

# Translingual Pedagogies of With-ness: Fostering Social Emotional Learning Competency Across Linguistic and Cultural Boundaries

**Lynsey Mori**

Department of British and American Studies, Kyoto University of Foreign Studies, Kyoto, Japan

**Email address:**

L\_mori@kufs.a.c.jp

**To cite this article:**

Lynsey Mori. Translingual Pedagogies of With-ness: Fostering Social Emotional Learning Competency Across Linguistic and Cultural Boundaries. *Science Journal of Education*. Vol. 11, No. 5, 2023, pp. 169-175. doi: 10.11648/j.sjedu.20231105.12

**Received:** March 20, 2023; **Accepted:** April 7, 2023; **Published:** September 20, 2023

---

**Abstract:** In today's interconnected world, developing global citizenship skills is essential for individuals to navigate diverse communities and solve complex global problems. Social-emotional learning (SEL) has emerged as a critical approach to support students' development of these skills. SEL focuses the cultivation of self-awareness, relationship skills, and responsible decision making. Translingualism on the other hand, emphasizes the ability to navigate multiple languages, cultures, and identities. Combining these two approaches, pedagogies of with-ness provide a framework for teachers to create inclusive and collaborative learning environments. Pedagogies of with-ness approach teaching as a collaborative endeavor, working alongside their students to co-create knowledge and understanding. They prioritize creating a safe and supportive classroom environment, where students feel valued and respected for their diverse backgrounds and experiences. In doing so, they create a space where SEL skills can develop, and they can become effective global citizens. Translingualism plays an important role in this process as the value of all languages and culture are emphasized and welcomed in an inclusive manner. The combination of SEL, translingualism and pedagogies of with-ness provides a powerful approach to support the development of global citizenship skills. By prioritizing relationships, collaboration, and inclusive practices, teachers can create learning environments that foster the development of students' social-emotional competencies and translingual abilities. This approach prepares students to engage with diverse communities and address complex global challenges with empathy, respect and understanding.

**Keywords:** Social-Emotional Learning, Translingualism, Pedagogies of With-Ness, Alter-Globalization, Inclusive, Alter-Globalization

---

## 1. Introduction

English as foreign language (EFL) classrooms often prioritize linguistic competence as the primary measure of success, which can lead to a narrow and ineffective approach to language learning [8, 18, 23, 24]. Even the term *foreign* needs to be re-addressed to move away from imperialistic notions of English as a dominant and superior language and towards a more flexible, fluid, global, and equitable vision of English language education. EFL will hereon be referred to as EAL, English as an additional language, to move the vocabulary and perspective into a more diverse and varied setting where the discussions should remain, open and inclusive. Incorporating Social Emotional Learning (SEL)

practices, translingualism, and utilizing pedagogies of with-ness, can help EAL classrooms move away from imperialistic notions of English as a dominant and superior language and towards a more global and equitable vision of English language education.

Recent research has shown that incorporating SEL practices can greatly enhance students' linguistic development, as well as their overall well-being and academic success [1, 16, 21, 28]. Furthermore, as English continues to be the dominant global language, it is crucial for EAL classrooms to embrace a translingual approach that recognizes and values the diverse linguistic backgrounds and experiences of students [3]. By allowing for translingualism, the fluidity of transitioning between languages, EAL

classrooms can create a more inclusive and culturally responsive learning environment that empowers students to use their full linguistic repertoires and build upon their existing knowledge to better understand English and its cultural context, this flexibility and ability to work together in the classroom [7, 11, 22]. This is crucial to develop oneself and pedagogies of with-ness can assist in this development [15].

This paper will explore the concept of with-ness in EAL pedagogies, which emphasizes the importance of teacher-student and student-teacher relationships and how they can be leveraged to support SEL practices and translanguaging in the classroom. Drawing on research and current practice, this paper argues that embracing with-ness in EFL classrooms can lead to more effective language learning outcomes, as well as foster a sense of community and belonging among students and teachers. Hogg et al. [15] is a study that explores pedagogies of with-ness in higher education. The authors define with-ness as a way of being in the world that is grounded in a sense of connection, care, and empathy for others. Pedagogies of with-ness are teaching practices that aim to cultivate this sense of with-ness in students and teachers to create a supportive learning environment that fosters growth and well-being. Building relationships that support growth and learning, embodying all vulnerabilities and care, to encourage deep inquiry into values, assumptions, and biases through critical self-reflection and awareness can create opportunities for exploration and dialogue with others of opposing or differing views [14, 15, 19].

## 2. Social-emotional Learning (SEL)

### 2.1. Introduction to SEL

Social-emotional learning (SEL) is the umbrella term applied here that covers the educational concept of pedagogies of with-ness [15]. This art of teaching allows community literacy to embrace translanguaging, moving fluidly and freely between languages in conversation, within an alternative globalized vision of educators, learners, textbooks, and spaces. Pedagogies of with-ness and SEL are invested in the curriculum, and ideal quality teaching can be envisioned for the future. This paper discusses the various means of community growth while acknowledging some of the difficulties that may arise in preparation for resistance. The conclusion talks of communities competently working in Karl Popper's World 3, the world of shared objective knowledge, ideas, and conceptual artifacts [6]. Freely translanguaging on reciprocal matters in a managed, and aware manner, in relative time, and therefore becoming proficient in processing and creating powerful narratives is the alter-globalized vision making use of SEL competencies to bring together cultures and sub-cultures into a community of with-ness towards a mutual vision of the future [3]. This paper explores various aspects of community growth while acknowledging potential challenges in preparing for resistance.

SEL brings together the important areas of understanding the layers of society and having the emotional intelligence to identify feelings and perceptions. In the process of developing self-efficacy, using, for example, peer modeling and focused feedback, meaningful practice becomes co-facilitated to ensure continual growth. SEL is used to describe an educational concept that helps people gain skills in important areas beyond typical traditional core school subjects such as math, and reading. It is about considering society and having the emotional intelligence to not only survive but to imagine and create and thrive within a community. SEL helps people identify their feelings, feel empathetic, communicate with others, build strong relationships, and make good, empathetic decisions. This learning is often measured in terms of competence. The competencies can be slightly different between the governing bodies that rule and design the specific materials available to use, but all the models are bound to the process of developing self-awareness, self-control, and interpersonal skills.

### 2.2. Building SEL Competencies

As humans, our emotional capacity is challenged daily, and to not only cope but also manage and flourish in these situations, requires training. Training teachers in SEL competencies can help build self-awareness of internal preconceptions and biases, which can lead (us teachers and learners) to be able to comfortably question ourselves. Modelling this getting comfortable with the uncomfortable can help learners value contrasting perspectives and shift out of old ways of thinking [9]. Self-management means not only being able to talk the talk but also being able to walk the talk. Changing behaviors is not only about the words but that the words hold meaning and purpose. Developing rituals of positive habits and incorporating rhythms of life in our practices. Responsible decision-making allows participants to challenge the status quo and collaboratively transform world views for a better present for all. Evolving social awareness to respect other voices, have empathy, and rather than othering we can appreciate differences. Building relationship skills to communicate clearly and respectfully, listen, cooperate, resolve conflicts, and support others. From these competencies, stronger communities can emerge.

### 2.3. Competencies Framework

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a non-profit organization that focuses on promoting SEL in schools, identifies five core competencies, see figure 1 below for the visualization [10]:

1. Self-awareness: The ability to recognize one's own emotions, thoughts and values, and how they influence behavior.
2. Self-regulation: The ability to manage one's own emotions, thoughts, and behaviors in different situations, and to set and work towards goals.
3. Social awareness: The ability to understand and empathize with others, and to navigate different social

situations.

4. Relationship skills: The ability to establish and maintain positive relationships, and to communicate effectively with others.

5. Responsible decision making: The ability to make ethical and responsible decisions, and to consider the well-being of others.



Figure 1. Shows the CASEL SEL framework [10].

#### 2.4. Emotional Intelligence in Action

According to Six Seconds, a global non-profit organization that promotes emotional intelligence (EI), there are three important pursuits in putting EI, measured as Emotional quotient (EQ), into action:

1. Know yourself: This involves the ability to recognize and understand one's emotions, thoughts, and values. It also involves the ability to assess one's strengths and limitations and to have a positive self-image.
2. Choose yourself: This involves the ability to regulate one's emotions, set and achieve goals, and demonstrate persistence and resilience in the face of challenges. It also involves making responsible decisions and taking actions that align with one's values and goals.

Give yourself: This involves the ability to communicate effectively, show empathy and understanding towards others, and establish positive relationships. It also involves working collaboratively and demonstrating social awareness and responsibility. Figure 2 is a visualization of the three steps in the process of developing emotional intelligence. Figure 3, created by the emotional network Six Seconds, provides a practical visualization illustrating how negative feelings can also positively influence our progression in community

literacy. It is important to recognize that community literacy aims at building positive relationships, which may involve struggles and questions along the way. Understanding development is a cyclical process rather than being linear can advance personal development for all involved.



Figure 2. Six Seconds Know, Choose, Give curriculum for EQ [17].

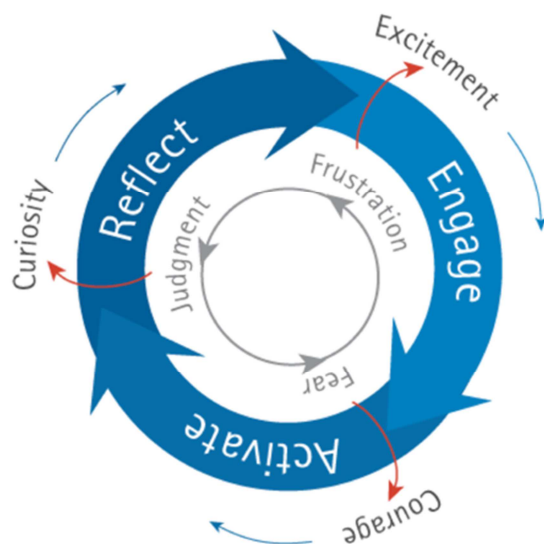


Figure 3. The Change MAP by Six Seconds [27].

The appendix shows Table 1: the eight competencies that correspond to the three pursuits and their definitions. The appendix then shows Figure 4, the full Six Seconds EQ model including the pursuits and competencies together [13].

### 2.5. The Role of Progressive Education

Extensive deeper research is required into how progressive education can influence policies and whether these policies are reaching the practices in schools. Teacher training is essential, and interventions of awareness-development can assist in these learnings. SEL and pedagogies of with-ness may allow empathy to develop, not only between students and teachers but also between teachers and staff and then into the greater society at large. Helping our leaders and educators develop skills to successfully navigate the complex and increasingly chaotic worlds we find ourselves in is vital for any kind of positive mutual view of the future to be established. If a mutual noble goal is confirmed, then with continued effort and reflection, incremental change can continue to open avenues of further communication and inquiry to lifelong learning and beyond.

## 3. Translingualism

Translingualism is an approach to language that emphasizes fluidity and adaptability across linguistic boundaries, rather than rigid adherence to a single language or dialect [3]. In an increasingly interconnected and diverse world, translingualism has become an important concept in higher education, particularly as universities seek to create more inclusive and socially equitable environments [4]. This is especially relevant in an alter-globalized world where new forms of globalization are emerging, challenging traditional approaches to language and education. By embracing translingualism, educators and institutions can better accommodate linguistic diversity and promote cross-cultural communication, which can in turn foster greater

understanding and collaboration across borders [5].

### 3.1. Alter-Globalization.

Alter-globalization is a social movement that emphasizes global cooperation and interaction and opposes the negative effects of economic globalization, as globalization often works to the detriment of environmental and climate protection, economic justice, labor protection, protection of indigenous cultures, peace, and civil liberties [12]. Alter-globalization counters the view of English as a product to be sold because, in an alter-globalized world, there would be a redistribution of wealth and justice [2]. Language is a tool of self-expression and identity and alter-globalization presents a view of a fairer, sustainable, and more democratic co-existence of human beings. This alter-globalized world reformulates the benefits and equalities of nations to allow a mutual vision of a world that is not separated by the disparities of wealth.

Can the system of education itself become a collective investment towards an alter-globalized world? One that is not focused on the economic and technological advances but is more focused on making the world a more habitable place and there are many ways to envision an alternative future. One educator community is currently focused on providing space in teacher communities to engage in the sharing of knowledge across the gap of language. Accepting that a radical resurgence of personal identity is valid if there is space to inquire about personal bias in an unthreatening manner. Reciprocal recognition is easy to write about, but how incredibly hard to live in real life. These communities with common values of an alter-globalized, trans-lingual learning-driven environment, are only just beginning.

### 3.2. Translingualism in EAL

There is growing evidence to suggest that the practice of translingualism can have positive impacts on SEL outcomes. This approach to language learning recognizes that individuals have a range of linguistic backgrounds and incorporating these in the classroom can enhance learning. Students who are able to use their native language in the classroom may experience greater self-confidence and a stronger sense of identity, as well as improved social interactions and better emotional regulation [29]. The use of multiple languages can help students develop empathy and understanding towards others, as they learn to value and respect linguistic and cultural diversity [20].

Creating an environment that is inclusive, supportive, and collaborative, with an emphasis on building positive relationships between students and students can be important for students who may be struggling with language barriers or other challenges. By creating a sense of community and belonging, with-ness pedagogies can support the development of SEL skills such as empathy, communication, and relationship-building [30]. The practice of translingualism has the potential to support a better global future vision by promoting linguistic and cultural diversity

and developing skills and attitudes that are critical for success in a rapidly changing world. As content becomes more important in education, incorporating translingualism can help students develop a deeper understanding of different perspectives and ways of thinking, leading to more informed and engaged global citizens [3].

## 4. Pedagogies of With-ness

Pedagogy comes from the ancient Greek paidagogos, a compound comprised of paidos (child) and agogos (leader). This term already embraces the concept of with-ness. A working together of child and leader. According to Hogg et al., [15] *“With-ness as pedagogy means that the art of teaching is interpersonal. Who we teach is as important as the subject”*. Working together with-others as opposed to Othering. Othering is the shunning of differences, of creating distance between something that is not the same or is unfamiliar. It is not as simple as liking or disliking someone. It is a conscious or unconscious assumption that a certain group, for example, race, gender, and/or religion, poses a threat to the status quo [26]. A pedagogy of with-ness is about providing the transformative potential of voice and agency in the world. Breaking down the hierarchical barriers of ageism and traditional teacher-student roles in classrooms. It is proposed that with a pedagogy of with-ness, space to have active two-way communication, to engage critical consciousness, compels a *“new kind of solidarity in action”* [15].

Embracing the idea of creating inclusive, supportive, and collaborative learning environments can transform education. Developing positive relationships between students and teachers is critical for academic success and personal growth. Allowing teachers, the space to learn alongside their students fosters a sense of community and belonging. By prioritizing relationships and creating a supportive learning environment, pedagogies of with-ness can help address issues of social inequality and promote greater equity in education. As the world becomes increasingly interconnected and diverse, the importance of pedagogies of with-ness in developing global citizens who are able to navigate complex social and cultural landscapes cannot be overstated.

## Appendix

### *Six Seconds EQ Model*

**Table 1.** Table of Six Seconds EQ Model Competencies and Definitions.

Pursuit	Competency	Definition
Know Yourself	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings.
	Recognize Patterns	Acknowledging frequently recurring reactions and behaviors.
	Apply Consequential Thinking	Evaluating the costs and benefits of your choices
Choose Yourself	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource.
	Engage Intrinsic Motivation	Gaining energy from personal values & commitments vs. being driven by external forces.
	Exercise Optimism	Taking a proactive perspective of hope and possibility.
Give Yourself	Increase Empathy	Recognizing and appropriately responding to others' emotions.
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose.

## 5. Conclusion

The world is simultaneously speeding up, fragmenting, and growing more connected. Money and technology are growing ever more powerful. The vision here is a far more fine-grained approach than what is typically offered in the 60-minute chunking of information offered today. This vision holds the possibility to lead humanity towards a broader, deeper, more flexible, and more humanistic educational system. Classroom participants should be working on character development, and dispositions, and not be concerned nearly so much with supposed progress (or lack thereof) across the coverage curriculum. Working in Karl Popper's World 3, the world of ideas and conceptual artifacts, can finally begin processing and creating powerful narratives [6, 25]. Emphasizing the importance of teacher-student and student-teacher relationships and how they can be leveraged to support SEL practices and translingualism in the classroom can only further add to improving the alter-globalized world aspired to. As we look to the future of education, collaboration, cooperation, and SEL competencies will be critical in ensuring an improved human existence. In this increasingly interconnected world, we need to work together to address social and environmental challenges to create a more just and sustainable future for all. This will require a fundamental shift in the way we approach education, with an emphasis on fostering SEL skills such as empathy, communication, and relationship-building and creating learning environments that are collaborative, inclusive, and supportive using pedagogies of with-ness and translingualism to support this. By prioritizing these skills and values, we can help ensure that the future generations are equipped with the tools they need to navigate the challenges of the 21<sup>st</sup> century and contribute to a better alter-globalized world.

## Acknowledgments

Giving thanks to Kyoto University of Foreign Studies who have supported my research into Social Emotional Learning and to Antioch University for providing resources and directives where required.





**Figure 4.** Six Seconds Emotional Intelligence Model with Pursuits and Competencies

## References

- [1] Arao, A. F. (2019). Implementing Social and Emotional Learning (SEL) in the Japanese Classroom. JALT Learner Development Sig Learning Learning, Short Articles, 25 (2), 5.
- [2] Bringel, B. (2012). Alter-Globalization: Becoming Actors in the Global Age. *International Sociology*, 27 (5), 658–661. <https://doi.org/10.1177/0268580912452372b>
- [3] Canagarajah, A. S. (2013). *Translingual practice: Global Englishes and Cosmopolitan Relations*. Routledge.
- [4] Canagarajah, A. S., & Wurr, A. J. (2011). Multilingual Communication and Language Acquisition: New Research Directions. *Reading Matrix: An International Online Journal*, 11 (1), 1–15.
- [5] Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2 (2011), 1–28. <https://doi.org/10.1515/9783110239331.1>
- [6] Church, R. (1984). Popper's 'World 3' and the problem of the printed line. *Australasian Journal of Philosophy*, 62 (4), 378–391. <https://doi.org/10.1080/00048408412341591>
- [7] Claxton, G. (2017). *What's the point of school? Rediscovering the heart of education*. Oneworld Publications.
- [8] Claxton, G., & Lucas, B. (2015). *Educating Ruby: What our children really need to learn*. Crown House Publishing.
- [9] Cohen, H. (Director). (2014, November 18). *Getting comfortable with the uncomfortable* [YouTube]. <https://youtu.be/EyY6QR8Geys>
- [10] Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020, October 1). *What Is the CASEL Framework?* - CASEL. Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#self-awareness>
- [11] Emory, U. (n.d.). *Educating the heart and mind*. SEE Learning. Retrieved 1 August 2022, from <https://seelearning.emory.edu/node/5>
- [12] European Center for Populism Studies. (2020, December 25). *Alter-Globalization*. <https://www.populismstudies.org/Vocabulary/alter-globalization/>
- [13] Freedman, J. (2010, January 28). *The Six Seconds EQ Model – Joshua Freedman*. <https://jmfreedman.com/2010/01/the-six-seconds-eq-model/>
- [14] Greene, M. (1988). *The dialectic of freedom*. Teachers College Press; WorldCat.org.
- [15] Hogg, L., Stockbridge, K., Achieng-Evensen, C., & Soohoo, S. (Eds.). (2021). *Pedagogies of with-ness: Students, teachers, voice and agency*. Myers Education. <https://ebookcentral.proquest.com/lib/concordiaab-ebooks/detail.action?docID=6371103>
- [16] Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence. *Educational Psychologist*, 54 (3), 162–184. <https://doi.org/10.1080/00461520.2019.1623032>
- [17] Johnson, L. (2021). *Know, Choose, Give Curriculum A Practical Guide for Personal & Professional Success Using the Six Seconds Emotional Intelligence Framework*. Second Edition. (2nd ed.). <https://www.6seconds.org/2010/01/27/the-six-seconds-eq-model/>
- [18] Köksal, D., & Ulum, Ö. (2018). The State of EFL Teacher Education in Turkey: From Past to Present. *International Association of Research in Foreign Language Education and Applied Linguistics*, 7 (4), 151–174.
- [19] Kumashiro, K. K. (2020). *Surrendered: Why progressives are losing the biggest battles in education*. Teachers College Press.
- [20] Lau, S. M. C. (Man C., 1965-, & Van Viegen, S. (2020). *Plurilingual pedagogies: Critical and creative endeavors for equitable language in education* (Vol. 1–1 online resource (338 pages)). Springer; WorldCat.org. <https://search.ebscohost.com/login.aspx?direct=true&scope=sitete&db=nlebk&db=nlabk&AN=2435308>
- [21] Lee, J. M., & Zuilkowski, S. S. (2021). *I can teach what's in the book": Understanding the Why and how behind teachers' implementation of a social-emotional learning (SEL) focused curriculum in rural*. *British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12483>
- [22] Martinez Perez, L. (2020). *Teaching with the HEART in Mind: A complete educator's guide to social-emotional learning*.
- [23] Mori, L. (2022). Towards a perfect universal educational curriculum. *Contemporary Educational Researchers Journal*, 12 (4), 256–262. <https://doi.org/10.18844/cerj.v12i4.8486>
- [24] Pan, H., Liu, C., Fang, F., & Elyas, T. (2021). "How Is My English?": Chinese University Students' Attitudes Toward China English and Their Identity Construction. *SAGE Open*, 11 (3), 21582440211038270. <https://doi.org/10.1177/21582440211038271>

- [25] Popper, K. R. (Karl R., 1902-1994, & Schilpp, P. A. 1897-1993. (1974). *The Philosophy of Karl Popper* (1st ed.). Open Court; WorldCat.org.
- [26] Powell, J. A. (2017, November 8). Us vs them: The sinister techniques of ‘Othering’ – and how to avoid them. *The Guardian*. <https://www.theguardian.com/inequality/2017/nov/08/us-vs-them-the-sinister-techniques-of-othering-and-how-to-avoid-them>
- [27] Six Seconds. (n.d.). Six Seconds EQ Network. The Emotional Intelligence Network. [sixseconds.org](http://sixseconds.org)
- [28] Stillman, S. B., Stillman, P., Martinez, L., Freedman, J., Jensen, A. L., & Leet, C. (2018). Strengthening social emotional learning with student, teacher, and schoolwide assessments. *Journal of Applied Developmental Psychology*, 55, 71–92. <https://doi.org/10.1016/j.appdev.2017.07.010>
- [29] Vaish, V. (2020). *Translanguaging in Multilingual English Classrooms: An Asian Perspective and Contexts*. Springer Nature Singapore. <https://doi.org/10.1007/978-981-15-1088-5>
- [30] Yoon, B. (2022). *Effective teacher collaboration for English language learners: Cross-curricular insights from K-12 settings* (Vol. 1–1 online resource (xvi, 186 pages): illustrations (black and white)). Routledge; WorldCat.org. <https://doi.org/10.4324/9781003058311>