Caring for the Social and Emotional Well- Being of ELLs

By,

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Abstract

This capstone project aims to explore the relationship between the social-emotional well-being and academic success of English Language Learners (ELLs). It also aims to support teachers, faculty, and administrative staff who work with ELLs. In many U.S. school districts, including Wheatland-Chili Central School District, the lack of progression in meeting the social and emotional learning (SEL) needs of ELLs and developing healthy feelings of self-efficacy has impacted the academic success of ELLs. It has also led to isolation, student withdrawal, and poor teacher-student relationships. To increase social and emotional support for ELLs and non ELLs, multiple components of the school climate and teachers' pedagogy have been considered to provide positive reinforcement in these areas at the middle and high school level within Wheatland-Chili Central School District. Solutions to the problem include implementations of SEL strategies and tools, emotional tracker, lesson plan template with SEL focus, and monthly in-house faculty professional development meetings. Recommendations include educating and incorporating SEL strategies into teaching pedagogies of mainstream and ELL teachers. Furthermore, newly implemented SEL strategies should be reviewed and revised to support teachers and ELLs with any necessary revisions for greater improvement.

Keywords: English language learner (ELL), social and emotional learning (SEL), self-efficacy, teaching pedagogy, academic success, professional development

Chapter 1: Introduction

In recent years, I have noticed an increase in English language learners (ELLs) coming to me feeling defeated and not having an outlet to share their concerns. I sit down and listen to the hardships these students are facing at home and how they have assignments that do not match their academic abilities, yet perfection is expected of them both at home and at school. These students face a variety of hardships such as developing language proficient skills, learning social norms of a new culture, understanding the school dynamics, and experiencing an elevated stress level (Lambert et al., 2017). Most students feel as though they are not understood for who they are and what they can bring to the academic setting in a safe learning environment. Some ELLs comment on the harshness of the teacher's speech towards them and how that makes them feel unheard and lonely while others try to bury their heads and not be seen. These emotional and behavioral problems may affect ELLs' academic learning environments and seriously hinder them from thriving.

Problem Statement

I sat in an ELL classroom looking around at gloomy, saddened, hurt, and what seemed as though depressed students and I took it personally. I thought I was not doing enough or that I had missed something, but I noticed the support that was lacking for the ELL population and their families was the social and emotional support that comes from helping grow the student as a whole. As an educator, I want to develop healthy habits and positive reinforcements for ELLs so they can see how valued and appreciated they are. It is important educators not only focus on the academics but the student's social and emotional learning (SEL) needs.

Jones and Bouffard (2012) place core SEL skills into three conceptual domains, "emotional processes, social/interpersonal skills, and cognitive regulation" (p.142). What is troubling is the fact that teachers feel as though they need to explicitly teach social and

emotional skills on top of the academic work. However, the mentality needs to be shifted towards providing teachers knowledge, dispositions, and a set of skills to develop a safe, caring, and nurturing environment for all diverse learners. The three domains build on one another because if schools can successfully develop social relationships in schools, among administration, teachers, faculty, families, and students, then there could be a positive social and academic outcome (Schonert-Reichl, 2017).

ELLs are self-aware that they have SEL problems. One day, one of my students mentioned their learning environment was not inclusive and how he felt as though he could not be his authentic self. An emerging ELL mentioned how she had trouble wanting to come to school and did not care about seeing her friends nor did she desire to put forth effort in her academics, which was quite alarming. These ELLs have noticed that their "emotional needs are consistently being denied or ignored," from multiple groups in the school, which caused them to face their own reality when it comes to their status as a language learner (Soland & Sandilos, 2021, p. 25).

Indeed, one's identity is entwined with their language proficiency because of the need to communicate (Soland & Sandilos, 2021) and this has thus altered expectations for ELLs in their classrooms. They are expected to perform at advanced levels during their language development years, yet this change could impact their academic identity and alter the level of self-efficacy to be reduced significantly (Blad, 2017). Self-efficacy is defined as "a person's particular set of beliefs that determine how well one can execute a plan of action" (Bandura, 1997, p. 117) through different situations. Thus, there is a continued necessity for developing an awareness of the social-emotional factors of ELLs, such as self-efficacy that play a vital role in academic learning. Through their actions, it seems as though most students do not have the positive self-efficacy that others do, and their confidence ebbs and flows based on academic performance (Niehaus & Adelson, 2014). This portion of a person's social and

emotional mentality could be a significant issue for ELLs as they face ridicule and discouraging grades (Lambert et al., 2018).

Significance of the Problem

Fundamentally, an ELL must deal with the demands of academic pressures such as learning a new language, developing a cultural understanding for school and community, and interacting with a new set of peers. These issues can lead ELLs to be more anxious and withdrawn and more likely to have a "deficiency in social assertive behaviors, are less likely to be accepted by, and integrated with peers" (Spomer & Cowen, 2001, p. 79). Teachers noticing ELLs' lack of participation in group work and class discussions do not know how to engage them into the group conversations (Niehaus & Adelson, 2014). If a student is not encouraged to be their authentic selves, then they may not put themselves out there in group discussions in fear of being judged if the answer is incorrect. In order to increase social assertive behaviors, ELLs need to feel confident in their learning environment and feel their voice is being heard. ELLs try to balance and manage so many things; however, educators need to pour into these students and serve them at their level.

First-year and veteran teachers are among the group of educators that could benefit from more personalized training on how to support ELLs' SEL needs in the mainstream classrooms. According to Schonert-Reichl (2017), "neither experienced nor first-year teachers felt that their teacher-education programs had adequately trained them to identify and manage students' mental health problems" associated with academics or other personal issues (p. 147). If the first-year teachers start implementing these SEL strategies early on, then students' self-efficacy would be built up so they could handle other social situations with a more positive attitude. For veteran teachers who are experiencing a new wave of student populations in their classroom, these new strategies and ideas could be helpful as they move within the new times of education.

Purpose

Teachers can be trained and equipped through professional developments not only to differentiate lessons, accommodate tests, scaffold resources, and model their expectations but also to learn how to meet the social and emotional needs of the ELLs. In these professional development opportunities, teachers can learn about the effects of "placing ELLs in separate classrooms designed to facilitate their English language proficiency" on students' mentalities, which can make ELLs doubt their own intelligence (Soland & Sandilos, 2021, p. 25). Another challenge is addressing how school districts have not given teachers proper training to help this diverse range of students and their mental health and this could be a leading factor in hindering their education. However, teachers are unknowingly "limiting ELLs' opportunity to learn which would affect academic self-efficacy" (Soland & Sandilos, 2021, p. 25). Through an effective professional development plan, I can inform teachers of strategies and tools that will help them pour into their students in a positive and assertive way. Thus, we would see English language learners' SEL needs being met on all fronts. This could improve their language proficiency and academic success in school if they were supported and uplifted as their needs are being met.

Within the educational system there is no way to measure culturally and linguistically diverse students' emotional and behavioral risk (Lambert et al., 2017). It would be extremely helpful to have a way to acknowledge the needs of the students, even non-ELLs, and try to help them understand strategies and tools to self-monitor. This student population needs a safe and nurturing environment where they can tell their personal stories and heal from past wounds whether that be educational or from the real-world.

Thus**,** the purpose of identifying the issues that ELLs face socially and emotionally is to assist first-year teachers and other veteran teachers, so they feel more prepared to establish this caring and supportive environment they desire to have in their classrooms. Teachers need

to help ELLs manage social settings within different social groups. It takes teachers and faculty to develop this nurturing school and classroom atmosphere. Within the three conceptual domains that Jones and Bouffard (2018) share for developing SEL skills in a mainstream classroom, how we can tie these three domains into a classroom environment? How can teachers help their student's emotional health when their own is struggling? How do they develop a safe classroom that emphasizes the social and emotional learning (SEL) needs for such a diverse student population? What support and training do teachers receive regarding "developing knowledge, dispositions, and skills for creating a safe, caring, supportive, and responsive school and classroom community?" (Schonert-Reichl, 2017, p. 142)

Meanwhile, "principals reported several barriers to putting social-emotional learning strategies into place, including inadequate teacher training, that is linked to academic success" (Blad, 2017, p. 5). This inadequate feeling from teachers, is the main reason why teachers are sharing their thoughts and confusions on how to successfully support ELLs in their classrooms. Cho et al. (2019) states that if teachers are "trained in the behavioral and emotional factors that influence teaching and learning in the classroom, they feel better equipped to implement strategies and promote positive learning climates" (p. 44). So, through professional development planning and proper training on these significant SEL areas, teachers are more likely to feel better equipped to support the diverse range of learners.

The overarching question of this project is: How can teachers support ELLs and expand the focus on social and emotional learning (SEL) needs of this student population? In a professional development, I aim to help foster a nurturing learning environment that supports the social and emotional learning needs of ELLs. Part of my teaching pedagogy is to create life-long learners in my ELLs so they can have a better education and future and part of that is focusing my attention on their social and emotional needs in the classroom.

These social and emotional needs ought to be effectively implemented by caring and compassionate teachers nation-wide. If teachers had a strong support system from administration and other faculty members within their school, the effectiveness from the professional development plan, and continued proper training on the social and emotional needs of our English language learners; we would see a rise in self-efficacy and confidence in our ELL population (Schonert-Reichl, 2017).

Summary

There are social and emotional issues that are not being addressed in this large ELL population that continues to evolve and grow. English language learners are failing in the classroom for multiple underlying issues such as low self-efficacy, lack of motivation, frustrations with expectations, and other academic struggles that have not been brought to the forefront of prior professional development meetings (Niehaus & Adelson, 2014). These issues are continually not being addressed and thus creating a wave of more issues like not participating in class discussions, battling language deficiencies, and feelings of inadequacies. In order properly assist ELLs in their self-efficacy and increase productivity in their academics, educators need to come up with a plan to assist first-year teachers and support staff in the coming years.

In Chapter 2 I will discuss the concepts and examples of how educators have provided a disservice to ELLs and the repercussions of failing to address the social and emotional needs of these students. I will also speak to how educators can prevent this trend from continuing.

In Chapter 3 I will present professional development strategies and tools designed to help teachers support their students' social and emotional skills. In Chapter 4, I will conclude with a summary of social and emotional learning needs and discuss implications for first year

and veteran teachers in need of more support strategies and classroom management tools

when working with ELLs.

Chapter 2: Literature Review

This chapter includes a review of the literature about the social and emotional needs of ELLs in mainstream classrooms. There is a multitude of research and studies that offer insight and knowledge about social and emotional ties within academic situations around the country. These studies offer links with the mental and emotional needs of students and how the environment which one learns in, can influence the language learning of ELLs (e.g., Genova & Stewart, 2019; Neihaus & Adelson, 2014). The academic settings in which this research derives from helps others learn and decipher new strategies and techniques for their own classroom. These studies provide evidence and knowledge on how teachers can support ELLs' mental and emotional needs in their diverse classroom to ensure academic success and building up the student, as a whole (e.g., Cho et al., 2019; Spomer & Cowen, 2001), so they will be able to utilize these tools and strategies independently and within other social settings.

The major themes that are emerging from these studies are SEL and district support, opportunities for building SEL through dialogue, the effects of home life on SEL, the role of self-efficacy in SEL needs, SEL strategies in diverse classrooms, and pedagogy to implementation. Before discussing these emerging themes, I will explain educational learning theories that explain how educators can diversify their interactions with ELLs to nurture their SEL needs.

Much of the research reviewed in this chapter has drawn on Vygotsky's Sociocultural Theory (e.g., Bowman-Perrott et al., 2016; Dresser, 2012; Lantolf & Xi, 2019; Sperti, 2019) and how theories of Krashen's second language acquisition plays a vital role in identifying an ELL's level of self-efficacy (Blad, 2017; Cho et al., 2019; Jones & Bouffard, 2012; Soland et al., 2014). These educational frameworks can help further research and understanding on the social and emotional learning needs of students and their effects on students' self-efficacy and resiliency in education.

Sociocultural Theory and Second Language Acquisition

Vygotsky's sociocultural theory (SCT) (1978) and Krashen's second language acquisition (SLA) (1981) theory speak to the importance of having choices in one's own learning and exploring academics in a multitude of strategies. SCT claims a student's learning environment needs to be conducive to the diverse needs of the student population and embrace their diversity (Lai & Wei, 2019). SLA theory elaborates on how teachers can use language acquisition to utilize student's funds of knowledge and develop a nurturing environment where students can feel successful at their own language level (Blad, 2017). Vygotsky's theory dives into the concept that the "key to unlocking our understanding of how fully formed adult consciousness emerges as from the ensemble of social relations that humans construct and participate in over time" (Lantolf & Xi, 2019, p. 388). However, while ELLs continually develop a second language through conversations and class discussions, they need to feel supported and encouraged to use their language as it develops (Blad, 2017). Krashen's theory shares the intertwining of the student and their interactions as a source of communication that will develop the child's language through various interactions (Cho et al., 2019). These interactions transform and develop an action that changes one's mental processes and social interactions which deepens our holistic point of view when discussing language learning.

The challenge is to enable ELLs' language learning in a safe and nurturing classroom environment (Lai & Wei, 2019). Teachers can support ELLs with their social, mental, and emotional needs through thoughtful instruction and careful planning with implementation of various resources. As students develop relationships with the teachers, the teachers become more aware of the ELLs' needs. Drawing on SCT and SLA, an educator can be a guide for students to become effective agents of their own learning and personal development (Lantolf

& Xi, 2019). Students begin to take ownership of their own learning and are encouraged by the community around them.

Without students having a positive learning environment where all their needs are being met, emotionally, physically, mentally, and socially; students will not feel a connection between their work and having a positive self-efficacy of the knowledge they have learned (Lai & Wei, 2019). When we can "create collaboration, it empowers teachers and students, and embraces diversity" (Walsh, 2017, p. 11). As teachers help create a positive learning environment through the lenses of SCT and SLA, each student's unique needs and strengths within connections to their academics, students can feel empowered and appreciated for the diversity that they bring to the classroom (Lantolf & Xi, 2019). This includes SLA and the language skills ELLs have obtained. Learning language has been linked to the environment in which we learn through these theories, so teachers ought to ensure that their learning environment is conducive for ELLs and all their diverse learners by embodying these theories into their teaching pedagogy. In essence, Vygotsky's SCT and Krashen's SLA theories can help educators understand the need to wholistically think about the ELL and how to tend to their social and emotional needs (Lantolf & Xi, 2019).

SEL and District Support

While schools have not understood the ramifications of the lack of SEL in their schools, there is more of an understanding as to how one can continue to shape and change their policies to better meet the needs of the ELL population. Blad (2017) noted that in a study nation-wide, only 35% of teachers reported their schools had "fully implemented social-emotional learning into policies and classroom work" (p.5). That is, schools demonstrated their understanding that academics is intertwined with emotional and mental needs. As a result, the teaching pedagogy of teachers and administration ought to include these needs too.

Teachers are trying to pour into them academically and missing the emotional needs that this unique student group has. ELLs deal with the demands of academic pressures like learning a new language, developing a culture understanding for school and community, and interacting with a new set of peers, but all these factors expose ELLs to be more anxious and withdrawn (Spomer & Cowen, 2001). Soland and Sandilos (2021) interviewed 2,000 fifth through eighth grade teachers and found 83% tended to highlight the academic deficits of ELLs instead of honing in on their strengths and uplifting them. Blad (2017) surveyed 884 public school principals on behalf of Collaborative for Academic, Social, and Emotional Learning to find how school leaders addressed the social and emotional development district wide. As part of the survey, one principal mentioned how a student had made a comment on how her teacher made her feel "inadequate and lazy" even though she thought she had been doing well in the class (Blad, 2017). Thus, students are more likely to have a "deficiency in social assertive behaviors, are less likely to be accepted by, and integrated with peers" (Spomer & Cowen, 2001, p. 79). This could cause resistance for an ELL to feel safe to make mistakes or speak incorrectly in front of their peers. Dresser (2012) interviewed 414 ELLs through middle and high school on their language abilities and relationships with teachers. When students have lost hope or think they have disappointed others, they retreat and choose not to participate because then they will not be ridiculed (Dresser, 2012). Thus, a student needs to know that their funds of knowledge and prior experiences have value in the classroom.

Teachers have commented on their lack of readiness with appropriate SEL skills or strategies for handling the vast needs of their ELLs and desire formal training to help bridge gaps in their classroom. Bowman- Perrott et al. (2016) conducted a study with 70 teachers and 15 paraprofessionals in one school district where over 70% of their student population spoke two or more languages and found only nine teachers were certified in ESL and four

had ESL training. From a highly populated ELL school, 13 out of 85 teachers had received some level of training to assist ELLs in the classroom even though the ELLs were present in every classroom throughout the school (Bowman- Perrott et al., 2016). While there were five bilingual teachers represented throughout the school district, they did not move between classes and only had a select percentage of ELLs on their rosters, the rest were in mainstream classrooms with teachers who were not trained on how to assist ELLs. In comparison, Cho et al. (2019) researched the ELL population of one school district and found 50% of the student population represented refugee ELLs from multiple countries. They interviewed 42 teachers who mentioned how colleagues and other nearby school districts also struggle with the lack of experience and expertise to handle such a diverse population (Cho et al., 2019). In Blad's (2017) study, most teachers received no former training from their district leaders; hence, they did not know how to incorporate SEL into their classroom nor establish a proper classroom dynamic that helped students feel secure. An area of positivity that Dresser's research (2012) found was if a teacher was able to weave SEL into their existing pedagogy, with the proper training and guidance, the teachers felt more confident in their role and students were generally happier in class. This is an area of growth for educators and administrators nationwide.

In order to provide teachers with the proper instruction and strategies to implement into their teaching pedagogy, school districts need to see the importance of supporting the social and emotional needs of ELLs. As teachers continue to develop SEL strategies and receive proper training to come alongside ELLs in their language development, an area of focus could be utilizing students' language acquisition through Krashen's SLA theory.

Opportunities for Building SEL Through Dialogue

A way that teachers can learn about their students' background, personal experiences, and academic prior knowledge is through dialogue which builds on Krashen's SLA theory.

Dialogue is one of the fundamental building blocks in developing care and trust between teacher and student (Ogilvie & Fuller, 2016). Lee (2019) gave a personal account, as an ELL, of what happens when a teacher does not understand a student's funds of knowledge and how students feel limited in their abilities to develop their language proficiency. She recounts her desire for her teachers to come to her house, learn about her hobbies, and see her for who she really is and not just an ELL (Lee, 2019). Lee's (2019) research connects to an idea that Soland and Sandilos (2021) found in their interviews with teachers, in which a teacher shared an encounter with a student who shared their feelings of incompetence in the classroom but reported it was because the teacher did not believe in their language abilities to portray the proper outcome. The teacher commented that the student was not an active participator in class discussions and did not want her to feel required to talk, but to share when she felt comfortable (Soland & Sandilos, 2021).

Nevertheless, Krashen SLA posits that if we do not allow students the opportunity to use language in the classroom, however proficient, their voices will not be strengthened, then learning will stall (Walsh, 2017). When students feel they have let their teacher down or have not met expectations, they feel a sense of disappointment in themselves. As students continue to learn language and develop their vocabulary, their voice is also strengthened. However, if a teacher was to celebrate the milestones and achievements of the students' capabilities their SEL levels would be positive and affirming.

However, when this dialogue is limited, it can be hard for relationships to build and grow. These ELL classrooms are trying to identify the needs and build a community that is compassionate and nurturing with their peer group. Yet the teacher-student relationship is critical. If this relationship is not solidified, it could undermine the goal of education for all diverse learners (Ogilvie & Fuller, 2016). Settlage et al. (2014) conducted a study from a science teaching methods course that teachers districtwide participated in and then

researchers evaluated 18 middle school students that were enrolled in the classes of the participating teachers, after implementing the methods course strategies. Settlage et al. (2014) found that students were wrestling with responses to a prompt because the language the teachers used was unfamiliar to them and they did not understand what they were asking them to do. Teachers noticed that instead of asking for clarification, ELLs took someone else's answer or did not respond. This confused the teachers and thus led to frustrations on how to implement these strategies for students who could not participate within their own language proficiency (Settlage et al., 2014). In another research study of students who had completed three years post-primary education, researchers evaluated 314 middle school teachers on their ability to provide an educational setting for these learners (Hickey et al., 2020). A teacher was recalling a time when he did not understand what an ELL had shared with the class, and he could not make out the sentences, so he quickly moved on heard (Hickey et al., 2020). This left the student feel defeated and not. These are all scenarios when ELLs felt unheard or inadequate to answer basic questions by their teachers. They were not able to accomplish the task and their self-efficacy declined as they realized their responses were not sufficient for the teachers. If teachers can identify ways to make their classroom a positive atmosphere where mistakes can be made and achievements are celebrated, students can feel success at their own level.

Yet, there are many obstacles to ensuring a safe and welcoming classroom environment, even though most teachers say they feel unprepared to help their students at such a diverse range (Ogilvie & Fuller, 2016). Schonert- Reichl (2017) is a professor within the Social and Emotional Learning Lab at University of British Columbia and through her research of interviewing 555 university students during their student teaching placements and analysing the interactions, she found some interesting correlations and relationships that must be developed and nurtured for students to succeed at an academic level. "The quality of

teacher-student relationships, student and classroom management, and effective social and emotional learning program implementation all mediate classroom and student outcomes" (Schonert- Reichl, 2017, p. 139). If teachers understand the development of a child, they will be able to design and implement learning opportunities that support the social, emotional, and academic skills that will enrich students' learning and processing (Schonert-Reichl, 2017). While teachers can appreciate the diversity of their classroom, many teachers neglect to realize their ELLs bring in prior knowledge and study strategies that are beneficial for an academic setting. If teachers were able to build up the funds of knowledge and strategies within their classroom management practice, students would feel encouraged to share their ideas. While the emphasis of utilizing these strategies is mostly in the classroom, there are other areas of an ELL's life that could assist in language acquisition.

The Effects of Home Life on SEL

ELLs have community and home situations that may not be conducive to fostering a positive and safe environment and seek refuge in the classroom. When students walk through the doors of the school, they bring trauma, anxiety, doubt, sense of defeat, and other negative attitudes that can really shape the idea and feeling of school (Walsh, 2017). ELLs have societal factors that may weigh heavily on them and challenge them to rise above their own situations, but when these factors continue to weaken their ability to process all that is happening in their personal lives, it begins to affect their ability to concentrate in the classroom (Spomer & Cowen, 2001). Situations such as troubles at home, challenges at school, and a sense of not belonging in a community, "the whole world feels like it's on their shoulders" (Schonert- Reichl, 2017, p. 142). Therefore, if teachers tried to learn about their home lives or meet parents and develop a relationship with them too, teachers would be able to see what each student is facing in different areas of their lives (Cho et al., 2019). There might be obstacles that impede students' learning, but teachers can help them develop

alternative strategies or positive reinforcements to accomplish difficult situations. One of my professors reminded all new teachers, "We may not be able to change their home life, but we can change how they feel in our classroom and that is something special. We can give them that safe space here."

The disconnect between teachers and parents, is a result of a lack of support systems within an ELL's life. Sperti (2019) explored the migration of English as a foreign language (ELF) student in a multi-lingual school. She observed meetings between parents and teachers districtwide for an entire year and recorded their interactions and identify their relationship (Sperti, 2019). While teachers have tried to integrate families and the community into the classroom, while having little support from translators or other personnel that speak the families' language. Accordingly, Ogilvie and Fuller (2016) conducted a study that showed the effects of introducing 25,000 Syrian refugees into a populated, culturally diverse school system. Their study found that parents initially cared that their children would receive a good education and feel safe in the classroom, however later into the study parents started getting frustrated with the school system because they were not alerted or aware of issues at school (Ogilvie & Fuller, 2016). The communication between administration, teachers, families, and students were not sufficient, so parents started to see a disconnect in what their children were understanding and what teachers were trying to communicate. Enhancing awareness with parents about what their child is learning, could help parents understand their child's development. Thus, communication needs to be present between all social areas of a child's life and school districts are responsible for providing services or devices so teachers can communicate with parents.

Many parents become frustrated with the school system because there is not a translator to help them communicate with the parent or they do not understand why their child is receiving poor grades. In Schonert-Reichl's (2017) research, the students discussed

the communication challenges between their parents and teachers. One student identified the problem as he became the translator for his refugee parents who did not know English, some would consider them to be language brokers, because there were not enough translators for the parent-teacher conferences (Schonert-Reichl, 2017). That is an extremely hard position for a teacher to share pertinent information with the student and then trust they are translating everything correctly as well as a power struggle between the student and the parents. Ogilvie and Fuller (2016) found that if districts took on a new idea of communication with parents and their community, it would "reinforce respect for students and helps instill a sense of pride and belonging" that would foster relationships between the student's support system (p. 86). When ELLs feel like this disconnect between teachers and parents, they begin to be a different version of themselves in each area of their lives and start to confuse when they can be their authentic selves. Students get frustrated when parents do not understand the teacher's expectations and feel misunderstood on their efforts in class.

In addition, lack of communication between teachers and parents, can impact the way students behave in school. In Cho et al.'s (2019) study, one Somalia student who had social and emotional difficulties struggled academically due to her lack of language proficiency. She continually struggled with decision making and developing positive relationship skills because her teacher did not understand that she spoke a different language at home. When the teacher had a conference with her parent, she realized the high expectations that were set on this student and how this had affected her self-esteem (Cho et al., 2019). However, her SEL skills began to improve when her teachers and parents started meeting through home visits, meetings at school and conversing through a translator, and weekly conference calls. She could see how all the people in her life wanted her to succeed and were working together to put systems in place for her to do just that.

The parent-teacher collaboration cannot be one-directional, with the teacher as the authority, but the parents can also speak into the education that their child is receiving. Spomer and Cowen (2001) had 276 children between 13-18 years old who were interviewed based on their Child Rating Scale (CRS) that determined their ELL placement based on language proficiency scores and academic competency. The findings revealed that parents were not made aware of their child's CRS score because it was not deemed pertinent information. Subsequently, there was a placement assessment for grade levels and class work (Spomer & Cowen, 2001). The findings also showed that some parents were very upset about their child's score, and some received the score but did not understand what that score meant for their child's future at the school. Additionally, Lai and Wei (2019) argue if teachers were able to learn more about their students and keep parents involved in the process, there would be support and communication on both sides. So, ELLs can see that the people in their lives want what is best for them and they are working together to ensure the success both in school and at home.

The Role of Self-Efficacy in SEL Needs

Around the educational field, there has been some debate that language proficiency is tied to one's identity and the basis of developing positive self-efficacy is of high importance to ELLs. Lambert et al. (2018) conducted a study using 1,985 first-grade Latino students from a large urban school district in South-eastern United States and tested their self-efficacy using Emotional and Behavioral screening (EBS). The results of the screening showed ELLs were at a higher risk for lacking self-confidence and emotional deficits compared to the non-ELL students (Lambert et al., 2018). The implications of the screening assessment showed "emotional and behavioral problems may affect ELL student's behavior of talking aloud in class and their linguistic development" (Lambert et al., 2018, p. 237). If ELLs continue to

struggle with their self-efficacy and choose not to use language in the classroom, then this behavior could slow down the process of language acquisition.

Furthermore, ELLs attempt to develop relationships with peers but have found their language proficiency to be a stumbling block for ELLs in the mainstream classroom. Soland and Sandilos (2020) identify that "self-efficacy could potentially inform ELL students' perceptions of their own academic progress" and alter the way they approach academic work throughout their education (p. 21). In conclusion of their study, teachers noticed students questioning their answers and being fearful of ridicule by peers for incorrect answers which demonstrates ELLs experiencing a weakening of their own self-confidence (Soland & Sandilos, 2020). To Soland and Sandilos (2020), self-efficacy is the "foundation of human motivation: without belief in one's ability to accomplish a task, there is little incentive to undertake it" (p. 23). The impact of self-efficacy and motivation to persevere lies in the hands of those supporting ELLs in academics. The desire to push forward, the intentional dedication to their studies, and positive reinforcement of a job well done is something these students yearn for every day.

Mainstream and ELL teachers have struggled to manage a nurturing environment that could uplift the self-efficacy of ELLs in their classrooms and have found it difficult due to the diverse range of behaviors they experience between ELLs and non-ELLs. In Lambert et al.'s (2018) study of EBS of ELLs, teachers commented that meeting the needs of all diverse learners had become difficult because the ELLs were experiencing high levels of stress with the academic rigor of the grade level and anxiousness with language that was above their comprehension. In comparison, Spomer and Cowen's (2001) research noticed student's struggling with frustration because of the obstacles ELLs faced in obtaining their language and academic goals. Their behavior began to demonstrate signs of conflict with peers, disruptions in social conversations, and being withdrawn from activities (Spomer & Cowen,

2001). Due to the level of stress and anxiety that ELLs are experiencing in academic settings, their behavior exhibits signs of frustration and misunderstandings. ELLs are not receiving the social and emotional attention they need to be successful in the classroom and are acting out in response. If an ELL can feel supported to interact with peers and engage in social interactions, then their self-efficacy would improve so students could feel successful in their academics.

Likewise, ELLs have a difficult time balancing their self-efficacy and feelings of defeat in academic settings and this attitude can impact them into adulthood. The idea of self-efficacy can change over a period in one's life, but the foundation that educators give now can impact students for a lifetime. In adulthood, some ELLs look back on their academic experience with jaded eyes and hurt feelings due to the way they were treated as a student. Lee (2019) wrote a poem that expressed her personal experience and hurt that she endured as an ELL:

> *"Learned a foreign language to make a living after I was born where my father who only spoke Japanese was never born" (p. 59) … "Is my generation of kids doing anything significant with our lives?" (p. 61)*

Her poem highlights her families struggle to find their place in this new culture and trying to understand the language. She was being raised completely different than what her father knew, which was all back in Japan, and now they were all learning and experiencing acculturation together. Lee's poem exquisitely shows the trials and hardships of an ELL and how that shaped her entire being. The mental and emotional toll it took on her is expressed through painful words and hurt by the educational system that she feels did her wrong (Lee, 2019). Lee urges others to consider change in the way they view self-efficacy because it can impact someone for a generation. This ever-growing student group desires to be understood

and uplifted throughout their academic learning and this can start with help ELLs develop positive self-efficacy.

The more students can own their academic achievements and feel a sense of pride in the work they have achieved throughout their education, the more self-confidence and self-efficacy they will develop. Dresser (2014) discusses how allowing a student to establish their own personal goals in relation to their academic and language goals, gives students an opportunity to take charge in their own learning and feel as though they have insight into their accomplishments. It is noted that, "The stronger the perceived self-efficacy the higher the goal challenges people set for themselves and the firmer is their commitment to them" (Dresser, 2014, p. 48). Furthermore, Genova and Stewart (2019) evaded to their findings of self-efficacy in a lesson taught by an English as a second language (ESL) teacher. When interviewing the ESL teacher, she discusses how she assists ELLs to write their own personal goals and how she alters her instruction in order to help her students achieve their goals. Students want students to feel ownership and take pride in their work by, "providing them choice and ownership in their writing, speaking, and creating" (Genova & Stewart, 2019, p. 38). If educators could focus their attention and pedagogy on allowing students to develop their own personal goals and take ownership of their academic success, then self-efficacy could improve, and students could flourish.

Frameworks for Implementing SEL Strategies into Diverse Classrooms

The frameworks that have been implemented and have shown a change in behavior for ELLs range from interventions to classroom strategies. These frameworks have helped reduce behavioral tensions in classrooms and increase teacher awareness to prevent dips in ELLs' SEL needs. The 3R format includes review, reflect, and response in which students can use their first language (L1) in a writing journal to think through responses before sharing in class (Settlage et al., 2014). Another framework called Collaborative for Academic, Social,

and Emotional Learning (CASEL) identifies five domains that teachers can specifically teach to in relation to maintaining stable social and emotional levels (Cho et al., 2019). The CASEL framework also embodies Responsive Classroom (RC) and Caring School Community (CSC) interventions that are useful tools to help develop a nurturing environment where all diverse learners can feel cared for and appreciated. Other interventions like the Position Action (PA) and Promoting Alternative Thinking Strategies (PATHS) are frameworks that promote positive reinforcements in the classroom for ELLs and a sense of identifying strategies to help improve their SEL needs (Cho et al., 2019). These frameworks allow school districts and teachers to implement these helpful tools into their educational system so ELLs can feel successful and encouraged through these various interventions.

Classrooms need to be a safe place for ELLs to utilize their L1 to express themselves and share with the teacher ideas on what could be beneficial for them. This means of communication between teacher and student could be significant. Settlage et al. (2014) provide knowledge that gives insight to today's educational system and ways in which mental and emotional development can continue to happen in the classroom. They discuss ways students can read, write, and learn through their own L1 and share their personal experiences with the class in an open way. In respect to the 3R format from Settlage et al.'s (2014) research, these teaching strategies could be implemented for writing support. During the review process students can summarize a reading or recall an experience that ties in a text-to-self or text-to-world connection. Then as students reflect on the work, they can share a prior experience or an artifact that is valuable to them. Finally in response to the writing, they can describe implications or future teaching techniques that are beneficial in a classroom environment. In research conducted by Hickey et al. (2020) they found SEL strategies could be applied into a Writer's Workshop or free write time for ELLs, there would be opportunities for them to write about their experiences and feel a sense of connection to the

content. ELLs felt their L1 was valued as they wrote a response for a free write and were then able to share their response with the class. One student from Hickey et al.'s (2020) study said, "It was nice to just write and not be graded for grammar. I felt alive. Everyone listened to me speak Spanish and I felt accepted for being Latino" (p. 11).

Another framework, Collaborative for Academic, Social, and Emotional Learning (CASEL), has shown how useful it can be for teachers to implement these SEL strategies into their teaching pedagogy. CASEL identifies five domains of SEL competencies that are valuable for teachers to consider when working with ELLs (Cho et al., 2019). The five domains include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Self-awareness is like self-efficacy when an ELL explores their own thoughts, feelings, and emotions to determine a task. Self-management is a self-reflection tool to regulate one's emotions regarding a students' impulses, language or personal goals, stress, or academic development and how an ELL can use these to adjust their behavior or attitude (Genova & Stewart, 2019). When an ELL thinks about social awareness, they begin to explore the personal backgrounds or experiences of other people. They learn that not everyone had the same upbringing or prior knowledge that they do, so then how does everyone work together and relate to one another when the experiences are so vastly different? Another domain is relationship skills and how ELLs can establish and maintain healthy relationships with teachers, peers, or family members (Cho et al., 2019). The final domain is responsible decision making and the ability to construct ideas around making good choices in and outside of the classroom. In relation to CASEL, Blad (2017) also found in her conclusions of research that the CASEL competencies could be implemented into a school-wide program that could increase awareness for ELLs and their social and emotional well-being in a positive environment. Teachers that take on the elements of CASEL into their

teaching pedagogies and develop the SEL strategies associated with it can help ELLs feel appreciated for the diversity that they bring to the classroom dynamics.

The CASEL embodies an academic area where ELLs could see significant growth in their SEL strategy usage in the classroom, but first the classroom needs to be a responsive environment that is a place of self-discovery and acceptance. Leis and Rimm-Kaufman (2015) put SEL interventions into two categories that lied within "modifying the classroom social and environment and promoting individual students' skills" (p. 42). These can also relate to Cho et al.'s (2019) conversation around the CASEL framework of Responsive Classroom (RC) and Caring School Community (CSC) interventions that speak to alternative strategies for the classroom environment. RC and CSC interventions rely heavily on creating a caring and engaging classroom environment for all diverse learners. The RC approach integrates SEL and academics through a learning environment that focuses heavily on developing strong social skills (Cho et al., 2019). While the CSC approach is designed to build classroom and schoolwide community, its main objective is to help students develop social and emotional competencies in all diverse academic settings (Cho et al., 2019). In addition, the CSC focuses on bringing diverse students together to help understand how to live in community with one another. The results of analysing these approaches in eight diverse classrooms over the course of four years showed increased self-esteem within academic settings and confidence in conversations with peers (Cho et al., 2019). The RC and CSC interventions addressed complications in the learning environment for ELLs and the social and emotional competencies expanded with diverse strategies and tools.

There are many trigger points within an ELL's SEL journey. Other interventions like the Position Action (PA) and Promoting Alternative Thinking Strategies (PATHS) are explained by Cho et al. (2019) as alternative ways to improve a student's SEL skill set through explicit instruction. Through this instruction, the lesson activities engage students'

thinking to be around these various topics over the course of the SEL unit such as "recognizing and labelling emotional cues, differentiating between feelings and behaviors, creating and sustaining friendships, and reconciling challenging friendship issues" (Cho et al., 2019, p. 42). As a teacher prepares their instruction to walk students through ways to handle these various challenging scenarios, it is crucial to help establish strategies and techniques that ELLs can use in all situations in their lives. PA directly teaches SEL skills such as self-concept and self-confidence (Cho et al., 2019).

PATHS is incorporated into a daily lesson to prepare students to handle different situations and self-manage their responses (Cho et al., 2019). These interventions help SEL classroom practices and the pedagogical ways of teachers as they support ELLs and their SEL needs.

Transforming Teaching Pedagogy to Include SEL Strategies

An educator needs to continue pursuing a transformative learning style in which all diverse learners are encouraged where they are in their learning process. Settlage et al. (2014) found that teachers' pedagogies did not include explicit instruction in relation to SEL needs. Very few teachers implemented personalized SEL strategies to help ELLs through different social settings and group work. One student shared her experience in a classroom environment that speaks to the troubles ELLs experience daily:

> It was not important to me to get the work done correctly, which is weird for me because I have always been the type of person who need to get great grades. I had stopped trying to decode what the teacher was saying, and I did not care about figuring out what I was supposed to do (Settlage et al., 2014, p. 54).

Eliza's comment showcased the way her attitude had changed in academics due to the overwhelming challenges she has faced. Eliza's school experience was difficult because she was in a classroom that did not support her as an ELL. Her classroom teacher had never

taught an ELL before Eliza and her teacher never adapted or differentiated lessons for her. Eliza was just expected to fit the mold of the other students. When educators have very few strategies or tools to help them teach an ELL, it appears as though they are disinterested or undermine the capabilities of young learners (Lambert et al., 2018). Teachers ought to feel equipped to manage and support ELLs. They also need to have a willingness to change the way they give instruction based on the learning styles of their students. All students, ELLs and non-ELLs, learn differently and there needs to be a transformation in the mentality of teachers nationwide.

Collaboration between mainstream and ELL teachers is a significant task because each teacher has insight into how different strategies and techniques would be useful. In Cho et al.'s (2019) study of refugee families across the United States, one of the most noted comments about collaboration between mainstream and ELL teachers was if they worked well together to manage the SEL environment for all learners, then their classroom was a positive atmosphere for their students to learn and grow. Families noted that ELL teachers were able to establish the SEL competencies in the classroom management and the mainstream teacher would utilize these ideas and strategies from the ELL teacher. Hickey et al. (2020) surveyed school atmospheres in highly populated ELL districts, one Somalia student who was interviewed mentioned that her limited English and lack of decision making in building friendships in class changed when her SEL skills were developed through conversations with her teacher and parents to explore her needs and how each environment could be supportive (Hickey et al., 2020). If mainstream and ELL teachers collaborated, they would both represent the student as a liaison between school and home, thus increasing communication between teachers and families. A lack of family-school communication could put the SEL needs in jeopardy for an ELL. However, if a child knows they are being

supported in all areas of their life, they are more inclined to make positive changes in their behavior (Lambert, 2018).

Teachers discussed how students often face difficulties of building resilience and developing adversity in and out of the classroom. ELL teachers are aware that their students, as well as other non-ELL students, battle issues in their home life and community. School should be a place students feel safe and nurtured when other parts of their lives are not, and yet ELLs come into school feeling defeated already (Hickey et al., 2020). Some teachers in a study mentioned how ELLs have developed a lack of trust in authority figures, such as educators, because of their past educational experiences or traumatic home lives (Hickey et al., 2020). This speaks to Settlage et al.'s (2014) idea of trauma pedagogy and how to intentionally assist refugees, immigrants, and other ELLs with their views and behaviors. This is a type of "transformative education that aligned with our goals of supporting general education preserve teachers as they approach the demographic realities of their future classrooms" (Settlage et al., 2014, p. 49). Additionally, SEL support systems and altering the teaching pedagogy of mainstream and ELL teachers are assets to create initiatives to help ELLs feel empowered to make a change, even under difficult circumstances.

The idea that ELL teachers need to report situations or problems that they have with ELLs but they have not received proper training to manage these issues in their classroom creates conflict. While some ELLs have significant learning problems, the teachers comment on their attitude more than their academic. In Spomer and Cowen's (2001) research, there seemed to be underlying issues with lack of motivation, frustration due to lack of language proficiency, and withdrawn behaviors from the ELLs. Teachers did not know how to cope with the behavioral issues they were facing, particularly with this group of students. Teachers said they were "non-risk takers" or "underachievers" due to their lack of class participation (Spomer & Cowen, 2001). Teachers became distant and frustrated with a group of ELLs

because of their timidness to participate in class for fear of looking foolish or misperceived ideas of the students' capabilities. Sperti (2019) discussed how the teachers' inability to cope with the behavioral issues and attitude towards their lack of progress was left unresolved for years because teachers were not trained to develop the proper SEL environment.

In Chapter 3, I will discuss how these findings have helped me create a professional development plan for my fellow colleagues. The focus will be on SEL strategies that can be implemented into mainstream classrooms and ways to engage with ELLs to increase positive self-efficacy. The professional development plan is designed to illustrate the important findings of the literature review and prepare first-year and veteran teachers with tools to help ELLs with their SEL needs and engage in conversations about ways to develop high self-efficacy (Spomer & Cowen, 2001). The plan addresses the problem of SEL needs in mainstream classrooms and ways to alter teaching pedagogy styles to accommodate the needs of all diverse learners. Through these various tools, ELLs will receive opportunities to feel supported in a nurturing environment and appreciated for the funds of knowledge they bring to a diverse setting (Blad, 2017). To increase positive social interactions between ELLs and their teachers, developing a relationship is pertinent to ELLs feeling safe. Furthermore, the professional development I have designed will improve the overall school atmosphere for all diverse learners and meet them where they are socially, emotionally, linguistically, and academically. By planning and implementing new strategies, continuing conversations on SEL, as well as focusing on furthering the education of teachers in respect to SEL needs; ELLs will be able to achieve academic success in mainstream classrooms at Wheatland-Chili Central School District.

Chapter 3: Description of Product and Tools

In this chapter I will present a professional development strategy and its reasoning to incorporate the strategy and activities to improve SEL needs for ELLs at Wheatland-Chili Middle and High School. Some staff have requested more resources to help them bridge this gap in their classroom to accommodate for the SEL needs. Remarkably, Alison O'Neil has worked as an English as a Second Language (ESL) middle and high school teacher for the last 15 years, the last 4 have been at Wheatland-Chili. Mrs. O'Neil states that social and emotional learning needs are not readily addressed because of a lack of resources and proper training for first-year and veteran teachers (personal communication, February 18, 2021). As the ESL teacher who pushes into mainstream classrooms, she has seen her ELLs struggle emotionally to handle the academic stress and balances of home life, while teachers do not have proper support systems to help these ELLs (personal communication, February 18, 2021).

Mrs. O'Neil's accounts are congruent with the research reviews in Chapter 2. ELLs have struggled to maintain positive attitudes, question their abilities, believe their teachers do not care about them, and their academic needs are continually being unmet (Blad, 2017). While teachers have expressed their desire to know how to help their students develop appropriately and increase their SEL needs, they do not have the proper knowledge or tools to help them do this successfully (Lambert et al., 2018). In this Chapter, therefore, I describe a professional development plan that aims to establish strategies that teachers can implement in classrooms and help ELLs be successful with managing their SEL needs.

In the following sections, I will present solutions to the problem of social and emotional learning needs at Wheatland-Chili Central School District. First, an overview of the professional development plan will be provided in detail. Then, newly developed tools for teachers and students will provoke engagement in various ways to help develop positive SEL

reinforcements. These strategies help provide sound and logical strategies to implement into the middle and high school so ELLs within Wheatland-Chili Central School District are supported.

Description of Professional Development

The professional development plan will be presented at the Wheatland-Chili Middle School faculty meeting on August 30, 2021 (see Appendix D). The ELL professional development will take place in the Wheatland-Chili High School library from 9am to 11am. This 2-hour session will provide me with an opportunity to address this problem and find solutions with the first-year and veteran teachers, in all subject areas, including ESL teachers, will be the main participants. Other teachers are welcome to join and hear more helpful strategies and tools that their colleagues might want to implement with their help, especially if it is a co-teaching classroom. The emphasis will be on middle and high school students, between ages 13-18, as they work through the challenges of language proficiency, academic expectations, and how SEL drives language acquisition. Overall, the professional development aims at helping teachers identify some strategies and tools to incorporate into their classroom so they can feel knowledgeable about how to help ELLs develop their SEL needs.

I will present information related to ELL's SEL needs using Microsoft PowerPoint Slideshow, in addition to handouts and materials (see Appendix A, B, C) to guide the discussion with the first year and veteran teachers. The name of my professional development program is Wheatland-Chili Middle/High School ELLs and SEL Needs, as it demonstrates the ideas of critically thinking about the specific student population, ELLs, and their SEL needs in respect to the classroom. It will cover topics about ELL lesson plan template, words of affirmation implementation in teaching pedagogy, save it for your seven, emotional tracker, and monthly professional development meetings.

As an opener to this professional development, I will start with a think-pair-share activity to engage in the topic of this plan. I will ask the teachers a few questions about SEL and the needs of their diverse learners. They will have time to self-reflect, pair up with a co-teacher or colleague to discuss these questions, and then dialogue as a whole group. Some of the questions that I will be asking them to think through includes: What is the main problem with social and emotional learning needs in your classroom? What struggles or challenges do you have in engaging in conversations with your ELLs? Do you think your ELLs' SEL needs are being met? Why or why not? Teachers will think through some of the challenges or problems they have faced as well as engaging in the topic of SEL needs for ELLs. This helps us discuss the problem and identify some of the ways this impacts our students.

After the opener, I would introduce the problem of SEL needs in diverse classrooms and how to define the problem. The problem to discuss would revolve around conversations and strategies that speak to ELLs feeling inadequate with their academics and not feeling supported in their own SEL development. Then I would help discuss the problem by understanding the who, what, where, when, why, and how to relieve this problem and bring about SEL positivity in the classroom. Next, I will discuss how this problem affects ELLs in academic and social environments. After that, I will provide solutions to the problem and an overarching view of the different strategies and how to move forward for teachers and students. The goal of this professional development is to analyze strategies that can improve the learning environment for ELLs to include SEL tools.

To engage teachers in thinking about the SEL environment of their classroom, I will show them a video clip of a scenario that some of their students come from each morning. The emphasis is to remind teachers that there is life happening outside of the classroom, at home and in the community, that also triggers an ELLs' social and emotional behavior. We will watch a short clip about Josh's chaotic morning. Teachers will write down some notes

throughout the clip regarding the teacher's response. Some questions they might analyze: Why do teachers need to support students social and emotional well-being? How does this guarantee academic success? How many times do we think about what is going on in a child's life and how does this play a role in the ways we give them SEL stability? Teachers will watch the remaining portion of the video and I will prompt them with questions to further analyze how educators play a significant role in SEL. Teachers will share with a partner and discuss the ten SEL needs of students and ways they can implement SEL strategies into our classroom environment.

Teacher-Student Relationship Enhancer

This strategy enables teacher-student relationships to develop and flourish within the classroom environment. As part of the SEL lesson plan, teachers can create time in the morning to do "save it for your seven" where students have seven minutes to be with the teacher one-on-one while the co-teacher does small group work. This time is spread throughout the week, so each student gets their own time with the teacher. This time is to focus on each student individually for seven minutes where the teacher can talk about things that they notice in the classroom, talk through decision making or home life situations, or any issues the student wants to talk about in this personal setting and not in front of the whole group. Soland and Sandilos (2021) argue, "with a combination of effective instruction and positive verbal feedback to increase their feelings of self-efficacy across content domains can strengthen and enhance their performance" (p. 37). To model this strategy, I will have each teacher pair up with another colleague at their table and one person will have seven minutes to talk about their day, an issue, or converse about a home life problem. They can talk about anything that they want. When the timer goes off, then it is the other person's turn to do the same. This interaction will allow teachers to practice listening to their colleague which they would replicate with their students. As teachers interact with one another, they would also do

this with their students. Allowing students to talk and share personal information one-on-one with their teacher allows the relationship between student and teacher to grow. We would look at the reasoning for building student-teacher relationships and its importance to self-efficacy. A teacher's encouragement and appraisal for ELLs and all diverse learners can have a significant impact on their academic levels. These conversations help students know that their teacher wants to know about them, not just from an academic perspective, but as a holistic approach to who they are as a person.

ELLs want to have fun in the classroom and learn, but that requires teachers building relationships with them. In Lee's (2019) poem *Mad Women's ESL Poetry*, she describes her time as an ESL when "all we want is laughing at everything that seems too serious" (p. 4). Lee discusses the stress, frustration, and anger she experienced because it seemed like her teachers did not care about her, but rather took everything too seriously. Words of affirmation for ELLs speaks volume to their character, perseverance learning language, and expanding their content knowledge. In respect to developing relationships, research shows, "Children who feel comfortable with their teachers and peers are more willing to grapple with challenging material and persist at difficult learning tasks" (Schonert-Reichl, 2017, p. 142). As a school, when we look deeper into the instruction and learning tasks of our students, we continue to learn and grow in our own pedagogy as life-long learners. As part of an activity to engage teachers in using words of affirmation, teachers would find a different partner outside of their department and each teacher would say one to two positive things about the other. Words of affirmation help people realize that others see the work they put into their students and teaching. This is a way to show teachers how important affirmation is for the positive things and to find little moments when we can give these words to our students too. While this is an intentional time for words of affirmation, we can brainstorm ways to implement this into our daily routine. I will write down ideas on a PPT slide. For reference, some topics of

conversations that teachers might engage in include: What are some areas that they might need some more support in? How can our words of affirmation encourage a student's level of self-efficacy? If a teacher consistently said words of affirmation or positive feedback for writing pieces, exit tickets, or assessments, ELLs would be encouraged to know that their teachers see them putting forth a lot of effort to change.

Emotional Tracker for ELLs

Teachers would be able to better assist their students if they were able to track their emotions throughout the day. Initially, to allow teachers time for this thought-provoking idea I would ask a series of questions related to their own emotions and their students: How do you track your own emotions? How do you know when a student is getting frustrated with an assignment or acting out in class because he is bored with the assignment? How can you tell a student is upset or angry with something that does not have to deal with school at all? I would field all the answers and then introduce the emotional tracker (see Appendix A). As teachers monitor the class in whole group and individual work, teachers can easily look at a visual aid to help them decipher how a student is handling a particular task. The visual aid has different emotions on it and will be placed on each student's desk in the top right corner. Students will be able to use a whiteboard marker, as the emotional tracker is laminated, to help them track their emotions throughout the day.

The emotions on the tracker include happy, unhappy, angry, sick, surprised, excited, sad, and bored. If they begin to get frustrated with an activity and do not know how to do it, instead of raising their hand and fear ridicule by their peers or humiliation for not understanding something, they can change their emotion on the tracker so teachers can see that the student is frustrated and come find out why. The teacher would be able to bend down and talk with the student about their problem or help them with the activity. If a student is having a great day and is happy then that would stay the same on the tracker. This helps

teachers monitor the emotions throughout the day, instead of checking in on the students and taking time out of their instruction, this is a personal, private tool that allows ELLs and other students to express their emotions, so teachers are aware. For example, if a student comes in and is having a bad morning, they can circle the sad face and the teacher would be able to address that student at some point to talk about an issue. In another situation if a student was surprised by a grade that they got back or something that is being required of them, a teacher can do a quick mini conference.

As ELLs continue to develop their ability to express their emotions and feel comfortable in an environment, the emotional tracker is a helpful tool that is a visual aid for teachers as well. Sperti (2019) discusses different methods of communication between teachers and students such as visual aids or a tracking system. This system allows teachers to check-in with students periodically and take notice of frustration or boredom when instruction or material is too hard or too easy. Also, if a student comes to school having a bad day or there are issues at home, instead of sharing these things out loud with the class, the teacher can talk with the student in a personal way and make a connection. Spomer and Cowen (2001) also warn us about the timid and shy personality of an ELL and if this tracker was personal and individualized, then they would be more willing to use it.

ELL Lesson Plan Template

As discussed in Chapter 2, research has shown that teachers have not received proper instruction on how to manage the needs of ELLs in their classroom (e.g., Lambert et al., 2018). Teachers are continually challenged by the SEL needs of all diverse learners and the emphasis on individualized learning plans have not been utilized in Wheatland-Chili Middle and High School. Thus, ELL lesson plan template (see Appendix B) could help teachers focus on SEL needs in their instruction (Hickey et al., 2020). This lesson plan template could allow teachers to think about the SEL strategies that might be implemented into their

instruction or embedded in various activities throughout a unit. During the professional development, I want to ask teachers what a lesson plan entails and what components they see as the primary focus for their instruction. As teachers share some of their responses, I will put them up on the PPT slide. Then, I will ask in what ways can we alter some of these components to include SEL needs. Teachers will be put into six table groups of four teachers. The four teachers at each table will form two partner groups. Through the partner activity and looking at the ELL lesson plan template, teachers will create a sample lesson plan that they will present to their peers. The teachers will describe the ways they can alter some of their activities to include the different SEL strategies and support ELLs in a well-rounded lesson plan. The teachers will work through the template and identify relevant tools within time management or a student-focused activity as a wrap-up that could be helpful to ELLs social growth. This prompts teachers to begin expanding their instruction and creating additional advancements to help ELLs achieve academic success in the classroom.

Several components to establishing a well-thought-out lesson plan can strengthen the social and emotional support of ELLs. Typical accommodations such as visual aids or graphic organizers can help ELLs visually see their work and organize their thoughts (Genova & Stewart, 2019). Developing new activities in the target language or allowing students to utilize technology that can help translate words or phrases for them would be beneficial accommodations to help ELLs track with the lesson and for comprehension (Blad, 2017). Another differentiation would be altering the notetaking for various levels of language learners. Entering students get all the notes; emerging students get fill-in-the-blank notes, and transitioning students get skeleton notes (Bowman-Perrott et al., 2016). This allows students to track along with the lesson and remember that the focus is not on how to appropriately take notes, but on the comprehension of the content. This speaks to the differentiation these diverse learners need to be successful and retain information instead of getting discouraged

by notetaking. Another example is peer tutoring, so the group pairing for an activity would ensure an ELL was grouped with a native English speaker and they were able to be a facilitator and help the ELL understand the activity (Bowman-Perrott et al., 2016). This would allow the ELLs to learn from a student at their own academic level and engage in conversation with their peer in a more one-on-one setting instead of group discussion. That way the ELL can ask questions, glean information from their partner, and feel more secure in what they have to offer in the discussion.

The template can clearly identify ELL possibilities and create intentional differentiation and accommodations that will allow SEL needs to be met throughout the various lessons. Teachers will be able to adjust the template based on their planning needs and the SEL needs of their students. The prompted questions I will field to the teachers might include: What changes would you make to the lesson plan template to meet your needs as the instructor? In what ways do you see this as beneficial for your instruction? How can this template allow you to implement SEL strategies? The importance of implementing these alternative lesson plans lies in teacher's self-efficacy that will increase over time as they learn how to appropriately utilize these SEL strategies (Spomer & Cowen, 2001). Effective teachers and their language-focused instruction can support ELLs' language learning and content knowledge. As teachers prepare these lessons and alter their own teaching pedagogy to make room for SEL needs in the classroom environment, group discussions, partner activities, and other social settings, ELLs will have an increase in their own self-efficacy (Soland & Sandilos, 2021).

Monthly Professional Development Meetings

Collaboration with mainstream and ELL teachers are an important aspect of ensuring academic success for ELLs. Collaboration between teachers has been noted in research to "increase students' SEL competencies development because the teachers communicated with

each other about incidences or progress of students' behaviors issues" (Cho et al., 2019, p. 50). As ELL teachers take on the role of occasionally translating work for the ELL, there is a bond that grows. As the mainstream teacher differentiates instruction to meet the needs of the ELLs and develops a relationship with them through various social interactions within the classroom, ELLs identify both teachers are working together to ensure their academic success. This collaboration requires teachers coming together to learn and develop strategies and tools that would meet the needs of their students. The professional development meetings, after this initial meeting, would allow all teachers from all subject areas to come together and develop ideas to implement into their classroom. Teachers have commented on their need to be "trained in the behavioral and emotional factors that influence teaching and learning in the classroom, they feel better equipped to propose and implement classroom management strategies" to increase self-efficacy in all their students (Schonert-Reichl, 2017, p. 142).

To improve the overall knowledge of teachers at Wheatland-Chili Middle and High School and be equipped with the ability to foster a positive SEL environment and increase self-efficacy in their students, there will be a professional development meeting each month to service these concepts. It will be based on ELL development and SEL needs for all diverse learners, in which it will specifically engage in ways to develop practices that will best serve ELLs. As these professional development meetings take place, each grade level will be responsible for taking the lead role and sharing with their colleagues. Each grade level department can choose to elaborate on self-efficacy models that have worked in their classrooms and how effective they have become, sharing an SEL activity with a diverse student group and their implementation process, finding a research study and share their findings or new activities to try in a social setting or academic environment, or identifying an instructional ideology that could impact the teaching pedagogy of their colleagues. All

faculty and staff will contribute to these faculty meetings, including counsellors and psychiatrists, who can offer alternative insight in their own field. Counsellors can speak to the topic on "ways to help create a safe, caring, and participatory classroom and school environment" where they approach the meeting to develop the SEL needs as a school and it trickle down to the classrooms (Schonert-Reichl, 2017, p.149). The key to collaboration is faculty and staff working together to share areas of concern, growth, challenges, and find ways to accommodate the needs of ELLs. When everyone that pours into ELLs daily around the school begin to actively learn and share valuable resources with one another, students will begin to realize that everyone wants them to be successful in all academic areas. This would begin to increase the positivity in the school atmosphere and develop a higher sense of self-efficacy.

Each grade level department brings a unique perspective, and this shared information could be a tool that teachers refer to even after the meeting has ended. Departments would submit their tools and presentations to a shared Google Drive that would be accessible district wide. The continuation of professional development by the faculty and staff members would be vital in establishing routines and tools that would be used to help ELLs. These practices strengthen the well-being and promote social and emotional learning across colleagues and students. When collaboration works and all members are actively trying to reach a goal, "the development of holistic, learner-focused learning plans and the provision of health and well-being focused educational supports and activities" can drive self-efficacy in all diverse learners (Hickey et al., 2020, p. 10). Increasing staff awareness of the diverse needs of ELLs could help ensure that language and academic goals would be achieved as well as a central focus on SEL needs (Blad, 2017). These professional development days would focus on the social and emotional needs and well-being of ELLs as the school begins to establish relationships across the school district, further communication between teachers,

collaboration across content areas, and bring awareness of goals for each learner. These meetings allow communication to spread throughout the district as colleagues come together to support and uplift one another in the quest to ensure academic success for all learners.

Wrap-up of Professional Development

With all the conversations and dialogues surrounding this topic on how we can change our teaching pedagogy and continue to work towards better strategies for our diverse learners, I would wrap-up the professional development day with an exit ticket (see Appendix C). These first-year and veteran teachers would be able to give me constructive feedback on how to make the professional development meetings to be more effective and ways to continue their training. The intended outcome of these various strategies and programs are to instill new teaching pedagogies into the school district and help raise awareness for the social and emotional needs of ELLs in mainstream classroom culture. Developing the teacher and student relationship enhancers such as save it for your seven and embedding words of affirmation are examples that this professional development platform hopes to showcase for all teachers. Then, the emotional tracker is a tool that can assist teachers in knowing how to best handle particular social settings or class activities based on their students' emotional state. Lastly, the lesson plan template is to help teachers identify areas in their instruction and class activities where SEL needs can be included.

Chapter 4: Conclusion

This capstone project has investigated the importance of social and emotional learning in all areas of academic life in U.S. school districts, including Wheatland-Chili Central School District. The neglect in preparing educators with proper tools to assist their diverse learners and low self-efficacy levels has implications to the social development of ELLs (Soland & Sandilos, 2021). This capstone project examined how to integrate SEL strategies into the mainstream classroom environment and alter the teaching pedagogy of educators. To understand the social and emotional well-being of ELLs, it is imperative to focus on the teacher-student relationship and how that can influence the social settings (Sperti, 2019). Other social and emotional factors include relationships between teachers and family, the outlook on the school's professional self-efficacy, ELL classroom instruction, relationship between ELLs and native English speakers, and counsellors or staff that interact with ELLs daily. These collective relationships establish a firm foundation for the social and emotional well-being of ELLs in mainstream classrooms nationwide.

In this Chapter, I first summarize the findings of research reviewed in Chapter 2. Then I will explain the intended outcomes of professional development activities in Chapter 3. Finally, I will discuss the implications for teaching ELLs. I will conclude with recommendations for future research.

Summary

I have reviewed a variety of studies based on ELLs and their level of self-efficacy and the SEL learning environment. They include studies based on social and emotional learning needs of ELLs when compared to non-ELLs (e.g., Cho et al., 2019; Niehaus & Adelson, 2014), the level of self-efficacy in relation to academic success (e.g., Soland & Sandilos, 2021; Spomer & Cowen, 2001), ELL students relationship with teachers (e.g., Genova & Stewart, 2019; Jones & Bouffard, 2012), support and training for teachers and

other professionals who work with ELLs (e.g., Hickey et al., 2020; Lambert et al., 2018), teaching pedagogy within mainstream teaching and instruction (e.g., Ogilvie & Fuller, 2016; Settlage et al., 2017), and recognizing social and emotional learning needs in different social settings with peer interaction (e.g., Bowman-Perrott, 2016; Dresser, 2012). Through analysing these various studies, I developed some approaches for Wheatland-Chili Central School District that would help bridge gaps and move forward with solutions to issues ELLs endure.

Subsequently, in relation to implementing improvements for social and emotional well-being for ELLs, it is important to consider the other factors that affect SEL needs. The school's environment and classroom culture are imperative to ELL development with peers in various social settings. The activities and programs offer reasonable assistance for ELLs, but a problem was establishing the proper differentiation strategies during instruction time for ELLs to learn at their own level. Though these implementations can be altered in different school districts, this professional development plan can look differently from school to school. The main idea is to establish change in the classroom environment and increase the ELLs positivity through focusing on their self-efficacy. The commitment to ELLs and their personal development in social settings and other classroom interactions allow students to flourish in their academics.

Several inferences can bridge the gaps in social learning and expectations for ELLs and non-ELLs. First, ELLs have lower levels of self-efficacy compared to native English-speaking peers (e.g., Dresser, 2012; Soland & Sandilos, 2021), which can alter their well-being in the classroom environment and school community. This impacts their ability to learn academically and grow linguistically (e.g., Walsh, 2017; Settlage et al., 2014). When ELLs have lower levels of self-efficacy and fear interacting with their peers and teacher, feelings of isolation and inauthenticity to their true selves alter ELLs' behavior (e.g., Schonert-Reichl,

2017; Lai & Wei, 2019). Second, research has revealed that teachers and ELLs do not have a strong relationship due to language barriers, cultural misunderstandings, and academic expectations and frustrations (e.g., Jones & Bouffard, 2012; Genova & Stewart, 2019). This results in behavioral issues, minimal participation in classroom discussions, feelings of inadequacy, and tension between the teacher and student who are both trying to do their best (e.g., Bowman-Perrott et al., 2016; Cho et al., 2019). Therefore, educators nationwide have felt the levels of self-efficacy in ELLs has not changed and this has primarily resulted in the issues they face in their classroom. Mainstream teachers are not able to reach out to language learners in meaningful ways because of these limitations and barriers. As a result of these needs for ELLs social and emotional support to be considered, all school staff need to be equipped with proper strategies and tools to feel supported so they can help bridge these gaps and work in an effective manner with ELLs.

Furthermore, pre-service teachers found that altering their teaching instruction, including lessons, could become a helpful accommodation for ELLs (Lambert et al., 2018). ELLs are sometimes deprived of interactions in large classroom discussions, partner work, or small group work while they receive one-on-one attention with the ELL teacher (Ogilvie & Fuller, 2016). Language learners often experience linguistic segregation due to their lack of communication or vocabulary in certain social situations. The implementation of differentiation in linguistic scenarios allows ELLs to feel included and accepted for their abilities. Lessons allow for accommodations and this change in teaching pedagogy can help teachers strategize a plan for ELLs social and emotional well-being in a nurturing environment. Continual communication and a nurturing environment for all diverse learners and their families is imperative to ELLs' social and emotional support and academic success.

In respect to the findings, I created a professional development plan (see Appendix D) that includes strategies and tools for mainstream teachers and faculty to implement. These

products seek to establish opportunities for ELLs to be socially successful from whole group

or small group discussions and be challenged linguistically and academically in all academic

settings. The variety of tools that can be implemented can alter a teacher's pedagogy to

include the following ideas and as professional development meetings continue and establish

other strategies, there will be a shift in how teachers communicate and interact with ELLs in

their mainstream classrooms.

Implications

There are several implications to consider for ELLs and teacher involvement based

on the research findings. Strategies need to be put in place for ELLs' social and emotional

needs to be met in all areas of academia and in other social settings in the community. These

concepts broaden the ideas that teachers can implement to fully support the students and meet

them at their own personal learning level.

The academic learning environment needs to be conducive to all diverse learners,

including ELLs. A nurturing and safe environment needs to be the standard of classrooms at

Wheatland-Chili Central School District for teachers to come alongside their students and

differentiate their lessons based on individual needs (Ogilvie & Fuller, 2016). ELLs and non-

ELLs alike can thrive in various activities if the instruction was accommodating to their

learning needs. Thus, the lesson plan allows teachers to adjust the template itself to guide

their instruction. With added portions to prompt teachers about what SEL strategies are being

covered or what differentiation needs to occur for the language learners to have their needs

met in each lesson. This lesson plan (see Appendix B) implementation and use of diverse

strategies can help improve the functionality of communication, social equity in group

settings, engagement with ELLs and non-ELLs, and guided preparation (Niehaus & Adelson,

2014). As teachers continue to practice the variety of resources and strategies that these

professional development sessions offer, they will become more comfortable and feel at ease with engaging in SEL practices (Sperti, 2019).

      The strategies that I have developed and modelled to the teachers at the professional development session are directly associated with altering the way teachers engage with ELLs. Emotions change throughout the course of a day and when ELLs become overwhelmed with their academic work or they are bored with an assignment because it is below their level of learning, the emotional tracker allows ELLs to non-verbally communicate with their teacher. Teachers have a lot of responsibilities and while they genuinely care for their students, there are not always clear paths to helping their students succeed in all academic areas (Walsh, 2017). The emotional tracker (see Appendix A) allows students to gauge their own emotions and share that with their teachers in a private way. This helps teachers recognize the emotions of their students and check-in occasionally, especially when home life situations impair the ability to learn. Students can communicate their emotions through using the tracker and this can help teachers take notice of their students' feelings in different social settings in the classroom or other outside environments that may be affecting them.

      In addition, other strategies that act as mini-conferences and one-on-one time can be greatly beneficial for establishing positive teacher and student relationships. The strategy "save it for your seven" allows students time with the teacher to get that attention that they need so teachers can learn more about them. As students get to know their teachers and vice versa, developing the relationship allows teachers to be intentional in getting to know their students, thus this time together could impact their instruction to better assist the individual needs of their students (Schonert-Reichl, 2017). If there was something the teacher wanted to communicate with the student, this time would be suitable to talk about strengths and weaknesses and develop a plan to help ELLs be successful in their classroom. Save it for your seven is a time for teachers and students to develop a bond and learn about one another

in a more private setting instead of a large group discussion addressing needs. This strategy can be informative for teachers in the way they construct activities and differentiate their instruction and student groupings for activities.

The professional development plan that I created is just the steppingstone for more ideas and strategies to be shared across the school district. As teachers implement and alter various learning strategies to find what meets the needs of their students, these ideas ought to be shared so there is contingency, and continuity of the strategies being used district wide (Lantolf & Xi, 2019). Monthly-in house professional development can provide all teachers with relevant, useful information to share or receive. As each teacher contributes to the ongoing plan and continues the dialogue about SEL needs in mainstream classrooms for ELLs, the strategies and tools will multiply (Cho et al., 2019). The willingness of school faculty to continue learning and growing their teaching pedagogy shows teachers are life-long learners and willing to collaborate with one another for the good of the students (Genova & Stewart, 2019). This training and planning increased self-efficacy in teachers and staff which improves the various approaches in instruction and assisting ELLs to the best of their ability.

Recommendations for Future Research

I created this professional development plan as an initial starting point for dialogue and change in Wheatland-Chili Central School District. For the future, more research can be done to show the levels of self-efficacy in correlation with academic achievement. As well as looking at the implementation of SEL strategies in the mainstream classroom and how that alters an ELL's behavior and participation in group work or whole class discussions. While conversations about establishing a nurturing classroom environment are important, learning how to implement these ideas into a teacher's pedagogy and alter the way educators view ELLs and their SEL needs would require more research. Furthermore, strategies like save it for your seven or the usage of the emotional tracker should be reviewed and modified, if

necessary, for accuracy and improvement. The opinions and feedback of students should be considered through interviews or a district wide survey. Parents should also be interviewed to see if they are noticing changes in their child's behavior and ways to manage SEL needs at home as well. Improvements are necessary and changes will occur to assist with the functionality of the strategies and implementation of new programs that are created through these professional development sessions to bridge gaps that exist and help teachers come together to share effective ways to help their students succeed in all academic areas.

Further in-house research at Wheatland-Chili Middle and High School can better explain alternative platforms to eradicate outdated strategies and initiate change in multiple areas. Examples of programs that can be developed in the upcoming professional development sessions include cultural nights, after-school academic support program, transitioning programs, parent ESL classes, institutionalizing a translator to be available for parent-teacher conferences, and other SEL support for students. Therefore, research can be conducted into other opportunities for larger-scale faculty professional development sessions that could impact other professionals within the school and outside community. Through changes in curriculum and adapting the best practices, research can be conducted to ensure these present-day programs are effective for all diverse learners. As the times change and curriculum becomes more diverse, programs and strategies change with the desire to help students thrive. In the future, a case study could occur with the alumni of present-day programs and strategies to see their effectiveness through the lens of the ELLs presently. These participants in the research could give authentic feedback on implemented strategies and programs to continue developing proper ideas for future ELLs and non-ELLs.

Final Thoughts

ELLs are part of an ever-growing student population in the public school system nationwide. This student population is impacted by language barriers, academic expectations,

social and emotional learning needs, and the environment in which they learn. In many U.S. school districts, including Wheatland-Chili Central School District, the lack of progression in meeting the social and emotional support of ELLs, school professional self-efficacy, ELL classroom instruction, relationships between mainstream teachers and ELLs, and interactions between ELLs and non-ELLs in social settings has called for change in the educational system and teachers' pedagogy. Maintaining support and developing ideas in these areas in the mainstream classroom culture can allow ELLs to experience affirming self-efficacy moments and thrive in social settings just the same as their non-ELL peers. With successful integration of SEL ideas and concepts, ELLs can flourish at their own level as teachers and school faculty come alongside of them in their learning to support and encourage their academic success.

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Appendix A

Emotional Tracker

Name: _____

How are you feeling today?

Excited	Sad	Angry	Sick
Surprised	Happy	Unhappy	Bored

Appendix B

Lesson Plan Template for Language Learners

Subject Area & Grade Level _____

Unit Topic_____

Lesson Topic/Title _____

Language(s) used in Lesson_____

Lesson Length _____

Content Area the Lesson Addresses:

What content area(s) will this lesson include (e.g., math, science)?

Lesson Goals:

Why are you teaching this lesson and why is it important?

Understandings – "Big Ideas":

What are the "big ideas" and understandings you'd like students to leave with that

will be applicable in future learning beyond this lesson?

Essential Questions:

What questions might you ask that will "foster inquiry, understanding, and transfer of

learning" (Wiggins & MgTighe, 2003, p. 2 – Overview of UbD and the Design Template)?

Objectives

Language Objective:

Content Objective:

SEL Objective:

Standards Addressed in the Lesson:

What NYS and National standards and/or performance indicators will be addressed

through the lesson?

How are the standards in the lesson connected to the objectives of the lesson?

Teaching & Learning Activities

What will happen in the lesson (imagine this as a script – what will happen at each

moment)?

What will be presented, practiced/applied, reviewed, and assessed and how will it all

play out?

What are some backup plans in case the lesson does not go as planned?

It can be helpful to put it in table format (below):

Time	Teacher/Student Activity	Differentiation/ Scaffolding/ SEL needs	Resources
mins.	*What are the teacher and students doing at this point in the lesson? What is happening? Imagine it as a script….*	*What are some scaffolding and differentiation techniques that will be used to help all students to participate?*	*What materials or resources are needed for this part of the lesson? (List)*

Accommodations for Diverse Levels of Proficiency/ SEL Strategies /

Differentiation of Instruction:

How will you differentiate instruction to meet the needs of students with varying

abilities, learning needs, and language proficiencies?

Appendix C

Exit Ticket

1. What grade and subject area do you teach?

_____

_____

2. Do you have ELLs in your classroom? If so, how many?

_____

_____

3. Before this PD did you accommodate your lessons for your ELL students? If so, how? In what ways did you find your accommodations successful?

_____

_____

_____

_____

_____

4. What are some ways you can support the SEL needs of your ELLs to help promote positive thinking in the classroom and subsequently ensure their academic success?

_____

_____

_____

_____

_____

_____

5. What are some key takeaways from this PD? How do you see yourself implementing some of these strategies or tools into your teaching pedagogy?

_____

_____

_____

_____

_____

_____

Optional follow-up response:

1. What are some further questions you might have about this topic, and I will make sure to put it in the next PD and send you some alternative strategies via email.

Email:

_____

Questions:

_____

_____

_____

_____

_____

_____

Appendix D

PowerPoint Presentation: Professional Development Tool

https://voicethread.com/share/18065050/