Integration of Social-Emotional Learning in Foreign Language Teaching: Effectiveness in Blended Groups with Varied Language Skills and Introverted Students

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Abstract

Integrating Social-Emotional Learning (SEL) into foreign language education has gained significant traction due to its potential to enhance academic performance and emotional well-being. This comprehensive analysis explores the effectiveness of SEL in foreign language classrooms, particularly in settings with blended groups of varied language abilities and introverted students. This paper thoroughly explains SEL's impact on language learning by extensively reviewing theoretical frameworks, empirical studies, and practical examples. It includes detailed case studies, strategies for implementation, and a discussion of challenges and solutions, offering valuable insights for educators and policymakers.

Keywords: Social-Emotional Learning (SEL), Foreign Language Teaching, Blended Learning, Language Skills, Educational Outcomes