
**“SOCIAL-EMOTIONAL LEARNING STRATEGIES FOR MANAGING
FOREIGN LANGUAGE CLASSROOM ANXIETY: A SYSTEMATIC
REVIEW”**

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ABSTRACT

The anxiety in foreign language classrooms is also a well-known emotional impediment that could adversely affect the involvement, self-confidence, and general language study of learners. Over the past few years, the incorporation of social-emotional learning (SEL) principles in language instruction has become a popular topic of debate as the possible means of handling the emotional issues in second language classrooms. Nevertheless, the current studies on SEL-based interventions in the management of foreign language anxiety are still disjointed in various studies and educational settings. Thus, the research is aimed at systematically reviewing existing literature to determine and discuss social-emotional learning strategies in foreign language classrooms to address language anxiety, and synthesise the major themes about the role of these strategies in eliminating anxiety and enhancing engagement in learners. The methodology of this research was a systematic literature review and thematic analysis based on qualitative, inductive approach. The database searches in Scopus, Web of Science, ERIC, and Google Scholar returned 22 peer-reviewed articles released between the years 2015 and 2025 that met the predetermined inclusion criteria. Thematic analysis was applied to the selected studies to determine patterns and pedagogical practices that are repeated in the context of SEL in the language learning process. The analysis has identified six major themes that explain how SEL strategies facilitate anxiety management in language classrooms, including: supportive teacher behaviour, mindfulness, emotional regulation strategies, collaborative learning and peer support, reflective practices and emotional self-awareness, growth mindset and learner self-efficacy and positive

classroom climate and learner engagement. These results mean that teaching methods based on emotional support can be significant in helping learners to build confidence and minimize psychological obstacles to language acquisition. On the whole, the paper shows that the application of SEL principles to language instruction can go a long way towards the establishment of conducive learning conditions that can help minimize foreign language anxiety and ensure active learning among learners.

KeyWords: Social-emotional learning, foreign language anxiety, Second language learning.

1. INTRODUCTION

1.1 Background to the Study

Emotions have been attracting more and more attention in the sphere of second language acquisition (SLA) in the recent decades. Whereas previous studies in language learning have concentrated more on cognitive factors, including grammar learning, vocabulary learning, and language competence, more recent ones have been able to highlight the importance of emotions in influencing the results of learning a language. In the 2nd or foreign language, the emotional experiences in the classroom can greatly impact the motivation, involvement, and performance of learners (MacIntyre, Gregersen and Mercer, 2019). Among other emotional variables explored in the field of SLA, the state of anxiety has been one of the most actively studied variables due to its high impact on the readiness of the learners to communicate and the overall performance in the language (Botes, Dewaele and Greiff, 2022).

Foreign language classroom anxiety Foreign language classroom anxiety (FLCA) is a very specific form of anxiety that learners feel when they are studying or using a second or foreign language in classrooms. Horwitz, Horwitz and Cope (1986) described the definition of FLCA as a particular cluster of self-images, beliefs, emotions, and behaviours concerning classroom language learning which developed due to the individuality of the language learning process. The idea emphasizes the emotional and psychological stress that learners are undergoing when speaking the language they do not speak their native language. MacIntyre (1999) defines a foreign language anxiety as well as the tense or worry-filled emotion and negative feelings precipitated in the process of learning or using a second language. This kind of anxiety can take different forms such as the fear of negative assessment, anxiety about communication, and anxiety about tests, which can impede the effectiveness of learning a language (Horwitz, Horwitz and Cope, 1986; MacIntyre, 2017). It has always been revealed that increased language anxiety has a negative influence on the confidence of learners in

communication, their inclusion in classroom activities, and their level of language performance (Botes, Dewaele and Greiff, 2022; MacIntyre, 2017). Therefore, the issue of emotional barriers management in language classrooms has become a significant issue among language educators and researchers.

Due to the increased awareness of the role of emotion in the education process, the emergence of the term Social-Emotional Learning (SEL) as an effective model of developing emotional and interpersonal skills in learners has become a relatively recent phenomenon. Social-emotional learning can be defined as a learning process which allows people to become capable of identifying and managing emotions, forming positive relationships, showing empathy, and making responsible choices (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). The SEL programs are supposed to help the learners not only academically but also emotionally resilient and socially conscious. Researchers state that incorporating social-emotional competencies in the classroom setting can produce conducive learning conditions that increase student interaction and health (Jones and Doolittle, 2017). The SEL-based practices can be especially significant in the language education context since language acquisition can demand that learners communicate in front of an audience, engage in communicative risk-taking, and interact with others in a language context they have never been in.

In addition to the results of the study conducted by Basavanthappa, Who, (2007), recent findings on applied linguistics and the psychology of positivity indicate that learning techniques that focus on social-emotional learning can be used to alleviate anxiety in learners and facilitate a more favorable classroom atmosphere. Positive psychology strategies also underline the need to create positive emotional experiences including confidence, enjoyment, and psychological safety in language classrooms (MacIntyre, Gregersen and Mercer, 2019). The SEL-related interventions including reflective journaling, collaborative learning with peers, positive feedback, and mindfulness exercises have been progressively addressed as key pedagogical interventions that can be used to overcome emotional barriers in language learning settings. The approaches will focus on building emotional awareness and interpersonal skills in learners and at the same time fostering an inclusive and supportive learning environment. As an illustration, reflective journaling enables the learners to reflect on their emotional experiences associated with language learning, whereas collaborative learning activities enable the learners to support each other and avoid feeling feared of

negative judgment. On the same note, mindfulness activities can assist learners to control stress and anxiety when undertaking communicative activities.

Although there has been an increasing interest in emotional aspects of language education across the world, the issue of foreign language anxiety has continued to be a challenge in most learning environments. When speaking or performing in a second language, learners usually have some feelings of embarrassment, nervousness, and fear, especially when they are placed in a classroom setting where they are evaluated and compared with others (Dewaelle and MacIntyre, 2014). These emotional impediments can deter learners to engage themselves in language communication and can eventually impair language acquisition. It has been investigated that anxiety may disrupt cognitive processing, decrease the working memory capacity, and cause harm in the capacity of learners to process and produce language (MacIntyre, 2017). Thus, it has been found that defining useful approaches to pedagogy to mitigate the anxiety about language has gained a leading position in research in language education.

The problem of language anxiety is especially topical in the multilingual learning conditions like in Sri Lanka. In Sri Lanka, English is a significant second language and is a key to higher education, working opportunities and communication with international partners (Kirkpatrick, 2014). Nonetheless, in spite of its significance, research conducted by several Sri Lankan learners confirms that most of them face a lot of anxiety when learning and using English as a second language. Research carried out in Sri Lankan learning institutions shows that students are not always eager to speak English because they fear to make mistakes, get judged negatively by their colleagues or educators, and not be sure of their language skills (Karunaratna and Thilakarathne, 2020). This type of anxiety can inhibit the inclination of learners to engage in classroom activities and reduce their chance to practice the language. Besides this fact, teaching methods and methods of examination which are widely used in some classrooms in Sri Lanka can further fuel the anxiety levels among learners and decrease the chances of supportive and collaborative learning experiences (De Silva, 2015).

Even though the causes and consequences of foreign language anxiety have been previously investigated, very little synthesis of research has been done that specifically concentrates on pedagogic strategies that are aimed at discussing the emotional aspects of language learning. Specifically, although the individual research has covered interventions designed to curb language anxiety, the literature does not provide a detailed picture on how social-emotional

learning strategies can be strategically administered in the language classrooms to control the fear of the foreign language. In addition, the current studies are usually divided in various educational settings making it challenging to get the common themes and effective practices. It is necessary to fill this gap in order to enhance the construction of a deeper comprehension of how emotional support mechanisms could be incorporated into language teaching practices.

Considering the growing focus on emotional well-being in education and the ongoing issues related to language anxiety, it is necessary to conduct a systematic review of available literature on the topic of social-emotional learning strategies in the classroom setting, especially in foreign languages classes. Through the synthesis of available research, one can determine the most important pedagogical practices that can be applied to reduce anxiety levels of learners and ensure emotionally advantageous conditions in language learning lessons. These insights could be helpful in guiding teachers, curriculum developers and policy makers to make changes in language teaching practice in a variety of educational settings, among which is Sri Lanka.

Thus, the purpose of the present research is a systematic review of the literature on the topic of social-emotional learning strategies in dealing with the anxiety in foreign language classrooms. Thematic analysis of related academic sources will help the study determine the frequent practices based on SEL and examine the efficacy of these practices in helping to establish conducive learning environments that alleviate anxiety among language learners.

According to such purpose, the following objectives guide the study:

1. To identify and analyze social-emotional learning strategies used in foreign language classrooms to manage language anxiety.
2. To synthesize key themes in existing literature regarding how SEL-based teaching practices contribute to reducing foreign language classroom anxiety and improving learner engagement.

2. MATERIALS AND METHODS

2.1 Research Design and Approach

In this research, the research design is qualitative research, while the use of analytical inductive approach as the research approach, in order to research the literature available on the strategies of social-emotional learning (SEL) to deal with anxiety in classrooms in learning a foreign language. Qualitative methods are especially the most effective ones when

the researcher is interested in studying patterns, meanings, and conceptual relations in current research instead of proving the pre-existing hypotheses (Creswell and Poth, 2018). An inductive method allows themes and insights to be discovered out of the data itself without the strict theoretical applications that may be applied initially. The inductive form of qualitative design would be a suitable methodological basis since the aim of the proposed study is to find recurrent pedagogical practices associated with SEL in the context of the research on language education.

SLRS Strategy Systematic Literature Review Systematic Literature reviews can be classified as either descriptive or statistical/quantitative reviews as well as primary or secondary reviews.

2.2 Systematic Literature Review Strategy

A systematic literature review (SLR) is used in the study to find and synthesize relevant scholarly studies. A systematic review is a process that is well-organized and clear in gathering, reviewing, and synthesizing the existing studies on a given topic (Snyder, 2019). Systematic reviews, unlike the traditional narrative reviews, are characterized by well prescribed steps in locating the relevant literature, use of inclusion criteria and synthesizing results across studies. This systematic methodology boosts the rigour of methodology and minimizes the possible bias when selecting and interpreting literature (Booth, Sutton and Papaioannou, 2016).

To cover peer-reviewed research exhaustively, the search of the literature was performed in large academic databases such as Scopus, Web of science, ERIC, and Google Scholar. The search involved the combination of the relevant keywords and the Boolean operators, which included the following terms: social-emotional learning, foreign language anxiety, the language classroom anxiety, emotional intelligence, L2 classroom, and anxiety reduction strategies.

In order to make the reviewed articles be as relevant and up-to-date as possible, the search was limited to the articles published not earlier than 2015, though some of the theoretical foundations and seminal works published earlier were consulted to have a clear understanding of the theoretical definitions and underlying concepts.

2.3 Article Selection and Inclusion Criteria

The first database search provided 212 articles on the topic of the research. This left 168 articles after eliminating duplicate records, to undergo preliminary screening. At this point, titles and abstracts were examined to identify how relevant the research will be thus excluding those studies that did not focus on both language anxiety and social-emotional or affective learning strategies.

After this screening process, 54 articles were used in full-text evaluation. The full-text review was based on certain inclusion criteria in order to guarantee the quality and relevance of the researches included in the analysis. The criteria included:

1. Studies focusing on **second or foreign language learning contexts**.
2. Research addressing **emotional, psychological, or social strategies related to language anxiety management**.
3. **Peer-reviewed journal articles** published in English.
4. Studies presenting empirical findings or conceptual discussions related to SEL or affective dimensions of language learning.

Research works were not considered in case they investigated only general academic anxiety not related to language learning, were a conference abstract, dissertation or non-peer reviewed papers. On these criteria, a final sample of 22 articles was chosen to be analyzed in detail.

The chosen articles represent various educational settings (Asia, Europe, North America, and the Middle East) and cover such countries as China, Japan, South Korea, Turkey, Spain, the United Kingdom, and the United States. This geographical diversity reinforces the review to incorporate a wide scope of pedagogical practices applied in various language learning settings to deal with language anxiety.

2.4 Data Analysis: Thematic Analysis

To examine the chosen literature, the current paper applied the thematic analysis which is a well-known qualitative approach to identify, interpret, and present patterns in qualitative data (Braun and Clarke, 2006). Thematic analysis gives the possibility to the researchers to systematize large volumes of textual data and to discover the similarities in theme of various sources. It comes in handy especially during literature review research where the aim of such a research is to draw conceptual conclusions about the available literature.

The analysis was done in line with the framework suggested by Braun and Clarke (2006), which includes a number of important steps: familiarisation with the data, first codes generation, potential themes identification, review and refine themes, and final theme categories definition. In this research, the articles chosen were critically examined and coded to find out the important SEL-related strategies and pedagogical practices related to alleviating foreign language classroom anxiety.

Thematically, inductive approach was adopted, that is, the themes were identified through the literature and not theoretical assumptions (Nowell et al., 2017). The coding process involved a grouping of similar ideas that resulted in general thematic categories. In the process, a number of dominant themes were identified, which are supportive teacher behaviour, classroom emotional safety, learner engagement through collaboration, reflective emotional practices, and mindfulness-based strategies.

2.5 Methodological Rigor

The synthesis of research findings is done through a rigorous methodology by combining thematic analysis with systematic literature review. The systematic review will provide transparency and replicability to the literature identification and selection process, and the thematic analysis will allow finding meaningful patterns across studies (Snyder, 2019). A combination of these approaches enables the research to build an overall picture of the role the SEL-based teaching and learning strategies play in alleviating the anxiety associated with classrooms in learning foreign languages.

3. RESULTS AND DISCUSSION

3.1 Results

The reviewed systematic study comprised 22 peer-reviewed articles published from 2015 to 2025, which investigated the application of social-emotional learning (SEL) interventions in dealing with classroom anxiety in the foreign language. The combination of these studies demonstrated that there are a number of consistent pedagogical strategies that result in a decreased level of anxiety and enhanced engagement of learners within the context of second language (L2) classes. Based on inductive thematic analysis, there were 6 major themes identified in the literature:

1. Supportive teacher behaviour and emotional scaffolding
2. Mindfulness and emotional regulation strategies
3. Collaborative learning and peer support

4. Reflective practices and emotional self-awareness
5. Growth mindset and learner self-efficacy
6. Positive classroom climate and learner engagement
7. Overall, these themes indicate that SEL based teaching practices can help reduce foreign language anxiety and facilitate learning emotional well-being of the learners.

Theme 1: Supportive Teacher Behaviour and Emotional Scaffolding

The supportive teacher behaviour is one of the most repeatedly reported themes in the literature as it helps lower language anxiety and enables the engagement of learners. Teacher support has also been found to affect the emotional experience of students in the classroom through the development of a feeling of psychological safety and trust. Empathy, encouragement and constructive feedback by the teachers have been shown to decrease anxiety and increase willingness to communicate in the target language among learners.

Empirical research indicates that teacher support may be a cause of a considerable effect on the level of confidence in communication and the desire to engage learners in language activities. As an example, the research conducted on the association between teacher support and the engagement of learners demonstrates that the supportive instructional behaviours (positive feedback, encouragement of effort and patience in communication failures) can alleviate anxiety, and contribute to a more positive learning environment (Zarrinabadi et al., 2021; Zhang et al., 2022). In the same manner, it has been indicated in research on mindsets regarding language that teacher praise and appreciation of effort are some of the factors that can lead to growth mindsets and language anxiety among students. Praise on the part of the teacher has been observed to increase the confidence and readiness to communicate in L2 situations in students (Lou and Noels, 2020; Sadoughi and Hejazi, 2023).

These results indicate that teachers are important in influencing the emotional experiences of learners in the language classroom. By assuming supportive pedagogical strategies, instructors can reduce the affective barriers that students have and thus help them achieve effective language acquisition.

Theme 2: Mindfulness and Emotional Regulation Strategies

The other theme that is clearly present in the literature is mindfulness-based practices being applied in controlling emotions and alleviating foreign language anxiety. Mindfulness can be defined as being aware of the current thought, emotion, and experience without being

judgmental. Mindfulness interventions have been used as a learning strategy to improve emotional regulation and lower stress levels related to language performance in language learning settings (Yang and Li, 2025).

Studies have shown that mindfulness exercise can consumer learners to manage anxiety by enhancing attentional control and emotional awareness. Research has indicated that the increased mindfulness is related to decreased foreign language anxiety levels implying that mindfulness fosters emotional steadiness and resilience in language learners (Yang and Li, 2025).

There is also empirical evidence to prove the efficiency of mindfulness-based strategies in language classrooms. Indicatively, research carried out on EFL learners has established that mindfulness and resilience are major factors that predict reduced levels of language anxiety. These results show that learners with developed skills of mindfulness can more easily manage the emotional reactions in the context of language learning tasks and stressful communication experiences (Shen, 2022).

Recent classroom based research also shows that when mindfulness exercises are integrated into ESL teaching, learners can have improved emotional health, be more focused and can learn in a more positive environment. Such activities as breathing exercises, guided reflection, and stress-reduction methods have been demonstrated to help learners cope with anxiety and keep engaged when completing a language learning activity (Nazarieh, 2025).

In general, the reviewed literature indicates that mindfulness-based interventions are an effective SEL approach to helping learners overcome emotional obstacles in language studies.

Theme 3: Collaborative Learning and Peer Support

The third theme that has been found in the literature is peer collaboration and social support in the classroom. Group discussions, peer feedback, and group tasks are also collaborative learning activities that give learners the chance to engage in supportive learning environments where they are not pressurized by the performances of individuals.

Studies reveal that group learning activities can decrease the anxiety of negative evaluation among learners which is one of the key aspects of foreign language anxiety. As learners participate in peer supported classroom activities, they often feel more confident and are more likely to feel a part of the classroom culture (Saffari et al., 2024).

Research studies on role of peer interaction in language classrooms underscore the fact that collaborative activities enhance communicative competence and alleviate anxiety that comes with speaking activities. This kind of approach enables the learners to have a common responsibility when it comes to communication and to encourage each other as they go through language practice. Also, cooperative learning leads to social connection between learners, which helps to introduce a more supportive classroom atmosphere (Tajuddin and Shafie., 2025).

Moreover, language anxiety has also been found to be minimized in technology-augmented collaborative learning environments. It has been proposed that digital technologies that allow both peer-feedback and interactive communication can be used to build more comfortable and flexible learning environments when practicing a language. These technologies assist learners to participate in purposeful communication with less of the stress that comes with the conventional classroom participation (Bai and Xian, 2024).

Therefore, peer collaboration is a significant SEL-based intervention to promote the social support and decrease anxiety in the context of language learning.

Theme 4: Reflective Practices and Emotional Self-Awareness

The other valuable theme that has been observed in the literature is how reflective practices can be used to help learners attain emotional awareness and self-regulation. Journaling, self-assessment and reflection discussions can be used in being reflective so that learners are able to perceive and process their emotions with regard to learning the language.

It has been hypothesized that reflective writing exercises enable the learners to express their opinions concerning language learning issues and to design mechanisms of dealing with anxiety. Through reflective practices, the learners will be more conscious of their emotion as well as they will be in a position to establish coping skills to overcome the communication fears (Wang, 2025).

The effectiveness of reflective self-regulation activities in improving the well-being of learners and decreasing anxiety is also mentioned in studies in the area of positive psychology. Reflective practices can also foster growth and development in learners instead of fear of errors, which can reduce the potential of emotional dissimilarity to language learning (Gilani, 2025).

Additionally, reflective learning tasks have the potential to enhance the metacognitive awareness of learners because they are encouraged to reflect on their learning processes and emotional reactions in the course of language tasks. Consequently, reflective practices have a role in the emotional and cognitive development in language learning situations (Wang, 2025).

On the whole, the literature indicates that reflective activities are useful SEL interventions in assisting learners to process and manage their emotional experiences in the language classrooms.

Theme 5: Growth Mindset and Learner Self-Efficacy

One of the fifth themes identified through the literature review is the formation of growth mindset and learner self-efficacy. Growth mindset entails a student having a belief that their abilities can either be enhanced by effort and learning as opposed to being inherent traits. Growth mindset in language education has been found to affect the motivation of language learners, resilience, and response to stress.

The research has shown that students with growth mindsets have lower language anxiety levels and an increased motivation and engagement. Studies indicate that growth mindset has a positive effect on enjoyment and interest of learning activities among learners and minimizes anxiety towards performance assessment (Li., Ma, and Zhang, 2024).

Moreover, growth mindset has been associated with the readiness to communicate more and better learning outcomes. Students who think that language proficiency can be acquired by practicing it would perceive errors as the chance to improve themselves instead of a sign of failure (Li., Ma, and Zhang, 2024).

The teacher practices that stress on effort, progress and constructive feedback are significant in developing growth mindsets in the language learners. Learners are less likely to feel uncertain and fragile amidst the communication challenges should teachers guide the learners to consider a language learning process as a progressive process of growth (Amini et al., 2024).

Therefore, cultivation of growth mentality and self-efficacy among learners is also one of the important strategies in SEL to alleviate language anxiety and ensure the active engagement of learners during language classes.

Theme 6: Positive Classroom Climate and Learner Engagement

The last theme that comes out of the analysis is on the need to establish a favorable classroom environment that facilitates learner engagement. Classroom climate is an emotional and social environment of the learning area, which consists of the relationships between teachers and students, classroom rules, and the general mood of the learning environment (Fraser, 2015).

Studies indicate that positive affects in the classroom are crucial in language acquisition. Research on academic feelings reveals that positive emotions like enjoyment and interest increase the learner engagement whereas negative emotions like the anxiety can negatively affect participation and communication (Dewaele and MacIntyre, 2014).

The positive classroom climates have been defined by favourable teacher-student relationships, cooperative learning tasks, and an atmosphere in which errors could be perceived as part of the learning process. These conditions decrease fear of negative criticism in learners and promote active engagement of learners in communicative activities (Mercer and Dörnyei, 2020).

In addition, language anxiety research shows that positive affect can enhance learners readiness to communicate and maintain involvement in language learning practices. On the other hand, extreme feelings of anxiety can result in avoidance habits, restricting chances of productive language practice (MacIntyre, 2017).

Hence, it is necessary to establish supportive classrooms which help to facilitate engagement among learners and alleviate anxiety in the teaching of foreign languages.

3.2 Summary of Findings

Thematic analysis of the literature reviewed indicates that the strategies of social-emotional learning are rather effective in controlling the state of classroom anxiety in the field of foreign language. The six themes that were found during this research, which include supportive teacher behaviour, mindfulness practices, collaborative learning, reflective activities, development of growth mindset, and positive classroom climate, show how emotional and social issues interact with the language learning processes.

The results respond to the study aims directly. The analysis finds out first that there is a variety of SEL-based anxiety management strategies deployed in the foreign language classrooms. Second, the overall synthesis of themes throws light on the contribution of these strategies towards building supportive learning conditions that eventually boost the engagement of learners as well as minimize the emotional obstacles facing language learning. In general, the findings indicate that the concept of SEL can be successfully applied to language teaching to offer effective pedagogical solutions to the emotional issues of learning the second language.

4. DISCUSSION

The research problem in this study was the limited synthesis in the available literature on the ways in which social-emotional learning (SEL) strategies can be implemented to deal with the foreign language classroom anxiety. The results obtained by means of the systematic review of the recent works and thematic analysis of the literature in question proves the fact that SEL-based pedagogical practices have a significant impact on the reduction of anxiety and enhancement of the engagement of learners in the conditions of foreign language learning. The findings affirm that, emotional and social aspects of learning are the important elements of successful language education thus solving the research problem that was defined in the introduction.

The initial goal of the research was to find and examine social-emotional learning techniques applied in the foreign language classrooms, to cope with the language anxiety. The analysis was effective to establish some of the main pedagogical strategies that have been emphasized in the past literature such as supportive teacher behaviour, mindfulness-based emotional regulation, collaborative learning practices, reflective activities and the encouragement of learner self-efficacy. All these strategies prove that teachers may build emotionally encouraging learning conditions that will enable learners to deal with psychological stresses that are linked to speaking another language. In line with previous studies, the results highlight that teacher support and positive feedback have a considerable impact on the emotional experiences and readiness to communicate in the classroom of learners (Zarrinabadi et al., 2021; Zhang et al., 2022). Moreover, mindfulness-based interventions and reflective practices were also suggested as effective interventions that assist learners in controlling their emotional reactions and dealing with anxiety when performing language tasks.

The second aim of the research was to merge the most important themes in the literature of how SEL-based teaching practices help in alleviating the anxiety of foreign language and enhancing learner engagement. The thematic analysis identified six broad themes that depict how SEL strategies bring an impact on emotional and behavioural results in language classrooms. These themes show that positive teacher student relationships, collaborative learning situations and emotionally safe classroom situations are at the forefront of alleviating the fear of negative evaluation and facilitating active engagement among learners. The results also show that cultivating a growth mentality and reinforcing the self-efficacy of learners can positively affect the resilience and motivation of learners in the event of different challenges encountered in the process of language learning. These findings are consistent with the new trends in positive psychology in second language learning, where positive emotional experiences are being touted as key to the success of language learning (MacIntyre, Gregersen and Mercer, 2019).

On the whole, the findings of the given review indicate that the use of SEL strategies in the classroom language teaching activities may play a rather important role in dealing with the problem of foreign language classroom anxiety. Focusing on emotional support, collaboration and reflexive learning, teachers have an opportunity to make language learning environments more inclusive and engaging to facilitate not only the emotional growth of the learners but also their academic ones.

5. CONCLUSION

The paper is a synthesis of the studies that investigate social-emotional learning strategies that can be used to cope with the anxiety in foreign language classes. The results also reveal that the emotional and social attributes are important in determining the experiences of the learners in the language classroom and that adoption of SEL-based pedagogical strategies can be effectively used to mitigate anxiety and foster learner engagement.

The review has revealed some of the important strategies that are talked about in literature such as supportive teacher behaviour, mindfulness-based emotional regulation, collaborative learning activities, reflective practices, development of growth mindset, and the establishment of positive classroom climates. All these strategies help in enhancing the creation of emotionally conducive learning environments that help learners to transcend psychological barriers to second language communication.

The paper adds to the amount of works in the area of language education and positive psychology by bringing the need of the integration of SEL principles into the language teaching practices to the fore. Practically, the results offer meaningful information to the teachers and curriculum developers who want to develop more conducive and involving language learner conditions.

Further studies can be conducted in the examination of the application of the SEL-based interventions to the particular educational settings, such as the developing world and the multilingual environments, to gain a better insight into how emotional and social learning models can be translated to different language learning settings.

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