS) loadings, percentage of variance explained by each factor, and the cumulative percentage of variance accounted for by the five extracted factors.

Table 10

Factor-wise Variance Explained by the Socio-Emotional Competence Scale

Factor	SS Loadings	% of Variance	Cumulative %
1	6.62	14.08	14.1
2	6.53	13.89	28
3	6.13	13.04	41
4	3.52	7.48	48.5
5	2.67	5.69	54.2

The factor statistics indicate that the five-factor solution accounted for 54.2% of total variance in Socio-Emotional Competence among secondary school students. The distribution of variance suggests a balanced factor structure with meaningful contribution from all five factors.

The distribution of variance across factors suggests a well-balanced factor structure, with the first three factors contributing substantially and the remaining two factors providing meaningful additional explanatory power. The proportion of variance explained supports the adequacy of the five-factor solution and further confirming the construct validity of the Socio-Emotional Competence Scale.

Model-fit Indices. The model fit indices for the five-factor structure are presented in Table 11. The table shows how well the model aligned with the observed data based on common goodness-of-fit indices. It summarises estimates of absolute and incremental fit and provides the test statistics needed to evaluate whether the overall model offered an adequate representation of the underlying structure.

Table 11

Model Fit Indices for the Five-Factor Structure of the Socio-Emotional Competence Scale

RMSEA 90% CI			Model Test				
RMSEA	Lower	Upper	TLI	BIC	χ^2	df	p
0.00	0.00	0.0182	1.00	-3872	854	856	0.512

The model fit indices indicate an excellent fit of the five-factor model to the data. The Root Mean Square Error of Approximation (RMSEA) value was 0.00, with a 90% confidence interval ranging from 0.00 to 0.0182, well below the recommended cut off value of .06, suggesting a very close fit between the hypothesised model and the observed data. The Tucker Lewis Index (TLI) value of 1.00 further indicates a perfect incremental fit of the model.

Moreover, the chi-square test was non-significant, $\chi^2 (856) = 854$, $p = .512$, suggesting no statistically significant difference between the observed covariance matrix and the model-implied covariance matrix. This result supports the adequacy of the model, particularly given the sensitivity of the chi-square statistic to sample size. The Bayesian Information Criterion (BIC) value of -3872 also supports model parsimony and overall goodness of fit.

Based on the exploratory factor analysis, items with factor loadings below 0.40 or those exhibiting notable cross-loadings were excluded to preserve conceptual clarity and factorial distinctiveness. In addition, Item 60, despite loading cleanly on its respective factor, was removed due to its exceptionally low item-rest correlation observed during item analysis. Through this systematic refinement, a five-factor solution comprising 46 items was finalised.

The extracted factors aligned meaningfully with the theoretically grounded domains of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making, thereby establishing strong evidence of construct validity.

Final reliability of the SEC scale. After completing the Exploratory Factor Analysis(EFA), the internal consistency of the scale was recalculated for each of the five subscales using the finalised set of 46 items. The final version demonstrated satisfactory internal consistency (**Cronbach's α** =0.870,0.930, 0.935, 0.933, 0.818) as indicated by Cronbach's alpha coefficients across the five subscales, confirming the reliability of the instrument for its application in the main study.

Final Form of SEC Scale and Scoring Procedure. The final form of the SEC scale consisted of 46 items representing the five domains of Socio-Emotional Competence. The tool was administered to the students of both experimental and control groups during pre-test and post-test stages. Scoring was carried out using the five-point Likert method, with higher scores indicating higher Socio-Emotional Competence. The final version of the Socio-Emotional Competence scale is included in Appendix XI.

Adoption Procedure of English Language Anxiety Scale

The level of English Language Anxiety (ELA) among the sample students was assessed using the English Language Anxiety Scale (ELAS) developed by Arjunan and Archana (2014). The ELAS is a standardised tool designed to measure the anxiety experienced by secondary school students while learning English as a second language in the Indian context. The tool is an adapted and indigenised version of the widely recognised Foreign Language Classroom Anxiety Scale (FLCAS) originally developed by Horwitz, Horwitz, and Cope (1986).

The ELAS consists of 30 statements representing three major dimensions of language-related anxiety:

- Communication Apprehension – Nervousness or fear in speaking or interacting in English.
- Performance Anxiety – stress experienced during tests, oral presentations, or classroom performance.
- Fear of Negative Evaluation – concern about being judged or ridiculed for mistakes while using English.

The ELAS was selected for the present study owing to its contextual relevance and satisfactory psychometric properties for assessing English language anxiety among secondary school students. Although the scale was developed more than a decade earlier, the construct of English language anxiety continues to remain theoretically stable and educationally relevant in second language learning contexts.

Arjunan and Archana (2014) reported an external validity coefficient of 0.72, indicating substantial agreement of the tool with other established measures of language anxiety. The test–retest reliability of the scale was reported as 0.81 over a four-week interval, indicating satisfactory stability over time.

Mode of Answering and Scoring. Each item in the ELAS is rated on a five-point Likert scale, with response options ranging from Strongly Agree (5) to Strongly Disagree (1). Positively worded statements are scored in the direct order from 5 to 1, whereas negatively worded items are scored using reverse scoring (1 to 5). The total English Language Anxiety score is obtained by summing the responses across all the 30 items. Thus, the total score ranges from 30 to 150, with higher scores indicating higher levels of English Language Anxiety.

In the present study, English Language Anxiety was treated as a continuous covariate and was included in the Analysis of Covariance (ANCOVA) to control for individual differences in language anxiety between the experimental and control groups. The scale was administered to both groups prior to the instructional intervention, and the obtained ELA scores were used as covariate values in the analysis while examining the effectiveness of the SEL-based Instructional Module in English on Second Language Achievement and Socio-Emotional Competence.

Adaptation Procedure of Socio-Economic Status Profile

Socio-Economic Status (SES) is a significant background variable that may influence students' academic achievement and classroom learning experiences. In the present study, SES was treated as a covariate to control the possible influence of socio-

economic background while analysing the effectiveness of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence.

For assessing socio-economic background of the sample students, the investigator used a Socio-Economic Status Profile adapted on the basis of the Kuppuswamy's Socio-Economic Status classification. Since the objective was to collect socio-economic information for classification purposes rather than psychological measurement, the investigator adopted a profile format instead of a scale format. The SES profile was prepared in a structured form suitable for the Kerala school context and feasible for administration among Standard IX students.

The SES profile included major socio-economic indicators such as parental education, parental occupation, and monthly family income, which constitute the core components of Kuppuswamy's SES classification. Minor contextual modifications were incorporated to ensure suitability to the Kerala context and clarity of reporting, without altering the conceptual basis of the original framework.

Scoring Procedure

The SES profile was administered to both experimental and control groups prior to the intervention. The scores were computed according to the scoring criteria derived from the Kuppuswamy classification procedure. The score obtained for each student was used as a covariate in the analysis to statistically control socio-economic influence while evaluating the effect of the SEL-based Instructional Module on SLA and SEC outcomes.

Data Collection Procedure

Before initiating the experimental treatment, the investigator assessed the initial status of the students with respect to Second Language Achievement and Socio-Emotional Competence. For this purpose, the Second Language Achievement Test and the Socio-Emotional Competence Scale developed for the study were administered as pre-tests to both the experimental group and the control group. The objectives of the tests were clearly explained to the students prior to administration and relevant instructions were provided. The response sheets were collected immediately after administration and kept securely for scoring and further analysis.

In addition to the major outcome measures, baseline data related to selected control variables such as English Language Anxiety (ELA) and Socio-Economic Status (SES) were also collected from both groups prior to the intervention. The tools were administered personally by the investigator following standardised administration procedures. To ensure clarity, a few sample items were explained on the blackboard before students began responding. The same administration procedures were followed for both the experimental and control groups to ensure uniformity.

Following pre-test administration, the instructional intervention was implemented with both groups. The experimental group was provided instruction through the SEL-based Instructional Module, whereas the control group was taught using the prevailing Discourse Oriented Pedagogy (DOP) followed in Kerala secondary school English classrooms. The intervention extended over 30 working days, during which the investigator carried out 26 instructional sessions (45 minutes

each) for the transaction of the selected portions from Unit I of Standard IX English textbook prescribed by SCERT Kerala. Both groups were taught the same textual content for an equivalent duration; however, the experimental group received SEL-integrated instruction and the control group received instruction through DOP-based lesson plans. No SEL-based intervention strategies were implemented in the control group.

At the end of the instructional period, the experimental and control groups were administered the post-tests in Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) using the same tools employed at the pre-test stage. The purpose of re-administering these tools was to assess the extent of change in students' language performance and Socio-Emotional Competence after exposure to the respective instructional conditions. The post-tests were administered under standardised conditions with uniform instructions, time allotment, classroom environment, and monitoring for both groups to ensure comparability. After completion, the response sheets were collected for scoring and further analysis.

Scoring and Consolidation of Data

The collected response sheets were evaluated strictly in accordance with the scoring procedures specified for each tool. The response sheets of the SLA test were scored using the prepared scoring key and marking scheme. The SEC scale, ELA scale, and SES profile were scored according to the prescribed procedures. Only complete and valid response sheets were included for further statistical analysis.

After scoring, the individual scores obtained by students in the experimental group and the control group on each tool were computed separately. The consolidated dataset was then prepared for statistical analysis in accordance with the objectives and hypotheses of the study.

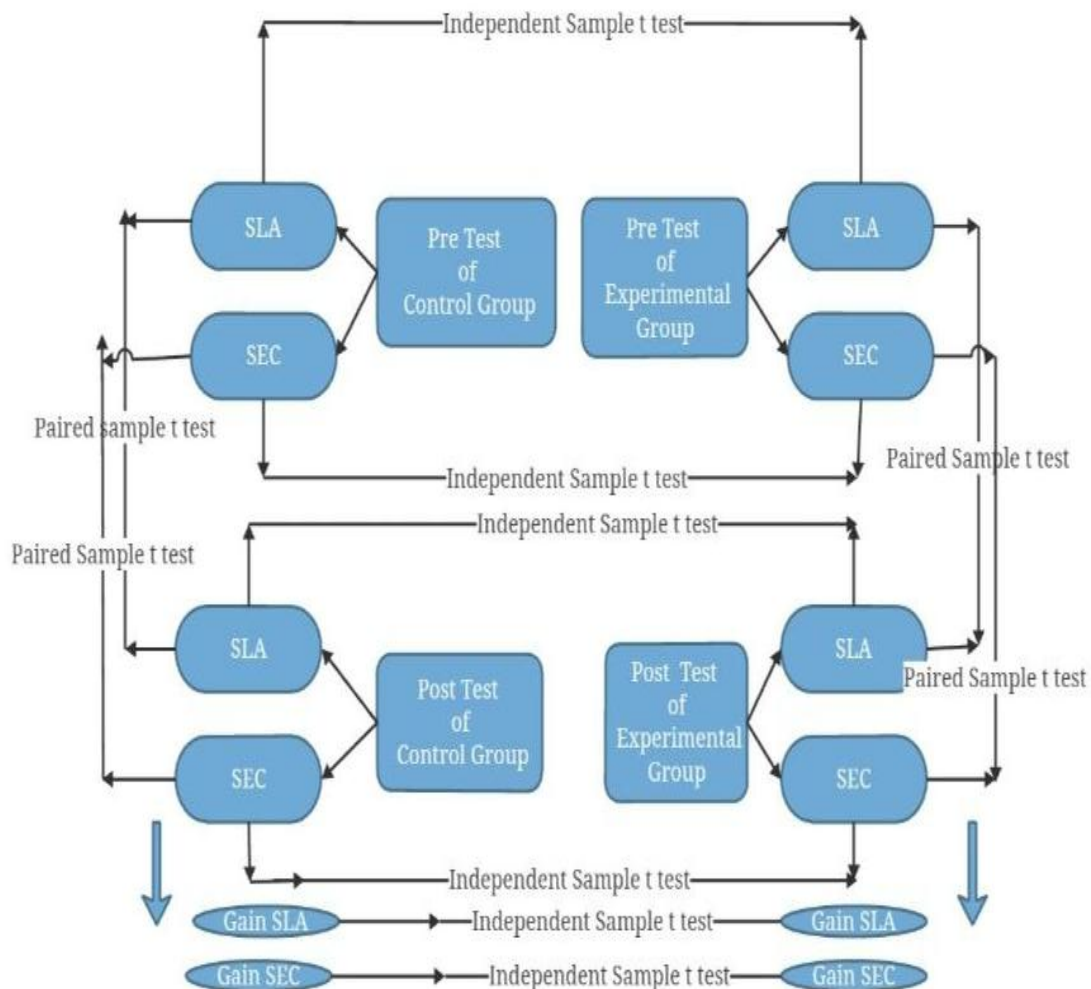
Statistical Techniques Employed for the Study

The present study employed a combination of descriptive and inferential statistical techniques to analyse the data collected across the two phases of the research. The selection of statistical procedures was guided by the nature of the variables, the research design, the level of measurement, and the underlying assumptions associated with each technique. All analyses were carried out using IBM SPSS, and decisions regarding test selection were made after careful examination of data characteristics and assumption diagnostics, in line with standard practices in educational research.

The Schematic Representation of Pre-test Post-test Comparisons and Gain Score Analysis is shown in Figure 5

Figure 5

Schematic Representation of Pre-test Post-test Comparisons and Gain Score Analysis



Descriptive Statistical Analysis

In the initial stage of analysis, descriptive statistics such as mean, median, standard deviation, frequency, and percentage were computed. Percentage analysis was specifically employed during the exploratory phase to identify the nature and prevalence of emotional challenges and classroom-related difficulties experienced by secondary school students in learning English. Measures of central tendency and

dispersion were used to summarise Second Language Achievement and Socio-Emotional Competence scores for both control and experimental groups. These descriptive analyses provided an overall picture of data distribution and served as a foundation for subsequent inferential procedures.

Assumption Testing

Prior to conducting inferential analyses, the assumption of normality was examined for the major dependent variables. Skewness and kurtosis values obtained from SPSS output were used as indicators of data distribution. Following commonly accepted guidelines in educational research, skewness and kurtosis values within the range of ± 1 were considered indicative of approximately normal distribution, while values extending up to ± 2 were treated as acceptable for large and moderate sample sizes (Field, 2018). When deviations from normality were observed, the suitability of parametric tests was reassessed, and robust or non-parametric alternatives were adopted as required.

Parametric Tests of Significance

Independent samples t-tests were used to examine differences between the control and experimental groups on Socio-Emotional Competence and Second Language Achievement when the assumptions of normality and homogeneity of variance were satisfied. Levene's Test for Equality of Error Variances was conducted to assess the assumption of homogeneity. When Levene's Test was non-significant, the pooled variance estimates were considered appropriate, and standard t-test results were interpreted (Field, 2018).

In situations where the assumption of homogeneity of variance was violated, Welch's t-test was employed. Welch's test is recognised as a robust alternative to the traditional t-test, as it adjusts degrees of freedom and reduces the risk of Type I error when group variances are unequal, particularly when sample sizes are approximately similar (Delacre et al., 2017).

Use of Non-Parametric Tests and Test Robustness

When both the assumptions of normality and homogeneity of variance were violated, non-parametric tests were also employed to strengthen the validity of the findings. For between-group comparisons, the Mann–Whitney U test was used as the non-parametric equivalent of the independent-samples t test to determine whether the experimental and control groups differed significantly in their score distributions. Wilcoxon signed-rank test was used as the non-parametric equivalent of the paired samples t-test to examine within-group differences between pre-test and post-test scores. The inclusion of both parametric and non-parametric analyses in such cases enhanced the robustness of the statistical conclusions.

Effect Size Estimation

In addition to statistical significance testing, effect sizes were calculated to assess the magnitude and educational relevance of observed differences. Cohen's *d* was computed for t-test results, with values of approximately 0.20 interpreted as small, 0.50 as medium, and 0.80 or above as large effects (Cohen, 1988). Emphasis on effect size was maintained throughout the analysis to complement significance testing and to support meaningful interpretation of instructional impact.

Multivariate Analysis of Covariance (MANCOVA)

To examine the combined effect of the SEL-based Instructional Module on multiple dependent variables, while controlling for relevant background factors, Multivariate Analysis of Covariance (MANCOVA) was employed. The instructional condition served as the independent variable, while post-test scores of Second Language Achievement and SEC were treated as dependent variables. English Language Anxiety, Socio-Economic Status, and the corresponding pre-test scores were included as covariates. The use of MANCOVA was justified due to the interrelated nature of the dependent variables and the need to statistically control for pre-existing differences between groups.

MANCOVA allows simultaneous comparison of multiple, conceptually related dependent variables while statistically controlling for initial group differences (Stevens, 2012). This approach accounts for shared variance between Second Language Achievement and socio-emotional competence, increases statistical power, and reduces the risk of inflated Type I error that may occur when conducting multiple univariate tests independently. Prior to conducting MANCOVA, key assumptions were tested, including linearity, absence of multicollinearity, homogeneity of regression slopes, and equality of covariance matrices. The homogeneity of regression slopes was examined by testing interaction effects between the independent variable and each covariate.

Multiple multivariate test statistics were examined, including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Pillai's Trace was given primary interpretative emphasis due to its robustness in situations involving

assumption violations or unequal covariance matrices. Lower values of Wilks' Lambda and higher values of Pillai's Trace were interpreted as indicating stronger group effects. Statistical significance was evaluated at the 0.05 level, in accordance with conventional standards in educational research (Stevens, 2012).

Follow-up Univariate Analyses

Following a statistically significant multivariate effect, univariate Analyses of Covariance (ANCOVA) were conducted to examine the individual effect of the instructional module on each dependent variable separately. Adjusted mean scores were interpreted after controlling for the covariates, and partial eta squared values were reported as measures of effect size. Values of approximately 0.01 were considered small, 0.06 medium, and 0.14 large effects (Cohen, 1988).

Throughout the analysis, statistical decisions were guided by both methodological rigor and educational relevance. Appropriate alternatives were employed whenever assumptions were violated, and effect sizes were considered alongside significance levels. The use of robust tests and non-parametric procedures ensured that the findings reflected genuine instructional effects rather than statistical artefacts. This systematic approach strengthened the credibility and interpretability of the results within the context of English education research.

Chapter 4

ANALYSIS AND INTERPRETATION

- ❖ *Results of the Preliminary Survey*
- ❖ *Descriptive Statistics*
- ❖ *Mean Difference Analysis*
- ❖ *Gain Score Analysis*
- ❖ *Covariate Analysis*
- ❖ *Conclusion*

The present study aimed to assess empirically the effectiveness of SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. Before undertaking the experimental investigation, a pre-experimental survey was conducted to explore students' emotional experiences and classroom related challenges in learning English. The first part of the chapter deals with the findings of the preliminary survey conducted prior to the experimental intervention. The second part of the chapter presents the results of the experimental study carried out to examine the effectiveness of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students.

Results of the Preliminary Survey

The Pre-Experimental Survey Questionnaire on English Language Classroom Experience was administered to secondary school students ($N = 120$) from the same school selected for the experimental study; however, these students were not included in either the experimental or the control group. This preliminary survey was conducted as a needs analysis prior to the experimental phase of the study and was exploratory in nature.

The objective items in the questionnaire permitted multiple responses, allowing students to indicate more than one challenge experienced in the English language classroom. Consequently, the data were analysed using percentage analysis based on cumulative responses, providing a comprehensive representation of the

range and prevalence of students' emotional and classroom-related difficulties. The findings of the preliminary survey are presented and interpreted in the following sections.

Emotional and Affective Challenges Experienced by Students in the English Language Classroom

Secondary school students experience a range of emotional responses while engaging in English language classroom activities. These emotional experiences are often associated with oral communication, fear of evaluation, and peer interaction. Emotional responses such as nervousness, fear of making mistakes, examination-related anxiety, and sensitivity to peer judgement can significantly influence learners' confidence, participation, and overall engagement in English language learning. Classroom climate factors, including teacher behaviour and the general learning atmosphere, further shape students' emotional experiences in the English classroom.

Table 12 presents the percentage distribution of students' responses related to emotional and affective challenges experienced in the English language classroom.

Table 12

Student Responses to Emotional and Classroom Climate Related Challenges in the English Language Classroom (N=120)

Sl. No.	Item	No. of Students	Percentage (%)
1	Nervousness while speaking English	87	72.50
2	Fear of making mistakes while using English	77	64.17
3	Fear of peer judgement	74	61.67
4	Exam-related anxiety in English	72	60.00
5	Strict classroom atmosphere	71	59.17
6	Lack of encouragement in English classroom	69	57.50
7	Harsh correction by the teacher	62	51.67
8	Peer teasing or ridicule	59	49.17

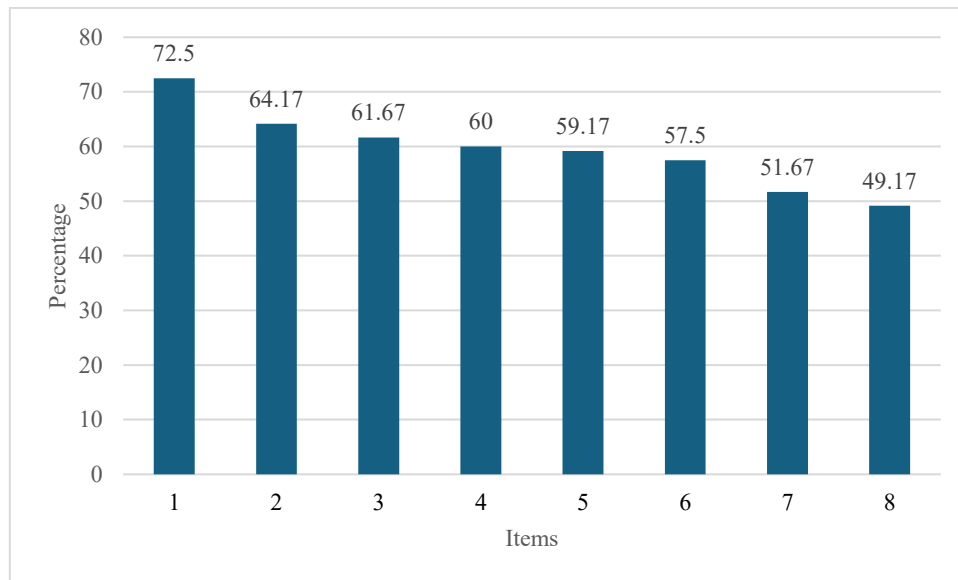
Table 12 summarises the distribution of students' responses regarding emotional and classroom climate challenges encountered in the English language classroom. A substantial proportion of learners experience anxiety in situations that require active language use. Nearly three-fourths of the respondents (72.50%) indicated that they feel nervous while speaking English. Closely related to this concern, 64.17% of the students reported fear of making mistakes, suggesting that apprehension about linguistic accuracy significantly shapes their engagement with the language. Such responses indicate a tendency towards error avoidance in communicative contexts.

Emotional challenges linked to peer dynamics were also evident. More than half of the students (61.67%) expressed fear of peer judgement, and almost half of the students (49.17%) reported experiences of teasing or ridicule. This suggests that the classroom is not experienced solely as an instructional space but also as a socially evaluative environment in which students remain conscious of how their language performance is perceived by others. The influence of peer dynamics may therefore contribute to hesitation, reduced willingness to communicate, and selective participation during classroom interaction.

Beyond individual and peer-related concerns, several aspects of the instructional climate also appear to intensify students' emotional strain. A majority of respondents (59.17%) described the classroom atmosphere as strict, and 57.50% perceived a lack of sufficient encouragement from the teacher. Additionally, 51.67% reported experiencing harsh correction practices. While corrective feedback is pedagogically necessary, the findings suggest that the manner in which it is delivered may inadvertently heighten anxiety rather than promote confidence. Examination-related tension was also considerable, with 60% of the students indicating anxiety associated with English assessments. These findings suggest that students' difficulties in English language learning are influenced by both emotional factors and classroom instructional practices.

Figure 6

Percentage distribution of emotional and classroom climate-related challenges experienced by secondary school students in the English language classroom.



Note. Item numbers correspond to Table 12

The figure 6 indicates that both emotional factors and classroom environment contribute substantially to students' difficulties in English language learning. The prevalence of emotional and classroom climate related challenges identified through the preliminary survey highlights the need for an instructional intervention that explicitly addresses students' emotional experiences alongside language learning.

Suggestions Offered by Secondary School Students for Addressing Emotional and Classroom-Related Challenges in English Language Learning

Since secondary school students experience various emotional and classroom-related challenges while learning English, suggestions were taken from them to reduce these difficulties and improve their learning experiences. The open-ended responses collected through the pre-experimental survey questionnaire revealed students'

perceptions regarding the changes and supports they felt were necessary to make English language classrooms more comfortable and engaging.

The suggestions offered by students provide important insight into how they perceive the emotional climate of the English classroom. Many students indicated that corrective feedback, when delivered in a harsh or embarrassing manner, intensifies their reluctance to speak. They emphasised the value of encouragement during correction, suggesting that supportive feedback enables them to participate more freely without excessive fear of making mistakes.

Another prominent theme emerging from the responses was related to the overall classroom atmosphere. Students expressed a preference for a calm and approachable environment in which they feel psychologically secure. The desire to speak without fear of judgement from either teachers or peers appears central to their willingness to engage in oral activities. This highlights the importance of emotional safety as a precondition for active language use.

Learners also drew attention to the role of instructional strategies in shaping confidence. Many students recommended increased opportunities for communicative practice, including pair work, group discussions, role plays, and other interactive tasks. Such activities were perceived as less intimidating than whole-class performance and were described as helpful in gradually reducing nervousness while strengthening self-confidence.

Peer interaction emerged as another significant factor. Several students noted that ridicule or teasing discourages participation, whereas cooperative peer

relationships promote comfort and mutual support. This indicates that classroom culture is shaped not only by teacher behaviour but also by peer norms and collective attitudes toward error and performance.

Students also acknowledged the positive impact of clear explanations, patient guidance, and constructive feedback. These instructional practices were viewed as particularly helpful in alleviating anxiety related to examinations and oral performance. Some respondents further added that being given sufficient time to respond reduces pressure and enables more thoughtful language production. Regular practice within a supportive environment was also identified as an important contributor to the gradual development of confidence.

These responses suggest that the emotional difficulties associated with English language learning are not merely individual traits but are embedded within the broader classroom context. While students recognise the instrumental importance of learning English, feelings of fear, nervousness, and performance anxiety frequently limit their active engagement. The preliminary survey therefore indicates a clear student preference for emotionally responsive teaching practices that promote confidence, respectful interaction, and communicative participation.

These findings underscore the pedagogical necessity of integrating emotional considerations into language instruction. Addressing affective needs alongside linguistic development appears essential for meaningful engagement in the English classroom. The students' suggestions thus provide an empirical foundation for designing an instructional intervention that integrates social and emotional learning principles into English language teaching.

Guided by the findings of the preliminary survey, an SEL-based Instructional Module was developed and implemented in the experimental phase of the study. The experimental investigation was undertaken to examine the effectiveness of this instructional intervention on students' Second Language Achievement and Socio-Emotional Competence. Scores of dependent variables were obtained through Second Language Achievement Test and Socio-Emotional Competence Scale respectively. Pre-test scores of dependent variables, English Language Anxiety and Socio-Economic Status were treated as control variables in the study. The statistical techniques which were used to analyse the collected data are Descriptive Statistics, Independent Sample t-test, Welch t-test, Paired Sample t-test, Wilcoxon sign rank test, Mann-Whitney U Test, One-Way MANCOVA and Post-Hoc Comparisons.

Description of the sample is provided, followed by an overview of the data analysis methods used in the study. Statistical analysis was run with IBM SPSS Statistics, version-24.

Descriptive Statistics

The basic descriptive statistical constants such as Mean, Median, Standard Deviation, Skewness and Kurtosis of the scores of Second Language Achievement and Socio-Emotional Competence were computed to summarise score distributions and to support evaluation of distributional characteristics prior to inferential testing. The results are given below in tabular and graphical form followed by a brief interpretation.

Statistical Constants for the Distribution of Second Language Achievement Pre-test Scores

The details of statistical constants that describes the nature of the distribution of Second Language Achievement (SLA) pre-test scores for the control and experimental groups is given in the Table 13

Table 13

Statistical Constants for the Distribution of Second Language Achievement Pre-test Scores

Group	N	Mean	Median	SD	Skewness	Kurtosis
Control Group	47	9.77	9	3.2	0.114	1.5
Experimental Group	45	11.4	11	5.47	0.439	−0.308

Table 13 indicates that the control group, comprising 47 students, obtained a mean pre-test score of 9.77 in Second Language Achievement, with a median score of 9. The standard deviation of 3.20 suggests a moderate spread of scores within the group. The skewness value of 0.114 reflects a near-symmetrical distribution with a slight positive skew. The kurtosis value of 1.50 indicates mild peakedness in the distribution, suggesting some clustering of scores around the mean.

The experimental group, consisting of 45 students, obtained a mean pre-test score of 11.40, with a median score of 11. The standard deviation of 5.47 indicates comparatively higher variability in performance than that observed in the control group. The skewness value of 0.439 suggests a slight positive skew in the distribution. The kurtosis value of −0.308 indicates a relatively flatter distribution when compared to the normal curve.

The descriptive indices suggest that the distributions of Second Language Achievement pre-test scores in both groups are broadly acceptable for further analysis.

Figures 7 and 8 show the graphical representation of the distribution of the Second Language Achievement pre-test scores for the control and experimental groups, respectively.

Figure 7

Histogram of Pre-Test Scores in Second Language Achievement for the Control Group

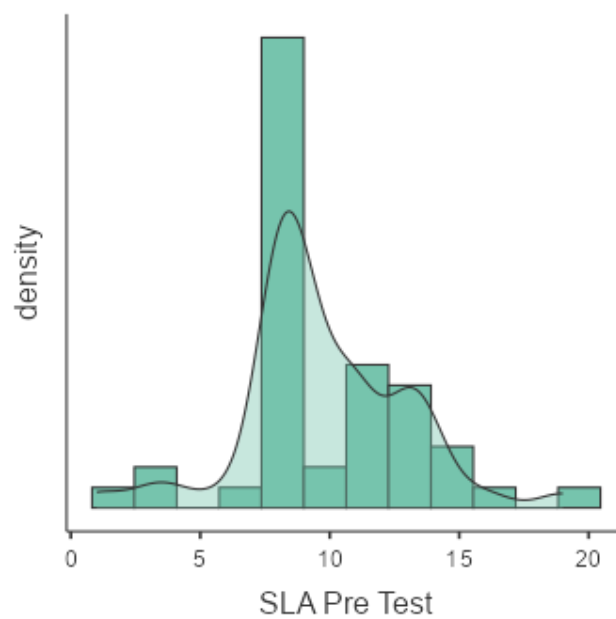
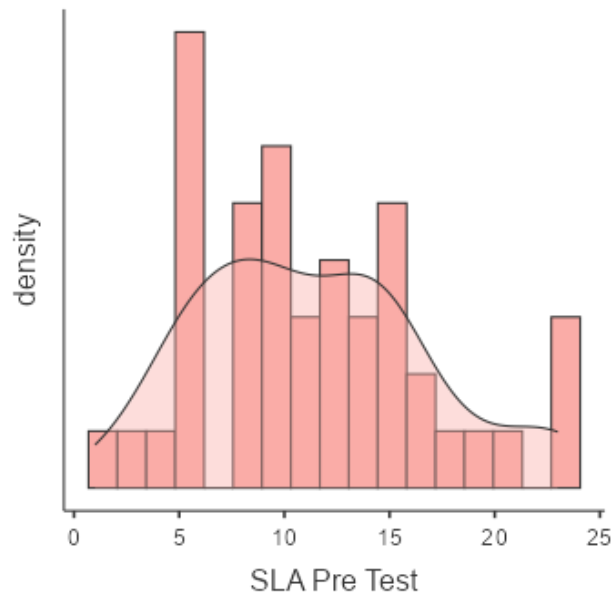


Figure 8

Histogram of Pre-Test Scores in Second Language Achievement for the Experimental Group



Statistical Constants for the Distribution of Socio-Emotional Competence Pre-test Scores

The details of statistical constants that describes the nature of the distribution of Socio-Emotional Competence (SEC) pre-test scores for the control and experimental groups is given in the Table 14.

Table 14

Statistical Constants for the Distribution of Socio-Emotional Competence Pre-test Scores

Group	N	Mean	Median	SD	Skewness	Kurtosis
Control Group	47	137	137	10.4	0.227	-0.169
Experimental Group	45	139	138	8.15	-0.120	-0.828

Table 14 shows that the control group, consisting of 47 students, obtained a mean pre-test score of 137 in social and emotional competence, with a median of 137. The standard deviation of 10.40 indicates a moderate level of variability in students' scores. The skewness value of 0.227 reflects a slight positive skew, suggesting that the distribution is close to symmetry. The kurtosis value of -0.169 indicates a distribution that is slightly flatter than the normal curve, though the departure is minimal.

The experimental group, comprising 45 students, recorded a mean pre-test score of 139, with a median score of 138. The standard deviation of 8.15 indicates comparatively lower dispersion of scores than that observed in the control group. The skewness value of -0.120 indicates a marginal negative skew, showing that the distribution is nearly symmetrical. The kurtosis value of -0.828 suggests a flatter distribution, but the value remains within acceptable limits in educational research.

The descriptive indices suggest that SEC pre-test scores in both groups show reasonable distributional characteristics suitable for subsequent inferential comparisons.

Figure 9 and 10 shows the graphical representation of the distribution of Socio-Emotional Competence (SEC) pre-test scores for the control and experimental groups respectively.

Figure 9

Histogram of Pre-Test Scores in Socio-Emotional Competence for the Control Group

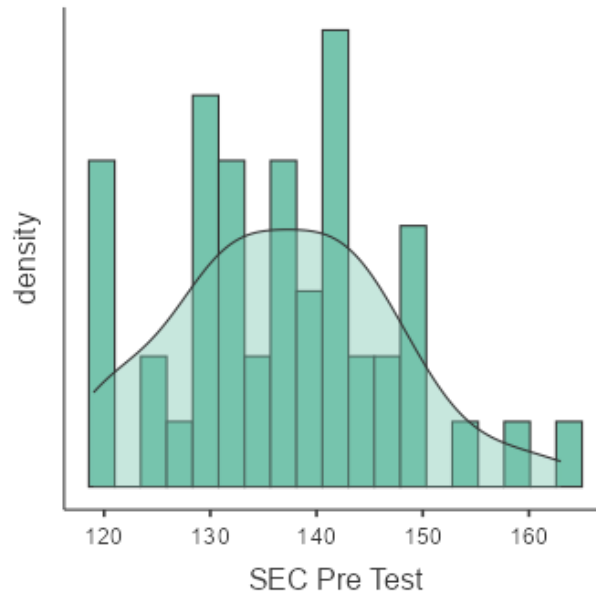
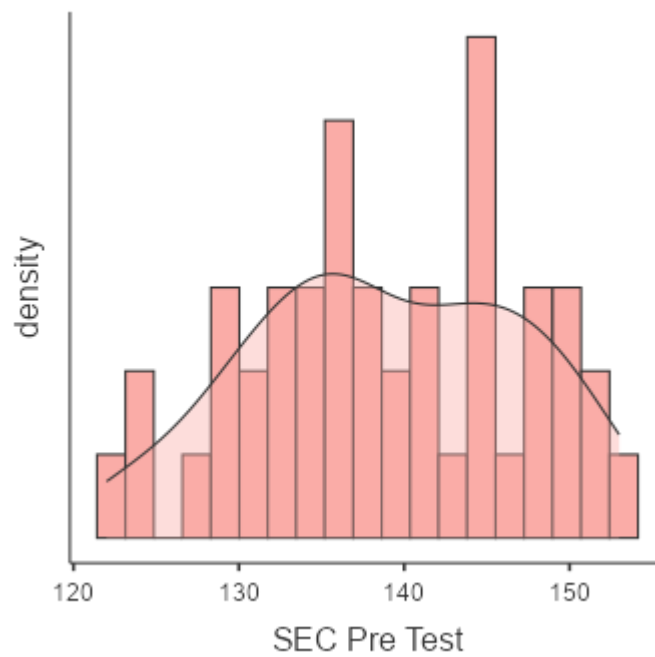


Figure 10

Histogram of Pre-Test Scores in Socio-Emotional Competence for the Experimental Group



Statistical Constants for the Distribution of Second Language Achievement Post-test Scores

Second Language Achievement is treated as a dependent variable in the post test. The details of statistical constants that describes the nature of the distribution of Second Language Achievement (SLA) post-test scores for the control and experimental groups is given in the Table 15.

Table 15

Statistical Constants for the Distribution of Second Language Achievement Post-test Scores

Group	N	Mean	Median	S.D	Skewness	Kurtosis
Control	47	14.1	15	5.07	-0.746	0.051
Experimental	45	16.0	16	5.23	-0.797	0.481

Table 15 shows that the control group, comprising 47 students, obtained a mean post-test score of 14.10 in Second Language Achievement, with a median score of 15. The standard deviation of 5.07 indicates a moderate degree of variability in students' post-test performance. The skewness value of -0.746 suggests that the distribution is moderately negatively skewed, indicating that scores tend to cluster towards the higher end of the scale, with comparatively fewer students obtaining very low scores. The kurtosis value of 0.051 indicates that the distribution is close to the normal curve in terms of peakedness.

The experimental group, consisting of 45 students, recorded a mean post-test score of 16.00, with a median score of 16. The standard deviation of 5.23 indicates dispersion comparable to that of the control group. The skewness value of -0.797 also

reflects a moderately negatively skewed distribution, suggesting a higher concentration of scores at the upper end. The kurtosis value of 0.481 indicates mild peakedness, without any extreme departure from normality.

The descriptive indices indicate that post-test SLA scores in both groups show moderate negative skewness and reasonable distributional characteristics.

Figure 11 and 12 show the graphical representation of the distribution of the Second Language Achievement (SLA) post-test scores for the control and experimental groups, respectively.

Figure 11

Histogram of Post-Test Scores in Second Language Achievement for the Control Group

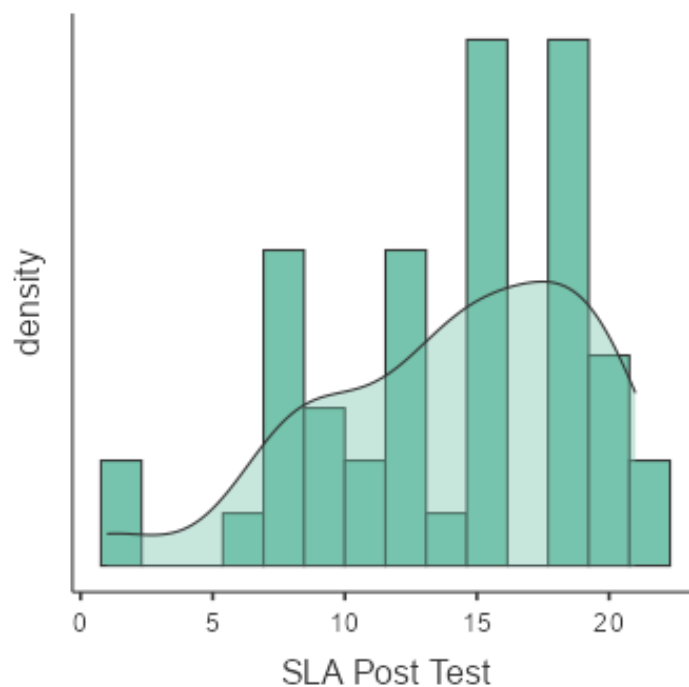
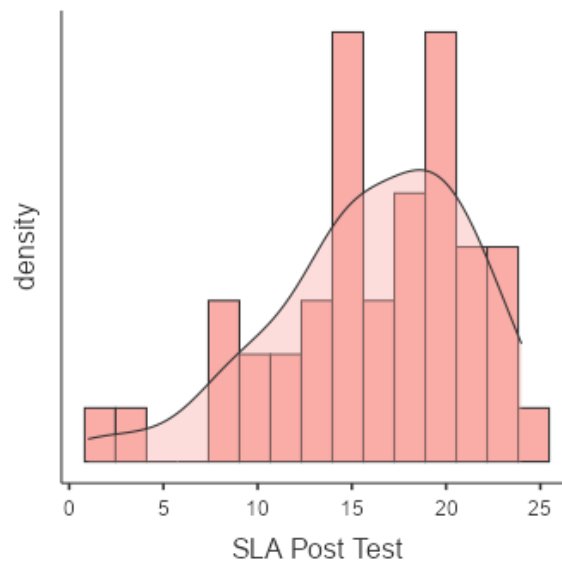


Figure 12

Histogram of Post-Test Scores in Second Language Achievement for the Experimental Group



Statistical Constants for the Distribution of Socio-Emotional Competence Post-test Scores

Socio-Emotional Competence is treated as a dependent variable in the post test. The details of statistical constants that describes the nature of the distribution of Socio-Emotional Competence (SEC) post-test scores for the control and experimental groups is given in the Table 16.

Table 16

Statistical Constants for the Distribution of Socio-Emotional Competence Post-test Scores

Group	N	Mean	Median	S.D	Skewness	Kurtosis
Control	47	143	144	10.10	0.106	-0.549
Experimental	45	171	173	7.57	-0.081	-0.856

Table 16 indicates that the control group, comprising 47 students, obtained a mean post-test score of 143 in social and emotional competence, with a median score of 144. The standard deviation of 10.10 indicates moderate variability in post-test scores. The skewness value of 0.106 suggests that the distribution is nearly symmetrical with a slight positive skew. The kurtosis value of -0.549 indicates a somewhat flatter distribution compared to the normal curve, though the departure is not substantial.

The experimental group ($n=45$) obtained a mean post-test score of 171, with a median of 173. The standard deviation of 7.57 shows comparatively lower dispersion of scores than that observed in the control group. The skewness value of -0.081 points to an almost symmetrical distribution with only a slight tendency toward negative skewness. The kurtosis value of -0.856 denotes a moderately flatter distribution, without any marked deviation from normality.

The descriptive measures indicate that SEC post-test scores in both groups show approximate normal distribution patterns and display variability that is appropriate for subsequent statistical analysis.

Figure 13 and 14 present the graphical distribution of the Socio-Emotional Competence (SEC) post-test scores for the control and experimental groups, respectively.

Figure 13

Histogram of Post-Test Scores in Socio-Emotional Competence for the Control Group

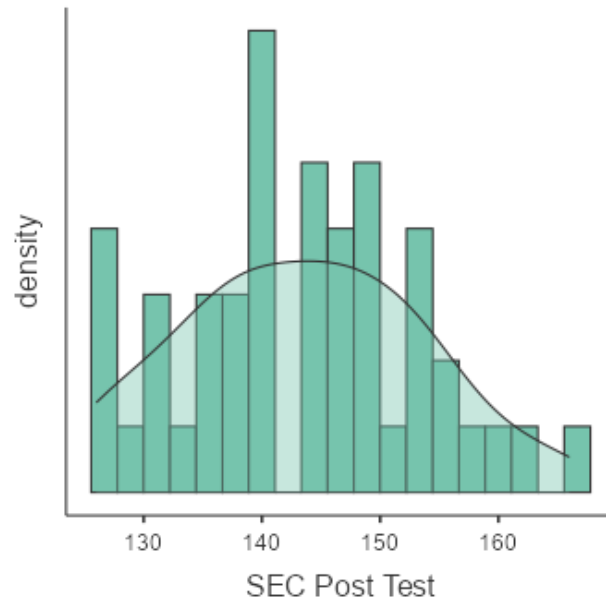


Figure 14

Histogram of Post-Test Scores in Socio-Emotional Competence for the Experimental Group



As discussed by Tabachnick and Fidell (2019), in behavioural and educational research, moderate departures from perfect symmetry are not uncommon, and distributions may still be regarded as sufficiently normal when skewness and kurtosis fall within generally accepted bounds. In applied educational research, skewness values close to ± 1 and kurtosis values approaching ± 2 are often considered tolerable for parametric procedures, particularly when visual examination of histograms and normal probability plots does not indicate serious distortion. Field (2018) similarly observes that parametric tests tend to remain robust in the presence of minor deviations from normality, especially when sample sizes are adequate and extreme outliers are absent.

In the present study, descriptive indices and graphical inspection pointed to broadly acceptable distributional characteristics across the measured variables. However, when formal normality testing indicated substantive deviation, robust parametric procedures and non-parametric alternatives were employed in subsequent analyses.

Mean Difference Analysis

Inferential statistics were carried out to check whether the SEL-based Instructional module developed for the study effectively enhanced the Second Language Achievement and Socio-Emotional Competence of secondary school students. Pre-test and post-test data from both the control and experimental groups were examined, followed by a comparison of post-test outcomes between the groups. The findings are presented in the following sections.

Comparison of the mean pre-test scores of Second Language Achievement of the Students of the Control group and Experimental group

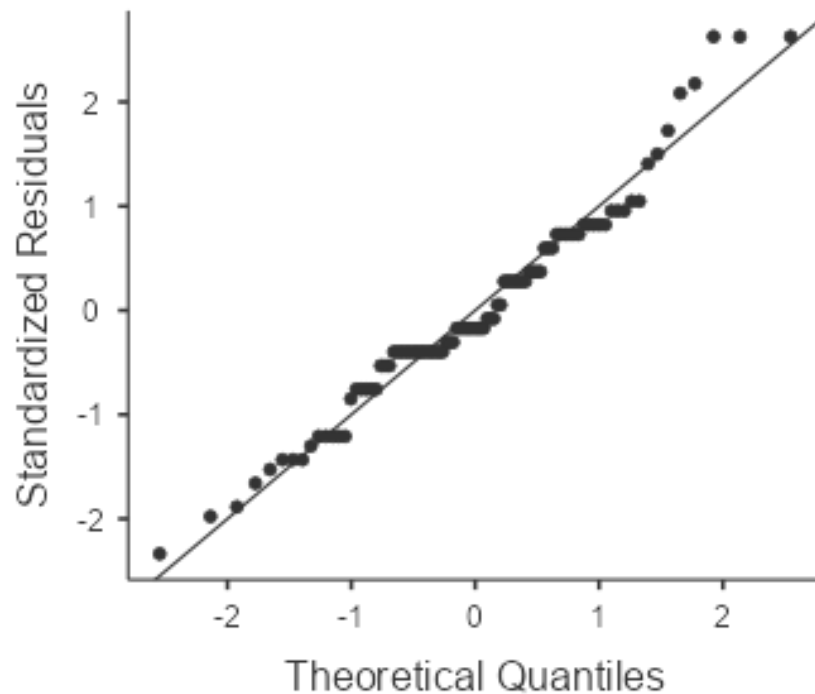
Before comparing the pre-test scores on Second Language Achievement between the control and experimental groups, assumption testing was conducted to determine the appropriate inferential procedure. Normality of SLA pre-test scores was examined using the Shapiro–Wilk test, and the assumption of homogeneity of variances was assessed using Levene’s test. In addition, the distributional pattern was visually inspected using a Q–Q plot.

Table 17 presents the results of assumption testing for SLA pre-test scores, and Figure 15 displays the corresponding Q–Q plot.

Table 17

Assumption Tests for SLA Pre-Test Scores of Control and Experimental Groups

Assumption Test	Statistic	df1	df2	P	Interpretation
Shapiro–Wilk Test of Normality	$W = 0.97$	—	—	0.034	Deviation from normality ($p < .05$)
Levene’s Test of Homogeneity of Variance	$F = 14.50$	1	90	$< .001$	Variances not equal across groups (assumption violated)

Figure 15*Q–Q Plot of Standardized Residuals for SLA Pre-Test Scores*

The results presented in Table 17 show that the Shapiro–Wilk test indicated a statistically significant deviation from normality for SLA pre-test scores ($W = 0.970$, $p = .034$). Levene’s test yielded a statistically significant result, $F(1, 90) = 14.50$, $p < .001$, suggesting that the homogeneity of variance assumption was not met. Since unequal variances were clearly present and the group sizes were comparable (control $n = 47$; experimental $n = 45$), Welch’s independent-samples t -test was selected as the primary test. It provides a robust comparison of means under conditions of variance inequality and is generally tolerant of minor deviations from normality at moderate sample sizes.

Accordingly, Welch's independent-samples t-test was conducted to compare SLA pre-test scores of the control and experimental groups. The results are presented in Table 18.

Table 18

Difference in Pre-test Mean Scores of Second Language Achievement Between Control and Experimental Groups

Group	N	Mean	SD	SE	Welch's <i>t</i> value	<i>p</i> value	Cohen's <i>d</i>
Control Group	47	9.77	3.20	0.466	-1.69	0.095	0.36
Experimental Group	45	11.4	5.47	0.816			

Note. Welch's *t* is reported due to violation of homogeneity of variances (Levene's $p < .05$). **Robustness check:** Mann-Whitney $U = 897$, $p = .208$, $r(r_b) = .15$.

The results in Table 18 show that the experimental group obtained a marginally higher mean SLA pre-test score ($M = 11.40$, $SD = 5.47$) than the control group ($M = 9.77$, $SD = 3.20$). However, this difference was not statistically significant, Welch's $t(70.3) = -1.69$, $p = .095$. The associated effect size was small (Cohen's $d = 0.36$), indicating a minimal baseline difference between groups.

Given the statistically significant deviation from normality, a Mann-Whitney U test was additionally computed as a robustness check. The Mann-Whitney result also indicated no statistically significant difference between the groups, $U = 897$, $p = .208$, with a small effect size ($r(r_b) = .15$). These findings suggest that the groups did not differ significantly in Second Language Achievement at the pre-test stage, supporting baseline comparability prior to the intervention.

Comparison of the Mean Pre Test Scores of Socio-Emotional Competence of the Students of the Control Group and Experimental Group

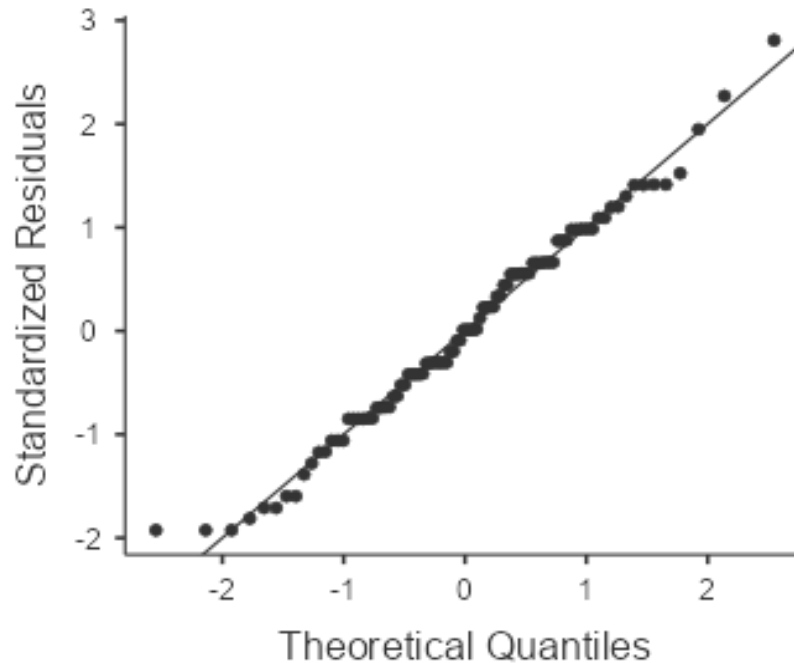
Before comparing the Socio-Emotional Competence (SEC) pre-test scores of the control and experimental groups, the assumptions underlying the use of an independent-samples *t* test were examined. Normality was assessed using the Shapiro–Wilk test, and the equality of variances across groups was evaluated through Levene’s test. In addition, a quantile–quantile (Q–Q) plot of standardized residuals was inspected to provide visual support for the normality assumption.

Table 19 presents the results of the Shapiro-Wilk test of normality and Levene’s test of homogeneity of variances for SEC pre-test scores. The associated Q-Q plot of standardized residuals is shown in Figure 16.

Table 19

Assumption Tests for SEC Pre-Test Scores of Control and Experimental Groups

Assumption Test	Statistic	df1	df2	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.986	—	—	0.462	Normality assumption met ($p > .05$)
Levene’s Test of Homogeneity of Variances	F = 1.66	1	90	0.201	Variances equal across groups (assumption satisfied)

Figure 16*Q–Q Plot of Standardized Residuals for SEC Pre-Test Scores*

The results shown in Table 19 indicates that the Shapiro–Wilk test did not give a statistically significant value for the SEC pre-test scores ($W = .986$, $p = .462$). It suggests of no meaningful departure from normality. Q–Q plot shown in Figure 16 further supports this conclusion, as the standardized residuals closely follow the reference line across the central portion of the distribution, with only slight deviations at the extremes. Levene’s test showed that the assumption of homogeneity of variances was satisfied ($F(1, 90) = 1.66$, $p = .201$). Since both assumptions were adequately met, an independent-samples t test was used to compare the group means.

Table 20 presents the results of the independent-samples t test conducted to examine whether a statistically significant difference existed between the control and experimental groups in SEC pre-test scores.

Table 20

Difference in Pre-test Mean Scores of Socio-Emotional Competence Between Control and Experimental Groups

Group	N	Mean	Median	SD	SE	t value	df	p	Cohen's d
Control Group	47	137	137	10.4	1.51	-1.00	90	0.32	0.21
Experimental Group	45	139	138	8.15	1.21				

The results presented in Table 20 indicate that the experimental group ($M = 139$, $SD = 8.15$) obtained a slightly higher mean SEC pre-test score than the control group ($M = 137$, $SD = 10.40$). However, this difference was not statistically significant, $t(90) = -1.00$, $p = .320$. The effect size was small (Cohen's $d = 0.21$), indicating negligible practical difference. These findings suggest that the groups were comparable in Socio-Emotional Competence at the pre-test stage, supporting baseline comparability prior to the intervention.

Comparison of the Post-Test Scores of Second Language Achievement of the Students of the Control Group and Experimental Group

Before comparing post-test performance in Second Language Achievement (SLA), the assumptions underlying the use of an independent-samples t test were examined. Shapiro-Wilk test was employed to assess normality of SLA post-test scores and Levene's test for evaluating homogeneity of variances across groups.

Table 21 presents the results of the Shapiro–Wilk test of normality and Levene’s test of homogeneity of variances for SLA post-test scores. Figure 17 illustrates the corresponding Q–Q plot of standardized residuals.

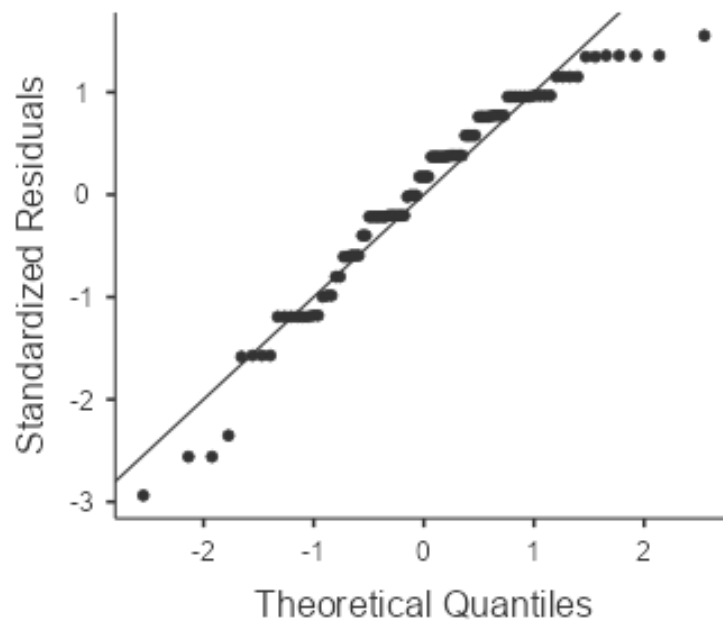
Table 21

Assumption Tests for SLA Post-Test Scores of Control and Experimental Groups

Assumption Test	Statistic	df1	df2	P	Interpretation
Shapiro–Wilk Test of Normality	W = 0.943	—	—	< .001	Deviation from normality observed
Levene’s Test of Homogeneity of Variance	F = 0.00	1	90	0.996	Variances equal across groups (assumption satisfied)

Figure 17

Q–Q Plot of Standardized Residuals for SLA Post-Test Scores



The Shapiro–Wilk test indicated significant deviation from normality ($W = .943, p < .001$). However, Levene’s test suggested that the homogeneity of variances

assumption was satisfied ($F(1, 90) = 0.000, p = .996$). In view of the non-normal distribution, the Mann–Whitney U test was employed as the primary procedure to compare group performance. The results of this analysis are presented in Table 22.

Table 22

Difference in Post-test Scores of Second Language Achievement Between Control and Experimental Groups

Group	N	Mean	Median	SD	SE	U value	p value	Effect size (r _{rb})
Control Group	47	14.11	15	5.07	0.74	824	0.068	0.221
Experimental Group	45	16.04	16	5.23	0.78			

Note. U = Mann–Whitney U statistic; r_{rb} = rank-biserial correlation (effect size).

Robustness check: Independent samples t -test: $t(90) = -1.80, p = .074$, Cohen's $d = 0.38$.

The results presented in Table 22 indicated that the experimental group obtained marginally higher SLA post-test scores (Median = 16) than the control group (Median = 15); however, this difference was not statistically significant, $U = 824, p = .068$. The associated effect size was small (rank-biserial $r = .22$), suggesting limited practical difference between groups. As a robustness check, an independent samples t -test also yielded a consistent non-significant result, $t(90) = -1.80, p = .074$ (Cohen's $d = 0.38$).

Comparison of the Mean Post-Test Scores of Socio-Emotional Competence of the Students of the Control Group and Experimental Group

Before comparing post-test performance in Socio-Emotional Competence (SEC) between the control and experimental groups, the assumptions underlying the use of an independent-samples t test were examined. The normality of SEC post-test

scores was assessed using the Shapiro–Wilk test, and the assumption of homogeneity of variances was evaluated using Levene’s test.

Table 23 presents the results of the assumption tests conducted for SEC post-test scores. The corresponding quantile–quantile (Q–Q) plot of standardized residuals is shown in Figure 18.

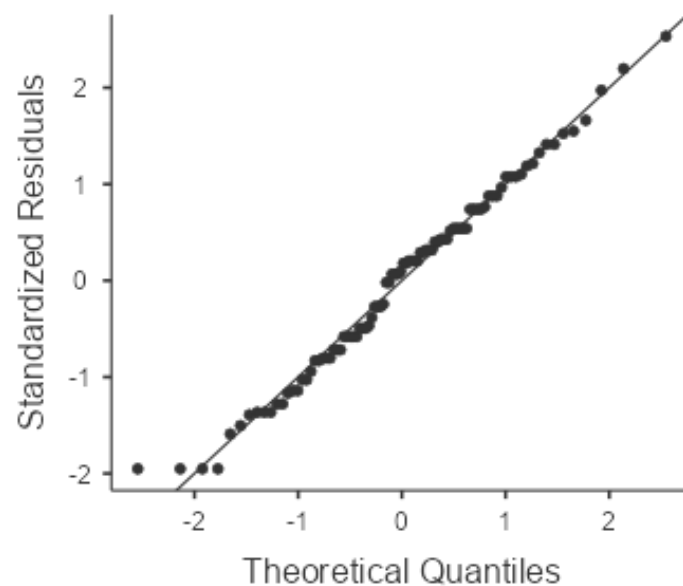
Table 23

Assumption Tests for SEC Post-Test Scores of Control and Experimental Groups

Assumption Test	Statistic	df1	df2	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.987	—	—	0.47	Normality assumption met ($p > .05$)
Levene’s Test of Homogeneity of Variance	F = 3.48	1	90	0.065	Variances equal across groups (assumption satisfied)

Figure 18

Q–Q Plot of Standardized Residuals for SEC Post-Test Scores



As shown in Table 23, the Shapiro–Wilk results indicated that SEC post-test scores did not significantly deviate from normality ($W = .987$, $p = .470$). Visual inspection of the Q–Q plot (Figure 18) further supports this conclusion, as the standardized residuals closely follow the reference line across the central portion of the distribution. Levene’s test was not statistically significant, $F(1, 90) = 3.48$, $p = .065$, supporting the assumption of homogeneity of variances. Accordingly, an independent samples t-test was employed for between-group comparison. The results of the independent-samples t test are presented in Table 24.

Table 24

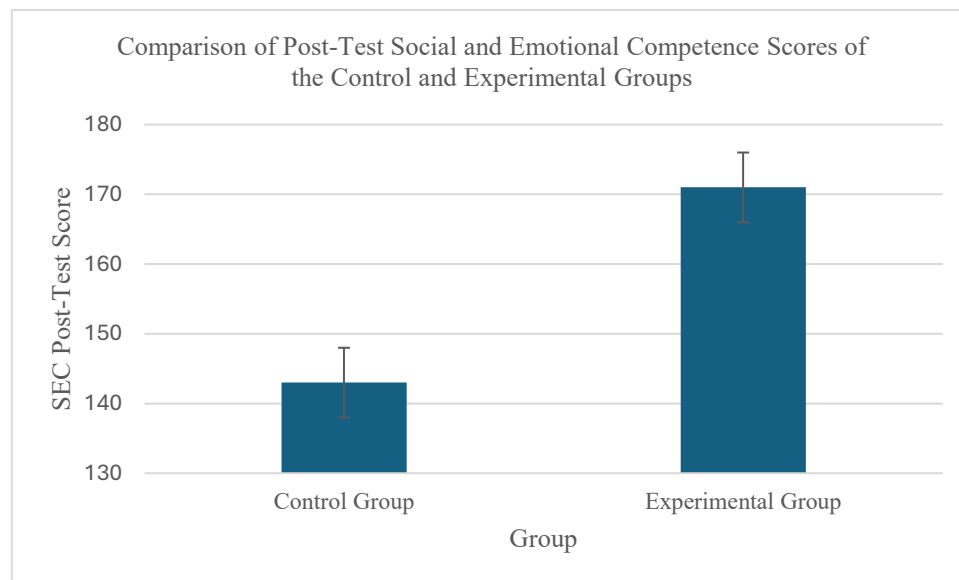
Difference in Post-test Mean Scores of Socio-Emotional Competence Between Control and Experimental Groups

Group	N	Mean	Median	SD	SE	t value	df	p	Cohen’s d
Control Group	47	143	144	10.1	1.48	-14.80	90	< .001	3.10
Experimental Group	45	171	173	7.57	1.13				

The results presented in Table 24 indicate that the experimental group achieved a substantially higher SEC post-test mean score ($M = 171$, $SD = 7.57$) than the control group ($M = 143$, $SD = 10.12$). This difference was statistically significant, $t(90) = -14.80$, $p < .001$. The effect size was notably high (Cohen’s $d = 3.10$), pointing to a substantial practical difference in post-test scores of Socio-Emotional Competence between groups.

Figure 19

Comparison of Socio-Emotional Competence Post-Test Scores of the Control and Experimental Groups



The comparison of SEC post-test scores for the control and experimental groups is illustrated in Figure 19. The figure presents the group mean scores with standard deviation error bars, providing a visual representation of the pronounced separation between the two groups in post-test scores of Socio-Emotional Competence following the intervention.

Comparison of the Mean Pre-Test Scores and Mean Post-Test Scores of Second Language Achievement of the Students of the Control Group

To examine whether Second Language Achievement (SLA) of the control group changed over the course of the study, pre-test and post-test scores were compared using a paired-samples approach. Prior to conducting the paired-samples t test, the normality assumption was evaluated. Normality of the difference scores

(post-test minus pre-test) was assessed using Shapiro-Wilk test, and a Q–Q plot of standardized residuals was inspected to provide visual support for the distributional characteristics.

Table 25 presents the Shapiro-Wilk test result of the control group. Figure 20 illustrates the corresponding Q–Q plot of standardized residuals.

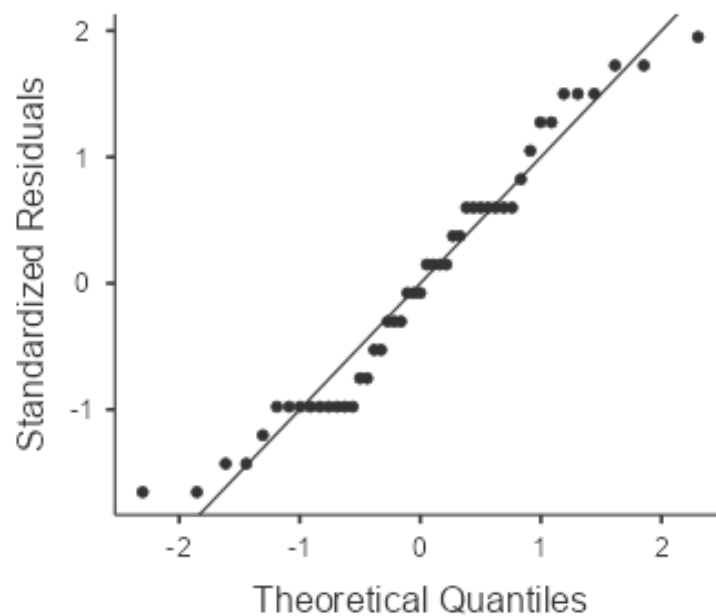
Table 25

Assumption Test for Difference Scores (SLA Post-test – Pre-test) of the Control Group

Assumption Test	Statistic	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.953	0.058	Normality assumption met ($p > .05$)

Figure 20

Q–Q Plot of Standardized Residuals for SLA Post-Test Scores of Control Group



As shown in Table 25, the Shapiro–Wilk test was not statistically significant ($p = .058$), indicating that the distribution of SLA difference scores (post-test – pre-

test) did not deviate significantly from normality. Visual inspection of the Q–Q plot (Figure 20) further supports this conclusion, as the standardized residuals largely follow the reference line with only minor deviations at the extremes. Accordingly, the data were considered suitable for paired-samples *t* test analysis.

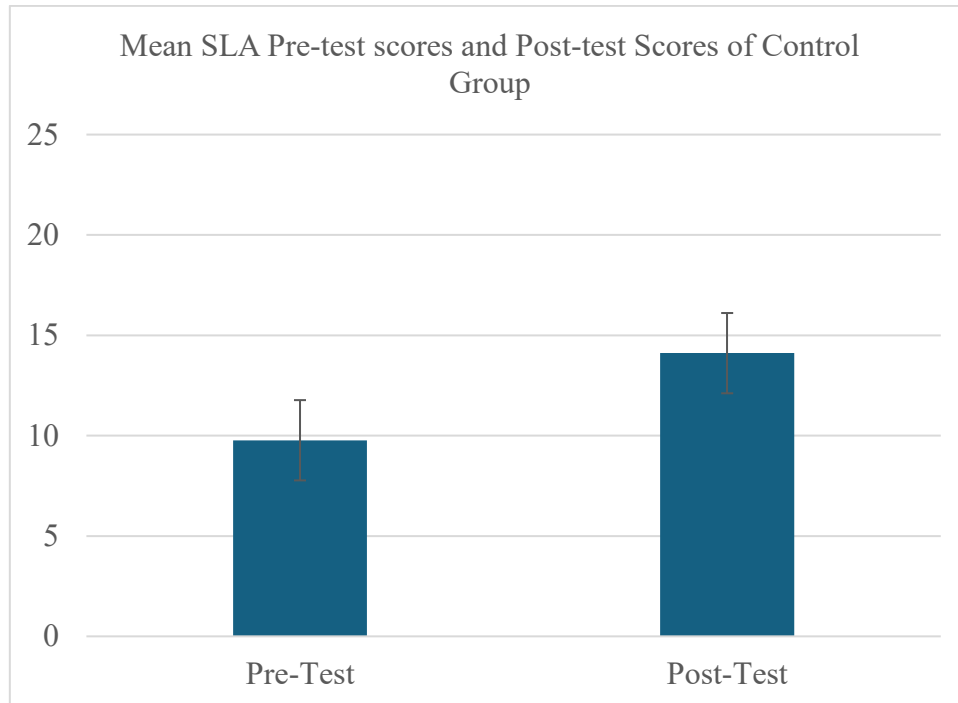
A paired-samples *t* test was then conducted to determine whether SLA scores differed significantly from pre-test to post-test within the control group. The results are presented in Table 26.

Table 26

Difference Between Pre-test and Post-test Second Language Achievement Scores of the Control Group

Test	N	Mean	Median	SD	SE	t value	df	<i>p</i>	Cohen's <i>d</i>
Pre-Test	47	9.77	9	3.2	0.47	-6.70	46	< .001	0.98
Post-Test	47	14.11	15	5.07	0.74				

The results in Table 26 indicate that the control group demonstrated a statistically significant increase in SLA scores from pre-test ($M = 9.77$, $SD = 3.20$) to post-test ($M = 14.11$, $SD = 5.07$), $t(46) = -6.70$, $p < .001$. The effect size was large (Cohen's $d = 0.98$), reflecting meaningful within-group improvement. This finding suggests that the control group exhibited measurable progress in Second Language Achievement over the course of the study, even under regular instructional conditions.

Figure 21*Mean Pre-Test and Post-Test Scores in SLA for the Control Group*

Note. *Error bars indicate standard deviations.*

Figure 21 depicts the change in SLA scores from pre-test to post-test for the control group. The figure presents the mean values across the two testing phases with corresponding error bars, which provides a visual representation of the direction and extent of change observed through the paired-samples analysis.

Comparison of the Mean Pre-Test Scores and Mean Post-Test Scores of Socio-Emotional Competence of the Students of the Control Group

To examine whether the Socio-Emotional Competence (SEC) of the control group changed over the course of the study, pre-test and post-test scores were compared. Prior to conducting inferential analysis, the distributional assumption was examined. Normality of the SEC difference scores (post-test minus pre-test) was

assessed using the Shapiro-Wilk test, and a Q–Q plot of standardized residuals was inspected to provide visual support for the distributional assessment.

Table 27 presents the Shapiro–Wilk normality test for SEC difference scores of the control group. Figure 22 presents the corresponding Q–Q plot of standardized residuals.

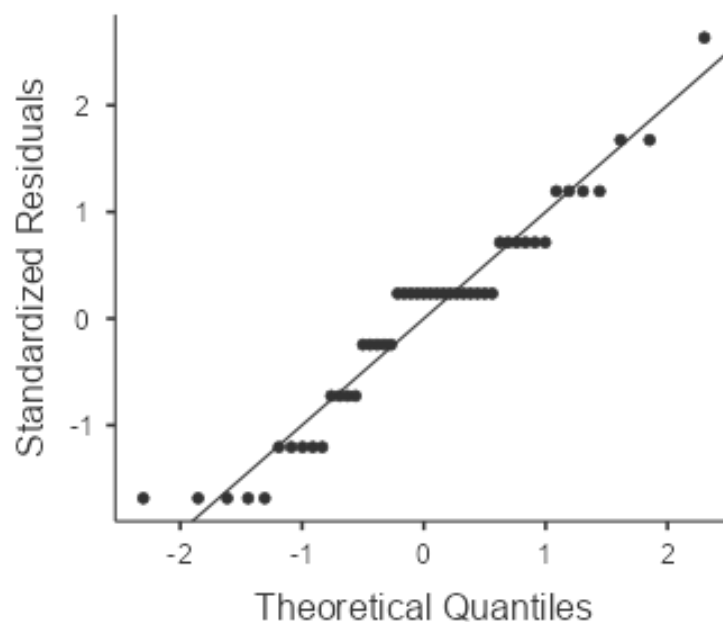
Table 27

Assumption Test for Difference Scores (SEC Post-test – Pre-test) of the Control Group

Assumption Test	Statistic	df	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.947	47	0.033	Deviation from normality

Figure 22

Q–Q Plot of Standardized Residuals for SEC Post-Test Scores of Control Group



The Table 27 shows that the Shapiro–Wilk test indicated significant deviation from normality ($W = .947$, $p = .033$); therefore, the Wilcoxon signed-rank test was

used as the primary procedure. For completeness, the paired-samples *t* test was also computed to examine whether the pattern of results remained consistent under a parametric approach (Tabachnick & Fidell, 2019).

The results of the Wilcoxon signed-rank test for SEC pre-test and post-test scores are summarised in Table 28.

Table 28

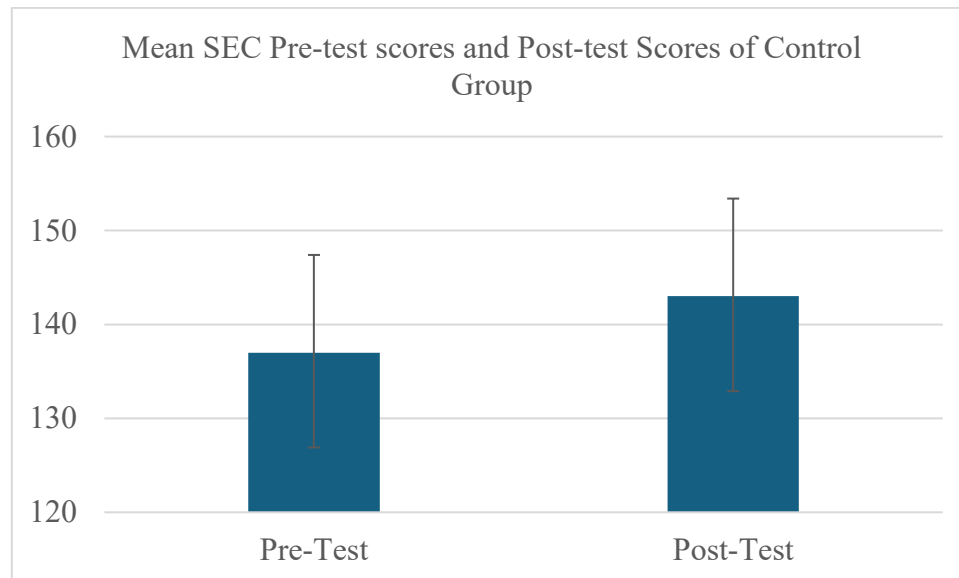
Difference Between Pre-test and Post-test Socio-Emotional Competence Scores of the Control Group

Measure	N	Mean	Median	SD	W	p	Effect size (<i>r_{rb}</i>)
SEC Pre-test	47	137	137	10.4	0	< .001	1
SEC Post-test	47	143	144	10.1			

Note. *W* = Wilcoxon signed-rank statistic; *r_{rb}* = rank-biserial correlation (effect size).

Robustness check: Paired-samples *t*-test: $t(46) = -21.40$, $p < .001$, Cohen's $d^z = 3.12$.

The results in Table 28 show an increase in SEC scores from pre-test ($M = 137$, $SD = 10.40$) to post-test ($M = 143$, $SD = 10.10$). The Wilcoxon signed-rank test indicated that this increase was statistically significant ($p < .001$). The paired-samples *t* test yielded a consistent conclusion, $t(46) = -21.40$, $p < .001$, indicating that the observed improvement remained significant under a parametric approach. Together, these findings suggest a statistically reliable increase in SEC scores for the control group over the study period.

Figure 23*Mean Pre-Test and Post-Test Scores in SEC for the Control Group*

The change in SEC scores from pre-test to post-test is illustrated in Figure 23. The figure presents mean SEC scores across the two testing phases with error bars, providing a visual representation of the direction and magnitude of improvement.

Comparison of the Mean Pre-Test Scores and Post-Test Scores of Second Language Achievement of the Students of the Experimental Group

To examine whether Second Language Achievement (SLA) of the experimental group changed following exposure to the SEL-based Instructional Module, pre-test and post-test scores were compared. Prior to conducting the paired-samples analysis, the assumption of normality was examined. The Shapiro–Wilk test was applied to the difference scores (SLA post-test minus SLA pre-test), and the corresponding Q–Q plot of standardized residuals was inspected to provide visual support for the distributional assessment.

Table 29 presents the result of the Shapiro-Wilk normality test of the experimental group. Figure 24 illustrates the Q–Q plot of standardized residuals.

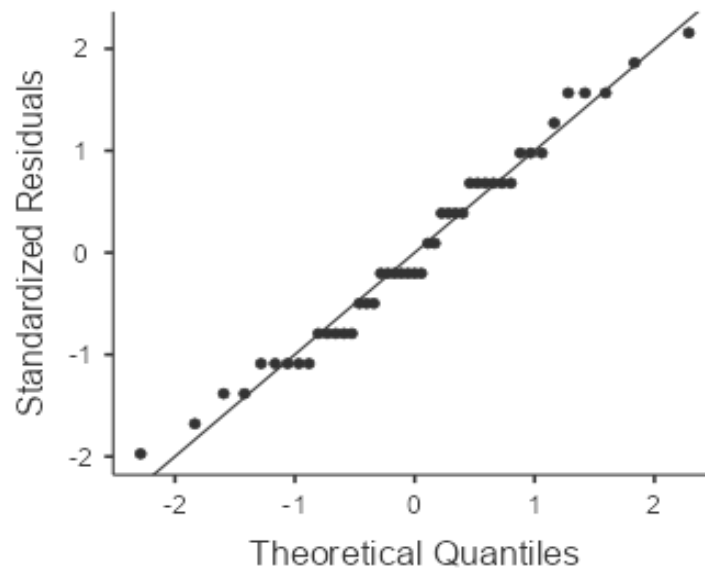
Table 29

Assumption Test for Difference Scores (SLA Post-test – Pre-test) of the Experimental Group

Assumption Test	Statistic	df	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.976	45	0.481	Normality assumption satisfied ($p > .05$)

Figure 24

Q–Q Plot of Standardized Residuals for SLA Post-Test Scores of Experimental Group



As shown in Table 29, the Shapiro–Wilk test indicated that the difference scores (post-test minus pre-test) did not significantly deviate from normality ($W = .976$, $p = .481$), supporting the suitability of parametric testing. Visual inspection of the Q–Q plot (Figure 24) further supports this conclusion, as the standardized

residuals closely follow the reference line with only minor deviations at the extremes.

Accordingly, the data were considered suitable for paired-samples *t* test analysis.

A paired-samples *t* test was conducted to determine whether SLA scores differed significantly from pre-test to post-test within the experimental group. The results are presented in Table 30.

Table 30

Difference Between Pre-test and Post-test Second Language Achievement Scores of the Experimental Group

Test	N	Mean	Median	SD	SE	t value	df	p	Cohen's d
Pre-Test	45	11.4	11	5.47	0.82	9.28	44	< .001	1.38
Post-Test	45	16	16	5.23	0.78				

The results presented in Table 30 indicate that SLA scores increased significantly from pre-test ($M = 11.40$, $SD = 5.47$) to post-test ($M = 16.00$, $SD = 5.23$), $t(44) = 9.28$, $p < .001$. The effect size was large (Cohen's $d = 1.38$), reflecting a substantial improvement following the intervention. The findings suggests marked gains in Second Language Achievement within the experimental group over the course of the intervention period.

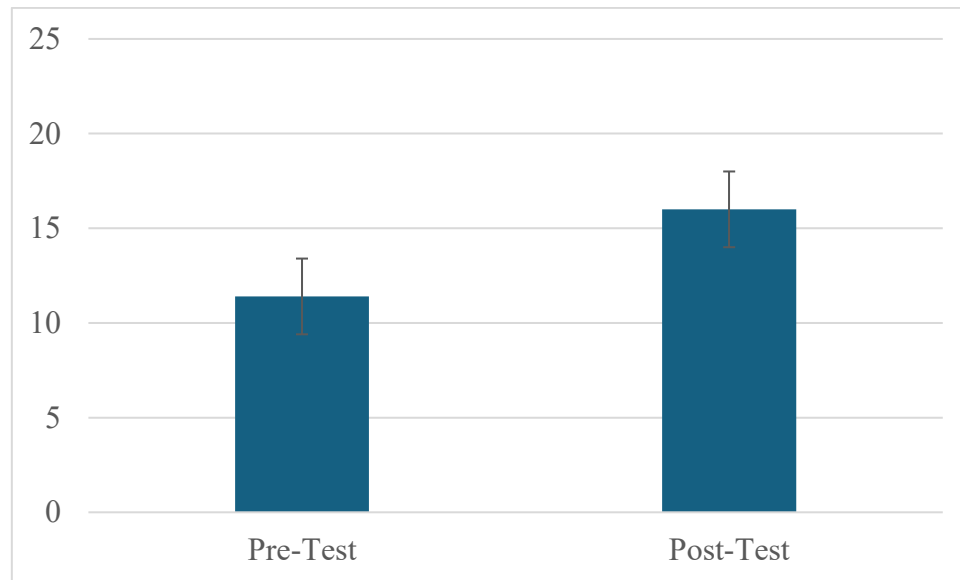
Figure 25*Mean Pre-Test and Post-Test Scores in SLA for the Experimental Group*

Figure 25 presents the pre-test and post-test mean SLA scores for the experimental group. The two testing phases with error bars provide a visual representation of the direction and extent of the observed improvement.

Discussion

Research in educational psychology has consistently highlighted the role of emotionally supportive classroom settings in fostering academic engagement and sustained learning. Classrooms that nurture emotional regulation, intrinsic motivation, and constructive peer relationships tend to create conditions in which students participate more willingly and remain attentive during instructional tasks (Durlak et al., 2011). Domitrovich, Cortes, and Greenberg (2007) reported that interventions designed to strengthen self-regulation and emotional awareness may indirectly enhance academic outcomes by improving behavioural adjustment and classroom performance. The marked pre-post gains observed in the experimental group may

therefore reflect not only on the increased exposure to language learning input. It also indicates enhancement of learner readiness and engagement facilitated through SEL integrated instruction. Moreover, the magnitude of the observed effect suggests that the improvement is educationally meaningful along with statistical significance. The findings further support earlier evidence which indicates that instructional approaches incorporating socio-emotional learning principles can support academic development, including performance in language learning contexts.

Comparison of the Mean Pre-Test Scores and Post-Test Scores of Socio-Emotional Competence of the Students of the Experimental Group

Pre-test and post-test scores of Socio-Emotional Competence of the experimental group were compared to determine the change in SEC following the SEL-based Instructional Module. Before proceeding with the paired-samples analysis, the normality assumption was examined. For this, Shapiro–Wilk test was applied to the difference scores (SEC post-test minus SEC pre-test). Q–Q plot of standardized residuals was also inspected to supply visual support for the distributional pattern.

Table 31 displays the result of the Shapiro–Wilk test and Figure 26 shows the corresponding Q–Q plot of standardized residuals.

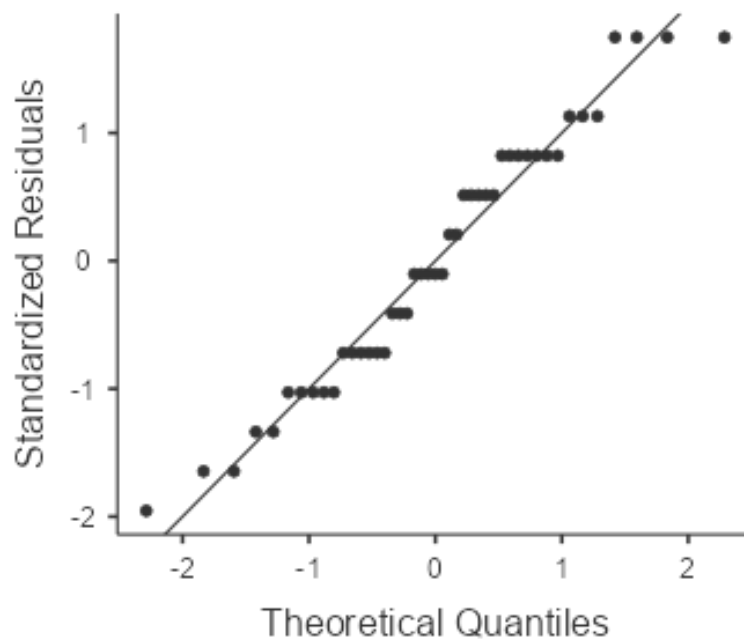
Table 31

Assumption Test for Difference Scores (SEC Post-test – Pre-test) of the Experimental Group

Assumption Test	Statistic	df	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.961	45	0.133	Normality assumption met ($p > .05$)

Figure 26

Q–Q Plot of Standardized Residuals for SEC Post-Test Scores of the Experimental Group



The result of Shapiro–Wilk test in Table 31 was not statistically significant ($p = .133$). It indicates that SEC difference scores (post-test minus pre-test) did not show marked deviation from normality. The Q–Q plot further supports this finding, as the standardized residuals largely follow the reference line with only minor deviations at

the tails. Hence, the data were considered suitable for proceeding with paired-samples t test.

Paired-samples t test was conducted to determine whether SEC scores differed markedly from pre-test to post-test within the experimental group. The results are presented in Table 32.

Table 32

Difference Between Pre-test and Post-test Socio-Emotional Competence Scores of the Experimental Group

Test	N	Mean	Median	SD	SE	t value	df	p	Cohen's d
Pre-Test	45	139	138	8.15	1.21	-66.90	44	< .001	9.98
Post-Test	45	171	173	7.57	1.13				

Table 32 shows the substantial increase in SEC scores from pre-test ($M = 139$, $SD = 8.15$) to post-test ($M = 171$, $SD = 7.57$), which indicates a statistically significant improvement over the intervention period ($p < .001$). The magnitude of change reflects a marked improvement in students' Socio-Emotional Competence following their engagement with the SEL-based Instructional Module.

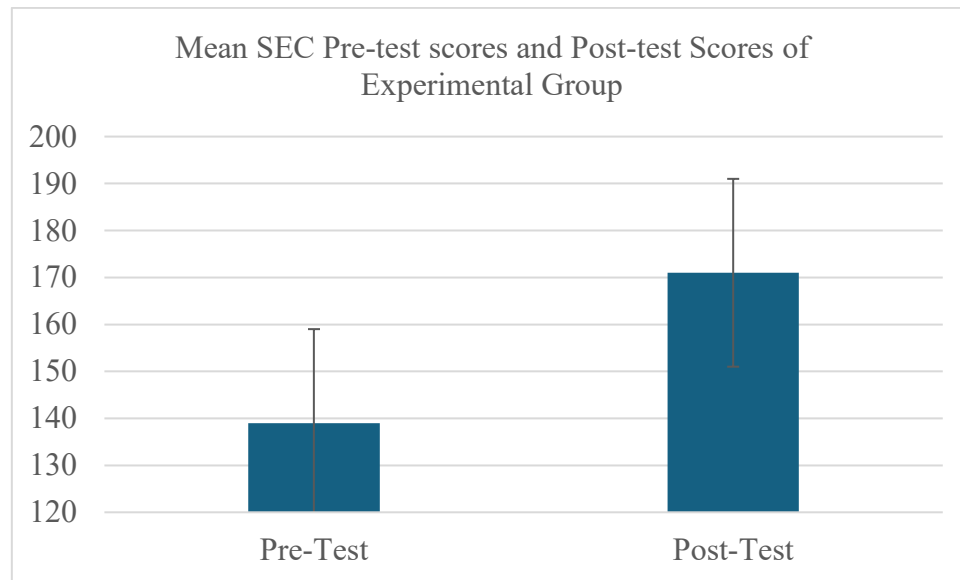
Figure 27*Mean Pre-Test and Post-Test Scores in SEC for the Experimental Group*

Figure 27 illustrates the change in mean SEC scores of experimental group from pre-test to post-test. The two testing phases with error bars give a visual representation of the direction and magnitude of improvement.

Discussion

A growing body of evidence suggests that structured, explicitly taught SEL interventions are associated with improvements in emotional regulation, social awareness, and interpersonal competencies (Durlak et al., 2011; Domitrovich et al., 2007). The present finding is also consistent with Brackett and Rivers (2013), who highlight that sustained, theory-driven SEL programmes can foster supportive classroom climates that promote emotional intelligence and prosocial behaviours. The substantial increase observed in the present study may reflect the instructional module's emphasis on reflective practices, cooperative learning, and guided opportunities for emotional expression, elements commonly identified as pathways

through which SEL interventions support socio-emotional development (Weissberg et al., 2015). By encouraging emotionally safe participation and structured social interaction, the module may have facilitated more effective internalisation of socio-emotional skills among learners.

Gain Score Analysis

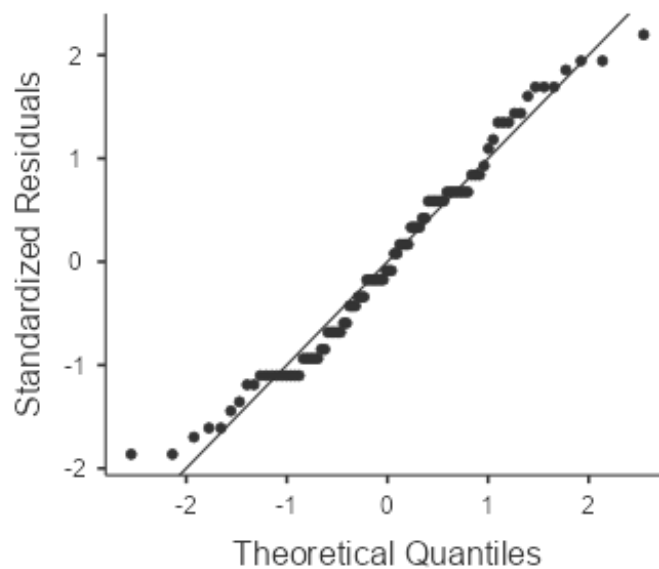
Comparison of the gain scores of Second Language Achievement of students of the control group and experimental group

Gain scores were computed by subtracting each student's pre-test score from the post-test score, thereby representing the magnitude of improvement in Second Language Achievement (SLA) over the study period. An independent-samples comparison was then conducted to determine whether the gain in SLA differed significantly between the experimental and control groups.

Prior to the between-group comparison, the assumptions of normality and homogeneity of variances were examined. The normality of SLA gain scores was assessed using the Shapiro–Wilk test, while Levene's test was used to evaluate equality of variances across groups. Table 33 presents the results of these assumption tests. Figure 28 displays the Q–Q plot of standardized residuals for SLA gain scores, providing visual support for the distributional assessment.

Table 33*Assumption Tests for SLA Gain Scores of Control and Experimental Groups*

Assumption Test	Statistic	df1	df2	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.974	—	—	0.062	Normality assumption met ($p > .05$)
Levene’s Test of Homogeneity of Variance	F = 4.55	1	90	0.036	Variances unequal between groups (assumption violated)

Figure 28*Q–Q Plot of Standardized Residuals for SLA Gain Scores*

The results presented in Table 33 shows that the Shapiro–Wilk test was not statistically significant ($p = .062$). This indicates no evidence of substantial deviation from normality. Q–Q plot displayed in Figure 28 further supports this finding, with data points closely following the reference line and only slight deviations at the tails. Levene’s test, however, was statistically significant ($p = .036$), indicating unequal

variances between the groups. Since Levene's test was significant, Welch's independent-samples t-test was used.

Table 34 presents the results of Welch's independent-samples t test comparing SLA gain scores between the control and experimental groups.

Table 34

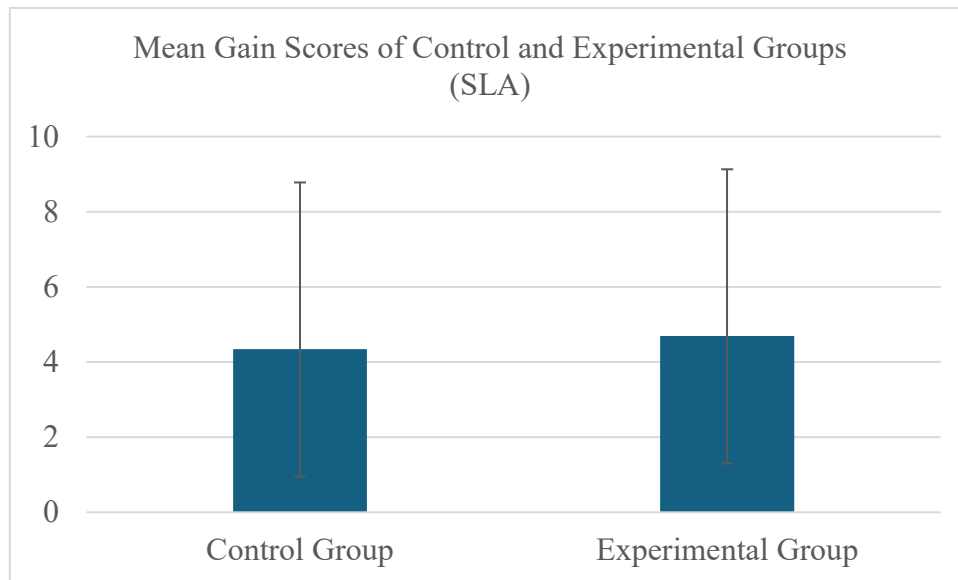
Difference in Mean Gain Scores of Second Language Achievement Between Control and Experimental Groups

Group	N	Mean Gain	Median	SD	SE	Welch's t	df	p	Cohen's d
Control Group	47	4.34	4	4.44	0.65	-0.42	85.80	0.672	0.09
Experimental Group	45	4.69	4	3.39	0.51				

The results presented in Table 34 indicate that Welch's independent-samples t-test showed that the difference in SLA gain scores between the experimental group ($M = 4.69$, $SD = 3.39$) and the control group ($M = 4.34$, $SD = 4.44$) was not statistically significant, $t(85.8) = -0.42$, $p = .672$. The effect size was negligible (Cohen's $d = 0.09$), suggesting that both groups demonstrated comparable improvement in Second Language Achievement over the study period. Thus, the gain score analysis does not provide evidence of a differential improvement in SLA between the control and experimental groups.

Figure 29

Comparison of Mean Gain Scores in SLA Between the Control and Experimental Groups



The group differences in mean SLA gain scores are illustrated in Figure 29. The figure presents mean gain scores for the control and experimental groups with error bars, providing a visual summary consistent with the statistical finding of minimal between-group difference.

Comparison of the Gain Scores of Socio-Emotional Competence of Students of the Control Group and Experimental Group

To examine whether the SEL-based Instructional Module was associated with greater improvement in Socio-Emotional Competence (SEC), gain scores were computed for each student by subtracting the pre-test score from the post-test score. An independent-samples comparison was then conducted to determine whether SEC gain scores differed significantly between the experimental and control groups.

Prior to the between-group comparison, the assumptions of normality and homogeneity of variances were examined. Normality was assessed using the Shapiro–Wilk test, and Levene’s test was used to evaluate equality of variances across groups. Table 35 presents the results of the assumption tests. Figure 30 displays the Q–Q plot of standardized residuals for SEC gain scores.

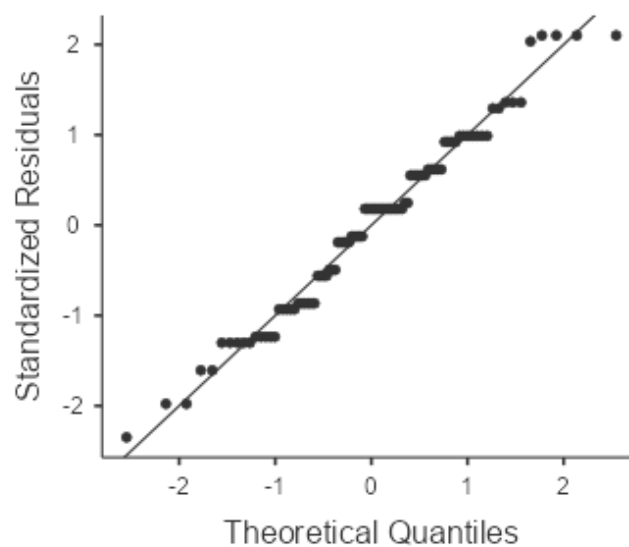
Table 35

Assumption Tests for SEC Gain Scores of Control and Experimental Groups

Assumption Test	Statistic	df1	df2	p	Interpretation
Shapiro–Wilk Test of Normality	W = 0.978	—	—	0.132	Normality assumption met ($p > .05$)
Levene’s Test of Homogeneity of Variance	F = 13.20	1	90	< .001	Variances unequal across groups (assumption violated)

Figure 30

Q–Q Plot of Standardized Residuals for SEC Gain Scores



As shown in Table 35, the Shapiro–Wilk test was not statistically significant ($p = .132$), indicating that SEC gain scores did not deviate significantly from normality. Visual inspection of the Q–Q plot (Figure 30) further supports this conclusion, as the standardized residuals closely follow the reference line with only minor departures at the tails. Levene’s test was statistically significant ($p < .001$), indicating unequal variances between the groups. Accordingly, Welch’s independent-samples t test was used for the between-group comparison of SEC gain scores.

Table 36 presents the results of Welch’s t test comparing SEC gain scores between the control and experimental groups.

Table 36

Difference in Mean Gain Scores of Socio-Emotional Competence Between Control and Experimental Groups

Group	N	Mean Gain	Median	SD	SE	Welch’s t	df	p	Cohen’s d
Control Group	47	6.51	7	2.08	0.3	−45.20	74.6	< .001	9.48
Experimental Group	45	32.3	32	3.24	0.48				

The results presented in Table 36 indicate that the experimental group demonstrated substantially higher SEC gain scores ($M = 32.30$, $SD = 3.24$) than the control group ($M = 6.51$, $SD = 2.08$). This difference was statistically significant, Welch’s $t(74.60) = -45.20$, $p < .001$. The effect size was very large (Cohen’s $d = 9.48$), reflecting a marked difference in the magnitude of socio-emotional improvement between groups.

Figure 31

Comparison of Mean Gain Scores in SEC Between the Control and Experimental Groups

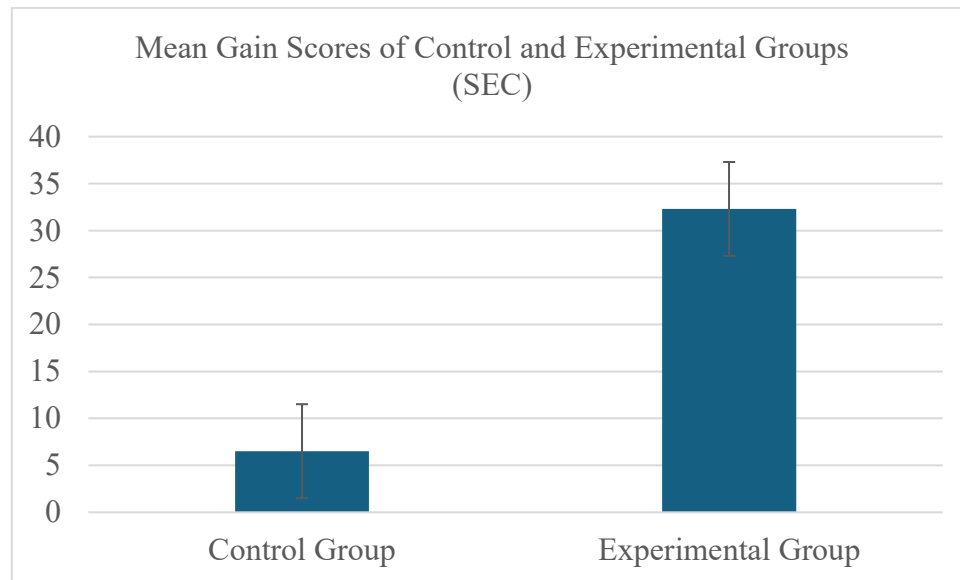


Figure 31 displays the comparison of SEC gain scores between the control and experimental groups. The mean gain scores with error bars shown in the figure provides clear visual representation of the observed larger improvement in SEC of the experimental group.

Discussion

The comparatively higher SEC gain scores observed in the experimental group indicate that the SEL-based Instructional Module was associated with meaningful growth in students' Socio-Emotional Competence. This finding is consistent with evidence from prior research which states that structured SEL interventions can strengthen emotional regulation, social awareness, and interpersonal skills (Durlak et al., 2011; Domitrovich et al., 2007). Brackett and Rivers (2013) also emphasised the

role of sustained, theory-driven SEL programmes in creating supportive classroom climates that foster emotional intelligence and prosocial behaviour. These results are further supported by frameworks suggesting SEL practices that enhance students' self-management and relationship skills, leading to broader developmental gains (Weissberg et al., 2015). The findings of the study highlight the educational value of systematically integrating SEL-based instructional strategies to foster students' socio-emotional development alongside academic progress.

Covariate Analysis

Effect of the SEL-based Instructional Module on Students' Second Language Achievement and Socio-Emotional Competence after controlling English Language Anxiety, Socio-Economic Status and Pre Test Scores of Dependent Variables

A one-way multivariate analysis of covariance (MANCOVA) was performed to examine whether students who got engaged with SEL-based Instructional Module differed from students in the control group on the combined post-test outcomes of Second Language Achievement (SLA) and Socio-Emotional Competence (SEC), after adjusting for covariates. Group (control vs experimental) served as the fixed factor. SLA post-test scores and SEC post-test scores were entered as dependent variables, while SLA pre-test score, SEC pre-test score, English Language Anxiety (ELA) scores, and Socio-Economic Status (SES) scores were included as covariates. MANCOVA was selected because it allows the simultaneous examination of multiple related dependent variables while statistically controlling for covariates (Tabachnick & Fidell, 2019).

Before conducting the main analysis, the assumptions underlying MANCOVA were examined, including independence of observations, approximate normality of the outcome variables, linearity, homogeneity of variances and covariance matrices, absence of multi-collinearity among covariates, and homogeneity of regression slopes. When the multivariate effect was statistically significant, follow-up univariate ANCOVAs were planned for each dependent variable, with partial eta squared (partial η^2) reported as an index of effect size.

Normality of the Dependent Variables

As part of preliminary data screening, univariate normality of the dependent variables within each group was examined using the Shapiro–Wilk test for SLA post-test and SEC post-test scores. Although MANCOVA is based on multivariate normality, inspection of univariate distributions provides useful evidence regarding the suitability of the data for multivariate procedures (Tabachnick & Fidell, 2019).

Table 37 presents the Shapiro–Wilk normality test results for SLA post-test and SEC post-test scores across the control and experimental groups.

Table 37

Shapiro–Wilk Tests of Normality for Post-Test Dependent Variables by Group

Variable	Group	W	df	p
SLA Post Test	Control	0.927	47	0.006
SLA Post Test	Experimental	0.947	45	0.039
SEC Post Test	Control	0.955	47	0.068
SEC Post Test	Experimental	0.95	45	0.049

As shown in Table 37, the Shapiro–Wilk test indicated statistically significant deviations from normality for SLA post-test scores in both the control group ($p = .006$) and the experimental group ($p = .039$). For SEC post-test scores, the normality assumption was satisfied for the control group ($p = .068$), while the experimental group showed a marginal deviation from normality ($p = .049$). Given the moderate and relatively balanced group sizes ($n = 47$ and $n = 45$), and considering that MANCOVA is generally robust to mild departures from normality when other assumptions are reasonably met, the normality assumption was considered acceptable for the present analysis (Field, 2018; Tabachnick & Fidell, 2019). Accordingly, Pillai’s Trace was selected as the multivariate test criterion due to its robustness under assumption departures.

Homogeneity of Error Variances (Levene’s Test)

Levene’s test of equality of error variances was conducted for each dependent variable to determine whether the variability in post-test scores was comparable between the control and experimental groups. Table 38 presents the Levene’s test results for SLA post-test and SEC post-test scores.

Table 38

Levene’s Test of Equality of Error Variances

Dependent Variable	F	df1	df2	p
SLA Post Test	2.52	1	90	0.116
SEC Post Test	5.69	1	90	0.019

As shown in Table 38, Levene's test was not statistically significant for SLA post-test scores, $F(1, 90) = 2.52$, $p = .116$, indicating that the homogeneity of error variances assumption was satisfied for Second Language Achievement. In contrast, Levene's test was statistically significant for SEC post-test scores, $F(1, 90) = 5.69$, $p = .019$, suggesting unequal variances across groups for social and emotional competence.

Pillai's Trace was taken as the primary multivariate statistic when statistical assumptions were not fully satisfied. The univariate results for SEC were interpreted cautiously, with attention to magnitude of observed effects.

Multivariate Normality/Outliers (Mahalanobis Distance)

Multivariate outliers can affect the stability of covariance matrices which in turn influence the accuracy of multivariate test statistics. Therefore, multivariate outliers were examined using Mahalanobis distance (D^2), as recommended for multivariate procedures (Tabachnick & Fidell, 2019). Mahalanobis distances were computed for cases based on the set of variables included in the analysis model (SLA pre-test, SEC pre-test, English Language Anxiety [ELA], Socio-Economic Status [SES], and post-test outcomes).

Table 39 presents the summary statistics for the Mahalanobis distance values.

Table 39*Summary of Mahalanobis Distance Statistics*

Statistic	Value
Number of variables in the set	5
χ^2 critical (df = 5, p = .001)	≈ 20.52
Minimum Mahalanobis distance	0.94
Maximum Mahalanobis distance	14.77
Mean Mahalanobis distance	4.95
SD of Mahalanobis distance	2.83

As shown in Table 39, the maximum Mahalanobis distance observed in the dataset ($D^2 = 14.77$) was below the chi-square critical value of approximately 20.52 (df = 5, p = .001). This indicates that no case constituted an extreme multivariate outlier based on the set of variables examined. The distribution of distance values was also within a reasonable range (M = 4.95, SD = 2.83). Therefore, there was no evidence of problematic multivariate outliers, and all cases were retained for subsequent MANCOVA.

Homogeneity of Variance–Covariance Matrices (Box’s M Test)

One of the underlying assumptions for running MANCOVA is that the variance–covariance matrices of the dependent variables be equal across groups. Box’s M test was employed to evaluate whether the pooled variance–covariance matrix differs significantly from those computed separately for each group. Box’s M test is highly sensitive to deviations from multivariate normality and may produce statistically significant results even for minor deviations. Hence interpretation commonly relies on a conservative significance threshold (e.g., p < .001) and

considers group size balance when judging the practical impact of violations (Tabachnick & Fidell, 2019). Table 40 presents the results of Box's M test.

Table 40

Box's Test of Equality of Covariance Matrices

Statistic	Value
Box's M	8.39
F	2.73
df1	3
df2	1,554,278.18
<i>p</i>	0.042

As shown in Table 40, Box's M was statistically significant at the conventional .05 level, Box's M = 8.39, $F(3, 1,554,278.18) = 2.73$, $p = .042$, suggesting some heterogeneity in variance–covariance matrices across groups. However, this result does not meet the more conservative criterion (e.g., $p < .001$) often applied to Box's M. Further, the group sizes were relatively balanced ($n = 47$ and $n = 45$), which reduces the risk of inflated Type I error under modest covariance heterogeneity. In view of this, Pillai's Trace was prioritised as the multivariate test statistic due to its robustness under assumption departures (Field, 2018; Tabachnick & Fidell, 2019).

Multi collinearity and Linearity

MANCOVA assumes that the dependent variables are related to one another (i.e., moderately correlated) and that the associations between dependent variables and covariates are approximately linear. To examine these assumptions and to screen for potential multicollinearity among covariates, Pearson product–moment

correlations were computed among the dependent variables and covariates. Table 41 presents the correlation matrix for the study variables ($N = 92$).

Table 41

Pearson Correlations Among Dependent Variables and Covariates ($N = 92$)

Variable	1	2	3	4	5	6
SLA Post Test	—					
SEC Post Test	.273**	—				
SLA Pre Test	.680***	0.146	—			
SEC Pre Test	.249*	.601***	0.06	—		
ELA	0.003	-.032	0.074	-.020	—	
SES	-.188	-.052	-.158	-.118	0.052	—

Note. $p < .05$. ** $p < .01$. *** $p < .001$ (two-tailed).

The correlation matrix indicates that SLA post-test and SEC post-test scores were positively and significantly correlated, $r = .27$, $p = .009$, suggesting a modest association between the two outcomes. This level of correlation supports the use of a multivariate approach while also indicating that the two dependent variables represent related but distinct constructs.

As expected, each pre-test score demonstrated a strong positive association with its corresponding post-test score (SLA pre-test with SLA post-test: $r = .68$, $p < .001$; SEC pre-test with SEC post-test: $r = .60$, $p < .001$), supporting their inclusion as covariates for statistical adjustment. English Language Anxiety (ELA) and Socio-Economic Status (SES) showed small correlations with the dependent variables. Importantly, none of the correlations approached levels typically considered indicative of problematic multicollinearity (e.g., $r > .80$ or $r > .90$). Hence, the

correlation pattern supports the suitability of the variables for multivariate analysis and indicates that multicollinearity was not a concern in the present dataset (Field, 2018; Tabachnick & Fidell, 2019).

Homogeneity of Regression Slopes

An important assumption underlying MANCOVA (and ANCOVA) is homogeneity of regression slopes, which requires that the relationship between each covariate and the dependent variables is consistent across groups. This assumption was evaluated by testing Group * Covariate interaction effects within a multivariate model. Specifically, interaction terms were created between group membership and each covariate (SLA pre-test score, SEC pre-test score, ELA, and SES), and the significance of each interaction was examined.

Table 42 presents the multivariate test results for the Group * Covariate interactions.

Table 42

*Multivariate Tests for Group * Covariate Interactions (Homogeneity of Regression Slopes)*

Effect	Test	Value	F	df1	df2	p	Partial η^2
Group * SLA	Wilks' Λ	0.969	1.3	2	81	0.278	0.031
Group * SEC	Wilks' Λ	0.996	0.17	2	81	0.846	0.004
Group * ELA	Wilks' Λ	0.892	4.88	2	81	0.01	0.108
Group * SES	Wilks' Λ	1	0	2	81	1	0

As shown in Table 42, the interaction effects for SLA pre-test, SEC pre-test, and SES were not statistically significant ($p > .05$), indicating that the relationships

between these covariates and the dependent variables did not differ significantly across the control and experimental groups. This supports the assumption of homogeneity of regression slopes for these covariates. However, the Group * ELA interaction was statistically significant, Wilks' $\Lambda = .892$, $F(2, 81) = 4.88$, $p = .010$, partial $\eta^2 = .108$, indicating that the association between ELA and the dependent variables differed across groups. This finding suggests a violation of the homogeneity of regression slopes assumption for this covariate.

In view of this violation, ELA was excluded from the final MANCOVA model in order to preserve the validity of covariate adjustment in the group comparison. This approach aligns with methodological guidance that covariates should only be retained when the assumption of parallel regression slopes is reasonably upheld (Tabachnick & Fidell, 2019).

Since the homogeneity of regression slopes was formally assessed through multivariate Group * Covariate interaction analyses, graphical illustration was limited only to representative regression plots for key baseline covariates. Figure 32 and Figure 33 depicts scatterplots with fitted regression lines for the control and experimental groups, showing the associations between the baseline measures (SLA pre-test and SEC pre-test) and their respective post-test outcomes.

Figure 32

Scatterplot Showing the Relationship Between SLA Pre-Test and SLA Post-Test Scores by Group

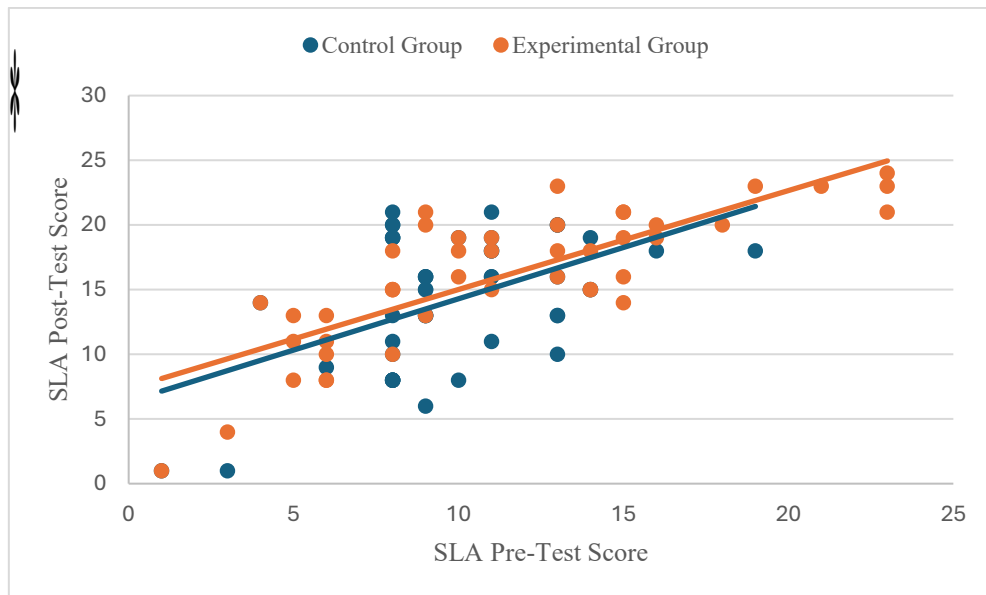
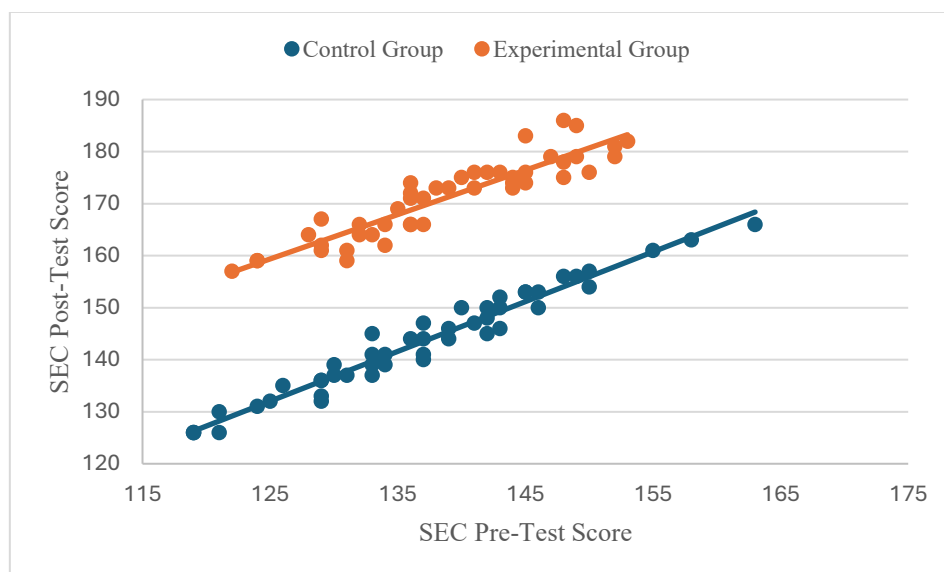


Figure 33

Scatterplot Showing the Relationship Between SEC Pre-Test and SEC Post-Test Scores by Group



Multivariate Test of the Instructional Effect (MANCOVA)

To examine the overall effectiveness of the SEL-based Instructional Module, a one-way multivariate analysis of covariance (MANCOVA) was conducted with instructional group (control vs experimental) as the independent variable. Second Language Achievement (SLA) post-test scores and Socio-Emotional Competence (SEC) post-test scores were entered as the dependent variables. SLA pre-test score, SEC pre-test score, and Socio-Economic Status (SES) were included as covariates to adjust for baseline differences between groups. English Language Anxiety (ELA) was excluded from the final model because the Group* ELA interaction was statistically significant, indicating violation of the homogeneity of regression slopes assumption (Field, 2018; Tabachnick & Fidell, 2019). Hence, Pillai's Trace was interpreted as the primary multivariate statistic due to its robustness under assumption departures.

Table 43 presents the multivariate test results for the group effect on the combined dependent variables after controlling for the covariates.

Table 43

Multivariate Tests for the Effect of Group on Second Language Achievement and Socio-Emotional Competence (Controlling Covariates)

Effect	Test	Value	F	df1	df2	p	Partial η^2
Group	Pillai's Trace	0.963	1,092.44	2	85	< .001	0.963
	Wilks' Λ	0.037	1,092.44	2	85	< .001	0.963

The multivariate test indicated a statistically significant effect of instructional group on the combined dependent variables, Pillai's Trace $V = .963$, $F(2, 85) = 1092.44$, $p < .001$, partial $\eta^2 = .963$. This result indicates that, after adjusting for SLA pre-test, SEC pre-test, and SES, the control and experimental groups differed significantly on the combined post-test outcomes of SLA and SEC. The very large multivariate effect is consistent with the substantial post-test group difference observed in SEC.

Discussion

The strong multivariate group effect suggests that the SEL-based instructional module was associated with differences in students' academic and socio-emotional outcomes when considered jointly. This finding is consistent with previous evidence indicating that SEL-oriented interventions can support socio-emotional development while also fostering academic engagement and achievement (Durlak et al., 2011; Weissberg et al., 2015). Importantly, the multivariate effect remained statistically significant after controlling for baseline performance and Socio-Economic Status, suggesting that the group differences observed at post-test are not attributable solely to initial differences in these covariates. The multivariate findings obtained support the value of instructional approaches that address socio-emotional and academic competencies in an integrated manner within secondary-level English language learning contexts.

Effectiveness of the SEL-based Instructional Module on Students' Second Language Achievement (SLA) after Controlling for SLA Pre-Test Scores, SEC Pre-Test Scores and Socio-Economic Status

Follow-Up Univariate Analyses (ANCOVA)

Since the MANCOVA indicated a statistically significant multivariate effect of instructional group on the combined dependent variables, follow-up univariate ANCOVAs were conducted to examine the effect of group separately on SLA post-test and SEC post-test outcomes.

To evaluate whether the SEL-based Instructional Module had a unique effect on Second Language Achievement, an ANCOVA was performed with instructional group (control vs experimental) as the fixed factor, SLA pre-test score, SEC pre-test score, and Socio-Economic Status (SES) as covariates, and SLA post-test score as the dependent variable. The results are presented in Table 44.

Table 44

Summary of ANCOVA for SLA Post Test Scores of Experimental and Control Group by Taking SLA Pre Test Scores, SEC Pre Test Score and SES as Covariates

	Sum of Squares	df	Mean Square	F	p	η^2	η^2p
Overall model	1090.22	4	272.55	22.759	<.001		
GROUP	6.34	1	6.34	0.456	0.501	0.003	0.005
SLA Pre Test Scores	980.97	1	980.97	70.629	<.001	0.427	0.448
SEC Pre Test Scores	93.55	1	93.55	6.736	0.011	0.041	0.072

	Sum of Squares	df	Mean Square	F	p	η^2	η^2p
Socio Economic Status	9.35	1	9.35	0.673	0.414	0.004	0.008
Residuals	1208.35	87	13.89				

The ANCOVA results shown in Table 44 indicates that the adjusted effect of instructional group on SLA post-test scores was not statistically significant, $F(1, 87) = 0.46$, $p = .501$, partial $\eta^2 = .005$. This suggests that, after controlling for baseline performance and Socio-Economic Status, the experimental and control groups did not differ significantly in post-intervention Second Language Achievement.

Among the covariates, SLA pre-test score was a strong and statistically significant predictor of SLA post-test performance, $F(1, 87) = 70.63$, $p < .001$, partial $\eta^2 = .448$, indicating that initial language achievement accounted for substantial variance in post-test outcomes. SEC pre-test score also contributed significantly to SLA post-test performance, $F(1, 87) = 6.74$, $p = .011$, partial $\eta^2 = .072$, suggesting a small to moderate association between baseline Socio-Emotional Competence and later Second Language Achievement. In contrast, SES did not significantly predict SLA post-test scores, $F(1, 87) = 0.67$, $p = .414$, partial $\eta^2 = .008$.

These findings indicate that the SEL-based Instructional Module did not result in a statistically significant improvement in SLA post-test scores when baseline SLA, baseline SEC, and SES were controlled.

Effectiveness of the SEL-based Instructional Module on Students' Socio-Emotional Competence (SEC) after Controlling for SEC Pre Test Scores, SLA pre-Test Scores and Socio-Economic Status

To examine whether the SEL-based Instructional Module had a unique effect on students' social and emotional competence, a follow-up ANCOVA was conducted with instructional group (control vs experimental) as the fixed factor, SEC pre-test score, SLA pre-test score, and Socio-Economic Status (SES) as covariates, and SEC post-test score as the dependent variable. The ANCOVA results are presented in Table 45.

Table 45

Summary of ANCOVA for SEC Post Test Scores of Experimental and Control Group by Taking SEC Pre Test Scores, SLA Pre Test Scores and SES as Covariates

	Sum of Squares	df	Mean Square	F	p	η^2	η^2p
Overall model	21593.918	4	5398.48	893.5593	<.001		
SEC Pre Test Scores	6550.158	1	6550.158	960.3817	<.001	0.295	0.917
SLA Pre Test Scores	15.86	1	15.86	2.3253	0.131	0.001	0.026
Socio Economic Status	0.152	1	0.152	0.0223	0.882	0	0
GROUP	15027.749	1	15027.749	2203.3629	<.001	0.677	0.962
Residuals	593.372	87	6.82				

The ANCOVA results shown in Table 45 indicates a statistically significant effect of instructional group on SEC post-test scores after controlling for baseline SEC, baseline SLA, and SES, $F(1, 87) = 2203.36$, $p < .001$, partial $\eta^2 = .962$. This finding indicates that students who received the SEL-based Instructional Module demonstrated substantially higher levels of Socio-Emotional Competence at post-test compared with those in the control group, even after adjusting for covariate effects.

Among the covariates, SEC pre-test score was a strong and statistically significant predictor of SEC post-test performance, $F(1, 87) = 960.38$, $p < .001$, partial $\eta^2 = .917$, indicating that baseline SEC accounted for a large proportion of variance in post-test SEC outcomes. In contrast, SLA pre-test score, $F(1, 87) = 2.33$, $p = .131$, partial $\eta^2 = .026$, and SES, $F(1, 87) = 0.02$, $p = .882$, did not significantly predict SEC post-test scores in the adjusted model.

These findings indicate that the SEL-based Instructional Module had a substantial and statistically significant positive impact on students' social and emotional competence.

Pairwise Comparison of Adjusted Group Means

Following the ANCOVA for SEC post-test scores, a pairwise comparison of the estimated marginal means (adjusted means) was examined to quantify the adjusted difference between the control and experimental groups. The results of the comparison are presented in Table 46.

Table 46*Pairwise Comparison of Estimated Marginal Means for SEC Post-Test Scores*

Group	Group	Mean Difference	SE	df	t	p _{bonferroni}	Cohen's d
Control Group	- Experimental Group	-26.1	0.557	87	-46.9	<.001	-10

The pairwise comparison shown in the Table 46 indicate that the adjusted SEC post-test mean of the experimental group was significantly higher than that of the control group. The adjusted mean difference (control – experimental) was –26.10 points, $SE = 0.56$, $t(87) = -46.90$, $p < .001$. This result confirms that, after adjusting for SEC pre-test, SLA pre-test, and Socio-Economic Status, students who received the SEL-based Instructional Module demonstrated substantially higher Socio-Emotional Competence at post-test.

The magnitude of the standardised mean difference was extremely large (Cohen's $d = -10.00$), consistent with the very large group effect observed in the ANCOVA (partial $\eta^2 = .962$), indicating a substantial and educationally meaningful impact of the intervention on socio-emotional outcomes.

Figure 34

Estimated Marginal Means of SEC Post-Test Scores for the Control and Experimental Groups after Adjusting for Covariates (SEC Pre-Test, SLA Pre-Test, and SES).

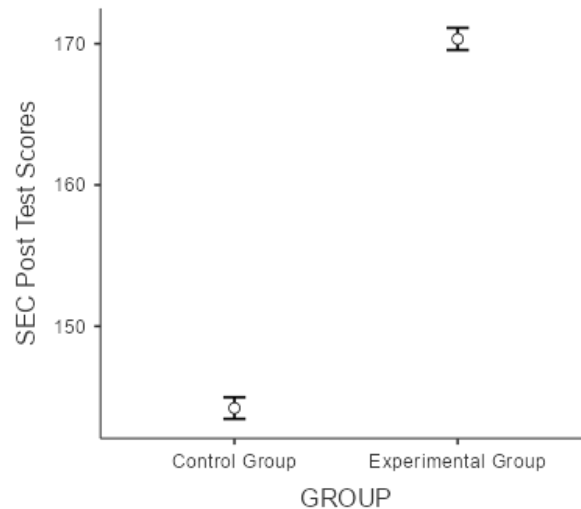


Figure 34 presents the adjusted post-test means for SEC in the control and experimental groups. The clear separation between the estimated marginal means, along with the narrow error bars, supports the strong statistical effect identified in the ANCOVA. It also highlights the magnitude of improvement associated with the SEL-based Instructional Module.

Discussion

The adjusted mean difference along with the notably large effect size indicates substantial enhancement in students' socio-emotional competence following participation in the intervention. This outcome accords with research demonstrating improvements in emotional regulation, interpersonal skills, and social awareness following structured SEL programmes (Durlak et al., 2011). The comparatively stronger performance of the experimental group may be attributed to the deliberate

inclusion of reflective tasks, cooperative interaction, and emotionally supportive classroom practices embedded within the module. Prior research suggests that such pedagogical conditions facilitate the internalisation of socio-emotional competencies and encourage positive behavioural and developmental outcomes (Domitrovich et al., 2007; Weissberg et al., 2015). The findings reinforce the educational significance of explicitly embedding socio-emotional learning strategies within language instruction to foster students' holistic development.

Conclusion

The analysis chapter was presented in two broad phases. The initial phase dealt with preliminary data examination. Particular attention was given to establishing baseline comparability between the control and experimental groups and to verifying the statistical assumptions underlying the planned inferential procedures. Descriptive statistics were used to examine the distributions of the major variables, and assumption checks were conducted to ensure that the dataset was appropriate for further analysis. These preliminary findings supported the suitability of the data for hypothesis testing and indicated that the two groups were sufficiently comparable before the intervention was implemented.

The second phase of the chapter centered on the main inferential analyses undertaken to determine the effectiveness of the SEL-based Instructional Module. Comparisons of mean differences indicated that students who were exposed to the intervention exhibited stronger post-intervention outcomes than those in the control group, especially in socio-emotional competence. These results were further strengthened through multivariate and covariate-adjusted analyses, which showed that

the observed group differences remained statistically significant even after accounting for baseline measures and background variables. Analyses based on adjusted means further substantiated the advantage observed in the experimental group on socio-emotional outcomes.

The findings of the study offer convincing evidence for the integration of socio-emotional learning strategies within English language instruction. The results show that SEL practices enhance students' Socio-Emotional Competence while enriching their learning experiences. The findings highlight the need of moving beyond purely content-focussed classroom practices towards instructional approaches that attend to students' emotional and social growth alongside academic learning. In this way, the study affirms the relevance of holistic, learner-centred pedagogy in contemporary classroom contexts.

Chapter 5

SUMMARY OF FINDINGS

- ❖ *Study in Retrospect*
- ❖ *Findings of the Study*
- ❖ *Tenability of Hypotheses*
- ❖ *Limitations of the Study*
- ❖ *Suggestions for Further Research*
- ❖ *Conclusion*

The present chapter gives a concise and integrated summary of the entire research process undertaken in the study. It consolidates the major components of the investigation, including the variables selected, objectives formulated, theoretical grounding, research design, tools employed, data collection procedures, statistical techniques used, and the major findings that emerged from data analysis.

Study in Retrospect

The study was designed to develop and examine the effectiveness of an SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. The study examined both the combined and individual effects of the SEL-based instructional module on the selected dependent variables (SLA and SEC) while statistically controlling for baseline measures, English Language Anxiety, and Socio-Economic Status.

A quasi-experimental pre-test post-test non-equivalent control group design was used to address these objectives. The intervention was systematically implemented over a specific instructional period. Standardized and researcher-developed tools were employed to measure Second Language Achievement, Socio-Emotional Competence, English Language Anxiety, and Socio-Economic Status. The data were analysed using advanced and appropriate statistical techniques, including independent and paired sample t-tests, gain score analysis, MANCOVA, and ANCOVA.

Restatement of the Problem

The problem of the present investigation was to examine the effectiveness of an SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala.

Variables of the Study

The primary goal of the research was to test the effectiveness of an SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. Here are the variables of the study, classified as Independent, Dependent, and Control variables.

Independent Variable

The independent variable of the present study was the SEL-based Instructional Module, developed and implemented by the investigator under the guidance and supervision of research supervisor for transacting selected portions of the Standard IX English textbook with a structured integration of Social and Emotional Learning strategies.

Dependent Variables

The following dependent variables were assessed:

- Second Language Achievement (SLA)
- Socio-Emotional Competence (SEC)

Control Variables (Covariates)

The control variables selected for the study were:

- Pre-test scores of Second Language Achievement
- Pre-test scores of Socio-Emotional Competence
- English Language Anxiety (ELA)
- Socio-Economic Status (SES)

Method

The study was carried out using an experimental approach supported by an initial exploratory phase. The first phase was preliminary in nature and involved a pre-experimental survey to explore students' emotional experiences, challenges, and classroom-related difficulties in learning English. This exploratory phase was guided by research questions and served as a needs analysis to understand the emotional context of English language learning at the secondary school level.

The second phase of the study adopted a quasi-experimental method to examine the effectiveness of the instructional intervention. Specifically, a non-equivalent group, pre-test post-test design is employed as it was found more suitable to study the effect of independent variable (SEL-based Instructional Module) on the dependent variables (Second Language Achievement & Socio-Emotional Competence).

Research Design

The Quasi-experimental design was employed in the study i.e., Pre-test Post-test Non Equivalent Group Design. For the present study, two groups were selected; control group and experimental group.

At the beginning stage, both the groups were given a pre-test. Later the experimental group was taught using SEL-based Instructional Module whereas the control group were provided lessons in the prevailing discourse oriented method of instruction. The two groups were administered post-test at the end of the treatment.

Sample of the Study

The population of the study comprised secondary school students following the Kerala State syllabus. The sample consisted of students studying in Standard IX selected from government secondary schools in Kerala. A total of 92 students participated in the study, with 45 students assigned to the experimental group and 47 students assigned to the control group.

Selection of Content for Treatment

The instructional content for the study was selected from the prescribed English textbook for Standard IX under the Kerala State syllabus. The selected literary units included the prose *Half a Day* by Naguib Mahfouz, *Debts of Gratitude* by Selma Lagerlof, and the poem *Nothing Twice* by Wisława Szymborska. The units were selected after conducting a detailed analysis of the syllabus, teacher's handbook, and learner competencies. These were found to be thematically rich and suitable for integrating social and emotional learning principles within language instruction. The suitability of the selected units were further supported by expert opinions from secondary school English teachers.

Tools and Instructional Materials Used for the Study

The study employed both researcher developed and standardized tools to collect data and implement the instructional intervention. The tools and materials used for the study are listed below:

- Questionnaire for the Preliminary Phase (Manju &Minikumari, 2023)
- SEL-based Instructional Module in English (Manju &Minikumari, 2024)
- Evaluation Proforma for Expert Validation (Manju &Minikumari, 2024)
- Lesson Plans Based on Discourse Oriented Pedagogy (Manju &Minikumari, 2024)
- Second Language Achievement Test (Manju &Minikumari, 2024)
- Socio-Emotional Competence Scale (Manju &Minikumari, 2024)
- English Language Anxiety Scale (Arjunan & Archana, 2014)
- Socio-Economic Status Profile

All tools were validated and standardized using appropriate procedures before being administered in the main study.

Statistical Techniques Used

Descriptive and inferential statistical techniques were used to analyse the data and test the hypotheses. The major techniques used in the study were:

- Percentage analysis, to analyse the data collected through the Pre-Experimental Survey Questionnaire
- Preliminary analysis which involves Mean, Median, Standard Deviation, Skewness, and Kurtosis
- Test of significance of difference between means (t-test)
- Gain score analysis
- Multivariate Analysis of Covariance (MANCOVA)
- Analysis of Covariance (ANCOVA)
- Bonferroni's Post Hoc Analysis

These techniques were selected to examine both the individual and combined effects of the SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence while controlling for relevant covariates.

Findings of Preliminary Survey

The study begins with a preliminary analysis to identify the emotional and affective challenges faced by students during English language learning.

Emotional and Affective Challenges Experienced by Students in the English Language Classroom

Analysis of the responses obtained from Preliminary survey reveals that emotional and affective challenges are a common part of English language classrooms. The percentage analysis indicates that a substantial proportion of students experience nervousness when asked to speak English in the classroom, accompanied by persistent fear of making mistakes. These responses point to students' lack of confidence and apprehension about how their language use may be judged by others. Fear of peer judgement and anxiety related to classroom participation further suggest that social evaluation significantly shapes students' emotional experiences during English language learning.

Examination-related concerns emerged as another notable source of emotional strain which indicates that assessment contexts often lead to students' emotional discomfort along with everyday classroom interaction. The findings suggest that such emotional and affective challenges are not isolated incidents or occasional experiences but are woven in to students' regular classroom engagement with English. This warrants the need to consider emotional experiences as an integral component of second language learning rather than as incidental factors.

Suggestions Offered by Secondary School Students for Addressing Emotional and Classroom-Related Challenges in English Language Learning

The findings from the preliminary survey indicate that secondary school students view emotional and classroom-related challenges as very much influential with their English language learning experiences. Suggestions from students clearly reflect their desire for classroom practices that minimise fear, anxiety, and discomfort particularly in contexts involving oral communication and evaluation.

The importance of supportive teacher behaviour, especially during error correction was one another major suggestions. Students opined harsh or embarrassing correction as discouraging, whereas patient guidance and constructive feedback were viewed as facilitating confidence and willingness to engage. Respondents also emphasised upon the importance of a classroom atmosphere characterised by calmness and mutual respect, where learners feel secure in expressing ideas without fear of judgement.

Interactional patterns within the classroom were also identified as influential in shaping emotional experiences. Opportunities for collaborative work, group discussions, and interactive activities were described as reducing nervousness and strengthening confidence in using English. Supportive peer dynamics emerged as another important factor, with students favouring cooperative classroom environments over competitive settings.

The survey results suggest that emotional challenges in English language learning are closely associated with instructional practices, classroom climate, and

patterns of social interaction rather than to linguistic ability alone. Although students recognise the importance of learning English, emotional discomfort often restricts their level of engagement in classroom activities. These observations reinforce the view that effective second language instruction must attend not only to cognitive and linguistic development but also to learners' emotional well-being.

In this context, the incorporation of social-emotional learning principles into English language teaching appears pedagogically justified. Instructional approaches that cultivate emotional safety, supportive relationships, and communicative confidence are likely to create more inclusive learning environments and promote sustained learner engagement.

Findings of Experimental Phase

The initial step in examining the effectiveness of the Social and Emotional Learning based Instructional Module involved comparing the performance of the experimental and control groups through mean difference analysis, without controlling for any extraneous variables. This analysis was carried out to determine whether observable differences existed between the groups in terms of pre-test and post-test scores in Second Language Achievement and Socio-Emotional Competence, as well as gain scores obtained on both measures. The results along with an explanation are given below.

Comparison of Pre-test Scores on Second Language Achievement

Result 1. There is no statistically significant difference in the mean pre-test scores of Second Language Achievement between the experimental group and the control group.

To determine whether the experimental and control groups differed in their initial level of Second Language Achievement, pre-test mean scores were compared. Since the assumption of homogeneity of variances was violated (Levene's test, $p < .05$), Welch's independent-samples t test was used for the baseline comparison. This analysis was conducted to establish baseline equivalence between groups prior to the implementation of the SEL-based instructional module.

The results indicate that the experimental group obtained a marginally higher mean score ($M = 11.40$, $SD = 5.47$, $SE = 0.816$) than the control group ($M = 9.77$, $SD = 3.20$, $SE = 0.466$). However, this difference was not statistically significant, Welch's $t(70.30) = -1.69$, $p = .095$. The effect size was small (Cohen's $d = 0.36$), indicating a minimal practical difference between the groups. As a robustness check, a Mann–Whitney U test also did not indicate a statistically significant difference between groups, $U = 897$, $p = .208$, with a small rank-biserial effect size ($r_{rb} = .15$).

These findings indicate that the experimental and control groups were comparable in Second Language Achievement at the pre-test stage. The absence of a statistically significant difference supports baseline equivalence and strengthens the inference that subsequent changes observed in post-test performance are more likely

associated with the instructional intervention rather than pre-existing group differences.

(Second Language Achievement, Pre-test: $M_{Exp} = 11.40$, $M_{Con} = 9.77$, Welch's $t(70.30) = -1.69$, $p > .05$.)

Comparison of Pre-test Scores on Socio-Emotional Competence

Result 2. There is no statistically significant difference in the mean pre-test scores of Socio- Emotional Competence between the experimental group and the control group.

To examine whether the experimental and control groups differed in their initial level of Socio- Emotional Competence, a comparison of pre-test mean scores was conducted using an independent-samples t test. This analysis was undertaken to establish baseline equivalence between the two groups prior to the implementation of the SEL-based instructional module.

The results indicate that the experimental group ($M = 139$, Median = 138, SD = 8.15, SE = 1.21) obtained a slightly higher mean pre-test score than the control group ($M = 137$, Median = 137, SD = 10.40, SE = 1.51). However, the difference between the two groups was not statistically significant, $t(90) = -1.00$, $p = .32$. The effect size was small (Cohen's $d = 0.21$), indicating a negligible practical difference between the groups.

The results indicate that the experimental and control groups did not differ meaningfully in Socio-Emotional Competence at the pre-test stage. The absence of a statistically significant difference, supported by a small effect size, confirms baseline equivalence between the groups. This comparability strengthens the internal validity

of the study and supports the attribution of any subsequent post-test differences in Socio- Emotional Competence to the instructional intervention rather than to pre-existing group differences.

(Socio-Emotional Competence, Pre-test: $M_{Exp} = 139$, $M_{Con} = 137$, $t = -1.00$, $p > .05$)

Comparison of Post-test Scores on Second Language Achievement

Result 3. There is no statistically significant difference in post-test scores of Second Language Achievement between the experimental group and the control group.

To determine whether the experimental and control groups differed in their level of Second Language Achievement after the intervention, post-test scores were compared using the Mann–Whitney U test, as assumption testing indicated deviation from normality. An independent-samples t test was also computed as a robustness check to examine whether the conclusion remained stable under a parametric approach.

The results show that the experimental group obtained a higher post-test score ($M = 16.04$, Median = 16, $SD = 5.23$, $SE = 0.78$) than the control group ($M = 14.11$, Median = 15, $SD = 5.07$, $SE = 0.74$). However, the Mann–Whitney test indicated that the group difference was not statistically significant, $U = 824$, $p = .068$. The associated effect size was small (rank-biserial correlation, $r_{rb} = .22$), indicating limited practical difference between groups.

The independent-samples t test done as a robustness check, also produced a consistent non-significant result, $t(90) = -1.80$, $p = .074$. The corresponding effect size (Cohen's $d = 0.38$) falls within the small-to-moderate range, indicating that the

magnitude of the difference between groups was limited. This unadjusted post-test comparison suggests that the SEL-based instructional module did not result in a statistically distinguishable advantage in Second Language Achievement at the post-test stage. Therefore, further analyses such as gain score comparison and covariate-adjusted models were necessary to examine the intervention effect more precisely.

(Second Language Achievement, Post-test: Median_{Exp} = 16, Median_{Con} = 15, U = 824, $p > .05$.)

Comparison of Post-test Scores on Socio-Emotional Competence

Result 4. There is a statistically significant difference in the mean post-test scores of Socio-Emotional Competence between the experimental group and the control group.

To examine whether the experimental and control groups differed in their level of Socio-Emotional Competence (SEC) after the intervention, post-test mean scores were compared using an independent-samples t test. This analysis was undertaken to examine group differences in SEC outcomes following the implementation of the SEL-based instructional module.

The results indicate that the experimental group obtained a substantially higher SEC post-test score ($M = 171$, Median = 173, $SD = 7.57$, $SE = 1.13$) than the control group ($M = 143$, Median = 144, $SD = 10.10$, $SE = 1.48$). The difference between the two groups was statistically significant, $t(90) = -14.80$, $p < .001$. The associated effect size was extremely large (Cohen's $d = 3.10$), indicating a very strong practical difference in Socio-Emotional Competence in favour of the experimental group.

These findings demonstrate that students exposed to the SEL-based instructional module showed markedly higher Socio-Emotional Competence at the post-test stage compared to students taught through the prevailing instructional approach. The magnitude of the group difference provides strong empirical support for the effectiveness of the intervention in fostering socio-emotional development among secondary school students.

(Socio-Emotional Competence, Post-test: $M_{\text{Exp}} = 171$, $M_{\text{Con}} = 143$, $t(90) = -14.80$, $p < .001$.)

Comparison of Pre-test and Post-test Scores on Second Language Achievement of the Control Group

Result 5. There is a statistically significant difference between the pre-test and post-test mean scores of Second Language Achievement for the control group.

To examine whether Second Language Achievement changed within the control group over the course of the study, pre-test and post-test scores were compared using a paired-samples *t* test. This analysis was undertaken to assess the improvement in Second Language Achievement under the prevailing instructional practices followed in the control group.

The results indicate that the control group showed an increase in mean scores from the pre-test ($M = 9.77$, Median = 9, $SD = 3.20$, $SE = 0.47$) to the post-test ($M = 14.11$, Median = 15, $SD = 5.07$, $SE = 0.74$). This difference was statistically significant, $t(46) = -6.70$, $p < .001$. The effect size was large (Cohen's $d^2 = 0.98$), indicating a substantial improvement in Second Language Achievement within the control group.

These findings suggest that students in the control group demonstrated notable progress in Second Language Achievement during the study period under regular instructional conditions. This improvement may reflect the influence of routine classroom instruction and learning exposure during the intervention period and serves as an important reference point for interpreting the magnitude of progress observed in the experimental group following the implementation of the SEL-based instructional module.

(Second Language Achievement – Control Group: Pre-test $M = 9.77$, Post-test $M = 14.11$, $t = -6.70$, $p < .001$)

Comparison of Pre-test and Post-test Scores on Socio-Emotional Competence of the Control Group

Result 6. There is a statistically significant difference between the pre-test and post-test scores of Socio-Emotional Competence for the control group.

To examine whether Socio-Emotional Competence changed within the control group over the study period, pre-test and post-test scores were compared using paired comparisons. As preliminary assumption testing indicated that the normality assumption for paired differences was not fully satisfied, the Wilcoxon signed-rank test was used as the primary inferential procedure. In addition, a paired-samples t test was also computed as a robustness check to examine whether the conclusion remained consistent under a parametric approach.

The results indicate that the mean SEC score of the control group increased from the pre-test ($M = 137$, Median = 137, $SD = 10.40$) to the post-test ($M = 143$, Median = 144, $SD = 10.10$). The Wilcoxon signed-rank test revealed that this

improvement was statistically significant, $W = 0$, $p < .001$, with an extremely large rank-based effect size ($r_{rb} = 1.00$), indicating that the post-test SEC scores were consistently higher than the pre-test scores across participants.

The paired-samples t test done as a robustness check, also indicated a statistically significant increase in SEC scores, $t(46) = -21.40$, $p < .001$. The effect size was exceptionally large (Cohen's $d^2 = 3.12$). The consistency of results across both non-parametric and parametric procedures strengthens confidence in the conclusion that SEC scores increased significantly within the control group.

The finding indicates that students in the control group exhibited a measurable growth in Socio-Emotional Competence over the study period, even under regular instructional conditions. This improvement may be linked to ongoing developmental processes, everyday classroom engagement, and the broader socio-emotional climate of the school setting. At the same time, the near-uniform direction of change reflected in $W = 0$ and $r_{rb} = 1.00$ suggests limited variability in gain scores. Hence the magnitude of the effect is interpreted cautiously.

(Socio-Emotional Competence – Control Group: Pre-test $M = 137$, Post-test $M = 143$, $W = 0$, $p < .001$; robustness check: $t(46) = -21.40$, $p < .001$)

Comparison of Pre-test and Post-test Scores on Second Language Achievement of the Experimental Group

Result 7. There is statistically significant difference between the pre-test and post-test scores of Second Language Achievement for the experimental group.

A paired-samples t test was performed to compare pre-test and post-test scores in order to examine the improvement in Second Language Achievement (SLA) within

the experimental group after the implementation of the SEL-based instructional module. This analysis was undertaken to determine whether students who received the instructional intervention demonstrated significant progress in Second Language Achievement over the study period.

The results indicate that the experimental group's SLA mean score increased from the pre-test ($M = 11.40$, Median = 11, $SD = 5.47$) to the post-test ($M = 16.00$, Median = 16, $SD = 5.23$). This improvement was statistically significant, $t(44) = 9.28$, $p < .001$. The effect size was large (paired Cohen's $d^2 = 1.38$), indicating a substantial increase in SLA scores from pre-test to post-test.

These findings suggest that students in the experimental group demonstrated marked progress in Second Language Achievement during the intervention period. The magnitude of the effect indicates that the SEL-based instructional module was associated with educationally meaningful improvement in learners' second language performance.

(Second Language Achievement – Experimental Group: Pre-test $M = 11.40$, Post-test $M = 16.00$, $t(44) = 9.28$, $p < .001$.)

Comparison of Pre-test and Post-test Scores on Socio-Emotional Competence of the Experimental Group

Result 8. There is a statistically significant difference between the pre-test and post-test scores of Socio-Emotional Competence for the experimental group.

To examine whether Socio-Emotional Competence (SEC) improved within the experimental group following implementation of the SEL-based instructional

module, pre-test and post-test scores were compared using a paired-samples t test. This analysis was done to find whether participation in the intervention leads to measurable improvement in SEC.

The results indicate that the SEC mean score of the experimental group increased substantially from the pre-test ($M = 139$, Median = 138, $SD = 8.15$) to the post-test ($M = 171$, Median = 173, $SD = 7.57$). This difference was statistically significant, $t(44) = -66.90$, $p < .001$. The effect size was extremely high (paired Cohen's $d^z = 9.98$), reflecting a substantial increase in Socio-Emotional Competence following the intervention.

The findings indicate that engagement with SEL-based instructional module was associated with a marked and meaningful enhancement of Socio- Emotional Competence within the experimental group. The magnitude of the observed change suggests that the improvement is unlikely to be attributable solely to routine classroom process or developmental progression, thereby underscoring the significant contribution of the intervention to socio-emotional growth.

(Socio-Emotional Competence – Experimental Group: Pre-test $M = 139$, Post-test $M = 171$, $t(44) = -66.90$, $p < .001$.)

Comparison of Gain Scores on Second Language Achievement

Result 9. There is no statistically significant difference in the mean gain scores of Second Language Achievement between the experimental group and the control group.

Gain scores were computed by subtracting pre-test scores from post-test scores in order to examine whether the SEL-based instructional module produced marked improvement in Second Language Achievement (SLA). As the assumption of homogeneity of variances was violated, Welch's independent-samples *t* test was performed for the comparison of gain scores between the experimental and control groups.

The experimental group obtained a marginally higher mean gain score ($M = 4.69$, Median = 4, $SD = 3.39$) compared to the control group ($M = 4.34$, Median = 4, $SD = 4.44$). However, this difference did not reach statistical significance, Welch's $t(85.8) = -0.42$, $p = .672$. The corresponding effect size was minimal (Cohen's $d = 0.09$), indicating no practical difference in SLA gain scores between the two groups. The gain score findings reveal that both groups improved in SLA over time, with gains of comparable magnitude.

This finding suggests that the SEL-based instructional module did not yield a statistically distinguishable advantage in second language gain scores relative to regular instructional conditions.

(Second Language Achievement Gain Scores: $M_{Exp} = 4.69$, $M_{Con} = 4.34$, Welch's $t = -0.42$, $p > .05$.)

Comparison of Gain Scores on Socio-Emotional Competence

Result 10. There is a statistically significant difference in the mean gain scores of Socio-Emotional Competence between the experimental group and the control group.

Gain scores were computed for each student by subtracting pre-test scores from post-test scores in order to determine whether the SEL-based instructional module led to any marked improvement in Socio-Emotional Competence (SEC). A between-group comparison of SEC gain scores was conducted using Welch's independent-samples *t* test, as the assumption of homogeneity of variances was violated.

The results indicate that the experimental group achieved a substantially higher mean gain score ($M = 32.30$, Median = 32, $SD = 3.24$) than the control group ($M = 6.51$, Median = 7, $SD = 2.08$). This difference was statistically significant, Welch's $t(74.6) = -45.20$, $p < .001$. The effect size was exceptionally large (Cohen's $d = 9.48$), indicating a pronounced difference in socio-emotional improvement between the two groups.

These findings provide strong empirical evidence that the SEL-based instructional module was associated with markedly greater improvement in students' Socio-Emotional Competence compared to regular instruction.

(Socio-Emotional Competence Gain Scores: $M_{Exp} = 32.30$, $M_{Con} = 6.51$, Welch's $t = -45.20$, $p < .001$.)

Combined Effect of the SEL-Based Instructional Module on Second Language Achievement and Socio-Emotional Competence

Result 11. There is a statistically significant multivariate effect of group on Second Language Achievement and Socio- Emotional Competence after controlling for the specified covariates.

Multivariate Analysis of Covariance (MANCOVA) was employed to examine the combined effect of the instructional intervention on Second Language Achievement and socio-emotional competence while statistically controlling for pre-test scores, and Socio-Economic Status. Group (experimental vs. control) was treated as the independent variable, with post-test scores of Second Language Achievement and Socio-Emotional Competence as the dependent variables.

The multivariate test results indicate a highly significant effect of group on the combined dependent variables. Pillai's Trace was statistically significant, $V = .963$, $F(2, 85) = 1092.44$, $p < .001$, with a very large effect size (partial $\eta^2 = .963$). Similarly Wilks' Lambda, $\Lambda = .037$, $F(2, 85) = 1092.44$, $p < .001$, also yields a partial η^2 of .963.

These findings demonstrate that, after controlling for covariates, the experimental and control groups differed substantially and meaningfully on the combined outcomes of Second Language Achievement and Socio-Emotional Competence. The exceptionally large effect size indicates that a considerable proportion of the variance in the dependent variables is attributable to the instructional intervention. This result provides strong multivariate evidence supporting the effectiveness of the SEL-based instructional module in enhancing both academic and socio-emotional outcomes among secondary school students.

(MANCOVA: Pillai's Trace = 0.963, $F(2, 85) = 1092.44$, $p < .001$; Wilks' $\Lambda = 0.037$, $F(2, 85) = 1092.44$, $p < .001$)

Individual Effect of the SEL-Based Instructional Module on Second Language Achievement after Controlling for Covariates

Result 12. There is no statistically significant difference in post-test scores of Second Language Achievement between the experimental and control groups after controlling for pre-test scores of Second Language Achievement, pre-test scores of Socio-Emotional Competence, and Socio-Economic Status.

To examine whether the SEL-based instructional module had a significant effect on students' post-test Second Language Achievement after adjusting for relevant covariates, an Analysis of Covariance (ANCOVA) was conducted. Group (experimental vs. control) was treated as the independent variable, post-test Second Language Achievement as the dependent variable, and pre-test scores of Second Language Achievement, pre-test scores of Socio-Emotional Competence, and Socio-Economic Status as covariates.

The overall ANCOVA model was statistically significant, $F(4, 87) = 22.76$, $p < .001$, indicating that the set of predictors collectively explained a significant proportion of variance in post-test Second Language Achievement. However, the main effect of group was not statistically significant, $F(1, 87) = 0.46$, $p = .501$. The effect size associated with group was negligible (partial $\eta^2 = .005$; $\omega^2 = -.003$), suggesting that group membership accounted for very little unique variance in post-test Second Language Achievement after controlling for the covariates.

Pre-test scores of Second Language Achievement was found as a strong and statistically significant predictor of post-test performance, among the covariates $F(1,$

87) = 70.63, $p < .001$. The associated effect size was also substantial (partial $\eta^2 = .448$). Pre-test scores of Socio-Emotional Competence also contributed significantly to the model, $F(1, 87) = 6.74$, $p = .011$, though with a smaller effect size (partial $\eta^2 = .072$). In contrast, Socio-Economic Status did not have a statistically significant effect on post-test scores of Second Language Achievement, $F(1, 87) = 0.67$, $p = .414$.

These findings indicate that, when prior language ability and Socio-Emotional Competence are taken into account, the SEL-based instructional module did not produce a statistically significant independent effect on post-test Second Language Achievement. The results suggest that post-test language performance was influenced primarily by students' initial language proficiency and, to a lesser extent, their initial Socio-Emotional Competence. This underscores the importance of considering baseline academic and socio-emotional factors when evaluating the impact of instructional interventions on language outcomes.

(ANCOVA: Group effect $F(1, 87) = 0.456$, $p > .05$; Pre-test SLA $F(1, 87) = 70.629$, $p < .001$; Pre-test SEC $F(1, 87) = 6.736$, $p < .05$)

Individual Effect of the SEL-Based Instructional Module on Socio-Emotional Competence after Controlling for Covariates

Result 13. There is a statistically significant difference in post-test Socio-Emotional Competence between the experimental and control groups after controlling for pre-test scores of Socio-Emotional Competence, pre-test scores of Second Language Achievement, and Socio-Economic Status.

An Analysis of Covariance (ANCOVA) was conducted to examine the effect of the SEL-based instructional module on students' post-test scores of Socio-Emotional Competence while adjusting for relevant covariates. Group (experimental vs. control) served as the independent variable, post-test scores of Socio-Emotional Competence as the dependent variable, and pre-test scores of Socio-Emotional Competence, pre-test scores of Second Language Achievement, and Socio-Economic Status as covariates.

The overall ANCOVA model was statistically significant, $F(4, 87) = 893.56$, $p < .001$, indicating that the combined predictors explained a substantial proportion of variance in post-test scores of Socio-Emotional Competence. And the main effect of group was highly statistically significant, $F(1, 87) = 2203.36$, $p < .001$. The associated effect size was extremely large (partial $\eta^2 = .962$; $\omega^2 = .677$), demonstrating that group membership accounted for a very large proportion of unique variance in post-test scores of Socio-Emotional Competence after controlling for the covariates.

Among the covariates, pre-test Socio-Emotional Competence emerged as a significant predictor of post-test scores, $F(1, 87) = 960.38$, $p < .001$, with a very large effect size (partial $\eta^2 = .917$), indicating strong stability of Socio-Emotional Competence over time. However pre-test scores of Second Language Achievement did not have a statistically significant effect on post-test scores of Socio-Emotional Competence, $F(1, 87) = 2.33$, $p = .131$, nor did Socio-Economic Status, $F(1, 87) = 0.02$, $p = .882$.

These findings provide robust evidence that the SEL-based instructional module had a substantial and independent effect on enhancing students' Socio-

Emotional Competence beyond the influence of prior socio-emotional levels, language proficiency, and socio-economic background. The magnitude of the group effect underscores the effectiveness of the intervention in fostering socio-emotional development among secondary school students.

(ANCOVA: Group effect $F(1, 87) = 2203.36, p < .001$; Pre-test SEC $F(1, 87) = 960.38, p < .001$)

Post-hoc Comparison of Adjusted Mean Scores on Socio-Emotional Competence

Result 14. There is a statistically significant difference between the adjusted mean scores of Socio-Emotional Competence of the experimental group and the control group.

Post-hoc pairwise comparison using the Bonferroni adjustment was carried out to examine the direction and magnitude of differences between the experimental and control groups on post-test Socio-Emotional Competence after controlling for the covariates.

The results indicate that the experimental group scored significantly higher than the control group, with a mean difference of -26.10 ($SE = 0.56$). This difference was highly statistically significant, $t(87) = -46.90, p < .001$ (Bonferroni-adjusted). The magnitude of the difference was exceptionally large, as reflected by Cohen's $d = -10.00$, indicating an extremely strong practical impact of the SEL-based instructional module.

These findings confirm that the significant group effect observed in the ANCOVA was driven by the markedly higher post-test Socio- Emotional Competence

scores of students in the experimental group. The size of the mean difference and the very large effect size provide empirical evidence that the SEL-based instructional intervention was highly effective in enhancing Socio-Emotional Competence among secondary school students.

(Bonferroni-adjusted comparison: Mean Difference = -26.10 , $t = -46.90$, $p < .001$)

Tenability of Hypothesis

Hypothesis 1

There is no significant difference between the mean pre-test scores of Second Language Achievement of the students in the control and experimental groups.

The analysis of data revealed that there is no statistically significant difference between the mean pre-test scores of Second Language Achievement of the experimental group and the control group. The comparison of mean pre-test scores showed that both groups were at a comparable level of Second Language Achievement prior to the implementation of the SEL-based instructional module.

The results indicate that the experimental and control groups did not differ significantly in their initial Second Language Achievement. This confirms that the two groups were equivalent at the entry level, thereby ensuring that any subsequent differences observed at the post-test stage could be attributed to the instructional intervention rather than to pre-existing differences.

Thus, the null hypothesis formulated is accepted.

Hypothesis 2

There is no significant difference between the mean pre-test scores of Socio-Emotional Competence of the students in the control and experimental groups.

The analysis of data revealed that there is no statistically significant difference between the mean pre-test scores of Socio-Emotional Competence of the experimental group and the control group. The comparison of pre-test scores showed that both groups possessed similar levels of Socio-Emotional Competence before the implementation of the SEL-based instructional module.

The results indicate that the experimental and control groups did not differ significantly in their Socio-Emotional Competence at the pre-test stage. This establishes that the groups were comparable with respect to Socio-Emotional Competence prior to the intervention, thereby providing a valid basis for assessing the effect of the instructional module at later stages.

Thus, the null hypothesis formulated is accepted.

Hypothesis 3

There is no significant difference in the post-test scores of Second Language Achievement between the experimental group and the control group.

The analysis of data revealed that there is no statistically significant difference in the post-test scores of Second Language Achievement between the experimental group and the control group. Although the experimental group obtained a slightly

higher post-test score than the control group, the difference was not statistically significant.

The results indicate that the experimental and control groups did not differ significantly in their Second Language Achievement at the post-test stage based on post-test comparison. This suggests that, at the post-test stage, the level of Second Language Achievement observed in both groups remained comparable when analysed through unadjusted between-group comparison.

Thus, the null hypothesis formulated is accepted.

Hypothesis 4

There is no significant difference between the mean post-test scores of Socio-Emotional Competence of the students in the control and experimental groups.

The analysis of data revealed that there is a statistically significant difference between the mean post-test scores of Socio-Emotional Competence of the experimental group and the control group. The experimental group obtained a substantially higher mean post-test score compared to the control group.

The results clearly indicate that students who were taught using the SEL-based instructional module demonstrated markedly higher levels of Socio-Emotional Competence than those taught through the existing method of instruction. This finding establishes the effectiveness of the SEL-based instructional module in enhancing Socio-Emotional Competence among secondary school students.

Thus, the null hypothesis formulated is rejected.

Hypothesis 5

There is no significant difference between the mean pre-test and post-test scores of Second Language Achievement within the control group.

The analysis of data revealed that there is a statistically significant difference between the mean pre-test and post-test scores of Second Language Achievement of the control group. The post-test mean score was found to be higher than the pre-test mean score, indicating an improvement in Second Language Achievement among students taught through the existing method of instruction.

The results show that students in the control group exhibited a significant improvement in Second Language Achievement over the period of instruction, even without exposure to the SEL-based instructional module. This improvement may be attributed to discourse oriented instruction followed in regular classrooms and learning experiences.

Thus, the null hypothesis formulated is rejected.

Hypothesis 6

There is no significant difference between the pre-test and post-test scores of Socio-Emotional Competence within the control group.

The analysis of data revealed that there is a statistically significant difference between the pre-test and post-test scores of Socio-Emotional Competence of the control group. The post-test scores were higher than the pre-test scores, indicating an

improvement in Socio-Emotional Competence among students taught through the existing method of instruction.

The results suggest that even within the regular instructional context, students showed measurable growth in Socio-Emotional Competence across the instructional period. This improvement may reasonably reflect upon natural developmental progression, everyday classroom interactions, and the general socio-emotional climate of the school setting.

Thus, the null hypothesis formulated is rejected.

Hypothesis 7

There is no significant difference between the mean pre-test and post-test scores of Second Language Achievement within the experimental group.

Analysis of data showed a statistically significant difference between the pre-test and post-test mean scores of Second Language Achievement within the experimental group. The higher post-test mean score reflects improvement in Second Language Achievement following the instructional intervention.

The results indicate that students in the experimental group exhibited meaningful progress in Second Language Achievement during the intervention period. This improvement may be due to the supportive socio-emotional classroom climate established through the SEL-based instructional module. The intervention appeared to have encouraged active engagement, lowered affective barriers, and promoted meaningful language use during classroom interactions.

Thus, the null hypothesis formulated is rejected.

Hypothesis 8

There is no significant difference between the mean pre-test and post-test scores of Socio-Emotional Competence within the experimental group.

The analysis of data revealed that there is a statistically significant difference between the mean pre-test and post-test scores of Socio-Emotional Competence of the experimental group. The post-test mean score was found to be substantially higher than the pre-test mean score, indicating a marked improvement in Socio-Emotional Competence among students who were exposed to the SEL-based instructional module.

The results show that students in the experimental group demonstrated a pronounced enhancement in Socio-Emotional Competence over the instructional period. This improvement may be attributed to the systematic integration of socio-emotional learning strategies such as mindfulness practices, reflective activities, collaborative tasks, and emotionally responsive classroom interactions embedded in the instructional module.

Thus, the null hypothesis formulated is rejected.

Hypothesis 9

There is no significant difference between the mean gain scores of Second Language Achievement of the students in the control and experimental groups.

The analysis of data revealed that there is no statistically significant difference between the mean gain scores of Second Language Achievement of the experimental group and the control group. Although the experimental group showed a marginally higher mean gain score than the control group, the difference was not statistically significant.

The results indicate that, based on gain score comparison, the improvement in Second Language Achievement was comparable for both groups. This suggests that the SEL-based instructional module did not lead to a significantly greater gain in Second Language Achievement when analysed through gain scores without adjusting for other influencing variables.

Thus, the null hypothesis formulated is accepted.

Hypothesis 10

There is no significant difference between the mean gain scores of Socio-Emotional Competence of the students in the control and experimental groups.

The analysis of data revealed that there is a statistically significant difference between the mean gain scores of Socio-Emotional Competence of the experimental group and the control group. The experimental group demonstrated a substantially higher gain in Socio-Emotional Competence compared to the control group.

The results clearly indicate that students who were exposed to the SEL-based instructional module showed markedly greater improvement in Socio-Emotional Competence than those taught through the existing method of instruction. This finding confirms the effectiveness of the SEL-based instructional module in fostering socio-emotional development among secondary school students.

Thus, the null hypothesis formulated is rejected.

Hypothesis 11

There is no significant combined effect of the SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala after controlling for pre-test scores, and Socio-Economic Status.

The analysis of data revealed that there is a statistically significant combined effect of the SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence after controlling for pre-test scores, and Socio-Economic Status. The multivariate analysis showed that the group differed significantly on the combined dependent variables even after adjusting for the influence of the covariates.

The results indicate that the SEL-based instructional module exerted a strong overall influence on students' learning outcomes by simultaneously enhancing Second Language Achievement and Socio-Emotional Competence. This finding demonstrates that the effectiveness of the instructional module cannot be explained by initial differences or background variables alone, but is attributable to the intervention.

Thus, the null hypothesis formulated is rejected.

Hypothesis 12

There is no significant individual effect of the SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence among

secondary school students of Kerala after controlling for pre-test scores, and Socio-Economic Status.

The analysis of data revealed differential individual effects of the SEL-based instructional module on the two dependent variables after controlling for pre-test scores, and Socio-Economic Status. The results of the analysis showed that the instructional module had a statistically significant individual effect on Socio-Emotional Competence, whereas its individual effect on Second Language Achievement was not statistically significant after adjusting for the covariates.

The findings indicate that the SEL-based instructional module was highly effective in enhancing students' Socio-Emotional Competence independent of initial differences and background factors. However, the improvement in Second Language Achievement, when considered independently, was largely influenced by students' pre-test achievement levels and Socio-Emotional Competence rather than by the instructional intervention alone.

Thus, the null hypothesis formulated is rejected with respect to Socio-Emotional Competence and accepted with respect to Second Language Achievement.

Limitations of the Study

Despite its contributions, the present study has certain limitations that need to be acknowledged.

The duration of the intervention, though sufficient to observe meaningful changes in Socio-Emotional Competence, may not fully capture long-term effects on Second Language Achievement.

The absence of a delayed post-test, owing to academic and scheduling constraints, restrict the extent to which conclusions can be drawn regarding the long-term retention and sustainability of the intervention effects.

The measurement of Socio-Emotional Competence may have been influenced by a ceiling effect at the post-test stage, as a substantial proportion of students attained scores near the upper limit of the scale. This restricted variability may have amplified standardized effect size estimates, and therefore the magnitude of the observed effects warrants cautious interpretation, even though the statistical significance of group differences remains well supported.

These limitations should be considered while interpreting the findings.

Suggestions for Further Research

In light of the findings and limitations of the present study, the following suggestions are proposed to guide future research in the area of social and emotional learning and English language education.

Future studies may be undertaken with larger and more diverse samples drawn from different districts of Kerala and comparable educational contexts in order to enhance the generalisability of findings related to SEL-based instructional interventions. Longitudinal research designs, incorporating delayed post-tests, could be employed to assess the sustained impact of SEL-based instruction on both second language achievement and socio-emotional development.

Subsequent studies might also consider extending SEL-based instructional interventions to other educational stages, such as the upper primary and higher secondary, in order to examine developmental variations in the effectiveness of SEL

integration. Comparative research across different subject areas would further help to explore the applicability of SEL-based strategies beyond English language classrooms. Future studies may specifically examine its implementation in disciplines such as science, mathematics, and social sciences, in order to find whether similar socio-emotional gains are observed across curricular contexts.

Qualitative research methods, including classroom observations, interviews, and narrative inquiry could be employed to obtain deeper insights into students' socio-emotional learning experiences. Such approaches would provide access to students' lived experiences and give more detailed explanations of how socio-emotional factors shape learning engagement. In addition, mixed-method research designs and advanced statistical techniques such as structural equation modelling could be utilised to investigate the indirect and mediating pathways through which socio-emotional variables influence language achievement over time.

Future studies may also focus on teachers' perceptions, preparedness, and challenges related to the implementation of SEL-based instructional practices, as teacher readiness and beliefs are critical to the successful integration of SEL in classrooms. Finally, research may experiment with technology-supported or blended SEL-based instructional models, particularly within digital or hybrid learning environments, to assess their feasibility, effectiveness, and relevance in contemporary educational settings.

Conclusion of the Study

The present study was undertaken to develop and examine the effectiveness of a SEL-based instructional module on Second Language Achievement and Socio-Emotional Competence among secondary school students of Kerala. The study

adopted a quasi-experimental pre-test–post-test non-equivalent control group design, with English Language Anxiety and Socio-Economic Status treated as covariates, to obtain a comprehensive and controlled understanding of the instructional intervention.

The findings of the study established that the experimental and control groups were comparable at the pre-test stage with respect to both Second Language Achievement and Socio-Emotional Competence. The baseline equivalence found between the groups provided an appropriate basis for examining the effects of the SEL-based instructional module. Although post-test comparisons revealed that the experimental group exhibited higher mean scores in Second Language Achievement than the control group, the difference was not statistically significant when analysed through simple mean comparison. However, the experimental group exhibited a substantial and statistically significant improvement in Socio-Emotional Competence at the post-test stage.

Within-group analyses further indicated that both the control and experimental groups showed significant improvement in Second Language Achievement and Socio-Emotional Competence over time. Nevertheless, the magnitude of improvement was markedly greater for Socio-Emotional Competence among students who received the SEL-based instructional intervention. Gain score analysis reinforced this finding by showing a highly significant difference in favour of the experimental group for Socio-Emotional Competence, whereas gain scores for Second Language Achievement did not differ significantly between the two groups.

The multivariate analysis provided the most compelling evidence regarding the effectiveness of the instructional module. The MANCOVA results demonstrated a statistically significant combined effect of the SEL-based instructional module on

Second Language Achievement and Socio-Emotional Competence, even after controlling for pre-test scores, and Socio-Economic Status. This finding highlights the holistic impact of SEL-integrated instruction on students' academic and socio-emotional outcomes.

Further, the ANCOVA results revealed a differential pattern of individual effects. The SEL-based instructional module exerted a strong and statistically significant independent effect on Socio-Emotional Competence after adjusting for covariates, whereas its individual effect on Second Language Achievement was not statistically significant when considered in isolation. The overall results indicate that the SEL-based instructional module exerted its strongest influence on students' socio-emotional growth, and that these enhancements contributed to the overall combined improvement observed in the multivariate analysis.

In conclusion, the study provides substantial evidence that the SEL-based instructional module was effective in enhancing Socio-Emotional Competence and exerted a meaningful combined influence on Second Language Achievement and Socio-Emotional Competence. The results signify the importance of integrating social and emotional learning into second language classrooms as a foundational pedagogical approach that supports holistic student development.

Chapter 6

RECOMMENDATIONS OF THE STUDY

- ❖ *Educational Implications Derived*
- ❖ *Recommendations*

Education aims at the holistic development of learners, enabling them to engage effectively in personal, social, and academic contexts. Nowadays educational research acknowledges learning as a process not merely shaped by cognitive factors, but influenced by emotional, social, and psychological factors. Students' emotional experiences, self-confidence, interpersonal relationships, and classroom climate have shown to play a crucial role in shaping learning outcomes especially in second language classrooms.

The present study was undertaken to examine the effectiveness of a Social and Emotional Learning (SEL) based instructional module in enhancing Second Language Achievement (SLA) and Socio-Emotional Competence (SEC) among secondary school students in Kerala. The findings clearly suggest that structured socio-emotional strategies integrated into second language classroom can meaningfully strengthen students' Socio-Emotional Competence thereby supporting language learning. Based on the obtained results, the educational implications of the study, along with its recommendations, are presented in the sections that follow.

Educational Implications Derived

The findings of the present study provide many important educational implications for English language teaching, curriculum design, classroom practices, teacher preparation, and school-level policy, particularly in the context of secondary education in Kerala.

Implications for Classroom Practice

The finding that students exposed to the SEL-based Instructional Module demonstrated significantly higher gains in Socio-Emotional Competence implies that socio-emotional learning strategies are most effective when systematically embedded within regular English language instruction. The improvement observed among students who engaged in mindfulness practices, reflective journaling, collaborative activities, emotional narration, and affirmation tasks suggests that such structured classroom practices can actively promote learners' emotional awareness, self-regulation, and interpersonal skills.

The finding that Second Language Achievement gains were influenced by learners' prior language proficiency and Socio-Emotional Competence indicates that effective language learning is not solely dependent on instructional input. This implies that classroom practices should deliberately create emotionally supportive and psychologically safe learning environments, enabling students to participate confidently and engage more meaningfully in language tasks.

Further, the finding that control group students also showed improvement in Socio-Emotional Competence, though to a lesser extent, implies that routine classroom interactions; such as teacher behaviour, peer relationships, and classroom climate can contribute to students' socio-emotional development even in the absence of a structured SEL intervention. This highlights the importance of emotionally responsive classroom practices as part of everyday teaching.

Implications for Teachers and Teacher Educators

The significant improvement in Socio-Emotional Competence among students who experienced the SEL-based Instructional Module implies that teachers play a central role in fostering students' socio-emotional growth through intentional instructional design. English language teachers may therefore need to integrate socio-emotional learning practices such as emotional check-ins, reflective discussions, collaborative tasks, and supportive feedback within routine language instruction.

The finding that Socio-Emotional Competence influenced language achievement outcomes further implies that teacher preparation programmes should sensitise prospective teachers to the emotional dimensions of language learning. Teacher education curricula and in-service training programmes may incorporate focused preparation in SEL integration, classroom mindfulness practices, and reflective pedagogy to equip teachers with practical strategies for addressing learners' anxiety, hesitation, and lack of confidence in English classrooms.

Implications for Curriculum Developers and Policymakers

The combined effect of the SEL-based Instructional Module on both Socio-Emotional Competence and Second Language Achievement reinforces the educational vision articulated in the National Education Policy (2020), the National Curriculum Framework for School Education (2023) and the Kerala Curriculum Framework (2023), which advocate holistic, competency-based and learner-centred education. The findings of the present study suggest that curriculum developers and

policymakers may further operationalise these policy aspirations by incorporating explicit SEL-aligned learning outcomes, pedagogical strategies and assessment guidelines within the secondary school English curriculum, thereby facilitating the systematic integration of socio-emotional competencies with language learning.

The finding that Socio-Emotional Competence was particularly responsive to intentional instructional intervention implies that reliance on incidental or informal socio-emotional development may be insufficient. Accordingly, curriculum guidelines and educational policies may further support the integration of Social and Emotional Learning across subject classrooms, recognising socio-emotional competence as a foundational element for language learning, academic achievement and the holistic development of learners.

Recommendations of the Study

Education aims at the holistic development of learners by fostering cognitive growth alongside emotional and social well-being. Contemporary educational research recognises that academic achievement cannot be separated from the emotional climate of the classroom. Second language learning contexts are mostly seen to have influenced by learners' confidence, self-regulation skills, and interpersonal competence. Therefore, pedagogical practices should ensure proper support to academic and socio-emotional dimensions of the learners for meaningful and sustained learning.

Language learning serves not only as a medium of communication but also as a means of identity expression, social interaction, and cognitive development. In the Indian context, English as a second language plays a crucial academic and socio-economic role. However, many learners experience emotional barriers, low confidence, and classroom anxiety, which affect their participation and achievement. The findings of the present study, which examined the effectiveness of an SEL-based Instructional Module on Second Language Achievement (SLA) and Socio-Emotional Competence (SEC), provide important directions for educational practice. Based on the findings of the present investigation, the following recommendations are proposed for the effective implementation of SEL-integrated practices in secondary school English education.

In view of the strong and consistent impact of the SEL-based Instructional Module on Socio-Emotional Competence, it is recommended that social and emotional learning be systematically integrated into secondary-level English classrooms. English teachers may consciously design classroom activities that promote emotional awareness, empathy, collaboration, and responsible decision-making alongside language learning tasks, rather than treating SEL as an add-on component.

Given the significant combined effect of the SEL-based Instructional Module on Second Language Achievement and Socio-Emotional Competence, curriculum developers are encouraged to incorporate SEL-aligned learning outcomes within the

secondary school English curriculum. Such integration may help move beyond content-heavy instruction and support more holistic learner development.

As the study revealed that Socio-Emotional Competence significantly influences learning outcomes, teacher education and in-service training programmes should emphasise the development of teachers' competencies in SEL-informed pedagogy. Teachers may be trained to recognise students' emotional needs, manage classroom anxiety, and create emotionally supportive learning environments that facilitate language learning.

The findings further suggest that instructional strategies aimed at reducing fear of negative evaluation and communication apprehension are essential. Teachers may adopt supportive feedback practices, collaborative learning strategies, and non-threatening assessment approaches to foster learners' confidence in using English.

Since the SEL-based Instructional Module demonstrated a strong independent effect on Socio-Emotional Competence, schools may consider implementing SEL-integrated instructional practices across other subject areas as well, ensuring consistent development of socio-emotional skills throughout the school curriculum.

The absence of a significant individual effect of the SEL module on Second Language Achievement after controlling for covariates indicates that language learning is shaped by multiple interacting factors. Instructional planning should therefore account for learners' prior achievement levels and socio-emotional

readiness, and provide differentiated academic and emotional support where necessary.

As the study indicated that socio-economic status did not significantly influence outcomes following instructional intervention, it is recommended that schools serving diverse socio-economic populations adopt inclusive and emotionally responsive pedagogical practices, as these may help reduce learning disparities and promote equity in classroom achievement.

School administrators may facilitate the integration of SEL into everyday classroom practice by encouraging collaborative planning, professional dialogue, and reflective teaching. Creating a school culture that accords equal value to emotional well-being and academic success can enhance the sustained effectiveness of instructional interventions.

At the policy level, educational authorities might consider promoting SEL-based instructional approaches through curriculum frameworks, teacher professional development programs, and school support mechanisms. Such measures acknowledge the interdependence of academic achievement and socio-emotional development during adolescence.

Conclusion

The present study offers empirical support for the integration of social and emotional learning strategies within secondary school instruction as a means of enhancing students' Socio-Emotional Competence and fostering a supportive context

for language learning. Although Second Language Achievement is influenced by multiple factors, the role of Socio-Emotional Competence is notably high and is particularly significant.

By creating emotionally safe classrooms, encouraging reflection, and promoting constructive interpersonal interactions, the SEL based instructional module helped to create a learning environment where students could engage more confidently with second language. The findings therefore affirm that effective second language education is inseparable from socio-emotional development. Implementing SEL integrated pedagogical practices within English classrooms may thus contribute to enhancing the overall quality of secondary education in Kerala.

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APPENDICES

Appendix I
NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

**Pre-Experimental Survey Questionnaire on Students' English language
Classroom Experience**

Manju P.K
Research Scholar
NSS Training College, Ottapalam

Dr. Minikumari D.
Associate Professor
NSS Training College, Ottapalam

Instructions:

Read each question carefully. Tick (✓) the options that apply to you. You may choose more than one option. There are no right or wrong answers. Your responses will be used only for research purposes and will remain confidential.

Class: _____

Gender: _____

1. What difficulties do you usually face in your English language classroom?

- ☐ Fear of making mistakes while speaking
- ☐ Fear that classmates may laugh or judge
- ☐ Difficulty in understanding the teacher's English
- ☐ Feeling nervous when asked to speak in class
- ☐ Lack of confidence to express my ideas in English
- ☐ Worry about marks and examinations
- ☐ Feeling shy or uncomfortable speaking in English

2. How do you usually feel when you are asked to speak English in class?

- ☐ Confident
- ☐ Nervous
- ☐ Afraid of making mistakes
- ☐ Excited
- ☐ Confused

3. What classroom situations make English learning difficult for you?

- ☐ Strict or tense classroom atmosphere

Appendix

- ☐ Teacher correcting mistakes harshly
- ☐ Lack of encouragement from teacher
- ☐ Classmates teasing or laughing
- ☐ Too much focus on exams and marks
- ☐ Not getting enough chances to speak
- ☐ Difficulty in expressing ideas or feelings in English

4. Is there anything that makes you feel worried or uncomfortable in English class?
Please write your response below.

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Appendix II
NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

**Expert Evaluation Proforma for the Validation of
SEL Based Instructional Module**

Manju P.K
Research Scholar
NSS Training College, Ottapalam

Dr. Minikumari D.
Associate Professor
NSS Training College, Ottapalam

The researcher along with the research supervisor, developed an evaluation proforma to assess and validate the SEL-based Instructional Module in English for teaching English as a second language to secondary school students. The major objectives of the module are as follows:

- To strengthen learners' proficiency in listening, speaking, reading, and writing through literary engagement.
- To foster socio-emotional competence by expressing feelings, showing empathy, and collaborating respectfully.

The evaluation proforma is organized around six criteria (Realization of instructional objectives, Suitability of instructional phases, Appropriateness of strategies and content, Continuous evaluation & Involvement of students, Practicability of the module, Scope of the module) each designed to examine how effectively the module achieves its stated objectives. Experts are invited to review the module with reference to the statements provided under each criterion and record their evaluation by placing a check mark [✓] in the appropriate column.

The rating scale is as follows:

LE- To a large extent

ME- To a moderate extent

SE- To a small extent

Sl. No.		LE	ME	SE
CRITERIA 1: Realization of Instructional Objectives				
1	The module is effective in achieving the desired instructional objectives of teaching English.			
2	The module integrates social and emotional competencies with activities for second language acquisition effectively.			
3	The module promotes the development of all four language skills within an anxiety-free and relaxed classroom atmosphere.			
4	The module helps students connect classroom learning to real-life situations.			
CRITERIA 2: Suitability of Instructional Phases				
5	The instructional phases are clear, simple, and suitable for the level of students.			
6	The SEL strategies incorporated in the module (mindful introduction, emotion check-in, collaboration, reflection etc) are appropriate for gradual skill development.			
7	The language used in activities and instructions is age-appropriate and comprehensible.			
8	The instructional strategies help students to gain confidence in using English.			
CRITERIA 3: Appropriateness of Strategies and Content				
9	The strategies adopted (mindfulness, reflective writing, group discussions, role play, creative visuals) are effective for second language learning.			
10	The selected content and activities are relevant to students' socio-emotional contexts.			
11	The strategies used are appropriate for the topics under study and encourage creativity.			
12	The content and tasks are suitable for diverse learners, considering individual differences.			
CRITERIA 4: Continuous Evaluation & Involvement of Students				
13	The module ensures active participation of students in classroom activities.			

Sl. No.		LE	ME	SE
14	Group and pair activities promote collaboration and relationship-building among students.			
15	Continuous evaluation procedures (reflective journals, peer feedback, class discussions) are integrated effectively.			
16	The module provides opportunities for self-reflection and self-evaluation for students.			
17	Diverse SEL strategies to assess social and emotional competence and second language acquisition have been incorporated in the module.			
CRITERIA 5: Practicability of the Module				
18	The module aligns effectively with the SCERT curriculum within the available classroom time.			
19	The module can be implemented with limited facilities, ensuring economy of time, space, and resources.			
20	The module is practical for the present classroom learning environment in Kerala schools.			
21	The module is easy for teachers to implement with clarity of instructions.			
CRITERIA 6: Scope of the Module				
22	The module provides ample scope for developing social and emotional skills such as empathy, gratitude, and decision-making.			
23	The module enhances social and collaborative skills among students.			
24	The module provides sufficient scope for teacher evaluation of learning outcomes.			
25	The instructional phases of the module can be adapted for teaching lessons in other subjects.			

Any other suggestions:

Name and Designation of the Expert

Signature of the Expert

Expert Evaluation Schedule for the SEL Based Instructional Module

The researcher along with the research supervisor, developed an evaluation schedule to assess and validate the SEL-based Instructional Module in English for teaching English as a second language to secondary school students. The major objectives of the module are as follows:

- To strengthen learners' proficiency in listening, speaking, reading, and writing through literary engagement.
- To foster Social and Emotional Competence by expressing feelings, showing empathy, and collaborating respectfully.

The evaluation schedule is organized around seven criteria (Realization of instructional objectives, Suitability of instructional phases, Appropriateness of strategies and content, Continuous evaluation & Involvement of students, Practicability of the module, Scope of the module) each designed to examine how effectively the module achieves its stated objectives. Experts are invited to review the module with reference to the statements provided under each criterion and record their evaluation by placing a check mark [✓] in the appropriate column.

The rating scale is as follows:

To a large extent (**LE**)

To a moderate extent (**ME**)

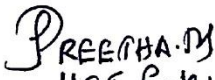
To a small extent (**SE**)

Sl. No	CRITERIA 1	Realization of Instructional Objectives	LE	ME	SE
1		The module is effective in achieving the desired instructional objectives of teaching English.	✓		
2		The module integrates social and emotional competencies with activities for second language acquisition effectively.	✓		
3		The module promotes the development of all four language skills within an anxiety-free and relaxed classroom atmosphere.	✓		
4		The module helps students connect classroom learning to real-life situations.	✓		
	CRITERIA 2	Suitability of Instructional Phases			
5		The instructional phases are clear, simple, and suitable for the level of students.		✓	
6		The SEL strategies incorporated in the module (mindful introduction, emotion check in, collaboration, reflection etc) are appropriate for gradual skill development.	✓		
7		The language used in activities and instructions is age-appropriate and comprehensible.	✓		
8		The instructional strategies help students to gain confidence in using English.		✓	
	CRITERIA 3	Appropriateness of Strategies and Content			
9		The strategies adopted (mindfulness, reflective writing, group discussions, role play, creative visuals) are effective for transacting second language.		✓	
10		The selected content and activities are relevant to students' socio-emotional contexts.	✓		
11		The strategies used are appropriate for the topics under study and encourage creativity.	✓		
12		The content and tasks are suitable for diverse learners, considering individual differences.		✓	
	CRITERIA 4	Continuous Evaluation & Involvement of Students			
13		The module ensures active participation of students in classroom activities.		✓	
14		Group and pair activities promote collaboration and relationship-building among students.	✓		

Appendix

15		Continuous evaluation procedures (reflective journals, peer feedback, class discussions) are integrated effectively.	✓		
16		The module provides opportunities for self-reflection and self-evaluation for students.	✓		
17		Diverse SEL strategies to assess social and emotional competence and second language acquisition has been incorporated in the module.	✓		
	CRITERIA 5	Practicability of the Module			
18		The module aligns effectively with the SCERT curriculum within the available classroom time.		✓	
19		The module can be implemented with limited facilities, ensuring economy of time, space, and resources.		✓	
20		The module is practical for the present classroom learning environment in Kerala schools.		✓	
21		The module is easy for teachers to implement with clarity of instructions.		✓	
	CRITERIA 6	Scope of the Module			
22		The module provides ample scope for developing social and emotional skills such as empathy, gratitude, and decision-making.	✓		
23		The module enhances social and collaborative skills among students.	✓		
24		The module provides sufficient scope for teacher evaluation of learning outcomes.	✓		
25		The instructional phases of the module can be adapted for teaching lessons in other subjects.	✓		

Any other suggestions:


PREEHA M
HST ENGLISH, GHSS CHERUTHURUTHY
 Name and Designation of the Expert


 Signature of the Expert

The Socially Emotional Learning based Instructional Module is English prepared by Smt. Manju P.K. comprising mindful practices such as visualization techniques, guided imagery, relaxation techniques and breathing exercise, is very much targeted and successfully accomplished in creating a positive & focussed learning atmosphere. The activities introduced were novel to the learners and motivating too especially the reflective journal, comic book - Creative Canvas - a collaborative expression of Art Ideas. But it is a regular classrooms with such strength, the process is much more time consuming and not practically applicable. ~~The need~~ To incorporate such vivid and ~~more~~ microlevel activities is a classroom process, is not only need much more attention & time but also the lightness in the curriculum to be transacted with a small time period. But to get the essence of the work, we can introduce the meditation & visualization segment in school assembly or even during the ice breaking sessions of the classroom process.


PRERONA M

Appendix III

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

Social and Emotional Learning (SEL) Based Instructional Module in English

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Introductory Note

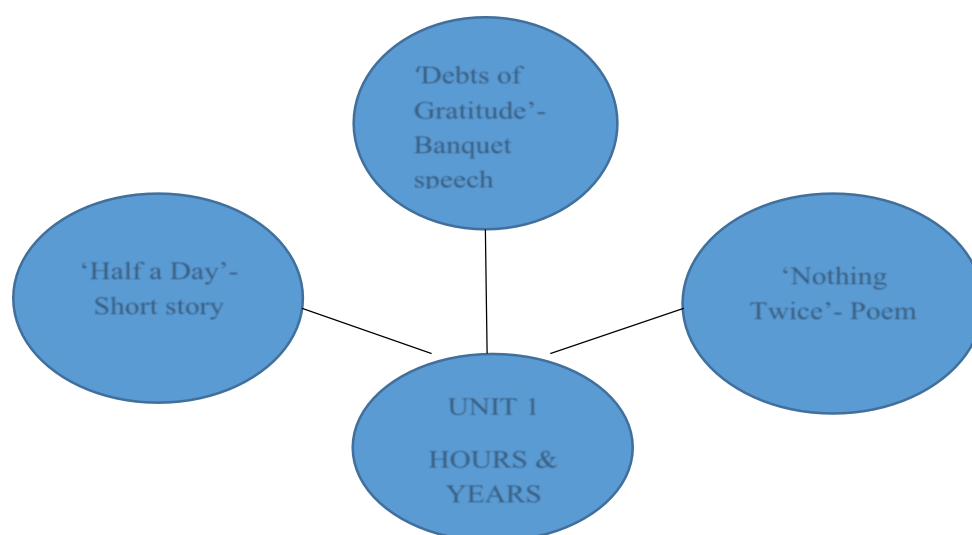
Mastering a new language can be both rewarding and challenging experience, often leading to feelings of anxiety and self-doubt. In order to facilitate Second Language Acquisition (SLA) and address the challenges commonly encountered by learners, particularly in the context of English as a second language in Kerala, an Instructional Module for English language learning has been designed by integrating principles of Social and Emotional Learning (SEL). Social and Emotional Learning is an educational approach that focuses on developing students' abilities to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Studies have shown that SEL is crucial for students' academic success, mental well-being, and social relationships. The integration of Social and Emotional Learning strategies into English language education facilitates not only the advancement of learners' linguistic proficiency but also the systematic development of socio-emotional competencies, including self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. These skills are vital for effective communication, collaboration, and problem-solving – all of which are essential for success in academics and beyond.

The lesson scripts embedded in the module integrates mindfulness practices, such as visualization techniques, guided imagery, relaxation techniques, and breathing exercises, to create a positive and focused learning atmosphere. Starter activities like

emotional expression are also utilized for the development of interpersonal skills and build peer relationships. By embedding SEL strategies within language teaching, this module aims to promote both language proficiency and crucial social emotional skills simultaneously. Through this integrated approach, we strive to enable learners to become more confident, compassionate, and effective communicators in English.

In this framework, SEL and SLA function as interwoven processes: emotional grounding lowers barriers to learning, while organized activities ensure systematic progress in LSRW. Literary engagement thus becomes both a humanizing experience and a route to achieving linguistic competence.

Module Overview:



Target Audience

The target population for this SEL Based Instructional module consists of 9th standard students enrolled in state schools of Kerala. The process of acquiring English as a second language often induces significant anxiety and stress among secondary school students, and these affective barriers can impede both their psychological adjustment and academic performance during this critical transitional phase. To mitigate these challenges, this module integrates SEL strategies into the English

Appendix

language classroom, aiming to equip secondary school students with the social and emotional skills necessary to effectively acquire their second language.

Module Objectives

Major Objectives

- To enhance learners' proficiency in listening, speaking, reading, and writing through structured literary engagement.
- To systematically develop socio-emotional competencies through reflective, collaborative, and communicative practices embedded in English instruction.

Minor Objectives

After the completion of the module, the students will be able to

- enhance vocabulary by inferring meaning from context and images.
- improve their ability to use English as a second language in both written and spoken forms
- improve their English language skills, including reading comprehension, writing, speaking, and listening, through the analysis and creation of literary texts.
- identify and manage their emotions, thoughts, and physical sensations through mindfulness exercises and breathing techniques.
- demonstrate improved communication skills, including active listening, clear expression of thoughts and feelings, and respectful dialogue.
- understand and appreciate different perspectives, cultures, and experiences through the analysis of short stories, speeches, and poetry.
- learn strategies to manage stress, anxiety, and self-doubt, and develop a growth mindset to overcome challenges.
- demonstrate an understanding of the protagonist's feelings and motivations.
- identify and express gratitude for the people and experiences in their own lives.
- express opinions in appropriate contexts.

- develop awareness about the importance of passage of time.
- promote teamwork and community building through acts of kindness.
- practice making responsible decisions in various social situations.
- demonstrate an understanding of the importance of building and maintaining positive relationships.
- analyze and interpret the poem's themes of mindfulness and impermanence.
- demonstrate an understanding of the importance of living in the present moment.
- improve their literary analysis skills through the interpretation of poetic devices and themes

Duration: 4-5 weeks

(Each lesson script may extend across multiple instructional periods depending on depth of engagement and classroom dynamics).

Outline of the Instructional Module

Stage	SEL Activity / Outcome	SLA Activity / Outcome
Check-in (mindful breathing, visualization, affirmations)	Supports emotional regulation, reduces stress, and establishes a safe climate for participation.	Reduces affective barriers and enhances receptivity to linguistic input through guided auditory engagement.
Starters (visual prompts, personal reflection)	Facilitates expression of personal experiences and social perspectives within communicative contexts.	Activates prior knowledge and contextual awareness; provides opportunities for oral expression through guided sharing.
Process Reading (annotation, comprehension tasks, word cloud, emotion check-in)	Enables students to identify and reflect on emotional experiences within texts.	Develops inferential comprehension, contextual vocabulary acquisition, and interpretative skills.
Independent Practice (reflective journal entry, creative writing,	Develops self-awareness, gratitude, and perspective-taking by	Promotes structured written production with attention to coherence, vocabulary

Appendix

Stage	SEL Activity / Outcome	SLA Activity / Outcome
collaborative canvas contribution)	connecting personal experience with text.	precision, and contextual relevance.
Debrief (critical reflection, thematic discussion, peer listening)	Strengthens collaborative dialogue, attentive listening, and confidence in sharing viewpoints.	Promotes evidence-based interpretation and dialogic reasoning in the target language.
Closing Circle (reflective closure, value-oriented sharing)	Reinforces kindness, relational awareness, and closure with positive affect.	Reinforces contextual language transfer and reflective oral expression.

Lesson Script 1

Subject :	English	Std:	9 th
Topic:	Half a Day (Paragraphs 1-5)		
Learning Outcomes:	By the end of the session, students will be able to: • Identify and explain key events in paragraphs 1–5 using appropriate textual evidence. • Analyse the narrator’s emotional responses to his first day at school and support interpretations with specific references from the text. • Use at least four newly introduced vocabulary items accurately in oral or written sentences. • Construct a brief reflective timeline integrating sequencing language and appropriate emotional vocabulary.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Social Awareness and Relationship Skills		
Language Skill Focus:	• Reading comprehension • Emotional vocabulary development • Reflective writing • Oral expression		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good Morning! Let's check in with ourselves – Are we comfortable and ready to begin?	<u>Mindfulness music-</u>
Mindful Breathing	“Let's sit up straight, with our palms resting gently on our laps. We'll close our eyes (or softly lower our gaze if you prefer). Let's listen to the calming music. Take a slow, deep breath in... and exhale... (repeat twice). Now, let's bring our attention to our thoughts. Think about your morning. Who helped you get ready for school today? Perhaps someone helped you wake up, get dressed, prepare your lunch, or even pack	

Appendix

Morning Message & Affirmation	your bag last night. Let's take a moment to feel gratitude for those who supported you. (Pause for 20 seconds). Now, slowly breathe in and out again. Rub your palms together and gently press them to your face. Slowly open your eyes. We'll share one word describing how we are feeling today". "I am feeling hopeful" "I am calm, capable, and ready to learn."	
Starters Connect to Previous Knowledge	"What do you think school meant to you when you were younger?" List out your feelings. "I remember feeling....." Teacher asks the following prompts to help them recall their first day at school - Who took you to school on your first day? - Were you also sad when you first came to your school? - How did you go to school? - Were you excited/scared/confused? Does someone want to share your experience here with your friends?	Small cards/ sticky notes
	Provide each student with small cards or sticky notes for memory time capsule. They write down or draw their memories of their first significant experience (e.g., first day of school, a memorable trip, a significant event). They can include sensory details (sights, sounds, smells, feelings). This activates prior knowledge and encourages self-reflection.	
Process Reading	Read Paragraphs 1–5 aloud. Encourage them to annotate the text, noting key events, character emotions, and significant descriptions. Teacher encourages students to describe their own experiences using feeling words. She responds empathetically to each student who shares their	Text Book

	experiences. She then assists them to discuss the key aspects of the paragraphs. Discuss key points: • Why does the boy have mixed feelings about his new clothes? • Why does he look back at his mother? • Why does the father say 'School's not a punishment'?	
Emotion Check-in: "Word Cloud" Creation	Students write down the main emotion(s) the boy is experiencing in that section. They explain their reasoning using textual evidence. Teacher presents a colourful word cloud on the display board containing the new vocabulary terms introduced in the paragraphs. She guides students in exploring the meaning, pronunciation, and usage of each word through a collaborative discussion, encouraging them to create example sentences in pairs or small groups. <i>Tarboosh, Fortress, Grim, Crammed</i>  Invite students to identify any additional unfamiliar words from the paragraph that are not included in the word cloud. They work together to determine the meanings and possible usages of these words and teacher provides guidance when needed.	
Independent Practise Creative Writing/ Pair Discussion :	Project or display the painting, 'The Persistence of Memory'. Allow students to observe silently for a moment.	<u>The Persistence of Memory</u>



“What do the melting clocks suggest about time?”

Invite a few students to share their interpretations—
focusing on feelings the image evokes in them.

Read aloud T.S. Eliot’s quote. Display it on screen.

“Time present and time past

Are both perhaps present in time future,

And time future contained in time past”.

“How might this quote connect with Dali’s
painting? Do they express a similar feeling or idea
about time?”

“How do you feel about the passing of time?”

“Just like the boy experiences his first day as long
and overwhelming, artists and poets also reflect on
how time feels different depending on emotions.”

Help students to recall a day in their life that felt
truly special, long, or confusing — such as the first
day of school or a family trip. Ask them to create a
simple timeline noting key events including at least
one feeling word for each event in the space
provided in their Reflective Journal. Students share
their timelines, followed by a brief discussion on
how feelings can change throughout the day.

Reflective
Journal

Debrief/ Wrap-Up Activity (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points from the paragraphs covered during the session. • The narrator was reluctant to go to school. Were you happy to go to school? Why? • What were your thoughts about school? • What makes a place feel scary or safe? • “Which line from the text shows the narrator’s fear?” Let students go through the text once more and discuss their thoughts with a partner sitting nearby. Invite a few to share their insights with the class, which helps build confidence and strengthens understanding. This peer interaction allows them to collectively recall and summarise the main points of the lesson, while also developing mutual respect and social connections.	
Closing circle (to check in; help smooth transition to next session)	Let’s all sit comfortably and close our eyes for a moment. Take a deep breath in... and slowly breathe out. Think about a moment that felt like it lasted forever... Now, think of a moment that passed too quickly... What do those moments mean to you? How did they make you feel? “What’s one small way you can make someone feel safe today?” Slowly open your eyes. If you’d like to share a thought or a feeling, please do a ‘silent raise hand’. (Invite 2–3 short shares from students.) At the end of the session, students feel peaceful and appreciative.	

Lesson Script -2

Subject :	English	Std:	9 th
Topic:	Half a Day (Paragraphs 6-10)		
Learning Outcomes:	By the end of the session, students will be able to: • Identify textual evidence that shows the narrator’s shift from fear to curiosity in paragraphs 6–10. • Describe the role of the school authority figure (the woman teacher) in reducing anxiety using supporting details from the text. • Participate in group discussion by suggesting at least one supportive strategy for helping someone adjust to change. • Write or express one personal coping strategy using clear emotional vocabulary.		
SEL Competency Focus:	• Primary: Self-Management • Secondary: Self-Awareness, Social Awareness, and Relationship Skills		
Language Skill Focus:	• Reading comprehension • Emotional vocabulary development • Inferential thinking • Oral expression and collaborative discussion • Brief reflective writing		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus) Relaxation Technique	Good Morning! Let's check in with ourselves Guide students to take deep breaths: - Inhale deeply through the nose. - Hold the breath for a few seconds. - Exhale slowly through the mouth.	Relaxation music-

Morning Message &Affirmation	Encourage students to relax their muscles. Body Scan: 1. Start at the crown of the head: - "Bring your attention to the top of your head." - "Notice any sensations, feelings, or thoughts." 2. Gradually scan down to: - Face - Neck - Shoulders - Arms - Hands - Chest - Abdomen - Lower back - Hips - Legs - Feet 3. Encourage students to: - Notice tension or relaxation. - Release any discomfort. - Allow themselves to feel calm. <i>"I believe in myself and my abilities."</i>	
Starters Connect to Previous Knowledge	"What feelings did the boy have when first entering school? How did the father encourage him?"	
Process Reading	Read Paragraphs 6–10 aloud. Encourage them to annotate the text, noting key events, character emotions, and significant descriptions. Discuss key points: • What happens when the narrator reaches the school? • What role does the woman at school play?	Text Book

	How does the woman's behaviour influence the narrator's emotional transition?	
Emotion Check-in: "Word Cloud" Creation	Teacher draws a horizontal "Emotion Line" on the board. Students plot the boy's emotional journey: Nervous → Curious → Happy → Accepted Identify one line from the text that supports each emotional stage. Teacher displays a word cloud of new terms from the paragraphs and, through collaborative discussion, helps students understand their meaning and usage. Students then identify any additional unfamiliar words from the text, find their meanings, and discuss how they can be used in context. <i>Hesitated, Clung, Glance, Screech</i> 	
Independent practise Creative Writing/ Pair Discussion :	Present students with a few decision-making scenarios related to changes in their lives (e.g., "Your best friend is moving to another city" or "You're starting a new school year"). In small groups, they discuss how they would navigate these situations using lessons from Half a Day.	

	• How does the protagonist in Half a Day respond to life's transitions? • How can we make thoughtful, responsible decisions when we face similar changes? Make students share such similar experiences of adjustments in new situations.	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points from the paragraphs covered during the session. • What helped the narrator feel better? • How does the woman reassure the children on their first day? • What can you do to help someone who feels out of place? Ask students to review the text and engage in a short conversation with a classmate beside them. Encourage them to present their reflections to the whole class, supporting both self-assurance and comprehension. This process enables them to summarise the key ideas together and fosters respectful dialogue and relationship skills.	
Closing circle (to check in; help smooth transition to next session)	Let's all sit comfortably and close our eyes for a moment. Take a deep breath in... and slowly breathe out. Each student shares one way they calm themselves when upset. The class concludes with students experiencing peace and thankfulness.	

Lesson Script -3

Subject :	English	Std:	9 th
Topic:	Half a Day (Paragraphs 11-14)		
Learning Outcomes:	By the end of the session, students will be able to: • Explain how the narrator’s emotional state changes in paragraphs 11–14 using textual evidence. • Identify at least one symbol in the passage (e.g., school as life, shift from “I” to “we”) and explain its meaning. • Describe the significance of the shift from individual identity (“I”) to collective identity (“we”). • Write a short narrative (minimum one paragraph) describing a personal growth experience using descriptive language and emotional vocabulary.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Social Awareness and Responsible Decision-Making		
Language Skill Focus:	• Reading comprehension • Inferential and symbolic interpretation • Emotional vocabulary development • Narrative writing • Oral expression and peer discussion		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good Morning!	<u>Mindfulness music-</u>
Sensory Awareness	Let's sit up straight, with our palms resting gently on our laps. We'll close our eyes. Let's focus on our senses. Take a slow, deep breath in... and exhale... (repeat twice). Now, let's bring our attention to our senses. Identify three things you can see, two things you can hear, and one thing you can feel. Now, slowly breathe in and out again. Rub	

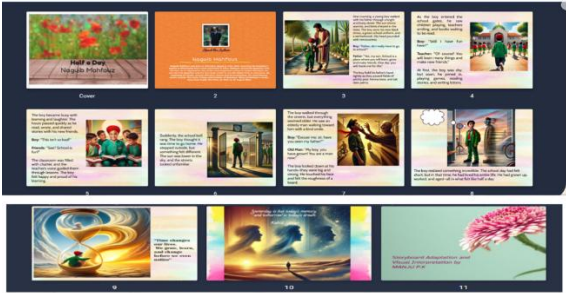
Affirmation	your palms together and gently press them to your face. Slowly open your eyes. “I am proud of who I am and who I’m becoming.”	
Starters Connect to Previous Knowledge	Ask students to recall a significant memory from their early childhood – first day at school, a special event, or a moment of intense emotion. Try to focus on the details: sights, sounds, smells, and feelings. Jot down key details or draw a quick sketch. “What are some things you’ve learned from school beyond academics?” “Share a moment when a challenge turned into a learning experience.”	
Process Reading	Read Paragraphs 11-14 aloud. Encourage them to annotate the text, noting key events, character emotions, and significant descriptions. Discuss key points: • How does the narrator's perception of school change when he begins to interact with other children? • I had never imagined school would have this rich variety. What does the speaker mean by 'rich variety'? • In the beginning, the narrator uses 'I' to refer to himself. Later it changes to 'we'. What do you think is the reason for the shift? • What does the school symbolise in these paragraphs?	Text Book
Emotion Check-in:	Students write down the main emotion(s) the boy is experiencing in that section. They explain their reasoning using textual evidence.	

Word Cloud Creation	Teacher displays a word cloud of new terms from the paragraphs and, through collaborative discussion, helps students understand their meaning and usage. Students then identify additional unfamiliar words from the text, if any and find their meanings, and discuss how they can be used in context. <i>Misgivings, Vaulting, Throngs, Unclouded</i> 	
Independent practise Creative Writing/ Pair Discussion :	Ask students to recall their first day of school experience. Encourage them to think about their first day at school by asking a few questions: • Who did you go to school with? • How did you behave at school? • Were you happy, sad, or nervous? • What are some memorable moments from that day? • What you learned about yourself? Assist students to write a narrative about their first day of school experience. Encourage them to use descriptive language and sensory details to bring their story to life.	My Reflective

	Invite them to share their stories with a partner or in a small group. Students record their completed narratives in the space provided in their reflective journal as a skill enrichment practice.	<u>Journal</u>
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points from the paragraphs covered during the session. • What are the challenges and difficulties the narrator encounters at school? • How can we support each other during transitions? • How is school similar to life in these paragraphs? Ask students to read the text again and discuss briefly with a nearby peer about their thoughts. Encourage them to share their answers in front of the class to build confidence and deepen their grasp of the topic. Through this peer exchange, they work together to recall and summarise the lesson's key points, enhancing empathy and peer bonding.	
Closing circle (to check in; help smooth transition to next session)	Let's take a moment to reflect on what we've experienced today. Close your eyes and think about one new thing you learned or felt. Now think of one small action you can take tomorrow based on this learning. "Today I learned..." and "Tomorrow I will..." Deep breath, gentle smile to self and say "I am growing every day." Students finish the session with a sense of calm and appreciation.	

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Affirmation	As you breathe, imagine you're surrounded by a gentle light that makes you feel calm and safe. "I am proud of who I am, and I am always learning and growing."	
Starters Connect to Previous Knowledge	Display the visuals of old vs. modern/rural vs. urban neighborhoods and stimulate a conversation. Think of a road you have walked often—maybe to school or to your grandmother's house. Imagine it has changed completely. How would that feel?" If your neighborhood changed overnight, how would you feel? What changes around you feel the hardest to accept?	Pictures of Modernisation
Process Reading	Read Paragraphs 15–18 aloud. Encourage them to annotate the text, noting key events, character emotions, and significant descriptions. Discuss key points: • Why did the narrator come to a startled halt? • Why was he unable to cross the road? • The boy calls him 'Grandpa, what does it reveal? • What does the changed street symbolise in the narrator's life?	Text Book

Emotion Check-in:	Students write down the main emotion(s) the boy is experiencing in that section. They explain their reasoning using textual evidence.
Word Cloud Creation	Teacher presents a word cloud featuring new terms from the paragraphs and engages students in a collaborative discussion to clarify their meaning and usage. Students then locate any other unknown words in the passage, define them, and share possible usages. <i>Hastened, Irritated, Gallantly, Shrieked</i> 
Independent practise Creative Writing/ Pair Discussion :	Display the story board on Half a Day and chart the narrator's journey through school; emotions, actions and insights. Storyboard  The story ‘Half a Day’ beautifully unfolds the three phases of human life – the age of innocence, the age of growth and learning, and the age of helplessness and dependence.

	Students identify the words/phrases/expressions that denote the changes in the setting and attitudes across different stages of life. Each student composes a short personal narrative that captures a moment of innocence, growth, or dependence from their own life. They are then invited to share their writing orally in small groups or with the class, using expressive language and tone to convey their reflections.	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the chapter. • Why is the story titled Half a Day? • What part of the ending surprised you? Encourage students to revisit the lesson and discuss their understanding with the person next to them. Encourage volunteers to share with the class, promoting active participation and clarity of thought. This collaboration helps them summarise what they've learned and nurtures respectful listening and healthy peer relationships.	
Closing circle (to check in; help smooth transition to next session)	Teacher helps them to sit relaxed and asks them to recall a time they helped or were helped by someone younger or older. What does that memory feel like now? In what ways can you make others happy? Students list various ways to bring happiness to others and record them in the space provided in their reflective journal as part of a skill enrichment practice. The session concludes by instilling a calm and thankful mindset in students	

Lesson Script-5

Subject :	English	Std:	9 th
Topic:	Debts of Gratitude (Paragraphs 1-3)		
Learning Outcomes:	By the end of the session, students will be able to: • Identify and explain the narrator’s mixed emotions (joy and sorrow) using textual evidence. • Interpret figurative expressions such as “gliding into space” in context. • Express feelings of gratitude through a short formal announcement or reflective paragraph. • Share one personal experience of receiving help using appropriate emotional vocabulary.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Social Awareness and Relationship Skills		
Language Skill Focus:	• Reading comprehension • Emotional vocabulary development • Inferential interpretation • Formal writing (ceremonial speech) • Oral expression and presentation skills		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	The teacher walks into the classroom gently and greets the students with a warm smile. “Sit comfortably, relax your shoulders, and gently close your eyes.” She begins a guided breathing routine: “Inhale deeply... feel your breath enter your body... now slowly exhale... Let’s repeat two more times.” “Think about someone who helped you in a	Mindfulness music-

Affirmation	silent way—a person who showed you kindness without expecting anything back. Open your eyes and share a word to express what you felt” "I am thankful for the support I receive from my family and friends."	
Starters Connect to Previous Knowledge Think-Pair-Share	The teacher begins the lesson by showing a short video ‘The Boy Who Learned to Be Grateful’, which tells how a rich boy named Rohan learns to appreciate life’s blessings after meeting a joyful, barefooted boy and his disabled sister. Encourage them to think silently about the message of the story, then pair up with a classmate to discuss what touched them the most and one thing they are grateful for. Students share some of their responses and teacher links the activity to the lesson ‘Debts of Gratitude’. “Now let’s read about someone else who never forgot to thank those who shaped her life.”	
Process Reading	Read Paragraphs 1–3 aloud with expression. Encourage them to annotate the text, noting key events, writer’s emotions, and significant descriptions. Discussion Prompts: • Why is the speaker both joyful and sorrowful? • Why does the speaker feel that the coaches no longer running on rails but as gliding in to space? • Which words in the text show that she feels grateful?	Text Book
Emotion Check-in:	Students identify and speak out the main emotion(s) the speaker experience in that section. They explain their reasoning using textual evidence.	

Appendix

Word Cloud Creation	Teacher uses a word cloud of key terms from the paragraphs as a visual aid, encouraging students to collaboratively explore their meanings and usage. They also identify other unfamiliar words in the text, and discuss relevant contexts. <i>Dozing, Rattling, Dispel, Rejoice</i> 	
Independent practise Creative Writing/ Pair Discussion :	“Imagine it is the day of the Nobel Prize ceremony in Stockholm. The hall is filled with writers, thinkers, and world leaders. Selma Lagerlof, the first woman to win the Nobel Prize in Literature, has just arrived. You are selected to stand at the podium and welcome her on behalf of the audience.” Students are guided to write a formal and respectful announcement as if they were speaking at the event. The teacher models the tone and structure of a ceremonial welcome by writing a sample opening on the board: “Your Majesties, Your Royal Highnesses, Ladies and Gentlemen.....” Selected students read their announcement aloud to the class in a confident, respectful tone. The teacher encourages body language and voice modulation suitable for a public ceremony. This activity helps building presentation skills, creative writing, and an appreciation for honouring others.	

Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the paragraphs covered in the session. • How did the speaker's visit to Stockholm differ from her earlier visits? • I thought of my father and felt a deep sorrow... Why was she sad at the thought of her father? Ask students to re-read the key passage and discuss it with a peer, focusing on Selma Lagerlof's gratitude. The teacher invites a few students to share the achievements they have experienced in their life, along with the reasons or the people who contributed to those achievements. She encourages them to write a few sentences about their achievements in the space provided in the reflective journal, fostering an attitude of thankfulness as part of a Skill Enrichment Practice. The teacher also helps students recognise that even their simple gains and small successes in life are valuable achievements.	
Closing circle (to check in; help smooth transition to next session)	Let's all sit comfortably and close our eyes for a moment. Take a deep breath in... and slowly breathe out. Think about someone you feel grateful to today. What would you say to them if you had one more moment? Today I'm grateful for... One person who contributed to my success is... I felt... when I was helped... A feeling of serenity and gratitude remains with students as the session ends.	

Lesson Script-6

Subject :	English	Std:	9 th
Topic:	Debts of Gratitude (Paragraphs 4-6)		
Learning Outcomes:	By the end of the session, students will be able to: • Interpret how childhood memories shape the narrator’s emotional and spiritual identity in paragraphs 4–6. • Analyse the emotional significance of the imagined reunion with her father, using textual evidence. • Demonstrate self-awareness by reflecting on personal sources of comfort, gratitude, and guidance. • Engage in responsible decision-making by articulating how gratitude can influence one’s actions and relationships.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Relationship Skills and Responsible Decision-Making		
Language Skill Focus:	• Interpretive reading • Emotional vocabulary development • Dialogic speaking (role play) • Reflective and imaginative writing		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus) Candle Visualisation (Guided Imagery)	Ask students to sit comfortably with their feet flat on the floor. Request them to keep their back straight but relaxed, and hands resting gently on their lap or desk. Guide the students in gentle and soothing voice. “Let's take a short journey inside our mind. Close your eyes slowly. Imagine that you are sitting in a quiet, peaceful room. It's calm and	Relaxation music-

	silent. In front of you, there is a small table. On the table, there is a candle. It's a beautiful white candle, standing tall. Now, imagine the candle is slowly being lit. A soft golden flame appears. It starts to glow gently, flickering slightly, but staying strong. Watch the flame. It's warm, steady, and peaceful. The flame is not too bright. It is just perfect – giving a soft light. As you look at the flame, you begin to feel calm. Your thoughts begin to slow down. Your body feels safe. Your heart feels light. Now, imagine this gentle flame is inside your heart – lighting up your inner world. It brings peace, strength, and calmness within you. Let this flame remind you that you have a light inside you – a light of courage and peace. Take a moment to feel it.” (Pause for 20–30 seconds to let students stay in the moment.) “Now, let's take three deep breaths to end this journey. Breathe in through your nose... slowly... 1...2...3... Hold it for a moment... Now breathe out gently through your mouth... 1...2...3... Let go of any stress.” “When you're ready, slowly open your eyes. Smile gently to yourself. You've just lit the candle of calmness inside you.”	
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Starters Connect to Previous Knowledge	The teacher displays an image of a spider web and draws the students' attention to how the  spider rests calmly at its centre. She then gently asks them to reflect on the things at home that make them feel cozy, safe, and cared for—such as a mother's touch, a grandmother's warm smile, or a father's quiet presence. Invite students to contribute one comforting element each, which the teacher notes around the web image, gradually building a “Cozy Web” of emotions and experiences that symbolize security, love, belongingness and kindness.	Cozy web Design
Process Reading Emotion Check-in Word Cloud Creation	Read Paragraphs 4-6 aloud. Encourage them to annotate the text, and underline words that show kindness and concern. Discussion Prompts • How does Selma build a spiritual connection through memory? • How does the narrator construct an imagined reunion with her father? • What makes her think about meeting her father in the paradise? Ask students to underline words and phrases that express gratitude, affection, and longing. Teacher projects a word cloud containing new terms from the paragraphs and leads students in collaboratively analysing their meanings and uses. They then identify other unfamiliar words	Text Book

	from the text, and construct meaningful sentences using the words in emotionally relevant contexts. <i>Rustle, Bustle, Ceased, Soothing</i>	
Independent practise Creative Writing/ Pair Discussion:	Students role play as Selma Lagerlof meeting her father in the paradise. In pairs, students enact the imagined reunion: Selma tells her father about her debts. Conversations include expressions like: “I am deeply grateful to you because...” “I have come to take your advice.....” “How can I repay my debts?” Students prepare the script for conversation in groups and then enacts the role play in front of the class.	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the paragraphs covered in the session. • What is your impression of the writer's father? • I have come to ask you for advice,..What advice does the speaker request of her father? • How can remembering those who guided us influence the decisions we make today?	

Appendix

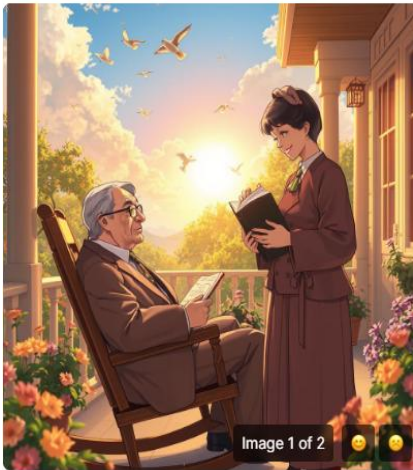
	Encourage students to discuss the text in pairs, highlighting Selma's gratefulness. Encourage them to relate this to their own lives and share with the class, promoting reflection and language skills.	
Closing circle (to check in; help smooth transition to next session)	Ask each student to close their eyes, imagine doing one gentle action that they can offer someone and smile softly. What is one gentle act that you can offer someone today? Today I will show care by... (raise hand and say it aloud or silently). "Next session will explore how gratitude transforms into action." The class concludes with students experiencing peace and thankfulness.	

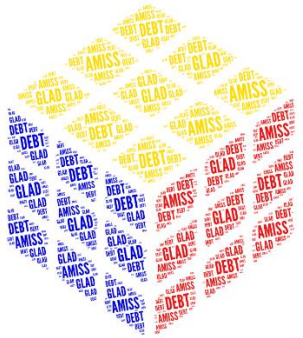
Lesson Script - 7

Subject :	English	Std:	9 th
Topic:	Debts of Gratitude (Paragraphs 7-9)		
Learning Outcomes:	By the end of the session, students will be able to: • Interpret internal dialogue in the text as a literary representation of self-reflection and moral conscience. • Explain the concept of non-monetary debt as presented in the narrative, using textual evidence. • Express gratitude creatively through structured reflective writing or symbolic representation. • Demonstrate emotional insight by identifying the father's shifting expressions and analysing their significance.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Responsible Decision-Making and Relationship Skills		
Language Skill Focus:	• Interpretive reading • Inferential reasoning • Emotional vocabulary development • Reflective and expressive writing		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good Morning! Let's wake up our senses like little explorers. She guides students through the 5-4-3-2-1 technique: 5 things you can see 4 things you can feel 3 things you can hear 2 things you can smell	Mindfulness music-

Appendix

	1 thing you can taste (or imagine tasting) “Close your eyes and picture someone who once helped you in a quiet way—without telling others, without asking for anything. Maybe it was your friend who shared notes with you or a classmate who stood by you when you were scared” “Open your eyes. Think about what that moment meant. What did it teach you about kindness?”	
Starters Connect to Previous Knowledge	The teacher invites students to reflect on feelings of gratitude they hold toward important people in their lives, such as parents, teachers, or friends. The teacher exhibits a decorated “Gratitude Jar” in front of the class. Students are given small slips of paper on which they write something or someone they feel grateful for — it could be a person, an object, a place, or even an experience. They fold their slips and place them in the jar. Thereafter, the teacher selects a few at random for reading aloud, without revealing the writer’s name. Together, the class lists the people and things mentioned, identifying common entries such as parents, friends, teachers, or nature. The teacher then initiates a short discussion. “What makes gratitude different from obligation?”	
Process reading	Read Paragraphs 7-9 aloud with gentle pauses. Guide students to visualise the imagined reunion scene constructed by the narrator. 	Text Book

	Discussion Prompt • Why did her father say that he can't help her much in the matter? • ...a look of wonder will come into his eyes. What, do you think, is the reason for the change of expression?	
Emotion Check-in: Word Cloud Creation	Ask students to underline phrases that reveal the father's emotional state and discuss how these contribute to the tone of the passage. Teacher presents a word cloud featuring new terms from the paragraphs and engages students in a collaborative discussion to clarify their meaning and usage. Students differentiate between material debt and moral debt using examples from the text. Students also search for other unfamiliar words in the text, determine their meanings, and explore their use in context. <i>Amiss, Debt, Glad</i> 	
Independent practise Creative Writing/ Pair Discussion :	Think about the people who have been kind to you. Imagine their faces and recall the moments when they helped you or made you feel valued. What does it feel like when someone offers more than you expect? The teacher instructs students to open the "Gratitude Hand" page in their Reflective Journal.	Gratitude Hand

Appendix

	On each finger of the hand outline, write the name of a person you are grateful for and note what they did for you.” Students complete their gratitude hand activity as a skill enrichment practice	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the paragraphs covered in the session. • What advice does the speaker request of her father? • What do you think is the reason for a look of wonder in the eyes of her father? • How can remembering what others have done for you help you make better choices? Facilitate peer discussion on Selma’s sense of gratitude after re-reading the key excerpt. Invite volunteers to present their thoughts, promoting emotional insight and collaborative learning.	
Closing circle (to check in; help smooth transition to next session)	Close your eyes and imagine one thing you want to say ‘thank you’ for but haven’t yet said. “Today I want to speak my thanks to... “(aloud or in silence) Gratitude becomes meaningful when it transforms into action- this idea will be explored further in the next lesson The session ends with students feeling a sense of peace and gratitude.	

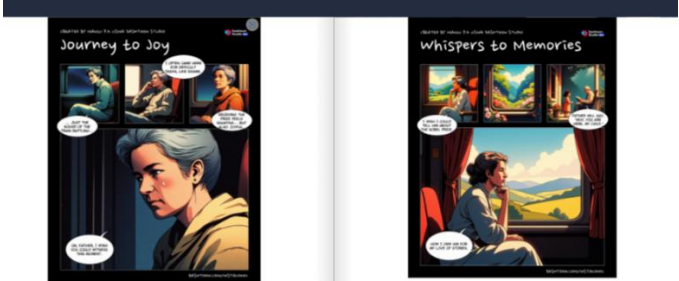
Lesson Script-8

Subject :	English	Std:	9 th
Topic:	Debts of Gratitude (Paragraphs 10-12)		
Learning Outcomes:	By the end of the session, students will be able to: • Identify and explain the natural and human sources of inspiration acknowledged in paragraphs 10–12. • Analyse the concept of emotional and intellectual debt as presented in the text. • Demonstrate awareness of gratitude in relationships through reflective mapping and creative letter writing. • Express appreciation using appropriate tone, structure, and language in a formal personal letter.		
SEL Competency Focus:	• Primary: Social Awareness • Secondary: Relationship Skills and Self-Awareness		
Language Skill Focus	• Analytical reading • Vocabulary development • Personal and formal letter writing • Emotional mapping and reflection		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good morning! Ask students to sit comfortably, close their eyes (or look gently down), and relax their shoulders and hands.	<u>Relaxation music-</u>
River Visualization	“Imagine you are sitting beside a quiet river. The water flows slowly, gently, making a soft sound. The air is cool. Trees are standing tall around you. You feel safe, peaceful, and free. Notice the river as it flows steadily. Now, imagine your thoughts—any stress, worry, or fear—floating away in the river, like leaves drifting	

Appendix

	with the water. You feel light and free. The river carries your worries away.” (Pause for 10–15 seconds to let them feel the image.) “Take a deep breath in... 1...2...3... Hold it... Now breathe out slowly... 1...2...3... Again, breathe in... feel the fresh air... Hold... And breathe out... feel calm. One last time – breathe in... and breathe out...” “Now slowly return to this room... Wiggle your fingers and toes. When you’re ready, open your eyes. Carry this calm feeling with you as we begin the lesson.”	
Starters Connect to Previous Knowledge	Selma called herself “in debt” to many—her family, friends, nature, even readers. Let’s create our own Debt Web. “Think of people, places, books, animals or experiences that have shaped you to become who you are today” Each student draws themselves in the center of a page. From there, they draw branches to people/experiences who helped them—label each branch with the name and how they helped. “Which of these influences helped you grow the most?”	
Process Reading	Read Paragraphs 10-12 aloud with a warm, reflective tone. Students underline key expressions of emotion	Text Book

Emotion Check-in	The teacher presents a digital comic strip illustrating key events: the narrator's departure, reflection, return, and expression of gratitude.  Ask students to create an emotion map of the writer highlighting moments when she feels happy, sorrow and feels indebted to many around. They will then map a personal experience of managing similar emotions.	Comic Strip
Word Cloud Creation	Teacher displays a word cloud of vocabulary from the paragraphs, and guides students through a group discussion to understand each word's meaning and application. Learners then locate other unknown words in the passage, define them, and share possible usages. <i>Enchanted, Carefree, Censure, Trolls, Water-sprites</i> 	
Independent practise Creative Writing/ Pair Discussion :	Ask them to imagine themselves as Selma Lagerlof and to write a letter to her faithful friend, Esselde, who played a crucial role in her literary journey by opening doors when no one else believed in her. Students must include: • Proper salutation	

Appendix

	• At least one specific memory • An expression of gratitude • A closing sentence and signature Sample Opening: “Dear Esselde, I still remember the quiet evenings with you, when you encouraged me to read and write, even when my heart was full of doubts...” Students exchange letters in pairs and check for tone, clarity, and completeness.	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the paragraphs covered in the session. • How does Father respond when he discovers his daughter's biggest debt? • How does Selma interpret the idea of repaying her debt? • Why does the father respond with surprise or wonder? Ask students to revisit the selected text and engage in a peer discussion focused on Selma Lagerlof’s expression of gratitude. Encourage them to connect this to their own lives and share their reflections, supporting both comprehension and the development of gratitude as a socio-emotional skill.	
Closing circle (to check in; help smooth transition to next session)	Let’s close our eyes and imagine we are standing beside someone who cares about you deeply in life. Now imagine you are saying thanks note to them for all their support. “Gratitude grows stronger when we remember it and express it.” The session ends with students feeling a sense of peace and gratitude.	

Lesson Script -9

Subject :	English	Std:	9 th
Topic:	Debts of Gratitude (Paragraphs 13-16)		
Learning Outcomes:	By the end of the session, students will be able to: - Analyse how emotional expression is conveyed in formal public discourse in paragraphs 13–16. - Interpret the father’s final reaction and explain its emotional significance. - Express empathy and appreciation through structured speech and formal writing tasks. - Demonstrate responsible decision-making by reflecting on how gratitude can shape personal and social actions.		
SEL Competency Focus:	- Primary: Relationship Skills - Secondary: Self-Awareness and Responsible Decision-Making		
Language Skill Focus:	- Analytical reading - Public discourse analysis - Formal appreciation writing - Reflective writing		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good morning! “Sit up straight, but relaxed. Let your shoulders drop gently. Place your hands on your lap, or by your sides. Now, softly close your eyes — or lower your gaze if that feels better. Take a deep breath in... Hold it for a moment... Now slowly breathe out... Let’s do that two more times — Inhale... and exhale...	

	Again... inhale... and exhale... Now, I invite you to imagine... You are sitting quietly beside a peaceful stream in nature. There's soft green grass under you... tall trees around you... and you can hear the gentle sound of flowing water. Birds are chirping in the distance. The sun is warm on your skin, and a soft breeze brushes your face. You feel safe. Calm. Still. Now, picture the stream in front of you. It flows slowly and smoothly, carrying fallen leaves gently along the surface. Each leaf drifts past you, floating softly on the water. Now imagine this: Every time a thought comes into your mind — any thought at all — place it on a leaf. It could be a word, a picture, a worry, or even a to-do list item. Whatever it is, place it on a leaf... and gently let it float downstream... Watch it go. Let each thought float away without holding onto it. Now, as the leaves gently float away, notice how the stream keeps flowing — calm and steady — just like your breath. You are still here, sitting quietly, safe and relaxed. There is nothing you need to do right now. Just be. Slowly bring your attention back to your body...	
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	Feel your feet on the ground... Your hands resting... Take one deep breath in... and slowly breathe out. When you feel ready, gently open your eyes. Carry this calm feeling with you for the rest of the day.”	
Starters Connect to Previous Knowledge Think-Pair-Share	To stand on a stage, with everyone clapping for you, calling your name... Would it make you feel proud? Nervous? Grateful? Afraid? The teacher asks students to recall a moment when they felt genuinely proud or deeply happy about something they accomplished. Students may choose to either draw or write about this moment in the My Best Moments activity space of their Reflective Journal. The teacher facilitates reflection by asking guiding questions: • What personal strengths or qualities helped you in that moment? • Did your action bring happiness to someone else? • If yes, what happened and how did it make you feel? • Who contributed to your success in that moment? Pair them with a partner to share their thoughts for 2–3 minutes. Finally, invite a few students to share with the whole class. This activity aims to help students recognise their strengths, appreciate positive experiences, and understand the impact of their actions on others.	

	Read Paragraphs 13-16 aloud with a warm, reflective tone. Pause to reflect on her father's final reaction. Discuss how success can sometimes feel like a responsibility rather than just happiness. • Why does recognition sometimes feel heavier than failure? • Why does the father refuse to overthink or ‘rack his brain’ about the problems she mentions? Ask students to underline sentences that reveal the father’s emotional response and discuss how these shape the tone of the conclusion. Teacher displays a word cloud of new terms from the paragraphs and, through collaborative discussion, helps students understand their meaning and usage. Students then identify other unfamiliar words from the text, find their meanings, and discuss how they can be used in context. <i>Rack, Toast, Repay, Bestow</i>	Text Book
Emotions-check in		
Independent practise	Teacher asks students to imagine that they have been selected to design a beautifully crafted Certificate of Appreciation to honour	Sample Certificate of Appreciation

Creative Writing/ Pair Discussion :	Selma Lagerlof, the Nobel Prize-winning author. The certificate should be visually appealing and convey admiration and gratitude from those presenting it. Each certificate must include: • Title (Certificate of Appreciation) • Name of recipient • Specific reason for recognition • Formal appreciation statement • Signature line Teacher displays a model certificate and guides students to observe and identify its structure, including its layout, headings, decorative elements, and message content. Working in groups, students design their own certificates, ensuring they include both formal features and a heartfelt message. The most creative and well-crafted certificate is chosen to be displayed in the Creative Canvas, the common book kept for free expression of ideas.	
Debrief (to sum up key learnings of the session)	The teacher asks a few focused questions to help students summarise the key points of the chapter. • What, according to you, is Selma Lagerlof's message to her audience and to us? • How does Selma redefine success through gratitude? Students review the paragraphs of the text and discuss Selma Lagerlof's gratitude towards those who shaped her life. They then reflect on their own reasons for gratitude and share their responses, reinforcing understanding and fostering emotional awareness.	
Closing circle (to check in; help smooth	Teacher invites students to sit comfortably, close their eyes, and reflect on the people who have played a significant role in shaping their	

Appendix

transition to next session)	lives. She prompts them to consider: “In what ways can you show gratitude to these people?” Students then open their eyes and compose a short thank-you note (5–6 sentences) using appropriate greeting and closing, addressed to one of these individuals, expressing their appreciation in sincere and thoughtful words. They record their letter in the Thank You Letter activity space of their Reflective Journal. This activity encourages students to end the session with a sense of gratitude and emotional connection, reinforcing positive relationships and empathy.	
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Lesson Script-10

Subject :	English	Std:	9 th
Topic:	Nothing Twice (Understanding the theme)		
Learning Outcomes:	By the end of the session, students will be able to: • Interpret the central theme of the poem Nothing Twice as the uniqueness and irreversibility of human experience. • Analyse selected lines to explain how the poet conveys the idea that life’s moments cannot be repeated. • Demonstrate mindfulness and self-awareness by reflecting on the value of present experiences. • Compose a short reflective response connecting the idea of “nothing happens twice” to personal growth and relationships.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Responsible Decision-Making		
Language Skill Focus:	• Poetry interpretation • Inferential comprehension • Oral expression • Reflective writing		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Begin the class with calm energy. Guide students into a short mindfulness routine. Good Morning! Let's begin by settling into our seats. Place your hands softly on your lap. Close your eyes gently or lower your gaze. Take a deep breath in... and let it out. Notice how yesterday's moment feels different from this morning; a smile, a compliment, a moment of peace. Now gently shift your thoughts to this morning. Can you feel the difference in today? Let's take	Mindfulness music-

Appendix

Affirmation	a moment to feel the freshness and uniqueness of this new day. Now slowly rub your palms together and press them softly to your eyes. Open your eyes when ready. “Every day is a gift — I choose to live it with presence and purpose.”	
Starters Connect to Previous Knowledge	Teacher plays a short animated clip on screen (e.g. a drop of water falling and a candle burning down) and asks: Can we see this moment again exactly as it is? Distributes paper leaves to all students and asks them to write down a moment from their life they wish could happen again. Each student writes a cherished, unrepeatable memory on a coloured paper leaf cut out and pastes it onto a tree outline designed in the Creative Canvas, a common book kept for collaborative expression. The students observe how each memory is different, creating a collective visual that shows the uniqueness of each student’s lived experience	Animated clip
Model Recitation	Read aloud the poem Nothing Twice written by Wisława Szymborska, using expressive tone, clear voice modulation, and pauses to emphasize the rhythm and emotion of each stanza. Engages the class in a brief discussion by asking thoughtful comprehension questions to stimulate deeper understanding. • What does the poet suggest about life when she says “Nothing can ever happen twice”? • Why does the poet compare life to something that cannot be rehearsed? • What does “arrive here improvised and leave without the chance to practise” tell us	Text Book

	about human experience? Invites students to share personal interpretations and encourage them to reflect on their own experiences and the uniqueness of each moment in life.	
Independent practise Creative Writing/ Pair Discussion :	Divide the students into small groups and assign each group a stanza of the poem. Each group reads their stanza carefully and connects its meaning to real-life situations — such as their first day at school, a birthday celebration, or a farewell party. Organise a “Speak Out Session” where each group comes forward and shares their reflections aloud. One or two members from each group speak about how their assigned stanza relates to real situations in life and what emotions or thoughts it brings to mind. Students express how these moments feel unique, precious, and impossible to repeat — just like the poem suggests. This helps them internalise the theme of the poem and connect it with their emotional understanding of time. Each student then writes 4–5 lines beginning with: “Because nothing happens twice, I will...”	Text Book
Debrief (to sum up key learnings of the session)	Teacher asks them a few questions to check their comprehension. • What is the significance of the line 'Nothing can ever happen twice'? • What does the word 'course' refer to in the second stanza? Students revisit the key stanzas and discuss their interpretations with a partner, focusing on the fleeting nature of time. They reflect on how each moment in life is unique and irreplaceable, then a few students voluntarily share their thoughts with the class. This encourages them to internalise the theme, summarise key ideas, and develop awareness for cherishing everyday moments.	

Appendix

Closing circle (to check in; help smooth transition to next session)	Close your eyes and stay calm. Imagine certain moments in your life that will not return. How can we value a moment while we are living it? The session concludes by instilling a calm and thankful mindset in students	
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Lesson Script-11

Subject :	English	Std:	9 th
Topic:	Nothing Twice (Appreciation of the poem)		
Learning Outcomes:	By the end of the session, students will be able to: - Analyse the poetic qualities of Nothing Twice, including imagery, symbolism, and tone. - Interpret how the poet conveys emotional depth through sensory language and metaphor. - Compare the poem’s message about the uniqueness of moments with personal life experiences. - Express appreciation of the poem through structured discussion and reflective response.		
SEL Competency Focus:	- Primary: Self-Awareness - Secondary: Social Awareness		
Language Skill Focus:	- Poetry appreciation - Figurative language analysis - Comparative reflection - Oral interpretation		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good morning! “Sit comfortably in your places. Close your eyes and take a slow, deep breath through your nose. Imagine your breath gently filling your lungs like a balloon. Feel your stomach rise as the air fills your lungs. Hold the breath for a few seconds. Then, slowly exhale through your mouth, imagining that you're deflating the balloon. Repeat this process, focusing on the sensation of the breath moving in and out of your body.” “Today is real and unrepeatable. I choose to value it.”	Relaxation music-

Appendix

Affirmation		
Starters Connect to Previous Knowledge	Begin the session by reading the lines “I feel as if a rose were flung / into the room, all hue and scent” with expression and emotion. Ask students if they have ever felt someone’s presence brighten up a room, just like a rose. Encourage students to respond by sharing personal feelings, and this opens up the emotional space for poetic appreciation. “What sense does this image appeal to most — sight, smell, or feeling?”	
Reading the poem	Read poem again in choral format. Teacher pauses to ask reflective questions:	Text Book
	• What does the rose symbolise in the context of human relationships? • What might the clock represent about time and life? Is time shown as slow, fast, kind, or indifferent? Explain.	
Independent practise /Group Work Pair Discussion/ Sensory Imagery Mapping :	The teacher now shifts focus to how the poet uses sensory images to enrich emotional meaning. Each group is assigned with a specific type of imagery (visual, auditory, olfactory, kinaesthetic, or tactile) using the Sensory Imagery Chart. Students revisit the poem to locate instances of their assigned imagery type. Together, they fill the worksheet with examples and reflect on how these sensory images shape the emotional tone of the poem. For instance: Visual: “I feel as if a rose were flung...” – symbolises sudden beauty and emotional intensity.	Sensory Imagery Chart

	Auditory: “Someone mentions your name” – evokes memory and connection. Olfactory: “All hue and scent” – suggests presence and memory through smell. Kinaesthetic: “A rose flung...” – reflects movement and surprise. Tactile : “With smiles and kisses...” – symbolises love and closeness. Teacher then initiates a discussion. • “What makes this poem beautiful — its language, its message, or its emotional honesty?”	
Debrief (to sum up key learnings of the session)	Teacher invites a few students to summarise the central idea of the poem • How does the poem reveal the uniqueness of each day? • How does the poem view human relationships? • If nothing happens twice, what responsibility do we have toward our relationships? Students re-read selected lines and engage in brief peer discussions to explore how the poem makes them feel about time, change, and human connection. They relate the poet’s message to personal experiences and share one moment they now see as precious. Encourage them to share their reflections aloud, building empathy, gratitude, and deeper literary appreciation.	
Closing circle (to check in; help	Let’s all sit comfortably and close our eyes for a moment.	

Appendix

smooth transition to next session)	“Imagine you are a drop of water falling from the sky. Think of the long journey you've taken — across clouds, through winds, across rivers of memories. Reflect on how fast each experience passed, how quickly each moment disappeared. If each drop falls only once, what does that teach us about our time? Now, open your eyes. What did that journey feel like?” Students share their reflections. The session ends, leaving students grounded in reflection and gratitude.	
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Lesson Script-12

Subject :	English	Std:	9 th
Topic:	Nothing Twice (Understanding the figurative elements)		
Learning Outcomes:	By the end of the session, students will be able to: • Identify and explain the use of figurative devices such as simile, metaphor, personification, alliteration, and assonance in the poem Nothing Twice. • Analyse how these poetic devices contribute to the theme of uniqueness and the impermanence of life. • Demonstrate empathy and emotional appreciation by reflecting on how the poem relates to personal experiences of change and individuality.		
SEL Competency Focus:	• Primary: Self-Awareness • Secondary: Social Awareness		
Language Skill Focus:	• Literary device identification • Analytical reasoning • Poetic interpretation • Reflective expression		

Class flow	Teacher Actions	Resources
Check-in (to recenter focus)	Good morning! “Sit comfortably in your places. Close your eyes and take a slow, deep breath through your nose. Imagine yourself standing on a peaceful beach at sunset. Visualize the warm sand beneath your feet, the sound of the waves gently lapping at the shore, and the vibrant colors of the sky. Imagine the smell of saltwater and the feeling of the breeze on your skin. Allow yourself to fully immerse in this imaginary scenario, letting go of any stress or anxiety. Stay in this peaceful state for a few quiet seconds, cultivating a sense of relaxation and calmness. Nothing will	Relaxation music-

Appendix

Affirmation	happen twice — so feel this moment fully.” “I learn to see the beauty in simple things, for nothing stays the same.”	
Starters Connect to Previous Knowledge	The teacher introduces the theme of life’s fleeting and unrepeatable moments by writing a short reflective poem on the board: "Nothing happens twice I can't be my mother's small girl To sit on her lap And make all others clap." Students are invited to think quietly about a personal memory that can never be repeated — for example, the warmth of a grandmother’s hug, the excitement of a first school trip, or the joy of a childhood birthday. Encourage them to write one or two poetic lines beginning with “Nothing happens twice...” to capture their own unique, irreplaceable experience. A few students present their lines aloud, creating a shared emotional journey through time. This activity fosters emotional expression, strengthens class unity, and builds appreciation for the uniqueness of each life experience..	
Model Recitation	Teacher recites the poem aloud and asks them some questions to channel their thoughts. • How are the two drops of water similar, yet different? What does this suggest about people? • What does the line “Today is always gone tomorrow” suggest about time? Encourage students to support answers with textual references.	Text Book

Independent practise /Group Work Pair Discussion/ Sensory Imagery Mapping :	Teacher presents the figurative language and poetic devices chart and students in groups identify the figurative devices used in the poem using the hints given in the chart; Simile: A comparison using like or as (e.g., as different as two drops of water) Metaphor: A direct comparison without using like or as (e.g., a rose flung into the room) Personification: Giving human qualities to non-human things (e.g., the fleeting day) Alliteration- Repetition of the same beginning consonant sound Examples from the poem: “Two – teach” “Feel – flung” “Do – day” Assonance- Repetition of vowel sounds in nearby words Examples: “Days – yesterday” “Treat – fleeting” “Seek – beneath” Rhyme Scheme-Pattern of rhyming words	Figurative Language and Poetic Devices Chart
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Appendix

	at the ends of lines. The rhyme scheme is ABAB Examples of rhyming words: Twice – improvised Dumber – summer Clock – rock Sorrow – tomorrow	
Debrief (to sum up key learnings of the session)	Make the learners read the poem individually. Ask them some simple questions to check their comprehension. • How does the poet establish the uniqueness of each individual? • The poem emphasises the importance of enjoying every moment in life. Do you agree? Give one reason from the poem to support your view. Students discuss in pairs how these poetic devices enhance the meaning of the poem. They reflect on how poetic imagery helps us understand life's impermanence and express their thoughts with the class. This activity reinforces literary understanding while nurturing emotional awareness and the value of lived experiences.	
Closing circle (to check in; help smooth transition to next session)	Let's all sit comfortably and close our eyes for a moment. Think about yourself and someone who is similar to you — maybe a friend, a classmate, or a sibling. In what ways are you alike? Now, think of the ways you are different — the little things that make you unique. Now, focus on just one special quality or talent you have — something that makes you stand out from the rest. It could be how	

	you care for others, your creativity, your curiosity, your courage, or your ability to make others smile. Say silently to yourself: 'I am unique. I am strong. I have the power to do great things in life.' The lesson wraps up with students experiencing a quiet sense of gratitude and calm	
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Appendix IV

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

SEL-Based Lesson Plans

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SEL-Based Lesson Plan 1

Preliminary Details

Class: IX

Lesson: Half a Day – Naguib Mahfouz

Subject: English

Portion: Paragraphs 1–3

Unit: Hours and Years

Duration: 45 minutes

Theme

Beginnings and transitions in life

Sub-theme

First experiences and emotional responses to change

Learning Outcomes

By the end of the session, learners will be able to:

- Read and interpret paragraphs 1–3 with contextual and inferential understanding
- Identify and use emotion-related vocabulary appropriately
- Express personal experiences coherently in short reflective writing
- Participate in guided oral discussion using relevant expressions
- Identify emotions experienced during transitional life moments and relate them to personal experiences.

Resources

Textbook, calm background instrumental music, blackboard, reflective journal (emotion check-in page)

Teaching-Learning Process	Assessment
Check-in <i>(Mindful Entry and Emotional Regulation)</i> Guided Breathing The teacher invites the learners to sit comfortably with their feet on the floor and hands resting on the desk. In a calm, gentle voice, the teacher guides the learners: “Close your eyes for a moment. Take a slow breath in... and breathe out gently. Now imagine a quiet, peaceful place. In front of you, there is a small table. On the table, there is a candle. The candle is slowly lit. A soft flame glows, steady and warm. Stay with this feeling for a few seconds.” After a short pause, “You may open your eyes.” Learners open their eyes and settle into a calm and attentive state. Emotion Check-in The learners open the emotion check-in page in their reflective journal and mark the emotion that best describes how they feel at that moment. The teacher invites a few learners to share briefly.	Students participated in the breathing activity and gradually settled into a calm and attentive state.

Teaching-Learning Process	Assessment
This stage ensures emotional grounding before textual engagement. Starters The teacher then invites a few learners to recall their first-time experience. “Think about your first day at school or a time you entered a new place. How did you feel then?” A few learners share short responses focusing primarily on emotions. The teacher notes key feeling words on the blackboard (e.g., nervous, excited, confused, curious, afraid). This bridges personal experience with the emotional theme of the story. Process Reading <i>(Teacher Reading and Guided Reflection)</i> The teacher writes the title <i>Half a Day</i> on the blackboard and introduces the story as one that describes a child’s first major step into a new phase of life. The teacher connects the learners’ shared experiences with the narrator’s situation in the story. The teacher reads paragraphs 1–3 aloud with clear pronunciation and expressive pauses. Reflective prompts include: “What feeling do you notice here?” “Why might the boy feel this way?” “Does this remind you of something you have experienced?”	Students identified their emotions and a few learners shared their feelings such as nervous, calm, or excited. Students shared their experiences and identified emotions such as excitement, fear, curiosity, and confusion. Students listened attentively and responded to questions by identifying the emotions experienced by the boy in the story.

Teaching-Learning Process	Assessment
Unfamiliar words are explained contextually. Silent Reading and Annotation The learners then read the same paragraphs silently. They underline words or sentences that reveal emotions and circle lines that connect to their own experiences. The teacher moves around the classroom, offering quiet support and reassurance where needed. Guided Interaction The teacher initiates discussion by using questions that integrate comprehension and emotion: • Where is the boy going? • Who is with him? • What feelings does the boy experience during the walk? • Why does the boy feel confused or unsure? Learners respond orally. The teacher validates different interpretations and gently supports hesitant learners. Emotional vocabulary is reinforced by writing feeling words on the board. Independent Practice Learners form small groups to discuss how the boy might be feeling at the school gate. After discussion, each learner individually writes a short reflective paragraph beginning with:	Students read the passage silently and identified emotional expressions in the text with teacher guidance where necessary. Students answered the questions and discussed the feelings experienced by the narrator in the story. Students participated in group discussion and wrote reflective paragraphs expressing their thoughts and emotions. Some learners shared their writing with the class.

Teaching-Learning Process	Assessment
“When I stand at the gate, I feel...” Prompts on the board: • What do you see around you? • What thoughts come to your mind? • What emotions do you feel at that moment? The teacher encourages originality and emotional honesty rather than mechanical correctness. Language corrections are provided indirectly through modelling. Selected learners read aloud. Peers provide positive, respectful feedback. Debrief Learners reflect: • What does the story suggest about the emotional impact of new beginnings? • How can understanding emotions help us respond positively to change? The teacher consolidates key emotional and linguistic insights. Closing Circle Learners are asked to complete one sentence orally or in writing: “Today I learned that it is okay to feel...” The teacher affirms: Emotions are natural. Language allows us to express and understand them meaningfully. Follow-up Task	Students shared their ideas about new experiences and recognised that emotions influence their reactions to unfamiliar situations. Students expressed different emotions such as fear, excitement, and curiosity and acknowledged that such feelings are natural.

Teaching-Learning Process	Assessment
Learners write a short diary entry in their reflective journal describing their first day at school, focusing on emotional experience and descriptive language.	

SEL-Based Lesson Plan 2

Preliminary Details

Class: IX	Lesson: Half a Day – Naguib Mahfouz
Subject: English	Portion: Paragraphs 4-6
Unit: Hours and Years	Duration: 45 minutes

Theme

Beginnings and transitions in life

Sub-theme

Feelings of fear, confusion, and gradual acceptance

Learning Outcomes

By the end of the session, learners will be able to:

- Read and interpret paragraphs 4–6 with emotional and situational awareness
- Identify changes in the narrator’s emotions across events
- Express personal feelings related to fear, confusion, and adaptation
- Use simple descriptive and feeling words in spoken and written English
- Participate confidently in individual and collaborative classroom activities

Resources

Textbook, blackboard, projected images (slides), reflective journal (emotion check-in page), word cloud display

Teaching-Learning Process	Assessment
Check-in <i>(Mindful Entry and Emotional Regulation)</i> Guided Grounding Activity The teacher begins the class with a brief grounding activity. Learners sit comfortably and are asked to place their feet firmly on the floor. The teacher says:	

Teaching-Learning Process	Assessment
“Take a deep breath in... and breathe out slowly. Look around the classroom quietly. Notice where you are sitting, who is near you. Take one more calm breath and get ready to listen.” Learners settle into a focused and attentive state. Emotion Check-in Learners open the emotion check-in page in their reflective journal and mark the emotion they feel at that moment. The teacher then asks: “Think about a time when you felt confused or scared in a new place. What was that feeling like?” Starters The teacher briefly revisits the previous lesson, recalling the boy reaching the school gate and experiencing separation. The teacher asks: “What do you think happens next when the boy enters the school?” Process Reading (Teacher Reading and Guided Reflection)	Students participated in the grounding activity and gradually settled into a calm and attentive state. Students identified their emotions and a few learners shared experiences of confusion or fear in unfamiliar situations. Students responded with predictions about the narrator’s experiences in the school and showed curiosity about the next part of the story.

Teaching-Learning Process	Assessment
The teacher introduces paragraphs 4–6 as the section that explores the boy’s first experiences inside the classroom. The teacher reads the passage aloud with appropriate pauses and tonal variation. During reading, attention is drawn to expressions that reveal: Fear, Confusion, Strangeness, Loneliness Reflective prompts include: “Why does everything appear strange to him?” “What words show his discomfort?” Unfamiliar words are clarified using contextual explanation and word cloud support displayed on the board. Silent Reading and Annotation Learners then read the same paragraphs silently. They underline words or lines that reveal the boy’s emotions. The teacher circulates to provide guidance and reassurance. Guided Interaction The teacher facilitates discussion through questions integrating comprehension and emotional interpretation: • What happens to the boy after he enters the school? • How does he feel inside the classroom? • Why does everything appear strange to him?	Students listened attentively and identified words and expressions that reflected the narrator’s emotions. Students read the passage silently and marked emotional expressions in the text. Students answered the questions and discussed how the narrator’s feelings changed from fear and confusion to gradual adjustment.

Teaching-Learning Process	Assessment
• What changes do you notice in his feelings by the end of this part? Learners respond orally. The teacher encourages slow learners and validates multiple interpretations. Key feeling words (fear, confusion, silence, loneliness, adjustment) are written on the board. Independent Practice The teacher displays the painting ‘The Persistence of Memory’ on the screen and allows learners to observe it silently. The teacher asks: “What do the melting clocks suggest about time?” Learners share brief interpretations focusing on emotional impressions. The teacher then reads aloud the lines from <i>Four Quartets</i> by T. S. Eliot: “Time present and time past Are both perhaps present in time future, And time future contained in time past.” The teacher asks: “How do these ideas connect with the picture?” “How do you feel about the passing of time?” Learners write a short reflective paragraph connecting the image, the	Students observed the image carefully and shared interpretations related to time and change. They wrote short reflective paragraphs expressing their feelings about time and personal experiences.

Teaching-Learning Process	Assessment
quotation and their own feelings about time and change. Selected learners read aloud. The teacher provides appreciative feedback, highlighting clarity of thought and emotional articulation. Corrections are offered indirectly through modelling. Peers are encouraged to respond respectfully. Debrief Learners reflect: • How does the boy gradually begin to adjust to his new environment? • What does this part of the story teach us about adapting to unfamiliar situations? The teacher consolidates the emotional progression in the text, vocabulary learned, and the connection between time, change, and personal growth. Closing Circle Learners are invited to think quietly about a moment in their life that felt very long and another moment that passed very quickly. The teacher asks: “What do these moments mean to you?” “How did you feel during those times?”	Students discussed the narrator’s adjustment and recognised that unfamiliar situations can gradually become comfortable with time and understanding.

Teaching-Learning Process	Assessment
A few learners may share their thoughts. The teacher concludes: Changes in time and feelings are natural. With understanding and expression, we learn to adapt and grow. Follow-up Task Learners write a short paragraph describing an experience in which they initially felt confused or uncomfortable but gradually became more confident or comfortable.	Students shared personal examples of situations where time felt slow or fast and described the emotions associated with those moments.

SEL-Based Lesson Plan 3

Preliminary Details

Class: IX	Lesson: Debts of Gratitude-Selma Lagerlof
Subject: English	Portion: Paragraphs 1-3
Unit: Hours and Years	Duration: 45 minutes

Theme

Gratitude and human connection

Sub-theme

Feelings of gratitude, joy, and quiet sorrow

Learning Outcomes

By the end of the session, learners will be able to:

- Read and understand paragraphs 1–3 with emotional awareness
- Identify mixed emotions experienced by the narrator
- Relate personal experiences of gratitude and support to the text
- Use appropriate feeling words and expressions in spoken and written English
- Participate confidently in reflective and creative classroom tasks

Resources

Textbook, blackboard, reflective journal (emotion check-in page), soft instrumental mindfulness music, word cloud display

Teaching-Learning Process	Assessment
Check-in (Mindful Entry and Emotional Regulation) <i>Guided Breathing and Gratitude Reflection</i> The teacher enters the classroom calmly and greets the learners. Learners sit	

Teaching-Learning Process	Assessment
comfortably with their feet placed firmly on the floor. The teacher says: “Sit comfortably and relax your shoulders. Close your eyes gently. Take a deep breath in... and slowly breathe out. Let us repeat this once more.” After a short pause, the teacher continues: “Now think of someone who helped you quietly, someone who showed you kindness without expecting anything in return.” Learners open their eyes and settle into a calm and attentive state. <i>Emotion Check-in</i> Learners open the emotion check-in page in their reflective journal and mark the feeling that best matches what they experienced during the activity. The teacher invites learners to share one word describing how they felt while thinking about that person. A few learners respond; others listen respectfully.	Students participated in the breathing activity and reflected quietly on a person who had supported them. The classroom atmosphere became calm and attentive. Students identified emotions such as gratitude, happiness, and calmness. A few learners shared their responses while others listened respectfully.

Teaching-Learning Process	Assessment
This stage prepares learners emotionally for the theme of gratitude. Starters The teacher introduces the lesson by stating that the text they are about to read reflects on gratitude and the influence of people who shape our lives. The teacher asks: “Have you ever achieved something and later realised that someone else helped you reach that moment?” Learners respond briefly. Key words such as gratitude, pride, remembrance, and thankfulness are written on the board. Process Reading (Teacher Reading and Guided Reflection) The teacher introduces paragraphs 1–3 as describing the narrator’s journey to Stockholm and the emotional reflections associated with it. The teacher reads the passage aloud with appropriate pauses and expressive modulation. At emotionally significant moments, the teacher briefly pauses to	Students shared brief experiences where family members, teachers, or friends supported them in achieving something. Students listened attentively and responded to questions by identifying the narrator’s mixed emotions during the journey.

Teaching-Learning Process	Assessment
draw attention to joy, pride, remembrance, quiet sorrow. Reflective prompts include: “Why does the narrator feel both joyful and sorrowful?” “What memories seem to influence her feelings?” Unfamiliar words are clarified using contextual explanation and word cloud support. Silent Reading and Annotation Learners read the same paragraphs silently. They underline sentences that reveal gratitude and circle words that suggest sorrow or remembrance The teacher circulates to offer support where needed. Guided Interaction The teacher facilitates discussion using comprehension and emotion-based questions: • Why does the narrator feel both joyful and sorrowful during the journey?	Students read the passage silently and identified emotional expressions in the text.

Teaching-Learning Process	Assessment
- How is this visit to Stockholm different from her earlier visits? - Why does she feel sad when thinking of her father? - What does the description of the train “gliding into space” suggest about her state of mind? Learners respond orally. The teacher validates thoughtful interpretations and reinforces emotional vocabulary by writing key feeling words on the board. Independent Practice The teacher presents the following imaginative situation: “It is the day of the Nobel Prize ceremony in Stockholm. Selma Lagerlof has arrived to receive the award. You are asked to welcome her on behalf of the audience.” The teacher models the opening of a formal announcement on the board: “Your Majesties, Your Royal Highnesses, Ladies and Gentlemen...” Learners individually write a short ceremonial announcement welcoming	Students answered the questions and discussed how the narrator experienced both joy and sadness while remembering her father and past experiences. Students wrote short ceremonial announcements using respectful expressions. A few learners presented their announcements confidently while others listened and appreciated their peers.

Teaching-Learning Process	Assessment
Selma Lagerlof and acknowledging her achievement. Learners are encouraged to include respectful tone, gratitude and recognition of her journey. Selected learners read their announcements aloud using appropriate posture and voice modulation. The teacher provides appreciative feedback, highlighting clarity, respectful expression, and emotional depth. Corrections are offered indirectly through modelling. Debrief Learners reflect: • What does the text teach us about acknowledging those who support us? • Why is gratitude an important human value? The teacher consolidates the narrator's emotional complexity, vocabulary related to gratitude and remembrance and the importance of recognising unseen contributions in our lives	Students discussed the value of gratitude and recognised the importance of acknowledging people who support them in life.

Teaching-Learning Process	Assessment
Closing Circle Learners sit quietly for a brief reflective moment. The teacher prompts: “If you had one more moment with the person you thought about earlier, what would you like to say?” Learners may complete one sentence orally or in writing: “Today I feel grateful for...” “I felt thankful when...” The teacher concludes by affirming that gratitude strengthens relationships and deepens human connection. Follow-up Task Learners write a short paragraph describing an achievement or happy moment in their life and mention the people or situations that helped them reach it.	Students expressed gratitude for parents, teachers, friends, and family members who helped them in different situations.

SEL-Based Lesson Plan 4

Preliminary Details

Class: IX	Lesson: Debts of Gratitude-Selma Lagerlof
Subject: English	Portion: Paragraphs 15-16
Unit: Hours and Years	Duration: 45 minutes

Theme

Gratitude and human connection

Sub-theme

Feelings of gratitude, remembrance, and inner growth

Learning Outcomes

By the end of the session, learners will be able to:

- Understand the narrator's final emotional realisation.
- Analyse how gratitude deepens through reflection.
- Interpret symbolic expressions used in the concluding section.
- Express reflective ideas using appropriate emotional vocabulary.
- Demonstrate empathy and appreciation through oral and written responses.

Resources

Textbook, blackboard, reflective journal (emotion check-in page), word cloud display, classroom creative canvas

Teaching-Learning Process	Assessment
Check-in (Mindful Entry and Emotional Awareness) <i>Guided Reflective Pause</i> The teacher greets the learners and invites them to sit comfortably. The teacher says: “Close your eyes gently.	

Teaching-Learning Process	Assessment
Take a slow breath in... and breathe out calmly. Think about a time when you realised that someone's support was more important than you first understood." After a brief pause: "How did that realisation make you feel?" Learners open their eyes and settle into a thoughtful and attentive state. <i>Emotion Check-in</i> Learners mark their present emotional state on the emotion check-in page in the reflective journal. A few volunteers share one word that describes their feeling (e.g., thankful, reflective, emotional, peaceful). This prepares learners to engage with the deeper emotional layer of the text. Starters The teacher briefly revisits the previous lesson, recalling the narrator's mixed feelings of joy and sorrow during the journey. The teacher asks:	Students participated in the reflective breathing activity and quietly thought about a person who had influenced their lives. Students identified feelings such as thankfulness, calmness, reflection, and appreciation. A few learners shared their responses.

Teaching-Learning Process	Assessment
“What do you think the narrator finally understands by the end of the journey?” Learners respond with predictions, activating narrative continuity. Process Reading (Teacher Reading and Guided Reflection) The teacher introduces the concluding paragraphs as the section where the narrator’s reflections reach emotional clarity. The teacher reads the passage aloud with expressive pauses, highlighting sense of fulfilment and emotional reconciliation Reflective prompts include: “What has changed in the narrator’s understanding?” “Does her gratitude become deeper or clearer? How?” Unfamiliar expressions are clarified contextually.	Students offered predictions about the narrator’s final understanding and showed curiosity about the concluding part of the story. Students listened attentively and responded to questions by identifying how the narrator’s understanding of gratitude becomes clearer.

Teaching-Learning Process	Assessment
Silent Reading and Annotation Learners read the passage silently and underline sentences that express gratitude explicitly, and mark lines that show emotional growth or acceptance. The teacher circulates to support slower readers and encourage careful interpretation. Guided Interaction The teacher facilitates discussion using higher-order questions: • What does the narrator finally realise about her father’s influence? • How does memory transform into gratitude? • Is gratitude only about happiness, or can it include sorrow? Explain. • What message does the ending convey about acknowledging those who shaped us? Learners respond orally. The teacher encourages deeper thinking and validates varied interpretations. Key vocabulary such as legacy, influence, remembrance, and acknowledgement is written on the board.	Students read the passage silently and identified expressions indicating gratitude, remembrance, and emotional maturity. Students participated in discussion and expressed thoughtful interpretations about gratitude, memory, and emotional understanding.

Teaching-Learning Process	Assessment
Independent Practice Learners are asked to write a short reflective paragraph beginning with one of the following prompts: • “I now understand that gratitude means...” • “Sometimes we realise the value of a person when...” • “True gratitude includes...” Learners write individually in their notebooks. Selected learners read their reflections aloud. The teacher provides constructive feedback, focusing on clarity of expression and emotional articulation. Indirect correction is provided through modelling refined sentences where necessary. Debrief Learners reflect: • How does the narrator’s emotional journey conclude? • What have you learned about gratitude from this text?	Students wrote reflective responses expressing personal interpretations of gratitude. Some learners shared their reflections with the class. Students reflected on the narrator’s realisation and recognised the importance of appreciating unseen support in life.

Teaching-Learning Process	Assessment
The teacher consolidates the emotional progression across the lesson and the importance of acknowledging unseen support in our lives Closing Circle Learners sit quietly for a brief moment. The teacher prompts: “If you had the opportunity to express gratitude to someone who shaped your life, what would you say?” A few learners share voluntarily. The teacher concludes: “Gratitude is not only a feeling; it is an understanding that grows with time.” Follow-up Task Learners write a short letter expressing gratitude to a person who has positively influenced their life. The letter should reflect sincerity, clarity, and appropriate language use.	Students shared brief responses expressing appreciation towards parents, teachers, friends, or mentors.

SEL-Based Lesson Plan 5

Preliminary Details

Class: IX	Lesson: Nothing Twice-Wislawa Szymborska
Subject: English	Portion: Poem (Theme based Understanding)
Unit: Hours and Years	Duration: 45 minutes

Theme

Uniqueness of life and moments

Sub-theme

Mindfulness, time, and personal growth

Learning Outcomes

By the end of the session, learners will be able to:

- Understand the central idea of the poem.
- Recognise the uniqueness of moments and experiences.
- Relate the poem's theme to personal life situations.
- Express reflective ideas orally and in simple written form.
- Participate meaningfully in individual and collaborative tasks.

Resources

Textbook, blackboard, reflective journal (emotion check-in page), soft mindfulness music, classroom creative canvas

Teaching-Learning Process	Assessment
Check-in (Mindful Entry and Emotional Regulation) <i>Guided Mindfulness Reflection</i> The teacher begins the class in a calm and welcoming manner. Learners sit comfortably with their hands resting on their laps.	

Teaching-Learning Process	Assessment
The teacher says: “Good morning. Let us settle into our seats. Close your eyes gently or lower your gaze. Take a deep breath in... and slowly let it out. Think of something beautiful that happened yesterday — a smile, a kind word, or a peaceful moment. Now think of this morning. Can you feel how today feels new and different?” After a brief pause, the teacher continues: “Rub your palms together gently and place them over your eyes. Open your eyes when you are ready.” Learners settle into a calm and attentive state. <i>Emotion Check-in</i> Learners open the emotion check-in page in their reflective journal and	Students participated in the mindfulness activity and gradually settled into a calm and attentive state.

Teaching-Learning Process	Assessment
mark the feeling that best matches their present state of mind. The teacher invites learners to share one word describing how this new day feels to them. A few learners respond while others listen attentively. This activity prepares learners to receive the poem's central idea of uniqueness and transience. Starters The teacher writes the title Nothing Twice on the blackboard and briefly explains that the poem reflects on the idea that no moment in life can be repeated in exactly the same way. The teacher asks: “Have you ever wished to relive a happy moment exactly as it happened?” Learners respond briefly. Words such as moment, memory, change, time, and uniqueness are written on the board. Process Reading (Teacher Recitation and Guided Reflection)	Students identified feelings such as happiness, curiosity, calmness, and freshness. A few learners shared their responses. Students responded by sharing brief experiences of memorable moments they wished could happen again.

Teaching-Learning Process	Assessment
The teacher introduces the poet, Wislawa Szymborska, as a writer who reflects deeply on life and its fleeting nature. The teacher recites the poem aloud with clear pronunciation, expressive pauses, and appropriate voice modulation to highlight rhythm and emotional tone. After recitation, learners read the poem silently from the textbook and underline lines that refer to time or change, and circle expressions that suggest uniqueness or irreversibility. Unfamiliar words are clarified through contextual explanation. Guided Interaction The teacher facilitates discussion through interpretative questions: • What does the poet mean by saying “Nothing can ever happen twice”? • Do we ever live the same day again in exactly the same way? Why or why not? • What does the line “arrive here improvised and leave without the chance to practise” suggest about life? Learners share their interpretations. The teacher accepts multiple viewpoints and	Students listened attentively to the recitation and later identified lines in the poem referring to change, time, and uniqueness.

Teaching-Learning Process	Assessment
Debrief Learners reflect: • Why is it important to value the present moment? • How can understanding that “nothing happens twice” influence our decisions and relationships? The teacher consolidates the poem’s central idea, vocabulary related to time and change and the connection between mindfulness and personal growth Closing Circle Learners sit quietly for a brief reflective moment. The teacher prompts: “Think of a moment in life that will never return. How can we honour such moments?” A few learners share brief responses. The teacher concludes by reinforcing that every moment, though fleeting, carries meaning and contributes to personal growth.	Students discussed the importance of appreciating present experiences and recognising the value of time and relationships. Students shared thoughtful reflections about meaningful moments in their lives.

Teaching-Learning Process	Assessment
Follow-up Task Learners write a short reflective paragraph explaining how the idea “Nothing happens twice” applies to their own life, relationships, or personal development.	

Appendix V

NSS Training College, Ottapalam
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University of Calicut

Discourse-Oriented Pedagogy Based Lesson Plans

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Discourse-Oriented Pedagogy Based Lesson Plan 1

Preliminary Details

Class: IX	Lesson: Half a Day - Naguib Mahfouz
Subject: English	Portion: Paragraphs 1–3
Unit: Hours and Years	Duration: 45 minutes

Theme: Life in transition and the passage of time

Sub-theme: The first experience of separation and growth

Learning Outcomes

The learners will be able to:

- read and understand a prose passage
- respond to the text through oral interaction
- infer meaning of words from context
- express ideas related to the text in simple written form
- construct a short discourse based on textual understanding

Resources Used

Textbook, picture prompt (school gate scene), blackboard

Discourse

Short reflective paragraph

Process	Assessment
Introductory Interaction The teacher shows a picture of a boy standing at a school gate with an adult. Learners are given time to observe the picture. The teacher initiates interaction by asking: • What do you see in the picture? • Where do you think the boy is going? • Who is standing with him? Learners respond orally. The teacher elicits responses and writes key words on the board. The lesson is introduced by linking the discussion to the story Half a Day. Process Reading The teacher asks the learners to read paragraphs 1–3 individually. The learners underline unfamiliar words. The teacher asks the learners to sit in small groups and share what they understand and what they do not understand. If doubts arise, the teacher encourages the learners to raise them. The teacher scaffolds comprehension by asking simple guiding questions and clarifies difficult words using context and examples. Scaffolding Questions The teacher asks scaffolding questions to ensure comprehension: • Where is the boy going? • Who accompanies him to school? • What is special about the boy's dress? • What does the boy think about school? • How does the father look at schooling?	Students observed the picture carefully and responded to the teacher's questions by describing the scene and predicting the situation shown. Students read the passage individually, identified unfamiliar words, and shared their understanding with group members. Students answered the questions and demonstrated understanding of the events and characters in the passage.

Process	Assessment
The learners respond orally. The teacher supports slow pace learners by asking simpler questions Discourse Construction The teacher asks learners to imagine themselves as the boy standing at the school gate and write a short note describing what they think at that moment. The teacher provides prompts on the blackboard: • Where are you standing? • Who is with you? • What do you think about school? The learners write individually. Group Work Learners share their writing in small groups and suggest improvements. The teacher moves among groups, offering suggestions and clarifications. Presentation and Editing A few learners present their writing. The teacher discusses clarity of ideas and word choice and refines the discourse through collective discussion. The refined version is written on the blackboard with learners' participation. Follow-up Activity The teacher asks the learners to write a few sentences describing their first day at school.	Students wrote short notes describing the situation from the boy's perspective using ideas drawn from the text. Students exchanged their writing in groups. Students listened to peer presentations and participated in refining the discourse through teacher guidance.

Discourse-Oriented Pedagogy Based Lesson Plan 2

Preliminary Details

Class: IX	Lesson: Half a Day - Naguib Mahfouz
Subject: English	Portion: Paragraphs 4-6
Unit: Hours and Years	Duration: 45 minutes

Theme: Life in transition and the passage of time

Sub-theme: Entering a new world and initial adjustment

Learning Outcomes

The learners will be able to:

- read and understand the continuation of the prose passage
- respond to the text through guided oral interaction
- identify changes in the boy's attitude towards school
- infer meaning of words and expressions from context
- construct a short written discourse based on textual understanding

Resources Used

Textbook, blackboard

Discourse

Short narrative paragraph

Process	Assessment
Introductory Interaction The teacher recalls the previous lesson by asking learners what the boy felt on his first walk to school. The teacher asks a few learners to share one idea from the earlier paragraphs. The teacher then tells the learners that the present session shows what happens when the boy actually enters the school. Process Reading	Students recalled ideas from the previous lesson and responded to the teacher's questions by describing the boy's feelings and expectations about school.

Process	Assessment
The teacher asks the learners to read paragraphs 4–6 individually. The learners underline unfamiliar words and mark expressions they find interesting. The teacher asks the learners to sit in small groups and share what they understand. If any group faces difficulty, the teacher encourages them to raise their doubts. The teacher scaffolds comprehension by asking simple questions and clarifies meanings using context. Scaffolding Questions The teacher asks scaffolding questions to ensure comprehension: • How does the school appear to the boy when he reaches the gate? • What does the father tell the boy before leaving him? • What does the boy see inside the school courtyard? • How do the other children look at him? The learners respond orally. The teacher includes slow pace learners by framing simpler questions and repeating key ideas. Discourse Construction The teacher asks the learners to write a short paragraph describing the boy’s feelings when he stands inside the school courtyard for the first time. The teacher provides prompts on the blackboard: • Where is the boy now? • What does he see around him? • How does he feel at that moment? The learners write individually.	Students read the passage individually, identified unfamiliar words, and discussed the meaning of the passage within their groups. Students answered the comprehension questions and demonstrated understanding of the boy’s experiences inside the school. Students wrote a short paragraph describing the boy’s situation and feelings using ideas drawn from the text.

Process	Assessment
Group Work Learners share their writing in small groups and discuss how the ideas can be improved. The teacher moves among the groups and offers suggestions wherever necessary. Presentation and Editing A few learners present their writing. The teacher discusses clarity of ideas and word choice and refines the discourse through collective discussion. The refined version is written on the blackboard with learners' participation. Follow-up Activity The teacher asks the learners to write a few sentences describing their experience with their first teacher.	Students exchanged their written responses in groups and discussed ways to improve the clarity and organisation of ideas. Students listened to peer presentations and participated in refining the discourse through teacher guidance.

Discourse-Oriented Pedagogy Based Lesson Plan 3

Preliminary Details

Class: IX Lesson: Debts of Gratitude - Selma Lagerlof
Subject: English Portion: Paragraphs 1-3
Unit: Hours and Years Duration: 45 minutes

Theme: Gratitude and remembrance

Sub-theme: Reflection on achievement and memory

Learning Outcomes

The learners will be able to:

- read and understand a prose passage using process reading
- respond to the text through oral interaction
- identify the setting and mood of the opening paragraphs
- infer the meaning of unfamiliar words from context
- express ideas related to the text in simple written form
- construct a short discourse based on textual understanding

Resources Used

Textbook, blackboard

Discourse

Short reflective paragraph

Process	Assessment
Introductory Interaction The teacher connects the present lesson with the previous one through a brief link talk. The teacher tells the learners that they are going to read a Nobel Prize banquet speech by a famous writer. The teacher introduces the author, Selma Lagerlof, in simple terms, mentioning that she was the first woman to receive the Nobel Prize in Literature. The teacher initiates interaction using the following questions: • Have you heard of the Nobel Prize?	Students responded to the introductory questions by sharing their ideas about awards and recognition and participated in the initial discussion.

Process	Assessment
• Why do people receive such awards? • How do you think a writer feels while receiving a great honour? Learners respond orally. The teacher accepts responses and introduces the lesson Debts of Gratitude. Process Reading The teacher asks the learners to read paragraphs 1–3 individually. Learners underline unfamiliar words and mark expressions they find important. After reading, the teacher asks the learners to sit in small groups and share what they understand from the passage. The teacher scaffolds comprehension by asking simple guiding questions and clarifies difficult words using context and examples. Scaffolding Questions The teacher asks the following scaffolding questions to ensure comprehension: • Where is the speaker travelling? • Why is this journey different from her earlier journeys? • What kind of mood is created inside the train? • What thoughts occupy the speaker's mind during the journey? Learners respond orally. The teacher includes slow pace learners by asking simpler questions and rephrasing ideas when required. Discourse Construction The teacher asks the learners to write a short paragraph describing the thoughts of the speaker	Students read the passage carefully, identified unfamiliar words, and shared their understanding of the passage within their groups. Students responded to the questions and demonstrated understanding of the speaker's journey and the reflective mood described in the passage.

Process	Assessment
during the train journey. The teacher provides prompts on the blackboard: • Where is the speaker now? • What is she thinking about? • Why is this moment important to her? Learners write individually. Group Work Learners share their writing in small groups and suggest improvements. The teacher moves among the groups and offers suggestions and clarifications wherever necessary. Presentation and Editing A few learners present their writing. The teacher discusses clarity of ideas and word choice and refines the discourse through collective discussion. The refined version is written on the blackboard with learners' participation. Follow-up Activity The teacher asks the learners to write a few sentences at home about a moment when they felt proud or grateful.	Students wrote a short paragraph describing the speaker's reflections during the journey based on ideas drawn from the text. Students exchanged their written responses and discussed possible improvements in clarity and organisation of ideas. Students listened to peer presentations and participated in refining the discourse through guided discussion.

Discourse-Oriented Pedagogy Based Lesson Plan 4

Preliminary Details

Class: IX Lesson: Nothing Twice - Wislawa Szymborska
 Subject: English Portion: Stanzas 1-3
 Unit: Hours and Years Duration: 45 minutes

Theme: Uniqueness of life and moments

Sub-theme: The fleeting nature of time and experience

Learning Outcomes

The learners will be able to:

- read and understand a poem using process reading
- respond to the poem through oral interaction
- identify the central idea of the poem
- infer the meaning of expressions from context
- express personal responses to the poem in simple written form

Resources Used

Textbook, picture related to the poem, blackboard

Discourse

Short reflective paragraph

Process	Assessment
Introductory Interaction The teacher links the poem thematically with the previously studied texts Half a Day and Debts of Gratitude. The teacher tells the learners that all three texts speak about time, life, and change. The teacher then shows the picture given along with the poem and asks learners to observe it carefully. The teacher initiates interaction using questions such as:	Students observed the picture carefully and responded to the teacher's questions by describing

Process	Assessment
• What is special about the clocks in the picture? • What do the clocks indicate? • What does the background of the picture suggest? • What do you think the rose in the picture stands for? Learners respond orally. The teacher elicits responses and introduces the poem Nothing Twice by asking what the title suggests. Process Reading of the Poem The teacher gives brief instructions on how to read a poem, reminding learners to read slowly and think about the meaning. The teacher then reads the poem aloud once with proper rhythm and pauses, while the learners listen with their books open. The teacher asks the learners to read stanzas 1–3 of the poem individually. Learners underline unfamiliar words and mark lines they find striking. After reading, the teacher asks the learners to sit in small groups and share what they have understood from the poem. The teacher moves among the groups, listens to their discussion, and offers clarification using context and simple explanation. Learners are encouraged to refer to the glossary when necessary. Scaffolding Questions The teacher asks simple scaffolding questions to help learners grasp the meaning: • What does the poet say about things happening twice? • Why does the poet say that we arrive “improvised”? • How is life compared to a class or course in the poem?	the visual elements and suggesting possible meanings. Students listened to the teacher’s recitation, read the poem individually, identified unfamiliar words, and discussed the meaning of the poem within their groups. Students responded to the teacher’s questions and demonstrated understanding of the

Process	Assessment
• What does the poet mean when she says the course is offered only once? Learners respond orally. The teacher supports slow pace learners by rephrasing questions and explaining ideas again when required. Discourse Construction The teacher asks the learners to write a short paragraph expressing their thoughts on the idea that every moment in life is unique. The teacher writes guiding prompts on the blackboard: • What does the poem say about time? • Do you agree that nothing happens twice? • Why should we value each moment? Group Work Learners share their writing in small groups and suggest improvements. The teacher moves among the groups and offers suggestions and clarifications wherever necessary. Presentation and Editing A few learners present their writing. The teacher discusses clarity of ideas and word choice and refines the discourse through collective discussion. The refined version is written on the blackboard with learners' participation. Follow-up Activity The teacher asks the learners to note down one moment from their daily life which they feel is special and cannot be repeated.	poem's ideas about time and uniqueness. Students wrote a short reflective paragraph expressing their ideas about the uniqueness of moments based on the poem. Students exchanged their writing in groups and discussed possible improvements in expression and organisation of ideas. Students listened to peer presentations and participated in refining the discourse through collective discussion.

Appendix VI

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

Achievement Test in English (Draft) **Standard IX**

Manju P.K
Research Scholar
NSS Training College, Ottapalam

Dr. Minikumari D.
Associate Professor
NSS Training College, Ottapalam

GENERAL INSTRUCTIONS

Read the questions carefully before answering. The test consists of four sections:

Section A – Reading and Interpretation (10 marks)

Section B – Writing (8 marks)

Section C – Grammar and Usage (6 marks)

Section D – Listening Comprehension (6 marks)

Time: 1 Hour 30 Minutes

Marks: 30

SECTION A – Reading and Interpretation (10 marks)

Questions 1-6: Read the passage given below and answer the questions that follow. (6 marks)

A boy walked to school holding his father's hand tightly. The morning air was filled with sounds of people, vehicles, and birds. He was excited, yet something inside him felt uncertain. When they reached the tall gate, his father said gently, "Be brave, my son. You will learn many new things here."

Inside the classroom, the teacher greeted him warmly. The children shared their crayons and songs filled the air. When the day ended, the boy looked outside and felt as if everything had changed—the trees looked taller, the street seemed different, and even the sky appeared new.

1. What were the boy's feelings as he went to school?
2. What advice did his father give him?
3. How did the teacher and other children make him feel welcome?
4. What change did the boy sense at the end of the day?
5. What message about learning or life does this passage suggest?

6. Find a word in the passage that means “unsure or hesitant.”

Questions 7-10: Read the following lines and answer the questions that follow.

(4 marks)

“Nothing can ever happen twice.
In consequence, the sorry fact is
that we arrive here improvised
and leave without the chance to practise.”

7. What does the poet mean by saying “Nothing can ever happen twice”?
8. What is the “sorry fact” mentioned here?
9. Explain the meaning of “improvised.”
10. What message does the poet convey about life and experience?

SECTION B – Writing (8 marks)

Questions 11-12: Answer either A or B.

(4 marks)

- Q11. [A]** Imagine or recollect the day you went to school for the first time. Write a diary entry describing how that experience helped you understand something about life.

(Hints: describe what happened – what made the day special – how you felt – what you learned from it)

OR

- Q11. [B]** Life sometimes gives us moments that seem to pass too quickly. Write a diary entry about a day you wish had lasted longer.

(Hints: mention where you were – what you did – who was with you – why was it unforgettable)

(4 marks)

- Q12. [A]** Write a letter of gratitude to someone who encouraged or supported you when you needed help. Describe how their kindness made a difference in your life. (4 marks)

(Hints: introduce the person – describe how they helped – explain how it changed you – express your gratitude sincerely)

OR

- Q12. [B]** Think of a person who showed you kindness when you needed it most. Write a thank-you letter expressing how their care or encouragement made a difference in your life.

(Hints: describe the situation – their actions – how you felt – end with appreciation)

SECTION C – Grammar and Usage (6 marks)

Questions 13-18: Do as directed

A. Complete the following with suitable question tags. (4 marks)

13. Our school is a beautiful place, _____?
14. Our teachers care for us, _____?
15. They will not let anything wrong happen to us, _____?
16. The Head Lady really cares for us, _____?

B. Identify the noun phrase in the following sentences. (2 marks)

17. Delighted Selma accepted the Nobel Prize.
18. Grandfather crossed the road carefully.

SECTION D – Listening Comprehension (6 marks)

Questions 19-24: Listen to the passage carefully and answer the questions that follow.

(Teacher reads the passage twice. Students listen and write the answers of the questions that follow)

Salma was a little girl who loved stories more than anything else. Her father often told her wonderful tales about brave heroes, kind people, and magical lands. Every evening, she would sit by his side, listening with shining eyes.

But one day, her father became very sick. The house felt quiet and sad. Salma wanted to make him happy again. She remembered all the stories he had told her and began to write her own little story for him.

When she read it aloud, her father smiled for the first time in many days and said softly, “Never stop writing.”

Salma never forgot those words. As she grew older, she became a famous writer. But in her heart, she always felt thankful to her father — the man who helped her find her voice and her dream.

19. What did the girl love most?
20. What kind of stories did her father tell her?
21. Why did the house feel silent one day?
22. What did the girl do to make her father happy?
23. What did her father tell her after hearing the story?
24. What lesson does this story teach us about encouragement?

Appendix VII

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

Achievement Test in English (Final)

Standard IX

Manju P.K
Research Scholar
NSS Training College, Ottapalam

Dr. Minikumari D.
Associate Professor
NSS Training College, Ottapalam

GENERAL INSTRUCTIONS

Read the questions carefully before answering. The test consists of four sections:

Section A – Reading and Interpretation (7 marks)

Section B – Writing (8 marks)

Section C – Grammar and Usage (5 marks)

Section D – Listening Comprehension (5 marks)

Time: 1 Hour

Marks: 25

SECTION A – Reading and Interpretation (7 marks)

Questions 1-5: Read the passage given below and answer the questions that follow. (5 marks)

A boy walked to school holding his father's hand tightly. The morning air was filled with sounds of people, vehicles, and birds. He was excited, yet something inside him felt uncertain. When they reached the tall gate, his father said gently, "Be brave, my son. You will learn many new things here."

Inside the classroom, the teacher greeted him warmly. The children shared their crayons and songs filled the air. When the day ended, the boy looked outside and felt as if everything had changed—the trees looked taller, the street seemed different, and even the sky appeared new.

1. What were the boy's feelings as he went to school?
2. What advice did his father give him?
3. How did the teacher and other children make him feel welcome?
4. What change did the boy sense at the end of the day?

Appendix

5. Find a word in the passage that means “unsure or hesitant.”

Questions 6-7: Read the following lines and answer the questions that follow. (2 marks)

“Nothing can ever happen twice.
In consequence, the sorry fact is
that we arrive here improvised
and leave without the chance to practise.”

6. What does the poet mean by saying “Nothing can ever happen twice”?
7. What is the “sorry fact” mentioned here?

SECTION B – Writing (8 marks)

Questions 8-9: Answer either A or B. (4 marks)

- Q8. [A]** Imagine or recollect the day you went to school for the first time. Write a diary entry describing how that experience helped you understand something about life.

(Hints: describe what happened – what made the day special – how you felt – what you learned from it)

OR

- Q8. [B]** Life sometimes gives us moments that seem to pass too quickly. Write a diary entry about a day you wish had lasted longer.

(Hints: mention where you were – what you did – who was with you – why was it unforgettable)

(4 marks)

- Q9. [A]** Write a letter of gratitude to someone who encouraged or supported you when you needed help. Describe how their kindness made a difference in your life. (4 marks)

(Hints: introduce the person – describe how they helped – explain how it changed you – express your gratitude sincerely)

OR

- Q9. [B]** Think of a person who showed you kindness when you needed it most. Write a thank-you letter expressing how their care or encouragement made a difference in your life.

(Hints: describe the situation – their actions – how you felt – end with appreciation)

SECTION C – Grammar and Usage (5 marks)

Questions 10-14: Do as directed

B. Complete the following with suitable question tags. (3 marks)

10. Our school is a beautiful place, _____?
11. Our teachers care for us, _____?
12. They will not let anything wrong happen to us, _____?

B. Identify the noun phrase in the following sentences. (2 marks)

13. Delighted Selma accepted the Nobel Prize.
14. Grandfather crossed the road carefully.

SECTION D – Listening Comprehension (5 marks)

Questions 15-19: Listen to the passage carefully and answer the questions that follow.

(Teacher reads the passage twice. Students listen and write the answers of the questions that follow)

Salma was a little girl who loved stories more than anything else. Her father often told her wonderful tales about brave heroes, kind people, and magical lands. Every evening, she would sit by his side, listening with shining eyes.

But one day, her father became very sick. The house felt quiet and sad. Salma wanted to make him happy again. She remembered all the stories he had told her and began to write her own little story for him.

When she read it aloud, her father smiled for the first time in many days and said softly, “Never stop writing.”

Salma never forgot those words. As she grew older, she became a famous writer. But in her heart, she always felt thankful to her father — the man who helped her find her voice and her dream.

15. What did the girl love most?
16. What kind of stories did her father tell her?
17. Why did the house feel silent one day?
18. What did the girl do to make her father happy?
19. What did her father tell her after hearing the story?

Appendix VIII

**NSS Training College, Ottapalam
Research Centre in Education
University of Calicut**

Achievement Test in English (Final)

Scoring Key and Marking Scheme

Question No	Answer	Mark
1.	Excited / curious / happy but also uncertain / nervous.	1
2.	“Be brave” / will learn many new things / encouragement to attend school.	1
3.	Teacher greeted warmly / children shared crayons / friendly classroom atmosphere.	1
4.	Everything looked different / trees looked taller / street seemed different / sky appeared new.	1
5.	Uncertain.	1
6.	Every moment in life is unique / experiences cannot be repeated.	1
7.	We enter life without practice / no chance to rehearse / life gives no second chance.	1
8.	Personal experience described Feelings expressed clearly Event narrated logically Reflection or learning from experience	4
9.	Person introduced clearly Situation explained Expression of gratitude/appreciation Proper concluding expression	4
10.	isn't it?	1
11.	don't they?	1
12.	will they?	1
13.	“Delighted Selma”– Noun phrase	1

Question No	Answer	Mark
14.	“Grandfather” – Noun phrase.	1
15.	Stories	1
16.	Stories about brave heroes / kind people / magical lands.	1
17.	Her father became sick.	1
18.	Wrote a story / read it aloud to him.	1
19.	“Never stop writing.”	1

Appendix IX

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

Rubric for Writing Tasks in the Achievement Test in English

(Diary Entry / Gratitude Letter)

Purpose of the Rubric

This rubric is used for scoring the writing tasks included in the Second Language Achievement Test namely:

- Diary Entry (4 marks)
- Gratitude/Thank-you Letter Writing (4 marks)

The rubric ensures systematic, fair, and uniform evaluation of writing responses. It enables the evaluator to assign marks based on clearly defined criteria rather than impression scoring.

A. Scoring Criteria and Weightage

Analytic Rubric for Writing Tasks (Diary Entry / Gratitude Letter)

Criterion	Indicators	Marks
Content & Relevance	Addresses the prompt clearly; includes required details	0–1
Organisation & Coherence	Logical sequence; clarity of ideas; smooth flow	0–1
Vocabulary & Expression	Appropriate vocabulary; communicative style; tone	0–1
Grammar & Mechanics	Grammar, spelling, punctuation; sentence structure	0–1
Total		4

B. Detailed Scoring Guidelines (Descriptor-based Marking)

Each criterion is awarded either 0 or 1 mark based on the quality of the response.

1. Content & Relevance (0–1)

1 mark: Response directly addresses the prompt; includes expected details; ideas are relevant and meaningful.

0 mark: Response is irrelevant, incomplete, copied, or does not address the task.

2. Organisation & Coherence (0–1)

1 mark: Ideas are presented in a logical order; writing is coherent; flow is clear with basic linking.

0 mark: Ideas are disorganised; poor sequencing; unclear message due to lack of coherence.

3. Vocabulary & Expression (0–1)

1 mark: Uses appropriate vocabulary/expressions; conveys meaning effectively; tone fits the task.

0 mark: Very limited vocabulary; repetitive/incorrect word choice; tone inappropriate; expression unclear.

4. Grammar & Mechanics (0–1)

1 mark: Minor errors may be present, but overall grammar, spelling, punctuation, and sentence structure support meaning.

0 mark: Frequent errors that affect clarity or correctness; major spelling/punctuation problems; sentence formation weak.

C. Scoring Procedure (Instructions to Evaluator)

- Read the full writing response once to understand overall meaning.
- Score each criterion separately (analytic scoring).
- Award 0 or 1 mark for each criterion based on descriptors.
- Add the marks for all four criteria to obtain a total score out of 4.
- Use the same rubric consistently for all scripts.

D. Uniformity Rules

The following rules were followed to reduce scorer subjectivity:

- Same rubric for all students in both experimental and control groups.
- Same criteria and marking decision applied across diary and letter tasks.
- Writing responses were scored using rubric-based analytic marking, not impression marking.

Scripts were checked for consistency in scoring by re-checking a sub-sample of evaluated scripts, and scoring decisions were refined wherever necessary to maintain stability in scoring.

Appendix X

NSS Training College, Ottapalam
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University of Calicut

Socio-Emotional Competence Scale **(Draft)**

Manju P.K <i>Research Scholar</i> <i>NSS Training College, Ottapalam</i>	Dr. Minikumari D. <i>Associate Professor</i> <i>NSS Training College, Ottapalam</i>
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Name of the Student :
Name of the School :
Gender : Boy/Girl
Locale : Rural/Urban
Type of Management : Govt./Aided/Unaided
Medium : English/Malayalam

Directions

Given below are some statements related to social and emotional life situations. For each statement five responses are provided. Please go through the statements carefully and then mark your response in the relevant column on the provided response form. If you strongly agree to the given statement please put an 'X' mark in the space provided for strongly agree (SA), if you partially agree put a 'X' mark in the space provided for agree (A), if you have not decided or can't decide put an 'X' mark in the space provided for undecided (U), if you partially disagree put a 'X' mark in the space provided for disagree (D) and if you strongly disagree put a 'X' mark in the space provided for strongly disagree (SD). Please be as open and honest as possible in your response. I request your co-operation in marking the responses.

Sl. No.	Statements	SA	A	U	D	SD
1.	I am aware of my thoughts and actions					
2.	I know my interests and abilities.					
3.	I notice how my feelings affect my school work.					
4.	I know my strengths and weakness.					
5.	I can describe how I feel during the day.					
6.	I can explain why I reacted in a certain way.					
7.	I understand what makes me upset or nervous.					
8.	I know what I need to improve in my learning.					
9.	I know my personal goals in life.					
10.	I know how my emotions affect others.					
11.	I am aware of my mood changes.					
12.	I know which subjects I am best at.					
13.	I feel nervous to share my opinions with others.					
14.	I am ready to admit my mistakes.					
15.	I stay calm when things go wrong.					
16.	I keep trying even when a task is difficult.					
17.	I can control my anger when I am upset.					
18.	I can adjust to challenging situations at school.					
19.	I am patient enough to wait for what I want.					
20.	I give up when my attempts fail.					
21.	I balance my personal and academic duties.					
22.	I cannot think clearly when I am under stress.					
23.	I stay focused in class despite distractions.					
24.	I am ready to accept both good and bad comments.					
25.	I manage my time well for studies.					
26.	I have control over my behaviour.					

Appendix

Sl. No.	Statements	SA	A	U	D	SD
27.	I notice how others feel by looking at their facial expressions.					
28.	I care about the feelings of my classmates coming from different backgrounds.					
29.	I try to understand the difficulties faced by my classmates.					
30.	I show kindness to younger ones.					
31.	I respect my classmates who have different opinions.					
32.	I express gratitude when someone helps me.					
33.	I am unable to consider classmates from different background.					
34.	I think about other people's feelings.					
35.	I am polite and well behaved.					
36.	I notice when someone is left out.					
37.	I understand why people behave the way they do.					
38.	I listen carefully when someone else speaks.					
39.	I try to help my classmates in solving their issues.					
40.	I keep my promises to my friends.					
41.	I praise others for their achievements.					
42.	I get upset and blame group members when they make mistakes.					
43.	I maintain close relationships with my friends.					
44.	I am frank and sincere with my classmates.					
45.	I help my classmates when they need it.					
46.	I share my ideas during group work.					
47.	I used to listen to my friends problems.					
48.	I am ready to apologize for my mistakes.					
49.	I try to resolve conflicts without yelling.					

Sl. No.	Statements	SA	A	U	D	SD
50.	I can work well with others in a group.					
51.	I value what other people think.					
52.	I ask for support when I need it.					
53.	I feel responsible for my behaviour.					
54.	I try to solve conflicts without hurting anyone.					
55.	I think about the consequences before taking action.					
56.	I seek advice before making important decisions.					
57.	I chose to do the right thing even if it is hard.					
58.	I make plans to reach my goals.					
59.	I accuse others when I am in trouble.					
60.	I tried to solve problems calmly.					
61.	I learn from my mistakes.					
62.	I ask for help when I am unsure about a decision.					
63.	I consider different options when solving a problem.					
64.	I pay close attention when the teacher talks to the class.					
65.	I think about the outcomes when making decisions.					

Appendix XI

NSS Training College, Ottapalam
Research Centre in Education
University of Calicut

Socio-Emotional Competence Scale **(Final)**

Manju P.K <i>Research Scholar</i> <i>NSS Training College, Ottapalam</i>	Dr. Minikumari D. <i>Associate Professor</i> <i>NSS Training College, Ottapalam</i>
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Name of the Student :
Name of the School :
Gender : Boy/Girl
Locale : Rural/Urban
Type of Management : Govt./Aided/Unaided
Medium : English/Malayalam

Directions

Given below are some statements related to social and emotional life situations. For each statement five responses are provided. Please go through the statements carefully and then mark your response in the relevant column on the provided response form. If you strongly agree to the given statement please put an 'X' mark in the space provided for strongly agree (SA), if you partially agree put a 'X' mark in the space provided for agree (A), if you have not decided or can't decide put an 'X' mark in the space provided for undecided (U), if you partially disagree put a 'X' mark in the space provided for disagree (D) and if you strongly disagree put a 'X' mark in the space provided for strongly disagree (SD). Please be as open and honest as possible in your response. I request your co-operation in marking the responses.

Sl. No.	Statements	SA	A	U	D	SD
1.	I notice how my feelings affect my school work.					
2.	I know my strengths and weakness.					
3.	I can describe how I feel during the day.					
4.	I can explain why I reacted in a certain way.					
5.	I know my personal goals in life.					
6.	I know which subjects I am best at.					
7.	I feel nervous to share my opinions with others.					
8.	I am ready to admit my mistakes.					
9.	I stay calm when things go wrong.					
10.	I keep trying even when a task is difficult.					
11.	I can control my anger when I am upset.					
12.	I can adjust to challenging situations at school.					
13.	I give up when my attempts fail.					
14.	I cannot think clearly when I am under stress					
15.	I stay focused in class despite distractions.					
16.	I am ready to accept both good and bad comments.					
17.	I manage my time well for studies.					
18.	I have control over my behaviour.					
19.	I notice how others feel by looking at their facial expressions.					
20.	I care about the feelings of my classmates coming from different backgrounds.					
21.	I try to understand the difficulties faced by my classmates.					
22.	I show kindness to younger ones.					
23.	I respect my classmates who have different opinions.					
24.	I express gratitude when someone helps me.					

Appendix

Sl. No.	Statements	SA	A	U	D	SD
25.	I am unable to consider classmates from different background.					
26.	I think about other people's feelings.					
27.	I notice when someone is left out.					
28.	I understand why people behave the way they do.					
29.	I listen carefully when someone else speaks.					
30.	I try to help my classmates in solving their issues.					
31.	I keep my promises to my friends.					
32.	I praise others for their achievements.					
33.	I get upset and blame group members when they make mistakes.					
34.	I maintain close relationships with my friends.					
35.	I am frank and sincere with my classmates.					
36.	I help my classmates when they need it.					
37.	I share my ideas during group work.					
38.	I used to listen to my friends problems.					
39.	I am ready to apologize for my mistakes.					
40.	I can work well with others in a group.					
41.	I value what other people think.					
42.	I ask for support when I need it.					
43.	I feel responsible for my behaviour.					
44.	I try to solve conflicts without hurting anyone.					
45.	I make plans to reach my goals.					
46.	I accuse others when I am in trouble					

Appendix XII

English Language Anxiety Scale for Secondary School Students

ARJUNAN, N. K., & ARCHANA.C

(CUTEC, JMC, University of Calicut, Thrissur-680618)

2014

1. Name:..... 2. Gender: Boy/ Girl
 3. School:..... 4. Class:.....
 5 Medium of Instruction: Malayalam / English 6. Locale: Rural / Urban

Instructions

The following scale has been prepared to study and evaluate the English Language Anxiety of secondary school students. Read carefully the following statements and mark your response with the symbol (✓) for each statement. The information provided by you will be kept confidential and used only for research purposes.

Sl. No.	Statements	Responses				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
1	I feel it difficult to speak English in English Language classroom.					
2	I don't worry about making mistakes while speaking in English.					
3	I tremble when I know that the English teacher is going to call my name.					
4	It frightens me when I don't understand what the teacher is saying in English classroom.					

Appendix

Sl. No.	Statements	Responses				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
5	It wouldn't bother me at all to attend more English classes.					
6	I can't concentrate for a long time in English language classroom.					
7	I keep thinking that the other students are better in English language than I am.					
8	I am not at all scared of English tests.					
9	I start to panic when I have to speak in English classroom without preparation.					
10	I worry about the consequences of failing in my English language tests.					
11	I don't understand why my peers are this much afraid of English language.					
12	In English language classroom, I forget things that I have already studied.					
13	Because of tension I can't answer in English class when the teacher ask questions.					
14	I am not tensed while I speak in English with my peers.					
15	I feel sad when I don't understand what the teacher is saying about my mistakes in English class.					
16	I feel anxious even if I am well prepared in English class.					
17	I often wish to skip English classes.					
18	I feel confident to speak English in my English language classroom.					
19	I can feel my heart pounding at my turn in English class.					

Sl. No.	Statements	Responses				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
		5	4	3	2	1
20	The more I study for an English test, the more I forget.					
21	I feel very happy when I get a chance to present something in English language.					
22	I always feel that the other students are better in speaking English than I am.					
23	I feel tensed when I have to speak English in front of other students.					
24	I feel that the English classes moves so quickly that I get left behind.					
25	I feel more tensed and nervous in my English language class than in other classes.					
26	I feel confused when I speak English in class.					
27	I feel very happy and relaxed when I know that the next period is English.					
28	I get nervous when I don't understand every word the English teacher says.					
29	I get confused by the number of rules to be followed while speaking in English.					
30	I am afraid that other students will laugh at me when I speak in English.					

Appendix XIII

Socio-Economic Status Profile

(Adapted from Kuppuswamy's Socio-Economic Status Classification)

Name of the Student	:	
Educational Qualification of Father	:	Illiterate (1) Below SSLC (2) SSLC (3) Plus Two/Diploma (4) Professional/Degree Above (5)
Educational Qualification of Mother	:	Illiterate (1) Below SSLC (2) SSLC (3) Plus Two/Diploma (4) Professional/Degree Above (5)
Occupation of Father	:	Unemployed (1) Daily wage worker/Farmer (2) Driver/Small business (3) Salaried Employee (4) Professional (5)
Occupation of Mother	:	Unemployed/House wife (1) Daily wage worker/Coolie (2) Driver/Small business (3) Salaried Employee (4) Professional (5)
Family Income	:	Below ₹ 10000 (1) ₹ 10000-₹ 15000 (2) ₹ 15000-₹ 20000 (3) ₹ 20000-₹ 25000 (4) Above ₹ 25000 (5)

Appendix XIV

ചാവക്കാട് ജില്ലാവിദ്യാഭ്യാസ ഓഫീസറുടെ പൂർണ്ണ അധിക ചുമതലയുള്ള മുഖ്യശ്ലേരി
ഉപജില്ലാ വിദ്യാഭ്യാസ ഓഫീസറുടെ നടപടി ഉത്തരവ്
(സാന്നിധ്യം .ഷീബ ചാക്കോ പി പെൻ 32174)

NO
TO
DRUGS

വിഷയം:- പൊതുവിദ്യാഭ്യാസം -ഇൻറേൺഷിപ്പ് അനുമതി നൽകുന്നത് - സംബന്ധിച്ച്
പരാമർശം:- 10.06.2025 ലെ ഒറ്റപ്പാലം N.S.S ട്രെയിനിങ് കോളേജ് പ്രിൻസിപ്പലിന്റെ അപേക്ഷ

ഉത്തരവ് നമ്പർ - DEOCKD/2017/2025-A5 തീയതി : 13.06.2025

മേൽ പരാമർശപ്രകാരം ഒറ്റപ്പാലം NSS ട്രെയിനിങ് കോളേജ് പ്രിൻസിപ്പൽ സമർപ്പിച്ച അപേക്ഷയിൻമേൽ 2025 ജൂൺ 16 മുതൽ ഒരു മാസം ജി എച്ച് എസ് ചെറുതുരുത്തി സ്കൂളിൽ മണ്ണെ പി കെ ക്ക് റിസേർച്ചിന്റെ ഭാഗമായി കുട്ടികളുടെ പഠനത്തിന് തടസ്സം വരാത്ത രീതിയിൽ ഇൻറേൺഷിപ്പ് നടത്തുന്നതിന് അനുമതി നൽകി ഉത്തരവാകുന്നു.

സീകർത്താവ് : പ്രിൻസിപ്പൽ
N.S.S ട്രെയിനിങ് കോളേജ് ,ഒറ്റപ്പാലം
പകർപ്പ് :- പ്രാധാനാധ്യാപിക,
ജി എച്ച് എസ് ചെറുതുരുത്തി




ജില്ലാവിദ്യാഭ്യാസ ഓഫീസർ
ചാവക്കാട്

Appendix XV



GHSS CHERUTHURUTHY

P.O CHERUTHURUTHY

THRISSUR-679531

SCHOOL CODE 24005

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Date 21/07/2025

This is to certify that Mrs.Manju P.K. Part-time Research Scholar at Research Centre in Education, NSS Training College Ottapalam, University of Calicut has successfully carried out the experimentation phase of her research study on "Effectiveness of Social-Emotional Learning Strategies Among Secondary School Students" at Government Higher Secondary School, Cheruthuruthy from 17th June 2025 to 21st July 2025.

We extend our best wishes for her future academic and professional pursuits.

Place: Cheruthuruthy

Date: 21.07.2025



[Signature]
21/07/2025
ANCIAMMA MATHIEW
PEN: 276733
Headmistress
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Education (General)