



**AN EXPLORATORY STUDY OF ENGLISH LANGUAGE TEACHERS'
PERSPECTIVE ON SOCIAL-EMOTIONAL LEARNING IN ESL CLASSROOMS IN
MALAYSIAN PRIMARY SCHOOLS**

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APPROVAL SHEET

This research paper attached hereto, entitled “An Exploratory Study of English Language Teachers’ Perspective on Social-Emotional Learning in ESL Classrooms in Malaysian Primary Schools” prepared and submitted by Timothy James A/L Joachimdass in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.



Supervisor

Date: 14 December 2022

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ABSTRACT

English Lessons in Malaysian primary schools prioritise on cognitive learning mainly through textbooks. However, Social-emotional learning (SEL) that helps promote a comfortable and fun learning environment for students to express emotions, build relationships, and making ethical decisions seems to be neglected in Malaysian ESL classrooms. Therefore, this study focused on primary school English teachers' perspective on SEL by identifying challenges faced and possible ways to integrate SEL effectively into their English lessons. A qualitative research approach using phenomenology was employed. Using the purposive sampling technique, six primary school English teachers from Perak were identified and interviewed. Thematic analysis was then employed. The study found more external challenges such as culture, lack of resources and time compared to internal challenges, knowledge. Possible ways showed patterns among relationships, methods, teacher roles, environment, and syllabus. Findings commonly linked to competence and relatedness as opposed to autonomy using the Self-Determination Theory. Furthermore, to handle SEL techniques in an English Language classroom, instructors must be prepared. This study hopes to create awareness among teachers and allow policy makers to give teachers professional SEL training. Lastly, other methods, participants and theories should also be explored to show a possibility of SEL integration in ESL classrooms.


Keywords: *Social-emotional learning (SEL), ESL classrooms, Teachers' Perspective*

DECLARATION

I hereby declare that the project entitled “An Exploratory Study of English Language Teachers’ Perspective on Social-Emotional Learning in ESL Classrooms in Malaysian Primary Schools” is a record of an original work by me under the guidance of Dr Joanna Tan Tjin Ai, my supervisor.

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List of Abbreviations

Social-emotional learning (SEL).....	1
English as a Second Language (ESL)	1
Malaysian Education Blueprint (MEB)	1
National Education Policy (NEP)	2
Kurikulum Bersepadu Sekolah Rendah (KBSR)	3
Ujian Pencapaian Sekolah Rendah (UPSR).....	3
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CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter discussed the background of study, statement of problem, objectives, and research questions. Lastly, it discussed the significance of why the study of Social-Emotional Learning (SEL) in Malaysian primary English as a Second Language (ESL) classrooms is important from a teacher's perspective.

1.1 Background of the Study

After independence, English is prominent in Malaysian education as it is one of the few countries to regard English as a second language in formal education. This is shown through Article 152 recognizing English as a second language status in Malaysia (Jalaluddin, 2008). English is also taught as a compulsory subject in Malaysian schools. The Malaysian English Language curriculum document clearly stated, "English is taught as a second language in all government assisted schools in the country..." (Ministry of Education, 1995, p.1). Also, English is a language that should be acquired by all Malaysians in school beginning from preschool up to secondary. In formal usage such as classrooms, English consistently plays a pivotal role as a mandatory subject among English Second Language Learners (Thirusanku & Yunus, 2012). This foregrounds the importance of educating ESL learning in schools especially in classrooms. However, approaches and concepts should be feasible for both teachers and learners to achieve a favourable academic outcome in this subject.

Studying the aspects of student's development in Malaysia's English learning education has shown greater attention in the 21st Century. Malaysian education is consistently transforming towards a more holistic and balanced approach to learning. The Ministry of Education Malaysia proposed the Malaysian Education Blueprint (MEB) 2013-2025 to restructure the nation's educational system (Ministry of Education, 2013). The

Blueprint lays strategic and operational approaches with the use of the National Education Policy's (NEP) vision to provide a basis for individual student's goals using a balanced education. The Blueprint strategizes to use NEP to produce individual potentials in being balanced intellectually, emotionally, physically, and spiritually (Ministry of Education Malaysia, 2013). This is crucial to diversify various individual's potentials to align with the NEP.

For English learning, NEP was claimed to reform English education to the national language in Malay (Darmi & Albion, 2013). The Malaysian Education System implemented a New Primary Schools Curriculum or Kurikulum Baru Sekolah Rendah (KBSR) in 1983. KBSR aims "to equip learners with basic skills and knowledge of the English language so as to enable them to communicate both orally and in writing, in and out of school," ("Sukatan Pelajaran Kurikulum Bersepadu Sekolah Rendah Bahasa Inggeris," 2000, p.1, as cited in Darmi & Albion, 2013). The policy then renewed to become Kurikulum Baru Sekolah Rendah (KSSR) which focused on student-centred learning compared to being teacher-centred during KBSR English (Sulaiman, Sulaiman & Rahim, 2017). This allows students to learn English through discussions, group activities, presentations and activities that allow active engagement.

As such, language learning in ESL classrooms should be dedicated to help build new generations to gain essential concepts, information, abilities, personality and understanding to be prepared for the outside world. This is to ensure a student's personality and character is fully developed alongside learning English to face the challenges of the real world such as in career building. This is supported by Schleicher (2018) whose opinion stated schooling to-date needs critical thinking, collaborative working, ability to recognize, being tech-savvy, and being proactive and responsible citizens in the outside world.

However, there is a dilemma in the Malaysian English education community. The school's approaches to schooling students in achieving their targeted capabilities in learning English are leaning towards cognitive rather than non-cognitive approaches. Schleicher (2018) argued cognitive factors are the easiest to teach and test due to the present ease of digitizing, automating, and outsourcing academic outcomes. Cognitive learning mainly focuses on how a teacher teaching to develop a student's understanding towards the subject through focus memory learning. This later allows the lessons taught to be put into practice for a desired learning outcome. A majority of schools in Malaysia rely on cognitive approaches towards student academic outcomes in learning grammar and vocabulary for language competence as the approaches clearly indicated the proficiency level of students in the English language (Othman et al., 2022).

Learning English were mainly based on the pedagogical structures set by the textbooks. For instance, English is taught mainly based on syllabus mainly in cognitive domains as shown in the standard 5 English textbook in Malaysia (Oktaviani, 2018). This is because the Common European Framework of Reference for Languages (CEFR) ranks a student's ability to be proficient in the language since 2013 (Kaur & Jian, 2022). Cognitive approaches through reliance on assessments and standardized test can lower the capability of a student's own potential to learn. Students' potentials are clearly restricted to only being graded based on their capability of following textbooks without regulating other non-cognitive domains such as social and emotional skills, character, personality and 21st century skills (Rieger et al., 2017).

However, recent news has shown a stop in public examination practices for assessing students' intellectual abilities and academic achievement. News articles from New Straits Times and The Star both dated on 28 April 2021 showed the Ministry of Education Malaysia executed an abolishment on the primary school achievement test known as Ujian Pencapaian

Sekolah Rendah (UPSR) beginning from 2021 (Radhi, 2021; Rajaendram, 2021). This shows education can be set beyond assessments and testing which promotes the possibility of using other methods of teaching instead of traditional cognitive approaches in classroom. Teachers could create a path to students coping with non-cognitive mechanisms in learning English. This ensures learning English could fulfil the NEP's vision of a balanced education instead of the traditional method of teaching. This is because Rieger et al. (2017) states non-cognitive outcomes help potential individuals to transcend beyond traditional outcomes of cognitive capacity or intellectual purpose.

One such non-cognitive teaching method is through Socio-emotional learning (SEL). SEL widely implements activities using the Collaborative Academic and Social Emotional Learning (CASEL) framework. CASEL frameworks SEL as learning social and emotional competencies ranging from self-awareness, self-management, responsible decision making, social awareness and relationship skills (CASEL, 2020). This allows individuals to process thoughts, emotions, self-behaviours, other people's behaviours and deciding ones' action responsibly into their learning environment (Brackett & Rivers, 2014; Elias et al.,1997). Research have discussed behaviours, cognition, and emotional learning are targeted by these SEL competencies (Zins & Elias, 2007). In other words, these learnings improve an individual to become better in adapting to their social and emotional skills. This shows a balanced education environment can be created where students are to perceive, control and reveal affective experiences and processes to allow them to learn effectively, establish closer relations, become problem-solvers, and manifest the mastery of their own environments.

The act of new approaches such as SEL cements non-cognitive domains to be another focal point in classroom lessons of today. Schools have a significant impact on a student's socialisation and presents them with growing cognitive, social, and emotional difficulties. (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011). For instance, the programmes

create a positive supportive school climate and distal outcomes such as improved prosocial and academic performance (Albright et al., 2019; Durlak et al., 2011; Rimm-Kaufman & Hulleman, 2015). A positive school climate through various SEL approaches improves new curriculum and SEL-infused teaching. (An, Vaid, Elias, Li, Wang & Zhuo, 2021). The benefits of SEL will possibly allow students to actively engage during lessons and subconsciously make them feel comfortable and safe to learn the English subject through regulation of emotions and social skills in schools.

Nonetheless, the execution of SEL in subjects require a teacher's responsibility. The teacher plays a pivotal role in embracing the effectiveness of classroom learning. Teachers are said to be the pillars of education and should play an integrative role in finding out more ways to learn English in ESL classrooms. Hattie (2003) deduced apart from students' own competencies (50%) teachers were measured at 30% as an influencing factor in students' achievement, followed by home environment (5-10%), schools (5-10%), and peer effects (5-10%). This is because teachers' practices linked to the direct impact of program delivery, evaluation, and student outcomes (Brackett et al., 2012).

Teacher's role as a facilitator also linked to the Self Determination Theory (SDT). SDT is fundamental as a capacity to understand one's own feelings, beliefs, and values and how they influence behaviour (Ryan & Deci, 2000), in which teachers can influence the behaviour of students in classrooms. This was possible when the basic psychological needs acted as the motivators behind teachers' autonomy (Ciani et al., 2011; Filippello et al., 2020; Guay, Ratelle, & Chanal, 2008; Mageau & Valler, 2003), teachers' competence (Broeck, Vansteenkiste, Witte, Soenens, & Lens, 2010; Perlman, 2011; Perlman, 2013; Perlman & Webster, 2011), and teachers' relatedness (Klassen et al., 2012).

Therefore, teacher's perspectives on the SEL approach in classrooms is important. Teachers are responsible for classroom management as to achieve academic achievements in

schools is by creating a social and emotional healthy classroom (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2009). As such, the present study hopes to link SDT basic psychological needs as a foundation to understand SEL implementation in Malaysian classrooms in Perak. The perspectives were observed through understanding the challenges faced by Malaysian teachers in implementing SEL in their English lessons and possible ways to integrate SEL into the ESL classroom.

1.2 Problem Statement

The classroom is a setting in which the effectiveness of any implementation of an education policy must be evaluated. The Malaysian primary school curriculum allows pupils to learn English through acquisition of linguistic knowledge and skills through learner centred and activity-oriented teaching-learning activities (Othman, 2010). According to Othman (2010), given that the primary objective of the curriculum is to create fundamental English language skills in primary classrooms, it is crucial that teachers plan their courses to support the growth of these abilities. The most fundamental effects of ESL curriculum policy may be discovered by looking into the classroom procedures used by English language instructors in current primary school level classrooms. However, learning the fundamental skills in English does limit a students' capability to reach their full potential as there is a lack of integrating non-cognitive domains such as SEL that promote fun, control emotions, and regulate social skills among the students (CASEL, 2020). Therefore, social and emotional skills can fill in the gap in teachers' English lessons.

At present, the integration of SEL in ESL classrooms is subtly discussed in Malaysia's education system. Majority of past research on SEL development among students were focussed on Western educational settings namely in USA, Ecuador, and New Zealand (Burgin, Coli & Daniel, 2021; Dyson, Howley & Shen, 2019; Jones et al., 2019), and other Asian countries namely Hong Kong, Taiwan, China, Japan, Singapore, Turkey, India, and

Vietnam (Ee & Quek, 2013; Esen-Aygun & Sahin-Taskin, 2017; Huynh, Tran-chi & Ngyuen, 2018; Yadav & Kumari, 2019; Yong, et al, 2021). The studies found SEL could be used in multiple subjects ranging from Maths, Science, Disciplinary Studies, Character education and language learning.

Similar studies of SEL being integrated for disciplinary, moral, civic, and religious studies purposes were evident in Malaysia (Lee, Yeoh & Jaffri, 2015; Palpanadan, 2022). Social and emotional management also highlighted on Malaysian learning classrooms in preschools in urban areas such as Selangor (Mohamed et al., 2020) and primary schools in rural areas namely Sarawak (Tnay et al., 2020), where the studies precepted the Malaysian teachers understanding on SEL and challenges in implementation in classrooms. As for secondary schools, SEL were based on understanding teachers Assessment for learning strategies for Secondary Science subjects (Sathasivam & Rahim, 2021). Overall, the studies showed SEL being integrated in preschool, primary, and secondary classrooms in other subjects in urban or rural schools but not primarily in English learning classrooms.

Furthermore, recent news in The Star showed Palpanadan (2022) urging the Malaysia education policy makers and curriculum developers should stress on SEL. He reaffirmed that SEL as a methodology helps develop positive identities, controlling emotions, achieving personal and collective personal and collective goals, and establishing connections is needed to develop student's humanistic characteristics. This further reinforces the need to explore the gap of SEL in an ESL classroom setting where the present study aimed to find out teachers' perspective towards the implementation of SEL strategies in their ESL classrooms.

Moving on, to study the teacher's perspectives, it requires to understand the importance of a teachers' role in being a facilitator in the SEL classroom. A teacher allows students to promote the growth of their own self potentials should also be given significance especially in the SEL domain. Past metanalysis and research have mentioned teachers as the

driving force in implementing programs and practices of SEL (Collie, Shapka, Perry, & Martin, 2015; Durlak et al., 2011; Yadav & Kumari, 2019). This is because scholars have deduced the adoption, outcome, and constant practice of SEL programs were affected by teachers' attitudes and beliefs towards SEL (Brackett et al., 2012; Schiepe-Tiska, Dzhaparkulova & Ziernwald, 2021; Zinsser, Sherwark, Denham, & Curby, 2014).

Studies also showed teachers' practices and experiences are parallel with teachers' beliefs as key features for perception and judgment (Holzberger, Philipp, & Kunter, 2014; Mohammad et al., 2019; Yunus & Mohammad, 2019). Despite teachers implementing SEL in classrooms, it is undeniable all teachers may not have similar positive and identical beliefs about SEL. Distinct beliefs may occur with the lack of such support, training and experience teachers have in implementing SEL in classrooms (Collie et al., 2015). This causes the SEL culture in the classrooms to be precepted differently according to the teachers own beliefs (Brackett et al., 2013). Their beliefs may change according to priorities of teaching methods or subjects, level of socio-emotional competencies or the embracing climate within their school, region, or country (Collie, Shapka & Perry, 2012). This leaves room for an empirical study that different perspectives of teachers towards SEL in ESL classrooms is important to be further studied especially in a developing educated country such as Malaysia.

Besides, LeVesseur (2015) stated researchers should understand the challengers faced by teachers in doing SEL activities. This should be equally important in the present study among Malaysian teachers in their targeted environment, in this case, in their primary English classrooms. However, studies have implied that SEL promotes activities that focus on solutions rather than problems (Yadav & Kumari, 2019). This shows solution-based activities are a must for SEL practice. This contributes to the fact teachers' perspective could highlight possible ways of integrating SEL unconsciously in their everyday ESL classrooms.

Therefore, the present study hopes to reinforce findings that Malaysian teachers too act as catalyst for socio-emotional domains (Garner, 2010), but in ESL classrooms especially during lessons for the English language subject. The study aims to share the findings of an empirical study in Malaysia to address the distinct perspectives of Malaysian English primary school teachers towards SEL in their ESL classrooms using a qualitative analysis. This is through understanding the challenges of implementing SEL during their English Lessons and possible ways of effective implementation of SEL in ESL classrooms using Self-Determination Theory (SDT) as a point of reference to link the discussion with the findings collected from the teacher's perspectives.

1.3 Research Objectives

To ensure the perspectives of Malaysian Teachers towards SEL in ESL classrooms are well-studied, the study hope to achieve the following objectives:

1. To identify the challenges primary school teachers' face when integrating social-emotional learning during their English Language lessons.
2. To find out possible ways primary school teachers can integrate social-emotional learning in their ESL classrooms effectively.

1.4 Research Questions

Based on the purpose of the study, the researcher aims to explore the following:

1. What are the challenges primary school teachers' face when integrating social-emotional learning during their English Language lessons?
2. What are the possible ways primary school teachers can integrate social-emotional learning in their ESL classrooms effectively?

1.5 Operational Definitions

1.5.1 Social-emotional Learning (SEL)

The term “social and emotional learning” was coined in the 1990s by CASEL that utilizes explicit teaching strategies to support students’ social and emotional competencies growth (Cristóvão, Candeias & Verdasca, 2017). According to CASEL (2020), SEL can be defined as the ability to acknowledge and control emotions, become problem solvers, and create beneficial relationships with other individuals.

1.5.2 English as a Second Language (ESL)

ESL is regarded as English as a second language which is the use of English within an English-speaking setting by non-native speakers (Nordquist, 2019). It also corresponds to specialized language teaching methods designed for learners whose native language is not English (Nordquist, 2019).

1.5.3 ESL Classrooms

ESL classroom is seen as teaching or learning English as a second language in a learning institution situation (Taiwo, 2010). According to Nordquist (2019) **an ESL classroom** usually refers to English being used as a dominant language in a country where students can be mixed of nationality without sharing mutual culture or native languages.

1.5.4 Teachers’ perspectives

Teachers’ perspective refers to beliefs, actions, motivations, and intentions that relate to a perceived notion in which a teacher conceptualizes the context of learning (Pratt & Associates, 1998). This shows teachers’ perspective shape and give meaning to educational practices in classroom learning environment.

1.5.5 Primary Schools

In Malaysia, primary schooling in classrooms starts at age seven and lasts for six years, Students are commonly referred as Year or Standard ranging from 1 to 6. Lower

primary comprises Year 1 to Year 3 and Year 4 to Year 6 are classified as upper primary (K12 Education, 2022). Depending on the locality, primary education is provided in primary schools or elementary schools.

1.5.6 Urban Schools

The fundamental definition of urban schools derives under a large population size, its density, and commercial developments (Matsko & Hammerness, 2014). According to Welsh and Swain (2020), urban school refers to people from marginalized and oppressed backgrounds undermined by lack of performance of educational outcomes over complex social problems. This was argued as schools lack resources in urban school districts (Darling-Hammond, 2014). From the definitions, it was observed urban schools showed negative implications such as low resources and lack of performance despite a larger population size which make it important for understanding a new method such as SEL as a non-cognitive outcome.

1.5.7 Rural Schools

Rural schools are an abstract concept that refer to a reciprocate of urban schools (Farmer, 1997, as cited in Marwan, Sumintono, & Mislán, 2012). For instance, if urban encompasses a larger populace, rural will be the opposite with a smaller populace. According to Johnson and Strange (2005), rural schools are located inside or outside a metropolitan area with less than 2500 residents as its population. Thus, it will be good to compare and contrast the concept of SEL in urban and rural school regions to show its challenges and possible ways of implementing SEL into English lessons among the English teachers.

1.6 Significance of the Study

The findings of this research are expected to provide benefits to Malaysian English education fields in the future. As Malaysian teachers, it is important to constantly find new methods to teach English considering the insurgence in the 21st century teaching industry,

The findings not only identify the challenges teachers face in implementing SEL during English Lessons, but also provides possible ways of implementing SEL effectively in their ESL primary classrooms.

With the research objectives, the study hopes to strengthen the findings that Malaysian teachers too can start as facilitators for SEL in ESL classrooms. The researcher hopes that through the different perspectives of primary school teachers towards SEL can serve as a benefit for future educators to slowly be convinced and apply SEL into their primary school English lessons be it for urban or rural schools across Malaysia. With the different level of education demography based on location, the study can serve as an asset to show SEL is important despite of a school's location.

The study also focuses on the multiple ways of implementing SEL using motivational theories such as Self-Determination Theory (SDT) to understand the requirement of satisfying the psychological needs of autonomy, competence and relatedness. With SDT, it will become a link to focus on teachers' challenges and possible ways of implementing SEL in ESL classrooms. This can serve as an asset to help future researchers to pay close attention and understand the details in linking SDT with SEL when it comes to understanding teachers' perspectives for other subjects as well.

The study also indirectly hoped to show how SEL could improve students' engagements in learning English based on opinions of teachers, where teachers can implement SEL approaches according to the suitability of the school's region. Crucially, the skills and competencies of social and emotional learning are primarily malleable and teachable (Jones & Kahn, 2017), which in turn reshape the education process during the childhood age (Koch, Nafziger & Nielson, 2015). Primary students tend to have a mind of wonder and curiosity, making it easier for teachers to incorporate SEL strategies in a primary

school level which benefit students in the future in terms of job prospects as well as controlling behavioural mechanisms for their own self and building relationship with others.

The study also hopes the perspective of Malaysian primary school English teachers can build better awareness towards implementing SEL in future Malaysian English language lessons. This will hope to be a guideline in primary ESL classrooms where Malaysian Education policy makers could consider SEL in language learning classrooms. This applies to Rich (2016) who suggested teacher preparation programs are done to ensure teachers develop and learn about their own socio-emotional competencies and SEL interventions. With the outlined challenges and possible ways, Malaysia's ministry of education could recommend teacher preparation programs, teacher training, and resources to ensure there is enough understanding in the preparation of integrating SEL activities in future primary ESL classroom.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

This section reviewed several literatures related to the definition of suitable keywords for the study, theories adapted, previous research on teachers' perspectives of SEL in classrooms and in English language learning, the theoretical background and conceptual framework for the present study are presented in this chapter as well.

2.1 Definitions

2.1.1 *Social-emotional Learning (SEL)*

The term Social and Emotional Learning (SEL) has frequently been used as an umbrella phrase to describe multiple methods aimed at fostering the growth of inter and intra-cognitive, social, and emotional abilities (Wigelsworth et al., 2021). Given its scope, SEL is present in a variety of educational subfields, each of which has its own vocabulary. Examples include bullying prevention, civic and character education, conflict resolution, social skills training, life skills, and "soft" or "non-cognitive" skills. (Jones, Bailey, Brush, Nelson, & Barnes, 2016). Even so, SEL has been appropriated and defined in terms of "well-being," despite the fact that the skills and concept are the same (Clarke, 2020).

The present study focuses on the education perspective mainly in integrating SEL as a framework for learning a language. The term was first invented by Collaborative for Academic Social Emotional Learning (CASEL) in 1994 (Cristóvão et al., 2017). Five interrelated core social and emotional competencies are well framework by CASEL. These competencies include (1) Self-awareness, (2), social awareness, (3) self-management, (4) relationship skills, and (5) responsible decision making (CASEL, 2020). The current study follows the rudimentary definition of SEL to entail thinking, feeling, and acting to become conscious of oneself and others, to control one's own behaviour as well as that of others, and

to make ethical decision-making among ESL students. (Brackett & Rivers, 2014; Elias et al., 1997). This is because, Durlak et al. (2011) highlighted SEL is a set of methods for creating social and emotional skills in students.

Furthermore, according to CASEL (2020), SEL is a process that assists age groups from children to adults in developing the fundamental skills necessary for lifelong success. In elementary school settings, Rimm-Kaufman and Hulleman (2015) discussed that when the crucial SEL competencies are divided into emotional processes, social skills, and cognitive control, SEL frames its approaches to assist social and emotional development. This is evidently true as SEL is perceived as “the ability to coordinate cognition, affect, and behaviour that enables people to thrive in diverse cultures and contexts and to achieve specific tasks and positive developmental outcomes” (Mahoney et al., 2020, p. 1131). The skills help students control their anger, develop friends, handle conflicts respectfully, and make moral and secure decisions.

Apart from that, SEL is defined as a crucial element for a person's personal and socioemotional growth, critical for their learning and success in all areas of their lives since it gives them the tools, the need to handle problems and tasks they confront daily, boosting their contentment and productivity (Oberle et al., 2016; Weissberg et al., 2015). The present study argues to show SEL defining as a methodology that can be collectively done by teachers who are comfortable, committed and support it. This is because, Davis et al. (2021) stated the success of teachers in their roles as providers, implementers, and maintainers of SEL curriculum and instruction determines how much SEL benefits pupils. The current study also linked SEL as a definition of a blooming methodology in Malaysia by understanding the perspectives of Malaysian primary school teachers in the ESL primary classroom setting. This is because researchers found that teachers' attitudes and views about SEL had an impact

on the acceptance, results, and ongoing usage of SEL programmes (Brackett et al., 2012; Schiepe-Tiska et al., 2021; Zinsser et al., 2014).

2.1.2 Primary School System

2.1.2.1 Malaysian Education. The Malaysian education system encompasses preschool, primary, secondary, postsecondary, special education, religious instruction, private, and technical education (Ministry of Education, 2012). Education is available at free public schools that are multilingual, in private institutions, or at home. The components of access include attending school and continuing to complete a minimal degree of education (Ministry of Education, 2013). The Education Act of 1996 requires all schools, including pre- and private schools, to adopt the standard national curriculum, which outlines the information, abilities, and values that students should have by the time they complete their education (Ministry of Education, 2011).

2.1.2.2 Types of Primary School in Malaysia. According to Salleh and Woolard (2019), there are now three primary categories of schools. Ministry of Education (2012) categorizes them as national schools (Sekolah Kebangsaan, SK) and Vernacular schools (Sekolah Jenis Kebangsaan), which can be either Chinese (SJKC) or Tamil (SJKT). Depending on the method of instruction, each is specified. At SK, Malay is utilised as the main language of instruction, whereas Chinese and Tamil are used in SJKC and SJKT, respectively. Together, these three groups make up nearly all (99%) primary enrolments. Additionally, there are many possibilities for schools that cater to specific needs, including independent Chinese schools, private schools, international schools, and schools for children with special needs (Salleh & Woolard, 2019).

2.1.2.3 Defining Primary and Elementary School. According to K12Academics (2022), primary education in Malaysia begins at age seven and lasts for six years. Students are typically referred to as Year or Standard, with numbers ranging from 1 to 6. Years 1 to 3

make up lower primary, whereas Years 4 to 6 make up upper primary. Primary education is delivered in primary schools or elementary schools, depending on the location namely urban and rural schools.

2.1.3 English Second Language (ESL)

ESL is essentially called English as a Second Language. English is both a target language and a medium of instruction for ESL students at English-medium schools. They not only study English as a topic but also learn it. Peng (2019) and Nordquist (2019) both affirmed similar definitions of ESL as the Second language referring to the language that plays the same important role as mother tongue. According to Iwai (2011), ESL refers to people who learn English in nations where it is formally spoken and employed as a communication tool. Although the scholars have partial different opinions on the terminology of ESL, it is commonly seen as a language that is seconded to a student's mother tongue, a communication tool and is spoken in formal manner.

2.1.4 ESL Classroom

2.1.4.1 Perspective of Teaching. According to Peng (2019) there are two groups for teaching ESL. One is for immigrants to nations that speak English, and the other is for nations that have historically colonised nations that do, like some in Southeast Asia and Africa. Whether or not these nations can exist depends on how well-versed they are in English (Peng, 2019). Even if the teacher is the one who organises classroom activities, the focus is on the students when teaching ESL. Teachers serve as the focal point of the class and are only seen as a tool while teaching English. This shows teaching ESL requires student-centred approaches where teachers become the facilitators in the classroom.

2.1.4.2 Perspective of Learners. According to Xie (1997, as cited in Peng, 2019), the ultimate goal for ESL learners is to encourage the development and construction of language practice. English can be used by ESL students to converse in a natural way. Learning a new

language is a difficult task and to being connected to cognition, psychology, emotion, and interests, the environment also has an impact (Xie, 1997, as cited in Peng, 2019). For ESL students, learning English happens naturally. As Krashen (1985, as cited in Peng, 2019) suggested "second language acquisition" is a subconscious process that is analogous to the process of mother tongue acquisition. They would consider their speaking with people in English to be social communication. This deduces the learners learn ESL as a subconscious process that needs cognition, behavioural, emotions and a positive environment which all links to the outcomes of SEL.

2.1.5 Teachers' perspective

A teaching perspective is a way of thinking about one's ideas, behaviours, motives, and goals in connection to how one views the context of learning (Pratt & Associates., 1998). Supervisory methods and other educational activities are shaped and given meaning by the teaching perspective. According to Clarke and Jarvis-Selinger (2005), a teachers' idea of what knowledge is and their perception of the link between the knower and the known are revealed by the way teachers arrange instruction, engage students, use elicitation techniques, consider the social context in which learning occurs, and use evaluation techniques.

To better understand the pedagogical strategies that ensures teachers use to connect with students when a new possible framework is implemented, it is crucial to consider the teaching perspective. It is critical to distinguish between teaching perspectives and teaching methods such as styles and strategies. Teaching perspectives go beyond a set of behaviours and instructional techniques (Pratt & Collins, 2000). Each perspective contains core ideas about education and learning, as well as goals for instruction within contexts for instruction and on-the-ground actions. There are no good or bad perspectives, and regardless of the perspective(s) that inform one's work, there might be exceptional or poor styles of teaching (Pratt, Arseneau, & Collins, 2001).

However, educators who adhere to the nurturing perspective hold that learning involves a large emotional component, and that effective teaching requires the involvement of both the heart and the intellect (Noddings, 1984). According to this viewpoint, effective instructors "care about their students, foster an environment of caring and trust, assist people in setting difficult but attainable goals, and support learners' struggles as well as their achievements" (Pratt et al., 2001, p. 8). This is supported by Ee and Quek (2013) who emphasised that teachers' perspectives towards their role in SEL could greatly increase the success of integration into the classroom lessons. Hence, the study will deduce teachers' perspectives using problems and solutions-based which is challenges in implementing SEL in English lessons and possible ways of integrating SEL in ESL classrooms.

2.1.6 Teachers' beliefs

According to Brackett et al. (2012), belief refers to comfort with and confidence in teaching SEL as well as their commitment to improve their own skills in teaching SEL. Teachers' perceptions and judgements defines belief. They strongly influence teacher's filter of information, the framing of a situation and guide their intentions in a classroom.

2.1.7 Teachers' role in SEL

According to Davis et al. (2021), the success of teachers in their roles as providers, implementers, and maintainers of SEL curriculum and instruction determines the benefits of SEL on their pupils. A teacher's role mainly refers to integrating SEL using student-centred approaches. Weisberg et al. (2015) asserted that teachers must employ an explicit teaching strategy that promotes student involvement in the learning process as well as the growth of analytical communication and collaborative behaviours. They also play an important role as facilitators in ensuring a positive attitude is developed through their students' recognition and development of skills to become problem solvers in the future (Rich, 2016). This shows the role of teacher in SEL is mostly referred to student centred learning via explicit teaching and

being facilitators for the development of SEL in the lessons of the subject taught in their classrooms.

2.2 Self-Determination Theory (SDT)

Self-Determination (SDT), a motivational theory, was created by Deci and Ryan in 1985 (Perlman, 2013). Humans have a natural drive to progress, overcome challenges, and consciously assimilate new experiences, claimed by the meta-theory underlying SDT (Deci & Ryan, 2000). Simply put, it is a theory of human motivation in which people are seen as being proactive (Ryan & Deci, 2017). SDT can be broken up into multiple sub theories that show motivation or personality functions. The sub theories were Basic Psychological Needs Theory (BPNT), Cognitive Evaluation Theory (CET), Organismic Integration Theory (OIT), Causality Orientations Theory (COT) and Goal Contents Theory (GCT) (Legault, 2017). However, the present study proposed to link BPNT with the teachers' perspective towards SEL in the classrooms.

BPNT, one of SDT's sub theories, was chosen as it contends that the human needs of autonomy, competence, and relatedness are crucial in encouraging individuals' intrinsic growth inclinations as well as their social and emotional well-being (Ryan & Deci, 2000; Ryan & Deci, 2017). According to Ryan & Deci (2017), the sensation of having free will and management over one's actions and behaviours is referred to as autonomy. Next, competence refers to an individual's desire to feel capable and effective in their actions and interactions with others. Lastly, relatedness refers to the human need to form deep emotional bonds and the "secure attachments with others" (Reeve, 2012, p. 154). This is relatable to the present study as both SEL and SDT emphasised the importance of person-centred and context-sensitive social contexts for the emergence of positive outcomes, thus, promoting the customization of interventions to fit a favourable classroom culture and situation for students (Durlak et al., 2011; Oberle, Domitrovich, Meyers, & Weissberg, 2016; Ryan & Deci, 2017).

In essence, teachers' autonomy, competence and relatedness were explored to correlate with teachers' perspective towards SEL in ESL classrooms.

2.3 Previous Research

The past studies reflected in this section contributed to the suitable methodology and framework for the present study. The studies showed a mixture between, quantitative, qualitative, and mixed methods to understand the perspective of teachers on SEL. The studies deduced on teachers' challenges regarding SEL implementation, possible ways of integrations in classrooms which finally led to the overall challengers and reasons why SEL can be integrated in language learning classrooms.

2.3.1 Teachers' perspectives of SEL in classrooms

2.3.1.1 Research Conducted in the West. Firstly, Burgin, Coli, and Daniel (2021) exploratory study provided insight on a group of Ecuadorian elementary school teachers understanding towards SEL using a mixed-method methodology. It investigated changes in teachers' perspectives on their role in SEL integration in primary school classrooms following a full-day SEL integration session. The challenges and potential consequences of effective SEL integration were also explored. Quantitative and qualitative data collected before, during, and after the SEL workshop revealed a positive change in teachers' foundational knowledge of SEL following participation in the workshop; however, no change in teachers' perceptions of their role in the actual implementation of SEL were observed. Significant findings found perspective of teachers helping to keep students busy to alleviate family problems using 'game' or 'expression of affection' implemented in lessons. Besides, teachers understanding showed no significant changes for the focus groups as they abruptly mentioned surfaced perspectives based on observations to promote self interest in students and in creating a positive learning environment. This could link to how Malaysian teachers view on

the challenges SEL being integrated in ESL classrooms and what methods are appropriate for English lessons.

Moving on, Dyson, Howley and Shen (2019) explored and interpreted 18 teachers' perspectives of SEL from 3 Aotearoa New Zealand primary schools (elementary school level). Qualitative methods consisting of interview and field notes were adopted by a desire to understand teachers' lived experience. The interviews were done individually or in pairs for an approximately 55 to 85 minutes. Such an approach allowed to study the intricate nature of how teachers in this study interpreted and implemented SEL. Dyson et al. (2019) highlighted five themes: positive interdependence, empowerment, self-management, self-awareness and restorative conversations and circle time from the data obtained. From the findings, developing SEL competencies is not a clear-cut step-by step process.

According to Dyson et al. (2019), interdependence highlighted how teacher-student relationship is by being caring, sharing, listening, having trust and empathy as important factors for SEL implementation. Empowerment focused on possible ways to support students by letting them become leaders and learning to share their thoughts in discussion filled-activities. Next, self-management found teachers can explicitly teach self-management skills to help students build resilience in managing their emotions (Dyson et al., 2019). From this, self-awareness acted as a fortitude for having a growth mindset to become emotionally aware with the challenges of learning addressed in self-management. For example, teacher can express their emotions by using the vocabulary to verbalize and appropriate languages to overcome emotional challenges in learning. This is supported by Srinivasan (2019) who stated that when students have access to words to describe their emotions, they start to realise that their emotions do not define them and get a greater understanding of their own experiences. Lastly, restorative conversations and circle time helped develop a sense of

justice for students to interact with managing their own behaviours instead of teachers giving punishments (Dyson et al., 2019).

2.3.1.2 Research Conducted in the East. Firstly, a study based in Rewari, Haryana in India deduced the status of teachers' application of SEL in their classrooms (Yadav & Kumari, 2019). The study used an open-ended survey qualitative method to determine the status of SEL implementation based on 40 teachers collected perspectives randomly by both genders in government and private schools with no mention of education level. Yadav and Kumari (2019) profoundly discussed the differences in perspective of teacher's pedagogy for SEL application required mental and academic preparation, behavioural criticism, and student centric approached. As for environment in classrooms, decision making strategies were required, managing various student's identity and self-management of emotions. Overall, the findings concluded teachers had a moderate level of understanding based on pedagogy and classroom environment but require support of SEL sources both internally and externally and deduced SEL as solutions building rather than problem focussed.

Next, a study based on teachers' perspectives was a quantitative study in Vietnam. The study measured the perception of social emotional learning education among a group of 250 Vietnamese primary school teachers (142 males and 108 females) using a survey based on four subscales from the Teachers' Perceptions of Social Emotional Learning scale (TPSEL) (Huynh, Tran-chi, & Ngyuen, 2018). The four subscales were Teachers' perceived level of the necessity of SEL education in primary schools, the Teachers' perceived level of the importance of SEL education in primary schools, the Teachers' perceived level of concern about SEL education in primary schools, and the Barriers to the Implementation of SEL Programs. Results revealed notable variations in the implementation difficulties among the impacted teachers with various levels of classroom experience. Additionally, people from different educational backgrounds greatly impacted an assess towards the level of

requirement and impediments. This further rebukes Burgin et al. (2020) western study on SEL workshop programs which observed teachers' perception had no significant transformation in their role of SEL implementation in classrooms. Thus, the findings could be a further asset in the present study's discovery on teachers experiences as a challenge and/or possible way in the integration of SEL in Malaysian primary schools in English lessons.

Another study conducted in Turkey targeted 14 primary teacher's understanding on social-emotional learning and its implemented programs (Esen-Aygun & Sahin-Taskin, 2017). Qualitative methods were used to collect data using semi-structured interviews using open-ended questions. They discovered that while most teachers were aware of the idea of social-emotional learning, they were unable to explain it in detail. According to Esen-Aygun and Sahin-Taskin (2017), SEL was seen as a strategy for encouraging better communication, enhancing self-management and self-awareness through controlling anger, demonstrating respect, improving self-expression, feeling happy, and academic performance. The results showed that educators should be aware of social-emotional learning to ensure SEL programmes should be implemented successfully. This is important for the present study in Malaysia, as primary school teachers' understanding could be tested qualitatively based on their self-awareness, communication, and self-management challenges in teaching the English language using SEL.

Lastly, Ee and Quek (2013) explored the perceptions of Singaporean teachers towards students' academic achievement and their infusion of SEL in distinct subject curriculum. The study used a qualitative design using interview questionnaires to collect data from 19 Singaporean teachers. The study deduced the importance of Social-Emotional competencies among students, infusion of SEL during lessons and challenges in implementing SEL. Significant findings stated that Singaporean teachers lack understanding towards importance of SEL. As for challenges, time constraints in developing lesson plans

with SEL was a crucial challenging factor in implementation of SEL, besides lack of support from the school system. Also, the infusion of SEL in classrooms related to teachers' confidence in being a facilitator for student-centred approaches. The significant findings claimed 30% of teachers prefer to integrate SEL in all topics or subjects and 24% claim SEL should be infused indirectly. The results also highlighted questioning (37%) as the most popular way to infuse SEL followed by syllabus content (32%), class discussions using videos, movie clips, newspaper articles (32%) and finally role play (26%). However, Ee and Quek (2013) found self-awareness was the easiest socio-emotional competence compared to the hardest being self-management similarly to Esen-Aygun and Sahin-Taskin (2017). Despite being difficult, Dyson et al. (2019) study supported that self-management is still highly important for explicit teaching strategies for student centred approaches in classrooms.

2.3.1.3 Research Conducted in Malaysia. Tnay et al. (2020) research highlighted the factors that encourage and deter teachers in Sarawak from helping rural primary school students in Malaysia. Students' social and emotional development was a gap to understand these factors. Using the purposive sample technique, in-depth face-to-face interviews with 15 rural primary schools in Malaysia's Sarawak state were undertaken. Instructors' perceptions of their tasks, colleagues' support, students' families' support, and teachers' professionalisation are growing themes for motivations, whereas time limits and burdensome workloads were challengers. Moreover, time limits and burdensome workloads were the challenges which was also found in the prior Singapore study by Ee and Quek (2013). This was also elaborated in Yadav and Kumari (2019) who claimed time constrain being the barriers of teachers due to limitation in resources, training, and guidance in SEL implementation in classrooms. Tnay et al. (2020) concluded that the findings were addressed to offer policymakers and academic leaders' insights on how to create a whole-school

strategy that seeks to improve the social and emotional wellness of rural children in a developing country such as Malaysia.

A similar study was conducted in an urban area in Selangor but among preschool educators. Mohamed et al. (2020) employed a quantitative methodology and a survey research design. Data was gathered using a self-created questionnaire from 332 early childhood instructors via random sampling. The questionnaire included four variables: an overview of social and emotional development, risk factors for social and emotional development, classroom social and emotional learning, and social and emotional competencies. The research revealed that Malaysian early childhood educators have a moderate understanding of social and emotional growth based on its development and possible ways in implementation in the classroom which is similar to the classroom environment research done by Yadav and Kumari (2019). The descriptive analysis also revealed that Malaysian early childhood educators had a solid grasp of the fundamentals and practical applications of social-emotional development variables linked to children's capacity for relationship formation and maintenance, as well as their capacity for emotional control. (Mohamad et al., 2020). The study showed linkage to theories of Self-Determination as relationship skills is fundamental for teacher's psychological need of relatedness as an aspect for the data analysis.

2.3.2 SEL in Language Learning Classrooms

Crisafulli (2020) reviewed literature on the many challenges that English language learners (ELL) face in comparison to their English-speaking peers. The analysis also suggested integrating SEL into the classroom curriculum and culture to support elementary student to better manage their personal and collective behavior, and student achievement. This capstone is similarly to Tnay et al. (2020) who stated teacher's professional development in SEL is a must, where Crisafuli (2020) further explained experience on SEL is

needed for teachers working with ELLs and mainstream students to ensure teacher learn, understand, create, and implement SEL activities.

Apart from supporting classroom curriculum and culture, Melani, Roberts, and Taylor's (2020) study took a different approach and explained on second language (L2) competence where ESL classrooms had used Henter's (2014) learners affective factors ranging from motivation, anxiety and attitude. These affective outcomes were said to engage learners in social interaction which aids the learning process of ESL (Melani et al., 2020). Besides, teachers and instructors, who are first responders to language competence issues in L2 courses, play a critical role in the language acquisition process in addition to the social and emotional components that are essential to students' learning. As motivation was one of the factors for Melanie et al. (2020) study it could be observed to emulate SDT's basic needs of competence as teachers must feel capable of being a facilitator in SEL.

Cook (2014) showed challenges in SEL implementation in English lesson instructional practices are due to difference in school culture. This in turn leads to lower academic achievement in English as social-emotional competencies are not addressed. This is supported by emotional creativity which improved student's and teachers' self-esteem in the ESL classroom (Sun, Li & Meng, 2021). According to Mystkowska-Wiertelak (2020), emotional creativity refers to the language learner's capacity to know, perceive, express, organize for both emotional self-control and towards other which is similar to SEL competencies. Sun et al. (2021) believed students' performance in academic is due to emotions created by teachers in their language classes. This is due to emotional creativity affecting the social atmosphere of the learning environment in the classroom that sparks commitment, interest, and personality development.

Besides that, the concept of mediation was largely ignored until the CEFR was amended in 2018 with the creation of the Companion Volume (CV). The CV (2018) not only

updated and introduced mediation descriptors, but it also modernised other areas of the CEFR by reconsidering and/or incorporating, among other things, online communication, sign language, and plurilingual/pluricultural competence.. Nevertheless, mediation has become a central part of interest “with the increasing linguistic and cultural diversity of our societies” (CV, 2018, p. 22.). According to Billy & Garriguez (2017), mediation is using our language skills to transfer information from a source to a person who needs to understand it but cannot do so. The mediator may also use summarizing, note-taking, paraphrasing, identifying main ideas, and other methods to make a message "digestible" for another person or persons besides translating.

Lastly, a study by Herrera (2020) highlighted the incorporation of SEL in Teaching English to Speakers of Other Languages (TESOL) as a potential methodology for the educators and English Learners because instructors play a crucial role in SEL. She clarified the rationale behind TESOL's adoption of SEL as a pedagogy in the contemporary English learning classrooms. Herrera (2020) explained SEL and academic learning experiences especially in language do complement one another but not always mutually exclusive. Similarly, Ee and Quek (2013) supported that English and character education were easier to implement SEL compared to Mathematics and science. This was supported by Dresser (2013) who argued the reasons language arts courses make an ideal setting for SEL introductions. Firstly, readings and other activities can provide a forum for debate, creative writing, and instruction on how to integrate SEL into the curriculum. Secondly, there is an urgent need to reform language arts education. This showed SEL should be observed in a language learning setting to deduce its implementations and whether the challenges are visible in Malaysia’s primary school ESL classroom setting.

2.4 Theoretical Background of Self-Determination Theory (SDT)

2.4.1 SDT in Education

In education, self-determination theory (SDT) postulates that humans “possess inherent growth tendencies (e.g., psychosocial needs of competence, autonomy and relatedness) that provide a motivational foundation for their high-quality classroom engagement and positive school functioning” (Reeve, 2012, p. 152). This shows BPNT was used to understand the conditions that undermine and subvert teachers’ development and encouraging the psychosocial needs for intrinsic motivation when using new methods to teach a subject to promote engagement for a positive classroom environment. According to research, working in a profession like teaching where people are more intrinsically motivated or self-determined leads to several advantageous outcomes (Ryan & Deci, 2009). Teachers who are intrinsically motivated are more likely to exert extra effort in their education (Black & Deci, 2000; Shen, McCaughtry, Martin & Fahlman, 2009), which creates a favourable environment for learning.

On the other hand, Howard et al. (2020) meta-analysis showed extrinsic motivation was undermined by teachers recognised regulation that is primarily associated to persistence, whereas intrinsic motivation is related to student performance and well-being. Introjected regulation was not only positively correlated with indications of anxiety but also with persistence and performance goals. External regulation was linked to diminished wellbeing rather than performance or persistence (Howard et al., 2020).

2.4.2 Teachers’ autonomy

According to SDT, perceived teacher autonomy support is defined as the level of support or teachers’ understanding towards students understanding (Mageau and Valler, 2003). For instance, autonomous motivation has been scientifically related to beneficial educational outcomes such as improved academic achievement, student retention and their

depth of learning, and more positive emotions in the classroom (Guay, Ratelle, & Chanal, 2008). Similarly, Filippello et al., (2020) also highlighted that teachers' autonomy support had an impact on students' academic performance but deduced it can predict mastery orientation. Ciani et al. (2011) also stated autonomous motivation predicted both mastery approach and mastery avoidance, but contradicted Filippello et al. (2020) who stated that autonomous motivation prevents teachers from setting performance goals for students.

Lastly, studies have showed SDT autonomous motivation fundamentally links teachers motivational profile based on teachers' inherent job pressures and experiences. For instance, autonomous motivation linked to Collie et al., (2015), Schiepe-Tiska et al. (2021) and Zinsser et al. (2014) studies who highlighted that SEL is relevant with teachers' job experiences. They related the experiences to their environment inclusive of their job satisfaction, stress, comfort, and commitment. They stated enhancing students social and emotional practices is via schools and teachers' attempts, initiatives, and instructional practice. Teacher's roles were inclusive of approaches, handling of classrooms and assessing students' outcomes via integration of SEL competencies in their classroom learnings.

2.4.3 Teachers' competence

Broeck et al. (2010) stated competence allow individuals to attract their ability while participating in challenging activities and the development of their skills. A teacher who is motivated may perceive a greater control level within a school setting over what can be taught in their classroom and vice versa (Perlman, 2013). This is similar to teachers' competence in a classroom as they will need to have the capacities and knowledge in order to develop their own teaching profession and overcome challenging activities. Besides, competency allows teachers to adapt to the challenges. For instance, to provide greater supportive instruction to motivate students, it is feasible to transform the instructional practices of teachers (Perlman, 2011). This could lead to how a teachers' self-determined

extrinsic motivational outcomes mainly on the nature of identified regulation. This is because identified regulation relates to how a teacher would find new instructional practices to infuse SEL into classroom lessons (Ryan & Deci, 2017)

Furthermore, teachers' competence is bridged by the way the lesson plan is carried out by the teacher (Perlman & Webster, 2011). This shows a teacher understanding and role as a facilitator exerts an influence on how a new methodology can be integrated into lesson. This also further proves motivation via explicit teaching is ultimately necessary for SEL infusion (Weisberg et al., 2015). The teacher needs to be competent in integrating SEL to motivate students as they follow the teachers' instructions in their lessons. Hence, it is important to discover if competence is needed for the teacher to have the ability to carry out SEL in their English lessons in an ESL classroom.

2.4.4 Teachers' relatedness

BPNT relatedness complements teachers' relationships with students. According to past research, teachers' sense of relatedness is influenced by the relationship quality with students (Klassen et al., 2012). Teachers who report high levels of relatedness with students are more likely to experience positive teacher outcomes (as measured by emotional well-being, exhaustion, engagement, and perceived competence) in comparison to teachers whose main connections were with their colleagues (Klassen et al., 2012). This is possible for this study as research have determined teacher-student relationship skills as one of the needs for teachers to implement SEL in classrooms (Dyson et al., 2019; Mohammad et al., 2020).

2.4.5 Theoretical Framework

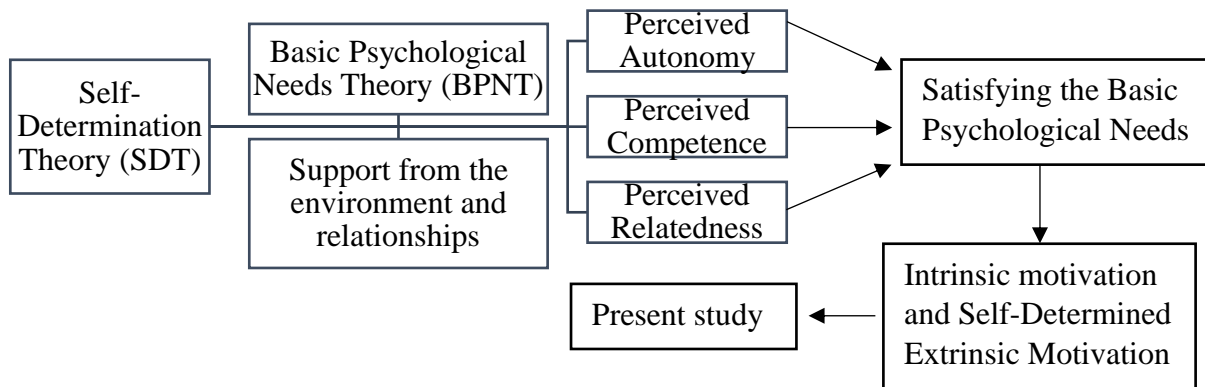


Figure 2.4.5: Theoretical framework of BPNT (Legault, 2017)

From the theoretical background, it was evident teachers' autonomy, competence and relatedness are related to understanding SEL in a classroom. Figure 1 highlighted the theoretical framework behind BPNT's psychological needs as a foundation towards understanding the present study. Legault (2017) stated satisfaction of basic psychological needs are met when autonomous motivation and self-determined extrinsic motivation flourishes. Besides, people are more likely to feel interested and involved when there are chances that allow for personal initiative and self-direction, as well as ideal challenge and positive social relationships. This is evident as intrinsic motivation was one of the prominent motivations for SDT in teachers' education based on the psychological needs of autonomy competence, and relatedness. Also, self-determined extrinsic motivation was influenced by competence especially when it relates to teachers' identified regulation in creating new ways or methods of learning in a classroom. With all the three psychological needs underlying under intrinsic motivation and the autonomous self-determined extrinsic motivation, it is important to understand the present study of Malaysia's teachers' perspective towards an approach such as SEL in ESL classrooms

2.5 Conceptual Framework

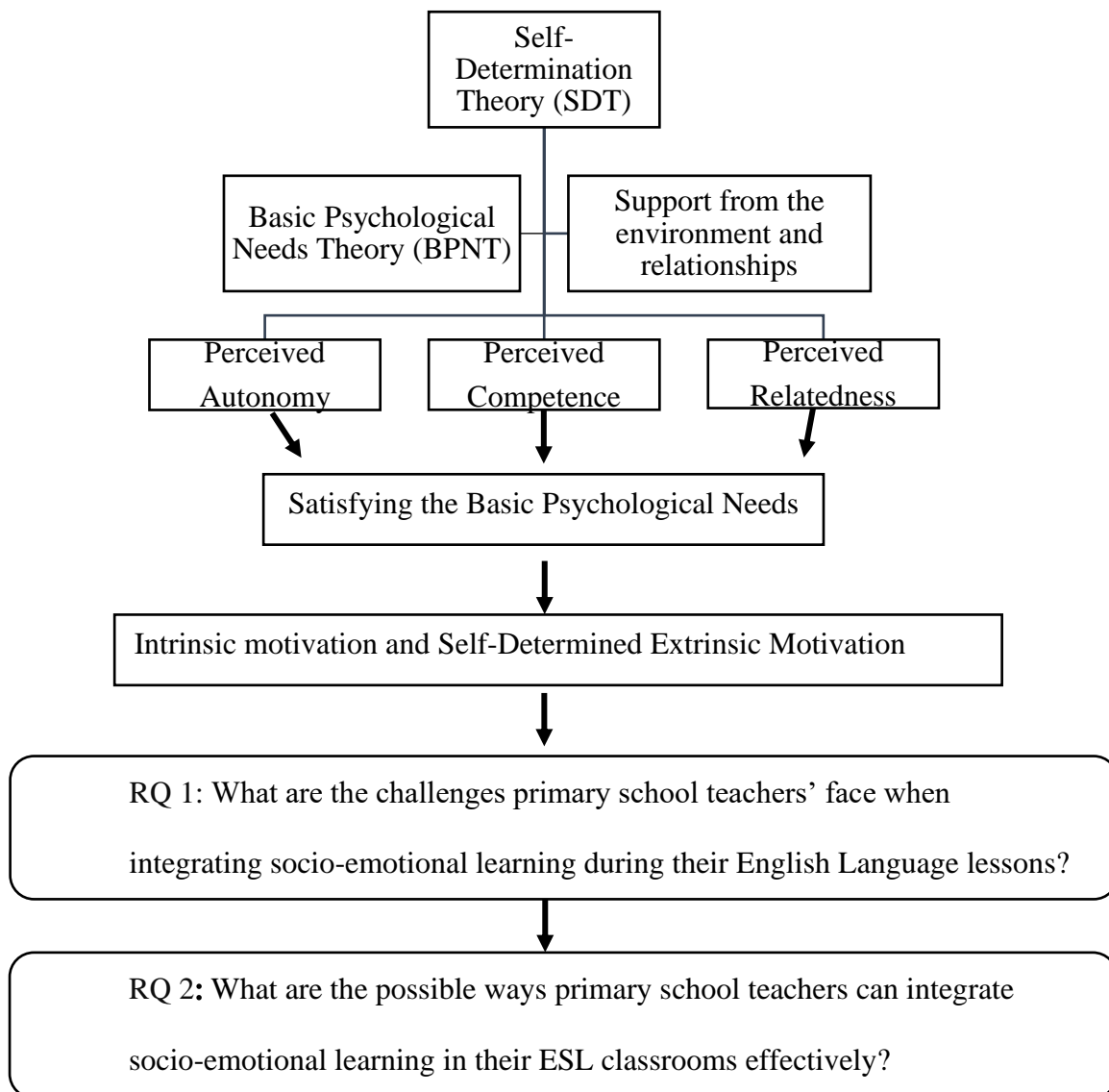


Figure 2.5: Conceptual Framework using BPNT (Adapted from Legault, 2017)

From past research, the integration of SEL was a potential way for educators in Malaysian ESL classrooms but required other concepts or theories as a foundation to support SEL in English learning as both are not mutually exclusive (Herrera, 2020). As shown in figure 2, the present study's conceptual framework used SDT as the foundation of understanding teachers' challenges and possible ways to integrate SEL in ESL classrooms. This was achieved using BPNT to focus on teachers' autonomy, competence, and relatedness. The framework served as a concept to show SDT emphasising the notion that individuals'

interactions with others and their social settings must consider and fulfil their basic needs for autonomy, competence, and relatedness (Legault, 2017). This is because Ford (2019) stated that people who are not intrinsically driven for an activity, the likelihood of healthy motivation and positive well-being increases if their basic psychological requirements are addressed. Contrarily, this is real. Motivation becomes less independent and wellbeing declines if people's basic psychological needs are not addressed. Hence, using BPNT psychological needs, the conceptual framework served to identify the challenges faced by teachers when implementing SEL during their English lessons.

CHAPTER 3 METHODOLOGY

3.0 Introduction

This phase of the investigation used a qualitative research approach. The parts following provided an interpretation of the specifics of the researcher's flow. The research design, participants, sampling procedure, data collection, and data analysis are all part of this chapter.

3.1 Qualitative Research Design

The two research questions; what are the challenges primary school teachers' face when integrating socio-emotional learning during their English Language lessons? and what are the possible ways primary school teachers can integrate socio-emotional learning in their ESL classrooms effectively? were investigated in this study using a qualitative research design. Hammarberg, Kirkman, and Lacey (2016) explained that the qualitative research methodology was used to elicit information about participant learning, justifications, and opinions regarding the research topics. The researcher used the qualitative research approach because it called for the perspectives of English language primary school teachers on SEL in ESL classes in Perak. In addition, the perspectives of the participants were obtained through a semi-structured in-depth interview session, and the research's conclusion was presented after the data analysis was completed.

3.1.1 Descriptive strategy

In this study, the descriptive strategy was used. Kim, Sefcik and Bradway (2017) highlighted that the descriptive strategy is to concentrate on the nature of the participants' unique perspectives for research questions aimed at figuring out the who, what, and where of experiences and attaining information from sources about a topic that isn't well understood. Therefore, this research aimed to find out the own experiences of Malaysian primary school

English teachers in Perak towards the perspective of SEL due to the lack of studies of SEL implementation in ESL classrooms in Malaysia.

3.1.2 Relativism

Next, relativism served as the foundational ontology for this investigation. The researcher believes the data to be valuable and conduct their own solitary studies of it, which leads to a variety of explanations and analyses from various studies but on the same subject. As the researcher concentrated on a deeper understanding of the perspectives of the participants, the relativism ontology linked to emic epistemology. The fundamental idea of the emic perspective is that a researcher can only evaluate and accept the variants of one certain culture if they have lived it to represent their subjective experience and understanding of the culture (Olive, 2014). This serves as important aspect when it comes to determining the use of SEL in a classroom environment such as the ESL learning classroom. As such, the researcher's primary goal during the interview was to thoroughly explore the teachers' perspectives and opinions using a subjectivist epistemology. Consequently, the perspectives of teachers in this research were different according to their own personal views of SEL in their English lessons.

3.1.3 Phenomenological Research

The study also adapted the phenomenological research. Phenomenological research is designed by determining the perceived experience of those who have participated in a phenomenon in order to describe and interpret those experiences (Ary et al., 2006). This design was appropriate as it allowed the analysis of primary Malaysian English teacher's data to be studied through perspectives towards a new phenomenon in English lessons which is SEL in their ESL classrooms. According to Ary et al. (2006), phenomenological design expresses how perceived experiences are complimented by the descriptions of participants' experiences from the researcher when analysing the interview data. Thus, the perceived

experiences of teachers towards SEL were deduced from their challenges in integrating SEL in lessons for English and collecting data on solutions through possible ways of integrating SEL in their primary ESL classrooms effectively.

3.1.4 Semi Structured Interview

Data was collected using semi structured interviews. Magaldi and Berler (2020) referred semi-structured interview as an interview worth for exploratory discussions. The study utilised semi-structured interviews as it is effective in learning participants' sentiments and opinions about a complex topic and can elicit more information and explanations from participants. Semi-structured interview is generally based on a guide that it is typically focused on the main topic which provides a general pattern (Magaldi & Berler, 2020). This benefited teachers to freely state their perspectives to the research questions to ensure individual opinions are well-addressed based on their context and everyday settings such as the lessons taught and culture in the ESL learning classroom. Also, the semi-structure interview provided a balance for the researcher to question, follow-up and give probes for the teacher participants to answer the interview questions. As a result, the participants eventually answered the interview questions more honestly.

3.1.5 Interview Questions

The interview questions were solely observed on the teachers' responses on their live experiences of teaching English without unknowingly realising whether SEL is being integrated in their English lessons. The interview consisted of ten questions based on challenges in implementing SEL in English lessons and possible ways of integrating SEL effectively in ESL classrooms using the conceptual framework on SDT mainly on BPNT by Ryan and Deci (2017) and linking to past research by Ee and Quek (2013) and Tnay et al., (2020). Overall, the questions mainly followed the conceptual framework proposed in the literature review to ensure the objective of the study is fulfilled. The questions formulated

were mainly adapted and modified from Ee & Quek (2013) teacher interview questionnaire and one question from the Malaysian study of Tnay et al. (2020). The questions were equally segregated into 5 questions for challenges and 5 questions for possible ways. The questions were modified based on the context of English lessons and ESL primary school classrooms. Question instruments for the semi-structured interview will later be attached in the appendix.

3.2 Participants

The research targeted six English teacher participants to become participants for the study. Consent was also first established before participants agreed to take part in this study. The participants will be determined based on the following teacher profiles. Teacher profiles were inclusive of the location of the school they are currently teaching, English primary levels they have taught and are currently teaching, and teaching experience as an English teacher. The study recruited primary school English teachers within the vicinity of Perak. Teacher participants were recruited from both rural and urban public schools based in Teluk Intan, Ipoh, Kuala Kangsar and Batu Gajah. The schools had to fit the criteria of public primary schools mentioned in Chapter 2.1.2 Primary school education which were either SK, SJKC or SJKT schools. The schools chosen were SK La Salle, SK Tebok Banjar SK Sultan Yussuf , SJKC Bercham and . Lastly, the participants gathered were selected based on a criterion of teaching English from either lower, upper primary or both levels with a minimum number of teachers experience of ten years and above.

3.3 Sampling Procedure

Sampling was carried out by the researcher as a technique, procedure, or device to fix the size of the participants for the present study. This samples serves as data collection subjects for the purpose of the study.

3.3.1 Purposive Sampling Technique

A non-probability purposive sampling technique was used to ensure criterion of the respondents will fit the context of the study as it is regarded as subjective, purposeful, or judgemental (Etikan, Musa & Alkassim, 2016). The sampling technique was chosen to deduce the perspective of primary English teachers based on their beliefs, perceptions, and attitudes towards SEL in ESL classrooms. Here, the purposeful sampling is an appropriate fit as it fixates on the reason for extrapolating generalisations from the study's sample, regardless of how theoretical, analytical, or logical they may be (Sharma, 2017). This is because teacher's profile and perspectives are wide and are based on their live experiences which may vary according to pedagogy, commitment, intrinsic and extrinsic motivations, and instructional practices to teaching English.

The present research utilized a homogenous purposive sampling procedure. Omana (2013) states individuals, groups, or situations are all included in homogeneous sampling because they all share the same traits or qualities. Based on membership in a sub-group or unit with particular characteristics, participants are chosen for the study. The study collected samples of teachers that are currently teaching the English Language in primary classroom. They would need to have at least 10 years of experience in teaching English to primary students as their experience is needed to ensure the respondents have a fundamental understanding of the teaching methods and roles in ESL learning classrooms. Furthermore, samples of teacher selected based on a certain criterion of on public schools in Perak and not from other states. The selected state is due to ease the collection of data within the researcher's location.

3.3.2 Snowball Sampling Technique

With respect to the purposeful sampling, the researcher also applied a snowball sampling technique to further ease the data collection of the study. As a convenient sampling

method, snowball sampling technique is applied to ensure the existing study participants recruit future participants among their acquaintances with the same criterion (Nadirifah et al., 2017). For instance, teachers from Ipoh suggested his or her colleague with the same criteria from the purposive sampling within Perak.

3.3.3. Sampling Size procedure

The size of sample in qualitative studies were determined based on how useful the collected data is and what is the richness of the quality of data despite coming from a small group (Vasileiou, Barnett, Thorpe & Young, 2018). The present study chose to select 6 teacher participants. This is due to 6-10 targeted participants were the recommendations of sample size for small projects (Braun & Clark, 2013), which is suitable for a Final Year Project that spans for half a year. Furthermore, participants were selected based on the criterion of saturation. According to Saunders et al. (2018), saturation is a criterion for measuring the sample size if the sampling data consists of information redundancy and no new elicited information is collected for the purpose of the study. In this study, the saturation was done when no new codes were determined in collected data or no new emerging themes are acquired from additional data. Hence, after collecting data, the present study fixed the appropriate sample size of teachers of six based on the saturation of answers collected from the semi-structured interview. According to Cleary, Horsfall, and Hayter (2014), when the number of interviewees is lower, and from similar backgrounds, this will allow appropriate data for interpretation to be collected. Hence, due to the smaller number of interviews used, the data can be thoroughly analysed in this study.

3.4 Data Collection

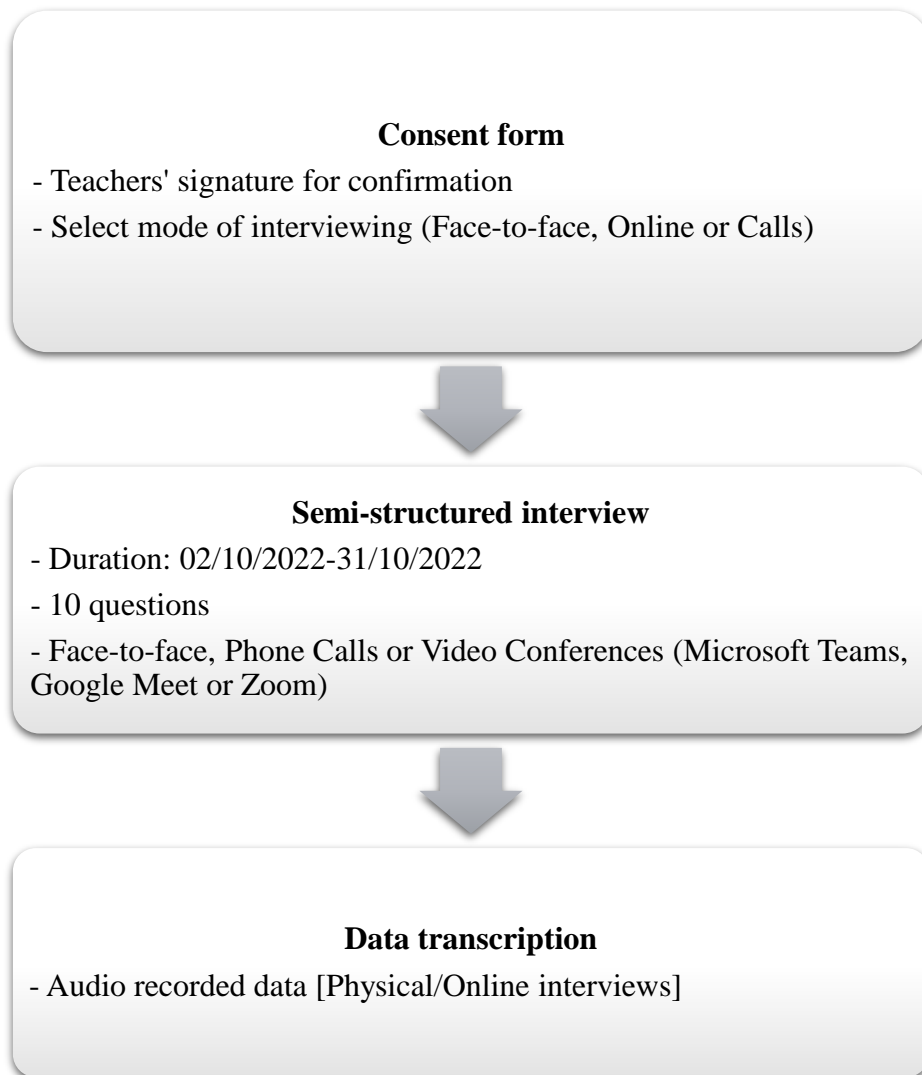


Figure 3.4: Data Collection Flow Chart

The data collection flow chart was as follows. Firstly, the study was to get the consent from teacher participants. The consent letter form required the participant signature as proof of consent. The consent form included the details of the purpose of the research and generally described the terminology of SEL. The letter was sent via WhatsApp, emailed, or directly given in printed form to the teacher. Next, the interview was commenced only after ethical clearance was obtained from Universiti Tunku Abdul Rahman. After getting ethical clearance, the data was collected based on the teacher's availability over the period of four weeks from 2nd of October to 31st of October 2022. The teacher was given options to select

their mode of interviews being either calls, online or face-to-face. The study used an OPPO A92 phone to audio record the calls' semi-structure interview sessions. The OPPO A92 was used as it had a free feature to record calls based on its carrier call settings. This method was used for teachers who were not available for face-to-face interviews. However, for teachers who were comfortable with face-to-face interviews, the recorded data was also done using the OPPO A92 but with its free unlimited audio recording feature. As for online, teachers were interviewed via Google Meet, Zoom or Microsoft Teams. Overall, all interviews will be done on a one-to-one basis to ease the process of collecting data.

The interview session used 10 interview questions. Before interviewing, the participants were asked for their consent via WhatsApp. Then, the interview started with greetings followed by inquiring the teacher's profile which consisted of the location of school, teaching experience and primary level they are currently teaching and have taught. Additionally, before and after each interview session, the researcher always asked for clarification and inquired any doubts the participant had faced in responding to the interview questions and overall understanding of the study. If plenty of responded answers had answered a particular follow up question, the questions were reformed by shortening it to continue a smooth flow of the interview. The questions also changed to adapt to the teacher's level of understanding during the interview. The targeted time limit for each allocated interview session was approximately twenty to forty minutes. After interviewing, the collected responses were transcribed and prepared for the data analysis procedure. During transcription and data analysis, all teachers s were written anonymously as T1 to T6 respectively.

3.5 Data Analysis Procedure

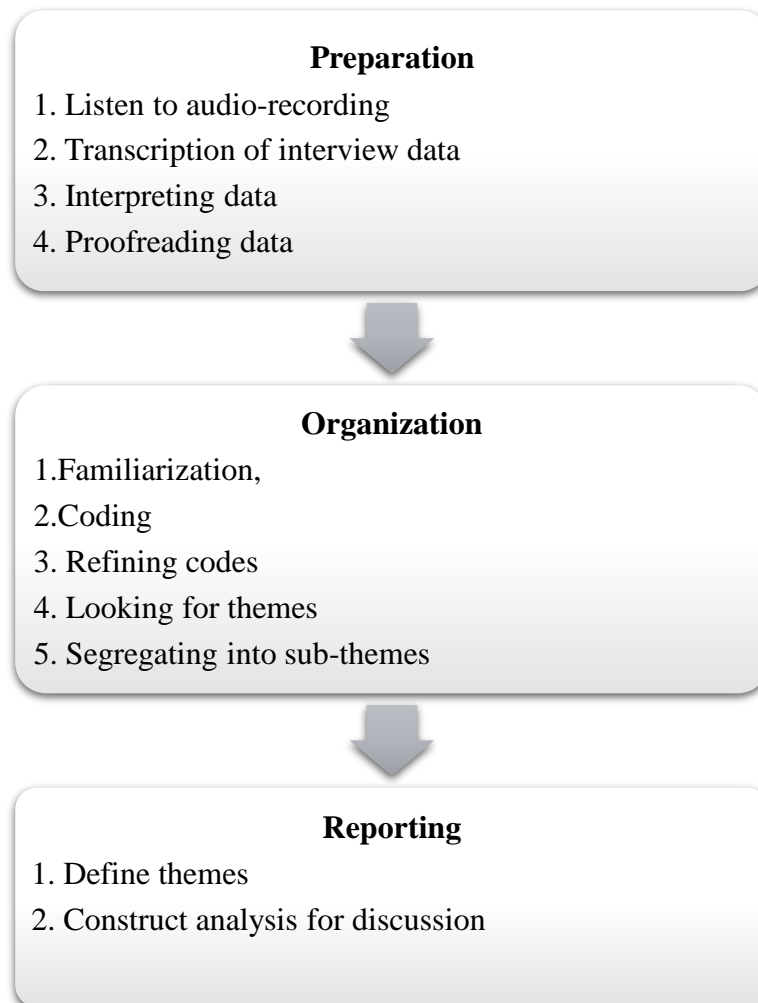


Figure 3.5: Thematic Analysis Procedure

The data analysis procedure used a thematic analysis approach. This approach is useful to condense comprehensive ideas from respondents into its constituent themes that are suitable to answer the research questions and objectives of the study (Elo & Kyngas, 2008). Three phases were used which were preparation, organizing and reporting modified from Elo & Kyngas (2008) data analysis procedure. Preparation included listening to the audio-recorded data and transcribing mostly the important points verbatim into the Microsoft Word 365 document. Organization included coding and segregating the level of coding into purposeful themes for discussion. The themes were also revisited to ensure the data studies are reliable and authentic for the study. Lastly, reporting showed the themes derived were

reported based on the connection between each theme that is fitting to answer the research question. In short, the study analysed data based on transcribing, coding, segregating into themes and lastly reporting the analytical themes. The following sections described the procedure in further detail.

3.5.1. Preparation

The steps started from listening to the audio recording, to choosing, drafting, proofreading, and formatting. After completing the semi-structured interview from each participant, the audio-recorded data collected from the phone calls, physical meetups and zoom calls were transcribed. Once the collecting data process is completed, the information was interpreted to understand the detail information that is put verbatim into words (Stuckey, 2014). Thus, the data obtained was transcribed manually into a Microsoft Word 365 Document. The participants were anonymously written ranging from Teacher A to Teacher F followed by their primary school's name to maintain their privacy throughout the research.

The next part involved proofreading the data interpreted in Microsoft Word 365 document. The researcher used video software tools such as VLC media player to slow down the speed of the interviewee's captured voice recordings to ensure the intrinsic detail of each word is captured clearly for authenticity of data collection. The audio recording was also repeatedly played three times to eliminate any discrepancy, carelessness, or errors during the transcribing process. This is to ensure the data descriptions are rational and logical to answer the research questions. Also, the researcher will amend the grammatical mistakes made in order to produce quality data by the end of this research during the proofreading. The foremost goal of transcribing the data was to get the information from the interviews. Hence, minor grammatical errors and background noises that were churned were not given much importance during this process. Finally, the researcher used Microsoft Word 365 features to adjust the margins and to format the written transcription. Lastly, the file was named

accordingly where the information was inserted into the appendix section under the heading of “transcription of data”

3.5.2 Organization

To further analyse the transcribed data, the data was organized using a thematic analysis to ensure the research gains concrete logical findings. This is supported by Braun and Clark (2012) who explained that thematic analysis is an asset to allow the study’s data to be logical and practical based on the researcher’s understanding and their implication of the research topic. Therefore, the researcher attained valuable and reliable data to be at par with the research objectives. Familiarization, coding, refining, looking for themes and reviewing the themes were the first part that constituted the organization of the thematic data analysis.

Firstly, familiarization was a strategy used by the research to read through the textual evidence gained from the interview transcription multiple times in order to fully understand the data in a correct manner (Braun & Clark, 2012). In this study, the research strongly examined a sense of familiarity for each of the primary school English teacher’s perspective regarding SEL in their ESL classroom during their English lessons.

Next, the coding process was done. The researcher had to look for important points in the collected data. All points had to satisfy the criteria of answering the research questions of the study. To further explain, Javadi and Zaria (2016) affirmed that codes were directly or indirectly interpreted to obtain practical true data from target participants and to ensure the data can be assessed significantly. The codes were highlighted in different colour according to the research questions where yellow was used for the first research question and green was used for second research question. The proposed highlighting was done to ensure clarity in understanding the distinctive codes interpreted and to avoid confusion about the data collected.

Moving on, the study explored the themes of the data. The themes are quintessential as it shows a systematic structure to ensure systematic examination can be further developed (Braun & Clarke, 2012). Each theme was produced based on the research questions to answer the research topic of primary English teachers' perspectives towards SEL in ESL classrooms.

Lastly, the organisation phase accounted for the revisitation of themes to ensure the production of sub sections of each theme. The researcher of this study ensured the themes were derived based on their sub themes and constantly took precautions in reviewing them for better clarity towards the purpose of the study.

3.5.3 Reporting

After coding and segregating the themes into subsections, the thematic process of explaining each theme was reported. The researcher utilized the approach of defining the themes which is essential to understanding the themes' main idea in order to secure interesting points made by the teacher respondents (Javadi & Zarea, 2016). The researcher of the present study linked the themes to the developed research questions. Two major themes were done based on challenges and possible ways which were further reported into subthemes according to the coded data. The sub-themes were also determined based on SDT's BPNT on the concept of the psychological basic needs of autonomy, competence and relatedness as showed from the conceptual framework of the study.

To wrap up the data analysis procedure, the researcher used the derived themes to construct the analysis. Braun and Clarke (2012) asserted that the major objective of reporting is make a well-defined thematic data that relates to the educational scope to ensure it is comprehensible for future readers. Thus, reporting the data analysis ensured a conclusion constructed based on the underlying themes relating to the research objectives were valid and logical.

CHAPTER 4: FINDINGS AND ANALYSIS

4.0 Introduction

This chapter reported on the findings acquired from the semi-structured interviews of six primary English teachers using a thematic analysis. The findings explored SEL as a phenomena to identify the challenges and possible ways for the integration of SEL in an ESL classroom. The findings were analysed to answer the following research questions:

1. What are the challenges primary school teachers' face when integrating SEL during their English Language lessons?
2. What are the possible ways primary school teachers can integrate SEL in their ESL classrooms effectively?

Before beginning with the findings, the researcher identified the demographic profile of the primary English teachers based on their gender, current teaching position, experience in become an English teacher, school location taught, current primary school and the school location. Next, findings were specifically framework according to mind-maps that mapped the main theme to the sub-themes and finally to their respective codes based on the teachers' verbatim responses. Lastly, throughout the findings, the responses were also linked between themes to deduce possible pattern.

4.1. Demographic Profile of Primary English Teachers

Teacher	Gender	Current position	Primary level taught	Level currently teaching	Teaching experience	School Location taught	Current primary school	Location
T1	Male	Subject teacher	Y1-Y6	Y2, Y4, Y6	28 years	Rural	SK Tebok Banjar	Teluk Intan, Perak
T2	Female	Subject teacher	Y3-Y6	Y3-Y6	30 years	Rural and urban	SJKC Bercham	Ipoh, Perak
T3	Female	Subject teacher	Y4-Y6	Y4-Y6	32 years	Urban	SK La Salle	Ipoh, Perak
T4	Male	Subject teacher	Y1-Y6	Y1-Y2	32 years	Rural	SK Tebok Banjar	Teluk Intan, Perak
T5	Female	English Head Panel	Y1-Y6	Y1, Y5	13 years	Rural and urban	SK Sultan Idris II	Kuala Kangsar, Perak
T6	Female	Subject and class teacher	Y3-Y6	Y3, Y5, Y6	31 years	Urban	SK Kampung Muhibbah	Sungai Siput, Perak

Table 4.1: Demographic Profile of Primary English Teachers

Table 4.1 shows the demographic profile of six primary English teachers consisting of four females and two males within a range of having 13 to 32 years of teaching experience all chosen from Perak national or vernacular primary schools. Teaching current positions were also tabulated where four teachers were known to be subject teachers, one as a head panel and another as both a class and subject teacher. Majority of teachers have experienced in teaching urban schools except for T4 while T1, T2, T4 and T6 have taught in rural schools. In addition, all teachers have experienced in teaching lower and upper primary classes except for T3 who reported to have only taught upper primary. Most teachers were also seen to teach both lower and upper primary levels except for T4 who is only currently teaching lower primary one and two in their current schools.

4.2. Challenges Primary School Teachers Face when Integrating SEL during English Language Lessons

The mind-maps and findings formed themes based on internal and external challenges. Internal challenges included knowledge whereas external challenges were resources, time, and culture.

4.2.1 Knowledge (Theme)

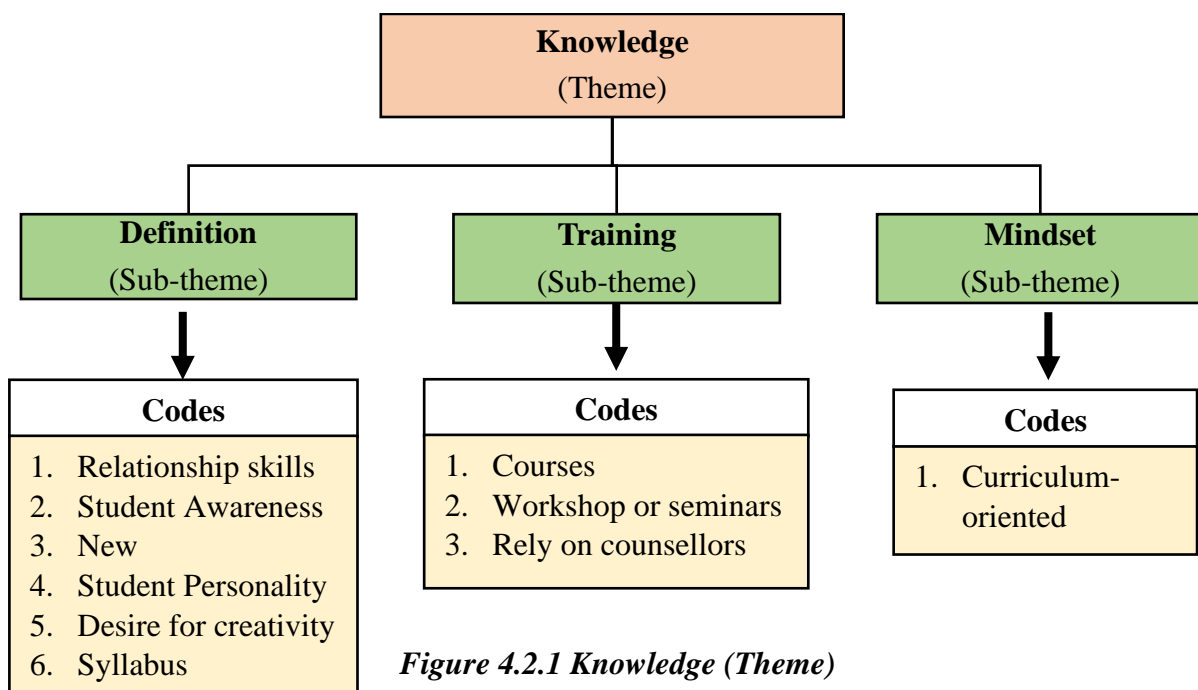


Figure 4.2.1 Knowledge (Theme)

Figure 4.2.1 focused on the internal challenge; knowledge based on the majority of teachers perception on their understanding about SEL. For instance, T4 cited, “*From my understanding la, upgrading knowledge skill.*” The theme of knowledge was also extracted from the sub-themes of **term**, **training**, and **mindset**.

4.2.1.1 Definition. The first sub-theme, **definition** was extracted from all the primary English teachers understanding towards defining SEL. The codes **relationship skills**, **awareness**, **new**, **desire for creativity**, **syllabus**, and **students’ personality** from the qualitative data formed the sub-theme of **definition**. Most teachers except T2 have defined SEL with **relationship** skills. T1 stated, “*Social-emotional learning, I suppose it deals with, uh, the interaction between two or more pupils as well as feelings or opinions maybe for the topic or against the topic that is being discussed.*” Likewise, relationship skills were also described by T3 and T5 as how students ‘interact’ or ‘cooperate’ with one another respectively. An interesting point made by T3 was how the students interacted with their peers of diverse culture. T3 stated, “*...how they uh-uh, work together in the class with the different races, with the different level of also uh, academically challenged students ah.*” To further extend its definition, T6 also included the relationship of students and teachers where SEL means, “*Students who mix around with their classmates in the school and with the teachers also.*” The code can also be assumed to be summarised as “*...how you show your uh, a personal connection with-around you...using a good relationship or rapport with others,*” as cited by T4. This shows that the knowledge of the term highly relates to relationship skills based on the saturation of data.

Furthermore, it was observed that T1, T2, T4 and T6 linked the SEL term with another coding of **awareness**. All four teachers shared similar answers of awareness deriving SEL as a learning platform for students to ‘express themselves’ or give their ‘point of view’ in which T5 stated “*...emotion is how uh, they're going to express their emotions, their*

feelings.” However, awareness was also elaborated based on surroundings where T2 further mentioned, “*create to the surroundings. The awareness and all those,*” similarly to T4 who shared that SEL is “*How you maintain your emotion and how you-how you transfer your knowledge or skill to the people around you. Surrounding and people around them.*”

The next code for term was also derived from **new** which was cited by both T2 and T5 responses. For example, T2 stated, “*Actually, I think this is a new term. In which that I’ve never come across the term. So, I went to look up for the word.*” Similarly, T5 shared concerns by mentioning, “*So, I have to browse the net to get some information,*” but argued that she felt ready to integrate SEL as she stated, “*I think it’s comfortable because it is not something new.*” From this code, the data can be assumed to act as a challenge because it showed an inconsistency of SEL being considered as new among primary English teachers.

Another important code that formed the sub-theme of knowledge was **student personality**. Based on the response given by both T3 and T4, it was testified that SEL from an emotional standpoint was derived vaguely as an identity or the character of a student in the English classroom. To clarify this point, T3 vaguely described SEL by responding, “*So, emotionally I’m not so sure but I think it is a mostly due to how their character is like,*” whereas T4 bluntly defined emotions as, “*How you want to reveal your identity like that.*”

Knowledge was also depicted from the codes, **desire for creativity** and **syllabus**, which was understood by only one participant, T2. T2 explained “*So, to my understanding, social-emotional learning... I think it’s the integration of all the four skills plus language arts. So, due, um, with a bit of creativity-lah. Like songs, poems, etc. Yeah. And all the four skills.*” From the example, the understanding relates how SEL can be integrated instead of defining the term.

4.2.1.2 Training. Another sub-theme, **training**, was aroused by three codes ranging from courses, workshop or seminars and rely on counsellor obtained by three teacher

participants. The sub-theme was formed as a challenge to show Malaysian primary English teachers still have a lack of training in understanding and integrating the full concept of SEL into their English lessons.

The code for **courses** was explained by T1, T4 and T6. To prove it, T2 agreed he lack the training to teach SEL in his lessons as he said, *“I think first thing I need is a courses to upgrade the skill.”* This was also supported by T1 who lack training for SEL as the given methodology was not present in the college syllabus during his teacher training. To further reaffirm the need of training, T6 believed, *“Teachers should be given like treated same thing like what I told you. They should be given a chance to speak...experiences, you know their feelings and all that. Come back good enough with the students.”* Another significant finding to note is, T2 who added that to carry out SEL in his lessons, a proper guide is required with the need of **workshop or seminars** in which he stated, *“Uh, so, I cannot simply like go to the classroom...to teach uh, these social-emotional skill, we really need a proper guide... can be done with the proper courses...workshop or seminars.”* These findings could infer that teachers would require proper guidance be it during their teaching career or possibly in colleges which corresponded to teacher’s F answer, *“Uh, so this kind of experience, ah. I think the training should get in their colleges.”*

Additionally, lack of training caused English teachers to use alternative methods to cater for SEL. This is observed by T3’s statement who stated, *“So, these children, I know that their attitude problem la. I think they are more to be sent for counselling la.”* From the data, it was shown the teacher knew students were having character development problems in her classroom, yet she did not feel it is her responsibility to manage their emotions. Instead, it was inferred that counsellors are better trained to teach SEL compared to the own English teachers. Thus, it was clear the challenge of being experienced in implementing SEL in English was due to the lack of training.

4.2.1.3 Mindset. The last sub-theme of **mindset** was derived from the code of curriculum-oriented that was extracted from T4 and T6 responses. This sub-theme showed how current and possible future English teachers value cognitive academic learning. To justify, T6 stated, *“Yeah, the teacher trainees ah, nowadays I see, sometimes I guide my trainees ah, they're more to curriculum oriented. They want to finish the syllabus. They do what is in the textbook.”* Similarly, current English educator, T4 also elaborated, *“I more emphasise on academic... parents are more emphasis on education. They want to see the good result.”* However, from T2’s response, it was observed academic learning was done over SEL because of parent’s mindsets of wanting their children to ace the results instead of teaching students to manage their social and emotional skills. Hence, the mindset of both current and future teachers besides parents are agreeable to act as a challenge for imparting and gaining knowledge about SEL to be later infused into primary English lessons.

4.2.2 Resources (Theme)

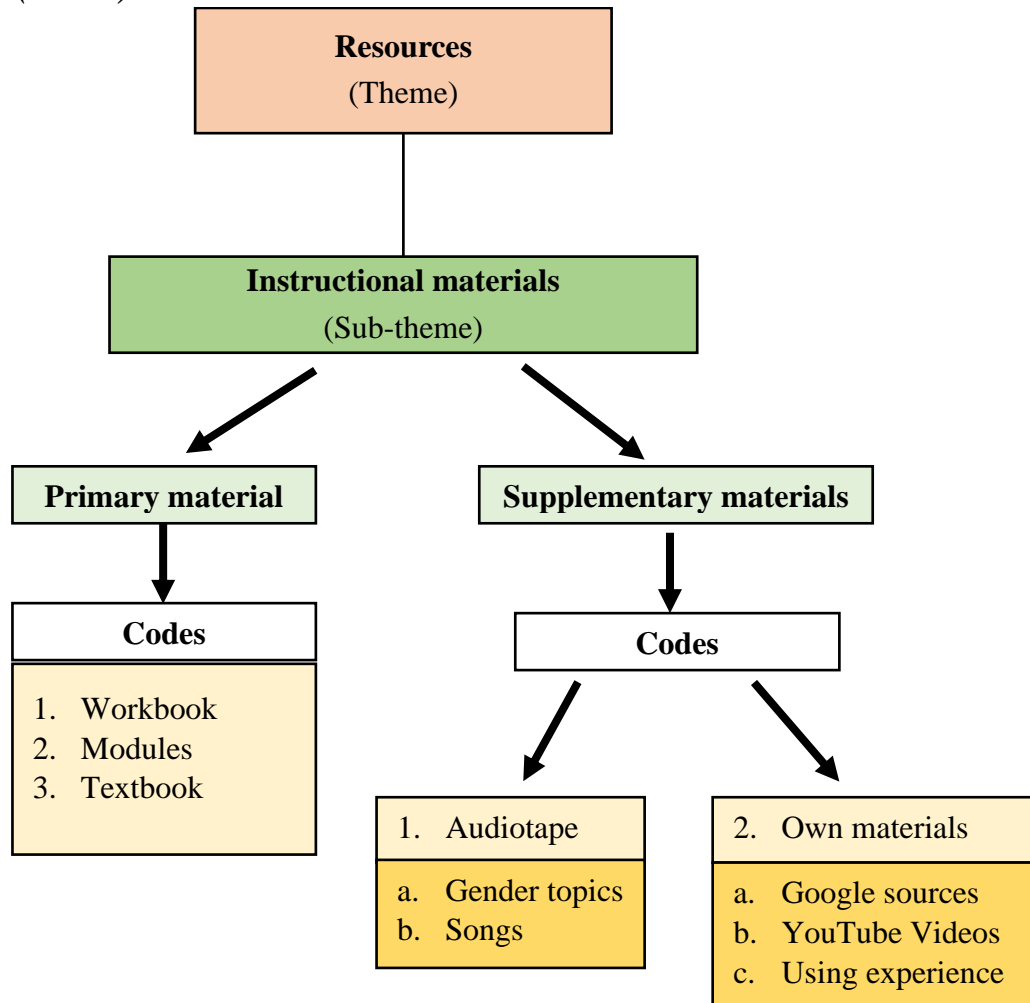


Figure 4.2.3 Resources (Theme)

Figure 4.2.2 described the first external challenge T6 faced which was resources. Focussing on the data collected from primary English teachers, four out of six participants denoted the challenge they face in resources was based on lack of materials. For instance, T5 stated, “OK, if it's implemented now, in my opinion we are lack of materials.” This was echoed by T4 who stated, “We need a proper material. We need a proper thing.... we need for more the good uh, instructional material.” According to the responses, it is precise that the lack materials could be based on **instructional materials** needed to implement SEL into their English lessons. Thus, instructional materials were broken up into two more sub-themes,

primary materials and supplement materials which was further framed from the codes of **textbook, workbook or modules, audio tapes, and own materials.**

4.2.2.1 Instructional material (Primary materials). T4 and T6 shared their lack of primary materials for SEL were workbook or modules and textbook. The findings were supported by T4 who stated, *“Uh, we don't have a proper module for how to teach, how to teach the social [emotional] learning,”* and *“...more-textbooks are mainly to emphasise on social-emotional skill.”* Likewise, T6 mentioned *“For the materials part ah, I used my textbook, my workbook, sometimes workbook-textbook...”* To further note, T4 noted further that teachers lack proper SEL textbook exercises such as, *‘reading text’ and ‘passages’*. From the findings, it can be inferred, primary materials comprising of textbooks and modules, or workbooks do not emphasise on SEL which is agreeable to be a challenge for teachers to implement SEL in their lessons.

4.2.2.2 Instructional material (Supplementary materials). Supplementary materials were also seen as lacking for teachers to integrate SEL into their lessons. This data was evident from teachers’ B, D, E and F based on the codes stated in figure 4.2.3. For instance, T4 highlighted the need for proper materials by stating, *“So, we all these need to be like a proper material like uh, other than supplement. Other than the prime material like textbook, we need like a supplementary material.”* Examples of supplementary materials included **audio tapes**. Here, the audio tapes ranged from gender topics and songs. To support the claim, T4 stated, *“...additional material like get audio tapes... you know get to know about how these people express their feelings, how we did and, uh, reveal the gender.”* whereas T2 quoted, *“...if you have songs, they [students] will enjoy.”*

Aside from that, T6 preferred to use her **own materials** where she clarified, *“I do come up with my own materials. I would say that's through experience ah, because when I prepare my yearly, weekly lesson plan.”* Correspondingly, T5 also stated, *“Teachers have to*

think ourselves how to incorporate this SEL. We want to like a self-awareness how we want to incorporate that ah skill...depends on teachers' creativity." Based on both responses from T4 and T5, it can be inferred that coming up with own materials require experience and creativity in order to fulfil a SEL integrated English lesson. The data provided could show that SEL supplement materials are lacking from the curriculum as teachers own responsibilities of finding the materials are required. Besides that, to come up with the own materials, T6 required to use the internet where she had to *"Google around, you know, the Web, Internet and get the materials."*

However, T2 counterclaimed lack of materials as a challenge as teachers have enough materials due to quick accessibility in which she said, *"I think materials not so much because it is so accessible now. Like we can just switch on to YouTube."* According to the data, Malaysian primary English teachers still do lack supplement materials as they would have to come up with their own materials by searching online. It is reasonable to argue that their own materials might not be a proper guideline to implement SEL into their English lessons due to their lack of understanding SEL as mentioned in *Chapter 4.2.2 Knowledge*.

4.2.3 Time (Theme)

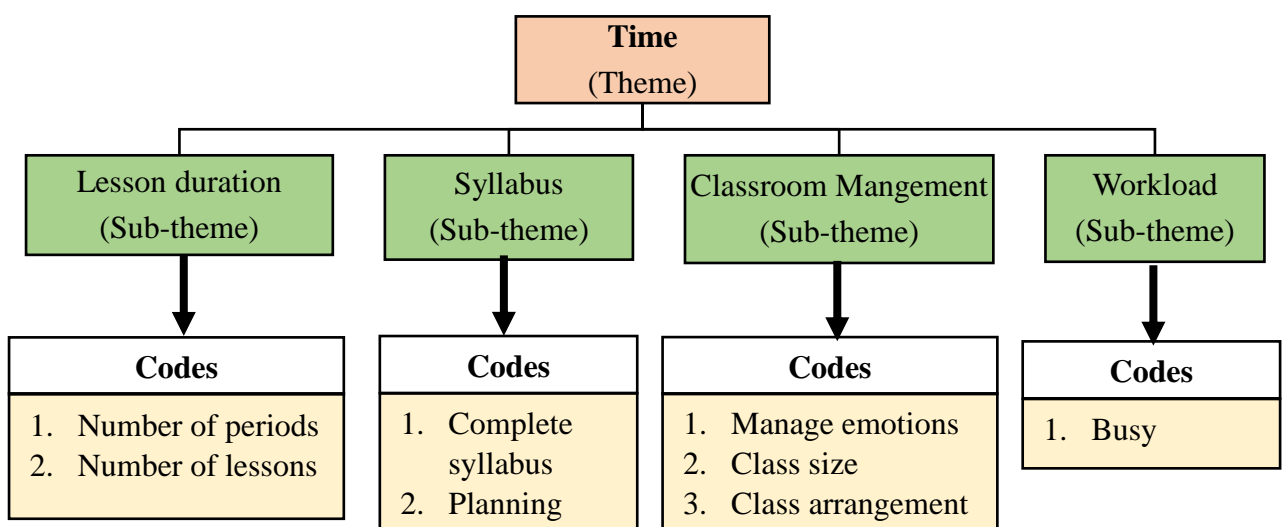


Figure 4.2.3 Time (Theme)

Figure 4.2.3 described the several sub-themes framing the second external challenge, time that was constructed based on the codes as stated from the transcription data. Based on the data collected, four primary English teacher participants excluding T1 and T5 agreed time as a major challenging factor for the integration of SEL into their lessons in which they gave responses relating to **lesson duration**, **syllabus**, **classroom management** and **workload** as the main codes.

4.2.3.1 Lesson duration. Two teachers, T2 and T6 related lesson duration to time as a challenging reason to integrate SEL into their lesson. This was further broken up into the two codes comprising of **number of periods** and **number of lessons**. T2 reasoned that as a primary school teacher in a SJKC school, there were lack of number of periods given for the English lesson. This is evident when she stated, *“But sometimes, time is also a problem. Because in Chinese school for lower level we only have five period. For second level we have seven periods.”* On the other hand, the number of lessons also caused time to be a challenge as T6 explained 9 lessons in a week comprising of only 270 minutes is insufficient time. T6 also further clarified she would miss out on lessons if, *“...it’s a holiday or anything.”* However, T5 rebuked their statements on lesson duration as a challenge as she noted, *“I don’t think so time will be, uh, affecting factor...60 minutes I think it’s ample of time.”* Hence, it is arguable lesson duration may cause time constraints to only some teachers to implement SEL into their lessons but not all.

4.2.3.2 Syllabus. Syllabus was also another challenge teachers face when there is a lack of time to rush to **finish syllabus**. This was evident amongst three teachers. As proof, T6 clearly stated, *“If you’re rushing for the syllabus, you won’t have time to-for this social-emotional learning.”* This was echoed by T3 and T4 respectively. T4 linked syllabus with *“...more emphasis on academic,”* whereas T3 stated, *“You know we have syllables to cover over the years.”* Another important point to take note was the lack of proper **planning**. For

instance, T4 uttered, “...*if you want to teach them one lesson like that, you really need a one, uh, particular time. We need a proper planning.*” Likewise, proper planning is not possible if a teacher needs to finish the syllabus as T5 clearly highlighted, “...*even if I plan something I cannot do it because I have to finish a syllabus.*” Therefore, the findings could assume that teachers might face difficulty to integrate SEL in their English lesson due to consuming time for finishing the syllabus and lack of proper lesson planning.

4.2.3.3 Classroom management. The next sub-theme to explain time as a challenge was classroom management. According to the data, 50% of the total teacher participants mentioned classroom management was another challenging factor that caused the lack of time for English teachers to implement SEL in their lessons. This was due to **managing emotions, class size** and **class arrangement**. From the data, three teachers agreed on class size being the main contributor to the challenge of classroom management compared to the other codes. This is supported by T3, T4 and T6 responses respectively. For example, T3 quoted this,

“I have about 39 students in one class and 37 student which you can hardly do anything half an hour because you need them to quiet down and prepare their stationary or whatever books you know or they are, prepare the lesson...So, to get attention takes a lot of time.”

Both T4 and T6 also shared similar findings where the class size average of 30 to 40 students in one class is burdensome and not enough for all students to express their emotions within the time frame of one lesson.

Apart from class size, T3 and T6 also shared their beliefs on how **class arrangement** based on the classroom environment in terms of ‘siting positions’ and ‘spacing’ causes the class to be packed and prevented them from carrying out possible SEL task such as discussions or role plays. To exemplify, T6 shared her experience by saying, “...*now the*

class is so packed when you want to do like discussion, we want to do role play. It's very difficult, some of them are very far behind," in which corresponds to "...*this actually takes a lot of my time,*" as said by T3.

Lastly, a minor code to note was the ability of the teacher to **manage emotions** of students as a factor to affect classroom management. This was supported by T3 who explained, "*We teachers we don't have time to if you are talking about uh, speaking to them, uh, you know like counselling them or understanding their problem...*". Another interesting point to point out by T3 is that this teacher was said to be a subject teaching which meant she is burdened with handling multiple classes with a large number of students.

4.2.3.4 Workload. The last subtheme workload also showed teachers facing a challenge to manage their time in possibly integrating SEL due to being **busy**. This was proven by T2 and T6 answers. T6 proved teachers were busy because of handling other programmes namely, "*...the program Nilam bacaan.*" Besides, T3 also proved teachers were busy with activities especially towards the end of the year. Hence, it could be assumed, the workload primary English teachers carry based on their busy schedules of other activities coincided with the syllabus, lesson plan and classroom management as several reasons contributing to time being a challenge to integrate SEL in their English lessons.

4.2.4 Culture (Theme)

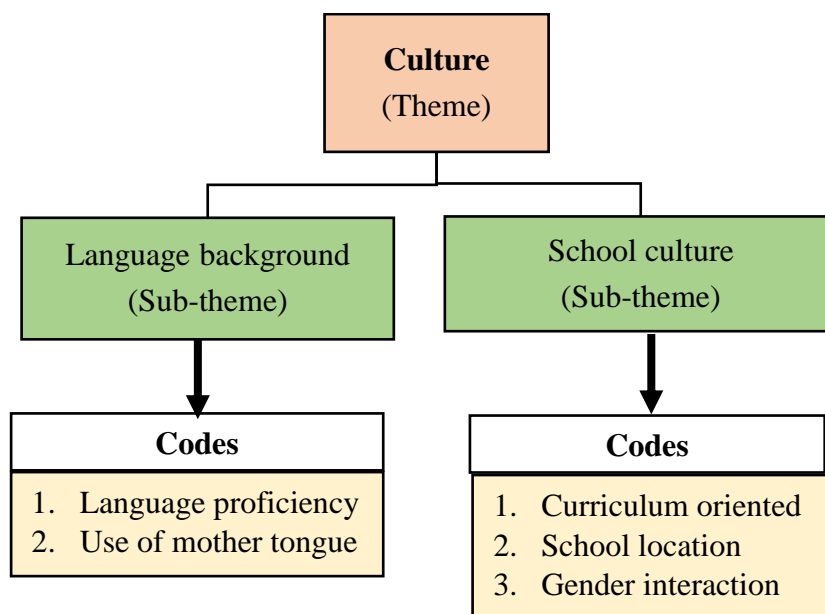


Figure 4.2.5 Culture (Theme)

Figure 4.2.5 shows how culture acted as the major external challenge conceptualised by the sub-themes: **language background**, **school culture** and **gender**. The sub-themes were all derived from their respective codes based on the answers given by all six teachers.

4.2.4.1 Language Background. **Language proficiency** and the **use of mother tongue** were analysed as codes based on the narrowing of the above sub-theme. The two codes were constructed based on replies from all teachers' responses except from T6. **Language proficiency** was firstly depicted based on the capability of the three races, Malay, Indian and Chinese in engaging in the culture of learning English and their proficiency level based on T3's response. Based on her answer, Malay students were observed as the most passive engagers in an English lesson due to being shy to speak but still do partake in art. This also corresponded to T1 response in which he stated, "*Most of them are very shy to use the language in class.*" Despite ambiguously denoting majority of T1 students without a race, it was agreeable to say the student come from a Malay ethnicity as T1 regarded his students

as *'kampung students'*. In contrast, T3 expressed her belief that Chinese students were seconded to Indian students as they were said to be, "...*very good in their-their language, their-their pronunciation...very eloquent...*".

However, the level of language proficiency for students was arguable as both T2 and T5 had expressed the language proficiency levels differently for their students. Despite T1 and T3 sharing similar response that Malay have low English proficiency, T5 beg to differ by quoting,

"...I'm teaching in SK school. Totally 100% uh Malay students...initially Year 1, they have problem in understanding, but once they already used to it, now if they see me they will speak in English. So I think language is not a problem (T5)."

The claim highlighted that language proficiency can be achieved over time where language is considered not a barrier for SEL implementation. However, in a Chinese vernacular school, T2 highlighted that there were two levels of English proficiency of her students due to differences in language backgrounds. She stated, "...*some of the students with better backgrounds. They come from, uh, they are able to speak the language.*" On the other hand, T2 also told, "...*to make them speak for the weaker ones is a bit difficult, you see, because of language barriers.*" Similarly, T4 response showed some students have regarded "*English can become a third language. Also, English can become a fourth language.*" In short, the responses possibly infer that students in a classroom possess different level of English proficiency which may concur as a challenge for teachers to implement SEL especially in an English medium lesson.

Another important code to pinpoint is the **use of mother tongue** whereby majority of teachers agreed that it is a challenge to implement SEL during English lessons if the students prefer to speak in their mother tongue instead of the English language. This is supported by T1 who stated, "...*their main language there is BM [malay], or even Javanese, or even*

Banjar.” An interesting finding also arose where T2 mentioned having difficulties of teaching in the mother tongue, Mandarin, to her students. This is because she faced the challenge with the lower proficiency students who prefer to “...*come out with their mother tongue,*” as T3 is not proficient in the language as she would, “...*have communication problems.*” With these findings, it can be assumed teaching SEL during an English lesson with English as the medium may be a challenge for primary teachers.

4.2.4.2 School culture. Based on the sub-theme of school culture, two codes were formed. The codes **curriculum oriented** and **school location** was seen to possess as challenges from four teachers. T4 and T6 mentioned curriculum-oriented focus as a challenge whereas teachers A, D and E highlighted school location in their answers.

A **curriculum-oriented** focus arose due to the school culture focusing more on student’s academic compared to their emotional well-being and social skills. This is evident when T6 stated, “...*if your school is more curriculum oriented. It is difficult also.*” Similarly, T4 supported the statement but further related to his capability in teaching SEL to students. He felt, he was incapable as an English teacher when asked if he was ready to teach SEL to his students. To justify, T4 said, “*Actually, I don't think so I can say that I'm a very good person in uh what like teaching all this social learning skills because according for-for this primary level, more emphasis on academic.*” Similarly, as mentioned earlier by T4, parents nowadays only see their children’s grades and achievements instead of wanting other skills to be involved as shown in *Chapter 4.2.2.3 Mindset.*

As for **school location**, it was evident based on the difference between the school culture of urban and rural schools. Rural schools were seen to face more difficulties than urban schools. This is proven by T1 who justified, “...*it's quite difficult to carry out this social-emotional learning in a rural school.*” The main reason linked to the language proficiency level was rural students not taking an interest in reading. This implied “...*the*

level of understanding of the language is not that, uh, good among the pupils especially in rural schools,” as elaborated by T1. The findings also corresponded to the answers given by T4 and T5. Being in the same school as T1, T4 explained it was undeniable urban schools are better prepared to give greater support to reduce the difficulties of integrating SEL. This was proven when T4 stated, *“Urban school they really uh, giving support.”* Likewise, T5 explained the culture of students based on schools location in which urban students were more open minded and able to adopt facilities compared to its predecessor rural schools. As such, it is agreeable the school location affected the school culture as a challenge primary school English teachers’ face for enabling possible integration of SEL into their lessons.

Another code for school culture was **gender**. Gender was coded from the level of engagement of students between both the girls and boys that was supported by two teacher participants. The data also linked to the school culture under the code school location as the engagement level were different in both environments. However, it was separated as a distinct code from school location as the findings further informed on engagement of genders rather than emphasising on the the location. Findings from T1 showed boys engaged more than girls among upper level students (Year 6) as the rural school teacher stated, *“...the boys are louder than the girls, so...-they’ll be more outspoken.”* In contrast, it was found differently for mix gender students in urban schools as T3 highlighted the problem of girls preferring to only sit with their own genders similarly to their gender counterpart boys as the T1 assumed, *“...I think it’s simply because the girls are more hardworking... They are serious compared to the guys they’re playing most of the time.”* From both findings, we could see a difference in cultural difference among gender where boys are more engaging than girls in a rural setting whereas it is the opposite in an urban setting as girls are more meticulous compared to boys.

4.3 Possible Ways Primary School Teachers can Integrate SEL into their ESL

Classrooms Effectively

This section found several possible ways primary English teachers could implement SEL into their ESL classroom effectively. The findings reported relationship/rapport, teacher role, methods, syllabus and environment as the themes that was constructed from several sub-themes formed from the codes extracted from the teachers' responses.

4.3.1 Relationship or Rapport (Theme)

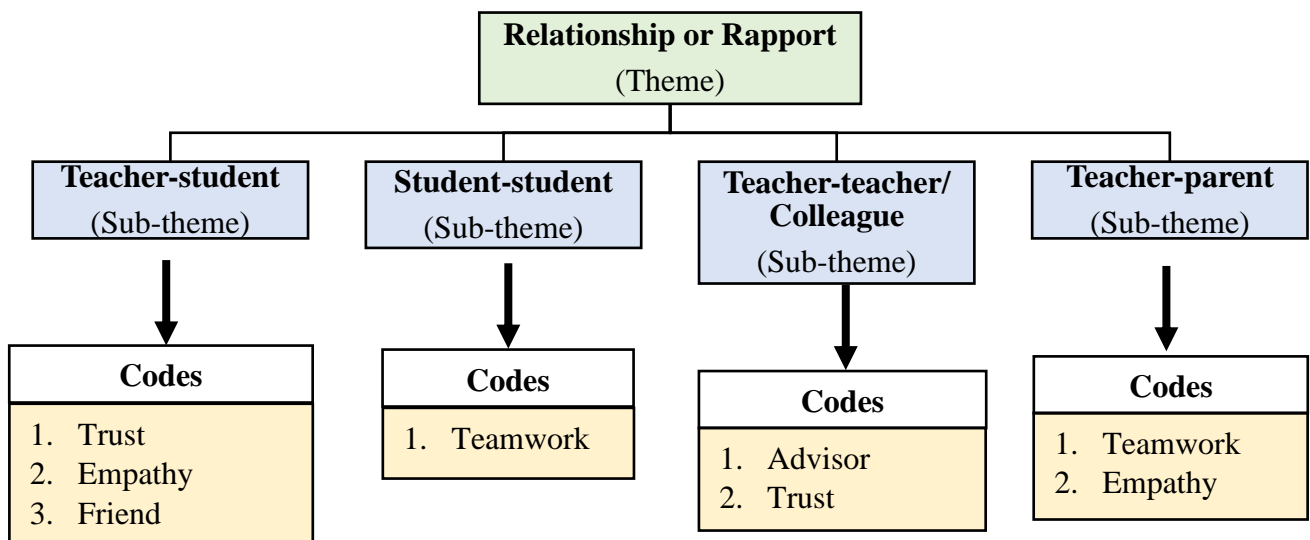


Figure 4.3.1: Relationship/Rapport

Focusing on the data obtained from five teachers, the theme relationship/rapport was found as a possible way SEL can be integrated effectively into ESL classrooms.

Relationship/rapport was constructed based on four subthemes: **teacher-student relationship**, **student-student relationship**, **teacher-teacher/ colleague relationship** and **teacher-parent relationship**. The sub-themes were further analysed according to several codes that formed the sub-themes.

4.3.1.1 Teacher-student relationship. The codes **trust**, **empathy**, **friend** and **role model** showed how teacher-student relationships was a possible way of SEL integration.

Firstly, **trust** was evident from T2 and T4 responses. This is proven through T2 who responded, “...*You must, uh, build up the trust and confidence with your students,*” while T4 mentioned, “*Uh, if there's a teacher they can trust, they can talk.*” T2 also mentioned the possibilities of positive reinforcement can build trust is when, “...*you will not scold them ...*” and “...*sometimes you can create some jokes.*” This can be further supported by T4 who elaborated a good relationship can be built with trust as, “...*we [teachers] don't want simply go there and we-we don't want the teacher like gossiping about the students problem.*” From the responses, it showed that both teachers felt students could express emotionally in their classrooms if they can trust their teachers. Hence, it was clear that teachers need to enable that trust among students through positive reinforcement and creating a comfortable environment as a clear sign of enabling rapport for SEL infused lessons to occur. Despite T2 and T4 agreeing that teacher-student relationship should be built on trust, T3 conveyed a distinctive opinion by stating other parties should be involved. For instance, T3 highlighted, “...*maybe if they have certain-they can go to their class teacher or a counsellor.*” This showed that trust among English teachers were feasible but may need guidance from other parties such as counsellors or the class teacher.

Next, the code on **empathy** was derived from only T4’s answer. It was found that the Teluk Intan teacher related teacher-student relationship to how a teacher shows empathy to student’s problems. This is evident from his answer, “...*teachers must be, ask them to...get to know the students better...so, ask them to reveal their, uh, if they still got like personal problems something like that.*” As empathy is important in understanding other individuals’ emotions, it is valid that teachers should understand students’ problems in order for students to feel comfortable to express.

The last code to showcase a teacher-student relationship is by becoming a **friend** to the students. Three teachers shared their experience on this matter. For example, T5 stated,

“So, when I teach they will listen but I will treat them as my friend.” The term of being a friend also showed similarities to a mother-child relationship. This is evident in both T5 and F responses. T5 mentioned that she will treat the lower primary (Year One) similarly to her children whereas upper level (Year 6), she would label them as friends by sharing jokes with them. In contrast, T6 responded slightly differently by stating motherly love to upper-level students by calling them ‘baby’ as the Sungai Siput teacher stated, “*They like to be called baby.*” However, T6 also explained that the level of friendship should not go over the limit. This was evident where she quoted, “*If your too strict with them, they will not come to you. They will not listen to you and when your too friendly also they’ll take things for granted.*” This was inferred as how a teacher should balance between being a friend and also a teacher. Despite showing a difference in building a teacher-student relationship through a friendship bond, it is still common to know that teachers’ need to bond with students for them to listen and to be attentive in the lesson. The level of friendship was also seen outside the classroom as both T5 and T6 shared similar findings of allowing students to share their problems during recess or at any time of the day. As oppose towards being a friend, T3 disagreed that teachers should be a friend to their students as she claimed, “*It’s just teachers’ role and a student.*” The claim is supported by her previous findings of how a student should **trust** a counsellor instead as she stated, “*I do not dwell too much with them or ask them too much about their problems and all that. I think that should be geared to the counsellor...*” From the responses, two teachers affirmed that students would become close if they have a friendly relationship but one teacher rebuked that building a friendly relationship should not be the way as managing emotions and problems should be catered to professionals such as the school counsellor.

4.3.1.2 Student-student relationship. Another theme, student-student relationship was formed from two codes constructed from five teachers except T1. The codes formed

were **teamwork** and **friend**. **Teamwork** was coded based on the level of student's engagement in terms of activeness and strengths. T2 explained students commonly help each other based on the stronger student helping the weaker student. This was echoed by T5 and T6 respectively. This was proven when T2 stated, "...*the good students will bring the those quiet ones to speak more to express themselves.*" Similarly, T5 mentioned, "...*when it comes to the turn that they supposed to answer, the weaker one, so the stronger one will help them. So this is what we say teamwork,*" while T6 also reaffirmed these findings as she explained, "...*when they write out, the good ones can write out, the weaker ones can come out and talk or express their feelings.*" As for activeness, T3 supported the idea by stating, "...*those who are eloquent are those who are active. Maybe they can uh, they can uh, work together.*"

Another code to decipher was **friends** that was supported by T4 and T6. T4 related his answer with how students build their relationships when sharing their emotions with their friends. T4 stated, "...*student can connect in a very, I mean if they are very close with them.*" However, it also depends on the level of closeness a student has with other students to build that friendship bond. Students could be encouraged to express their ideas if they their friends were active in the discussion. This was evident when T6 exemplified, "*And some were so shy to talk about it when the other friends were talking, they shared the ideas.*"

4.3.1.3 Teacher-teacher/colleague relationship. The next subtheme formed under the theme of relationship was teacher-teacher relationship. The code **advisor** partially formed the teacher-teacher relationship sub-theme. This was evident when T6 explained how she advised her teacher trainees to show more empathy towards students' emotions instead of only focusing on finishing the syllabus as mentioned prior as a challenge in **Chapter 4.2.2.3 Mindset**. This was further justified by T6's answer, "*We are handling students. Students are human beings with feelings. They are not robots to take in whatever you are teaching...they should be treated as humans.*" From this statement, the code **advisor** was formed but it

showcased as one of the secondary possible ways teachers can implement SEL as it is not as effective as among teacher-student and student-student relationships. Another code that formed the sub-theme was **trusting** from the standpoint of colleagues be it class teachers or counsellors helping. This was decoded from three teachers' responses, T3, T5 and T6 respectively. T3 stated, "*...maybe to their class teacher, maybe if they have certain they can go to their class teacher or a counsellor.*" Likewise, T5 quoted, "*This is more on counselling department. So, they can incorporate with the counselling department.*" Lastly, T6 mentioned, "*So maybe there are some who are comfortable to the counsellors I will send them.*"

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4.3.1.4 Teacher-parent relationship. Another sub-theme to highlight was teacher-parent relationship. This sub-theme was created from two codes, **teamwork** and **empathy** similarly to previous codes deriving teacher-student and student-student relationship but now among teachers and parents instead. The codes were supported by both T4 and T6 respectively. T4 elaborated that parents should support their children through the formation of associations. To support the explanation, T4 said, “...we can have like uh, activities – parents meetings, students-parents meetings. Parents gathering or academic gathering...they can share the problems. They can seek something like that on how to solve this problem.” Comparably, T6 stated teacher-parent relationship should be built by sharing the student’s concern with the respective parents, in other words, showing empathy. To exemplify, T6 stated, “So, I have a relationship with the students and also the parents. OK, then I will say I will message the parents. I say your kids having problem...”. From both findings, it was inferred that sharing student’s problems among the parents and teachers was the main idea of teachers’ building a relationship with parents in two different ways. This showed Malaysian primary English teachers do practice empathy and are willing to work together with parents for their student social and emotional management. However, forming a teacher-parent relationship among English teachers could be a challenge if parents are not willing to support the child’s progress towards learning the English Language. This is evident when T3 mentioned, “Parents are-are not really bothered about the language, the English Language.” Thus, from the findings, a teacher-parent relationship acted as possible way for SEL integration if parents supported their children’s education either by showing **teamwork** or through **empathy**.

4.3.2 Role of Teacher (Theme)

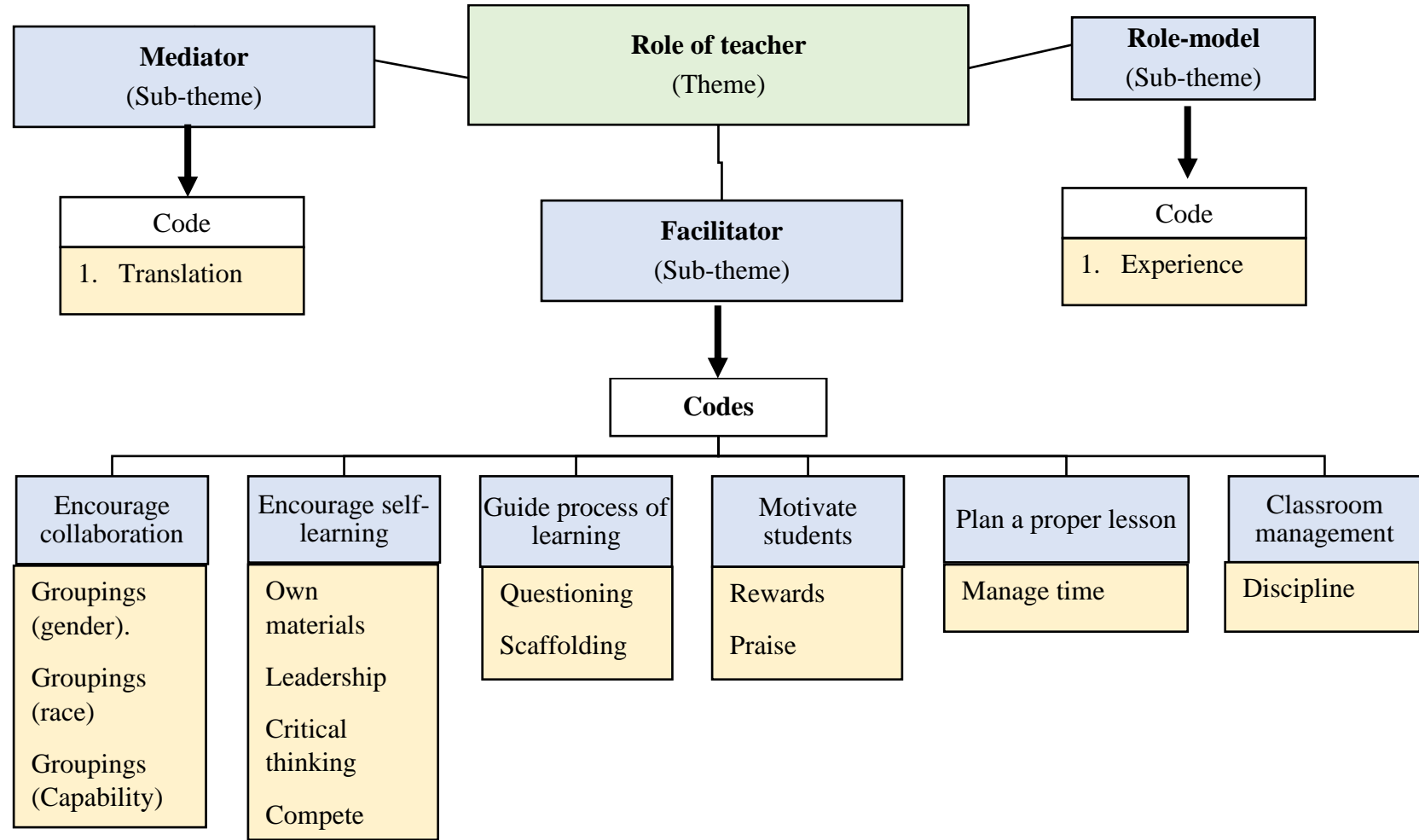


Figure 4.3.2. Role of Teacher

Based on figure 4.3.2, it was derived that all six teachers had found their role as facilitators a possible way for SEL integration in their ESL classrooms. Referring to Teachers A to F responses, the role of a teacher was broken down into two sub-theme **facilitator** that was extracted from the roles of a facilitator or their function and **role model**.

4.3.2.1 Facilitator. The sub-theme of facilitator was derived from the codes of all the six teachers who agreed in their responses that they should be facilitators to **encourage collaboration, encourage self-learning, guide process of learning, provide feedback to parents, plan a proper lesson and classroom management.**

First and foremost, the code on **encourage collaboration**. The code was extracted from how four teachers encourage students to group or pair up for task during English lessons. This is exemplified using T3's idea, "*What I will do is I will try to rotate their role in the group.*" Another interesting finding was how T3 assigned groups according to different races and gender. To prove this idea, T3 mentioned, "*I do tell them to separate and I also make it very sure I do not want Indians in one group or Malays in one group...I've been telling them uh, separate your races and the gender.*" Similarly, T5 explained she had used methods to group up the students when mixing the students races, gender and ability. For instance, T5 explained, "*...how I choose them is they will pick up their own cards, so I don't group them according to their ability...each group activity they will change...they'll choose the cards number or whatever it's categorized, then we'll move on it.*" This is also observed when T1 responded, "*Split the class into two groups and then see how they, no, how they go about the topic.*" However, T1 contrasted both T3 and T5's opinions as he encouraged grouping without mixing genders. This is because T1 mentioned when splitting the groups into their own genders, they are motivated in their task as shown in the statement, "*Normally, I'll split them in boys one group, girls one group.*" When it comes to role play, turn-taking took place where one leads and the other listen. This is evident when T6 mentioned, "*Leader,*

sometimes yes, in pairs they come out they talk about, one will be asking, the other would be like telling their feelings.

The next code formed by T3, T5 and T6 was to **encourage self-learning** to their students. Firstly, T3, encourage students who were passive by stating, *“...you have always been very passive or quiet. It's time that you buck up and now you take over, you become the leader.* Another possible way for encouraging self-learning was by asking students to provide their own materials to the teacher. This was evident when T5 stated, *“Fun learning because I will teach them then I will ask them to provide the materials for me.”* Another finding to show students came up with their own learning was when T6 allowed her students, *“...to come up with a bubble map about their feelings when they're in certain situations.”*

Thirdly, teacher's role as facilitators was also formed from the code **guide process of learning**. This was observed when teacher regularly used forms of questioning, translation and providing materials. The codes were found in all the teachers' responses except T5. Four teachers mentioned how questioning the students will enable them to socialise at the same time express their feelings towards the topic. This was clearly pointed out by T4 who stated, *“Can you please explain Student A? What's your feeling like that. So they can discuss, they can share their problem. In this way we can uh, T3an be a facilitator and go and ask.”* Cue words were also important during a facilitator's role in questioning. T2 gave a clear example of how she used cue words in the form of questions to encourage students to express their emotions according to their surroundings. To illustrate, T2 said, *“So, I'll tell them, This should be help, right? When you scream yourself, Help! So what do you say?” Then they will...express themselves.”* Similarly, T1 used cue words to encourage students to try to give opinions using questions such as, *“...cmon give a try?”* or T6 saying, *“Is it good to do that or not?”* Another form of guiding was T3 explained her role as a facilitator was to provide materials to her students where in the interview she stated, *“So, then I will give them the*

mahjong paper with the marker pens so they bring their pic-uh-uh, their pictures or the media...” However, an interesting point to note was how T3 practiced scaffolding when guiding the students’ process in learning. For instance, T3 stated *“I will either draw something on the board like how the mind map should be or when I brainstorm them, I will show them the different samples. So, they roughly get an idea.”*

Another code to illustrate the role of a teacher as a facilitator was **motivate**. To illustrate, T1 stated, *“Sometimes will buy sweets and candies. Motivate them yes.”* This corresponded to T3 who explained, *“I encourage them, I mean, of course I reward them, you know in many ways. Ah, from small gift things, from small gifts to you know, petting them and saying, well done and praising them la.”* However, from a different perspective, T3 motivated her student to speak by saying, *“Please open your mouth and speak something. It's not that you have to speak proper English, just say something.”* Focussing on the three teacher responses, the role as a facilitator was to motivate students to reward and praise students for their achievement besides motivating them to socialise in the classroom.

The next code that partially formed the sub-theme facilitator was **plan a proper lesson**. This was supported by three teacher responses. T4 stated *“... if you want to implement in primary school, uh, we really need a proper planning and management...and then we need a good planning for our lessons.”* Comparatively, T5 explained a proper lesson *“...depends on teachers’ creativity. Uh, how they will provide the lesson.”* Another point to denote was how planning the lesson depends on time management. To justify, T6 mentioned, *“If you really plan your work. We have got 34 weeks of teaching, so you plan your topic. I think it-it is possible to insert, but it's a matter of time...how you manage your time.”*

Another code that constructed facilitator as the sub-theme was **classroom management**. This was shown by T3, T5 and T6 perspectives. T3 explained from managing emotions from a discipline standpoint by stating, *“...my role is to keep them quiet to tell them*

to whisper, please tone down things like that. Similarly, T5 explained it is needed to discipline where a teacher role should be advising the student on their behavior. This evident when she stated, *“OK, this term is wrong. This it's not you supposed to do this. If your parents telling them then it's wrong. Correct them you move in the correct path.”* It was also important to note T6, who mentioned classroom management can be outside of a teachers' subject time. This is proven where T6 stated, *“So even though it's not my time, they do mistake, I will always correct them.”*

4.3.2.2 Role Model. Another sub-theme to highlight was teachers' being a **role model** to their students. This is proven by both teachers' E and teachers' F responses respectively. When asked to elaborate more suggestions, T5 mentioned, *“If you are showing them a good, uh role model. They will follow you.”* However, to achieve that, T6 explained teachers need to have **experience** in SEL before becoming a good role model. T6 advised teachers, *“...should be given a chance to speak...experiences, you know their feelings and all that. Come back good enough with the students.”* Thus, it is assumed that primary English teachers can become a good role model unless they have experience in their own SEL skills.

4.3.2.3 Mediator. Teacher acting as a mediator was shown by both T1 and T2 who used *translation* for students who were weak in the language. This is justified when T1 stated, *“I mean as a faci we need to translate the language for them [students].”* Likewise, T2 also stated, *“So, whatever you don't understand, just ask. So, I can do a bit of translation. So, they will understand.”*

4.3.3 Methods (Theme)

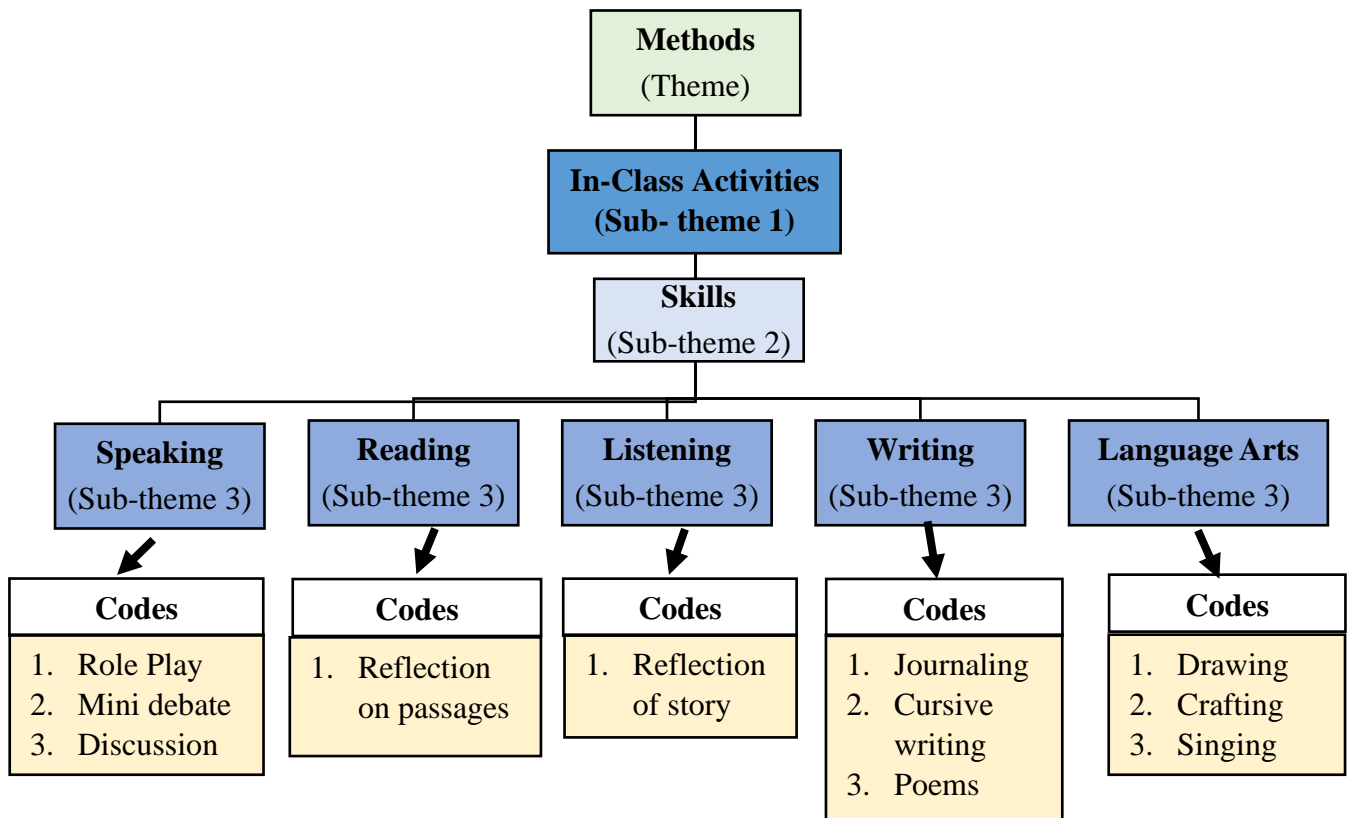


Figure 4.3.3: Methods (Theme)

Figure 4.3.3 highlighted the theme of **method**. The figure further constructed the codes and subthemes that showed how the theme of method was built. Based on the figure, two subthemes were constructed. The first sub-theme of **in-class activities** were derived from the four English language skills of **speaking, reading, listening, speaking and language arts** as a second sub-theme. The skills were formed based on the codes linked to all six of the teachers' responses as highlighted in the following analysis.

4.3.3.1 Skills. Firstly, all teachers' responses linked **speaking** as a skill for SEL integration. This was observed based on the in-class activities of **role-play, mini debate, and discussion** as discussed by five teachers. Four teachers mentioned the major possible way SEL can be integrated was through role-play as shown in table 4.3.3.1.

Teacher	Examples
T1	<i>“Suppose you can have a lot of role-playing, maybe sharing of opinions.”</i>
T2	<i>“Role plays, OK, yeah, we take this, the character of this person come up. Maybe you can think of something else add in something.”</i>
T5	<i>“OK if I take a role play. OK, we are role playing a situation.”</i>
T6	<i>“Everything in role play.... can explain to us their feelings.”</i>

Table 4.3.3.1 Teachers responses for role play

According to table 4.3.3.1, role play is done usually to express feelings based on a situation or to act out a character. Another major possible in-class activity that related to SEL in terms of the speaking was discussion. This was supported by both T4 and T5. T4 explained, *“So, we can try to integrate in speaking like a good discussion? Good discussion. So, we can ask the student to express their feeling.”* Similarly, T5 stated, *“Then we can have ah, discussion. We can have presentation, creativity, there are many things..”* However, T5 further clarified that her form of discussion could be based on a separate SEL corner. She explained, *“Besides studies, maybe SEL corners where they can talk. They have like uh, a discussion.”* Another form of in-class activity that tested on speaking was mini-debate but mostly for the upper-level was elaborated by T1. T1 explained, *“Mini debates. For the upper level. We just throw a topic to them and then.... how they go about the topic.”*

The next skill was **reading**. This was supported by T1 and T2. The in-class activity of reflection mainly showed possibilities for SEL integration. T1 noted reading was possible to excite students to share their opinions.

“I would rather use reading, uh, reading skills... We can give them a text, maybe based on any topics within the textbook. Maybe share a few points or one or two points would do. And then they’ll able to use the words given within the text, to, you know, to express their opinions,” as stated by T1

Similarly, T2 further deduced reading from giving visual representations to pique students' interest. To prove, T2 stated, *"And we have these passages where they show you the pictures and then videos, you see? Sometimes they have these videos, Wow! They get so excited, and then after that I'll tell them please read."*

Another skill that showed SEL as a possible method was **listening**. This was reported by T4 and T6. T4 mentioned having audio tapes that relate to sensitive topics such as revealing gender to prevent gender-stereotyping. He mentioned, *"...we have the audio tape like there's I mean, you know get to know about how these people express their feelings, how we did and, uh, reveal the gender."* Another form of listening activity was using story audios, as what T6 explained,

"...recently I did a story with them on uh, Joe, uh, you remember the-the boy, the shepherd who likes to lie? So, this story, there's a audio on it. A new version of it la. They listen to it. They liked the story. Then you know we talked to them."

As for the **writing** skill, T2, T3, T5 and T6 explained how creative writing can be seen as a possible way for SEL integration. For example, T4 mentioned students can, *"...express their feeling like writing a journal,"* while T5 stated, *"They can give a crossword puzzle. They give me unscramble words."* However, it was also noted that creative writing is only possible depending on the student's proficiency level in the language as explained by T3, *"...in terms of like the good ones they will do like creative writing."* Another contrasting point was when T6 explained how she used creative writing by allowing lower primary students to write with different styles. This was proven when she stated,

"You know, sometimes they get bored in the class. OK, you can use color to write. You can use cursive writing. Yeah, you can use style writing. So that is how ah we get their emotion also, you know?"

Thus, from the responses, the possible ways to integrate SEL into an English lesson was via creative writing such as journaling, crossword puzzles, and cursive or writing with colour.

Another skill to highlight was **language arts**. Language arts was formed based on in-class activities inclusive of singing, arts and crafts extracted from three teachers responses. Firstly, singing was shown in both T2 and T3 responses. They both explained how students would sing and sometimes do actions according to the topic. To illustrate, T2 said, *“Ah, they would, I will tell them that sing along, do actions. This is the topic. Then, explain the main thing in the topic to get the gist of it, uh-huh.”* Whereas, T3 similarly explained, *“They will do an action song according to the Egyptian.”* Another interesting point made by T3 was how arts and crafts were also present in the methods of teaching English. This was proven when she elaborated,

“So they will recycle whatever they could they could make an item, or they could do it in a paper form...they could build like a robots you know with the tin cans...they use paper clips and they make chains...Stationary tin from condensed milk or the teapot milk or the sardine tins...I made them make mask. Mask of the animals you know like Balu, Kar, you know the snake and then Bagera and the-the orang utan.”

From this statement, the researcher inferred that language arts were also a form of creativity that enabled students to use their own materials to learn the topics within the classroom.

4.3.4 Syllabus Design (Theme)

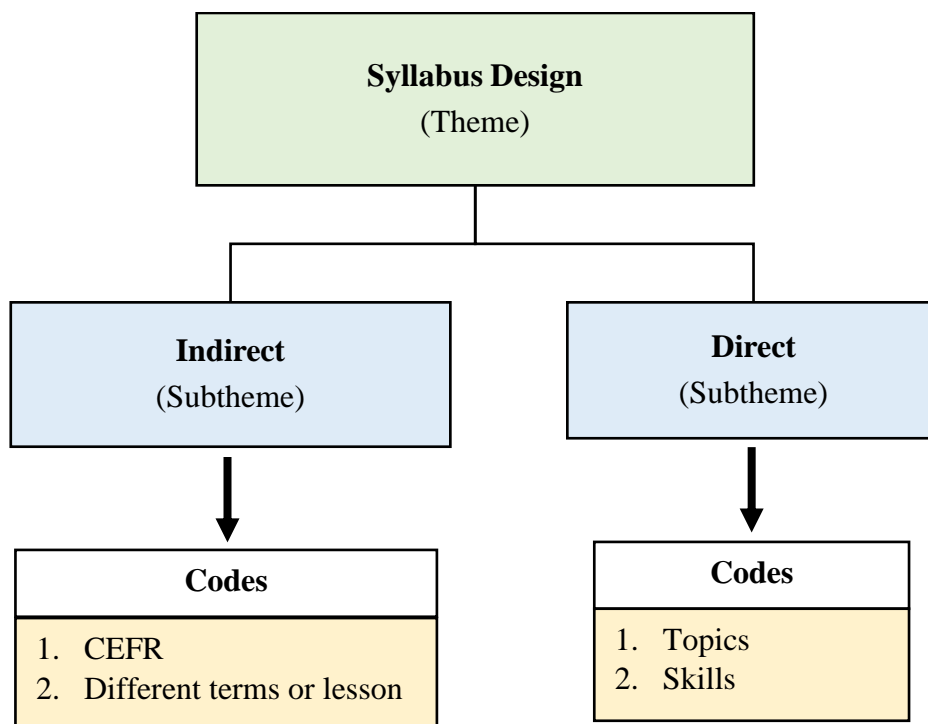


Figure 4.3.4: Syllabus Design (Theme)

Focussing on the teachers' responses, figure 4.3.4 showed another theme **syllabus design** was constructed based on the sub-themes **indirect** and **direct**. The sub-theme indirect was coded from five teachers' perspectives based on the syllabus design linking **based on CEFR** and **different terms or lesson**. On the other hand, a direct syllabus design was constructed based on the codes, **topics and skills** from four teachers' perspective as well.

4.3.4.1 Indirect. The study found teachers linked the current syllabus of **CEFR** indirectly with SEL. This is proven by both T2 and T3. For example, T2 stated, "*In fact, I think CEFR is also part of it. Indirectly is link.*" T3 also indirectly mentioned CEFR highlighted on SEL as she explained CEFR allowed for more student participation. Another code to point out was how SEL is currently indirectly coined under **different terms or lessons** in the syllabus design as highlighted by T2, T5 and T6 respectively. T2 stated, "*It's still they didn't come up with the special term and the special period for that,*" similarly to T5

who quoted, *“So when I found then I-I found that five elements, but if you see the five elements, actually it's already in the curriculum, but it's not in the terms of SEL.”* It was further clarified SEL was being indirectly linked to the Civics lesson as shown in table

4.3.4.1

Teacher	Examples
T2	<i>“Err, let’s say it’s a lesson. So I think it should be linked to civic mindedness. Yeah, so in which our students will learn moral lessons.”</i>
T5	<i>“Actually-actually this SEL it's already there. We call this ah, Civic education.”</i>
T6	<i>“Even now ah, we have got civic lesson once a month.”</i>

Table 4.3.4.1: Teachers’ Responses on SEL Known as Civic

4.3.4.2 Direct. Another sub-theme that formed the theme of syllabus design was **direct**. Direct denoted how SEL can be directly integrated into the English syllabus design. Direct was constructed based on two codes comprising of **based on topics** and **independent skill**. The codes were deduced from four teacher responses.

The code **based on topics** were constructed from two teachers’ responses who explained SEL can be integrated based on the topics given in the English syllabus. This was evident when T2 told the research, *“It depends on the topics given, you see? If it’s er, let’s say, er, the theme of the, what is the, er, something that they are familiar.”* In light of this, T5 similarly shared *“Syllabus-topic because we have in our language, teaching English, we have our own topics, so every time we have to incorporate...the topic have to be connected to this SEL.”* An important finding to note was how SEL skills can be integrated into the topics. This was illustrated by T5 who highlighted,

“So, I say you have to insert this as a skill. So, OK today we are teaching about self-awareness. So they can, we have to put it in there? So maybe in the next day, we are teaching them self-management, how to manage according to the topic. According ah,

like food how you can implement the self-management. Maybe how you want to insert social-awareness? How do you want to insert in food? (T5)."

Moving on, the second code **skills** showed both contrasting and comparative responses from T2, T4 and T6. To elaborate, T4 preferred, *"It's better if it is infused in the four skills rather than as separate. If like the isolated, doesn't mean that time can finish."* The response could infer, T4 supported SEL to be integrated within the four language skills in the syllabus design. In the same way, T6 also agreed that SEL should be integrated as a skill linked to the curriculum as mentioned, *"Even if you have it for-as a separate element, how are you going to carry it out? You should integrate it in the curriculum."* However, it differs from each teacher perspective. This is because T2 felt teachers were ready for SEL to be integrated as a skill within the lessons or as its own separate lesson or skill. This was evident when T2 asserted, *"So, I mean if it's infused into the other lessons, it's OK. If it's also on its own, it's OK, we can manage."*

4.3.5 Environment (Theme)

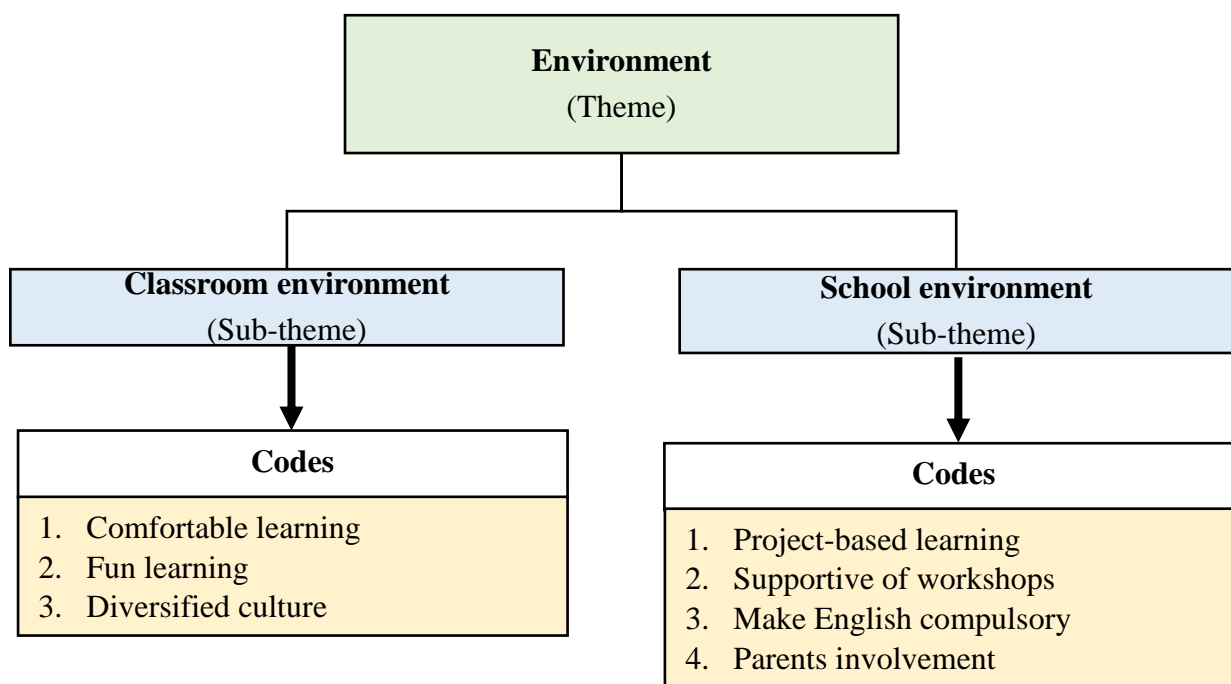


Figure 4.3.5 Environment (Theme)

According to figure 4.3.5, **environment** was highlighted as the main theme. Both **classroom environment** and **school environment** acted as sub-themes to form the theme environment. It was further broken down into the codes: **comfortable learning and fun learning** for forming **classroom environment** while **supportive through workshop, make English compulsory** and **form association with parents** formed the sub-theme of **school environment**.

4.3.5.1 Classroom Environment. Classroom environment was supported by T2, T3 and T6. A major code that constructed the sub-theme classroom environment was comfortable learning as explained by T6. To verify the statement, T6 stated, *“So, it's more on towards creating a comfortable environment for them to share their emotion. You have to provide a positive environment.”* These findings were mimicked by T2 and T3 respectively but in different approaches. T2 supported comfortable learning by providing a suggestion that SEL could be integrated if done with increasing the lesson duration by providing additional periods. This was observed through T3’s quotation, *“Perhaps English you can add an additional one or two [Periods].”* Similarly, comfortable learning was also based on classroom management in which T3 suggested, *“... if I can say is the class management. Small classes.”* It was clear, a comfortable environment was linked to improving the lesson duration and classroom management which were found as challenges in **Chapter 4.2.3 Time**.

On the contrary, the proficiency level also promoted comfortable learning in a classroom for both students and teachers when integrating possible SEL infused English lessons. To elaborate on the proficiency level, T2 explained that she felt easier, in other words, more comfortable to carry out possible SEL infused English lessons if she was teaching a good class. This was proven in T2’s response, *“If I’m in a good class. I think it’s easier to carry out that [SEL].”* Additionally, proficiency was also based on how students

from rural schools prefer to use their mother tongue (Malay) over English when expressing emotions. This was evident from T1 who stated, *“They can express themselves. But maybe in BM [Malay] language.”* Similarly, in a Chinese vernacular school, T2 explained that students with weaker English proficiency felt comfortable in expressing their emotions in Mandarin, their mother tongue. To exemplify, T2 mentioned, *“So, if I am to teach those below... they will come out with their mother tongue. They will come out with, uh, Mandarin.”*

The next code that formed classroom environment was **fun learning**. This was depicted by only T5 who explained her classroom environment depended on a fun teaching style. This was proven from the response, *“So, my teaching style is more on a...fun learning. Fun learning because I will teach them then I will ask them to provide the materials for me.”* It was also observed that T3 included a diversified culture classroom environment by ensuring all students would talk in English despite of their race and culture.

4.3.5.2 School Environment. Another important sub-theme that constructed the theme of Environment was **school**. The sub-theme was formed based on the codes that were derived from T1, T2 and T4 interview data. Firstly, T1 explained explain school should support **English as a compulsory** subject when the researcher had prompted on whether the school vision and mission supports SEL learning in ESL classrooms. To exemplify, T1 stated, *“...if they were to make the language compulsory...then maybe pupils may want to learn the language even further and much better.”* This could infer that making English as a compulsory subject to pass will enable students to be more proactive in learning English through SEL. Moreover, the school environment should include **project-based learning**. This was exemplified by T2’s response, *“Maybe we have project-based learning? Ah, maybe we can take them out of the classroom....canteen or library.”* T2 also asserted that schools should have SEL infused language workshops in their own schools if there is proper time management as quoted, *“So maybe like when we have time we can do it, do the workshop at*

our own school.” Apart from that, T4 elaborated the school should allow **parents’ involvement**. Parents’ involvement was where T4 explained schools should allow parent associations such as the PIBG to come up with gatherings, meetings or language games with the students.

4.4 Relationship between the themes

4.4.1 Possible Links between Challenges

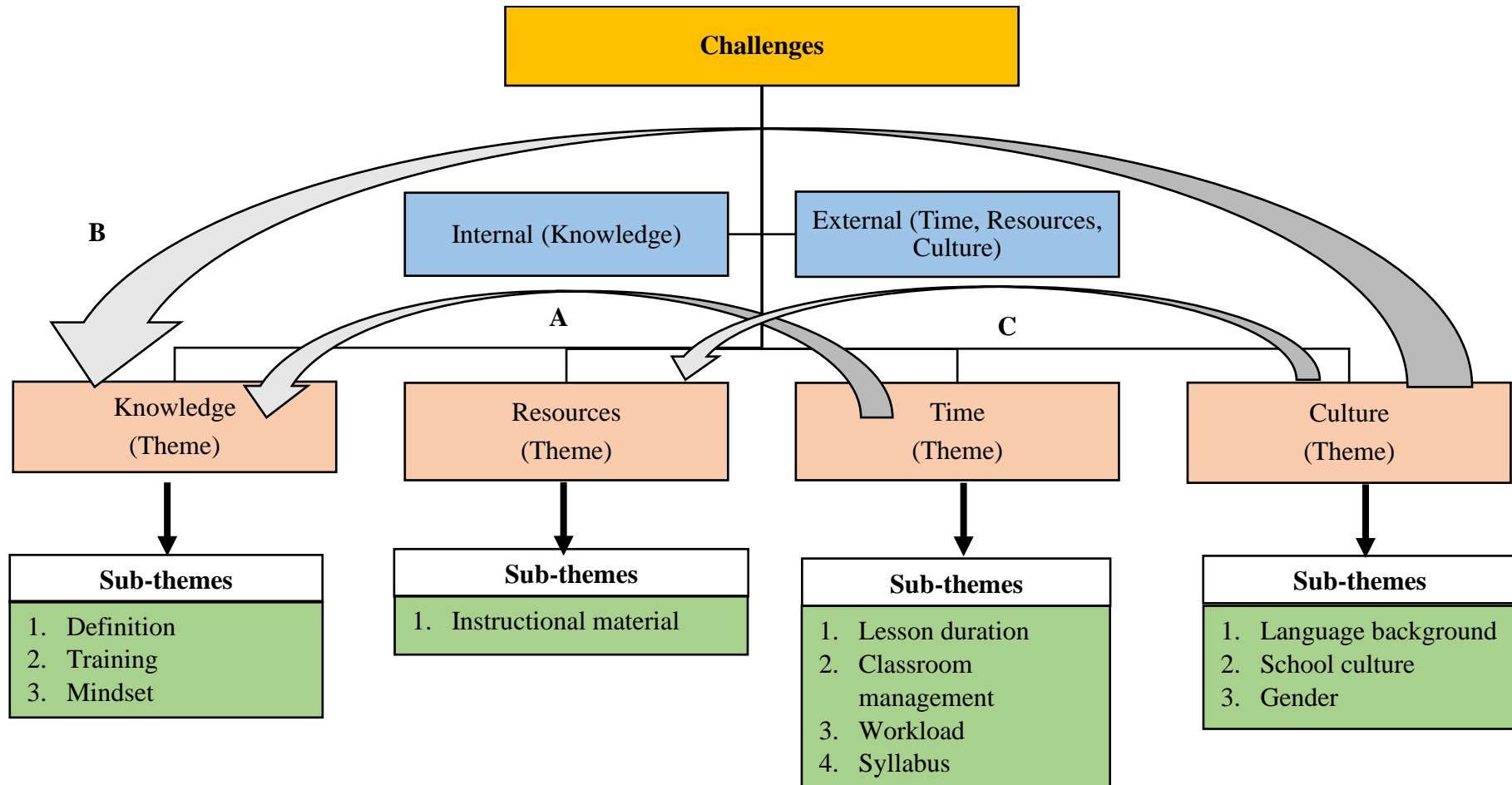


Figure 4.4.1 Possible Links between Challenges

Figure 4.4.1 comprised of the internal and external challenges. The internal challenges focused on knowledge due to teachers' perceptions towards SEL based on training, definition and mindset. Contrastingly, external challenges focussed on the themes—culture, resources, and time. Culture focused on ethnicity and language background, resources discussed curriculum materials and technology structure whereas time showed workload, lesson duration and classroom management as possible challenges. Hence, based on these qualitative data, thematic relationships were formed between the themes: a) time and resources, b) culture and knowledge, c) culture and resources.

a) Time and Knowledge

Chapter 4.3.3 Classroom management showed linkage on how T3 is incompetent to handle emotions based on her lack of knowledge of how to manage a larger classroom when it comes to listen to problems. T3 showed how she did not have the time to manage an array number of students as she would feel stress as a subject teacher. To prove the statement, T3 explained,

“I go to many classes, so I-I do not really concentrate on one class or the 39 students. I have about 100 over so I will go crazy la if I have too many problems to deal with them (T3)”

Furthermore, this has caused T3 to show she only completed her task as an English teacher based on cognitive outcomes instead of SEL. This was evident when she told,

“I really cannot concentrate on the groupings because you know each group got about 6-7. So, I-I it's like two big a class. I just want the work to be done. The task to be finished and to be handed (T3).”

As a result, despite the link between time and knowledge was depicted by only T3, it could be deduced that not having the time to handle student's emotions in the classroom is possibly linked to teacher's lack of knowledge in terms of training in SEL.

b) Culture and Knowledge

Culture and knowledge were seen to form an interrelationship as T4 explained he was not suitable to handle a SEL learning culture as he noted the school was leaning mainly towards cognitive outcomes namely being academic-oriented in primary classrooms as found in **Chapter 4.2.4.2. School Culture**. The explanation linked to the lack of teacher's training in *Chapter 4.2.1.3 Mindset* as T4 felt incompetent to teach SEL skills to his students which foreshadowed how a primary English teacher showed a lack of knowledge due to his school culture focusing on academic-based learning.

Another result that showed culture was affected by teachers' knowledge was the ability for a teacher to handle students who spoke their mother tongue. This was observed in **Chapter 4.2.4.1 Language Background** whereby T2 stated she felt challenged to communicate in Mandarin to her weaker students but tried to understand their expressions to her best capability. For instance, T2 mentioned, "...they [weaker students] will come out with, uh, Mandarin, in which I cannot comprehend."

c) Culture and Resources

T5 explained how school location affected the capability of schools to provide possible SEL-based resources. This is because T5 who currently teaches in an urban school but have experienced in teaching remote areas said, "...when it comes to urban, they are more uh, exposed to current uh, issues everything, so I think shouldn't be a problem...but the remote area we have to go thoroughly into it." The response by T5 was due to the culture of students in which urban students are more open minded and able to adopt facilities compared to its predecessor rural schools. To prove the difference, T5 explained, "So thoroughly into it, uh, because facilities is not there." In other words, it is linked to another challenge of having lack of proper instructional materials as urban schools are more reliable to access SEL materials compared to rural areas.

4.4.2 Possible Links between Possible Ways.

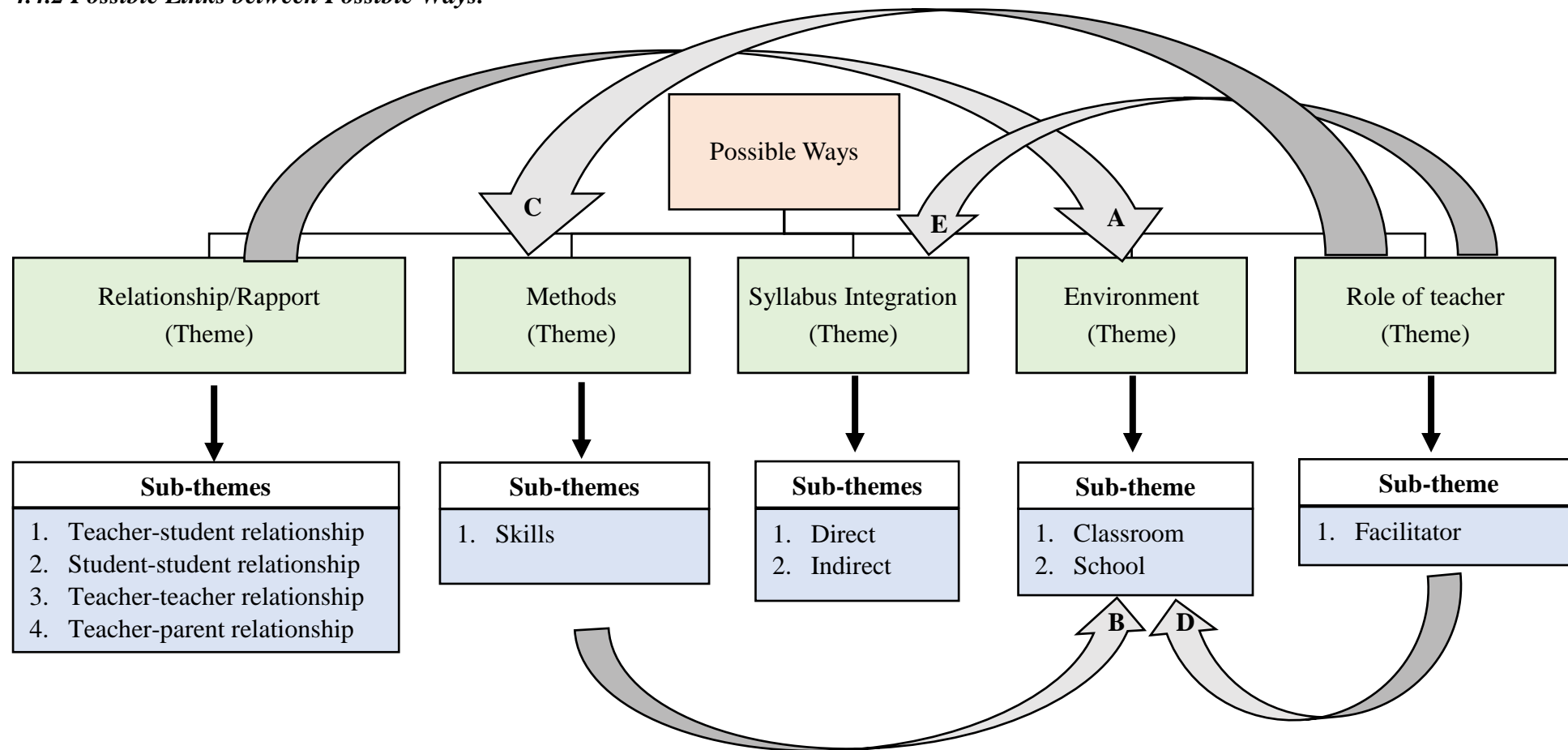


Figure 4.4.2: Possible Links between Possible Ways

Figure 4.4.2 illustrates the teachers' perspectives towards the possible ways primary school teachers can integrate SEL into their ESL classrooms effectively. The possible ways collected from the teacher participants ranged from the themes of relationship/rapport, role of teacher, methods, syllabus and environment. Relationship/rapport focussed on the relationship among teachers and students, student and students, teachers and parents and teachers and teachers. Next, the role of teacher mainly reported teachers' being a facilitator and to effective planning of lessons. As for methods it included skills and use of language. Furthermore, syllabus was divided into direct and indirect whereas environment was split into sub-themes of classroom and school. As such, using the data analysis, thematic relationships were also analysed between the themes. From the figure, it was evident thematic relationships were formed between **a) relationship/rapport and environment, b) methods and environment, c) role of teacher and methods, d) role of teacher and environment, and e) role of teacher and syllabus.**

a) Relationship/rapport and Environment

The first link formed for possible ways was between relationship/rapport and the environment. This was observed by T3, T4 and T6 in which their findings intertwine with how students can build interrelationships with each other working together with different proficiency levels, races, academically challenged students and genders in a classroom. Furthermore, T6 made an interesting point on how a comfortable classroom environment can be created based on who the student feels comfortable to share their emotions with be it based on gender preference or professionalism. For instance, T6 stated,

“So maybe there are some who are comfortable to the counselors I will send them. I said you can go to anybody who you are comfortable with...sometimes the boys they're more comfortable with the men teachers (T6).”

Another point to showcase the pattern was when T4 mentioned a teacher-parent relationship is formed when the school environment supports parent involvement. T4 explained,

“So, here [association in school] they can, they can share the parents, we can meet and ask the parents, the problems-the problems. The teacher in the classroom they already know the students have a problem. So, they can bring this from the admin (T4).”

Teacher-student bonds as mentioned by T2 and T4 also showed how their relationship are integral to provide a comfortable environment. This was because they would provide jokes and enable a positive connection for student to feel safe to share their problems.

b) Methods and Environment

Another linked constructed was based on how methods were affected by the classroom environment. This was evident in both T2 and T6 responses. T2 explained how creative writing and speaking skills were formed due to being comfortable in a high proficiency class. For instance, T2 stated, *“If I’m in a good class. I think it’s easier to carry out that. So, in terms of like the good ones they will do like creative writing, creative speaking.”* Similarly, when there is a fun learning environment for creative writing especially among the lower-level primary students, they will tend to enjoy the English lesson. This was uttered by T6 who explained, *“...when they see English lesson, they're happy because they are putting all the magic colors to write and all that...they like to draw, they like to color. So, they'll do the work fast.”*

d) Role of teacher and method

Moreover, from the figure it also showed a link between the role of teacher and method. This was evident when the role of teacher of facilitator in guiding the process of learning, encouraging collaborative learning and to motivate students enable students to learn through in-class activities of either reading, writing or speaking. Guiding the process of

learning was positively linked to reading skills as T1 explained the use of questioning and cue words to enable to do reflection after reading a text. This was evident from a previous statement reinstated from Chapter 4.3.2.1 Facilitator and Chapter 4.3.2.1 Skills:

“So, I would rather use reading, uh, reading skills. We can give them a text, maybe based on any topics within the textbook. And then from there we can, gauge their understanding by throwing questions, Q and A, you know? Maybe at the end we can ask them you like this passage? Why do you like it? Maybe share a few points or one or two points would do. And then they’ll able to use the words given within the text, to you know, to express their opinions (T1).”

Another way it was linked was when T2 encouraged students to self-learn the speaking skill but asking to speak English even if it is not proficient. This was evident via T2’s answer, *“Please open your mouth and speak something. It's not that you have to speak proper English, just say something.”*

Moreover, T5 encouraged self-learning with students by ensuring they provide their own materials for writing such as giving a crossword puzzle or unscramble words. Besides, she also encouraged a collaborative learning by giving leaderships role when it comes to creative discussions. To illustrate,

“Um-many things so they-they can incorporate everything they already learn, so they have discussion there, it’s not on one group. One people will be deciding it's a discussion, so then they have creativity (T5).”

e) Role of Teacher and Environment

The possible linkage between role of teacher and environment were derived from three teacher responses. First and foremost, T3 encouraged collaborative learning via asking the students to discuss and speak only in English by ensuring a diversified culture is united in

the classroom as mentioned in **chapter 4.3.5.1 Classroom Environment**. This is evident in her response,

“And the other thing is no speaking another language. So, I make sure that they separate the races of all-in-one group. So, in that sense I-I think it's good because then they-they, they talk in English, there forced to talk even though it's broken English (T3).”

It was also noted that T6 would share her own experience with the students to show a comfortable classroom environment was created after she had guided her students' process of learning via questioning. Lastly, T5 created a fun learning environment by being a facilitator to encourage students self-learning by bringing their own materials during the lesson as mentioned prior in **chapter 4.3.2 Role of Teacher**

f) Role of Teacher and Syllabus

Lastly, the role of teacher and syllabus highlighted on T5 stating CEFR indirectly supports but not as a whole framework whereby teachers must become facilitators to plan the separate lesson and topics by themselves. To exemplify, T5 stated,

“...actually supports, but it is not as a whole. Teachers have to think ourselves how to incorporate this SEL. Uh, every lesson because sometimes you can't just go into the text, so you have to relate it to their feelings (T5).”

CHAPTER 5: DISCUSSION

5.0 Introduction

This chapter introduced a summary of the important findings of the research. Then the analysed findings were further discussed to show possible patterns among the themes formed from the sub-themes and codes emerged from the teachers' responses. The analysis focused on corresponding to previous studies. Finally, the possibility of linking major findings to Self Determination theory's basic psychological needs of competence, autonomy, and relatedness was discussed.

5.1 Summary of findings

5.1.1 Challenges

Based on the analysed findings, it was reported that external challenges were more than internal challenges. External challenges were inclusive of time, resources and culture whereas internal challenges focused on knowledge. Knowledge was based on definitions, lack of training and mindset. Time was seen as a challenge due to lack of time to finish the syllabus, having a short lesson duration and classroom management as agreed by four teachers. Furthermore, resources acted as a challenge due to teachers lack instructional materials based on primary and supplementary materials. Next, culture focussed on the students' language background and school culture as possible challenges. There were also links formed between time and knowledge, culture and knowledge, and culture affecting resources to discuss possible patterns.

5.1.2 Possible Ways

Focussing on all the teachers' responses, possible ways included building relationship/rapport, a teachers' role, methods, syllabus design and the environment. Relationships included teacher-teacher relationship, teacher-student relationship, teacher-

parent relationship and teacher-teacher relationship. As for methods, it showed several in-class activities based on the four primary language skills plus language arts. Syllabus design was deduced based on the indirect ways through CEFR and in different terms or lessons while direct was based on topics and skills. Also, the environment consisted of both classroom and school environments. It was found the possible way to integrated SEL in classrooms were based on providing comfortable teaching/learning and a fun learning environment for both teachers and students. As for schools, the environment had to be supportive by ensuring English was seen as a compulsory language, doing SEL workshops and parent involvement in solving students' problems. In light of this, five interdependent relationships were built based off relationship or rapport affecting the environment, method and environment, and the role of teacher affecting the method, environment or the syllabus design.

5.2 RQ 1: What are the Challenges Primary School Teachers' face when Integrating Social-Emotional Learning during their English Language lessons?

The research findings have identified and answered the first research question. Despite having more external challenges, knowledge was found as a major challenge as majority of teachers discussed a lack of knowledge as they were not given proper training and a moderate understanding on the SEL term. All of the teachers defined SEL moderately based on relationship skills, student awareness, desire for creativity, syllabus based on language skills and student's personality. Studies did reveal teachers' defining SEL under social skills or social and emotional difficulty (Jennings & Greenberg, 2009). The definitions also partially contrasted to a study by Yadav and Kumari (2019) who stated teachers had moderate understanding towards defining SEL based on the classroom environment but syllabus was mentioned. However, it was further discussed that the findings showed four teachers defining student awareness with a linkage to social- awareness. Four teachers elaborated on

how students expressed their emotions to the surroundings or how students transferred their knowledge to other students which is similar to social-awareness (CASEL, 2020). This aligned to how students have access to knowledge in the form of vocabulary when wanting to describe their emotions while having a deeper awareness of their own experiences (Srinivasan, 2019). Another finding to confirm was knowledge based on the lack of training whereby two studies shared similar results (Schiepe-Tiska et al., 2021; Yadav & Kumari, 2019). It was further discussed that this study also complemented Schiepe-Tiska et al. (2021) results of most teachers not having any professional development based on the courses they have taken during their degree.

Moving on to external challenges, the study found similar findings to past literature based on the qualitative findings from elementary, primary, and secondary teachers' perspectives in supporting the idea of teachers having the lack of resources and time for SEL integration in their own lessons but in all subjects not only English (Ee & Quek, 2013; Schiepe-Tiska et al., 2021; Tnay et al., 2021; Yadav and Kumari, 2019). Ee & Quek (2013) and Schiepe-Tiska et al., (2021) also mainly described textbooks, workbooks, lesson plans or teachers own instructional materials as primary lack of resources in which this study further showed lack of supplementary materials such as audio tapes. The findings for lack of time due to insufficient lesson duration and lack of support of school culture was also affirmed by Ee & Quek (2013) who highlighted Singaporean primary teachers had an absence of support from the school system and time restrictions in creating lesson plans. Ee & Quek (2013) also supported the findings on teacher burdensome workload where this study had elaborated teachers needed to be busy with extra activities during the English lesson period such as doing the Nilam Programme. This showed primary teachers in Malaysia also shared the same challenges of lack of resources and an unsupportive school culture.

From the findings, there were three possible linkages between the challenges primary English teacher faced when integrating SEL during their English lessons. Firstly, it was seen that one teacher faced difficulty in handling emotions when it comes to many students. The time was mainly affected by classroom management due to most teachers facing challenges in managing their student emotions, a large class size and small spacing for class arrangement. The inference made was due to teachers' lack of knowledge in having professional training in managing students' problems within the classroom. This could be arguably true as a study has shown teachers' lack knowledge and expertise in the areas of mental health and/or classroom management were shown by majority of teachers who do not feel ready to deal with such issues (Walter, Gouze & Lim, 2006). Nonetheless, this study had shown Malaysian primary teachers' do find alternative solutions by relying on counsellors if they were met with the challenge of managing student's problems and behaviours in a large classroom.

The next possible linkage was how culture affected knowledge. This was based on how one teacher explained the school culture practices more on academic-oriented learning instead of non-cognitive domains such as social-emotional skills. To be more specific for school culture, an academic-oriented learning as what the primary English teachers in this study mentioned was similarly observed from Schiepe-Tiska et al., (2021) study. They highlighted secondary schools supported mainly cognitive outcomes such as evaluating students' academic performance rather than their personal and social skills. However, it is important to discuss that academic learning experiences during language lessons and SEL do link to one another but not always mutually exclusive (Herrera, 2020). Therefore, this showed how an academic-oriented school culture is affected by teachers lack knowledge but was assumed to solve with the help of counsellors. It was also noted that language background was due to the usage of mother tongue. This posed as a challenge to a teacher who could not

communicate well with her students because of the lack of understanding their mother tongue, Mandarin. Limited research corresponded with this claim as most studies have shown possible ways of enabling language barriers to cope with SEL learning (Dhillon, 2019; Farndale, Harris & Courcy, 2016)

Another pattern showed was how culture linked to resources. Cook (2014) showed challenges in SEL implementation in English lesson instructional practices were due to difference in school culture. The current study showed similar findings but deduced culture not directly to school culture based on the location of the school. The findings discussed on how a teacher who had experience in teaching both urban and rural school differentiate the possibility of acquiring instructional materials. It was interpreted urban school had higher chances of getting facilities as students were more open-minded to their surroundings compared to rural schools.

Overall, the patterns observed discussed mainly on culture and knowledge as both prominent challenges that linked to other challenges in which further reaffirms Malaysian teachers lack of knowledge on SEL and cultural outcomes prevented them from implementing an effective SEL integration during their English lessons.

5.3 RQ 2: What are the Possible Ways Primary School Teachers can Integrate Social-Emotional Learning in their ESL classrooms effectively?

There were many possible ways teachers introduce to this study that were feasible to answer the second research question. It was important to discuss on relationship as student-student relationship was seen as the most possible way for SEL interactions followed by teacher-student, teacher-teacher and teacher-parent. Teacher-student relationships were linked to past studies mentioned in **Chapter 2: Literature Review**. Teachers would form relationships with students using caring, sharing, listening, trust, and empathy (Dyson et al.,

2019). The study also shared similar findings to empathy and trust in which this study extensively found one-third of the teachers considered students as their friend.

Next, a Malaysian study done in Sarawak highlighted colleagues and families support as motivating factors to study for social-emotional development in classrooms (Tnay et al., 2020). The present study cited contrastingly as teacher-parent relationships and relationships between colleagues were still not as clear in Malaysian classrooms. Furthermore, one teacher even rebuked that parents did not try to engage with English teachers as they lack in supporting English as a compulsory syllabus to pass. Teacher-parent relationships were mainly based on sharing the problems of their students or children. This finding showed correspondence to Roy and Giraldo-Garcia (2018) systemic review of findings. They discovered that parents must discuss issues that are directly related to their children's academic achievement and actively assist them in communicating their academic needs. This aligns to the current study of parent's involvement in conflict-resolution situations but through association such as PIBG where parents' involvement was due to the support of the school environment. However, parents' involvement was scarcer with only two teachers as compared to Sarawak schools with a total of almost 24 out of 26 teachers.

As for relationship among teachers or colleagues, there were also interdependent. The findings inferred an experienced teacher would guide the new teacher by advising them to empathise more with students' emotions instead of focusing on academic learning. Furthermore, half of the teachers agreed to ask help from counsellors or class teachers to manage students' emotions. This minimally resonated findings from Tnay et al. (2020) rural schools in Sarawak who said almost 94% equivalent to 24 teachers gained support compared to only half in this the present findings. This could further reaffirm Western regions of Malaysia such as Perak showed a difference in relationship support possibly due to the more participants gathered from rural schools are more rapport with teacher, colleagues and

families. However, the support gained from colleagues also linked findings of how students' built relationship with other teachers based on the level of comfortability. This is because based on gender, students may differ in comfortability when it comes to sharing their problems. Hence, students may prefer to ask other teachers or counsellors for help which linked relationship/rapport and environment.

Moving on, the researcher analysed all teachers' answers linked their role to facilitators while only two teachers explained on being a role model based on the level of experience. The findings were parallel with results from Ee and Quek (2013) who cited teachers were most frequent to be a facilitator followed by being a role model. The study also demonstrated possible patterns of teacher's roles linking to the environment, methods and syllabus design. In a study by Dyson, Howley and Shen (2019), it showed that there was a linkage between the role of a teacher and environment and the role of teacher and methods used. The study found how students felt safe and comfortable in an environment that develop inclusiveness when doing group work during discussions. This corresponded to the current findings of inclusiveness during group task but extensively in terms of relationship or rapport built along with the environment in terms of diversified culture among races, gender, and ability.

Another possible linkage was between the teachers' role and methods. Similarly, the role of facilitators based on encouraging self-learning and encouraging collaboration correspond to the role of empowerment by Dyson et al. (2019). Empowerment focused on potential ways to assist students by allowing them to become leaders and learning to share their ideas in discussion-based activities (Dyson et al., 2019). These can be seen when teachers encouraged collaborative and self-learning during discussion by rotating group roles, encouraging students to help each other based on strengths and weakness and encourage students who were passive to be leaders or leaders taking up the role to build creative

discussions. Self-learning was also encouraged when a few teachers asked student to come up with their own materials based on interesting topics such as recycling and food. Hence, Dyson et al. (2019) showed similarities for empowerment linking to the present findings of teachers acting as facilitators to carry out the methods using in-class activities such as discussion and reflection for speaking and reading skills. It was also observed that teachers would motivate their students by giving them rewards or praises. This reward and praises will boost their confidence whenever they achieve to complete their task.

When guiding the process of learning, teachers found questioning and scaffolding techniques to be useful. Questioning was also based on cue words where it guided the learners to express their emotions. Scaffolding, however, showed how the teachers used brainstorming discussions using mind-maps and bubble maps. From past studies, scaffolding and questioning methods were seen as possible SEL methods. Questioning was seen as an instructional practice in Singapore primary schools in Ee and Quek (2013) study whereas scaffolding was seen in elementary classrooms mainly in collaborative learning (Morcom, 2014). Hence, it was seen possible for the role of a teacher to guide students based on scaffolding and questioning methods.

As for methods, writing and speaking were reported by majority of teachers as the most used skills to develop SEL learning. This was mainly due to role-play, discussions, mini-debates, creative writing based on poems, journaling and cursive writing. This was coherent with Ee and Quek (2013) findings who showed how Singaporean teachers prefer to infuse creative strategies such as role play and discussions as SEL methods. This study also introduced singing with actions as a part of language arts. Dresser (2013) did show language arts courses make an ideal setting for SEL introductions. This was mainly due to the current syllabus supporting language arts activities where primary school children may learn SEL through singing. This is because singing along with action closely related to music and

movement that affected social-emotional learning among young learners (Yanko & Yap, 2020). Listening and reading were also found but was seen as the least based on reflection activities. The patterns did show methods relating to syllabus as CEFR does promote student participation

Next, syllabus design showed equal number of perspectives from four teachers who explained SEL can be integrated indirectly or directly into the lessons. This contrasted to Ee & Quek (2013) research as Singaporean who mentioned more teachers shared perspective of direct SEL learning through topics compared to indirect infusion. This is because the present study mainly found CEFR indirectly coined SEL differently or placed in other lessons such as civic education whereas direct was seen to be based how SEL can be integrated with the four skills and language arts instead of only topics.

Lastly, four teachers found environment based on classroom environment and school environment affected the possible integration of SEL in ESL classrooms. School environments mainly linked to other themes such as role of teacher and methods. As for classroom environment, the findings reported comfortable environments were based on who students would want to share their emotions with and proficiency level of students. This contrasted to regular findings of classroom environments being comfortable based on a student-centred learning environment (Ee & Quek, 2013; Dyson et al., 2019). However, this opened a pattern on how the role of teachers as facilitator or method affected the classroom environment as a possible way for SEL integration as discussed earlier. Apart from comfortable learning, this study also focussed on fun learning where students used their own materials to come up with the learning. Also, a diversified culture of different races and genders cooperating during group task was seen as a possible way for SEL integration in Malaysian primary ESL classrooms. A study by Goodman (2021) did mention about cross-cultural classroom environments affecting probably SEL integration in subject lessons.

However, the present study on diversified culture was fundamental which made partially possible to contrast to culture and SEL practice research.

5.4 Findings linking to Self-Determination Theory

The findings reported also linked to the basic psychological needs in Self-Determination theory. This section discussed how the findings were closely related to competence, relatedness, and autonomy based on the teachers' perspectives.

5.4.1 Competence

As competence refer to the ability of doing a task (Ryan & Deci, 2017), the findings mainly related to the challenges teachers faced due to lack of resources, time and knowledge. Furthermore, majority of teachers lacked courses that taught SEL and materials relating were scarce. It was also seen, teachers faced trouble in implementing possible SEL practices due to time based on classroom management. This is because teachers were not equipped with proper SEL related primary or supplementary materials. The findings found subject English teachers rather trust their counsellors or class teacher colleagues instead of their own capability to counsel the students. However, majority of teachers were still seen to show their role as facilitators and mediators to cope with possible SEL practices during English lessons. It was also shown teachers were still able to give answers to possible SEL methods based on the four language skills and language arts. This shows despite of being incompetent, teachers were still able to show their ability to handle an indirect SEL integration in English lessons due to the CEFR syllabus structure.

5.4.2 Relatedness

Relatedness mainly related to how five teachers formed relationships with either teachers or colleagues, students, parents or discussing on the student-student relationship. It was shown the patterns of student bonding with one another through teamwork to solve a task

or a group discussion. For colleagues, teachers who have experience in handling possible SEL task would guide trainees. As for parents, teachers would share concerns of their students and the school was shown to provide a supportive environment for having gatherings and associations for parents to be involved to solve students' problems. It was shown the patterns of student bonding with one another through teamwork to solve a task or a group discussion. Furthermore, relatedness also showed how students depend on one another through teamwork despite on strengths, activeness, race and gender.

5.4.3 Autonomy

A few teachers did relate findings to autonomy as they shared their experiences in incorporating own SEL material into their classrooms. Autonomy was mainly due to teachers' possible interpretation of SEL-based in-class activities such as role-play, discussions, creative writing and singing songs. As their role as facilitators, mediators and role models, most of the decisions were made based on the topics of the lessons and also the student's capability to bring own materials towards the classrooms. Furthermore, autonomy of teachers mainly links to suggestions of how teachers should plan their proper lessons that integrated SEL learning. However, compared to all the other psychological needs, autonomy was not as prevalent as others as findings.

CHAPTER 6: CONCLUSION

6.0 Limitations of the study

Despite the findings showcasing several challenges and possible ways SEL can be integrated in Malaysian primary schools, the design of the present study appeared to present similar potential limitations to take note for future studies. The possible limitation was the sampling techniques used to collect the participants and time constraint.

As this study focused mainly on teacher participants from Perak, the study showed limitation in the representation of teachers from primary schools from other states in Malaysia. For example, states comprising the East and West side of Malaysia were not obtained. This is because the researcher's study was based in UTAR, Kampar, which was located within the state of Perak. As the researcher also provided the option to do physical interviews, it was easier to collect data from a nearer location.

Another point to add about sampling technique was how the data was collected based on teachers' experiences. The study posed potential limitations as teachers collected were based on the purposive sampling requirement of more than 10 years of teaching experience. It was also shown that most teachers had more than 30 years of experiences where only one teacher had 12 years of experience. This restricts the analysis of data as different experiences and generation gaps may cause answers of the data to not be coherent. A

Another limitation of the purposive sampling technique prevented other parties from describing their perspectives on SEL. Besides trainer or pre-service teachers, external parties' perspectives towards social-emotional learning such as school administrators, policy makers, parents' and students were not considered as possible participants for this study. Hence, the perspectives might not be sufficient to generalize the challenges and possible ways of SEL integration in English education in Malaysia.

Another limitation was the time spent to complete the research. This is because balancing and dividing the time was a difficulty as the researcher had to schedule timings with teachers to volunteer as participants. The duration to collect the data was initially planned to be carried out within a month from 1st October to 31st October 2022. However, during this month, teachers were busy attending workshops and preparing for examinations. This has led the researcher to extend the data collection procedure till 4th of November. Therefore, to shorten the data collection process, the researcher used a snowball technique to get recommended contacts from the first three teachers. Furthermore, the lack of time caused the researcher to limit the saturation of data to six teachers due to the final year project only lasting for 6 months. Although data could be expanded, the credibility in the responses of the six teachers were sufficient to answer the research questions.

6.1 Recommendations

As Malaysia continues to improve English education, future investigation should determine other parties' perspectives, link to other theory (s) and using a different qualitative research design.

6.1.1 Understanding Other Parties Perspective

Although most of the teachers' perspectives were proven to link to multiple previous studies, seeking perspectives from other parties will enable a wider generalization of data. Other parties could include teacher trainees as a study has shown majority of first-year teachers and pre-service teachers believed that their teacher education programmes had adequately prepared them to identify and manage students emotions (Schonert-Reichl, 2017). Furthermore, this study can act as a guideline for education policy makers and school administration to develop a proper SEL guideline in the future. Besides, despite the studies

showing opinions based on parents' involvement, beliefs may differ, which further reinforces the need to ask

6.1.2 Link to Other Theory(s) or frameworks.

Due to the evolution of SEL language, frameworks, and measurement scales over the last 20 years, it can be difficult to relate SEL to motivation theory, practise, and research (Getty, Barron & Hulleman, 2021). As this study used SDT to link with the teachers' perspectives, it was important to show that not all findings were fully explored. It was shown teachers perspective mainly linked to relatedness and autonomy in the primary ESL classrooms. With the lack of deducing the competence of teachers, future studies could adapt Neves de Jesus & Lens (2005) study that studied the professional engagement of teachers impacting motivational education using other motivational theories such as the learned helplessness or attribution reformulation (Abramson et al., 1978; Miller & Norman, 1979), achievement goal theory (Maehr & Zusho, 2009), and intrinsic motivation theory (Deci & Ryan, 1985).

6.1.3 Use a different qualitative research design

The present qualitative phenomenological design can be reinforced if perspectives were to be collected using a small sample size. Future research can collect data through an experimental design based on focus groups using full-day workshops to understand a more in-depth findings of Malaysian English teachers' perspectives similarly to Burgin, Collie, and Daniel (2021) exploratory study.

6.2 Implications

The ability to validate the use of unusual and novel approaches for the teaching and learning of the English language is one of the study's most quintessential implications. It has long been assumed that Malaysian education is less competent than that of other countries

(Rais, 2022). The education sector should be given the chance to explore new approaches such as SEL to comprehend the requirement of examining the potential development of social and emotional skills inside English classes as the globe shifts toward a more non-cognitive inclined 21st century classroom era. This is because integrating SEL as a viable component to motivate students allows them to learn in a holistic, fun, comfortable and participative classroom environment for academic success. Therefore, Malaysia education policy makers and curriculum developers should emphasise on SEL (Palpanadan, 2022).

In addition, this research can further motivate aspiring or present educators to abandon tried-and-true instructional strategies in favour of novel ones. Teachers may take up the next role of managing the emotions of the classroom instead of only relying on the counsellors. SEL techniques will also have a cascading effect on other educators who will see how effective they are in helping students manage their emotions and enjoy learning a second language while also becoming more at ease and engaged in the process of building relationship among students, their colleagues, and inclusive of parent involvement in improving the development of learning the English Language via SEL.

Finally, by starting small through exploring the challenges and possible ways of integrating SEL in English Language from a teacher's perspective, it paves a part for policy makers to desire for a more SEL humanistic method of learning a language. This may also implicate a change in the future of Malaysia's English education to move forward in making English as a compulsory subject to pass academically. As a result, with the mentioned challenges of lack of training and knowledge, teachers should be given the opportunity future for professional training in SEL (Crisafuli, 2020; Ee & Quek, 2013; Yadav & Kumari, 2019). This is to ensure teachers with knowledge are better prepared to implement SEL for the betterment of future primary school English Education.

6.3 Conclusion

In summary, this study answered the research questions. Teachers were seen to face more external challenges of resources, time and culture compared to lack of knowledge. Next, possible ways showed teachers shared equal perspectives of SEL being indirectly integrated in English lessons topics in primary Malaysian schools at present and SEL to be directly embedded into the primary English syllabus as a separate skill or within the four language skills. The possibility of integrating SEL was high mainly due to most teachers' acting as facilitators complements a supportive classroom and school environment, the methods used and the syllabus. Besides, most methods highlighted on speaking and writing SEL in-class activities such as role play, discussion, creative writing whereas Language Arts mainly suited the lower primary. The study also showed some of the findings linked to the basic psychological needs. At present, majority of the primary English teachers felt competent in their role of implementing SEL despite internal and external challenges ranging from lack of time, resources, moderate understanding of SEL and the cultural differences. Autonomy was lowly based on teacher role as facilitators through creating own materials while relatedness was seen to develop a prominent link with relationship or rapport to build support while learning a language among students, teacher-students, teachers or colleagues and parent involvement. As a result, it is crucial to emphasise the importance of SEL to ensure students not only learn improve in the English Language but also form deep bonds with one another. Even though, this research posed possible limitations it is still recommended for future researchers to dive in-depth on the perspective of SEL using other methodologies, theories and participants for the betterment of our future's English curriculum.

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Appendices

Appendix A: Interview Questions

Section A: Teacher's profile

1. What primary level are you currently teaching and have previously taught?
2. How long have you been a primary school English teacher?
3. Which school are you currently teaching at?

Section B: Challenges faced by teachers integrating SEL in English lessons

1. What is your understanding about Social-emotional learning?
2. How comfortable are you in integrating SEL into the English lessons? Please elaborate.
3. What do you think can prevent the effective implementation of SEL in the English curriculum in primary ESL classrooms?
4. What were the facilitations or materials that prevented you from being engaged in the social and emotional learning of your students during English lessons?
5. Do you think the current school pedagogy is a challenge to support the acquisition of SEL competencies among ESL students during your English lessons?

Section C: Possible ways of integrating SEL into ESL classrooms

1. How do you think SEL can be infused effectively in the English Language curriculum?
2. How do you see your role as a facilitator of a rural or urban primary school in trying to integrate SEL into your English lessons?
3. Did you try to use different methods when infusing possible SEL into the ESL classroom environment? If yes, Why? / If no, Why not?

4. Can the students relate to behaviours / actions / decisions that they should manifest when triggered by your SEL discussions during your English lessons? Please elaborate.
5. What changes do you think the school pedagogical system needs to enable an effective implementation of SEL in ESL classrooms.

Adapted from Ee and Quek (2013) and Tnay et al. (2020)

Appendix B: Consent Form

An Exploratory Study of English Language Teachers' Perspective on Social-Emotional Learning in ESL Classrooms in Malaysian Primary Schools

Dear Mr/Ms,

My name is Timothy James A/L Joachimdass (20AAB00294). I would like to extend an invitation to participate in my research entitled: **An Exploratory Study of English Language Teachers' Perspective on Social-Emotional Learning in ESL Classrooms in Malaysian Primary Schools**. I am currently a final year Bachelor of Arts (HONS) English Language student, and this is my final year project. My supervisor is Dr Joanna Tan Tjin Ai.

The purpose of my study is “to identify the **challenges** primary school teachers' face when integrating socio-emotional learning during their English Language lessons,” and “to find out **possible ways** primary school teachers can integrate socio-emotional learning in their ESL classrooms effectively”.

Your participation in this research project is completely voluntary. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers for this interview.

If you agree to participate in this project, we will conduct a semi-structured interview between 30 – 45 minutes. Please select your preferred mode of interview listed below by placing a (✓).

- Phone Call
- Face-to-face
- Online platform (Google Meet, Zoom, Microsoft Teams)

Your help in this important endeavour is much appreciated. We will contact you regarding the interview arrangement once this consent form is returned.

Yours sincerely,



Timothy James A/L Joachimdass

20AAB00294

Participants Approval

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