

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE IMPACT OF GROUP WORK ON SOCIAL AND
EMOTIONAL LEARNING IN EFL CLASSROOMS: AN
EXPERIMENTAL STUDY

MASTER OF ARTS THESIS

İLKAY CEYRAN

GAZİANTEP
JUNE 2024

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE IMPACT OF GROUP WORK ON SOCIAL AND
EMOTIONAL LEARNING IN EFL CLASSROOMS: AN
EXPERIMENTAL STUDY**

MASTER OF ARTS THESIS

İLKAY CEYRAN

Supervisor: Prof. Dr. Emrah CİNKARA

GAZİANTEP
JUNE 2024

APPROVAL OF JURY**Student:** İlkay Ceyran**University:** Gaziantep University**Graduate School:** Graduate School of Educational Sciences**Department:** English Language Teaching**Thesis Title:** The Impact of Group Work on Social and Emotional Learning in EFL Classrooms: An Experimental Study**Thesis Date:** 11/06/2024

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Prof. Dr. Emrah CİNKARA

Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee Members

Signature

Prof. Dr. Emrah CİNKARA

.....

Prof. Dr. Mehmet BARDAKÇI

.....

Assoc. Prof. Dr. Gökhan ÖZTÜRK

.....

Assoc. Prof. Dr. Mahmut KALMAN

Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants. I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature:

Name: İlkey CEYRAN

Student ID Number: 212621111008

Date: 11/06/2024

DEDICATION



To my beloved family who is always there for me...

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor, Prof. Dr. Emrah CİNKARA, for his guidance, valuable suggestions, support, and patience throughout my research process. His insightful feedback and constructive criticism pushed me to strive for better and think critically. I am so grateful to him for being an outstanding mentor and for his continuous support throughout this thesis journey.

I am also thankful to my instructors, Assoc. Prof. Dr. Fadime YALÇIN ARSLAN, Prof. Dr. Mehmet BARDAKÇI, Assoc. Prof. Dr. Mehmet KILIÇ, and Prof. Dr. Filiz YALÇIN TILFARLIOĞLU, for their efforts and guidance during MA courses.

I also want to thank the committee members, Prof. Dr. Mehmet BARDAKÇI and Assoc. Prof. Dr. Gökhan ÖZTÜRK, for their insightful comments and constructive criticism.

I would like to thank my dear parents, Abidin CEYRAN and Emine CEYRAN, and my dear brother, Erenay CEYRAN, from the bottom of my heart for always being proud of me, supporting me, and believing in me.

As always, I am truly grateful to my beloved fiancé, Furkan BİLGİN, for not withholding his support for a second on this journey, and for always being my greatest supporter. His constant encouragement and belief in me were the source of my strength during challenging times. Without him, I would not be the person who I am now.

I express my gratitude to my dear friends Sinem ACAR and Aykut ACAR for accompanying me on this path, for being the best people and friends I have ever known, and for being my family in Gaziantep.

ABSTRACT

The Impact of Group Work on Social and Emotional Learning in EFL Classrooms: An Experimental Study

CEYRAN, İlkay

MA Thesis

Department of Foreign Languages Education

Department of English Language Education

Supervisor: Prof. Dr. Emrah CİNKARA

June-2024, 122 pages

The importance of social and emotional learning skills for students has been widely acknowledged. In this regard, this study examined the impact of group work on Social and Emotional Learning (SEL) skills in an EFL classroom. The research aimed to investigate how incorporating group work activities in the classroom affects students' SEL development and determine gender differences in SEL skills. It also sought to understand students' perception of their own SEL skills. The study employed a mixed-methods approach, combining quantitative and qualitative data collection tools. Quantitative data was collected through pre- and post-tests using a validated SEL scale (SELLS), while qualitative data was gathered through student interviews. The participants of the study were 8th grade students from two different classes in a secondary school in Gaziantep, Turkey. The findings indicated that group work had a positive and significant impact on students' SEL skills in the EFL classroom. Through the collaborative tasks, students demonstrated improvements in areas such as communication, problem-solving, coping with stress, and self-esteem enhancing skills. Moreover, it was found that there was no significant difference between genders in terms of SEL skills, which indicated the impact of group work on SEL skills was consistent regardless of the gender. The study also revealed that students perceived group work as an enjoyable and beneficial approach, enhancing their participation in the classroom. Students reported increased self-confidence and empathy, in addition to their SEL skills. These findings highlight the importance of incorporating group work to enhance SEL skills, promoting students' overall holistic development.

Keywords: Group work, Social and Emotional Learning, Collaboration

ÖZET

Yabancı Dil Olarak İngilizce Sınıflarında Grup Çalışmasının Sosyal ve Duygusal Öğrenmeye Etkisi: DeneySEL Çalışma

CEYRAN, İlkay

Yüksek Lisans

Yabancı Diller Ana Bilim Dalı

İngiliz Dili Eğitimi Bilim Dalı

Tez Danışmanı: Prof. Dr. Emrah Cinkara

Haziran-2024, 122 sayfa

Öğrenciler için sosyal ve duygusal öğrenme becerilerinin önemi yaygın olarak kabul edilmektedir. Bu doğrultuda, bu çalışma grup çalışmasının yabancı dil olarak İngilizce sınıflarında Sosyal ve Duygusal Öğrenme (SDÖ) becerileri üzerindeki etkisini incelemiştir. Araştırma, sınıfta grup çalışması etkinliklerine yer vermenin öğrencilerin SDÖ gelişimini nasıl etkilediğini araştırmayı ve SDÖ becerilerindeki cinsiyet farklılıklarını belirlemeyi amaçlamıştır. Ayrıca öğrencilerin kendi SDÖ becerilerine ilişkin algılarını anlamaya çalışmıştır. Çalışmada nicel ve nitel veri toplama araçlarını birleştiren karma yöntem yaklaşımı kullanılmıştır. Nicel veriler, geçerliliği kanıtlanmış bir SDÖ ölçeği (SDÖBÖ) kullanılarak ön ve son testler aracılığıyla toplanırken, nitel veriler öğrenci görüşmeleri yoluyla elde edilmiştir. Çalışmanın katılımcıları Gaziantep'teki bir ortaokulun iki farklı sınıfından 8. sınıf öğrencileridir. Bulgular, grup çalışmasının öğrencilerin yabancı dil sınıfındaki SDÖ becerileri üzerinde olumlu ve anlamlı bir etkisi olduğunu göstermiştir. İşbirliğine dayalı görevler aracılığıyla öğrenciler iletişim, problem çözme, stresle başa çıkma ve özsaygı geliştirme becerileri gibi alanlarda gelişim göstermişlerdir. Ayrıca, SDÖ becerileri açısından cinsiyetler arasında anlamlı bir fark bulunmamıştır; bu da grup çalışmasının SDÖ becerileri üzerindeki etkisinin cinsiyetten bağımsız olarak tutarlı olduğunu göstermektedir. Çalışma ayrıca öğrencilerin grup çalışmasını eğlenceli ve faydalı bir yaklaşım olarak algıladıklarını ve sınıfa katılımlarını artırdığını ortaya koymuştur. Öğrenciler, SDÖ becerilerinin yanı sıra özgüven ve empatilerinin de arttığını bildirmişlerdir. Bu bulgular, öğrencilerin genel bütünsel gelişimini destekleyerek SDÖ becerilerini geliştirmek için grup çalışmasının önemini vurgulamaktadır.

Anahtar Kelimeler: Grup çalışması, Sosyal ve Duygusal Öğrenme, İşbirliği

TABLE OF CONTENTS

APPROVAL OF JURY	i
RESEARCH ETHICS DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ÖZET	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
LIST OF ABBREVIATIONS	xii

CHAPTER I INTRODUCTION

1.1. Presentation	1
1.2. Statement of the Problem	1
1.3. Historical Background of Social and Emotional Learning	3
1.4. Purpose of the Study	5
1.5. Significance of the Study	6
1.6. Assumptions	8
1.7. Limitations	8
1.8. Definitions	9

CHAPTER II REVIEW OF LITERATURE

2.1. Presentation	10
2.2. Social and Emotional Learning	10
2.2.1. Core Competencies of Social and Emotional Learning	11
2.2.2. Social and Emotional Learning Skills	13
2.2.2.1. Communication Skills	14
2.2.2.2. Problem-Solving Skills	16
2.2.2.3. Self-Esteem Enhancing Skills	17

2.2.2.4. Coping with Stress Skills.....	18
2.2.3. The Importance of Social and Emotional Learning.....	19
2.2.4. Assessment of Social and Emotional Learning	21
2.2.5. The Effects of Social and Emotional Learning Interventions on Students	23
2.2.6. Teachers' Perceptions on Social and Emotional Learning	24
2.2.7. Social and Emotional Learning and School Climate	26
2.3. Group Work	27
2.3.1. Collaborative Learning	27
2.3.2. Definition of Group Work	29
2.3.3. Benefits of Group Work.....	30
2.3.4. Group Work in EFL Context	31
2.3.5 Challenges of Group Work	33
2.3.6. Key Considerations for an Effective Group Work	34

CHAPTER III

METHODOLOGY

3.1. Presentation.....	36
3.2. Research Design.....	36
3.3. The Participants.....	37
3.4. Data Collection Tools	38
3.4.1. Social Emotional Learning Skill Scale	38
3.4.2. Semi-Structured Interviews.....	39
3.5. Treatment	40
3.5.1. The Pilot Study	40
3.5.2. Data Collection Procedure	40
3.6. Data Analysis	45

CHAPTER IV

FINDINGS

4.1. Presentation	47
4.2. Findings of the First Research Questions	47
4.3. Findings of the Second Research Question	54

4.4. Findings of the Third Research Question	57
4.4.1. Communication Skills.....	58
4.4.2. Problem-Solving Skills.....	60
4.4.3. Coping with Stress Skills	60
4.4.4. Self-Esteem Enhancing Skills	62
4.5. Summary of the Findings	63

CHAPTER V

DISCUSSION

5.1. Presentation	64
5.2. Discussion of the First Research Questions	64
5.3. Discussion of the Second Research Question	67
5.4. Discussion of the Third Research Question	70
5.5. Summary	72

CHAPTER VI

CONCLUSION

6.1. Presentation	73
6.2. Summary and Conclusion of the Study	73
6.3. Implications.....	75
6.4. Suggestions for Further Studies	76
REFERENCES.....	77
APPENDICES	103
VITAE	122

LIST OF TABLES

	Page
Table 1. The Core Competencies of SEL and SEL Skills according to CASEL .	13-14
Table 2. Demographic Characteristics of Both Groups.....	38
Table 3. Pre and Post-test Comparison of the Groups on All SEL Skills	48
Table 4. Differences between Pre-test and Post-test Results of the Control Group	49
Table 5. Differences between Pre-test and Post-test Results of the Experimental Group	50
Table 6. Pre and Post-Test Comparison of the Groups on Communication Skills ...	51
Table 7. Pre and Post-Test Comparison of the Groups on Problem-Solving Skills.....	52
Table 8. Pre and Post-Test Comparison of the Groups on Coping with Stress Skills	52
Table 9. Pre and Post Test Comparison of the Groups on Self-Esteem Enhancing Skills	53
Table 10. T-test results of Gender Differences in Control Group	55
Table 11. T-test results of Gender Differences in Experimental Group.....	56
Table 12. T-test results of Gender Differences of All Student in Pre-Test and Post-Test.....	57

LIST OF APPENDICES

	Page
Appendix A. Permission Request for Social Emotional Learning Skills Scale	103
Appendix B. Ethics Approval from Gaziantep University Social and Human Sciences Ethical Committee.....	104
Appendix C. Approval from the Ministry of National Education	105
Appendix D. Lesson Plans	106

LIST OF ABBREVIATIONS

SEL: Social and Emotional Learning

EFL: English as a Foreign Language

SE: Social and Emotional

EI: Emotional Intelligence

CL: Collaborative Learning

CASEL: Collaborative for Academic, Social, and Emotional Learning

SELSS: Social Emotional Learning Skills Scale

MoNE: Ministry of National Education

CS: Communication Skills

PSS: Problem-solving Skills

CWS: Coping with Stress Skills

SEES: Self-esteem Enhancing Skills

TSS: Total SEL Skills

Q&A: Question and Answer

CHAPTER I

INTRODUCTION

1.1 Presentation

The introduction chapter includes the statement of the problem, the purpose of the study and statements of research questions, significance of the study, assumptions of the study, limitations of the study, and definitions of key terms.

1.2 Statement of the Problem

In the field of education, the significance of achieving proficient social and emotional development is widely acknowledged due to its impact on students' physiological well-being, social interactions, and academic proficiency, thus serving as a predictor of success (Çelik & Erbay Çetinkaya, 2022), and the process by which social and emotional competencies are developed is known as social and emotional learning (Domitrovich et al., 2017). Social and emotional learning (SEL) is defined as “the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students.” (Zins & Elias, 2007, p. 234). So, it can be inferred that possessing strong social and emotional (SE) skills can be beneficial for children's development. Furthermore, collaborative learning provides opportunities for students to engage in more language, think critically, and improve their communication skills through structured social interaction in a supportive environment (Lin, 2015). That's why, in language classrooms, group work significantly contributes to the development of learner interaction and socialization (Ababneh, 2017). Students involved in group work may have the chance to teach their peers and learn from them, while it may foster their independence and courage in language learning (Alfares, 2017). Several studies (Al-Yaseen, 2014; Azizinezhad et al., 2013; Laal & Ghodsi, 2012) show that collaborative learning helps students improve their academic success and language

skills. Moreover, when it is compared to individual learning, students take on the responsibility and ownership of their own learning through active engagement and interactive participation in the learning process (Amalia, 2018). However, there is a lack of research on whether group work specifically improves SEL skills of students in English as a Foreign Language (EFL) classrooms. The reason there is a lack of research is that researchers may mostly focus on academic success and language skills development (e.g., Namusoke & Rukundo, 2022; Taqi & Al-Nouh, 2014; Vrioni, 2011). However, the focus of the studies should not be only on academic issues, and educators should also focus on SE skills of their skills, which leads to SEL. According to Denham and Brown (2010),

Students learn alongside and in collaboration with teacher and peers and must be able to utilize their emotions to facilitate learning; it is becoming ever clearer that SEL must be given the attention required to maximize not only children's success in social relations and personal well-being but also their broader school/classroom adjustment and academic success (p. 652).

As understood, SEL can be crucial for seeing and educating students as a whole. That's why teachers should not neglect the importance of students' SE states. Moreover, while participating in group work, students have the chance to use the target language more in groups, and they will be exposed to new ideas and different perspectives; therefore, they will gain confidence linguistically and cognitively (Pyun, 2004).

In sum, to enhance students' SEL skills and language skills in the classroom at the same time, utilizing group work may be beneficial. When students experience a sense of belonging within a group and have the freedom to freely express themselves, they may be more likely to engage in the learning process. Furthermore, this inclusive and supportive environment may also contribute to their SEL skills development. Accordingly, this study may provide better insights into educating students as a whole, which may be one of the most desirable things in the education system. This study specifically focuses on the notions of group work and students' SEL skills because, no matter how commonly group work may have been used in English as a foreign language classroom, there is limited empirical evidence on its impact on students' SEL skills. The scarcity of research in this area highlights the need for further investigation to better understand the relationships between group work and SEL skills.

1.3 Historical Background of Social and Emotional Learning

Over the past century, interest in SE development among schools and researchers has increased gradually, and “Promoting Social and Emotional Learning: Guidelines for Teachers” (Elias et al., 1997) played an important role in the introduction and establishment of the field of social and emotional learning (Hoffman, 2009; Osher et al., 2016). SEL involves the practical utilization of knowledge, abilities, and tendencies that enable individuals to regulate their emotions and behaviors, establish goals (Ibarra, 2022), and manage their social lives in a way that empowers them to handle the challenges of life, such as initiating and nurturing relationships, adjusting to the intricate demands that arise from developments, and overcoming everyday problems (Aksoy & Gresham, 2020). In this regard, as stated by Mahoney et al. (2020), the emphasis on core competencies of SEL is “intrapersonal skills and attitudes (i.e., self-awareness and self-management), interpersonal skills and attitudes (i.e., social awareness and relationship skills), and making ethical and principled choices in personal and social situations (i.e., responsible decision-making)” (p. 5).

On a theoretical basis, according to Bracket and Rivers (2014) and Ross and Tolan (2018), the emergence of SEL is, to some extent, rooted in the scientific investigation of emotional intelligence (EI). Salovey and Mayer (1990) defined EI as a “subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.” (p. 189). For a brief overview, social intelligence includes comprehending oneself, others, and the surrounding social context (Kaukianien et al., 1999) and building relationships with others (Boyatzis et al., 2019). On the other hand, EI involves the comprehension of strategies for managing internal emotional conflicts and the ability to cultivate positive relationships in their social environment (Praditsang et al., 2015). Therefore, the primary domains of EI can be classified as self-awareness, self-management, social awareness, and relationship management based on the definition of EI (Goleman, 2001). Furthermore, Goleman (1996) sees EI as “a different kind of intelligence” because it is largely unrelated to academic intelligence. Moreover, Salovey and Mayer (1990) state that through the practical use of EI, a person can be better at problem solving because the process of recognizing and stating the problems may be linked to their own emotional encounters; hence, this potentially results in behaviors that demonstrate consideration for and respect for one's own inner experiences as well as those of other individuals.

According to Elksnin & Elksnin (2004), SEL emerged as an additional intervention approach aimed at cultivating emotional intelligence. Besides, another study stated that the SEL concept emerged specifically for the research and practical implementation of emotional intelligence within educational contexts, acknowledging the crucial role of SE factors in promoting academic success (Elias, 2004).

In addition to emotional intelligence, the studies of Kabakçı (2006) and Ibarra (2020) mentioned that multiple intelligence by Gardner and social learning theory by Bandura also affected the development of SEL. As for multiple intelligence theory, Gardner formulated a framework with eight intelligence types: visual/spatial, verbal/linguistic, musical/rhythmic, logical/mathematical, bodily/kinesthetic, naturalistic, interpersonal, and intrapersonal (Barrington, 2004). However, intrapersonal and interpersonal intelligence are more relatable to SEL among the other intelligences (Ibarra, 2022). Also, in one of the studies, it is stated that these two intelligences laid the groundwork for emotional intelligence (Wood, 2020). Gardner describes intrapersonal intelligence as “having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react thing, which things to avoid, and which things to gravitate toward.” (Checkley, 1997, p. 9). On the other hand, interpersonal intelligence involves the capacity to comprehend others (Gasong & Toding, 2020), and it focuses on how people communicate with others (Jerusalem & Hudtohan, 2021). In this respect, social and emotional learning builds upon students’ inherent capacity to comprehend themselves and others regarding interpersonal and intrapersonal intelligences (Taylor & Larson, 1999).

Moreover, social learning theory asserts that the acquisition of knowledge is facilitated through social interactions, which emphasize the significance of observing others’ behaviors as a means of developing similar ones (Nabavi & Bijandi, 2012). In other words, learning takes place within a social context through interaction, observation, and imitation (Tatlıoğlu, 2021). Moreover, when students and teachers interact in a collaborative learning environment, it helps learners develop cognitive functions through observation (Demirbaş & Yağbasan, 2005). In this regard, the majority of SEL programs that were designed for young children draw on social learning theory, and teachers utilize modeling, storytelling, puppets, and visual aids to illustrate and teach targets through explanations, demonstrations, and discussions (Bierman & Motamedi, 2015).

In terms of grounding SEL, in 1994, the Fetzer Institute organized a meeting that brought influential experts in education research and practice together, which led to the creation of SEL as a term and the foundation of CASEL as an organization (Newman & Dusenbury, 2015). Established in 1994 by a group of people, including author of Social Intelligence and Emotional Intelligence David Goleman, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded with the aim of promoting the integration of high-quality SEL into education, spanning from preschool to high school (CASEL, 2003), and it is an evidence-based organization for SEL. Moreover, reaching out to all children from different cultures and educational opportunities and supporting them with rich educational opportunities that focus on academic, social, and emotional skills by promoting a culture-sensitive environment are stated as the other goals of CASEL (Aydın, 2023). Since its foundation, it has established itself as a key player in the creation of a comprehensive framework that facilitates the teaching and application of structured SEL (DePaoli et al., 2017).

To sum up, in this section, the background of SEL is discussed with a particular emphasis on emotional intelligence, multiple intelligences, specifically interpersonal and intrapersonal intelligence, and social learning theory. These elements collectively affected the emergence of social and emotional learning, and CASEL led to the evidence-based development of SEL.

1.4 Purpose of the Study

The main purpose of this study is to investigate whether group work has an impact on SEL skills in EFL classrooms. The focus skills are problem-solving skills, communication skills, coping with stress skills, and self-esteem enhancing skills. Additionally, the study seeks to examine potential gender differences in SEL skills among male and female students in EFL classrooms. Furthermore, it aims to gather deeper insights into students' perceptions regarding the impact of group work on their SEL skills. This study seeks answers to the following research questions:

In this regard, this study seeks to find answers to the research questions below:

1. Does group work in EFL classrooms affect students' social and emotional learning skills?

2. Do male and female students differ in terms of social and emotional learning skills in EFL classrooms?
3. How do students perceive the impact of group work on their social and emotional learning skills?

By addressing these research questions, this study aims to provide valuable insight into the impact of group work on SEL skills, including potential gender differences and students' perceptions.

1.5 Significance of the Study

This study might provide new insights to enhance students' SEL skills with group work activities and their ability to work together as a group in EFL classrooms. As a starting point, this study will take place in a foreign language classroom, and language can be seen as a social and active practice. That's why it should always be actively used. In line with this notion, Tomasello (1992) states that the acquisition of language cannot occur without social interaction. Moreover, Labov (1971) also mentions that language is what human beings use to talk about their opinions, needs, and feelings in social contexts. In terms of social context in an educational setting, students have a chance to enhance their self-esteem and improve their social skills through involving collaborative activities with peers because they can engage in interactions that enable them to cultivate social skills, support one another's achievement, and establish both personal and professional connections, which also leads to the creation of positive social development (Johnson & Johnson, 1999). Long and Porter (1985) also highlight that collaborative learning is likely to enhance the motivation of students and establish a favorable emotional environment. Moreover, the result of a study that was applied to compare group work with teacher-fronted activities showed that learners had a lot more opportunity to practice speaking the target language and interact directly through group work activities (Pica & Doughty, 1985). Thus, it can be concluded that group work is one of the best methods to use the language actively, share ideas, and improve students' social and emotional skills.

Furthermore, in SEL, it is important to provide a supportive and caring environment because this environment offers a secure and safe learning and social environment, which promotes students' self-awareness, social awareness, self-esteem, positive self-perception, and healthy interpersonal connections (Uşaklı & Ekici, 2008).

Moreover, Uşaklı & Ekici (2008) also state that students need to learn to collaborate because the ability to work together influences the development of positive social interactions and the management of conflicts. As it can be clearly seen from the mentioned studies, SEL and group work in educational settings are related and complementary terms. Nevertheless, there is a lack of studies in the EFL field on how group work affects students' SEL skills, so this study may contribute to this limited but growing research area. Also, this study will focus on the SEL skills, specifically problem-solving, communication, self-esteem enhancing, and coping with stress skills, which can be seen as primary skills in real life. That's why the results of this study can be beneficial in real-life as well as educational settings.

In addition, if EFL teachers apply more group work in their classroom, students not only improve their SE skills, but they can also get ready for the real world, such as their future jobs (Elias, 2014). Moreover, as identified by CASEL's framework, the responsible decision-making competence of SEL involves problem-solving skills for both individual and social problems (2020), and the present study can provide insights into the impact of group work on problem-solving skills. Additionally, social awareness, another competence in SEL, means the ability to take perspective and empathize with others (CASEL, 2013). Hence, students may learn to give importance to different perspectives and find solutions that work for the whole group through group work activities. Furthermore, there is self-awareness competence, and it includes maintaining a well-grounded sense of self-confidence (CASEL, 2013). Hence, group work activities in this study, which are planned to see the impact of them on students' SE skills, can also be a guide to finding out whether group work affects students' self-confidence or not. If the group work affects learners' self-confidence positively, students can see that they can contribute to the work of a group. In addition to other competencies, self-management competence deals with the management of emotions (CASEL, 2020), so seeing the impact of group work on coping with stress skills can be beneficial for teachers, especially EFL teachers whose students may have language learning anxiety. As the last competence, relationship skills include communicating effectively (CASEL, 2020). Based on the competencies, this study will specifically focus on SEL skills such as communication, problem-solving, coping with stress, and self-esteem enhancing skills, and group work can be an effective method as it combines these skills and provides opportunities for students to develop and practice them. For instance, through collaboration, they may enhance their communication

skills by actively sharing and discussing ideas. Moreover, in group work, students work together and overcome challenges, which may improve their problem-solving skills. Besides, students can develop coping strategies for managing stress and build self-esteem through active participation and contribution to the group work.

In conclusion, the utilization of group work in EFL classrooms has the potential to yield positive outcomes, leading to the development of students' SEL skills. The findings of this study may indicate that group work positively impacts these skills. Consequently, if the results of this study align with the desired outcome, it may serve as a helpful model for EFL teachers who aim to cultivate students' SEL skills. This may also provide insights and guidance on how to apply group work to their teaching in order to positively affect their students' SEL skills.

1.6 Assumptions

There are a number of assumptions that can be made in this study. First, group work activities that are planned by the researcher will be consistently applied in an intended experimental classroom over an 8-week period. Second, it is assumed that when the researcher applies the planned activities in the experimental classroom, students will actively participate and equally take part in each activity. Third, it is assumed that changes in SE skills that are found by using the pre-test and post-test scales in the study can be directly attributed to the active participation of students in group work activities. Forth, it is assumed that the interview questions will be answered honestly and ingenuously by the students. Fifth, it is assumed that an 8-week period of applying planned group activities will be adequate for any observable changes in students' SEL skills. Another assumption of the study is that the results of the scales and interview questions will be analyzed and interpreted reliably. Finally, it is assumed that the researcher has the necessary skills to apply group work activities in the experimental classroom and to collect the needed data correctly.

1.7 Limitations

Similar to numerous other research endeavors, this study has a number of limitations. The first limitation of the study is the number of participants because this study will be conducted with 8th grade students from two different classes (one assigned as the control group and the other as the experimental group) in a secondary

school located in Gaziantep, Turkey. That's why the generalizability of the results to a broader population can be affected.

Second, students take four classes of English lessons at school per week, and group work activities will take place only in two classes per week. Therefore, the frequency of group work activities may be inadequate, which may affect the results of the study.

Third, the result of the study is limited because it relies solely on self-report data obtained from students through a survey and a limited number of interviews with students, and self-reports are prone to inaccuracies resulting from diverse sources (Paulhus & Vazire, 2007).

1.8 Definitions

This section provides the definition of key terms used in this study.

Social and emotional competences: An umbrella concept that is crucial for the overall success of children in both their academic pursuits and personal lives (Domitrovich et al., 2017).

Social and emotional learning: "SEL is the process through which children and adults acquire the knowledge, attitudes, and skills associated with the core areas of social and emotional (SE) competency." (CASEL, 2008, p. 1).

English as a foreign language: It refers to learning English as a non-native language that is exclusively taught in formal education and is not commonly practiced in everyday community contexts (Quimosing, 2022).

Group work: "a tool where social relationships are established among members and where direct communication allows the creation of norms, roles and responsibilities in order to achieve some goals or purposes through mutual collaboration" (Chapparro M., 2011, p. 168).

CHAPTER II

REVIEW OF LITERATURE

2.1 Presentation

This chapter includes the relevant literature on SEL, the core competencies and skills of SEL, the importance and assessment of SEL, the effects of SEL interventions on students, teachers' perceptions, and SEL and school climate. In addition, the relevant literature on group work, collaborative learning, the definition of group work, the benefits of group work, group work in the EFL context, the challenges of group work, and key considerations for effective group work are also included in this chapter.

2.2 Social and Emotional Learning

Social and emotional learning refers to the developmental process by which individuals cultivate skills, perspectives, and understanding needed to regulate emotions, establish and accomplish goals, experience empathy, and build and sustain constructive interpersonal relationships in addition to making responsible choices (Ahmed et al., 2020; CASEL, 2013; Elias et al., 1997). That's why it is an evolving area of emphasis within the field of education (Wong et al., 2014), because schools that recognize the SE needs of their students discovered that SE skills could be taught and acquired in a manner similar to traditional academic subjects (Elbertson et al., 2009). In addition, Elias (2003) mentions that "Social-emotional learning is sometimes called 'the missing piece', because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces, and life in general." (p. 7).

Furthermore, the nature and path of an individual's life are primarily dictated by their efficiency in interpersonal relationships (Johnson & Johnson, 2009). This can be supported by the explanation of SE by Elias et al. (1997) as they state:

Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks

such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (p. 2).

A study notes that, by their nature, schools are social environments, and students can learn by collaborating with teachers, peers, and families, so learning happens through social interaction (Zins et al., 2007). Moreover, it is also noted in the same study that emotions can affect the ways students learn and achieve by either hindering or helping. That's why schools should recognize the importance of SE factors and integrate them into the educational process for the benefit of students.

In its simplest form, SEL is teaching learners how to understand and control their own emotions and actions in ways that are beneficial for both them and the people around them, which also helps them succeed in education, the workforce, human relations, and being involved in society (Jones & Doolittle, 2017). Moreover, SEL programming comes from the belief that ideal conditions for learning occur when there is a collaborative relationship that includes meaningful, encouraging, and demanding conditions (Bridgeland et al., 2013). Organized conditions with this relationship lead to people supporting one another's achievements (Johnson & Johnson, 2009). Accordingly, one of the main goals of education is to provide learners with the skills that are necessary to interact with their surroundings and develop useful skills, which include cognitive, physical, and social growth (Ülvay & Ozkul, 2018), and this aim may be supported by SEL.

When the statements of these studies are taken into consideration, SEL concept can be defined as “an approach that teaches individuals to recognize, regulate, and express the social and emotional aspects of their lives so they can successfully manage life tasks.” (Norris, 2003, p. 314).

All in all, the emphasis of SEL is on cultivating required traits for being successful in any area of life, including the academic field (Jones & Carter, 2020); therefore, it can be stated that positive growth is an area of emphasis for social and emotional learning (Ross & Tolan, 2018). Briefly, it can be concluded that social and emotional learning allows learners to develop a range of skills to succeed in their personal and professional lives.

2.2.1 Core Competencies of Social and Emotional Learning

Collie (2020) defines SE competence as “effective management of intrapersonal and interpersonal social and emotional experiences in ways that foster

one's own and others' thriving" (p. 77). Also, the elements of SE competence enable a child to have effective and sustainable positive connections with peers, and the effect of these connections can be seen through emotional well-being, which leads to the child's overall success (Rose-Krasnor & Denham, 2011). In this respect, SEL competencies play a vital role in fostering effective communication with peers and teachers, and strong commitment to school, facilitating the establishment of academic goals, and increasing enthusiasm to learn, which are all necessary for succeeding in the school environment (Oberle & Schonert-Reichly, 2017).

SEL competencies are identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization that leads and promotes SEL programming and standards, with five interrelated competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Bridgeland et al., 2013). CASEL (2013) explains these competencies as follows:

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism,

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals,

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports,

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed,

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (p. 9).

According to the CASEL guide (2015), these competencies can be categorized into intrapersonal and interpersonal dimensions. In the CASEL guide, it was stated that self-awareness and self-management are aligned with intrapersonal realms, while social awareness and relationship skills are related to interpersonal domains. However, responsible decision-making, being a process that includes both

individual and social considerations, bridges and incorporates elements from both dimensions (CASEL, 2015).

In conclusion, it can be said that these competencies encompass a range of abilities that promote personal and social well-being. With these abilities, learners may navigate challenges, build healthy relationships, and be successful in various aspects of life.

2.2.2 Social and Emotional Learning Skills

Even though there are several studies (Crowder et al., 2019; Jennings & Greenberg, 2009; Jones & Doolittle, 2017; Lantieri & Nambiar, 2012; Oberle & Schonert-Reichl, 2017; Van de Sande et al., 2019) that agree on CASEL's competencies framework, there are different approaches to SEL skills (Kabakçı, 2006).

The following table presents a comprehensive overview of the core competencies of SEL and the skills related to these competencies, which were identified by CASEL (2020, pp. 17-18).

Table 1.

The Core Competencies of SEL and SEL Skills according to CASEL

• Self-Awareness Skills	• Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one's emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose
• Social Awareness Skills	• Taking others' perspectives • Recognizing strengths in others • Demonstrating empathy and compassion • Showing concern for the feelings of others • Understanding and expressing gratitude • Identifying diverse social norms, including unjust ones • Recognizing situational demands and opportunities • Understanding the influences of organizations/systems on behavior
• Self-Management Skills	• Managing one's emotions • Identifying and using stress-management strategies • Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organizational skills • Showing the courage to take initiative • Demonstrating personal and collective agency

Table 1. (continued)

• Relationship Skills	• Communicating effectively • Developing positive relationships • Demonstrating cultural competency • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Resisting negative social pressure • Showing leadership in groups • Seeking or offering support and help when needed • Standing up for the rights of others
• Responsible Decision-Making Skills	• Demonstrating curiosity and open-mindedness, • Identifying solutions for personal and social problems • Learning to make a reasoned judgment after analyzing information, data, and facts • Anticipating and evaluating the consequences of one's actions • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one's role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impact

Moreover, people who have well-developed SEL skills can experience greater achievement both in academic pursuits as well as socially and emotionally throughout their lives (Kabakçı & Korkut Owen, 2010), so the importance of the skills should not be neglected. According to a study that was conducted by Kabakçı and Korkut Owen (2010), SEL skills can be categorized into four skills: problem-solving skills, communication skills, self-esteem enhancing skills, and coping with stress skills. In addition, they developed a Social Emotional Learning Skills Scale (SELSS) based on these skills, which will be used in this study. Moreover, there are other researchers that support Kabakçı and Korkut Owen's skill groups. For instance, Zins et al. (2007) and Cohen (2001) exemplify SEL skills as problem-solving and communication skills, while Pasi (1997) mentions self-esteem and self-control abilities. The present study will focus on the skills that were emphasized by Kabakçı and Korkut Owen (2010).

2.2.2.1 Communication Skills

Communication serves as a fundamental cornerstone of all human interactions (Bunglowala & Bunglowala, 2015). There are various definitions of communication. In one of them, communication is seen as “the art and process of creating and sharing ideas” (Training, 2010, p. 10). Moreover, children's ability to engage with others and get the things they need depends on their communication skills, and children acquire the necessary skills to comprehend and convey ideas, emotions, and information

through the developmental stage of communication skills (Gooden & Kearns, 2013). According to Johnson and Johnson (2004), a person's life standard is directly correlated with the efficacy of their social environment and interpersonal relationships because interpersonal skills serve as a fundamental link connecting all people. Moreover, being equipped with the necessary social competencies for successful interaction plays an important role in various aspects of life, including family dynamics, educational success, psychological well-being, career, and maintaining a better life (Johnson & Johnson, 2004).

Buluş et al. (2017) stated in their study that communication skills consist of five skills: “ego-supportive language, active-participative listening, self-recognition/self-disclosure, empathy, and, I language” (p. 576). As explained by the researchers, ego supportive language is talking about and explaining both the sufficiency and deficiencies of a person in an interpersonal relationship by prioritizing sufficiency, active-participative listening is, as its name implies, actively engaging in communication with motivation and attention to comprehend the message, self-recognition/self-disclosure can be summarized as having self-awareness while creating a strong connection between thoughts and emotions, and sharing personal information without coercion, empathy can be established by comprehending other people through their own perspective, and I language is “resending the effects of unwanted behaviors on the listener to the source of the message” (p. 576). That's why it may be important to have these skills while communicating effectively.

In addition, a person can learn to communicate effectively over time with practice (Vyas & Mehta, 2015). For instance, a child first acquires nonverbal expressions through observing and imitating (Bıçk1, 2008). Hall et al. (2019) define nonverbal communication as “behavior of the face, body, or voice minus the linguistic content, in other words, everything but the words” (p. 272). Nonverbal communication includes gestures, facial expressions, eye contact, and paralanguage which consists of pitch, amplitude, rate, and voice quality in spoken communication (Firică & Firică, 2010). That's why nonverbal communication should be seen as an inseparable and integral part of communication skills.

All in all, it can be concluded that communication skills involve both verbal and nonverbal communication, and they have an undeniable place in the interaction process. In SEL, it is important to improve children's communication skills as a whole

because they enable children to interact with other people, develop emotional well-being, and express their needs and emotions.

2.2.2.2 Problem-Solving Skills

Problems can be characterized as circumstances or sets of conditions that create a sense of unease for those confronted with them during any life stage. That's why developing proficiency in problem-solving is crucial (İncebacak & Ersoy, 2016). The problem-solving process is defined as finding the most suitable solution for an unfamiliar situation that the problem solver has never dealt with before or making a decision within certain limitations (Woods et al., 1997).

Kabakçı (2006) explains the steps of problem-solving process as below:

1. Recognizing emotions,
2. Identifying the problem,
3. Setting goal,
4. Finding possible solutions,
5. Evaluating the outcome of possible solutions,
6. Choosing the best solution,
7. Making a plan,
8. Implementing and evaluating the solution (pp. 37-38).

According to Elias (2003), problem-solving is an important skill in social and emotional learning for a responsible decision-making process, which involves participation in a systematic and innovative procedure of examining possible options that result in accountable and goal-directed actions such as resolving conflicts. Moreover, Norris (2003) claims that problem solving and decision-making are core focuses of SEL, and these skills should be nurtured from an early age.

In SEL, once a problem is addressed, an objective is established, and a resolution devised through problem-solving methods, interpersonal skills become important for carrying out the plan (Payton et al., 2000). Moreover, listening actively, confirming comprehension by others and having the capacity to share ideas and emotions plainly using verbal and nonverbal means establishes the foundation for all social changes concerning communication (Payton et al., 2000).

Problem-solving skills are related to both EI skills and other SEL skills, including self-management, social awareness, recognizing and expressing emotions, rejecting peer-pressure and apologizing, mediation and taking into consideration of the needs of people in conflict, and communication (Kabakçı, 2006).

As understood from the studies mentioned above, it can be concluded that students' problem-solving skills should be improved to prepare them for their academic, social, and emotional lives, which can be useful in every stage of their lives.

2.2.2.3 Self-Esteem Enhancing Skills

A person's ability to adapt to society and feel satisfied through their life is greatly influenced by their sense of self-worth, in particular self-esteem (Hosogi et al., 2012), and an individual's personal and subjective evaluation of their own worth as a person forms the basis of self-esteem (Donnellan et al., 2011). Moreover, the level of self-esteem can exist at different levels, varying from high to low (Hepper, 2016). It is also stated by Hepper that high self-esteem leads to the manifestation of positive self-perfection, whereas low self-esteem results in people experiencing a sense of confusion or uncertainty about themselves. In addition, Lingren (1991) states that high self-esteem makes people effective and productive; furthermore, these people possess the knowledge of their lovability and capabilities, which allows them to refrain from engaging in destructive behaviors such as belittling others or deeming them as less valuable people. Moreover, Bos et al. (2006) defines self-esteem as "a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents" (p. 26), which emphasize the importance of enhancing self-esteem skills in children.

The development of self-esteem in children can be affected by their home, school, and friends (Lingren, 1991). In addition, growing up in an atmosphere that fosters the development of self-esteem is especially important for children because self-esteem facilitates children's social integration (Hosogi et al., 2012). In King et al.'s study, it is explained that students who have strong self-esteem can be successful at school, strengthen their positive relations among school, participate in sportive activities, develop effective coping mechanisms, and overcome peer pressure, whereas low self-esteem in students can lead to psychological problems, violence, and poor interaction skills (2002).

Additionally, the self-esteem level of a person can change throughout their life, but especially adolescents experience a decrease in their self-esteem due to the problems that they encounter with puberty (Robins & Trzenis, 2005). That's why it is important to enhance their self-esteem skills, which promote psychological and

emotional well-being, better social relations, and academic success (Özer & Korkman, 2022).

Enhancing self-esteem skills involve being aware of oneself and others, recognizing and managing one's own emotions, appreciating one's own positive qualities and strengths, having a positive self-image, and being aware of and expressing one's interests and needs (Kabakçı, 2006). According to Canfield (1990), teachers can use and suggest these strategies to students' for enhancing their self-esteem skills:

- a. Assume an attitude of 100 percent,
- b. Focus on the positive,
- c. Learn to monitor your self-talk,
- d. Use support groups in the classroom,
- e. Identify your strengths and resources,
- f. Clarify your vision,
- g. Set goals and objectives,
- h. Use visualization,
- i. Take action,
- j. Respond to feedback and persevere (pp. 48-50).

As with the other skills mentioned before, self-esteem should be seen as an integral part of development of SEL, and steps should be taken to enhance self-esteem skills, which may have many impacts throughout life.

2.2.2.4 Coping with Stress Skills

An unavoidable part of living is experiencing stress on a daily basis (Labrague et al., 2017). Arising from the challenges in life, stress involves pressure, worry, and anxiety (Channuwong & Kantatian, 2012). Also, stress can be seen as an imbalance of body and mind (Rana et al., 2019). However, the impact of stress can be positive or negative (Prabu, 2015). For instance, low levels of stress may have advantageous effects on performance, motivation, adaptation, and responsiveness to the environment (Shahsavarani et al., 2015). On the other hand, high levels of stress may affect the physical and psychological health and academic performance of students (Shankar & Park, 2016), in addition to social interaction problems (Rana et al., 2019).

Additionally, schools are seen as a source of stress for students because of exams and assignments, in addition to SE challenges (Pourrajab et al., 2014). In addition, the expectation of success, uncertainties about their future, and the

difficulties that they encounter in the process of adapting to the system may also contribute to their stress level (Shaikh et al., 2004). As a result, students may experience anxiety, have concentration problems, and have difficulty remembering due to stress (Prabu, 2015). That's why schools should provide support for students to manage their stress to avoid problems (Pierceall & Keim, 2007).

People may experience different levels of stress; however, the negative outcomes cannot be overlooked (Prabu, 2015). So, it can be inferred that a student should learn how to cope with stress to overcome the negativity. Coping with stress skills involve emotional management, constructive thinking, behavior regulation, and reducing stress sources (Compas et al., 2001). Moreover, Kabakçı (2006) states some of the coping strategies as expressing emotions, doing breath exercises, asking for help from others, using self-talk to calm down, counting from one to ten, doing sports, and writing down their feelings. Students should choose the most suitable strategy according to the situation.

In conclusion, every student may experience stress, no matter what the source is; however, they may learn how to cope with it. As mentioned above, a low stress level may be useful to some extent; therefore, it may be important to keep the level low. In light of these studies, in order to be balanced socially, emotionally, and academically, coping with stress skills should be taught to students.

2.2.3 The Importance of Social and Emotional Learning

Social and emotional competences are getting more and more essential in a world that is changing quickly and getting more diverse (Chernyshenko et al., 2018; Kim & Hong, 2019). The reason why SE skills play such an important role in this world is that they can influence people's behaviors and lives and increase the likelihood of benefiting from formal school education; hence, they enhance their cognitive ability, too (Miyamoto et al., 2015). Moreover, society needs children who are raised to be accountable, compassionate, educated, and socially skilled individuals because these children will turn into cornerstones of society as family members, neighbors, valuable citizens, and efficient workers (Weissberg et al., 2015), and this necessitates a focus on SEL because SEL is a process consisting of the acquisition and application of a wide range of social, emotional, behavioral, and character skills that are essential for success in a variety of contexts such as education, the workplace,

relationships, and citizenship (Jones et al., 2017). Moreover, developing these qualities is the main focus of social and emotional learning, as SEL involves teaching learners basic real-life skills such as managing their relationships, assignments, behaviors, and themselves (Norman & Jaimeson, 2015). Furthermore, learners' SE health is linked to their academic success (Niehaus, 2012). To put it briefly, developing strong SE skills is crucial both academically and personally (Norman & Jaimeson, 2015).

In addition, SE education mainly has a more comprehensive approach because more focus is placed on active learning strategies and the formation of social decision-making and problem-solving abilities (Elias et al., 1997). SEL also minimizes disruptive behavior such as bullying and increases learners' interest in the lesson (Bridgeland et al., 2013). To summarize, when schools place importance on systemically addressing learners' social and emotional needs, learners get better academically, disruptive behaviors become rare, and positive relationships strengthen; therefore, learners turn into accountable, effective and caring citizens, which is essential outcomes for an effective education system (Elias et al., 1997). Nevertheless, when SEL skills are taught, it should not be aimed at having only positive feelings but to figure out how all the emotions affect us, either positive or negative, in this way, learners can empathize and make meaningful decisions without fear or anger (Husaj, 2016).

Cohen (2001) highlights that SEL programs aim to increase students' drive to put social abilities, perceptions and principles into practice, and this drive is strengthened when schools emphasize the natural significance of being responsible, collaborative, and compassionate, which includes positive emotions generated by these behaviors or contributing to the betterment of the work rather than relying solely on adult commendation or external incentives. In the same study, it is also mentioned that SEL has the potential to benefit three interrelated groups: all children who are in the standard educational process, students with special needs, and the adults that work with and interact with children.

In Schonert-Reichl and Hymel's study (2007), SEL is mentioned as a unifying framework that comprises various educational movements that are focused on similar concepts and skills. According to Schonert-Reichl and Hymel, these concepts and skills include character education, anti-bullying, drug prevention, and school discipline programs, and SEL offers a cohesive structure that allows these to work collaboratively towards common goals. Another point that is made in that study is that

SEL enables the transferability of skills across different subjects and situations by emphasizing interactive learning methods, and SEL promotes the development of positive attitudes, behaviors, and cognitive processes by providing the opportunity to practice these skills.

Furthermore, the integration of SEL programs into the secondary school curriculum through experiential activities and project-based learning results in the natural development of 21st century skills (Lindsay, 2013). In addition, Arslan and Demirtaş (2016) state that “Critical thinking skills are expressed in 21st century skills. Social emotional learning improves students’ 21st century skills so that social emotional learning also improves individuals’ critical thinking skills.” (p. 282).

In a meta-analysis of 213 schools-based SEL programs involving 270,034 students from kindergarten to high school, it was revealed that students who participated in SEL programs exhibited notable enhancements in social and emotional skills, attitudes, behavior and academic performance, which led to an 11 percentile-point increase in achievement (Durlak et al., 2011).

In light of the studies mentioned above, it can be concluded that SEL can play an important role in developing personal, interpersonal, cognitive, and 21st century skills in addition to increasing academic success.

2.2.4 Assessment of Social and Emotional Learning

Social and emotional skills’ assessment has a long history, and a variety of measurement tools and techniques have been established to assess these skills; however, assessing them is theoretically harder than cognitive skills (Kankaraš & Suarez-Alvarez, 2019). Moreover, the reason for difficulties in measuring SEL outcomes comes from the variety of teaching approaches, even though there is a general consensus regarding fundamental SE competencies (Frydenberg et al., 2017).

SEL can be assessed for a variety of reasons: to find out students’ needs and strengths and serve as a basis for curricula and teaching; to see the efficiency of SEL implementation; to observe the changes in students’ social and emotional development after the implementation; and to identify whether students fulfill the standards of SEL (McKown, 2017).

According to McKown (2019), the most common methods of SEL assessment are suggested as self-report, rating scales, and direct assessment. In his study, McKown

(2019) explains self-report as an assessment technique commonly applied as a Likert-type scale, rating scale as a classroom teacher reading the statements about behaviors and rating their frequencies, and direct assessment (also known as performance assessment) as students showing their competencies by taking part in a social and emotional task. Besides these assessment techniques, others' ratings, observations, situational judgment tests and biodata can be used to measure SEL (Abrahams et al., 2019; Kankaraš & Suarez-Alvarez, 2019), as well as interviews (Elliott et al., 2018). Nevertheless, it is worth noting that assessment tool selection should be based on cultural sensitivities, too (Denham, 2006).

Jackson et al. (2021) claimed that student surveys where teenagers share their school-related experiences, behaviors, and beliefs are the most widely used tool for measuring social-emotional development. Also, these researchers used a survey in their research about social-emotional development and school climate.

In one of the studies that examines the impact of SEL implementation on social and emotional development, the researcher used a survey, Likert-type scales, and an evaluation with the purpose of assessing different aspects of SE development (Özdemir Beceren, 2012), while in another study, semi-structured student interviews and a different type of scale were used to measure students' SEL skills (Esen Aygün, 2017).

In conclusion, there are a range of assessment techniques that can be used to assess students' SE competence and SEL. However, according to Frydenberg et al., (2017), it may be noteworthy that while creating SEL assessment tools in this developing area, researchers can take these into consideration:

1. Develop a SEL scope and sequence across the full age range preschool to Year 12.
2. Agree on an assessment object – student, cohort, and whole-of-school.
3. Adapt from the existing instruments those which best match the scope and sequence and the object of assessment.
4. Use a mixture of qualitative and quantitative methods.
5. Apply the methods in ways that are suitable to the setting, taking into account cultural and ethical considerations.
6. Avoid the fallacy that it only counts if you can count it i.e. not every social emotional competence can be quantified to a metric.
7. Recognize and accept the limitations of existing instruments for universal systemic evaluation. Build a systemic evaluation by aggregating evaluations from units that are small enough to evaluate reliably and validly e.g. combining multiple measures such as problem solving skills, empathy etc. (p. 56).

2.2.5 The Effects of Social and Emotional Learning Interventions on Students

Educational institutions have integrated SEL interventions into school settings with the primary goal of enhancing students' non-academic achievement (Hassani & Schwab, 2021). Moreover, the efficacy of SEL interventions is clearly observable in their ability to foster the growth of students' SE competencies, thereby positively impacting various aspects of their lives (Grant et al., 2017). In addition, Greenberg et al. (2017) explain the effect of SEL programs on students as below:

In the short term, SEL programs can enhance children's confidence in themselves; increase their engagement in school, along with their test scores and grades; and reduce conduct problems while promoting desirable behaviors. In the long term, children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens (p. 13).

In a comprehensive meta-analytic study by Payton et al. (2008), which was conducted to present the findings of research examining the SEL programs' effects, it was stated that students who participated in SEL programs experienced notable positive outcomes in different aspects of their lives. Payton et al. exemplified these outcomes, including "students' SE skills; attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance" (p. 7).

In addition, in a study examining the impact of SEL intervention on emotional intelligence, the findings revealed that there was an increase in students' confidence in their skills, specifically comprehending and managing emotions (Kothari & Wesley, 2020). Moreover, Ashdown and Bernard's research to determine the impact of SEL intervention on 99 students' SE development, well-being, and academic success revealed that the intervention increased all participant students' SE competence, and it was determined that out of all participants, 57 of them demonstrated a decrease in problem behaviors and an increase in reading skill (2012).

Furthermore, Green et al. (2021) conducted research with 357 students to determine the effects of a classroom-based SEL intervention on students' communication, problem-solving, decision-making skills, and emotional regulation, in addition to other variables, and the results provided evidence for positive outcomes of the SEL intervention on each variable in the study. It was reported that 78% of students

showed improvements in the measured skills, and in 69% of students, there was a positive improvement in their capability to comprehend their emotions while effectively managing them.

In another study for improving the process of incorporating immigrant students with social, emotional, and/or behavioral difficulties into social groups with the use of the SEL program, it was stated that of the 7 teachers who applied the intervention, 4 teachers observed an increase in the participation of their target students in the classroom, while 5 of them observed more collaboration between the target students and the other students in the classroom (Doikou-Avlidou & Dadatsi, 2013). Also, four teachers reported some positive behavioral changes in target students such as talking about their feelings more freely; however, positive outcomes were not observed in all the students.

According to the results of Aradhya and Parameswaran's study, assessing the influence of a SEL intervention on core competencies of SEL, all 584 students in the intervention group demonstrated statistically notable improvement in all SEL competencies, which implicates the effectiveness of the interventions (2023).

All in all, as mentioned in the articles, SEL interventions positively foster students' academic, personal, and interpersonal growth. That's why it can be concluded that SEL interventions may play an important role in empowering students and their holistic development.

2.2.6 Teachers' Perceptions on Social and Emotional Learning

Teachers' beliefs toward SE programs, both in general and specifically chosen programs for implementation in schools or centers, may impact the successful application of the programs (Collie et al., 2015; Schultz et al., 2010). Consequently, these beliefs held by teachers regarding SEL also influence the effectiveness of the curriculum and the development of students' social and emotional skills (Sibrian, 2020). Furthermore, SEL programs that aim to cultivate students' emotional competence require teachers to engage students actively in practices related to emotion socialization, such as assisting them in gaining a deeper understanding of their feelings; therefore, emotion beliefs held by teachers are likely to be related to variations in the extent to which they implement SEL program activities (Hanson, 2012).

In one of the studies examining teachers' perceptions of SEL, the findings reveal that the most significant advantage, according to 56% of teachers in the study, is that SEL enables the provision of a comprehensive and well-rounded education to students (Ee & Cheng, 2013). Furthermore, a study involving 34 teachers from different branches showed that 88% of teachers expressed agreement regarding the explicit inclusion of SEL skill development in their state's educational standards, and 94% of teachers agreed that teachers may have the chance to identify and support young individuals who have experienced trauma with the help of culturally responsive SEL programs (Huck et al., 2023).

Additionally, another study reveals that the implication of SEL resulted in a constructive learning environment, fostering better emotional self-regulation for both teachers and students, according to the majority of teachers; moreover, teachers perceived an improvement in students' interaction such as exhibiting enhanced mutual respect and displaying more positive responses toward teacher instruction (Borner, 2019). Corroborating these notions, Scifres (2021) also provided support, as after three months of implementation of SEL, out of the seven teachers in the study, the majority of teachers reported that there was a positive change in teacher-student relationships and student-student relationships.

Moreover, in two studies, it was stated that teachers recognized that SEL has positive impacts on three crucial aspects of students' education, such as fostering a sense of responsibility for shaping classroom climate, advancement in students' academic achievement, and improvement in behaviors after the implementation of the SEL program in their schools (Gage & Thomas, 2019; Jomaa et al., 2023). Also, in another study regarding language classrooms, of 238 English teachers, 45.4% of them supported the idea that SEL implementation in language classrooms facilitates students' attainment of academic objectives (Daldal & Tuyan, 2024).

In another study of 263 teachers, almost all the participants (98.9%) believed that SEL has a significant role in both school and life, with 96.2% agreeing that SEL skills contribute to improved academic achievement (Buchanan et al., 2009). However, in the same study, it was mentioned that even if slightly more than 50% of teachers think that implementing SEL curriculum should be the responsibility of teachers, 14% of teachers held the opposing view that teachers should not be the ones to implement it. Contrary to the different opinions regarding teachers' responsibility, in another study, 66% of 59 teachers believe that all stakeholders, like students, teachers, and

families, should share the responsibility for implementing and ensuring the long-term effectiveness of SEL (Zayat, 2022).

In regards to the implementation of SEL, of the 19 teachers, approximately 43% of them state that there is not enough time to implement or prepare SEL because of the syllabus they have to cover and their workload (Ee & Cheng, 2013). In addition, Van Huynh et al. (2018) found out in their research that teachers with fewer years of experience in schools, specifically 3-5 years, perceived the integration of SEL in the classroom as difficult, while teachers who have more experience in teaching encounter less difficulty as they possess a higher level of familiarity with the concept of SEL.

In light of the studies, it can be concluded that the majority of teachers believe that SEL has a positive impact on students' academic, social, and emotional development. In sum, as Ferreria et al. (2020) state, teachers generally agree that schools aim to equip students with social and emotional skills, in addition to cognitive ability, to foster holistic education, enhance academic achievement, and get students ready for adulthood. However, it is worth noting that some teachers hold negative perceptions regarding the time required for implementation and preparation of SEL, the question of implementation responsibility and the influence of years of teaching practice.

2.2.7 Social and Emotional Learning and School Climate

Encouraging all students to develop their potential to the fullest is seen as the main focus in K-12 education by Darling-Hammond and Cook-Harvey (2018). That's why schools play a vital role in fostering SEL (Jones & Cater, 2020). Furthermore, school climate has a significant impact on shaping the interactions among all individuals in the school community, such as students, teachers, administrators, staff, and parents; moreover, through this impact, the school's goals, norms, and values are established (Türker & Kahraman, 2021), which promotes an environment where individuals experience a sense of safety in social, emotional, and physical aspects (Cohen et al., 2009). Also, by looking at school climate, students' emotional wellbeing and behavioral tendencies can be foreseen (Maxwell et al., 2017). That's why it is important to support strong social-emotional skills in students to create a more positive school climate (Allbright & Hough, 2020). For instance, the findings of a study offer evidence that a school-based SEL program facilitates the development of a positive

relationship between students and school staff, which helps cultivate a favorable school climate (Vesper, 2023).

Additionally, in a study comparing two schools based on their implementation of the SEL program, it was found that the implementation of SEL had a positive impact on the overall school climate because the school implementing SEL practices provided a more welcoming and supportive environment for students, teachers, and parents, and the school actively supported parental and community involvement (Gargan, 2017). Besides these findings, it was also stated that their disciplinary approach emphasized facilitating positive development rather than solely considering punishments for misbehavior.

In a study that is about improving school climate with the help of a SEL approach called “RULER”, it was revealed that there were substantial increases observed in teaching quality, relationships among students in addition to the relationship between students and adults, and respect for diversity in addition to the discipline and voice of students (Baumsteiger et al., 2021).

Furthermore, Van Vorst (2022) highlights in his case study that school climate is enhanced with SEL by encouraging positive connections and student responsibility, as well as promoting positive teacher-student interactions. Van Vorst also states that students established meaningful relationships by developing their problem-solving skills and exhibiting a heightened awareness of others’ needs in the advantageous environment that SEL created.

All in all, SEL can impact social climate in several aspects; however, if further studies are conducted using applied research designs to demonstrate the impact of SEL interventions on school climate, more empirical evidence can be obtained on this subject.

2.3 Group Work

Group work is “a learning activity which involves learners working together in a small team or group to perform a task with the objective is to give more opportunities for the students to use or practice the language” (Kasim, 2015, p. 99), and in this section, group work is analyzed in various aspects.

2.3.1 Collaborative Learning

According to Laal and Ghodsi (2012), “Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers” (p. 486). According to Goulet et al. (2003), collaboration in education includes three components that can explain the root and some aspects of collaboration up to a point. Goulet et al. explain these aspects as follows: the first is consultation, which encompasses activities such as seeking or providing information, giving advice, and sharing advice; the second is collegiality, which means a friendly environment where everyone’s knowledge and experience are appreciated; and the third is cooperation, where group members work together collaboratively to achieve a common goal by comprehending and leveraging each other’s knowledge.

Accordingly, collaborative learning (CL) is an educational process where students collaborate to solve problems, accomplish tasks, or build a product while engaging in social and emotional challenges as they actively listen to diverse viewpoints while expressing and defending their ideas (Laal & Laal, 2012). In collaborative learning, learning becomes active as students utilize their existing knowledge and ideas they already have and use them to generate something innovative and original (Smith & MacGregor, 1992). Furthermore, in CL, students are given the chance to communicate with their peers as well as their teachers; hence, they are encouraged to develop their communication skills and participate in cognitive processes such as thinking, reasoning, and problem-solving, thereby enriching their knowledge through questioning, criticism, and other critical thinking activities (Amalia, 2018). In addition, educational settings that involve students actively in exploring information and practicing the use of knowledge are more likely to enhance students’ critical thinking abilities (Snyder & Snyder, 2008). Moreover, a study by Fung et al. (2016) also showed that collaborative group work develops students’ critical thinking more than whole-class teaching.

In EFL classrooms, collaborative learning creates autonomous learners, so it puts the responsibility on the teacher to create a good atmosphere while students learn on their own (Rao, 2019). Moreover, Rao (2019) highlights that this positive and friendly environment enables teachers to alleviate learner anxiety and capture students’ attention more during the English learning process. For instance, the result of a study that was conducted to see the effect of collaborative learning on foreign language

anxiety found that there is a decrease in foreign language anxiety after the application of collaborative learning (Ha et al., 2022).

In addition, a study that compared collaborative learning with individual learning in English classes found that students who engaged in collaborative learning demonstrated higher achievement scores than those of students who engaged in individual learning, which indicates collaborative learning is efficient while enhancing English proficiency (Chandra, 2015).

Briefly, it can be concluded that, unlike traditional teaching styles, CL can help students become more engaged in the learning process; moreover, they may have more chances to communicate, share, and succeed with their peers.

2.3.2 Definition of Group Work

Group work is defined by Cohen and Lotan (2014) as a group of students' collaboration and participation in a clearly instructed assignment with no direct control of the teacher, and the main aim of the group work is to solve a task together (Irkinovich, 2021). Similarly, Brown (2001) defines group work as "a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language" (p. 177). As language functions as a social construct in facilitating interpersonal connections and communications, group work provides genuine life experiences that often involve collaborative efforts and cooperation with others (Ababneh, 2017). Additionally, Do and Le (2019) define group work as any educational assignment or task that necessitates students to collaborate in pairs or groups.

According to Jaques (2000), there should be a number of characteristics that a group should have in order to avoid being just a group of people. To open this up, Jaques states that being aware of existing as a group, having common purposes, interacting constantly even when they are not face-to-face, contributing to and responding to group activities are what make a group a real group formation.

In summary, even though there are several definitions of group work provided by different researchers, the consensus among these definitions is that group work consists of collaboration, assigned tasks, and a student-centered technique in education.

2.3.3 Benefits of Group Work

Group work in classroom activities serves as an instructional technique aimed at elevating students' learning motivation in addition to reducing the anxiety or apprehension of speaking in front of the entire class; moreover, students' participation in group work cultivates a sense of responsibility and autonomy (Ababneh, 2017).

Ur (1999) highlights the various benefits associated with group work, which include providing more opportunity for practices, cultivating a sense of responsibility and autonomy, motivating students, and creating a cooperative and supportive environment. Therefore, it can be concluded that group work may impact both cognitive and social aspects (Tolmie et al., 2010).

Furthermore, group interaction helps students gain the ability to communicate, ask questions, resolve conflicts, and take perspectives (Forslund Frykedal & Hammar Chiriac, 2014). Moreover, while deciphering concepts and details, motivating one another to gain new insights, and highlighting interesting details, they play the role of a facilitator in this learning environment (Gillies, 2003). Hence, students may become more independent since they are encouraged to share their knowledge and learn from others (Alfares, 2017).

Al-azzawi and Al-Khazali (2019) point out that group work makes completing tasks easier for students as they break down the problems into smaller components. It is also mentioned that, along with shortening the time for students to complete the tasks, group work eliminates the stress factor. Another benefit addressed in this study regarding group work is that students can fill in the overlooked gaps through the incorporation of ideas from other students that may not be considered firsthand, which is beneficial for the thinking process.

In one of the studies, Davies (2009) emphasizes that the effective use of group work will help students enhance their skills that they can transfer to their real lives and make them lifelong learners. In addition to this, it is also stated by Davies (2009) and Gödek (2004) that teachers can control a large number of students at the same time and utilize their teaching time efficiently; hence, this may enhance efficiency and quality of learning.

Furthermore, group work is recommended for developing students' fluency in the target language because it gives more opportunity for practicing and interacting in the target language (Pica & Doughty, 1985). Additionally, by participating in a group

activity, students can have more intricate conversations in this social environment while having a better understanding of character relationships (Irkinovich, 2021).

As per students' perspectives, group work facilitates the acquisition of more or varied knowledge and provides them with comprehensive insights into the process of group work, individual roles within the group, and the behaviors and contributions of other group members (Hammar Chiriac, 2014).

In the light of the results of these studies, it can be concluded that group work is a crucial element for students to regulate their emotions, be autonomous learners, cope with stress, and communicate with their peers.

2.3.4 Group Work in the EFL Context

Besides its value as a technique, small group work has a long history of use in English as a foreign language (EFL) classrooms; therefore, it has an undeniable place in English teachers' practices (Chen & Hird, 2006). For instance, Koç's (2018) research to investigate the views of EFL learners and teachers on group work in EFL classrooms revealed that students favor engaging in group activities in the classroom due to the fact that it increases their comprehension of the subject matter, facilitates the generation and exchange of the opinions, and enhances their overall learning with the help of their peers, in addition to the increasing the opportunity to practice target language with fellow classmates.

In terms of language skills, in a study analyzing reading comprehension through group work conducted by Rahaman (2014), it was found out that collaborating, interacting, and exchanging through group work makes text reading more understandable. It was also observed by the researcher that students were more eager to participate in the activity, and there was a more student-centered atmosphere in the classroom.

Regarding writing skills in English, the findings of a study by Shehadeh (2011) showed that while producing a written work in English as a group, students increased their lexical and grammatical accuracy as well as their content and organization skills by collaborating.

Furthermore, speaking skills can also be improved by the use of group work, since productive collaboration fosters a sense of community and increased familiarity (Pattanpichet, 2011). Pattanpichet also mentions that as their familiarity and bond strengthened, students reported a lack of stress, a sense of relaxation, and overall

enjoyment during the classroom in their feedback, while they experienced a simultaneous reduction in their anxiety level and perceived threats to their self-image. Similarly, Liang (1995) found that there was a decrease in the anxiety level of students while speaking English after group work implementation in EFL classrooms.

As for the reading skills, Pan and Wu (2013) stated from students' feedback that students had more opportunity to actively learn in a cooperative reading class by previewing the text, engaging in interactions with other group members, and providing mutual assistance and encouragement during group discussion, which increased their willingness to dedicate more time to the task and enhanced their enjoyment of cooperative learning activities. As a result of this study, students improved their reading comprehension, resulting in a higher level of self-efficacy.

In contrast to other English skills, there is relatively little research on the impact of group work on listening skills. However, Han (2015) explains in one of the studies that group work creates a sense of safety and fosters a willingness to communicate for the students; as a result, their language fluency and accuracy are enhanced. Nevertheless, students in the same group may have disagreements on the difficulty level of listening material, which can be counted as one of the weaknesses of group work on listening activities.

From the teachers' perception, group work helps them overcome two prevalent classroom management problems since it engages low-achieving students who usually exhibit off-task behaviors and it also provides a solution to the dilemma of managing the rest of the classroom while teachers focus intensively on one group (Cohen & Lotan, 2014). In another study, it is stated that CL facilitates students working in groups and while working in the groups, students may develop positive feelings towards their teacher in addition to the fact that group work decreases in workload of the teachers (Rao, 2019a). Also, it was revealed by Liang (1995) in the findings of the study that the incorporation of various forms of group work enhanced the diversity in the lesson; hence, students were more engaged in the activities.

To summarize, it can be explained that group work is proven to be a useful technique in EFL classrooms. Research studies explained its benefits for a range of language skills. Through cooperation, communication, and a student-centered environment, group work improved reading comprehension. Moreover, enhanced accuracy, organization, and content creation were the benefits of writing as a group. The sense of belonging, reduced stress level, and increased satisfaction that result from

productive group work were beneficial for speaking skills. In addition, active learning, helping each other, improved reading comprehension, and self-efficacy were supported by collaborative reading activities. While there is less research on the impact of group work on listening skills, it can foster a healthy communication environment as well as improve linguistic accuracy and fluency. Furthermore, group work is valued by teachers for overcoming classroom management problems, engaging underachievers, and fostering strong relationships. In sum, group work holds a vital role in EFL classrooms because it fosters efficient language learning and creates a positive and dynamic atmosphere.

2.3.5 Challenges of Group Work

As mentioned in the paper before, one of the main goals of group work is solving a problem and accomplishing the objective, and this may cause students to focus on solving the problem rather than improving their language (McDonough, 2004). In the same study, McDonough (2004) examined whether the pair and small group activities affected language learning opportunities and found that, during the group activity, while one student questioned her peer's language usage, the other student chose not to address the question and focused on the activity itself.

Motivational issues can also be a concern when doing group work, as some of the students may be unwilling to participate in the group (Davies, 2009). Davies (2009) exemplifies these motivational issues such as "free riding" and "social loafing," and he differentiates "free riding" from "social loafing" in terms of effort because in the first one, the student wants an award without an effort, while the latter means a decrease in effort during an activity because of the feeling of not being noticed.

Moreover, Beebe and Masterson (2015) clarified four disadvantages of group work in their study. The first disadvantage is that individuals may accept the viewpoint of the majority and settle for a suboptimal option in order to avoid conflict and eliminate pressure. The second disadvantage is that if one person dominates the group, other group members may feel excluded and unsatisfied with the decision-making process as they are unable to contribute. Another disadvantage that is mentioned in this study is that some students may avoid contributing to the process because they could depend excessively on the other group members to complete the tasks. The last

disadvantage is that accomplishing the tasks as a group can take more time than performing them individually.

In conclusion, while group work may have a variety of advantages for EFL learners, it may also have several disadvantages regarding students' language performances and participation in the activities. However, considering the benefits derived from the implementation of group work, it is important not to avoid because of the challenges they present.

2.3.6 Key Considerations for an Effective Group Work

In group work, students can be more motivated and engaged in addition to being critical thinkers and creative, while teachers can assign more challenging and authentic tasks, which implicates group work effectiveness for both students and teachers (Rezaei, 2018). That's why it is important to arrange group work as effectively as possible.

In one of the studies, Burke (2011) emphasizes the importance of optimizing group size, as a group with a large number of students leads to limited opportunities to contribute to the group. Moreover, in this study, it is also explained that the assignment's aim, the educational goal, and the abilities expected to grow through group work should all be understood by students, and teachers must primarily ensure this. Furthermore, Burke explains that fostering a group's ability to work through and resolve conflicts is an essential process in group work. Another point that is highlighted in this study is the evaluation part after the group work. Opportunities must be given to students to assess themselves, and the teacher must be certain about how they will evaluate the group work, too.

Moreover, Felder and Brent (2001) explain that some students may feel unhappy about working in a group, as they may be unable to select their partners. However, Felder and Brent suggest that the teachers can express to their students the rationale behind using group work and the benefits of group work at the beginning of the process. In addition to these statements, it is also mentioned that it should be clarified by the teacher that students will not be able to choose their groups in real life –like at work- so, teacher should help students to learn how to work in the group rather than letting them work individually.

Another point is that the development of student independence and responsibility for their learning must be the primary goals of effective group work, but

it should not be forgotten that students will need assistance; therefore, teachers can be a model and support for group work (Blatchford et al., 2003).

For successful group work activities, a teacher must look for ways to facilitate students getting to know each other through bonding activities that help reduce social divides and cultivate trusting relationships among students throughout the education year (Allen, 2012). Moreover, teachers should empower their students to support each other on their academic journey by promoting a nurturing environment with a sense of community in the classroom; hence, students see their class a cohesive group and they feel invested in their peers' success as well as their own (Allen, 2012).

To sum up, it can be concluded that the number of students, the role of the teacher, and the purpose of the group work should be taken into account for an effective group work implementation, and students should be clearly informed, while teachers should be actively involved and provide guidance.

CHAPTER III

METHODOLOGY

3.1 Presentation

This chapter concerns presenting the research design and the methodology applied in the present study. This chapter consists of five sections, and these sections include research design, participants, instruments, data collection tools, the treatment, and the analysis of the study.

3.2 Research Design

In this study, an experimental research design that incorporates both qualitative and quantitative methods to answer its research questions is utilized. The study applies a mixed-method approach, gathering and analyzing qualitative data along with an experimental method to analyze the impact of group work on social and emotional learning in EFL classrooms.

While gathering the necessary data, a Social Emotional Learning Skills Scale (SELLS) was used to collect quantitative data and qualitative data was collected from the semi-structured interviews regarding the students' opinions about the process. This study is a mixed method design because this design provides a comprehensive understanding of the subject, which broadens and deepens analysis (Wasti et al., 2022). Semi-structured interviews were utilized to gain a deeper understanding of students' perceptions of their SEL skills, as Adams (2015) mentioned that semi-structured interviews in mixed-methods can be used if more detailed investigations are required

to properly resolve significant issues. That's why this study used interviews to gain detailed information on students' perspectives.

3.3 The Participants

The participants of the study consisted of 8th grade students attending a secondary school affiliated with the Ministry of National Education in Gaziantep, Turkey, during the 2023-2024 academic year. The number of participants was 44, ranging from 12 to 15 years old. 22 students who were eager to participate were in the experimental group, and the other 22 students were in the control group. The control group was taught English lessons with standard lesson plans that included lecturing at first and moving on with standard activities. On the other hand, the experimental group was taught English lessons with lesson plans that put more focus on group work. The lesson plans were prepared in accordance with the curriculum, which was designed by the MoNE in Turkey. Each of the lesson plans consists of different kinds of group work. For each group work, students were randomly placed into groups; hence, all students had the chance to work with each other.

In the study, convenience sampling was used. In the social sciences and education fields, this sampling is commonly used, and it is a practical method because researchers select easily accessible samples that are readily available to them (Golzar et al., 2022). However, Dörnyei (2007) states that convenience sampling can be seen as purposeful to some extent because participants are chosen based on some features related to the research's purpose. In this study, the participants were chosen from classes where the researcher teaches English lessons at their current school. In addition, the students were also chosen according to their eagerness to participate in the research and the similarities between the experimental and control groups in terms of English levels and social and emotional manners based on the researcher's observations.

In the table below (Table 2), the demographic characteristics of control and experimental group participants in terms of gender and age are presented.

Table 2.*Demographic Characteristics of Both Groups*

Demographic Characteristics of Participants		Control Group (n=22)	Experimental Group (n=22)
Gender	Male	13	13
	Female	9	9
Age	12	2	2
	13	3	12
	14	13	4
	15	5	4

While choosing students for the interview, six students from the experimental group were chosen randomly. Of the 6 students, 4 students were male and 2 students were female.

3.4 Data Collection Tools

This present study employed a mixed-methods approach that aimed to reach quantitative data with the Social Emotional Learning Skills Scale, which was developed by Kabakçı and Korkut Owen (2010) in Turkish language, and qualitative data with semi-structured interview questions to collect the opinions of students' about the process, which were prepared by the researcher.

3.4.1 Social Emotional Learning Skills Scale (SELSS)

The Social Emotional Learning Skills Scale (SELSS) was developed by Kabakçı and Korkut Owen in 2010. This scale involves four factors. The first factor is described as problem-solving skills; the second factor is self-esteem enhancing skills; the third factor is coping with stress skills; and the fourth factor is communication skills. This scale is made up of 40 statements in a 4-point Likert scale format. Of 40 statements, 11 statements comprise the first factor, 10 statements comprise the second factor, 10 statements comprise the third factor, and 9 statements comprise the fourth factor.

The reliability of this scale was demonstrated through the calculation of Cronbach's alpha, test-retest, as well as an item analysis procedure. This scale's items created an alpha of .88 in total. Also, the test-retest reliability total score over a 3-week

interval was .85. After the item analysis, an important correlation was found between items and the total score.

Moreover, Kabakçı and Korkut Owen stated that the scale measures the intended social-emotional learning constructs according to the analysis's results on validity. For construct analysis, a four-factor structure was supported by exploratory factor analysis and confirmatory factor analysis. Also, significant correlations were found between the SELSS score and other established scales measuring related constructs, and this provided evidence for criterion validity.

In the present study, a pre-test was conducted, which yielded a reliability value of 0.82. Additionally, a post-test was administered, which demonstrated a value of 0.88. These findings indicate that both tests exhibited the required internal consistency and reliability in measuring the targeted construct.

3.4.2 Semi-Structured Interviews

Following the application of lesson plans and scale, the researcher prepared six questions to gather input from participants regarding their experiences and opinions on the impact of group work on their social and emotional learning. Expert opinion was obtained on the appropriateness of the interview questions. The questions were focused on the changes students noticed after 8 weeks of lessons that incorporated group work activities, and the researcher asked the students to describe how, if at all, participating in group work activities affected them. Of the 22 students in the experimental group, six were chosen randomly. These six students were interviewed by the researcher. The questions are listed below:

1. Has participating in group work activities enhanced your social skills and ability to collaborate effectively with others? If so, how?
2. Has engaging in group work activities helped you develop a sense of empathy and understanding for others? If so, in what ways?
3. Has participating in group work activities supported your emotional well-being and self-esteem/worth? If yes, how? If no, why?
4. How has participating in group work activities influenced your problem-solving skills? Can you describe a specific instance in which group work positively or negatively influenced your problem-solving skills and decision-making skills?

5. Has participating in group work activities enhanced your communication skills? Can you describe a specific instance in which group work has improved your communication skills?
6. How has engaging in group work activities helped you cope with stress? Can you share any strategies or experiences?

During data collection, individual student interviews were conducted in the teachers' room of the school. The interviews involved asking students questions, and their responses were meticulously recorded. Subsequently, the recorded responses were transcribed to analyze the data. This method of data collection allowed for a focused examination of students' perspectives and insights, providing valuable qualitative data for further analysis and interpretation within the study.

In addition, following the completion of individual interviews with six students, all participants from the experimental group were questioned regarding their preferred group work activity and the rationale behind their choice. This inquiry aimed to gather insights and perspectives from the entire group, allowing for a comprehensive understanding of their preferences and motivations. By examining the collected data, valuable suggestions and implications can be derived.

3.5 Treatment

3.5.1 The Pilot Study

The pilot study was conducted to observe students' participation in group activities, gain information about time management and classroom management in terms of arranging the classroom, and see whether the group work activities could be implemented in class time or not. The pilot study class consisted of 23 students: 14 female students and 9 male students. After the implementation, it was observed that group work activities could be applied, and information was gained, especially in terms of arranging time and classroom management. Also, the researcher took the necessary precautions to eliminate situations that could cause problems in the main study. The students in the pilot study were not included in the main study.

3.5.2 Data Collection Procedure

This study was conducted with 8th grade students in a government school. First of all, the students were informed about the study and process and were asked whether

they would like to participate in the study or not. After giving enough information to students, the researcher provided them with the necessary consent forms from Gaziantep University and the MoNE, and the study was conducted after each student's parents approved their kids' participation.

The study lasted for 8 weeks. As a first step, SELSS was applied to both the experimental and control groups. The scale was in Turkish, and before answering the questions, students were given numbers. They freely answered the questions in a friendly environment. After applying the scale, the researcher started to apply the lesson plans each week (see Appendix D), which include specific group work activities, to the experimental group. The number of students in each group was usually between 4 and 5, and group members were changed randomly for every activity. Each week, students were assigned different kinds of group work, and the researcher actively monitored the students during the activities. Before starting the activities, the researcher gave clear instructions and made sure that all students were clear about the objectives of the activity. Also, in every lesson plan, there were pre-, while-, post-activity, reflection, and conclusion parts. All of the lessons started with a warm-up activity and brief information on the main objective of that day and continued with the activities.

In the first week of implementation, students were asked to participate in a jigsaw reading activity. Firstly, the researcher informed students about jigsaw reading and highlighted the points that students must be careful about such as active listening and respectful discussion. Then, the researcher formed the groups randomly. After forming the groups, the researcher distributed five reading passages that involved different perspectives and aspects of friendship. Then, the researcher gave students enough time to read the passages, take notes, and share their ideas about the passage among their groupmates. Students worked in their groups. Then, the researcher formed a new group that consists of one member from each group and gave time to students to share the main points of their own passage and provide a brief summary to the other group members. In the meantime, the researcher actively monitored the group members. After each member shared their own points, the researcher facilitated a whole-class discussion, and each member presented the main ideas, and perspectives that they learned from their jigsaw group. Students discussed similarities and differences among the ideas and the researcher wrote the key points on the board.

Finally, the researcher asked students to give reflections on the jigsaw activity and emphasized the importance of being open-minded and gaining multiple perspectives.

The second week, students were encouraged to think critically and solve the problems as a group. As the first step, students were asked riddles to engage them and get them thinking critically. They were also introduced to some problem-solving strategies, and the researcher highlighted the importance of breaking down problems into smaller pieces. After that, students formed their groups, and they were given four different real-life scenarios about balancing school and extracurricular activities, peer pressure and decision-making, cyberbullying and online safety, and conflict resolution with friends. They were encouraged to work collaboratively, and the researcher provided guidance when needed. After students had enough time to work, the researcher facilitated a group discussion with the whole class. Each group shared their problem-solving strategies, processes, and solutions that they arrived at. The other groups were encouraged to provide feedback, ask questions, and offer alternative solutions to that problem. In the end, students gave feedback on their experiences, challenges they faced, and strategies they used. Then, they were encouraged to think about how they could transfer these strategies to their real lives, and the researcher summarized the key points, such as the importance of collaboration in order to solve a problem more effectively.

The third week, there was a collaborative storytelling activity. Each group was given a storytelling prompt on the same main topic, and the researcher gave brief information about the importance of active listening, respecting each other's ideas, and building upon each other's contributions during the storytelling process. The researcher made sure that every student in the group had the chance to participate by rotating the paper clockwise; hence, each student could add sentences to the story, and she reminded students of the elements of a story, such as setting, characters, conflict, and resolutions. After students finished writing their collaborative stories, each group shared their own stories. Then, students gave reflections on the process of creating their own story and the stories of other groups. Last, the researcher highlighted the importance of creativity and the unique narrative that emerged through the collaboration.

The fourth week, students had a chance to apply problem-solving strategies that they had learned in previous activities. The lesson started with a warm-up activity using brain teasers. After forming the groups, the researcher distributed a zebra puzzle

(a logic grid puzzle) to each group. The researcher made sure that each group solved the puzzle collaboratively. Each group could solve a zebra puzzle, and the researcher facilitated group discussion about the strategies used to solve the puzzle. Students gave reflections on the process and the importance of collaboration while solving problems.

In the fifth week of the study, an explicit introduction was provided to the students regarding the purpose of the upcoming group activity because students needed to prepare a PowerPoint slide about their topics before the class. The researcher formed groups and presented the group presentation topics. The topics were social media and its impact on teens, healthy relationships and communication, peer pressure and decision-making, and goal setting and time management. Each group selected a topic they were interested in studying. Students were given two days to do the necessary research and prepare their slides. The researcher instructed groups to organize their research findings while considering an introduction, main points, and a conclusion. After the preparation time, all groups presented their topic, and each student participated while presenting. Then, there was a Q&A session where students could ask any questions related to the topic after each presentation. Finally, students shared their thoughts and ideas on the presentations and talked about the new things they had learned.

In the sixth week, the researcher used a peer editing and feedback workshop to provide constructive feedback and maintain a positive and supportive environment. Firstly, the researcher presented the process and guidelines to the students. They were asked to write a well-known dish recipe step by step, stating the ingredients, cooking tools, techniques, measurements, and cooking instructions. All students were familiar to recipes and steps because this activity was used in accordance with the curriculum and students started to write the recipe of a dish that they chose. After writing, students exchanged their written works with their pairs. The researcher provided a checklist to all students, which included the main aspects of a recipe, and students started to check their pairs' work with the checklist. Then, the researcher formed new groups with two pairs in each group, and the new groups discussed and gave feedback to their friends' editing in a positive tone. Then, the researcher started a whole-class discussion on experiences, challenges, and insights gained from receiving feedback. Also, all the students discussed the importance of being specific and maintaining a positive tone. Then, students gave reflections about the feedback they received and summarized the main points.

The seventh week, the researcher presented a debate topic. The topic was ‘Online Friendship vs. In-Person Friendship’. Students were informed about the topic and process. Then, the classroom was divided into two groups. The researcher instructed the groups to do research and gather evidence, statistics, and examples to support their arguments. After providing the criteria guideline for the debate format, the researcher gave students one day to do the necessary preparations and reminded all students to participate. After the preparation, the next day, the groups started to debate. A stopwatch was used to ensure that every student had a chance to participate and talk at the same time. After the debate, students reflected on the different arguments presented and the effectiveness of persuasive techniques used. All students discussed the importance of hearing multiple perspectives and how they influence their way of thinking.

In the last week, students visualized stories by using storyboard templates. First, a storyboard was introduced to the students and explained the components of a storyboard. Second, the classroom reviewed the key elements of a story, and the researcher showed two examples of storyboards. After that, the researcher formed the groups and assigned a specific scene to each group, such as a mother trying to teach her kid to cook or a content creator recording a video. The researcher provided blank templates and guided the students about the sketching, dialogue, and sequencing of the events. After finishing their storyboards, each group shared their works with the entire classroom to explain their choices and describe their scenes. Lastly, students reflected on their thoughts about storyboards and discussed their potential application to the different fields, such as advertising.

After the implementation of lesson plans, SELSS was applied again to both the experimental and control groups. Following the scale, six of the students from the experimental group were chosen randomly for the interview. These six students answered interview questions in the teachers’ room at school without hearing each other. The interview questions were designed to collect information about the impact of the group work on their social and emotional learning. The researcher recorded the students’ voices with a smartphone. Each student answered the questions in approximately 4.5 minutes. The answers were transcribed into a Word file by the researcher to analyze the data.

In addition, after the individual interviews with six students, all the students from the experimental group were asked about their favorite group work activity and

the reason why they preferred that activity to provide suggestions for the implications. The answers were written down by the researcher for additional analysis.

3.6 Data Analysis

In this study, a mixed-methods research design was used, and two different types of data, qualitative and quantitative, were analyzed. Quantitative data collected from the pre-test and post-test of the scale were analyzed using IBM SPSS 23.0. Based on the research questions, the gathered data were analyzed using paired samples t-tests, independent samples t-tests and ANCOVA. After analyzing the paired sample test results, an independent sample t-test was conducted to examine the statistical differences among the groups. However, it was seen that the control group and experimental group displayed differences in the pre-test, which may affect the results of the tests; in this regard, the ANCOVA test was carried out for each social and emotional learning skill. As Jamieson (2004) states:

ANCOVA is designed to control for covariates when groups were randomly assigned, but not to control for naturally occurring group differences. One application of ANCOVA of particular relevance to psychophysicists is to control for baseline (pretest) differences. When groups differ in baseline, ANCOVA may be used to control for these differences. The usual way to do this ANCOVA is to use the posttest score as the dependent variable, and the pretest score as the covariate (p. 204).

As understood from this explanation, ANCOVA controls covariate variables that may affect the results; hence, it gives more accurate and reliable outcomes. In addition, before analyzing the data, the assumptions of the t-test and ANCOVA were met through some measurement (e.g., Levene's test and Skewness Kurtosis), and the data distributed normally.

On the other hand, qualitative data was collected through semi-structured interviews with the students. There were six questions in the interview, and six students were interviewed. Students were interviewed individually in the teachers' room of the school. The researcher recorded these interviews with a smartphone and transcribed the responses into a digital file. In order to gather information about participants' perceptions of the impact of group work on their SEL skills, the interview transcripts were thoroughly reviewed and analyzed in accordance with the quantitative data gathered from the scale results. During the interview analysis phase, the data

gathered from participants was analyzed using deductive thematic approach. Deductive thematic analysis uses the established theoretical framework as a foundation to interpret the data and guide the research direction (Delve & Limpaecher, 2024). Moreover, in addition to interviews, the students' responses in terms of their favorite group work activity were also subjected to analysis to gain further insights. By implementing these analytic methods, it was aimed at contributing to comprehensive understandings of students' experiences and perceptions within the context of group work, enhancing the overall findings and potential implications for research.



CHAPTER IV

FINDINGS

4.1 Presentation

This chapter includes the findings of analyses of data that were collected through the Social and Emotional Learning Skills Scale (SELSS) and semi-structured interviews. The quantitative findings were obtained by applying statistical methods to analyze the numerical data collected. On the other hand, qualitative data were derived by examining the contextual aspects of the data that were gathered from interviews. The chapter is structured into sections that align with the research questions that were focused on this study.

4.2 Findings of the First Research Questions

RQ1: Does group work in EFL classrooms affect students' social and emotional learning skills?

The purpose of the study was to present scientific data on the impact of group work activities on students' social and emotional learning skills, specifically communication skills, problem-solving skills, coping with stress skills, and self-esteem enhancing skills. To answer this question, both the control group and the experimental group were applied to a scale as pre- and post-test. The scale consists of 40 questions. Of the 40 questions, 9 are related to communication skills; 11 are related to problem-solving skills; 10 of them are related to coping with stress skills; and the other 10 are related to self-esteem enhancing skills. In order to provide findings, paired sample t-tests and ANCOVA were utilized to analyze the data to see whether there was any statistically significant difference in the groups after 8 weeks. In the tables, some abbreviations were used, such as communication skills as "Cs," problem-solving

skills as “Pss,” coping with stress skills as “Cws,” self-esteem enhancing skills as “Sees,” and total results of all SEL skills as “TSS.”

First, Table 3 presents the results of the ANCOVA test conducted to determine whether there is a statistically significant difference between the groups in terms of all SEL skills. The covariate used in this analysis was pre-test results, as there were observed differences between the groups in terms of pre-test scores. The findings of ANCOVA is presented in the Table 3 below:

Table 3.

Pre- and Post-test Comparison of the Groups on All SEL Skills

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7418,345 ^a	2	3709,172	35,235	,000	,632
Intercept	40,557	1	40,557	,385	,538	,009
Pre-test	5724,504	1	5724,504	54,379	,000	,570
Post-test	5815,996	1	5815,996	55,248	,000	,574
Error	4316,087	41	105,270			
Total	564791,000	44				
Corrected Total	11734,432	43				

a. R Squared = ,632 (Adjusted R Squared = ,614)

Based on the data in Table 3, the result of the analysis presented a statistically significant difference among the groups on the total score of all SEL skills ($F(1, 41) = 55,248, p < 0.05$). The mean score for the dependent variable in the experimental group ($M = 118.31, SD = 14.83$) was significantly higher than that of the control group ($M = 105.90, SD = 16.06$), which concludes positive outcome of group work.

In addition, Table 4 displays the results of a paired sample t-test conducted to analyze the pre-test and post-test findings of the control group. This statistical test aimed to assess whether there was a significant difference in the scores between tests within the control group.

Table 4.*Differences between pre-test and post-test results of control group.*

	N	M	SD	t	df	p
Pre-Cs	22	27,09	3,25	3,02	21	,006
Post Cs		24,31	4,72			
Pre-Pss	22	33,22	3,74	1,30	21	,208
Post-Pss		31,90	6,53			
Pre-Cws	22	22,04	3,82	1,80	21	,085
Post-Cws		20,45	3,92			
Pre-Sees	22	29,45	6,95	,188	21	,852
Post-Sees		29,22	7,98			
Pre-TSS	22	111,81	11,46	2,30	21	,032
Post-TSS		105,90	16,06			

Table 4 visualizes the results of the paired sample t-test of the control group in terms of the mean (M), standard deviation (SD), t value (t), degrees of freedom (df), and p value (p). The results indicated that there was a statistically significant difference only in one skill; however, there was not a statistically significant difference in other SEL skills measured in the control group following an 8-week period without any treatment. Specifically, the results for communication skills showed a statistically significant difference between the pre-test (M = 27.09, SD = 3.25) and post-test (M = 24.31, SD = 4.72), $t(21) = 3.02$, $p = .006$. The mean level of communication skills showed a significant decrease of M = 2.77 in the post-test. On the contrary, problem-solving skills exhibited no significant difference between the pre-test (M = 33.22, SD = 3.74) and post-test (M = 31.90, SD = 6.53), $t(21) = 1.30$, $p = .208$. Furthermore, coping with stress skills scores displayed no significant difference between the pre-test (M = 22.04, SD = 3.82) and post-test (M = 20.45, SD = 3.92), $t(21) = 1.80$, $p = .085$. Lastly, self-esteem enhancing skills scores also showed no significant difference between the pre-test (M = 29.45, SD = 6.95) and post-test (M = 29.22, SD = 7.98), $t(21) = .188$, $p = .852$. According to the findings in Table 4, a statistically significant difference was found in the results of total SEL skills between pre (M = 111.81, SD = 11.46) and post-test (M = 105.90, SD = 16.06), $t(21) = 2.30$, $p = .032$. The control group exhibited a significant decrease of M = 5.90 in the post-test.

Another paired sample t-test was utilized to determine whether there was a statistically significant difference in the experimental group before and after the

implementation of group work activities during the 8-week period. The results of the test can be seen in Table 5 below:

Table 5.

Differences between pre-test and post-test results of the experimental group.

	N	M	SD	t	df	p
Pre-Cs	22	21,22	4,27	-7,25	21	,000
Post Cs		27,04	5,25			
Pre-Pss	22	26,13	4,17	-10,07	21	,000
Post-Pss		34,22	4,92			
Pre-Cws	22	19,40	4,17	-6,46	21	,000
Post-Cws		23,45	4,22			
Pre-Sees	22	29,68	5,14	-7,106	21	,000
Post-Sees		33,59	5,60			
Pre-TSS	22	96,45	12,05	-13,184	21	,000
Post-TSS		118,31	14,83			

As seen in table 5, the analysis of the data using a paired sample t-test revealed significant differences in each of the targeted skills after the implementation over the course of 8 weeks. Specifically, the results of communication skills showed a significant increase from pre-implementation ($M = 21.22$, $SD = 4.27$) to post-implementation ($M = 27.04$, $SD = 5.25$), which revealed a significant difference between pre- and post-implementation $t(21) = -7.25$, $p < 0.05$. Similarly, problem-solving skills exhibited a significant improvement from pre-implementation ($M = 26.13$, $SD = 4.17$) to post-implementation ($M = 34.22$, $SD = 4.92$), $t(21) = -10.07$, $p < 0.05$. Furthermore, coping with stress skills scores displayed a significant increase from pre-implementation ($M = 19.40$, $SD = 4.17$) to post-implementation ($M = 23.45$, $SD = 4.22$), $t(21) = -6.46$, $p < 0.05$. Lastly, self-esteem enhancing skills scores significantly improved from pre-intervention ($M = 29.68$, $SD = 5.14$) to post-intervention ($M = 33.59$, $SD = 5.60$), $t(21) = -7.106$, $p < 0.05$. Moreover, the total score of all SEL skills demonstrated a statistically significant difference from pre-intervention ($M = 96.45$, $SD = 12.05$) to post-intervention ($M = 118.31$, $SD = 14.83$), $t(21) = -13.184$, $p < 0.05$.

When all the results are examined, it can be concluded that all skills were improved during the implementation of group work activities, but especially problem-

solving skills and communication skills displayed statistically higher results, as can be seen from the mean value differences between pre- and post-tests. In sum, these findings provide strong evidence of the effectiveness of the intervention in promoting and enhancing the participants' social and emotional learning skills.

To determine the differences between the groups in terms of SEL skills, ANCOVA was run to control the covariate that may affect the results. Firstly, table 6 below shows differences among the groups in terms of communication skills results in the post-test, while controlling pre-test communication skills results with ANCOVA.

Table 6.

Pre- and Post-test Comparison of the Groups on Communication Skills

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	468,800 ^a	2	234,400	14,545	,000	,415
Intercept	41,149	1	41,149	2,553	,118	,059
Pre-Cs	386,982	1	386,982	24,013	,000	,369
Post-Cs	372,240	1	372,240	23,098	,000	,360
Error	660,745	41	16,116			
Total	30150,000	44				
Corrected Total	1129,545	43				

a. R Squared = ,415 (Adjusted R Squared = ,386)

The result of the test revealed that there is a significant effect of group work activities on communication skills while controlling for the influence of the covariate. After adjusting for the covariate, the analysis demonstrated a statistically significant difference in communication skills between the groups ($F(1, 41) = 23,098$, $p < 0.05$). The mean score for the dependent variable in experimental group ($M = 27.04$, $SD = 4.72$) was significantly higher than that of control group ($M = 24.31$, $SD = 4.72$), indicating a notable difference between the two groups.

Table 7 presents the findings that highlight the differences in problem-solving skills between the groups, providing insights into the potential impact of group work on students' problem-solving skills.

Table 7.*Pre- and Post-Test Comparison of the Groups on Problem-Solving Skills*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	694,448 ^a	2	347,224	18,432	,000	,473
Intercept	11,537	1	11,537	,612	,438	,015
Pre-Pss	635,334	1	635,334	33,727	,000	,451
Post-Pss	514,771	1	514,771	27,327	,000	,400
Error	772,347	41	18,838			
Total	49581,000	44				
Corrected Total	1466,795	43				

a. R Squared = ,473 (Adjusted R Squared = ,448)

According to Table 7 presented above, there is a significant finding in assessing the problem-solving skills of groups while controlling the influence of the covariate. After adjusting for the covariate, the analysis demonstrated a statistically significant difference in the problem-solving skills between the groups ($F(1, 41) = 27,327$, $p < 0.05$). The mean score for the dependent variable in the experimental group ($M = 34.22$, $SD = 4.22$) was significantly higher than that of the control group ($M = 31.90$, $SD = 6.53$), indicating the group work's positive effect on problem-solving skills.

Table 8 presents a comparative analysis of the group's coping with stress skills among students, aiming to assess the potential impact of the intervention on this particular skill set.

Table 8.*Pre- and Post-Test Comparison of the Groups on Coping with Stress Skills*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	356,982 ^a	2	178,491	16,597	,000	,447
Intercept	125,533	1	125,533	11,673	,001	,222
Pre-Cws	257,982	1	257,982	23,989	,000	,369
Post-Cws	212,016	1	212,016	19,714	,000	,325
Error	440,927	41	10,754			
Total	22006,000	44				
Corrected Total	797,909	43				

a. R Squared = ,447 (Adjusted R Squared = ,420)

Based on the data in Table 8, it can be concluded that the implementation of group work activities had a significant impact on coping with stress skills. The analysis presented a statistically significant difference among the groups on coping with stress skills ($F(1, 41) = 19,714, p < 0.05$). The mean score for the dependent variable in the experimental group ($M = 23.45, SD = 4.22$) was significantly higher than that of the control group ($M = 20.45, SD = 3.92$), which concludes a positive outcome of group work.

Table 9 depicts the results of the ANCOVA analysis conducted to compare the groups' performance on self-esteem enhancing skills, while controlling for the pre-test results.

Table 9.

Pre- and Post-Test Comparison of the Groups on Self-Esteem Enhancing Skills

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1418,736 ^a	2	709,368	36,913	,000	,643
Intercept	51,835	1	51,835	2,697	,108	,062
Pre-Sees	1209,281	1	1209,281	62,927	,000	,605
Post-Sees	190,688	1	190,688	9,923	,003	,195
Error	787,901	41	19,217			
Total	45614,000	44				
Corrected Total	2206,636	43				

a. R Squared = ,643 (Adjusted R Squared = ,626)

The results of the test indicated that there is a significant difference in the post-tests of groups in self-esteem enhancing skills. The analysis demonstrated a statistically significant difference ($F(1, 41) = 9,923, p < 0.05$). Aligning with other skills' results, self-esteem enhancing skills also showed significant differences among the groups. The mean score for the dependent variable in the experimental group ($M = 33.59, SD = 5.60$) was significantly higher than that of the control group ($M = 29.22, SD = 7.98$).

All in all, based on the analyses of two groups, it can be stated that the findings provide valuable insight into the impact of group work implementation in EFL classrooms. The first step involved conducting a paired sample test to determine the

changes within each group. The results demonstrated a significant difference in all SEL skills in the experimental group after the implementation of group work activities, indicating that these activities had a positive impact on all measured variables. On the contrary, the control group did not show any significant changes except for communication skills, which resulted in a statistically significant decrease in mean levels after 8 weeks.

Moreover, to gain a deeper understanding of the differences between the groups, ANCOVA tests were conducted. Prior to these tests, an independent sample t-test was initially performed to determine the differences between the groups; however, it was realized that the groups exhibited differences in the pre-test. That's why ANCOVA was conducted to control the pre-test results of the groups, which could potentially influence the findings. The results of the analysis revealed that there was a statistically significant difference for each skill, which concludes the significant effect of the implementation of group work on all skills when compared to the control group.

Briefly, these findings highlight the effectiveness of group work in enhancing targeted skills, as evidenced by the significant differences found between the experimental and control groups.

4.3 Findings of the Second Research Question

RQ2: Do male and female students differ in terms of social and emotional learning skills in EFL classrooms?

The second aim of the study was to investigate whether there is a statistically significant difference in students' social and emotional skills according to their genders. In the quantitative data gathered from the scale, students also stated their gender while answering the questions on the scale. In order to determine whether there is a statistical difference or not, independent sample t-tests were utilized. These t-tests were conducted to examine findings separately within the groups and, subsequently, for all the female and male students who participated in the study. In addition, the independent sample t-test that was conducted for the experimental group gave further information on whether group work's effect differs in terms of gender.

Table 10 displays the findings of the t-test conducted to examine gender differences within the control group in terms of social and emotional learning skills. This statistical analysis aimed to determine whether there were significant differences in the SEL skills between males and females within the control group.

Table 10.*T-test results of gender differences in the control group*

	Gender	N	M	SD	t	df	p
Pre-Cs	Female	9	28,88	3,14	2,389	20	,027
	Male	13	25,84	2,79			
Pre-Pss	Female	9	35,88	3,17	3,406	20	,003
	Male	13	31,38	2,95			
Pre-Cws	Female	9	21,11	3,95	-,952	20	,353
	Male	13	22,69	3,75			
Pre-Sees	Female	9	32,88	4,48	2,073	20	,051
	Male	13	27,07	7,49			
Post-Cs	Female	9	26,11	4,13	1,527	20	,142
	Male	13	23,07	4,85			
Post-Pss	Female	9	34,66	4,60	1,721	20	,101
	Male	13	30,00	7,14			
Post-Cws	Female	9	20,22	4,24	-,226	20	,824
	Male	13	20,61	3,81			
Post-Sees	Female	9	31,89	4,13	1,325	20	,200
	Male	13	27,38	9,54			
Pre-TSS	Female	9	118,77	7,93	2,700	20	,014
	Male	13	107,80	11,25			
Post-TSS	Female	9	112,88	10,20	1,782	20	,090
	Male	13	101,07	17,89			

In light of these results, it can be concluded that students in the control group had a statistically significant difference in communication skills in the pre-test between female ($M = 28.88$, $SD = 3.14$) and male ($M = 25.84$, $SD = 2.79$), $t(20) = 2,389$, $p = .027$. In problem-solving skills, there is also a significant difference in the pre-test between female ($M = 35.88$, $SD = 3.17$) and male ($M = 31.38$, $SD = 2.95$), $t(20) = 3,406$, $p = .003$. However, as seen in the other pre-test results, there is no significant difference among genders in the other skills. On the other hand, the results of the post-test indicate no significant difference in any of the SEL skills of the students in the group. When the total score of all skills in the pre-test is examined, it can be seen that there is a significant difference between females ($M = 118.77$, $SD = 7.93$) and males ($M = 107.80$, $SD = 11.25$), $t(20) = 2,700$, $p = .014$. However, in the total score of all skills in the post-test, there is no significant difference between the genders.

Another independent sample t-test was conducted to investigate whether there is a significant difference among the genders in the experimental group, and the findings are presented in Table 11.

Table 11.

T-test results of gender differences in the experimental group

	Gender	N	M	SD	t	df	p
Pre-Cs	Female	9	21,77	3,52	,493	20	,627
	Male	13	220,84	4,82			
Pre-Pss	Female	9	24,33	3,00	-1,767	20	,092
	Male	13	27,38	4,51			
Pre-Cws	Female	9	20,22	5,35	,753	20	,460
	Male	13	18,84	3,23			
Pre-Sees	Female	9	28,55	5,24	-,848	20	,407
	Male	13	30,49	5,14			
Post-Cs	Female	9	26,55	4,74	-,356	20	,725
	Male	13	27,38	5,73			
Post-Pss	Female	9	32,88	6,13	-1,063	20	,300
	Male	13	35,15	3,89			
Post-Cws	Female	9	24,55	4,74	1,017	20	,321
	Male	13	22,69	3,83			
Post-Sees	Female	9	32,11	6,05	-1,032	20	,314
	Male	13	34,61	5,26			
Pre-TSS	Female	9	94,88	10,31	-,498	20	,624
	Male	13	97,53	13,42			
Post-TSS	Female	9	116,11	16,39	-,571	20	,574
	Male	13	119,84	14,13			

By analyzing the presented data in Table 11, it can be concluded that there is no statistically significant difference between genders before and after the implementation of group work, indicating gender did not play a significant role in influencing the development of SEL skills within the experimental group.

After examining the gender differences within the groups, an independent sample t-test was conducted to investigate the difference in terms of gender among all participants in the study. The findings are demonstrated in Table 12.

Table 12.*T-test results of gender differences of all students in pre-test and post-test*

	Gender	N	M	SD	t	df	p
Pre-Cs	Female	18	25,33	4,88	1,369	42	,178
	Male	26	23,34	4,62			
Pre-Pss	Female	18	30,11	6,65	,422	42	,661
	Male	26	29,38	4,26			
Pre-Cws	Female	18	20,66	4,58	-,079	42	,937
	Male	26	20,76	3,95			
Pre-Sees	Female	18	30,72	5,23	1,055	42	,298
	Male	26	28,76	6,53			
Post-Cs	Female	18	26,33	4,32	,697	42	,489
	Male	26	25,23	5,65			
Post-Pss	Female	18	33,77	5,34	,666	42	,509
	Male	26	32,57	6,21			
Post-Cws	Female	18	22,38	4,92	,552	42	,584
	Male	26	21,65	3,89			
Post-Sees	Female	18	32,00	5,02	,451	42	,654
	Male	26	31,00	8,40			
Pre-TSS	Female	18	106,83	15,18	1,066	42	,292
	Male	26	102,26	13,05			
Post-TSS	Female	18	114,50	13,35	,794	42	,432
	Male	26	110,46	18,47			

Based on the interpretation of the results presented in Table 12, the findings indicate that there is no statistically significant difference between genders in terms of the pre- and post-test results of SEL skills. This implies that both male and female students within the groups exhibited similar levels of SEL skills.

4.4 Findings of the Third Research Question

RQ3: How do students perceive the impact of group work on their social and emotional learning skills?

Six students from the experimental group were interviewed individually to gather qualitative data. To examine qualitative data gathered from the semi-structured interviews, the researcher transcribed the recordings, and since the interviews were conducted in students' native language, researcher translated the interview responses into English. In order to present accurate information, the researcher read the texts

multiple times. The qualitative data was examined in accordance with the quantitative data of the experimental group, which is represented in the tables in Research Question 1. In this regard, deductive thematic analysis was used in the interpretation of the data. According to the findings of the quantitative data, students in the experimental group enhanced their communication skills, problem-solving skills, coping with stress skills, and self-esteem enhancing skills. The students who were interviewed supported these findings with their statements. In this section, the responses were examined based on the skills and the researcher generated four codes based on skills that were focused on SELSS and theoretical framework.

It's worth noting that, to ensure the privacy of the students participating in the study, their real names were not disclosed. Instead, pseudonyms were assigned to each student. The pseudonyms used in this study were Volkan, Harun, Kübra, Aleyna, Efe, and Aziz.

4.4.1 Communication Skills

The results of the quantitative data demonstrated a statistically significant difference in the communication skills of the students within the experimental group following the implementation of group work. Supporting this finding, Kübra expressed her perspective on the matter as follows:

Group work improved our communication skills. Because I'm talking to someone in front of me. We're usually four in groups. I'm talking to three people. They're talking to me. We're discussing their ideas. And at that moment, our communication is already developing. So if I'm going to give you an example, our communication skills are like this. For example: let's say I have a friend. That friend of mine is telling me something in front of me, he's saying an idea, and I'm arguing with him in a good sense. So that's already improving my communication (skills).

Kübra's response highlights that group work gave students more chances to communicate with each other in a classroom context, and the students felt freer while explaining their ideas and discussing them with friends. While expressing a similar perception, Efe also added that they were able to express themselves clearly and freely to each other. In addition, Harun gave a specific group work example that helped him improve his communication skills, which was group presentation. Harun also explained:

The presentation enabled us to exchange ideas with others. We all spoke together as a community. I mean, there was a presentation of ideas. ... If it weren't for it (group work), we'd be lonely. We would not enter society if we were alone. I mean, it was like that, teacher.

Similar to Kübra, Harun also mentioned that group work helped them to interact and present their ideas, which contributed to their communication skills. In addition, doing group work enabled them to be a part of society, according to Harun. In SEL teaching, the skills that are aimed at enhancing students' involvement in society are seen as important elements (Jones & Doolittle, 2017). That's why this perception supports the notion of group work's contribution to communication skills and overall SEL skills.

Moreover, as stated by Ratka (2018), empathy is linked to developing communication skills. Of the six students, all of them stated that they enhanced their empathy level with the help of communication skills through collaboration. Kübra explains the support of group work in enhancing their empathy as follows:

Of course, it improved because the person in front of me said something different, I said something negative, and my friend said something positive. He puts me in his place, and I put him in my place. So we can empathize together. So if I'm going to take an example from a friend of mine, he's Kemal (the name of another student). His ideas are very different, and my ideas are very different. But when we're in the same group, we can communicate very well.

Volkan, Efe, and Aziz also mentioned similar perceptions of group work's impact on their empathy level. Moreover, Aleyna shared her personal experience regarding the change in her attitude towards other people's emotions. She explained that "I didn't care about my friends' feelings before," but after participating in group work, she stated that she cares about them. When asked about his perceptions of group work's effect on his empathy level, Harun responded by saying:

Let's say a friend got hurt in front of me. He fell. These group works helped me understand the trouble within him. ... We're collaborating with a few people, for example. We could think about what's inside the team in front of us; I mean, we could think of their inner feelings.

As stated by Efe, even if the students in the same group had different opinions and perspectives, they were able to reach a common discussion with the help of empathy, which is seen as the main purpose of group work.

In summary, all students improved their communication skills with active participation and collaboration in the group work, and this also helped enhance their empathy towards their friend's opinions.

4.4.2 Problem-Solving Skills

Another significantly increased SEL skill in quantitative data analysis is problem-solving skills, and qualitative data gathered from interviews aligned with this result. While interviewing, all students indicated that group work improved their problem-solving skills. When asked about group work's impact on his problem-solving skills, Volkan responded as follows:

It affected my problem-solving skills, and if you ask me how it affected me, if I was solving problems, I was only solving them by myself, without consulting people. But now I'm asking my friends or my family, so I choose a more positive direction.

Furthermore, Aziz mentioned that his problem-solving skills improved through group work, as he learned to look at the things from different perspectives by listening to the other group members in group work. Aleyna also explained that, with the help of her friends, she managed to solve problems by going piece by piece instead of focusing on the whole problem. Moreover, Efe stated:

My friends and I can now deal with problems more easily. Everything that happens there (in problem-solving activity) is usually different. By reaching to the most general conclusion, we can solve that person's problem there, or we can conclude the case, or even if it's bad, we can get a better outcome with my friends. We're having a sweet debate there without being rude. We come to a common conclusion, and we write on that paper, we take notes.

All in all, according to the statements of the students, all of them improved their problem-solving skills in various ways following the implementation of the group work. To exemplify these improvements, it can be said that when students try to solve a problem, they are more likely to get help from people around them. In addition to this, they also learn to look at things from different angles while solving a problem.

4.4.3 Coping with Stress Skills

Consistent with the quantitative findings, the qualitative results also demonstrated improvements in coping with stress skills. As mentioned by the students, their participation in the group work not only developed their coping skills but also contributed to their emotional well-being in the process. For instance, Efe said that his relationships with his friends got better thanks to group work, and group work helped him cope with stress. Efe stated as follows:

I was able to express myself openly there, and my friends did not pass any negative judgments on me in the same way. I didn't make any negative judgments about them, either. We made a joint decision between us and prepared for such a respectful framework. And in this way, no one had any stress there anymore.

Moreover, Aziz mentioned that even when they felt stressed, they had fun during group work because talking to their friends helped them relieve their stress. He also noted that they wanted to do more group work because they could laugh and have fun with their friends, which indicates an increase in their emotional well-being. In addition, Kübra expressed that doing something with her friends is her favorite thing; that's why group work related to the English lesson affected her mood well. When asked about the group work's impact on her coping with stress skills, Kübra also explained:

... I usually get very stressed when I go to the blackboard. No matter what lesson it is, especially in English. You know, because I'll say the sentences wrong or something... (In the group work activity) I go up to the blackboard with my friends, and they stand behind me and support me. And I can also do something on my own. For this reason, it helped me cope with stress.

Volkan expressed that he was too stressed to share his opinions with other people. However, after the group work, his stress level lessened, which also reduced his sadness. Volkan also mentioned that doing group activities made him happier because he doesn't like doing things alone. Furthermore, Aleyna mentioned that her friends helped her when she faced challenges and couldn't complete the task needed for group work, which resulted in an increase in her happiness. Also, she added that she used to get so stressed that her words were getting mixed up; however, she is not stressed anymore because she and her classmates got to know each other better. Harun replied to the question about his coping with stress skills as follows:

...At first, I was very stressed in English lessons. It doesn't matter whether in Turkish or English; I was very stressed in all of them. But it seems as if these group studies have reduced my stress considerably. I can share my experience and strategy as follows: In English lessons, I made mistakes in tests; that is, I made too many mistakes due to stress. After the group work, I reduced my mistakes a little more. I can say my strategy has increased...

It can be concluded from Harun's response that he improved his coping with stress skills with the help of group work; moreover, his coping skills also had a positive impact on his academic success.

All in all, all students expressed the positive impact of group work on their coping with stress skills. Furthermore, coping with stress skills had positive outcomes for some students' emotional well-being, and academic success.

4.4.4 Self-Esteem Enhancing Skills

Aligning with the results gathered from the scale, the improvement in students' self-esteem enhancing skills was also seen through their responses to the questions. For instance, Kübra said that group work supported her self-esteem because her friends respected her decisions during the process, which also affected her self-confidence. Even though all the students stated an increase in their self-esteem enhancing skills, they attributed this improvement to the increase in their self-confidence after the group work. In this regard, Branden (1992) defined self-esteem as “confidence in our ability to think and to cope with the basic challenges of life and, confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts” (p. 9). Harun explained that he didn't understand English before the group work, but it helped him understand better, which improved his self-confidence. Moreover, this confidence led him to believe in himself in later stages of his life.

In addition, Efe mentioned that his self-confidence improved because the group work included situations that were related to everyday life, and he thought that by finding a common solution to them, they may have resolved something that occurs in their daily life. That's why, engaging in group work made it easier for him to look at the things more comfortable, and determined, which helped him become more confident. Moreover, Aleyna also explained that group work affected her self-esteem, and she started to believe in herself more on academic issues. This also affected her self-confidence.

In sum, students' perceptions were positive about the group work in enhancing their self-esteem skills. The students recognized the positive changes in their self-esteem and confidence as they reflected on their experiences.

After conducting interviews with the students, each student answered a question about their favorite group work activity and the reason behind their choice. Among the 22 students interviewed, the preferences were as follows: nine students explained their favorite activity as Zebra Puzzle, five students stated it as debate, three students as the group presentation, three students as the problem-solving activity with real-life scenarios, one student as storyboarding, and one student as story writing with prompts. Students who preferred Zebra Puzzle stated that it was enjoyable, and solving it with their friends made it more fun. Additionally, one student highlighted that this puzzle helped him gain different perspectives. Debate was also preferred because it

was fun, and students appreciated the opportunity to share ideas and encounter different opinions. Furthermore, for group presentations, three students expressed that they had fun in the preparation stage because they had a chance to share ideas after school. Moreover, three students explained that they preferred the problem-solving activity because it allowed them to see different ways of solving a problem and learn new ways to solve it easily. In addition, storyboarding and story writing were chosen by one student each. They found these activities to be beneficial for developing their thinking abilities.

Overall, the students' favorite group work activities differed from each other, but common themes emerged, including enjoyment, collaboration with other students, exposure to different perspectives, and skill development.

4.5 Summary of the Findings

This chapter outlined the findings gathered from the study, which aimed to investigate specific research questions relating to social and emotional learning skills. The SELSS and semi-structured interviews were utilized to collect the necessary data for analysis. Through the analysis of the data, the study provided deeper insights into the impact of group work on the SEL skills of students. The quantitative data revealed that the implementation of group work had a significantly positive impact on the students in the experimental group. On the contrary, there was no significant change in the control group over the 8-week period. In addition, the qualitative data obtained from the interviews provided additional understanding of the students' perceptions of their SEL skills. Interviewed students reported that group work positively affected their SEL skills. Overall, the findings made a valuable contribution to the field by presenting the impact of group work in an EFL classroom and students' perceptions of it on their skills.

CHAPTER V

DISCUSSION

5.1 Presentation

This chapter will comprehensively examine the findings of the quantitative and qualitative data analyses, elaborating on the research questions stated earlier.

5.2 Discussion of the First Research Question

RQ1: Does group work in EFL classrooms affect students' social and emotional learning skills?

The first research question in the present study investigated whether the implementation of group work activities affects students' social and emotional learning skills or not. While analyzing the data obtained from the scale, a paired sample t-test was conducted, and the t-test result of the control group demonstrated no significant difference between the tests. However, the t-test results of the experimental group resulted in the opposite direction. The experimental group exhibited a statistically significant difference between the tests after 8 weeks of implementation of group work activities. The findings of Dyson et al. (2021) provided support for the findings of the present study, which aims to investigate group work's effect on social and emotional learning outcomes in physical education classrooms, by stating a positive outcome.

In the present study, the findings of the t-test of the experimental group demonstrated a statistically significant difference in students' communication skills, problem-solving skills, coping with stress skills, and self-esteem enhancing skills after the group work implementation. Bower and Richards (2006) state that collaborative

learning facilitates communication skills, and the present study can be empirical evidence supporting this statement. The communication skills of the experimental group demonstrated a statistically significant difference in t-test after the implementation of group work activities. In a study examining the effect of collaborative learning on communication skills, it was found that collaborative learning enhanced students' communication skills, including verbal, vocal, and body skills (Kusmiarti et al., 2020). Moreover, several studies (Ghavifekr, (2020); Munawaroh et al., (2022); Wahyuddin et al., (2022)) also provided evidence that group work has a positive outcome on students' communication skills, which supports the findings of the present study. Even if the group work is applied in different educational contexts, it can be commonly concluded that it positively impacts the communication skills of the students.

Moreover, according to the findings of the present study, problem-solving skills exhibited a statistically significant difference compared to other measured skills, based on an increase in mean levels. This concludes that the implementation of group work has a notably positive outcome on the problem-solving skills of students in the present study, which supports the result of the study suggesting collaboration can be seen as a highly effective factor in problem-solving ability (Lin et al., 2016). The finding in the present study aligns with the studies that were conducted by Clohessy and Johnson (2017) and Cooper et al. (2008), which conclude that collaborative learning improves students' problem-solving skills. In another study comparing collaborative problem-based learning with direct instruction learning in vocational schools, it was found that when students solve problems collaboratively, they improve their problem-solving skills more, compared to solving problem individually (Hidayatullah et al., 2020). In light of other studies' findings, this study also provided additional evidence that group work contributes to students' problem-solving skills. Laal et al. (2013) also mentioned that collaborative learning is beneficial for both problem-solving skills and critical thinking, which also supports academic achievement. All in all, it can be concluded that when aiming at improving problem-solving skills in the EFL context, group work can be an effective method, as supported in the present study.

Another improved skill in the experimental group is coping with stress skills. When the t-test is examined, it is clearly seen that there is a statistically significant difference between pre- and post-application of the scale. In addition to enhanced

problem-solving skills and communication skills, students also showed improvement in their coping with stress skills. Aydın and İmamoğlu (2001) supported the present study's significant finding in their study, in which they found a positive relation between group work and coping with stress skills. However, Karaman et al. (2020) did not find a statistically significant difference in coping with stress skills after the group work, stating that the number of the implementations in the study may not be sufficient to determine the effect. Although there is limited study on the impact of group work on coping with stress skills, there are several studies (Nayak & Kumari (2018); Newsome et al., (2012); Tabatabaei et al., (2015); Van Ryzin & Roseth (2021)) indicating group work helps to reduce stress. Moreover, Hashemi (2011) stated that language learners experience more stress during the standard teaching process, whereas during group activities, they feel more relaxed. That's why group work can be seen as a necessary technique to overcome stress in the EFL classroom and teach students coping with stress skills, which is also supported by the present study's findings.

Following the application of the group work, t-test results also demonstrated that students' self-esteem enhancing skills differed significantly from the initial level. Laal et al. (2013) explain that working in groups has a positive outcome for self-esteem because students become more involved and responsible in the process and its related outcomes. Furthermore, the results of the present study are in line with the findings of Wahyuningsih (2018). Wahyuningsih conducted research to examine the impact of group work on students' self-esteem, and the results of the study revealed that students' self-esteem increased after the group work, and this increase resulted in an improvement in respect toward oneself and other students, self-confidence, and language knowledge. Moreover, in Sultan and Hussain's study, comparing the individual and collaborative learning processes, it was found that group work enhanced both students' self-esteem and social skills (2012), and Çakmak Tolan (2023) also stated an increase in students' self-esteem after participating in group work. In sum, as concluded by the findings of the present study, group work also facilitates self-esteem and self-esteem enhancing skills.

All in all, this study's findings and the research mentioned above support the findings that group work has a positive impact on students' problem-solving, communication, coping with stress, and self-esteem enhancing skills both in the EFL classroom and other educational settings.

5.3 Discussion of the Second Research Question

RQ2: Do male and female students differ in terms of social and emotional learning skills in EFL classrooms?

The second question's aim was to find out whether there is a difference between genders in terms of social and emotional learning skills. The results of independent sample t-tests displayed no significant difference between the genders in the experimental group before and after the implementation of group work in the EFL classroom. Moreover, in the comparison of all students, male and female students did not show significant differences in SEL skills according to their genders. However, the test that was conducted for the control group displayed a significant difference in two SEL skills in the pre-test, as presented in the findings, but in the post-test result, there was no significant difference in any of the skills within the control group. Moreover, Rowe and Trickett (2018) analyzed 37 articles about SEL in their study, and they found out that the results on gender differences changed according to the variables of the study. For instance, Kabakçı and Korkut (2008) examined the gender difference among students in terms of social and emotional learning, and they found out that there was a difference between the genders, which concluded female students showed better results than male students. On the contrary, Esen Aygün and Şahin Taşkın (2017) stated that the social and emotional learning skills of students do not exhibit any significant difference according to gender.

In the present study, a significant gender difference in SEL skills was not observed in independent sample t-tests. To begin with, communication skills did not exhibit a significant difference between the genders in the experimental group in both pre- and post-test, whereas in the control group, female students showed a significant difference only in pre-test findings. However, when all students were compared, no significant difference between female and male students was observed. Aligning the findings of the study, Sabbah et al. (2020) examine the gender difference in communication skills, and they reveal that students did not display any difference in terms of gender. Moreover, Dalton (1983) also stated in his study that female and male students did not show any significant difference in communication skills. In contrast to the findings of this study and the mentioned studies, Graf et al. (2017) conducted research to analyze gender differences in the communication skills of medical students, and the results revealed that female students demonstrated significant differences in terms of communication skills, including empathy and verbal-nonverbal

communication. In addition, Akar and Akar (2023) also stated a significant gender difference in terms of verbal and nonverbal communication skills in their study. In sum, even though studies' results differ from each other, this study provides evidence that there is no significant gender difference in the communication skills of students in the EFL classroom.

Another measured skill was problem-solving skills. In the analysis of the study, there was no significant difference between the genders among all participants in an EFL classroom. When looking at the difference within the groups, the experimental group showed no significant gender differences in terms of problem-solving skills, while the control group only showed a difference in the findings of the pre-test. However, in the post-test results, there was no significant difference among genders. The result of this study aligns with some studies on problem-solving skills. In Moorthi's study (2018), the researcher examined the problem-solving skills of students and revealed that even though the mean level of female students was higher than that of male students, there was no significant difference between the students' problem-solving skills among genders. Moreover, Tümkaya et al. (2009) revealed that female and male students did not differ from each other in terms of problem-solving skills based on gender. The results are also in line with Alver's study (2005) and Kazu and Ersözlü's (2008), which support the idea that students do not exhibit differences in problem-solving skills according to their gender. However, there are some studies that do not align with the findings of the other studies. For instance, Gallagher et al. (2000) and Cenkseven and Akar Vural (2006) found that students differed in problem-solving skills according to their gender, and Gallagher et al. reported that male students performed better than female students in problem-solving skills, while Cenkseven and Akar Vural stated that girls displayed better problem-solving skills.

In terms of coping with stress skills, female and male students were found to show no significant difference in the current study. Moreover, unlike communication and problem-solving skills, coping with stress skills did not exhibit any significant difference in any part of the data analysis, which include the experimental group, the control group, and all participants in the data findings. That's why it can be concluded that genders do not differ in coping with stress skills in the EFL classroom. Aligning with the findings of the current study, Monteiro et al. (2014) also reported that gender did not affect students' coping with stress skills significantly.

However, in another EFL classroom in Iran, Salehi et al. (2017) conducted research and they found that female and male students showed a significant difference in coping with stress skills. Moreover, Yalız (2013) found that there was a significant difference between genders, and she stated that male students performed better than females in coping with stress. Besides, Gefen and Fish (2012); Lawrence et al. (2006), and Madhyastha et al. (2014) also contradicted the findings of the current study by indicating gender differences.

As in all skills, the self-esteem enhancing skills of students did not show any significant difference according to their gender, with or without the implementation of group work. According to Josephs et al. (1992), males and females possess the same level of self-esteem, but the underlying factor may change. This statement is partially in line with the result of the current study, because even if the level of their self-esteem is not the same, they have a similar level. Also, Tunç (2011) examined the gender difference of 7th and 8th grade students in her study, and she stated that male and female students did not differ from each other on their self-esteem. In the meta-analytic research Kling et al. (1999) conducted, it is stated that there is a difference between male and female on the behalf of males; however, this difference is mentioned as small. Moreover, Al-Obaydi et al. (2021) studied in an EFL classroom, and they also stated that male and female EFL students do not show significant differences in terms of their self-esteem. All in all, it can be concluded that students mostly do not differ from each other in terms of self-esteem enhancing skills in both the EFL classroom and other educational settings.

In conclusion, this study presented the findings that genders did not exhibit differences in terms of SEL skills, including communication, problem-solving, coping with stress, and self-esteem enhancing skills. Additionally, these findings may indicate that the group work implementation did not have any positive or negative impact on the SEL skills of male and female students, which can be specifically seen through the experimental group's t-test results. However, there are studies both supporting and not supporting these findings, indicating a mixed body of evidence regarding the relationship between SEL skills and gender differences. These differences suggest that further research is needed to gain a comprehensive understanding of these complex dynamics.

5.4 Discussion of the Third Research Questions

RQ3: How do students perceive the impact of group work on their social and emotional learning skills?

Research question 3 investigated students' perceptions about the impact of group work implementation on their social and emotional learning skills. Six students from the experimental group were interviewed for this purpose. Students' responses to the questions provided qualitative evidence for the findings of the quantitative data. In addition to the SEL skills, students also mentioned that they improved their empathy, self-confidence, and emotional well-being.

According to students' perceptions in the current study, group work was beneficial for the improvement of their communication skills. They explained that they could clearly express themselves, and through collaboration, they had more chance to communicate with each other. This result is in line with Kyaw's study. Kyaw (2019) conducted a study on the students' perception of collaborative learning, and according to students' perceptions, the biggest increase in their communication skills occurred in a small group setting. Besides, Sulaiman and Shahrill (2015) also reported in their study that students acknowledged the benefits of group activities in terms of communication skills, in addition to their respect for others' opinions.

In addition to the communication skills, students in the current study also mentioned the growth of their empathy. The students noted that they started to understand their friends' opinions, emotions, and behaviors. Likewise, in one of the studies, Aronson (2002) also stated that students' empathy developed with the help of group work. Aronson organized a jigsaw classroom to make students to work together, and in this classroom, every 8 week, they changed their group. By changing their group and getting to know each other better, students increased their empathy. In the current study, students formed groups randomly, but they had the chance to work with all their classmates during the process. That's why the findings of Aronson's study can be an explanation for why students improve their empathy. In addition, Dawbin et al. (2021) conducted a study with male students to find a solution to a real-word problem by using small groups, and this study's result showed that students enhanced their empathy level. In sum, it can be concluded that working together helps students develop empathy, as seen from the findings of the current and mentioned studies.

In the students' responses, they clearly stated that their problem-solving skills were improved after the group work. They started to talk to other people while solving

problems and learned to look at the things from different perspectives. This result is in line with Burdet's study (2003). Burdet studied the perceptions of the students about group work, and the majority of the students stated that group work increased their problem-solving ability. In the present study, in one activity, students were given real-life problems of students in their own age, and they found solution to that problem, which helped them solve problems collaboratively. Also, like students in every class, some students couldn't get along well with each other during the initial part of group work, but after some time, they resolved their problems and became more understanding. That's why, according to this study's context and students, it can be safely said that group work provided benefits to students in terms of problem-solving ability.

Another positively affected skill mentioned by students is coping with stress skills. While interviewing, students expressed that they used to feel stressed in their lives and in English lessons because they thought they were insufficient, especially in English lessons. However, the implementation of group work helped them overcome their stress to some extent, which led them to be happier in the classroom. Similar to this study, Benson et al. (2019) also asked about the perception of students on group work in their study, and students stated that group work lessened their stress level because they had someone to consult thanks to the group. In addition, working together led them to become happier, too. These results display the positive impact of group work on both coping with stress skills and improving emotional well-being.

In addition, students explained the increase in their self-esteem in addition to the increase in their self-confidence. All interviewed students perceived that group work helped them be more confident than before, both academically and personally. In this study, both male and female students expressed an improvement in their confidence. Moreover, this current study's result is in line with Sadeghi and Ganji's study (2020), because they also observed that doing group work enhanced students' self-esteem and self-confidence. In another study, asking EFL students' perceptions of group work, students perceived group work as a means of increasing their confidence in expressing themselves openly (Situmorang, 2021). Moreover, in one study using a panel discussion to examine the development of self-confidence in the English language education department, students noted that their self-confidence increased because they could share and discuss their opinions thanks to the opportunity to work

as a group (Anwar, 2016). However, in Heydari et al.'s study (2013), they revealed that only female students showed a significant difference after the group work.

All in all, aligning with the results of the quantitative data, students' perceptions gathered from interviews revealed that students acknowledged their improvements in terms of SEL skills after the group work implementation. Moreover, this study provides potential evidence on the positive impact of group work when it is aimed at enhancing SEL skills in the EFL classroom. That's why group work can be indicated as an effective way of improving these skills.

5.5 Summary

In this chapter, the quantitative and qualitative findings of the study, which were reported in the previous chapter, were discussed regarding the research questions. The discussion part involves a comparison of the results with earlier studies on related topics, stating the similarities and/or differences with this study. These interpretations of data can provide a foundation for making informed judgments regarding SEL skills and group work.

CHAPTER VI

CONCLUSION

6.1 Presentation

The final chapter includes the summary and conclusion of the study, presenting aims of the research, and findings of analysis in summary. This chapter also includes implications and suggestions for further studies.

6.2 Summary and Conclusion of the Study

SEL plays an important role in students' lives because, as Lantieri and Nambiar (2012) stated, "SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships, and our work effectively and ethically" (p. 29). For this reason, in order to create socially and emotionally competent students, teaching SEL skills should be seen as an integral part of the teaching process. In this regard, group work was implemented in this study to engage students in a more SE classroom context.

In this study, a research design combining experimental methods and a mixed-method approach was used to provide answers to the research questions. The participants were 8th grade students from two different classes. The quantitative and qualitative data were collected using two data collection instruments. SELLS and semi-structured interview questions were utilized during the data collection process. The group work activities included in this study were jigsaw reading, problem-solving activity with real-life scenarios, collaborative storytelling activity with the help of prompts, logic grid puzzle-zebra puzzle, group presentation, debate, peer editing and feedback workshops, and storyboarding with templates.

The primary goal of the present study was to find out the impact of the implementation of group work activities in EFL classrooms on students' SEL skills. This study aimed to analyze whether these activities affect students' SEL skills, specifically communication skills, problem-solving skills, coping with stress skills, and self-esteem enhancing skills. The findings revealed that group work affected all students' SEL skills positively, which indicates the necessity of group work to enhance these skills.

The second aim of this study was to investigate the gender differences in terms of these skills by comparing female and male students. And the study's findings indicate that students do not differ from each other according to their gender in terms of SEL skills. Moreover, this finding provides insight into the importance of promoting gender equality in educational settings by recognizing that both male and female students can possess and develop these skills at a similar level.

The last purpose was to understand students' perceptions of group work activities based on their own SEL skills. Based on the students' perceptions of their SEL skills after the group work, it can be concluded that students benefited from the process in various ways, and some of them expressed that they were still motivated to participate in the group work if it was possible. The students also explained more positive changes in addition to SEL skills, such as increased empathy and self-confidence. That's why, as understood from all the findings, group work can be seen as an effective method to improve SEL skills in the EFL classroom.

In summary, it can be concluded from this study that group work has various advantages, including improvements in students' communication, problem-solving, coping skills, and self-esteem skills. As mentioned earlier, adolescents may experience a decrease in their self-esteem due to puberty (Robins & Trzenis, 2005), and this study indicated that 8th grade students improved their self-esteem enhancing skills with the implementation of group work. In addition, Kabakçı (2006) stated that one of the coping strategies is asking for help from others, and in this study, students expressed that they started to ask for help from others while solving a problem. Regarding all the positive outcomes of group work in SEL skills in an EFL classroom, educators, specifically English language teachers, are recommended to implement group work into their educational program to facilitate their students' SEL skills.

6.4 Implications

Results of the quantitative data, examining the impact of group work on SEL skills in EFL classroom, revealed a significant positive difference in students' SEL skills. Aligning with the positive outcomes in the first research question, EFL teachers who want to improve their students' SEL skills can include more group work activities to their lesson plans. Additionally, the perception of students' demonstrated in findings of research question 2 also indicated that students also realized the improvement in their communication, problem-solving, coping with stress, and self-esteem enhancing skill through group work, which created a positive perceptions about themselves. That's why, teachers can also get benefit from group work in their classrooms and lesson plans to develop these skills of students, and foster their positive perceptions of themselves in EFL classroom. In addition, this study presented the perceptions of students, and students mentioned that their empathy, emotional well-being, and self-confidence also increased in addition to their SEL skills. In EFL classes, students often make mistakes and their friends can make fun of them. That's why some students may hinder themselves participating in an activity because they are not confident enough. With the implementation of the group work, a teacher may overcome these challenges as evidenced by this study. Students' perceptions, feelings and attitudes for EFL classes may change positively; hence, teachers can also enhance the effectiveness of the lesson they teach and the classroom environment they are in. Moreover, some students hate being involved in a group, which is called "grouphate" (Burke, 2011). In this study, students expressed their favorite group activity, and "Zebra Puzzle" and debate were the most favorable ones. That's why teachers may start using these activities when they want to implement group work in order to avoid this problem.

Besides, the findings of second research question demonstrated that there is not any significant difference among the genders in terms of SEL skills. In this regard, teachers can apply the group work in their classroom without considering the influence of the gender factor. Furthermore, the curriculum designers can design the English language curriculum with more emphasis on group work to educate students holistically by focusing not only individual studies but also collaborative learning. Moreover, the writers of English language textbooks can incorporate more frequent and various group work in the books to support students' SEL skills.

6.5 Suggestions for Further Studies

The present study's findings demonstrated that group work has a positive and significant impact on students' SEL skills in an EFL classroom. While implementing the group work, students had chance to participate in different kinds of group work activities that were applied over a period of 8 weeks. The following recommendation can be taken into consideration for further research:

1. This study provided evidence on the positive outcomes of group work in EFL classroom in terms of enhancing SEL skills. In a further study, the impact of individual work on SEL skills can also be assessed.
2. This study included the different types of group work activities. In a further study, the effectiveness of various types of group work can be examined to find out which specific activities have the greatest impact on students' SEL skills.
3. In this study, the improvement in SEL skills through group work was investigated in a classroom setting. In a further study, the transferability of SEL skills acquired through group work to the real-life situations and context can be evaluated.
4. The implementation of group work lasted for 8 weeks and the research was conducted in a class with 8th graders. Another study can be done with younger students for longer periods of time.

REFERENCES

- Ababneh, S. (2017). Attitudes of Jordanian Students towards Using Group Work in EFL Classrooms. *Advances in Language and Literary Studies*, 8(1), 233-237.
- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & De Fruyt, F. (2019). Social-Emotional Skill Assessment in Children and Adolescents: Advances and Challenges in Personality, Clinical, and Educational Contexts. *Psychological Assessment*, 31(4), 460–473. <http://dx.doi.org/10.1037/pas0000591>
- Adams, W.C. (2015). Conducting Semi-Structured Interviews. In J. S. Wholey, H. P. Harty, & K. E. Newcomer (Eds.), *Handbook of Practical Program Evaluation* (pp. 492–505).
- Ahmed, I., Hamzah, A. B., & Abdullah, M. N. L. Y. B. (2020). Effect of Social and Emotional Learning Approach on Students' Social-Emotional Competence. *International Journal of Instruction*, 13(4), 663-676. <http://dx.doi.org/10.29333/iji.2020.13441a>
- Akar, F., & Akar, H. (2023). İletişim Fakültesi Öğrencilerinin İletişim Becerilerinin Çeşitli Değişkenler Açısından İncelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*(51), 126-139. <https://doi.org/10.52642/susbed.1281553>
- Aksoy, P., & Gresham, F. M. (2020). Theoretical Bases of" Social-Emotional Learning Intervention Programs" for Preschool Children. *International Online Journal of Education and Teaching*, 7(4), 1517-1531. <http://iojet.org/index.php/IOJET/article/view/1010>
- Al-azzawi, Q. O., & Al-Khazali, A. B. (2019). Group work effectiveness in English language teaching. *Adab Al-Kufa*, 1(41), 529-544. <https://doi.org/10.36317/0826-011-041-023>
- Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. *English Language Teaching*, 10(7), 247-256. <http://doi.org/10.5539/elt.v10n7p247>

- Allbright, T., & Hough, H. (2020). Measures of SEL and school climate in California. *State Education Standard*, 20(2), 28-32.
- Allen, K. C. (2012). Connecting Research to Teaching: Keys to successful group work: Culture, structure, nurture. *The Mathematics Teacher*, 106(4), 308-312. <https://doi.org/10.5951/mathteacher.106.4.0308>
- Al-Obaydi, L. H., Doncheva, J., & Nashruddin, N. (2021). Efl college students' self-esteem and its correlation to their attitudes towards inclusive education. *Vocnumanue/Vospitanie-Journal of Educational Sciences, Theory and Practice*, 16(1), 27-34.
- Alver, B. (2013). Üniversite öğrencilerinin problem çözme becerileri ve akademik başarılarının çeşitli değişkenlere göre incelenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 21(21), 75-88.
- Al-Yaseen, W. S. (2014). Cooperative learning in the EFL classroom. In *International Academic Conference Proceedings*, 92-98.
- Amalia, E. R. (2018). *Collaborative Learning: The Concepts and Practices in the Classroom*. Open Science Framework. <https://doi.org/10.31219/osf.io/xn67t>.
- Anwar, K. (2016). Panel Discussion and the Development of Students' Self Confidence. *English Language Teaching*, 9(4), 224-229.
- Aradhya A. B. S., Parameswaran S. (2023). Efficacy of systemic SEL intervention 'acSELeRate' on students' SEL development: Evidence from a field study. *Revista Românească pentru Educație Multidimensională*, 15(2), 1- 16. <https://doi.org/10.18662/rrem/15.2/717>
- Aronson, E. (2002). Building empathy, compassion and achievement in the jigsaw classroom, in: J. Aronson (Ed.) *Improving academic achievement: impact of psychological factors on education*, San Diego, Academic Press, 213–227.
- Arslan, S., & Demirtas, Z. (2016). Social emotional learning and critical thinking disposition. *Studia Psychologica*, 58(4), 276-285. <https://doi/10.21909/sp.2016.04.723>
- Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education Journal*, 39(6), 397–405. <https://doi.org/10.1007/s10643-011-0481-x>

- Aydin, B., & İmamoğlu, S. (2001). Stresle Başa çıkma Becerisi Geliştirmeye Yönelik Grup Çalışması. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 14(14), 41-52.
- Aydın, F. (2023). *Çocukların sosyal duygusal öğrenme becerilerine ilişkin öğretmen algısı ölçeğinin geliştirilmesi* (Unpublished Master's Thesis), Çanakkale Onsekiz Mart University, Çanakkale.
- Azizinezhad, M., Hashemi, M., & Darvishi, S. (2013). Application of cooperative learning in EFL classes to enhance the students' language learning. *Procedia-Social and Behavioral Sciences*, 93, 138-141. <https://doi.org/10.1016/j.sbspro.2013.09.166>
- Barrington, E. (2004). Teaching to student diversity in higher education: How multiple intelligence theory can help. *Teaching in higher education*, 9(4), 421-434. <https://doi.org/10.1080/1356251042000252363>
- Baumsteiger, R., Hoffmann, J. D., Castillo-Gualda, R., & Brackett, M. A. (2021). Enhancing school climate through social and emotional learning: effects of RULER in Mexican secondary schools. *Learning Environments Research*, 25(2), 465-483. <https://doi.org/10.1007/s10984-021-09374-x>
- Beebe, S. A., & Masterson, J. T. (2015). *Communicating in small groups*. 11th ed. Pearson.
- Benson, B., Danowitz, A., Callenes, J., & Hummel, P. (2019, June). *Perceived benefits and drawbacks of group assignment methods*. [Paper presentation] 2019 ASEE Annual Conference & Exposition. Paper ID #26459. <https://doi.org/10.18260/1-2--33166>
- Bıçk1, A. (2008). An observation of nonverbal immediacy behaviours of native and non-native lecturers. *Journal of Social Sciences*, 5(1), 1-20.
- Bierman, K. L., & Motamedi, M. (2015). Social and emotional learning programs for preschool children. . In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice*, 135-151. Guilford Press.
- Blatchford, P., Kutnick, P., Baines, E., & Galton, M. (2003). Toward a social pedagogy of classroom group work. *International journal of educational research*, 39(1-2), 153-172. [https://doi.org/10.1016/S0883-0355\(03\)00078-8](https://doi.org/10.1016/S0883-0355(03)00078-8)

- Borner, L. T. (2019). *Teachers' Perceptions regarding the Implementation of Social-Emotional Learning in Title I Schools* (Unpublished Doctoral dissertation, Houston Baptist University). ProQuest Dissertations Publishing.
- Bos, A. E., Muris, P., Mulkens, S., & Schaalma, H. P. (2006). Changing self-esteem in children and adolescents: A roadmap for future interventions. *Netherlands Journal of psychology*, 62, 26-33. <https://doi.org/10.1007/bf03061048>
- Bower, M., & Richards, D. (2006). Collaborative learning: Some possibilities and limitations for students and teachers. Paper presented at the 23rd Ascilite Conference: Who's Learning? Whose Technology?, Macquarie University, Sydney, Australia.
- Boyatzis, R. E., Goleman, D., Gerli, F., Bonesso, S., & Cortellazzo, L. (2019). Emotional and social intelligence competencies and the intentional change process. In C. Belack, D. Di Filippo and I. Di Filippo (Eds.), *Cognitive Readiness in Project Teams: reducing project complexity and increasing success in project management*. New York: Routledge. (pp. 147-169). <http://dx.doi.org/10.4324/9780429490057-7>
- Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 368-388). Routledge/Taylor & Francis Group. <https://doi.org/10.4324/9780203148211>
- Branden, N. (1992). *The power of self-esteem*. Health Communications, Inc.
- Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. A Report for CASEL. *Civic Enterprises*.
- Brown, D. (2001). *Teaching by Principles: an interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Buchanan, R., Gueldner, B. A., Tran, O. K., & Merrell, K. W. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. *Journal of Applied School Psychology*, 25(2), 187-203. <https://doi.org/10.1080/15377900802487078>
- Buluş, M., Atan, A., & Sarıkaya, H. E. (2017). Effective Communication Skills: A New Conceptual Framework and Scale Development Study. *International Online Journal of Educational Sciences*, 9(2). 575-590.

- Bunglowala, A., & Bunglowala, A. (2015). Nonverbal communication: An integral part of teaching learning process. *International Journal of Research in Advent Technology*, 1(1), 371-375.
- Burdett, J. (2003). Making groups work: University students' perceptions. *International Education Journal*, 4(3), 177-191.
- Burke, A. (2011). Group work: How to use groups effectively. *Journal of Effective Teaching*, 11(2), 87-95.
- Canfield, J. (1990). Improving students' self-esteem. *Educational leadership*, 48(1), 48-50.
- CASEL. (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs*. Chicago, IL: CASEL.
- CASEL. (2008). *Social and emotional learning (SEL) and student benefits: Implications for the safe schools/healthy students core elements*. Washington, DC: National Center for Mental Health Promotion and Youth Violence Prevention.
- CASEL. (2013). *2013 Casel Guide. Effective Social and Emotional Learning Programs (Pre-School and Elementary School Edition)*. Chicago, IL: CASEL.
- CASEL. (2015). *CASEL guide: Effective social and emotional learning programs: Middle and high school edition*. Chicago, IL: CASEL
- CASEL. (2020). *Evidence-Based Social and Emotional Learning Programs: CASEL Criteria Updates and Rationale*. Retrieved April 14, 2024, from https://casel.org/11_casel-program-criteria-rationale/?view=true
- Chandra, R. (2015). Collaborative learning for educational achievement. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(3), 4-7.
- Channuwong, S., & Kantatian, W. (2012). The causes of stress and strategies for managing stress: A case study of Thai University staff and lecturers. *European Journal of Scientific Research*, 79(4), 592-606.
- Chaparro M., M. (2011). Group Work: An Alternative to Learn Together. *Cuadernos de Lingüística Hispánica*, (12), 163–178.
- Cenkseven, F., & Akar Vural, R. (2006). Ergenlerin Düşünme Gereksinimi ve Cinsiyetlerine Göre Problem Çözme Becerilerinin Karşılaştırılması. *Eurasian Journal of Educational Research (EJER)*, (25), 45-53.
- Checkley, K. (1997). The first seven... and the eighth a conversation with Howard Gardner. *Educational leadership*, 55(1), 8-13.

- Chen, R., & Hird, B. (2006). Group Work in the Efl Classroom in China: A Closer Look. *RELC Journal*, 37(1), 91-103. <https://doi.org/10.1177/0033688206063476>
- Chernyshenko, O. S., Kankaraš, M., & Drasgow, F. (2018). Social and emotional skills for student success and well-being: Conceptual framework for the OECD study on social and emotional skills. *OECD Education Working Papers*, No. 173, OECD Publishing, Paris <https://doi.org/10.1787/db1d8e59-en>
- Clohessy, E., & Johnson, P. (2017, February). Examining the role of group work as an effective instructional strategy when teaching problem solving. *CERME 10*. Dublin, Ireland.
- Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: strategies for the heterogeneous classroom*. New York, NY:Teachers College Press.
- Cohen, J. (2001). Social and emotional education: Core concepts and practices. *Caring classrooms/intelligent schools: The social emotional education of young children*, 3-29.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers college record*, 111(1), 180-213. <https://doi.org/10.1177/0161468109111001>
- Collie, R. J. (2020). The development of social and emotional competence at school: An integrated model. *International Journal of Behavioral Development*, 44(1), 76-87. <https://doi.org/10.1177/0165025419851864>
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. *Learning and instruction*, 39, 148-157. <https://doi.org/10.1016/j.learninstruc.2015.06.002>
- Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: problems, progress, and potential in theory and research. *Psychological bulletin*, 127(1), 87-127. <https://doi.org/10.1037/0033-2909.127.1.87>
- Cooper, M. M., Cox Jr, C. T., Nammouz, M., Case, E., & Stevens, R. (2008). An assessment of the effect of collaborative groups on students' problem-solving strategies and abilities. *Journal of Chemical Education*, 85(6), 866. <https://doi.org/10.1021/ed085p866>

- Crowder, M. K., Gordon, R. A., Brown, R. D., Davidson, L. A., & Domitrovich, C. E. (2019). Linking social and emotional learning standards to the WCESD Social–Emotional Competency Assessment: A Rasch approach. *School Psychology, 34*(3), 281-295. <https://doi/10.1037/spq0000308>
- Çakmak-Tolan, Ö. (2023). A group counseling practice for improving middle-school students' self-esteem. *International e-Journal of Educational Studies, 7* (14), 426-435. <https://doi.org/10.31458/iejes.1287290>
- Çelik, S., & Erbay Çetinkaya, Ş. (2022). Social-emotional learning competencies of Turkish learners of English: A psychometric evaluation. *Educational Academic Research, 45*, 71-82.
- Daldal, D., & Tuyan, S. (2024). Turkish EFL Teachers' Knowledge, Perceptions and Practices Regarding Social and Emotional Learning. *International Journal of Educational Research Review, 9*(2), 108-118. <https://doi.org/10.24331/ijere.1332202>
- Dalton, J. E. (1983). Sex differences in communication skills as measured by a modified relationship inventory. *Sex Roles, 9*, 195-204. <https://doi.org/10.1007/BF00289623>
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the whole child: Improving school climate to support student success. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/145.655>.
- Davies, W. M. (2009). Groupwork as a form of assessment: Common problems and recommended solutions. *Higher education, 58*, 563-584.
- Dawbin, B., Sherwen, M., Dean, S., Donnelly, S., & Cant, R. (2021). Building empathy through a design thinking project: A case study with middle secondary schoolboys. *Issues in Educational Research, 31*(2), 440-457.
- Delve, Ho, L., & Limpaecher, A. (2024, March 01). Inductive Thematic Analysis and Deductive Thematic Analysis in Qualitative Research <https://delvetool.com/blog/inductive-deductive-thematic-analysis>
- Demirbaş, M., & Yağbasan, R. (2005). Sosyal öğrenme teorisine dayalı öğretim etkinliklerinin, öğrencilerin bilimsel tutumlarının kalıcılığına olan etkisinin incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 18*(2), 363-382.
- Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it?. *Early education and development, 17*(1), 57-89. https://doi.org/10.1207/s15566935eed1701_4

- Denham, S. A., & Brown, C. (2010). "Plays nice with others": Social-emotional learning and academic success. *Early Education and Development*, 21(5), 652-680. <https://doi.org/10.1080/10409289.2010.497450>
- DePaoli, J. L., Atwell, M. N., & Bridgeland, J. (2017). Ready to Lead: A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools. A Report for CASEL. *Civic Enterprises*.
- Do, M. H., & Le, N. L. (2019). English Majors' Perceptions of Group Work and English Use in Group Activities at Dong Thap University. *Arab World English Journal*, 10(4), 374- 386. <https://dx.doi.org/10.24093/awej/vol10no4.27>
- Doikou-Avlidou, M., & Dadatsi, K. (2013). Enhancing social integration of immigrant pupils at risk for social, emotional and/or behavioural difficulties: The outcomes of a small-scale social-emotional learning programme. *Emotional and Behavioural Difficulties*, 18(1), 3-23. <https://doi.org/10.1080/13632752.2012.675137>
- Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child development*, 88(2), 408-416. <https://doi.org/10.1111/cdev.12739>
- Donnellan, M. B., Trzesniewski, K. H., & Robins, R. W. (2011). Self-esteem: Enduring issues and controversies. In T Chamorro, S. von Stumm, A. Furnham (Eds), *The Wiley-Blackwell handbook of individual differences*, (pp. 718–746). Wiley Blackwell. <https://doi.org/10.1002/9781444343120.ch28>
- Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford University Press.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Dyson, B., Howley, D., & Shen, Y. (2021). 'Being a team, working together, and being kind': Primary students' perspectives of cooperative learning's contribution to their social and emotional learning. *Physical education and sport pedagogy*, 26(2), 137-154. <https://doi.org/10.1080/17408989.2020.1779683>

- Ee, J., & Cheng, Q. L. (2013). Teachers' perceptions of students' social emotional learning and their infusion of SEL. *Journal of Teaching and Teacher Education*, 1(2), 59-72. <http://dx.doi.org/10.12785/jtte/010201>
- Elbertson, N. A., Brackett, M. A., & Weissberg, R. P. (2009). School-based social and emotional learning (SEL) programming: Current perspectives. In A. Hargreaves, A. Lieberman, M. Fullan and D. Hopkins, *Second international handbook of educational change*, 1017-1032. Springer. http://dx.doi.org/10.1007/978-90-481-2660-6_57
- Elias, M. J. (2003). *Academic and social-emotional learning* (Vol. 11). Brussels, Belgium: International Academy of Education.
- Elias, M. J. (2004). The connection between social-emotional learning and learning disabilities: Implications for intervention. *Learning disability quarterly*, 27(1), 53-63. <https://doi.org/10.2307/1593632>
- Elias, M. J. (2014). Social-emotional skills can boost common core implementation. *Phi Delta Kappan*, 96(3), 58-62. <https://doi.org/10.1177/0031721714557455>
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E. & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. ASCD.
- Elksnin, L. K., & Elksnin, N. (2004). The social-emotional side of learning disabilities. *Learning Disability Quarterly*, 27(1), 3-8. <https://doi.org/10.2307/1593627>
- Elliott, S. N., Davies, M. D., Frey, J. R., Gresham, F., & Cooper, G. (2018). Development and initial validation of a social emotional learning assessment for universal screening. *Journal of Applied Developmental Psychology*, 55, 39-51. <https://doi.org/10.1016/j.appdev.2017.06.002>
- Esen Aygün, H. (2017). *Sosyal-Duygusal Öğrenme Programlarının Sosyal-Duygusal Öğrenme Becerilerinin Gelişimine, Akademik Başarı ve Sınıf İklimi Algısına Etkisi*. (Unpublished Doctoral Dissertation), Çanakkale Onsekiz Mart University, Çanakkale.
- Esen Aygün, H. & Şahin Taşkın, Ç. (2017). 3. ve 4. sınıf öğrencilerinin sosyalduygusal öğrenme becerilerinin çeşitli değişkenler açısından incelenmesi. *Eğitimde Kuram ve Uygulama*, 13(3), 430-454.

- Felder, R. M., & Brent, R. (2001). Effective strategies for cooperative learning. *Journal of Cooperation & Collaboration in College Teaching*, 10(2), 69-75.
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, 22(1), 21-36. <https://doi.org/10.2478/jtes-2020-0003>
- Firică, C., & Firică, M. C. (2010). The components of nonverbal communication important factors in the teaching process. *Quarterly Journal*, 4(14), 370-374.
- Forslund Frykedal, K., & Chiriac, E. H. (2014). Group work management in the classroom. *Scandinavian Journal of Educational Research*, 58(2), 222-234. <https://doi.org/10.1080/00313831.2012.725098>
- Frydenberg, E., Liang, R., & Muller, D. (2017). Assessing students' social and emotional learning: A review of the literature on assessment tools and related issues. In E. Frydenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and emotional learning in Australia and the Asia-Pacific: Perspectives, programs and approaches*, 55-82. https://doi.org/10.1007/978-981-10-3394-0_4
- Fung, D. C. L., To, H., & Leung, K. (2016). The influence of collaborative group work on students' development of critical thinking: The teacher's role in facilitating group discussions. *Pedagogies: An International Journal*, 11(2), 146-166. <https://doi.org/10.1080/1554480X.2016.1159965>
- Gage, C., & Thomas, S. (2019). Elementary Teachers' Perceptions of Social and Emotional Learning and Its Effects on School Climate, Student Behavior, and Academic Achievement. *Alabama Journal of Educational Leadership*, 6, 41-51.
- Gallagher, A. M., De Lisi, R., Holst, P. C., McGillicuddy-De Lisi, A. V., Morely, M., & Cahalan, C. (2000). Gender differences in advanced mathematical problem solving. *Journal of experimental child psychology*, 75(3), 165-190. <https://doi.org/10.1006/jecp.1999.2532>
- Gargan, J. T. (2017). *Exploring social emotional learning and its impact on school climate*. (Unpublished Doctoral Dissertation) ST. John's University, New York.
- Gasong, D., & Toding, A. (2020). Effectiveness of humanistic learning models on intra and interpersonal intelligence. *Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social*, 25(6), 491-500.

- Gefen, D. R., & Fish, M. C. (2012). Gender differences in stress and coping in first-year College students. *Journal of College Orientation, Transition, and Retention*, 19(2), 18-31. <http://dx.doi.org/10.24926/jcotr.v19i2.2797>
- Ghavifekr, S. (2020). Collaborative learning: a key to enhance students' social interaction skills. *MOJES: Malaysian Online Journal of Educational Sciences*, 8(4), 9-21.
- Gillies, R. M. (2003). Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39(1-2), 35-49. [https://doi.org/10.1016/S0883-0355\(03\)00072-7](https://doi.org/10.1016/S0883-0355(03)00072-7)
- Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building In D. Goleman, & C. Cherniss (Eds.), *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*, 13-26. San Francisco, CA: Jossey-Bass.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience Sampling. *International Journal of Education & Language Studies*, 1(2), 72-77. <https://doi.org/10.22034/ijels.2022.162981>
- Gooden, C., & Kearns, J. (2013). The Importance of Communication Skills in Young Children. Research Brief. Summer 2013. *Human Development Institute*.
- Goulet, L., Krentz, C., & Christiansen, H. (2003). Collaboration in education: The phenomenon and process of working together. *Alberta journal of educational research*, 49(4). <https://doi.org/10.11575/ajer.v49i4.55027>
- Gödek, Y. (2004). Research on group work and collaborative work and its implications for primary school teachers. *Gazi Üniversitesi Kırşehir Eğitim Fakültesi*, 5(2), 27-34.
- Graf, J., Smolka, R., Simoes, E., Zipfel, S., Junne, F., Holderried, F., Wosnik, A., Doherty, A. M., Menzel, K., & Herrmann-Werner, A. (2017). Communication skills of medical students during the OSCE: Gender-specific differences in a longitudinal trend study. *BMC medical education*, 17(1), 75. <https://doi.org/10.1186/s12909-017-0913-4>
- Grant, S., Hamilton, L., Wrabel, S., Gomez, C., Whitaker, A., Leschitz, J., Unlu, F., Chavez-Herrerias, E., Baker, G., Barrett, M., Harris, M., & Ramos, A. (2017). *Social and Emotional Learning Interventions under the Every Student Succeeds*

- Act: Evidence Review*. Santa Monica, CA: RAND Corporations.
<https://doi.org/10.7249/rr2133>
- Green, A. L., Ferrante, S., Boaz, T. L., Kutash, K., & Wheeldon-Reece, B. (2021). Social and emotional learning during early adolescence: Effectiveness of a classroom-based SEL program for middle school students. *Psychology in the Schools*, 58(6), 1056-1069. <https://doi.org/10.1002/pits.22487>
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and Emotional Learning as a Public Health Approach to Education. *The Future of Children*, 27(1), 13–32. <http://dx.doi.org/10.1353/foc.2017.0001>
- Ha, T. Y. N., Nguyen, T. B. N., Nguyen, N. L. D., & Tran, T. N. (2022). The Effects of Collaborative Learning on Young ESL Learners' L2 Anxiety and Speaking Performance. *International Journal of Asian Education*, 3(2), 125-137. <https://doi.org/10.46966/ijae.v3i2.286>
- Hall, J. A., Horgan, T. G., & Murphy, N. A. (2019). Nonverbal communication. *Annual review of psychology*, 70, 271-294. <https://doi.org/10.1146/annurev-psych-010418-103145>
- Hammar Chiriak, E. (2014). Group work as an incentive for learning—students' experiences of group work. *Frontiers in psychology*, 5, 92652. <https://doi.org/10.3389/fpsyg.2014.00558>
- Han, M. (2015). An Empirical Study on the Application of Cooperative Learning to English Listening Classes. *English Language Teaching*, 8(3), 177-184. <http://dx.doi.org/10.5539/elt.v8n3p177>
- Hanson, J. L. (2012). *Teachers' beliefs about emotions in the classroom: relations to teacher characteristics and implementation of a social-emotional learning program* (Unpublished Doctoral dissertation, University of British Columbia).
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia-social and behavioral sciences*, 30, 1811-1816. <https://doi.org/10.1016/j.sbspro.2011.10.349>
- Hassani, S. and Schwab, S. (2021) Social-Emotional Learning Interventions for Students with Special Educational Needs: A Systematic Literature Review. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.808566>
- Hepper, E. G. (2016). Self-esteem. In H. S Friedman (Ed.), *Encyclopedia of mental health*, pp. 80–91. Academic Press. <https://doi.org/10.1016/B978-0-12-397045-9.00076-8>

- Heydari, H., Zarei, E., & Zainalipour, H. (2013). Survey the effect of cooperative learning on confidence. *Journal of Educational and Management Studies*, 3(4), 360-363.
- Hidayatullah, R. S., Ariyanto, S. R., Mubarak, H., & Yohannes, A. (2020). Collaborative problem-based Learning: An analysis of problem-solving skills in vocational schools. *IJORER: International Journal of Recent Educational Research*, 1(3), 209-217. <https://doi.org/10.46245/ijorer.v1i3.62>
- Hoffman, D. M. (2009). Reflecting on social emotional learning: A critical perspective on trends in the United States. *Review of educational research*, 79(2), 533-556. <https://doi.org/10.3102/0034654308325184>
- Hosogi, M., Okada, A., Fujii, C., Noguchi, K., & Watanabe, K. (2012). Importance and usefulness of evaluating self-esteem in children. *BioPsychoSocial medicine*, 6, Article 9. <https://doi/10.1186/1751-0759-6-9>
- Huck, C., Zhang, J., Garby, L., & Li, X. (2023). Development of an Instrument to Assess Teacher Perceptions of Social Emotional Learning (SEL) in PK-12 Schools. *New Waves*, 26(1), 24-42.
- Husaj, S. (2016). Social emotional learning (SEL). *European Journal of Multidisciplinary Studies*, 1(3), 168-171.
- Ibarra, B. N. (2022). Understanding SEL to create a sense of belonging: The role teachers play in addressing students' social and emotional well-being. *Current Issues in Education*, 23(2).
- İncebacak, B. B., & Ersoy, E. (2016). Problem solving skills of secondary school students. *China-USA Business Review*, 15(6), 275-285.
- Irkovich, N. R. (2021). The importance of pair work and group work activities in teaching English in technical universities. *International Journal of Word Art*, 4(1), 210-216.
- Jackson, K. C., Porte, S. C., Easton, J. Q., Blanchard, A., & Kiguel, S. (2021). Linking social-emotional learning to long-term success: Student survey responses show effects in high school and beyond. *Education Next*, 21(1), 65-72.
- Jamieson, J. (2004) 'Analysis of covariance (ANCOVA) with difference scores', *International Journal of Psychophysiology*, 52(3), pp. 277-283. <https://doi.org/10.1016/j.ijpsycho.2003.12.009>
- Jaques, D. (2000). *Learning in groups: A handbook for improving group work*. Psychology Press.

- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Jerusalem, V., & Hudtohan, E. T. (2021). Multiple Intelligence for Interpersonal and Intrapersonal Skills in the New Normal Era. *International Journal of Management and Education in Human Development*, 1(04), 197-206.
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into practice*, 38(2), 67-73. <https://doi.org/10.1080/00405849909543834>
- Johnson, D. W., & Johnson, R. T. (2004). The three Cs of promoting social and emotional learning. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say*, 40-58.
- Johnson, D. W., & Johnson, R. T. (2009). The importance of social and emotional learning. In P. R. LeBlanc, N. P. Gallavan (Eds.), *Affective teacher education: Exploring connections among knowledge, skills, and dispositions*, 1-26. Rowman & Littlefield Education.
- Jomaa, H., Duquette, C., & Whitley, J. (2023). Elementary teachers' perceptions and experiences regarding social-emotional learning in Ontario. *Brock Education Journal*, 32(1), 9-37. <https://doi.org/10.26522/brocked.v32i1.948>
- Jones, K., & Cater, M. (2020). An investigation of principals' social and emotional learning beliefs and attitudes. *The Qualitative Report*, 25(9), 3204-3223. <http://dx.doi.org/10.46743/2160-3715/2020.3575>
- Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., & Stickle, L. (2017). *Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers: (Elementary school focus)*. Harvard University, Graduate School of Education.
- Jones, S. M., & Doolittle, E. J. (2017). Social and Emotional Learning: Introducing the Issue. *The Future of Children*, 27(1), 3–11.
- Josephs, R. A., Markus, H. R., & Tafarodi, R. W. (1992). Gender and self-esteem. *Journal of personality and social psychology*, 63(3), 391-402.
- Kabakçı, Ö. F. (2006). İlköğretim ikinci kademe öğrencilerin sosyal duygusal öğrenme becerileri (Unpublished master thesis). Hacettepe University, Ankara.

- Kabakçı, Ö. F., & Korkut, F. (2008). 6-8. Sınıftaki öğrencilerin sosyal-duygusal öğrenme becerilerinin bazı değişkenlere göre incelenmesi. *Eğitim ve Bilim*, 33(148), 77-86.
- Kabakçı, Ö. F., & Korkut Owen, F. (2010). Sosyal duygusal öğrenme becerileri ölçeği geliştirme çalışması. *Eğitim ve Bilim*, 35(157), 153-166.
- Kankaraş, M., & Suarez-Alvarez, J. (2019). Assessment framework of the OECD Study on Social and Emotional Skills. *OECD Education Working Papers No. 207*. <https://dx.doi.org/10.1787/5007adef-en>
- Karaman, M., Artan, T., & Cebeci, F. (2020). Grup çalışmasının sosyal hizmet bölümü öğrencilerinin kişisel gelişim becerilerine etkisi. *Turkish Studies-Social Sciences*, 15(6), 3013-3026.
- Kasim, Usman. (2015). Implementation of group work in the classroom. *Lingua*, 12(1): 97–106. <https://doi.org/10.30957/lingua.v12i1.74>
- Kaukiainen, A., Björkqvist, K., Lagerspetz, K., Österman, K., Salmivalli, C., Rothberg, S., & Ahlbom, A. (1999). The relationships between social intelligence, empathy, and three types of aggression. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 25(2), 81-89. [https://doi.org/10.1002/\(SICI\)1098-2337\(1999\)25:2%3C81::AID-AB1%3E3.0.CO;2-M](https://doi.org/10.1002/(SICI)1098-2337(1999)25:2%3C81::AID-AB1%3E3.0.CO;2-M)
- Kazu, H. ve Ersözlü, Z. N. (2008). Öğretmen adaylarının problem çözme becerilerinin cinsiyet, bölüm ve öss puan türüne göre incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 161-173.
- Kling, K. C., Hyde, J. S., Showers, C. J., & Buswell, B. N. (1999). Gender differences in self-esteem: a meta-analysis. *Psychological bulletin*, 125(4), 470-500.
- Kim, D. S., & Hong, C. E. (2019). Social and Emotional Learning in a Classroom: Language Arts and Literacy Teachers' Perceptions and Practices in South Korea and the United States. *ie: inquiry in education*, 11(2), Article 7.
- King, K. A., Vidourek, R. A., Davis, B., & McClellan, W. (2002). Increasing self-esteem and school connectedness through a multidimensional mentoring program. *Journal of school health*, 72(7), 294-299. <https://doi.org/10.1111/j.1746-1561.2002.tb01336.x>
- Koç, E. (2018). Exploring collaborative learning with a focus on group activities in EFL classrooms. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 582-597. <https://doi.org/10.17679/inuefd.385741>

- Kothari, S., & Wesley, M. S. (2020). Impact of social-emotional learning intervention on emotional intelligence of adolescents. *Indian Journal of Social Psychiatry*, 36(4), 303-309.
- Kusmiarti, R., Yuniati, I., & Noermanzah. (2020). Improving student communication skills in learning Indonesian language through collaborative learning. *INTERNATIONAL JOURNAL of scientific & technology research*, 9(1), 207-211. <https://doi.org/10.31219/osf.io/9km3u>
- Kyaw, M. T. (2019). *Student Perception of the Effectiveness of Collaborative Learning*, *Research Journal of 26th Anniversary of Sagaing University of Education 2019-2020*, 2, 429-439.
- Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia-social and behavioral sciences*, 31, 486-490. <https://doi.org/10.1016/j.sbspro.2011.12.091>
- Laal, M., & Laal, M. (2012). Collaborative learning: what is it?. *Procedia-Social and Behavioral Sciences*, 31, 491-495. <https://doi.org/10.1016/j.sbspro.2011.12.092>
- Laal, M., Naseri, A. S., Laal, M., & Khattami-Kermanshahi, Z. (2013). What do we achieve from learning in collaboration?. *Procedia-Social and Behavioral Sciences*, 93, 1427-1432. <https://doi.org/10.1016/j.sbspro.2013.10.057>
- Labov, W. (1971). The study of language in its social context. In J. A. Fishman (Ed.), *Volume 1 Basic concepts, theories and problems: alternative approaches*, (152-216). Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783111417509-004>
- Labrague, L. J., McEnroe-Petitte, D. M., Gloe, D., Thomas, L., Papathanasiou, I. V., & Tsaras, K. (2017). A literature review on stress and coping strategies in nursing students. *Journal of mental health*, 26(5), 471-480. <https://doi.org/10.1080/09638237.2016.1244721>
- Lantieri, L., & Nambiar, M. (2012). Cultivating the social, emotional, and inner lives of children and teachers. *Reclaiming children and youth*, 21(2), 27-33.
- Lawrence, J., Ashford, K., & Dent, P. (2006). Gender differences in coping strategies of undergraduate students and their impact on self-esteem and attainment. *Active Learning in Higher Education*, 7(3), 273-281.
- Liang, J. S. (1995). *The use of group work in college EFL pedagogy in Taiwan: A classroom case study*. (Unpublished Doctoral Dissertation). New York University.

- Lin, L. (2015). *Investigating Chinese EFL classrooms: Using collaborative learning to enhance learning*. Springer. <http://dx.doi.org/10.1007/978-3-662-44503-7>
- Lin, L., Mills, L. A., & Ifenthaler, D. (2016). Collaboration, multi-tasking and problem solving performance in shared virtual spaces. *Journal of Computing in Higher Education*, 28, 344-357. <https://doi.org/10.1007/s12528-016-9117-x>
- Lindsay, M. (2013). *Integrating Social Emotional Learning into Secondary Curriculum*. (Unpublished Master's thesis, Dominican University of California). San Rafael, CA.
- Lingren, H. G. (1991). Self-esteem in Children. *Children and Family Cooperative Extension Service*, 12.
- Long, M. H., & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL quarterly*, 19(2), 207-228. <https://doi.org/10.2307/3586827>
- Madhyastha, S., Latha, K. S., & Kamath, A. (2014). Stress, coping and gender differences in third year medical students. *Journal of Health Management*, 16(2), 315-326. <https://doi.org/10.1177/0972063414526124>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2020). Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students. *American Psychologist*, 76(7), 1128–1142.
- Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modeling with Student and Teacher Data. *Frontiers in Psychology*, 8, Article 2069. <https://doi.org/10.3389/fpsyg.2017.02069>
- McDonough, K. (2004). Learner-learner interaction during pair and small group activities in a Thai EFL context. *System*, 32(2), 207-224. <https://doi.org/10.1016/j.system.2004.01.003>
- McKown, C. (2017). Social-emotional assessment, performance, and standards. *The Future of Children*, 27(1), 157-178.
- McKown, C. (2019). Challenges and opportunities in the applied assessment of student social and emotional learning. *Educational Psychologist*, 54(3), 205-221. <https://doi.org/10.1080/00461520.2019.1614446>

- Miyamoto, K., Huerta, M. C., & Kubacka, K. (2015). Fostering social and emotional skills for well-being and social progress. *European Journal of Education*, 50(2), 147-159. <https://doi.org/10.1111/ejed.12118>
- Monteiro, N. M., Balogun, S. K., & Oratile, K. N. (2014). Managing stress: the influence of gender, age and emotion regulation on coping among university students in Botswana. *International Journal of Adolescence and Youth*, 19(2), 153–173. <https://doi.org/10.1080/02673843.2014.908784>
- Moorthi, S. (2018). Problem solving skills among college students. *International Journal of Innovative Research Explorer*, 5(4), 207-214.
- Munawaroh, M., Ratnawati, E., Ningsih, T. Z., & Nuryana, N. (2022). Enhancing Students' Communication Skills in Social Studies Learning Through Cooperative Learning. *Ta'dib*, 25(1), 71-82. <http://dx.doi.org/10.31958/jt.v25i1.5826>
- Nabavi, R. T., Bijandi, M. S. (2012). Bandura's social learning theory & social cognitive learning theory. *Theory of Developmental Psychology*, 1(1), 1-24.
- Namusoke, E., & Rukundo, A. (2022). Group work: effect of cooperative learning method on academic performance in English language among pupils in Universal Primary Education schools in Kashari, Uganda. *Cogent Education*, 9(1), 1-15. <https://doi.org/10.1080/2331186X.2022.2147774>
- Nayak, R. K., & Kumari, M. G. (2018). Effect of collaborative learning on students' academic achievement, academic stress and social competence in Bokaro Steel city. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 5(8), 924-937.
- Newman, J., & Dusenbury, L. (2015). Social and emotional learning (SEL): A framework for academic, social, and emotional success. In K. Bosworth (Ed.), *Prevention science in school settings: Complex relationships and processes* (pp. 287-306). Springer. http://dx.doi.org/10.1007/978-1-4939-3155-2_14
- Newsome, S., Waldo, M., & Gruszka, C. (2012). Mindfulness group work: Preventing stress and increasing self-compassion among helping professionals in training. *The Journal for Specialists in Group Work*, 37(4), 297-311. <https://doi.org/10.1080/01933922.2012.690832>

- Niehaus, S. K. (2012). *School support, parental involvement, and academic and social-emotional outcomes for English Language Learners in elementary school*. (Unpublished Doctoral Dissertation, University of Louisville). Louisville, Kentucky.
- Norman, N., & Jamieson, J. R. (2015). Social and emotional learning and the work of itinerant teachers of the deaf and hard of hearing. *American annals of the deaf*, 160(3), 273-288. <https://doi.org/10.1353/aad.2015.0024>
- Norris, J. A. (2003). Looking at classroom management through a social and emotional learning lens. *Theory into practice*, 42(4), 313-318. https://doi.org/10.1207/s15430421tip4204_8
- Oberle, E., & Schonert-Reichl, K. A. (2017). Social and emotional learning: recent research and practical strategies for promoting children's social and emotional competence in schools In J. L. Matson (Ed.), *Handbook of social behavior and skills in children* (pp. 175–197). Springer International Publishing. http://dx.doi.org/10.1007/978-3-319-64592-6_11
- Osher, D., Kidron, Y., Brackett, M., Dymnicki, A., Jones, S., & Weissberg, R. P. (2016). Advancing the science and practice of social and emotional learning: Looking back and moving forward. *Review of Research in Education*, 40(1), 644-681. <https://doi.org/10.3102/0091732X16673595>
- Özdemir Beceren, B. (2012). *Güçlü Başlangıç Sosyal Duygusal Öğrenme Programı'nın 5 Yaş Çocuklarının Sosyal Ve Duygusal Gelişimleri Üzerine Etkisi*. (Unpublished Doctoral Dissertation), Marmara University, İstanbul.
- Özer, E., & Korkman, H. (2022). Investigation of the Correlation between Self-Esteem and Coping Strategies of Students Attending Secondary School. *International Journal of Progressive Education*, 18(1), 42-51. <https://doi.org/10.29329/ijpe.2022.426.3>
- Pan, C. Y., & Wu, H. Y. (2013). The cooperative learning effects on English reading comprehension and learning motivation of EFL freshmen. *English Language Teaching*, 6(5), 13-27. <http://dx.doi.org/10.5539/elt.v6n5p13>
- Pasi, R. J. (1997). Initiating a program in social and emotional education. *NASSP Bulletin*, 81(593), 100-105. <https://doi.org/10.1177/019263659708159313>
- Pattanpichet, F. (2011). The effects of using collaborative learning to enhance students English speaking achievement. *Journal of College Teaching & Learning (TLC)*, 8(11), 1-10. <http://dx.doi.org/10.19030/tlc.v8i11.6502>

- Paulhus, D. L., & Vazire, S. (2007). The self-report method. In R. W. Robins, R. C. Fraley & R. F. Krueger (Eds.), *Handbook of research methods in personality psychology* (pp. 224–239). The Guilford Press.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of school health*, 70(5), 179-185. <https://doi.org/10.1111/j.1746-1561.2000.tb06468.x>
- Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Pica, T., & Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in second language acquisition*, 7(2), 233-248.
- Pierceall, E. A., & Keim, M. C. (2007). Stress and coping strategies among community college students. *Community college journal of research and practice*, 31(9), 703-712. <https://doi.org/10.1080/10668920600866579>
- Pourrajab, M., Rabbani, M., & Kasmaienezhadfar, S. (2014). Different Effects of Stress on Male and Female Students. *Online Journal of Counseling & Education*, 3(3), 31-39.
- Prabu, P. S. (2015). A study on academic stress among higher secondary students. *International journal of humanities and social science invention*, 4(10), 63-68.
- Praditsang, M., Hanafi, Z., & Walters, T. (2015). The relationship among emotional intelligence, social intelligence and learning behaviour. *Asian Social Science*, 11(13), 98-107. <http://dx.doi.org/10.5539/ass.v11n13p98>
- Pyun, O. (2004). The role of group work in the second language classroom. *The Korean Language in America*, 9, 169-191. <https://www.jstor.org/stable/42922866>
- Quimosing, A. B. (2022). Learning English as a Foreign Language (EFL): A Narratology. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 5(2), 13-21. <https://doi.org/10.35307/saltel.v5i2.85>

- Rahaman, A. (2014). Reading comprehension through group work activities in an EFL classroom: An action research report. *Working Papers on Culture, Education and Human Development*, 10(2), 1-8.
- Rana, A., Gulati, R., & Wadhwa, V. (2019). Stress among students: An emerging issue. *Integrated Journal of Social Sciences*, 6(2), 44-48.
- Rao, P. S. (2019). Collaborative learning in English language classrooms. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(2), 5-16. <http://dx.doi.org/10.5958/2249-7137.2019.00020.X>
- Rao, P. S. (2019a). The impact of collaborative learning on EFL/ESL classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(4), 38-51.
- Ratka, A. (2018). Empathy and the development of affective skills. *American Journal of pharmaceutical education*, 82(10), 7192. <https://doi.org/10.5688/ajpe7192>
- Rezaei, A. R. (2018). Effective Groupwork Strategies: Faculty and Students' Perspectives. *Journal of Education and Learning*, 7(5), 1-10. <http://dx.doi.org/10.5539/jel.v7n5p1>
- Robins, R. W., & Trzesniewski, K. H. (2005). Self-esteem development across the lifespan. *Current directions in psychological science*, 14(3), 158-162. <https://doi.org/10.1111/j.0963-7214.2005.00353.x>
- Rose-Krasnor, L., & Denham, S. (2011). Social-emotional competence in early childhood. In K. H. Rubin, W. M. Bukowski, B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups*, (pp. 162-179). The Guilford Press.
- Ross, K. M., & Tolan, P. (2018). Social and emotional learning in adolescence: Testing the CASEL model in a normative sample. *The Journal of Early Adolescence*, 38(8), 1170-1199. <https://doi.org/10.1177/0272431617725198>
- Rowe, H. L., & Trickett, E. J. (2018). Student diversity representation and reporting in universal school-based social and emotional learning programs: Implications for generalizability. *Educational Psychology Review*, 30, 559-583. <https://doi.org/10.1007/s10648-017-9425-3>
- Sabbah, S., Hallabieh, F., & Hussein, O. (2020). Communication Skills among Undergraduate Students at Al-Quds University. *World Journal of Education*, 10(6), 136-142. <http://dx.doi.org/10.5430/WJE.V10N6P136>
- Sadeghi, E., & Ganji, M. (2020). The effects of cooperative learning on Iranian university students' class-engagement, self-esteem, and self-

- confidence. *Journal of Modern Research in English Language Studies*, 7(4), 89-109.
- Salehi, S., Ghanizadeh, A., & Rostami, S. (2017) Stress management in taking tests: The role of EFL learners' stress coping strategies in their test anxiety and test-taking strategies. *European Journal of Education Studies*, 3(8), 436-454.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Schonert-Reichl, K. A., & Hymel, S. (2007). Educating the heart as well as the mind social and emotional learning for school and life success. *Education Canada*, 47(2), 20-25.
- Schultz, D., Ambike, A., Stapleton, L. M., Domitrovich, C. E., Schaeffer, C. M., & Bartels, B. (2010). Development of a questionnaire assessing teacher perceived support for and attitudes about social and emotional learning. *Early Education and Development*, 21(6), 865-885. <https://doi.org/10.1080/10409280903305708>
- Scifres, S. (2021). *K-5 Teachers' Perceptions of Social-Emotional Learning*. (Unpublished Doctoral dissertation). Pepperdine University, California.
- Shahsavarani, A. M., Azad Marz Abadi, E., & Hakimi Kalkhoran, M. (2015). Stress: Facts and theories through literature review. *International Journal of Medical Reviews*, 2(2), 230-241.
- Shaikh, B. T., Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, N. A., & Khan, S. (2004). Students, stress and coping strategies: a case of Pakistani medical school. *Education for Health*, 17(3), 346-353.
- Shankar, N. L., & Park, C. L. (2016). Effects of stress on students' physical and mental health and academic success. *International Journal of School & Educational Psychology*, 4(1), 5-9. <https://doi.org/10.1080/21683603.2016.1130532>
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of second language writing*, 20(4), 286-305. <https://doi.org/10.1016/j.jslw.2011.05.010>
- Sibrian, A. (2020, April). *The Relationship between Social Emotional Learning and Teacher Beliefs* [Conference Paper Presentation]. 2020 Capstone Conference, Turlock, CA. Retrieved April 10, 2024, from https://www.csustan.edu/sites/default/files/groups/University%20Honors%20Program/Journals_two/dis_sibrian_alexandra_capstone.pdf

- Situmorang, M. A. (2021). Students' Perception of Using Group Work in English Class. *Journal of English teaching*, 7(1), 81-88.
- Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning?. In A. Goodsell, M. Maher, V. Tinto, B. L. Smith & J. T. MacGregor (Eds.), *Collaborative learning: A sourcebook for higher education* (pp.10-30). University Park, PA: National Center on Post-Secondary Teaching, Learning, and Assessment, Pennsylvania State University.
- Snyder, L. G., & Snyder, M. J. (2008). Teaching critical thinking and problem solving skills. *The Delta Pi Epsilon Journal*, 1(2), 90-99.
- Sulaiman, N. D., & Shahrill, M. (2015). Engaging collaborative learning to develop students' skills of the 21st century. *Mediterranean Journal of Social Sciences*, 6(4), 544-552.
- Sultan, S., & Hussain, I. (2012). Comparison between individual and collaborative learning: Determining a strategy for promoting social skills and self-esteem among undergraduate students. *Journal of Educational Research*, 15(2).
- Tabatabaei, O., Afzali, M., & Mehrabi, M. (2015). The effect of collaborative work on improving speaking ability and decreasing stress of Iranian EFL learners. *Mediterranean Journal of Social Sciences*, 6(4), 274-280. <http://dx.doi.org/10.5901/mjss.2015.v6n4s1p274>
- Taqi, H. A., & Al-Nouh, N. A. (2014). Effect of Group Work on EFL Students' Attitudes and Learning in Higher Education. *Journal of education and Learning*, 3(2), 52-65.
- Tatlıoğlu, S. S. (2021). Öğrenmeye sosyal-bilişsel bir bakış: Albert Bandura. *Sosyoloji Notları*, 5(1), 15-30.
- Taylor, H. E., & Larson, S. (1999). Social and emotional learning in middle school. *The Clearing House*, 72(6), 331-336. <https://doi.org/10.1080/00098659909599420>
- Tolmie, A. K., Topping, K. J., Christie, D., Donaldson, C., Howe, C., Jessiman, E., Livingston, K. & Thurston, A. (2010). Social effects of collaborative learning in primary schools. *Learning and instruction*, 20(3), 177-191. <https://doi.org/10.1016/j.learninstruc.2009.01.005>
- Tomasello, M. (1992). The social bases of language acquisition. *Social development*, 1(1), 67-87. <https://doi.org/10.1111/j.1467-9507.1992.tb00135.x>

- Training, MTD. (2010). *Effective communication skills*. MTD Training & Ventus Publishing ApS.
- Tunç, A. (2011). İlköğretim 7. Ve 8. Sınıf öğrencilerinin karar vermede özsaygı ve karar verme stilleri ile algılanan ana baba tutumları arasındaki ilişkinin incelenmesi. (Unpublished Master's Thesis) Çukurova University, Adana.
- Tümkaya S., Aybek, B., & Aldağ, H. (2009). An investigation of university students' critical thinking disposition and perceived problem solving skills. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 36, 57-74.
- Türker, Y., & Kahraman, Ü. (2021). School Climate and Self-Efficacy as Predictor of Job Satisfaction. *Journal of Theoretical Educational Science*, 14(4), 548-569. <https://doi.org/10.30831/akukeg.901457>
- Ur, P. (1999). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Uşaklı, H., & Ekici, K. (2018). Schools and social emotional learning. *European Journal of Education Studies*, 4(1), 69-80. <http://dx.doi.org/10.5281/zenodo.1154919>
- Ülvay, G. F., & Özkul, A. E. (2018). Social-Emotional learning competencies scale of secondary school students. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(4), 1295-1304. <https://doi.org/10.29333/ejmste/82938>
- Van de Sande, M. C., Fekkes, M., Kocken, P. L., Diekstra, R. F., Reis, R., & Gravesteyn, C. (2019). Do universal social and emotional learning programs for secondary school students enhance the competencies they address? A systematic review. *Psychology in the Schools*, 56(10), 1545-1567. <https://doi.org/10.1002/pits.22307>
- Van Huynh, S., Tran-Chi, V. L., & Nguyen, T. T. (2018). Vietnamese Teachers' Perceptions of Social-Emotional Learning Education in Primary Schools. *European journal of contemporary education*, 7(4), 874-881. <http://dx.doi.org/10.13187/ejced.2018.4.874>
- Van Vorst, R. (2022). *Social Emotional Learning and School Climate: A Case Study of Elementary Teachers*. (Unpublished Doctoral Dissertation). Drexel University, Philadelphia.
- Van Ryzin, M. J., & Roseth, C. J. (2021). The cascading effects of reducing student stress: cooperative learning as a means to reduce emotional problems and

- promote academic engagement. *The Journal of Early Adolescence*, 41(5), 700-724. <https://doi.org/10.1177/0272431620950474>
- Vesper, D. L. (2023). *Teachers' Perceived Impact of a School-Based Social Emotional Learning Curriculum on Student Engagement and School Climate: An Exploratory Sequential Mixed Method Study* (Unpublished Doctoral Dissertation, Delaware Valley University).
- Vrioni, R. (2011). Effects of group learning on the academic performance of university students. *Problems of Education in the 21st Century*, 33(1), 111-117.
- Vyas, F. Y., & Mehta, H. J. (2015). Developing effective communication skills. *International Journal of Research and Analytical Reviews*, 2(1), 105-108.
- Wahyuddin, Ernawati, Satriani, S., & Nursakiah. (2022). The Application of Collaborative Learning Model to Improve Student's 4Cs Skills. *Anatolian Journal of Education*, 7(1), 93-102. <http://dx.doi.org/10.29333/aje.2022.718a>
- Wahyuningsih, S. K. (2018). Group work to improve classroom interaction and students' self-esteem of Stain Gpa. *Research and Innovation in Language Learning*, 1(3), 187-200.
- Wasti, S. P., Simkhada, P., van Teijlingen, E. R., Sathian, B., & Banerjee, I. (2022). The Growing Importance of Mixed-Methods Research in Health. *Nepal journal of epidemiology*, 12(1), 1175–1178. <https://doi.org/10.3126/nje.v12i1.43633>
- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and Emotional Learning: Past, Present, and Future. In R. P. Weissberg, J. A. Durlak, C. E. Domitrovich, & T. P. Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 3-19). The Guilford Press.
- Wong, A. S., Li-Tsang, C. W., & Siu, A. M. (2014). Effect of a social emotional learning programme for primary school students. *Hong Kong Journal of Occupational Therapy*, 24(2), 56-63. <https://doi.org/10.1016/j.hkjot.2014.11.001>
- Wood, P. (2020). Emotional Intelligence and Social and Emotional Learning: (Mis)Interpretation of Theory and Its Influence on Practice. *Journal of Research in Childhood Education*, 34(1), 153–166. <https://doi.org/10.1080/02568543.2019.1692104>
- Woods, D. R., Hrymak, A. N., Marshall, R. R., Wood, P. E., Crowe, C. M., Hoffman, T. W., Wright, J. D., Taylor, P. A., Woodhouse, K. A., and Bouchard, C. G. K.

- (1997). Developing problem solving skills: The McMaster problem solving program. *Journal of Engineering Education*, 86 (2), 75-91. <https://doi.org/10.1002/j.2168-9830.1997.tb00270.x>
- Yalız, D. (2013). Anadolu Üniversitesi Beden Eğitimi Ve Spor Öğretmenliği Bölümü Öğrencilerinin Duygusal Zekâ Düzeyleri İncelenmesi. *Pamukkale Journal of Sport Sciences*, 4(2), 94-11.
- Zayat, A. C. (2022). Teacher Perceptions of Social-Emotional Learning Program Implementation and Sustainability in One School Division in Northern Virginia. (Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University), Falls Church, Virginia.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of educational and psychological consultation*, 17(2-3), 191-210. <https://doi.org/10.1080/10474410701413145>
- Zins, J. E., & Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological consultation*, 17(2-3), 233-255. <https://doi.org/10.1080/10474410701413152>

APPENDICES

Appendix A: Permission Request for Social and Emotional Learning Skills Scale

←

📄

🕒

🗑️

✉️

🕒

🔍

📄

📄

⋮

35 ileti dizisinden 3. < >

Sosyal Duygusal Öğrenme Becerileri Ölçeği

Gelen Kutusu x

⬆️ 🖨️ 🔗

👤

İlkay Ceyran

10 Haz 2023 Cmt 14:57 ☆

Ben Gaziantep Üniversitesi İngiliz Dili Eğitimi dalında yüksek lisans öğrencisi İlkay Ceyran. Sosyal Duygusal Öğrenme alanında çalışmak istiyorum. Bu konudaki h

0

ÖMER FARUK KABAKÇI

Alıcı: fidan, ben ▾

11 Haz 2023 Paz 14:26 ★ 😊 ↶ ⋮

Merhaba,

Ölçeğe ilginiz için teşekkürler. Ölçek, maddelerin tamamı herhangi bir yerde yayınlanmadan kullanılması için ektedir. Çalışma sonuçlarından haberdar ederseniz seviniriz. Ayrıca aşağıdaki kaynak ölçeğin kuramsal temellerini içeriyor. İyi çalışmalar.

<https://www.nobelkitap.com/okul-temelli-onleyici-rehberlik-ve-psikolojik-danisma-360592.html>

Bir ek • Gmail tarafından tarandı 🔗

SDÖBÖ.pdf

SDÖBÖ.pdf

↶ Yanıtla

↶ Tümünü yanıtla

↷ Yönlendir

😊

Appendix B: Ethics Approval from Gaziantep University Social and Human Sciences Ethical Committee

T.C.
GAZİANTEP ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU TOPLANTI TUTANAĞI

Toplantı No : 12
Toplantı Tarihi : 06.11.2023
Toplantı Saati : 11:00

Sosyal ve Beşeri Bilimler Etik Kurulu 06.11.2023 tarihinde toplanarak yapılan başvuruları değerlendirdi ve aşağıdaki kararları aldı:

15) Eğitim Bilimleri Enstitüsü'nün 20.10.2023 tarih, 399318 sayılı ve "Bilimsel ve Eğitim Amaçlı (İlkay CEYRAN)" konulu yazısı incelenmiş olup Üniversitemiz Gaziantep Eğitim Fakültesi Öğretim Üyesi Doç. Dr. Emrah ÇİNKARA'nın Eğitim Bilimleri Enstitüsü'nde danışmanlığını yürüttüğü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi İlkay CEYRAN'ın "The Impact of Group Work on Social and Emotional Learning in EFL Classrooms: An Experimental Study (Yabancı Dil Olarak İngilizce Sınıflarında Grup Çalışmasının Sosyal ve Duygusal Öğrenmeye Etkisi: Deneysel Çalışma" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'na değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine;

Toplantıya katılanların oy birliğiyle karar verildi.

Appendix C: Approval from the Ministry of National Education



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı :
Konu : Araştırma İzin Talebi
(İlkay CEYRAN)

22/01/2024

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 24.11.2023 tarihli ve 414376 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi İlkay CEYRAN'ın yürüttüğü "The Impact of Group Work on Social And Emotional Learning in EFL Classrooms: An Experimental Study" konulu anket uygulama isteği kapsamında, İlimiz Şahinbey ilçesine bağlı bulunan Feridun Oral Aykanat Ortaokulu 8. Sınıf öğrencilerine yönelik Anket Uygulama İsteği, ilgi yazıda belirtilmektedir.

Bu kapsamda bahsi geçen Anket Uygulama İsteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey ilçesine bağlı bulunan Feridun Oral Aykanat Ortaokulu 8. Sınıf öğrencilerine yönelik anket uygulama isteğinin, eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Yasin TEPE
İl Millî Eğitim Müdürü

OLUR
Murat AKYÜZ
Vali a.
Vali Yardımcısı

Appendix D: Lesson Plans

Lesson Plan 1- Friendship

Title: Exploring Perspectives through Jigsaw Reading

Grade Level: 8th grade

Objective:

- Enhance reading comprehension and critical thinking skills.
- Foster collaboration, communication, and active listening.
- Develop an understanding of multiple perspectives on a topic.

Materials:

- Texts or articles related to a specific topic (prepared in advance).
- Chart paper or whiteboard.
- Markers or whiteboard markers.

Duration: 80 minutes

Procedure:

1. Introduction (5 minutes):
 - Begin the lesson by explaining the concept of jigsaw reading to the students.
 - Discuss the benefits of collaborative learning and gaining multiple perspectives on a topic.
 - Emphasize the importance of active listening and respectful discussion.
2. Topic Introduction (5 minutes):
 - Introduce the topic that will be explored through jigsaw reading.
 - Provide a brief overview of the topic and its significance.
 - Generate interest and curiosity among students by asking thought-provoking questions related to the topic.
3. Text Selection and Group Formation (5 minutes):
 - Divide the class into small groups of 4 students each.
 - Assign each group a specific text related to the topic. Ensure that each group has a different text.
 - Provide copies of the assigned texts to each group.
4. Jigsaw Reading (20 minutes):
 - Instruct students to read their assigned texts individually, taking notes on the main ideas, key details, and supporting evidence.
 - Encourage students to organize their thoughts and facilitate comprehension.
5. Expert Groups (10 minutes):
 - In these expert groups, students who read the same text will share their understanding of the text and discuss the main ideas, supporting evidence, and any questions or clarifications.
6. Jigsaw Groups (15 minutes):
 - Regroup students, ensuring that each new group consists of one member from each expert group.
 - Instruct students to take turns sharing the main ideas and key details from their assigned texts, providing a brief summary to the rest of the group.
 - Encourage active listening, note-taking, and respectful discussion among group members.

7. Group Discussion and Synthesis (15 minutes):
 - Facilitate a whole-class discussion where each group presents the main ideas and perspectives they learned from their jigsaw groups.
 - Encourage students to compare and contrast the different perspectives and discuss any common themes or patterns that emerge.
 - Record the key points on chart paper or the whiteboard.
8. Reflection and Conclusion (5 minutes):
 - Summarize the main ideas and perspectives discussed during the activity.
 - Engage students in a brief reflection on the benefits of jigsaw reading and gaining multiple perspectives.
 - Conclude the lesson by emphasizing the importance of open-mindedness and understanding different viewpoints.



Lesson plan 2- Friendship

Title: Critical Thinking and Problem-Solving

Grade Level: 8th grade

Objective:

- Develop critical thinking skills through problem-solving activities.
- Foster creativity, collaboration, and logical reasoning.
- Enhance students' problem-solving strategies and approaches.

Materials:

- Various problem-solving activities for real-life scenarios
- Chart paper or whiteboard.
- Markers or whiteboard markers.
- Dictionary

Real Life Scenarios

1. **Scenario:** Balancing School and Extracurricular Activities

Description: Kemal is an eighth-grade student who is passionate about both academics and extracurricular activities. He is part of the school soccer team, involved in the school play, and also wants to maintain good grades. However, he finds it challenging to manage his time effectively and feels overwhelmed.

Problem: How can Kemal balance his schoolwork and extracurricular activities without feeling overwhelmed or sacrificing his performance in either area?

2. **Scenario:** Peer Pressure and Decision Making

Description: Şeyma is an eighth-grade student who is faced with peer pressure from her friends to engage in risky behaviors, such as bullying younger students or skipping school. She wants to maintain her own values and make responsible choices, but she feels pressured to conform to fit in.

Problem: How can Şeyma resist peer pressure, stay true to her values, and make responsible decisions without jeopardizing her relationships with her friends?

3. **Scenario:** Cyberbullying and Online Safety

Description: Fatma is an eighth-grade student who is being cyberbullied by some of her classmates on social media platforms. She feels upset, anxious, and unsure of how to handle the situation.

Problem: How can Fatma address cyberbullying, protect her online well-being, and promote a positive online environment?

4. **Scenario:** Conflict Resolution with Friends

Description: Sibel and Hamdi are best friends who have recently been having conflicts and disagreements. They value their friendship and want to find a way to resolve their issues and maintain a healthy relationship.

Problem: How can Sibel and Hamdi effectively communicate, resolve conflicts, and strengthen their friendship?

Procedure:

1. Introduction (5 minutes):

- Begin the lesson by discussing the importance of problem-solving skills in various aspects of life.

- Explain that students will be participating in a critical thinking and problem-solving workshop to enhance their analytical and logical reasoning abilities.
 - Emphasize the value of creativity, collaboration, and perseverance in solving complex problems.
2. Warm-up Activity (10 minutes):
 - Start the lesson with a short warm-up activity, such as a quick riddle or brain teaser, to engage students and get them thinking critically.
 - Discuss the strategies and thought processes used to arrive at the solution.
 - Highlight the importance of breaking down problems into smaller parts and considering multiple approaches.
 3. Problem-Solving Strategies (10 minutes):
 - Introduce and discuss various problem-solving strategies, such as trial and error, working backwards and using logical reasoning.
 - Provide examples and explanations of how each strategy can be applied to different types of problems.
 - Encourage students to think flexibly and choose the most suitable strategy for each problem.
 4. Small Group Problem-Solving Activity (20 minutes):
 - Divide the class into small groups of 5 students.
 - Provide each group with a problem-solving activity which includes real-life scenarios.
 - Instruct the groups to work collaboratively and apply the problem-solving strategies discussed to solve the given problem.
 - Circulate among the groups, providing guidance and support as needed.
 5. Group Discussion and Presentation (15 minutes):
 - Bring the class back together and facilitate a group discussion.
 - Ask each group to share their problem-solving process, strategies used, and the solution they arrived at.
 - Encourage other groups to provide feedback, ask questions, and offer alternative approaches.
 6. Reflection and Application (10 minutes):
 - Have students reflect on their problem-solving experience, considering the challenges faced and the strategies that proved effective.
 - Discuss real-life scenarios where problem-solving skills can be applied, such as in mathematics, science, and everyday situations.
 - Encourage students to think about how they can transfer the problem-solving strategies they learned to other areas of their lives.
 7. Conclusion (5 minutes):
 - Summarize the key takeaways from the critical thinking and problem-solving workshop, emphasizing the importance of perseverance, collaboration, and creative thinking.
 - Discuss the value of problem-solving skills in academic and real-life situations.
 - Conclude the lesson by thanking the students for their participation and encouraging them to continue honing their problem-solving abilities.

Lesson Plan 3- Friendship

Title: Collaborative Storytelling Adventure

Grade Level: Secondary School (8th grade)

Objective:

- Develop collaborative skills through storytelling.
- Enhance creativity, critical thinking, and communication skills.
- Foster imagination and teamwork.

Materials:

- Chart paper or whiteboard.
- Markers or whiteboard markers.
- Storytelling prompts (prepared in advance).
- Writing materials (paper and pencils).

Duration: 80 minutes

Theme:

- Friendship

Prompts:

- "In a small town, a group of friends discovers a mysterious map that leads them on a quest. What does the map reveal, and how does their friendship help them overcome challenges along the way?"
- "A group of friends with different superpowers finds themselves in a world where their abilities are needed to save it. How do they combine their powers and work together to protect the world and strengthen their friendship?"
- "In a school where friendships are divided along cliques and social groups, a new student arrives and befriends members from different groups. How does their friendship break down barriers and bring about positive change in the school?"
- "A group of friends starts a band and dreams of making it big. What challenges do they face on their musical journey, and how does their friendship support and inspire them to pursue their dreams?"
- "A group of friends with diverse talents and passions comes together to organize a charity event for a cause they deeply care about. How do their individual strengths contribute to the success of the event, and how does their friendship inspire others to get involved?"

Procedure:

1. Introduction (6 minutes):
 - Begin the lesson by explaining the concept of collaborative storytelling to the students.
 - Discuss the benefits of working together, such as generating diverse ideas and creating a more engaging story.
 - Emphasize the importance of active listening, respecting others' ideas, and building upon each other's contributions.
2. Storytelling Prompts (5 minutes):
 - Introduce a set of storytelling prompts.
 - Distribute the prompts to the students.
 - Explain that each group will select one prompt to build their story around.
3. Group Formation (3 minutes):

- Divide the class into small groups of 4 students each.
 - Encourage diverse groupings with a mix of personalities and abilities.
4. Story Development (18 minutes):
 - Instruct each group to select one storytelling prompt and begin discussing ideas for their story.
 - Encourage students to brainstorm and build upon each other's ideas, ensuring everyone has a chance to contribute.
 - Remind the groups to consider elements such as characters, setting, conflict, and resolution.
 5. Collaborative Writing (15 minutes):
 - Provide writing materials to each group.
 - Instruct the groups to collectively write the beginning of their story, incorporating the ideas they discussed.
 - Encourage them to take turns writing paragraphs or sections, passing the writing materials among group members.
 6. Rotating Story Circles (10 minutes):
 - Have each group form a circle, ensuring everyone can see the story written so far.
 - Instruct each group to rotate the story circle clockwise, with each member adding a sentence or paragraph to the story.
 - Encourage students to read what has been written before adding their contribution to maintain coherence.
 7. Story Sharing and Reflection (18 minutes):
 - Have each group share their completed collaborative story with the class.
 - Encourage them to read aloud.
 - After each presentation, facilitate a brief discussion about the experience of collaborative storytelling.
 8. Conclusion (5 minutes):
 - Summarize the key takeaways from the activity, emphasizing the importance of teamwork, active listening, and building upon each other's ideas.
 - Highlight the creativity and unique narratives that emerged through collaboration.
 - Conclude the lesson by encouraging students to apply their collaborative skills in future projects and group activities.

Lesson Plan 4

Title: Critical Thinking and Problem-Solving

Grade Level: 8th grade

Objective:

- Develop critical thinking skills through problem-solving activities.
- Foster creativity, collaboration, and logical reasoning.
- Enhance students' problem-solving strategies and approaches.

Materials:

- Various problem-solving puzzles (logic grid puzzles)
- Chart paper or whiteboard.
- Markers or whiteboard markers.

Procedure:

- Introduction (5 minutes):
 - Explain that students will be participating in a critical thinking and problem-solving workshop to enhance their analytical and logical reasoning abilities.
 - Emphasize the value of creativity and collaboration in solving complex problems.
2. Warm-up Activity (10 minutes):
 - Start the lesson with a short warm-up activity, such as a quick riddle or brain teaser, to engage students and get them thinking critically.
 - Discuss the strategies and thought processes used to arrive at the solution.
 - Highlight the importance of breaking down problems into smaller parts and considering multiple approaches.
3. Problem-Solving Strategies (10 minutes):
 - Introduce and discuss various problem-solving strategies, such as trial and error, working backwards, drawing diagrams, and using logical reasoning.
 - Provide examples and explanations of how each strategy can be applied to different types of problems.
 - Encourage students to think flexibly and choose the most suitable strategy for each problem.
4. Small Group Problem-Solving Activity (20 minutes):
 - Divide the class into small groups of 4 students.
 - Provide each group with a Zebra Puzzle.
 - Instruct the groups to work collaboratively and apply the problem-solving strategies discussed to solve the given problem.
 - Circulate among the groups, providing guidance and support as needed.
5. Group Discussion and Presentation (15 minutes):
 - Bring the class back together and facilitate a group discussion.
 - Ask each group to share their problem-solving process, strategies used, and the solution they arrived at.
 - Encourage other groups to provide feedback, ask questions, and offer alternative approaches.
6. Reflection and Application (10 minutes):
 - Have students reflect on their problem-solving experience, considering the challenges faced and the strategies that proved effective.

- Encourage students to think about how they can transfer the problem-solving strategies they learned to other areas of their lives.
7. Conclusion (5 minutes):
- Summarize the key takeaways from the critical thinking and problem-solving workshop, emphasizing the importance of perseverance, collaboration, and creative thinking.
 - Discuss the value of problem-solving skills in academic and real-life situations.
 - Conclude the lesson by thanking the students for their participation and encouraging them to continue honing their problem-solving abilities.



Lesson Plan 5- Teen Life

Title: Group Presentations about Teen Life

Grade Level: 8th grade

Objective:

- Research and present information about teen life.
- Develop presentation skills, including effective communication and public speaking.
- Foster teamwork, collaboration, and active listening.

Materials:

- Research materials (books, websites, articles).
- Presentation tools (e.g., PowerPoint, Google Slides) and equipment (smart board).

Group Presentation Topics:

- Social media and its impact on teens
- Healthy relationship and communication
- Peer pressure and decision-making
- Goal setting and time management

Duration: 2 days (one for explanation and one for presentations)

Procedure:

1. Introduction (10 minutes):
 - Begin the lesson by discussing the importance of studying related topics about their real-life.
 - Explain that students will be working in groups to research and present information about their topics.
2. Group Formation and Topic Selection (10 minutes):
 - Divide the class into small groups of 5 students each.
 - Provide a list of topics.
 - Instruct each group to select a topic they are interested in studying and presenting.
3. Research and Information Gathering (out of school time):
 - Allocate time for groups to conduct research on their chosen topics.
 - Encourage students to use a variety of sources, such as books, websites, and articles, to gather relevant information.
 - Remind students to take notes and organize their findings.
4. Presentation Preparation (out of school time):
 - Instruct groups to organize their research findings and create a presentation to showcase the information.
 - Encourage them to consider the structure of their presentation, including an introduction, key facts or events, and a conclusion.
 - Remind students to incorporate visuals, such as images or maps, to enhance their presentation.
5. Presentation Practice (out of school time):
 - Provide time for groups to practice their presentations.
 - Encourage them to rehearse their speaking parts, ensure smooth transitions between group members, and time their presentation to fit within the allotted timeframe.
 - Offer guidance and feedback as needed to improve their delivery and presentation skills.

6. Group Presentations (45 minutes):
 - Allocate time for each group to present their findings to the class.
 - Set presentation time limits based on the number of groups and available class time.
 - Encourage groups to engage the audience, ask questions, and encourage discussion after their presentations.
7. Q&A and Reflection (10 minutes):
 - After each presentation, facilitate a brief Q&A session where students can ask questions about the topic presented.
 - Encourage students to reflect on the presentations and share their thoughts on what they learned or found interesting.
8. Conclusion (5 minutes):
 - Summarize the key takeaways from the presentations, highlighting the importance of research, effective communication, and teamwork.
 - Discuss the value of learning from topics and how their impact shape our understanding of the real –life.
 - Conclude the lesson by thanking the groups for their efforts and encouraging them to continue exploring in the future.

Lesson Plan 6- Teen Life

Title: Exploring Controversial Issues through Debate

Grade Level: 8th grade

Objective:

- Develop critical thinking and persuasive communication skills.
- Foster respectful dialogue and active listening.
- Enhance understanding of multiple perspectives on a controversial issue.

Materials:

- List of controversial topics relevant to the students' curriculum or current events.
- Research materials (books, websites, and articles) related to the chosen topics.
- Timer or stopwatch.
- Chart paper or whiteboard.
- Markers or whiteboard markers.

Debate Topic:

- Online Friendship vs. In-person Friendship

Duration:

- 2 days (one for explanation and preparation, one for debate)

Procedure:

1. Introduction (10 minutes):
 - Begin the lesson by discussing the importance of debate in understanding complex issues and developing persuasive communication skills.
 - Explain that students will be engaging in a structured debate to explore different perspectives on controversial topics.
 - Emphasize the importance of respectful dialogue, active listening, and supporting arguments with evidence.
2. Topic Selection and Group Formation (10 minutes):
 - Share debate topic with students
 - Allow students to choose the topic they are interested in debating.
 - Divide the class into two groups, assigning each group a topic to debate.
3. Research and Preparation (5 minutes):
 - Instruct each group to conduct research on their assigned topic, gathering evidence, statistics, and examples to support their arguments.
 - Encourage students to use a variety of sources, such as books, websites, and articles, for a well-rounded understanding of the topic.
 - Remind students to take notes and organize their findings.
4. Debate Structure and Roles (5 minutes):
 - Explain the structure of a debate, including the roles of the affirmative and negative teams.
 - Assign roles within each group, such as speakers, researchers, and timekeepers.
 - Provide guidelines for the debate format, including time limits for each speech and rebuttals.

5. Debate Preparation (out of school time):
 - Instruct groups to organize their arguments and develop a clear outline for their speeches.
 - Encourage students to consider counterarguments and prepare rebuttals to address opposing viewpoints.
 - Remind students to support their arguments with evidence and use persuasive language to convey their points effectively.
6. Debate (40 minutes):
 - Conduct the debate, following the established format and time limits.
 - Allocate time for each group to present their arguments and engage in rebuttals.
 - Encourage respectful exchanges and active listening among the debaters and the audience.
 - Use a timer or stopwatch to ensure equal speaking time for each team.
7. Reflection and Discussion (15 minutes):
 - Facilitate a whole-class discussion after the debate.
 - Encourage students to reflect on the different arguments presented and the effectiveness of persuasive techniques used.
 - Discuss the impact of hearing multiple perspectives and how it influences understanding and critical thinking.
8. Conclusion (5 minutes):
 - Summarize the key takeaways from the debate, emphasizing the importance of respectful dialogue, critical thinking, and persuasive communication skills.
 - Discuss the value of understanding and engaging with diverse viewpoints in society.
 - Conclude the lesson by thanking the students for their participation and encouraging them to continue exploring controversial issues.

Lesson Plan 7- Kitchen

Title: Peer Editing and Feedback Workshop

Grade Level: 8th grade

Objective:

- Enhance writing skills through peer editing and feedback.
- Develop critical thinking and constructive feedback skills.
- Promote collaboration and communication among students.

Materials:

- Peer editing checklist or rubric.
- Chart paper or whiteboard.
- Markers or whiteboard markers.

Topic (which peer editing and feedback will be given):

- Recipe review (instructions, measurements and necessary cooking techniques and equipment)

Duration:

- 70 minutes

Procedure:

1. Introduction (5 minutes):
 - Begin the lesson by discussing the importance of revision and editing in the writing process.
 - Explain that students will be participating in a peer editing and feedback workshop to improve their written assignments.
 - Emphasize the importance of providing constructive feedback and maintaining a positive and supportive environment.
2. Peer Editing Guidelines (5 minutes):
 - Introduce the peer editing process and provide clear guidelines for giving effective feedback.
 - Review the peer editing checklist or rubric with the class, highlighting the areas to focus on.
 - Discuss the importance of providing specific examples and suggestions for improvement.
3. Pairing and Assignment (15 minutes):
 - Divide the class into pairs, ensuring that each student has a partner to exchange written assignments with.
 - Tell every students to write the recipe of a well-known dish step by step which includes equipment, techniques, measurement and cooking instructions.
 - Tell students to exchange their written works with their pairs.
4. Peer Editing and Feedback (15 minutes):
 - Instruct students to read their partner's written assignment carefully, using the peer editing checklist or rubric as a guide.
 - Encourage students to provide constructive feedback by highlighting strengths and areas for improvement.
 - Remind students to offer specific suggestions for revisions and to provide explanations for their feedback.
5. Reflection and Revision (10 minutes):
 - Have students discuss the feedback they received with their partners, clarifying any questions or seeking further explanations.

- Instruct students to reflect on the feedback they received and make revisions to their written assignments based on the suggestions provided.
6. Group Discussion and Sharing (10 minutes):
 - Form different groups with more students and facilitate another feedback discussion.
 - Facilitate a whole-class discussion on the peer editing and feedback process.
 - Encourage students to share their experiences, challenges, and insights gained from receiving feedback.
 - Discuss the importance of incorporating feedback in the writing process and how it contributes to improving the quality of their work.
 7. Feedback Discussion (5 minutes):
 - Discuss the elements of effective feedback, such as being specific, offering suggestions, and maintaining a positive tone.
 8. Conclusion (5 minutes):
 - Summarize the key takeaways from the peer editing and feedback workshop, emphasizing the importance of revision, and collaboration.
 - Encourage students to continue using peer editing and feedback techniques in their future writing assignments.
 - Conclude the lesson by thanking the students for their participation and highlighting the progress they have made.

Lesson Plan 8- Kitchen

Title: Visualizing Stories through Storyboarding

Grade Level: 8th grade

Objective:

- Develop students' understanding of story structure, elements, and sequencing.
- Enhance students' visual literacy and communication skills through storyboarding.
- Foster creativity and critical thinking by visually representing narratives.

Materials:

- Examples of storyboards from books, movies, or online sources.
- Chart paper or whiteboard.
- Markers or whiteboard markers.
- Blank storyboard templates or paper divided into panels.

Procedure:

1. Introduction (10 minutes):
 - Begin the lesson by discussing the importance of visual storytelling and its impact on audience engagement.
 - Introduce the concept of storyboarding as a tool for planning and organizing narratives visually.
2. Elements of a Story (15 minutes):
 - Review the key elements of a story, such as characters, setting, plot, conflict, and resolution.
 - Engage the students in a discussion about the importance of these elements in creating a compelling narrative.
3. Storyboard Components (10 minutes):
 - Explain the different components of a storyboard, including panels, captions, visuals, and dialogue.
 - Show examples of storyboards from books, movies, or other sources to illustrate how they are used to visually represent a story.
4. Storyboarding Process (20 minutes):
 - Divide the students into small groups of 4.
 - Assign a specific prompt from a story for each group to work on.
 - Instruct the students to identify the key events, characters, and settings in the assigned section.
5. Creating Storyboards (30 minutes):
 - Provide blank storyboard templates divided into panels to each group.
 - Guide the students in creating their storyboards by sketching the scenes, adding captions or dialogue, and representing the sequence of events, which happens in kitchen.
 - Encourage creativity and attention to detail in the visuals and captions.
6. Presenting and Discussing Storyboards (20 minutes):
 - Give each group an opportunity to present their storyboards to the class.
 - Ask the presenting group to explain their choices, describe the scenes, and discuss how the visuals represent the story.
 - Facilitate a class discussion about the effectiveness of the storyboards in conveying the story elements and engaging the audience.
7. Reflection and Extension (10 minutes):

- Lead a reflection session where students share their thoughts on the storyboarding process and its impact on their understanding of the story.
 - Discuss the potential applications of storyboarding in different fields, such as filmmaking, advertising, or graphic novels.
8. Conclusion (5 minutes):
- Summarize the key takeaways from the lesson, emphasizing the importance of visualizing stories and the role of storyboarding in the creative process.
 - Encourage students to explore and experiment with storytelling techniques in their future projects.



VITAE

İlkay Ceyran completed her primary and high school education in Mersin. She graduated from the department of English Language Teaching of Çukurova University in 2019. She has been working as an English teacher in the Ministry of National Education since September 2020.

ÖZGEÇMİŞ

İlkay Ceyran, ilköğretim ve lise eğitimini Mersin’de tamamladı. Çukurova Üniversitesi İngilizce Öğretmenliği bölümünden 2019 yılında mezun oldu. Eylül 2020'den beri Milli Eğitim Bakanlığı'nda İngilizce öğretmeni olarak çalışmaktadır.