

Call for Papers

Anglica: An International Journal of English Studies
University of Warsaw

Thematic Issue 2024: Social-Emotional Learning in English Language Education: Mapping the Landscape and Reflecting on the Way Forward

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[ANGLICA: AN INTERNATIONAL JOURNAL OF ENGLISH STUDIES](#) is an open-access, annual, peer-reviewed journal in literary, cultural, and linguistic studies published both in print and online under the auspices of the Institute of English Studies, University of Warsaw, Poland. The journal is indexed in SCOPUS, DOAJ, CEEOL, MLA, BazHum, EBSCO, MIAR, Index Copernicus, ERIHPLUS, Sherpa Romeo, and included in the Norwegian Register for Scientific Journals, Series and Publishers. The editors encourage scholars from across the academy to explore and provide their unique insight within the suggested thematic focus of *Social-Emotional Learning in English Language Education: Mapping the Landscape and Reflecting on the Way Forward*.

Social-emotional learning (SEL) is a teaching approach that focuses on supporting the development of affective skills that individuals need to be healthy, happy, successful, and responsible (Pentón Herrera & Martínez-Alba, 2021). To date, SEL has gained significant attention in the general education scholarship, but it continues to be an ignored area of exploration in English language education, with some exceptions (e.g., Bai et al., 2021; Karam, 2021; McNair & Pentón Herrera, 2022; Pentón Herrera, 2019, 2020; Pentón Herrera et al., 2022; Pentón Herrera & Martínez-Alba, 2022; Pentón Herrera & McNair, 2021; Yeh et al., 2022). In this Thematic Issue (TI) of [Anglica. An International Journal of English Studies](#), I aim to situate and expand the SEL literature in English language education, and reflect on opportunities and challenges on the way forward. As such, only empirical papers will be considered in this TI, as the primary motivation is to build a robust, foundational scholarship for the field.

Throughout this TI, SEL is defined as the process “by which children and adults acquire and apply competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain supportive relationships, make responsible decisions, and handle personal and interpersonal situations constructively” (Osher et al., 2016, p. 645). This means that SEL processes and practices look differently in diverse teaching contexts, depending on the factors and population interacting with them. Also, in this TI, SEL is understood as diverse practices in English language education that support the social-emotional development of students and teachers, including but not limited to restorative practices, bibliotherapy, positive psychology, mindfulness, yoga, moral value education, among many others. Lastly, this TI is interested in all topics and considerations at the intersection of SEL and English language education, including language teaching and learning, teachers, students, families, communities, stakeholders, English language teaching associations, to name a few.

Possible topics include, but are not limited to:

- Effects of SEL on English language teaching and learning
- SEL initiatives, challenges/opportunities, and explorations in language teacher education
- Social, political, and ideological considerations surrounding SEL in English language education
- Innovative approaches to SEL outside traditional English learning spaces
- Methodological considerations for researching SEL in English language education
- Research as SEL in English language education
- English teachers' perceptions and attitudes toward SEL
- SEL and well-being in English language education

Papers should be of **6,000 to 8,000 words (maximum)** and of high-quality lively writing, showing evidence of original research, which will address the propositions put forward above.

Prospective contributors are invited to send the following information to luis.penton@gmail.com and annaredzioch@uw.edu.pl by September 30th: (a) Authors' full names, (b) a professional bio of up to 100 words, (c) professional affiliation and ORCID (d) the title of your manuscript, and (e) an abstract of your chapter (300 words max.).

The timeline for the TI is as follows:

- 1) Deadline for submission of abstracts: 30 September 2023
- 2) Notification of acceptance/rejection of abstracts: 15 October 2023
- 3) **Blinded manuscripts** submitted for external review: 31 January 2024
- 4) Ongoing blinded, peer-reviews: From 1 February 2024 to 15 May 2024
- 5) Final version of articles: Due 1 July 2024
- 6) Tentative publication of TI: 1 November 2024

All papers will be double-blind peer reviewed. Submitted papers should be original and not under consideration or published elsewhere, and should be formatted according to the guidelines provided in our [stylesheet](#).

Important note: Acceptance of the abstract and full paper does not ensure acceptance/publication of the manuscript. The final decision rests on the peer reviewers and the journal editors.