



Exploring SEL-Related Reflection through Picture Book Trans-Storytelling: A Pilot Mixed-Methods Study in EFL Higher Education*

Kwang-Soon Lee (Mokpo National University)



This is an open-access article distributed under the terms of the Creative Commons License, which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Received: March 30, 2026

Revised: May 7, 2026

Accepted: June 17, 2026

Lee, Kwang-Soon
Research Professor, Centre for
European Cultural Studies
Mokpo National University
Youngsanro 1666, Cheonggye-
Myeon, Muan-Gun, Jeonnam,
58554, South Korea
Tel: +82-61-450-2120
Email: leesue67@mnu.ac.kr

* This research was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2023S1A5B5A16082535).

ABSTRACT

Lee, Kwang-Soon. 2026. Exploring SEL-related reflection through picture book trans-storytelling: A pilot mixed-methods study in EFL higher education. *Korean Journal of English Language and Linguistics* 26, 833-854.

This study explores how Korean EFL undergraduates ($n = 18$) transformed the original narrative structure of a picture book through critical and creative thinking, engaging in a process of trans-storytelling. While reinterpreting the text from their own cultural and social perspectives, students demonstrated emotional engagement, with dark humor and emotional contrast in the picture book serving as a catalyst for deeper introspection and social-emotional reflection. A mixed-methods design was adopted, combining quantitative analysis (correlation analysis, heatmap visualization, and cluster analysis) with qualitative data from group discussions and post-task open-ended responses. These data revealed key SEL competencies—such as self-awareness, social awareness, and relationship skills—aligned with the CASEL framework. Through trans-storytelling, students exhibited reflective dialogue and emotional reappraisal, suggesting the potential of picture book-based activities to support SEL engagement beyond cognitive comprehension. This pedagogical approach may encourage student-centered content production and offer insights into differentiated instructional practices based on learners' emotional expression patterns. Future research is recommended to expand the participant pool and examine these patterns across diverse educational contexts.

KEYWORDS

trans-storytelling, learning pleasure, picture book, social and emotional learning (SEL), reflection

1. Introduction

In recent years, language education has increasingly emphasized the importance of cultivating not only linguistic competence but also affective and social dimensions of learning. Particularly in the Korean EFL context, undergraduates often experience pressure from standardized assessments and limited opportunities for authentic language use, which can diminish their motivation and emotional engagement in English learning. Previous studies have reported that many university students feel constantly burdened by English proficiency tests such as TOEIC and TOEFL (Lee et al. 2013) and have few opportunities to use English in meaningful communicative contexts during their university years. Moreover, English learning frequently causes them emotional stress, especially in relation to speaking and writing. These findings highlight the urgent need to shift from test-oriented instruction to more emotionally supportive, student-centered language practices. Kim et al. (2024) also found that Korean EFL undergraduates experience English-speaking anxiety, primarily due to a lack of confidence and fear of negative evaluation, consistent with Horwitz et al.'s (1986) conceptualization of foreign language anxiety (Kim 2018). These affective barriers further lead to emotional disengagement and feelings of inadequacy.

Taken together, these findings underscore the importance of developing alternative approaches that foster both emotional connection and creative engagement in English learning. To address these challenges, educational researchers have turned to Social and Emotional Learning (SEL) frameworks, which emphasize the development of self-awareness, social awareness, and responsible decision-making through interactive and student-centered activities (Collaborative for Academic, Social, and Emotional Learning: CASEL 2020). Within this perspective, literature-based and narrative-driven approaches such as the use of picture books have gained increasing attention for their capacity to foster creativity and empathy, reduce English text-related anxiety, and promote reflective thinking among university learners.

One promising method in this regard is trans-storytelling, an approach that encourages learners to reconstruct, remix, and creatively transform existing narratives (Kim 2020, Sanders 2006). By engaging in such activities, EFL undergraduates not only practice higher-order thinking skills but also re-experience texts from personal and social perspectives, thereby integrating language learning with psychological growth (Bruner 1990, Sipe 2008). The use of picture books, including those with black humor and satirical undertones, can provide a particularly fertile ground for exploring issues of identity, loss, and cultural difference in ways that resonate with young adults (Nikolajeva 2014).

In this regard, the present study investigates how a picture book-based trans-storytelling course can be designed for adult learners and how such a course may influence EFL undergraduates' social and emotional development. It also examines the potential of trans-storytelling activities to cultivate learners' language proficiency alongside their emotional literacy. The research questions are as follows:

- 1) How can SEL-related competencies be expressed in EFL undergraduates' Picture Book Trans-Storytelling (PBTS) artifacts?
- 2) How do EFL undergraduates describe learning pleasure emerging from emotional contrast and ironic reinterpretation during PBTS?

2. Literature Review

2.1 Social and Emotional Learning (SEL) in CASEL Wheel

Social and Emotional Learning (SEL) is an educational framework that supports learners in acquiring the skills to understand and manage emotions, establish positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL] 2020). In CASEL wheel, SEL has been shown to improve not only students' interpersonal competencies but also their academic performance and mental well-being (Durlak et al. 2011). The potential effects are grounded in the 5 core competencies of CASEL—*self-awareness*, *social awareness*, *self-management*, *relationship skills*, and *responsible decision-making*—each of which can be interrogated and applied from childhood to adulthood in alignment with developmental stages.

Table 1 summarizes the essential characteristics of these five competencies in a concise form. Beyond serving as a framework for social and emotional growth, these competencies have strong educational implications: they encourage learners to integrate cognitive, affective, and social dimensions of learning, thereby fostering academic engagement, collaboration, and ethical responsibility. For university students, in particular, such competencies not only promote civic awareness and well-being but also enhance the joy of learning by making classroom experiences more meaningful, interactive, and personally relevant. The interrogation can enhance learners' health and public awareness, improving the quality of life across diverse cultural contexts (Pentón Herrera and Martínez-Alba 2021, Schonert-Reichl 2019, Weissberg et al. 2015).

Table 1. The Characteristics of Each Domain in CASEL

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
Identity recognition	Emotion regulation	Perspective-taking	Effective communication	Open-mindedness
Emotional awareness	Stress management	Empathy & compassion	Positive relationships	Informed judgement
Integrity & honesty	Self-discipline	Gratitude	Cultural competence	Problem-solving
Linking feelings & values	Goal setting	Social norms awareness	Teamwork & collaboration	Consequence evaluation
Bias reflection	Planning & organization	Contextual awareness	Conflict resolution	Critical thinking
Growth mindset	Initiative & agency	Systemic awareness	Leadership & support	Ethical reflection
Purpose & interests	Responsibility		Rights advocacy	Social impact evaluation

After recognizing the five core competencies (Table 1), it is also important to understand how these elements function within broader educational and social contexts. Figure 1 presents the CASEL Wheel (Collaborative for Academic, Social, and Emotional Learning [CASEL] 2020), which demonstrates the dynamic interaction between classrooms, schools, families, and communities, all converging on SEL at the core. This model highlights that SEL is not limited to individual skill acquisition but is embedded in multi-layered relationships, reinforcing its role in fostering critical thinking, real-life engagement, and meaningful learning experiences. Empirical evidence supports these educational benefits of SEL, demonstrating its long-term impact on learners' development, learning continuity, and social engagement (Taylor et al. 2017). Importantly, SEL also lays the groundwork for emotional

literacy and empathy, which serve as essential foundations for the following discussion (Payton et al. 2008).

However, in this study, the five SEL domains and their associated characteristics presented in the CASEL Wheel (Figure 1 and Table 1) were adapted into an analytic framework to examine students' written trans-storytelling expressions. While the original model encompasses broad developmental stages, this research refines its components to fit the specific linguistic and emotional indicators observed in undergraduate narratives.

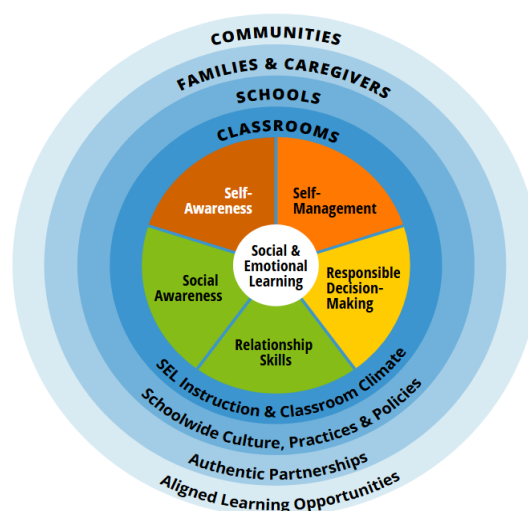


Figure 1. Interaction of CASEL Wheel ¹

2.2 The Needs to Improve Emotional Literacy and Empathy Competency

The development of emotional literacy and empathy constitutes a crucial dimension of SEL. Zins et al. (2004) argue that social and emotional competencies directly enhance academic achievement by fostering learners' concentration, motivation, and persistence. Their research further demonstrates that participation in SEL programs contributes not only to improved academic performance but also to increased school engagement and reduced problem behaviors. As an example, Durlak et al. (2011) analyzed 213 school-based SEL programs and found that participants demonstrated significant reductions in aggressive, antisocial behaviors, and rule violations. Specifically, elementary school students showed decreases in verbal aggression and bullying while simultaneously improving their social skills. Importantly, their academic performance also increased, with an average gain of 11 percentile points. These findings highlight how positive classroom climates and schoolwide cultures can be cultivated through SEL, creating more supportive and effective learning environments. While most empirical research on SEL has focused on elementary and secondary education, Conley et al. (2013) demonstrated its effectiveness in higher education by showing that undergraduates can enhance their mental health and self-efficacy and manage stress more positively. Similarly, Elias and Moceris (2012) emphasized the role of SEL in promoting undergraduates' social-emotional competencies and overall well-being, while Nelson and Low (2003) identified

¹ What Is the CASEL Framework? - CASEL.

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#communities>

emotional intelligence—viewed as central to SEL—as contributing to self-regulation, interpersonal skills, and emotional growth in university contexts.

From an educational perspective, emotional literacy and empathy extend beyond the regulation of individual emotions; they are foundational for building respectful relationships, cultivating compassion, and recognizing the diverse experiences of others. These competencies equip learners with the ability to critically evaluate their own and others' perspectives, thereby connecting academic learning with real-life contexts. Moreover, in higher education, such as university classrooms, enhancing emotional literacy and empathy is especially significant, as it allows students to transform academic tasks into meaningful and collaborative learning opportunities.

Given these insights, the need to strengthen emotional literacy and empathy is not only a prerequisite for academic growth but also a pathway to fostering civic responsibility, intercultural understanding, and personal well-being. This perspective provides a foundation for the following section, which explores how picture book-based trans-storytelling can serve as a pedagogical approach to cultivate these competencies in ways that are both engaging and developmentally relevant.

2.3 Picture Book-Based Trans-Storytelling and Emotional Resilience: A Medium to Promote SEL

Trans-storytelling refers to the practice of creatively transforming, re-authoring, or reinterpreting existing narratives from new perspectives (Sanders 2006). In EFL contexts, such narrative transformation tasks encourage learners to reconstruct stories by integrating their own experiences, emotions, and social observations, thus bridging linguistic development with emotional growth (Kim 2020). Research suggests that trans-storytelling can serve as a powerful tool for SEL, as it prompts learners to engage in higher-order thinking while also reflecting on issues such as identity, loss, and resilience (Bruner 1990, Nikolajeva 2014). Especially, picture books that incorporate irony or black humor can provide fertile ground for these activities, allowing students to safely explore complex emotions and develop empathy through narrative experimentation (Sipe 2008). Even in the absence of a given text, the visual stimuli provided by images can function as narrative anchors. Expanding these into individualized storylines constitutes a core practice of trans-storytelling as image serves as a narrative cue to induce viewers' interpretation (Nikolajeva and Scott 2006). When students retell or remix such stories and pictures, they gain opportunities to exercise both emotional articulation and social awareness, thereby reinforcing SEL competencies in a linguistically meaningful context. Particularly, picture-book based trans-storytelling strengthens learners' emotional resilience, enabling them to reframe challenges and transform classroom learning into meaningful, collaborative, and joyful experiences that advance SEL. Empirical research supports this view: Nikolajeva (2014) found that picture books with complex narrative structures help learners process difficult emotions, while Burke and O'Sullivan (2002) showed that retelling activities allow students to articulate feelings and build resilience. Similarly, Lee (2024) also reported that EFL undergraduates engaged in picture-book trans-storytelling improved both their emotional expression and empathy.

Although empirical research on the emotional healing effects of picture books among Korean university students remains limited, a few meaningful studies have emerged. For example, Kim and Choi (2021) implemented a picture-book bibliotherapy program with 15 undergraduates enrolled in a literature-therapy course. Conducted over ten sessions of 120 minutes each, the program significantly improved both self-esteem and self-resilience, as measured by pre- and post-tests. Qualitative reflections further revealed that participants developed a greater capacity to accept different aspects of themselves and expressed a stronger willingness to articulate their feelings in social interactions. Another study involving 11 female undergraduates explored the use of picture books to alleviate social anxiety. Through in-depth interviews analyzed with the Haddon Matrix, the researchers identified

several key themes: rhizomatic thinking, escaping from anxiety, recognition of anxiety's universality, and collective support through peer learning. The findings suggest that picture-book activities facilitated self-insight, empathy toward others, and emotional stability within a supportive group context (Yeom 2019).

These Korean cases indicate that picture books can serve as effective mediating tools for promoting emotional healing and resilience among undergraduates, which contributes to learners' intercultural development. First, empirical findings demonstrate that Korean secondary students, through visual-thinking activities in book-club discussions using multicultural picture books, developed greater perspective-taking and global awareness (Yeom 2019). Second, corpus-based analyses have shown that picture books can serve as valuable educational resources in the Korean public education context, particularly for fostering both linguistic and cultural literacy in English learning (Choi and Lee 2022). These insights underscore the importance of the present study, which seeks to extend this line of inquiry by examining how picture-book-based trans-storytelling can cultivate intercultural competence and emotional growth in higher education contexts. Furthermore, given the scarcity of empirical studies in this field, there is a pressing need for further research that systematically investigates how picture-book-based trans-storytelling foster emotional literacy, empathy, resilience and learning pleasure in higher education settings.

2.4 Beyond Resilience: Intercultural Understanding, Learning Pleasure, and Critical Insights through Picture-Book Trans-Storytelling (PBTS)

2.4.1 Narrative and Intercultural Dimensions of Learning Pleasure

Engaging with picture books develops learners' narrative competence, which is essential for both linguistic and intercultural growth. Bruner (1990) argued that narratives are central to how individuals construct meaning, while Byram (1997) emphasized that intercultural communicative competence is nurtured through encounters with diverse cultural perspectives in stories. Picture-book trans-storytelling, particularly, enables learners to reinterpret familiar texts from alternative cultural standpoints, thereby broadening their intercultural awareness. From the perspective that L2 learning can be considered as a collaborative activity with peers and a mental activity, language learning can occur naturally in socio-cultural context (Melani et al. 2025).

Empirical evidence supports these claims. For example, Kim (2020) investigated an EFL undergraduate class in Korea where students reconstructed picture-book narratives by incorporating their personal and cultural experiences. The study reported that students not only improved their narrative articulation but also deepened their intercultural dialogue by critically reflecting on both local and global social issues embedded in the texts. Similarly, Lee (2021) showed that collaborative retelling of English picture books helped students integrate Korean cultural motifs with global narratives, leading to both linguistic gains and heightened intercultural competence. In another case, Lim (2019) found that Korean undergraduates who engaged in creating self-themed picture books experienced increasing self-esteem and self-awareness. These studies highlight that picture books function as effective mediating texts for fostering intercultural understanding and promoting empathy across cultural boundaries. At the same time, the creative and personally relevant nature of these activities fosters intrinsic motivation and a sense of learning pleasure, making intercultural growth not only academically meaningful but also emotionally rewarding. Furthermore, picture-book-based text transformation has been associated with broader linguistic, emotional, and reflective development. Learners often experience joy and intrinsic motivation when creatively rewriting or reinterpreting picture books, as these tasks provide opportunities for narrative play, imaginative exploration, and personal expression (Bruner 1996, Sipe 2008). Considering these findings, this study particularly explores a picture book for adults with short English sentences and black humor.

2.4.2 The Educational Usefulness of Black Humor in PBTS and the Selection of *All My Friends Are Dead*

The selection of *All My Friends Are Dead* (Monsen and John 2010), a picture book employing black humor, was grounded in its potential to function as an emotional catalyst in PBTS activities. First, black humor, by its very nature, combines irony, satire, and playfulness to address sensitive or complex issues, thereby offering learners a safe medium to confront and reinterpret difficult emotions such as anxiety, loss, or social injustice (Nikolajeva 2014, Sipe 2008). For adult learners, such texts require higher-order interpretation and invite multiple readings, making them particularly effective for stimulating critical thinking and reflective engagement. Second, by approaching taboo or uncomfortable subjects through humor, learners can reduce tension and engage more fully in the learning process (Jain 2025). In trans-storytelling activities, the combination of enjoyment and creativity can contribute to intrinsic motivation and sustained engagement. Third, the metaphorical dimension of picture books plays a crucial mediating role in this process. Black humor in *All My Friends Are Dead* is often conveyed through symbolic imagery (e.g., dinosaurs, flowers, or anthropomorphized objects), which invites metaphorical reinterpretation rather than literal reading. Such metaphorical framing allows learners to create cognitive and emotional distance from sensitive themes like death or isolation. Fourth, empirical studies have shown that undergraduates engaging in trans-storytelling report heightened enjoyment and emotional engagement alongside improved language competence (Park 2022, Samuel 2024). In this context, black humor may function as a meaningful medium, as it unveils the serious messages hidden behind laughter. Through text transformation, learners can critically confront characters' anxiety, pain, and experiences of social imbalance, which in turn fosters social connectedness and deeper empathy. Importantly, black humor is not treated as an independent instructional variable in this study, but as an affective trigger that may initiate emotional reappraisal within PBTS activities.

At the same time, a common criticism in undergraduate contexts is that picture books may appear linguistically "too simple." However, in this case, as the texts in picture books are not excessively difficult in English (the range of picture books: 200L~900L on the standardized Lexile scale), learners can be free from unnecessary linguistic burdens and instead concentrate on the narrative and emotional tasks of trans-storytelling (Stenner et al. 2006, White and Clement 2001). For example, considering *Where the Wild Things Are* (Sendak 1963) is measured at 740L, and *Charlotte's Web* (Williams 1952) at 680L (based on Lexile Scale), the picture book, *All My Friends Are Dead* (Monsen and John 2010), contains comparatively shorter texts and easier linguistic structures than the two example books. However, the picture book can still provide undergraduate EFL learners with sufficient narrative complexity for trans-storytelling activities, as the use of black humor allows them to engage with challenging themes while experiencing reduced psychological burden. Therefore, this study considers the potential of adult picture books employing black humor to support linguistic practice while creating opportunities for social-emotional reflection, empathy, intercultural awareness, and learning pleasure in EFL classroom contexts (Nikolajeva 2014, Merga 2015).

3. Methodology

3.1 Participants

This study was conducted during the fall semester of 2024 with 18 Korean undergraduates enrolled in an English conversation course offered as a Liberal Arts elective. The course met for three hours per week, and the experimental intervention lasted for six weeks. Participants were majoring in pharmacy ($n = 10$) and nursing ($n = 8$). None had

prior experience studying or living abroad. Their English proficiency was at an intermediate level based on self-reported TOEIC scores ($M = 659.12$, $SD = 133.84$), which approximately correspond to the B1–B2 level in the *Common European Framework of Reference for Languages* (CEFR) framework. The primary learning material consisted of a short and accessible English picture book, which was considered appropriate for learners across proficiency levels.

3.2 Instruction Design of PBTS

The present study designed a four-step instructional procedure for Picture Book-based Trans-Storytelling (PBTS). First, 18 participants were divided into six groups of three. Second, without prior background information, students inferred the storyline by observing the digital cover image of the picture book. Third, learners were provided with worksheets and digital access to *All My Friends Are Dead* (Monsen and John 2010) as the core material for interpretation. In the final stage, learners engaged in individual trans-storytelling and group discussion, reconstructing the narrative and producing reflective responses through combined visual and textual analysis. Peer interaction activities, including paired reading and collaborative reinterpretation, were also conducted. All interactions were voice-recorded via a mobile and submitted as part of the learning process. Table 2 summarizes the instructional sequence and the targeted SEL domains for each activity. Each instructional stage was designed to generate distinct types of analyzable data: Written trans-storytelling outputs were used for quantitative coding with group discussions and post-reading reflections for qualitative interpretation.

Table 2. Instructional Sequence, Data Sources, and Targeted SEL Domains

Stage (Data Source)	Instructional Activity	SEL Focus	References
<u>Stage 1</u> (Weeks 1–2) Initial discussion	Reading and visual imagination using picture book text and images.	Emotional response and perspective-taking (SA, SoA); communication and collaboration (RS, SM)	CASEL 2020, Sipe 2008, Durlak et al. 2011, Kim 2020
<u>Stage 2</u> (Weeks 3–4) Written & visual outputs	Individual trans-storytelling with peer feedback and collaborative reconstruction.	Metaphorical reinterpretation, Self-awareness, Decision-making (SA, RDM); Communication (RS)	Bruner 1990, Sanders 2006, Li and Wang 2021
<u>Stage 3</u> (Week 5) Group discussion (audio-recorded)	Theme-based discussion on friendship (e.g., “What is a genuine friend?”); Sharing personal experiences	Social interpretation, Relational awareness, Empathy (SoA, RS)	Nikolajeva 2014, Noddings 2005, CASEL 2020
<u>Stage 4</u> (Week 6) Reflection	Post-reading open-ended reflection (“How did you feel during and after the activity?”)	Emotional aftertaste and affective reappraisal (SA, SM)	Pekrun 2006

Note. SEL domains are based on the CASEL (2020) framework.

3.3 Data Source

This study adopted a mixed-methods approach to examine students’ SEL competencies as reflected in their trans-storytelling outputs. The primary unit of analysis was students’ written and visual productions, which were segmented into meaning units based on semantic and emotional content. Each unit was coded for the presence of SEL domains following the CASEL framework. These coded data were transformed into frequency scores and analyzed at two levels: (1) individual-level SEL profiles visualized through heatmaps, and (2) group-level engagement typologies

identified via cluster analysis. To complement the quantitative analysis, qualitative data were collected from group discussions, which were audio-recorded using mobile devices and submitted to the instructor after the session, and post-reading open-ended responses.

3.4 Coding and Analysis

3.4.1 Coding Procedure for SEL Domains

For the Individual-Level Analysis, each response had been previously coded for the presence of five SEL competencies: *Self-awareness* (SA), *Self-management* (SM), *Social Awareness* (SoA), *Relationship Skills* (RS), and *Responsible Decision-Making* (RDM). Based on the core categories outlined in the CASEL framework, each SEL domain was redefined into simplified descriptive traits and linked to sample student expressions drawn from the trans-storytelling data (See Table 3). To enhance transparency and replicability, explicit boundary criteria and decision rules were established for assigning SEL domains, following principles of qualitative content analysis (Krippendorff 2013, Neuendorf 2017, Miles et al. 2014).

Notably, this SEL coding is not based on sentence length but emotional and symbolic insight as the participants produced short metaphorical expressions and thematic interpretation with drawings. Even short phrases or images (e.g., “*All my friends are dead, they (Imaginary Unicorns) are just in the book*” / “*I’m not real. Only in the book*”) were categorized according to underlying emotional and social themes (see Table 4). Multi-label coding was applied only when distinct and independently identifiable indicators corresponding to different SEL domains were present within the same expression.

Table 3. Decision Rules for SEL Domain Assignment (Based on Qualitative Content Analysis Frameworks)

SEL Domain	Coding Rule (Decision Criteria)	Boundary Rule
Self-Awareness (SA)	-Assigned when expressions reflect self-referential awareness, internal emotional states, or identity-related reflection	Not coded as SA if the focus shifts to others or broader social context
Self-Management (SM)	-Assigned when expressions indicate emotional regulation, control, perseverance, or goal-directed coping.	Not coded if only emotion is expressed without evidence of regulation or control
Social Awareness (SoA)	<Social norms/ isolation/ empathy through the retelling or reinterpretation> -Assigned when expressions involve understanding others’ emotions, perspectives, or social context	Not coded if the expression is limited to personal feelings without reference to others
Relationship Skills (RS)	-Assigned when relational intent is evident, such as desire for connection, interaction, or belonging	Not coded unless interaction, relationship, or social engagement is implied
Responsible Decision-Making (RDM)	-Assigned when evaluative judgment, ethical reflection, comparison, or problem-solving is present	Not coded if the expression is purely emotional without evaluative or reasoning elements

In some cases, a single student expression could exhibit features of more than one SEL domain depending on the emotional, cognitive, or social reasoning embedded in the sentence. This multi-label classification reflects the nuanced nature of SEL in written form. As shown in Table 4, segmentation into meaning units allowed multi-domain coding within a single sentence. These examples illustrate how predefined operational definitions were systematically applied at the meaning-unit level during coding.

Table 4. Illustrative Examples of SEL Coding by Meaning Unit

Students' sentences & Visual Expression	SEL Domain(s) & Interpretation
<i>All my friends are dead.</i> (original text)	This original black humor text becomes a stimulus for emotional reinterpretation and recontextualization. Students later <i>expand and personalize</i> this motif through trans-storytelling, developing SEL domains via emotional expression and reflection.
<i>All my friends are only in the book, not reality</i> (with unicorn drawing)	SA: Recognizes the boundary between imagination and reality RDM: Implied evaluation of relational isolation. RS: Indicates a lack of real-life social interaction and a <i>desire for connection</i> , a key aspect of RS.
<i>All my flowers are end dry flower. I was never flowers with that.</i>	SoA: Despite awkward phrasing, the sentence visually implies a sense of disconnection from community, representing <i>social exclusion</i> and <i>lack of belonging</i> . RS: Reveals difficulty in establishing relational closeness or shared experiences.
<i>All my plants are dead.</i> (with funeral-like plant image and label "My struggle")	SoA: Through dead plants, the student expresses <i>empathetic connection</i> and a <i>reflective sense of loss</i> . SA: Links the death of plants to personal "struggle," revealing <i>externalization of internal suffering</i> .

3.4.2 Coding Reliability and Analytical Transparency

To enhance the reliability of the coding process, both intra-rater and inter-rater reliability were examined. First, a code–recode procedure was conducted by the primary researcher to assess the stability and reproducibility of qualitative content analysis, as recommended in the qualitative content analysis literature (Krippendorff 2013, Lombard et al. 2002, Miles and Huberman 1994, Schreier 2012). After a three-week interval, the full dataset ($n = 18$) was blindly re-coded using the same coding framework and operational definitions. Intra-rater reliability was assessed using Cohen's κ (Cohen 1960), with values ranging from .71 to .82 across the five SEL domains, indicating substantial to near-perfect agreement (Landis and Koch 1977). In addition, an independent researcher re-coded 8 of the 18 cases (44.4% of the dataset). Inter-rater reliability coefficients ranged from .60 to .76 across the five SEL domains, indicating moderate to substantial agreement (Landis and Koch 1977). Together, these results suggest that the coding framework was applied with an acceptable level of consistency across coding occasions and coders. To further enhance methodological rigor, predefined operational definitions, explicit coding rules, and meaning-unit segmentation procedures were applied. Qualitative triangulation using group discussions and reflective responses was also incorporated to strengthen the credibility and interpretive validity of the findings.

3.4.3 Descriptive Analysis and Heatmap for Simplified Visualization

Raw frequency counts ranged from 1 to 5 occurrences per domain and were used to calculate descriptive statistics (means and standard deviations) to capture overall patterns of SEL expression. For visualization purposes, these frequencies were recategorized into a simplified three-level ordinal scale (1 = low: single occurrence / 2 = moderate: 2~3 occurrence / 3 = high: 4~5 occurrence) and displayed in a heatmap. This transformation was applied solely for visualization purposes and did not affect statistical analyses. All statistical analyses were conducted using the original raw frequency values, with clustering based on standardized scores (z-scores) and correlation analysis performed on raw frequencies. This approach captures both overall tendencies and individual variation in SEL expression.

3.4.4 Clustering Analysis

For Group-Level Analysis, Exploratory Cluster Analysis was applied to student-wise SEL domain frequency vectors (SA, SM, SoA, RS, and RDM) using the K-means algorithm with Euclidean distance. Prior to clustering, all SEL domain scores were standardized (z-scores). Given the exploratory nature of this pilot study and the small sample size ($n = 18$), the number of clusters was set to three (*Relationally inclined profile / Self-regulatory & reflective profile / Moderate engagement profile*) to maximize interpretability and theoretical coherence across the five SEL domains (Everitt et al. 2011).

In line with prior research, cluster selection in small datasets is often guided by contextual meaningfulness rather than strict statistical optimization (Formann 1984, Milligan and Cooper 1985). To provide descriptive context, clustering solutions for $k = 2-4$ were compared in terms of centroid distances among cluster centers ($k = 2$: 2.616, $k = 3$: 2.115, $k = 4$: 1.827) (See Table 5). Although no clear inflection point (elbow) was observed, likely due to the small sample size, the relative change suggested that a three-cluster solution offered a reasonable balance between differentiation and interpretability. Silhouette values were examined descriptively (Rousseeuw 1987); however, they did not provide a clear basis for determining the optimal number of clusters, as differences across solutions were minimal and inconsistent. In particular, the three-cluster solution did not yield the highest silhouette value, further indicating that silhouette-based optimization was not appropriate in this context. Therefore, the three-cluster solution is presented as an exploratory grouping that may offer an initial indication of potential patterns of variation in SEL engagement rather than a stable or generalizable structure while avoiding over-fragmentation in a small sample.

Table 5. Descriptive Comparison of Clustering Solutions (z-scores)

K	2	3	4
Centroid Distance	2.616	2.115	1.827
Silhouette	.287	.253	.315

Note: Values are presented for descriptive comparison only and were not used as formal criteria for determining the number of clusters.

Cluster profiles were examined using z-score centroids and bar graphs to capture group-level tendencies. Correlation analysis was conducted to explore relationships among SEL domains. Given the small sample size ($n = 18$), all findings from clustering and correlation analyses were interpreted as exploratory.

3.4.5 Affective Reappraisal Shift

In addition to quantitative SEL profiling, this study conducted a qualitative analysis of students' emotional responses using data from theme-based group discussions and post-reading open-ended reflections. Group discussions were guided by prompts focusing on friendship and relational meaning (e.g., "*What is a genuine friend?*"), while reflective responses were collected through open-ended questions such as "*How did you feel during and after the activity?*" These prompts were designed to elicit students' emotional reflection, social interpretation, and personal meaning-making in response to the narrative. Qualitative data were examined thematically to identify recurring patterns of emotional transition and reflective engagement. Given the picture book's use of black humor and grotesque irony, the analysis focused on shifts in affective responses—from initial reactions such as shock or confusion to later responses including amusement, empathy, and reflective engagement. In this study, reappraisal is used as an interpretive lens to describe observable changes in students' emotional responses during narrative engagement, rather than as a formal psychological construct.

4. Results

4.1 Domain-Specific SEL Patterns

4.1.1 SEL Expression Patterns in Trans-Storytelling Outputs

Rather than treating score changes as definitive indicators of academic improvement, this study focuses on learners' emotional and narrative engagement based on frequency-based SEL coding and qualitative observations. Figure 2 presents that students reinterpreted the original narrative through visual and textual elements, often employing symbolic metaphors (e.g., *flowers*, *unicorns*) infused with dark humor. These responses demonstrate emerging competencies in emotional articulation, metatextual awareness, and relational sensitivity, aligned with the five core SEL domains. For example, the expression “*All my friends are only in the book, not reality*” reflects metatextual self-awareness, while “*All my flowers are end to dry flower*” suggests a sense of social disconnection and ambiguity in belonging. These patterns indicate that dark humor, combined with metaphorical reinterpretation, may facilitate emotional reappraisal rather than simple avoidance (Gross 2002).



Figure 2. Original Texts and learners' Contextualized Trans-Storytelling Outputs

As shown in Table 6, Self-Awareness (SA) and Social Awareness (SoA) exhibited relatively higher mean levels compared to other SEL domains, whereas Self-Management (SM) and Relationship Skills (RS) were lower, with Responsible Decision-Making (RDM) showing the greatest variability. Figure 3 further illustrates these patterns at the individual level, showing consistent moderate-to-high expression of SA and SoA across students, while SM and RS display greater variability with occasional lower-frequency instances. Notably, despite its relatively high mean, RDM shows substantial individual differences, indicating uneven engagement across participants. This suggests that RDM is not consistently expressed but varies depending on individual meaning-making processes.

Table 6. Descriptive Statistics of SEL domains

<i>n</i> = 18	SA	SM	SoA	RS	RDM
<i>M</i> (<i>SD</i>)	4.11 (1.023)	3.22 (1.166)	3.89 (1.023)	3.33 (1.237)	3.78 (1.555)

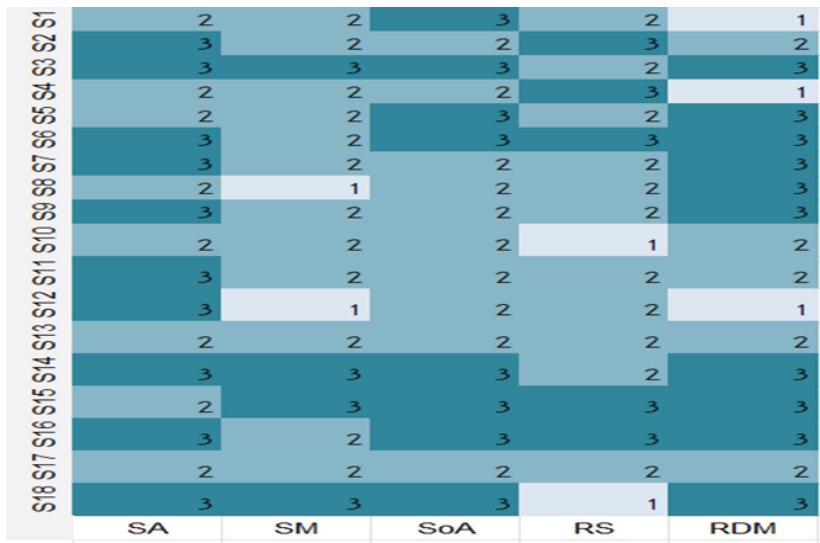


Figure 3. Heatmap Describing Students’ Individual-Level SEL Expression Patterns
Note: A three-level ordinal scale (low, moderate, high) was used for visualization

These quantitative patterns are substantiated by qualitative evidence from students’ trans-storytelling outputs (See Figure 4), which reveal how learners reinterpreted the narrative through causal reasoning, metaphorical transformation, and socially grounded meaning-making (Schön 1983). For instance, students elaborated on the causes of death by introducing social agents such as hunters, woodcutters and aging (e.g., “*Friends were hunted to death by hunters*”, “*Friends died of age*” and “*The older people get, the most likely people are to die*”), while also reinterpreting original elements into symbolic meanings, as seen in expressions like “*Friend uses me as a tool*” and transformations of natural objects into functional items (e.g., *trees becoming tables or food*). These patterns reflect learners’ causal reasoning, real-world knowledge integration, and relational reinterpretation, indicating deeper engagement with the narrative’s ironic structure. Moreover, the expression “*They are end (to) Sushi*” symbolically transforms living beings into consumable objects, suggesting a shift from relational existence to objectified consumption, while embodying elements of dark humor and grotesque irony. Such expressions further demonstrate social awareness and emerging evaluative reasoning as students construct symbolic meanings around death and mortality.

Taken together, these findings suggest that relatively higher levels of SA and SoA observed in the heatmap and frequency-based coding are reflected in students’ reflective awareness and social interpretation. Likewise, variability in RDM (Figure 3) corresponds to differences in how learners construct causal and evaluative meanings when visually representing uncomfortable themes such as death, extinction, and disappearance (Figure 4). These differences reflect distinct approaches to consequence evaluation and decision-related reasoning. Furthermore, the visual reinterpretations can provide a psychologically safe space for emotional expression while allowing students to engage with potentially unsettling topics through humorous and symbolic reframing. In this sense, the students’ responses resonate with the notion of benign violations, in which potentially disturbing situations are rendered less threatening through meaning making (McGraw and Warren 2010). Therefore, the convergence of frequency-based SEL coding, heatmap visualizations, and qualitative evidence from students’ storytelling outputs supports a triangulated understanding of students’ SEL engagement.

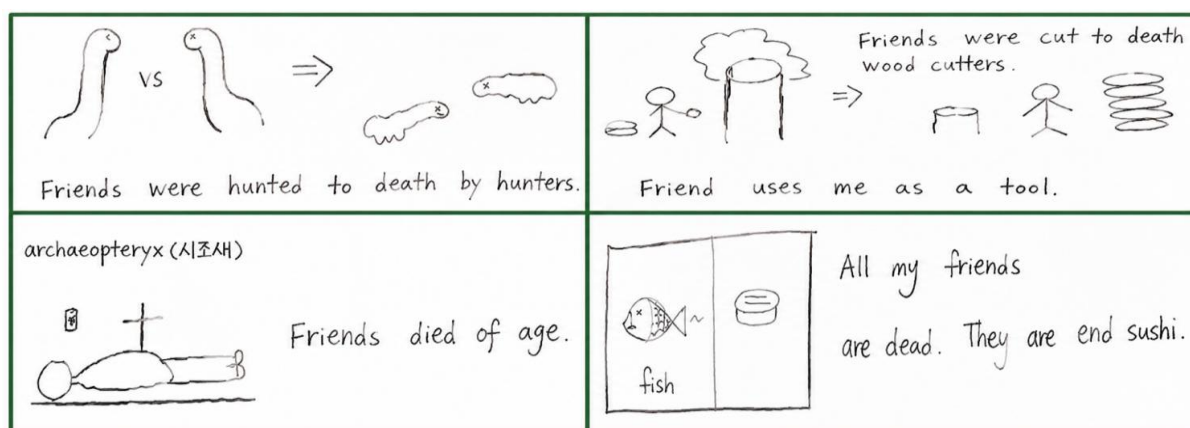


Figure 4. Examples of Students' Causal, Metaphorical, and Social Reinterpretations

4.1.2 Group-Level SEL Engagement Typologies

Based on the criteria described in the Method section, a three-cluster solution ($k = 3$) was selected. In Table 7, Cluster 1 ($n = 6$) demonstrated relatively elevated scores in Relationship Skills (RS) ($z = 0.81$) and Social Awareness (SoA) ($z = 0.76$), suggesting a socially attentive engagement pattern. Cluster 2 ($n = 3$) exhibited the strongest deviation in Self-Management (SM) ($z = 1.52$), alongside higher Social Awareness (SoA) and Responsible Decision-Making (RDM), but comparatively lower Relationship Skills (RS) ($z = -0.81$), indicating a self-regulatory-oriented profile. Cluster 3 ($n = 9$) represents a relatively moderate engagement profile, with domain scores generally close to or slightly below the overall mean. Rather than indicating low engagement, this Cluster 3 profile may reflect learners who engage with the narrative in a more general or less elaborate manner, without a dominant reliance on causal reasoning, metaphorical transformation, or relational reflection, resulting in a more uniform and less differentiated pattern of SEL expression. However, Given the small size of Cluster 2 ($n = 3$), this profile should be interpreted as an emergent subtype rather than a stable population category. These patterns are visualized in Figure 5.

Taken together, these visualizations suggest that learners' SEL engagement in trans-storytelling is not uniform but organized into distinct yet interpretable patterns, reflecting differences in relational sensitivity, self-regulation, and meaning-making processes.

Table 7. Z-Score Cluster Center

SEL domain	Cluster 1 ($n = 6$)	Cluster 2 ($n = 3$)	Cluster 3 ($n = 9$)
	<i>Relationally Inclined</i>	<i>Self-regulatory & Reflective</i>	<i>Moderate engagement</i>
SA	-0.43	0.87	0.00
SM	0.10	1.52	-0.57
SoA	0.76	1.09	-0.87
RS	0.81	-0.81	-0.27
RDM	-0.07	0.79	-0.21

Note: Values represent standardized (z-score) means.

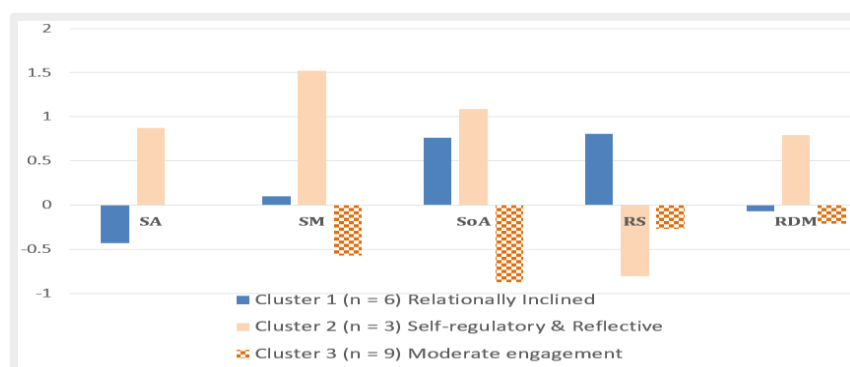


Figure 5. Cluster-Level Profiles of SEL Domain Scores

4.1.3 Correlation of SEL Domain

Table 8 presents the correlations among the five SEL domains based on Spearman's rho. A significant positive association was observed between Self-Management (SM) and Social Awareness (SoA) ($r = .621, p < .01$), suggesting that students who demonstrated stronger emotional regulation and reflective control in their trans-storytelling outputs also tended to express greater sensitivity to others' perspectives and social contexts. Correlations among other domains were weak and statistically non-significant, indicating that SEL competencies in this context may not consistently co-occur and could vary depending on how learners engage in meaning-making during trans-storytelling activities.

Table 8. Correlation of 5 Core Domains of SEL (n = 18)

Variables	SA	SM	SoA	RS	RDM
SA	1.000				
SM	.181	1.000			
SoA	.125	.621**	1.000		
RS	.062	-.043	.137	1.000	
RDM	.324	.421	.492*	.013	1.000

Note: Values represent Spearman's rho (ρ), ** $p < .01$, * $p < .05$ (All tests are two-tailed)

4.2 Emotional Reappraisal and Learning Pleasure

4.2.1 Emotional Shift as Learning Catalyst

Several students initially expressed confusion or even mild discomfort upon seeing the first page of the material, describing it as “strange,” “creepy,” or “ridiculous.” However, this immediate reaction soon transformed into laughter or fascination, revealing a sense of amusement rooted in dark humor and irony. This moment of emotional reversal — from surprise to enjoyment — played a significant role in fostering their learning pleasure. For example, students reflected:

“When I saw the scene where the main character—a dinosaur—said that all his friends had died and he was left alone, I first thought the dinosaur was an old man. It reminded me of the aging society we live in, where people are often left isolated. It was strange and sad, but somehow, it also made me laugh. That irony was unexpectedly fun.”

“I was shocked by the word ‘dead’ in a picture book title. I felt it was too heavy or sad... but at the same time, I couldn’t stop reading. It made me imagine things like loneliness, suicide, and alcohol. It’s like the author must have experienced a great loss... That sadness became strangely interesting.”

This kind of affective transformation can be explained using three academic concepts. First, in the aspect of *Incongruity Theory of Humor* (Morreall 1989), humor emerges when expectations are violated. The absurdity of a dinosaur narrating a story about death triggers surprise and amusement. This incongruity fuels laughter as a form of cognitive engagement. Second, in the aspect of Emotional Reappraisal in SEL (CASEL: Self-Awareness), learners reinterpret their emotional responses (e.g., sadness → irony → amusement), fostering emotional regulation and awareness. In this process, black humor may function as a form of cognitive reappraisal, enabling learners to reconstruct emotionally challenging themes through alternative perspectives (Samson and Gross 2012). Such interpretation can contribute to deeper comprehension and emotional engagement with the narrative and its underlying themes. Third, using the “Shock” as a *Narrative Hook* carries pedagogical implications. As Bruner (1991) argues, narratives engage learners in interpreting experiences and constructing meaning rather than merely receiving information. Even without quantitative data, students’ vivid emotional expressions provide qualitative evidence of enjoyment. In this sense, duality in statements like “*absurd but funny*,” “*scary but intriguing*,” “*strange but touching*” shows deep cognitive-affective processing. These expressions implicate that integration with CASEL Core Competencies such as emotional awareness, empathy, and responsible decision-making emerge as students relate content to personal or societal experiences (e.g., *aging, depression, social isolation*). These patterns also indicate that narrative-induced emotions—such as surprise, irony, and empathy—play a meaningful role in shaping students’ motivation and engagement during learning.

4.2.2 Extension of Emotional Reflection: The Value of Genuine Friendship

In addition, students extended their emotional reflection during post-reading discussion, particularly focusing on the theme of *friends*. The initial surprise and sadness triggered by the protagonist’s solitude (i.e., all his friends being dead) naturally transitioned into a deeper conversation about the meaning and value of genuine friendships in their own lives. Some specific linguistic patterns observed in students’ responses can be directly linked to SEL domains. For specific example, one group commented as follows.

When asked “*What kinds of friends do you have?*”, students mentioned:

“Friends with humor and fun, who make me feel happy,”

“Friends who express their thoughts honestly about me.”

These expressions (e.g., “*make me feel happy*,” “*express their thoughts honestly*”) reflect sensitivity to others’ emotions and perspectives, corresponding to Social Awareness (SoA) and Relationship Skills (RS).

In response to “*Who is a genuine friend?*”, several students emphasized loyalty and emotional presence:

“A real friend is someone who stays by my side no matter what, even if the world criticizes me.”

“Even if they scold me or say harsh things, they still care and look after me.”

Such statements such as “*stays by my side no matter what*” and “*still care and look after me*” indicate relational

commitment and emotional presence, further primarily reflecting engagement in SoA, with aspects of RS. Furthermore, when invited to express friendship metaphorically, students offered symbolic objects:

“A bed—because it’s comforting.”

“A front door—because it welcomes me every day.”

“A phone—because it gives me information.”

“A computer—because it’s fun and entertaining.”

Such metaphorical responses may suggest symbolic reinterpretation of relational meaning, reflecting affective understanding and evaluative meaning-making associated with SoA and Self-Awareness (SA). In another example of a hypothetical scenario, *“If I were the only one left in the world...”*, students responded:

“I would feel empty and probably fall into depression.”

“There would be no meaning in life.”

“It might be interesting at first, but it would quickly feel strange and lonely.”

These responses underscore how the narrative triggered introspective thinking and emotional literacy, leading students to re-evaluate what *friendship* means to them. This group activity demonstrated that learning pleasure was not limited to humor or irony, but also emerged through empathetic bonding, reflective conversation, and existential questioning—key competencies within CASEL’s SEL framework. Further, the way students connected the character’s *loneliness* to real-world experiences of *isolation*, *aging*, or *emotional distance* demonstrates the story’s impact beyond cognitive comprehension. It sparked authentic emotional dialogue about what it means to belong and to be cared for.

4.2.3 Emotional Aftertaste: Open-Ended Response

In addition to the group discussions and metaphorical expressions of friendship, students were invited to respond to an open-ended prompt after the activity: *“How did you feel during and after the activity?”* These reflective responses revealed an emotional aftertaste that extended beyond cognitive engagement, highlighting the depth of learning pleasure that arose from the activity. Many students reported feeling unexpectedly moved or curiously entertained. Some described their emotions using terms like: *“confused but intrigued,” “strangely touched,” “laughing and thinking at the same time,”* and *“sad, but in a meaningful way.”* For instance, one student noted: *“I didn’t think a children’s book would make me reflect so much. It was dark but thought-provoking, and I liked that.”* Another wrote: *“The dinosaur’s loneliness made me think about my own relationships. It wasn’t just fun—it made me feel something real.”* These affective reflections support the idea that ‘learning pleasure’ can emerge from emotional resonance, not just entertaining or humorous content. Particularly, students experienced that the contrast between initial surprise and deeper reflection helped sustain attention and engagement throughout the session. Thus, these open-ended responses serve as qualitative validation for the emotional and motivational dimensions of learning pleasure observed in earlier statistical trends by supporting that these activities resonate with the concept of ‘learning pleasure’ through “narrative immersion and emotional contrast”.

Additionally, when students feel emotionally connected to the material or to one another, they may be more likely to experience positive learning-related emotions, such as curiosity, joy, or fascination (Fredricks et al. 2004). Through immersion in personally meaningful dialogue—such as metaphorical discussions of friendship and the existential

“What if I’m the last person alive?” scenario—learners were prompted to reflect on isolation, relational meaning, and personal responsibility. In this process, learners may perceive the task as both valuable and within their capacity to engage, which may be associated with emotions such as enjoyment (Pekrun 2006).

5. Conclusion

This study explored how Korean EFL undergraduates ($n = 18$) engaged in Social Emotional Learning (SEL) through picture book-based trans-storytelling activities. The emotionally charged narrative of *All My Friends Are Dead* (Monsen and John 2010) served as a powerful entry point that elicited strong affective responses—ranging from confusion to irony and laughter. Through both heatmap frequency coding and cluster analysis, students’ engagement patterns across the five SEL domains were revealed. The findings further indicate that relationship skills (RS) and responsible decision-making (RDM) showed greater variability across learners compared with other domains. Rather than indicating low levels, this pattern suggests that these domains were expressed unevenly and may depend more strongly on individual interpretation and engagement processes. This variability points to the potential need for more structured instructional support to facilitate consistent engagement in relational and evaluative aspects of meaning-making. From a pedagogical perspective, these findings suggest the potential value of incorporating structured prompts to support underrepresented or variably expressed SEL domains. Particularly, prompts designed to elicit relational reasoning and evaluative judgment may contribute to supporting engagement in RS and RDM.

In addition, the cluster-based findings suggest that learners may benefit from differentiated instructional approaches. For example, learners in socially oriented profiles (Cluster 1) may benefit from prompts that further extend evaluative reasoning and decision-making. In contrast, learners in self-regulatory profiles (Cluster 2) may benefit from activities that encourage relational interpretation and perspective-taking. Meanwhile, learners in more moderate or less differentiated profiles (Cluster 3) may require more structured guidance to support deeper engagement across multiple SEL domains. These patterns highlight the potential value of aligning instructional prompts with learners’ engagement profiles to support more balanced SEL development. However, Given the small size of Cluster 2 ($n = 3$), this profile should be interpreted as an emergent subtype rather than a stable population category.

Beyond statistical visualization, qualitative reflections from students revealed a deep integration of cognitive and emotional processes. Learners expressed insight, empathy, and existential curiosity through metaphor, humor, and moral reasoning—indicative of learning-related emotional engagement that are not merely tied to enjoyment, but to meaningful engagement. This emotional resonance was especially evident during discussions about genuine friendship and hypothetical scenarios of social isolation, linking narrative content with real-world emotional experiences. In doing so, this approach may be associated with learning pleasure as a multidimensional construct shaped by both affective immersion and social-emotional reflection, in line with theoretical frameworks such as CASEL (2020) and Pekrun (2006).

Overall, the combined findings indicate that SEL engagement in trans-storytelling is shaped not only by task structure but also by how learners interpret and emotionally respond to narrative content. These patterns may also reflect how the trans-storytelling task itself structures learners’ meaning-making processes, shaping the ways in which emotional, relational, and evaluative dimensions are differentially engaged (Schön 1983).

This study can summarize pedagogical implications in the five aspects: Firstly, from the perspective of diagnostic use of visualization tools, heatmaps and cluster analysis can provide a descriptive view of SEL expression trends,

allowing for targeted support. Secondly, under the category of *curriculum justification for emotionally complex texts*, texts with strong emotional contrasts and dark humor appear to be appropriate and engaging in higher education EFL contexts. They encourage introspection, identity exploration, and emotional literacy—core elements of holistic learning. Thirdly, in terms of promoting reflective dialogue, post-task discussions expanded the narrative into personally meaningful territories, such as defining *genuine friendship* or *imagining life in isolation*. These emotionally anchored dialogues were associated with emotional reappraisal (CASEL: SA domain) and reflective engagement. Fourthly, regarding balancing SEL domains through instructional design, instructors may support more balanced development across all five SEL competencies by adjusting task prompts to emphasize underrepresented domains (e.g., SM, SA). Fifthly, in the aspect of SEL and learning motivation integration, enjoyment rooted in emotional engagement can enhance academic motivation (Fredricks et al. 2004, Pekrun 2006). The current findings support this view, indicating that SEL-based trans-storytelling may be related to both linguistic development and emotional growth. Also, students' enjoyment, curiosity, and empathy were not merely incidental emotions, but important factors that may be associated with sustained interest, deeper narrative involvement, and enhanced learning pleasure.

Several limitations should be acknowledged. Although both intra-rater and inter-rater reliability procedures were conducted, independent coding was performed on 44.4% of the dataset rather than the full dataset. Future studies may further strengthen coding reliability by involving multiple coders throughout the entire analytical process. In addition, the small sample size limits the generalizability of the findings, and all quantitative analyses, including clustering and correlation, should be interpreted as exploratory. Furthermore, the observed SEL patterns may reflect task-specific affordances of the instructional design rather than comprehensive development across all domains. Therefore, the present study provides preliminary empirical groundwork for future research on SEL-based trans-storytelling. Future studies are encouraged to employ larger samples, multiple coders, and more diverse instructional designs to further examine its pedagogical potential and applicability.

References

- Bruner, J. 1990. *Acts of Meaning: Four Lectures on Mind and Culture*. Cambridge, MA: Harvard University Press.
- Bruner, J. 1991. The narrative construction of reality. *Critical Inquiry* 18(1), 1-21.
- Bruner, J. 1996. *The Culture of Education*. Cambridge, MA: Harvard University Press.
- Burke, A. F. and J. O'Sullivan. 2002. *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom*. Portsmouth, NH: Heinemann Drama.
- Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon Hall, UK: Multilingual Matters LTD.
- Choi, E-Y. and Y-H. Lee. 2022. Children's picture books as a source of L2 literacy curriculum: A preliminary corpus-based study. *Korean Journal of English Language and Linguistics* 22, 797-820.
- Cohen, J. 1960. A coefficient of agreement for nominal scales. *Educational and Psychological Measurement* 20(1), 37-46.
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. 2020. *CASEL's SEL Framework: What Are the Core Competencies and Key Settings?* Available online at <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>
- Conley, C. S., J. A. Durlak and D. A. Dickson. 2013. An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students. *Journal of American College*

- Health* 61(5), 286-301.
- Durlak, J. A., R. P. Weissberg, A. B. Dymnicki, R. D. Taylor and K. B. Schellinger. 2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432.
- Elias, M. and D. Moceris. 2012. Developing social and emotional aspects of learning: The American experience. *Research Papers in Education* 27(4), 1-12.
- Everitt, B. S., S. Landau, M. Leese and D. Stahl. 2011. *Cluster Analysis*. 5th Edition. Hoboken, NJ: Wiley Series in Probability and Statistics.
- Formann, A. K. 1984. *Latent Class Analyse: Einführung in die Theorie und Anwendung [Latent class analysis: Introduction to theory and application]*. Weinheim: Beltz.
- Fredricks, J. A., P. C. Blumenfeld and A. H. Paris. 2004. School engagement: Potential of the concept, state of the evidence. *Review of Educational Research* 74(1), 59-109.
- Gross, J. J. 2002. Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology* 39(3), 281-291.
- Horwitz, E. K., M. B. Horwitz and J. Cope. 1986. Foreign language classroom anxiety. *The Modern Language Journal* 70(2), 125-132.
- Jain, D. 2025. The Influence of dark humor on emotional resilience and stress coping in emerging adults. *International Journal of Interdisciplinary Approaches in Psychology* 3(5), 126-138.
- Kim, J. O. 2018. Ongoing speaking anxiety of Korean EFL learners: Case study of a TOEIC intensive program. *The Journal of Asia TEFL* 15(1), 17-31
- Kim, Y. H. and K. Choi. 2021. The effect of bibliotherapy program using picture books on self-esteem and self-resilience of college students. *The Journal of Humanities and Social Sciences* 21 12(5), 1847-1862.
- Kim, T.-Y. 2020. EFL learners' identity construction through story re-authoring activities. *Asian EFL Journal*, 27(5), 145-170.
- Kim, Y., A. Kim, D. Yim, H. Noh, D. Jung, J. Yim, S. Lee and H. Kim 2024. The influence of external and internal learning factors on English speaking skills for adult English learners. *The Journal of Learner-Centered Curriculum and Instruction* 24(14), 773-786.
- Krippendorff, K. 2013. *Content Analysis. An Introduction to Its Methodology*. 3rd ed. California, CA: SAGE Publications.
- Landis, J. R. and G. G. Koch. 1977. The measurement of observer agreement for categorical data. *Biometrics* 33, 150-174.
- Lee, D. M., K. H. Hong and K. H. Hwang 2013. A study on Korean college students' perception of TOEIC. *The New Korean Journal of English Language & Literature* 55(2), 233-248.
- Lee, H. J. 2021. Exploring multicultural picture books for Korean language education - Focusing on intercultural education and critical literacy. *The Journal of Humanities Studies* 60(1), 347-377.
- Lee, K. S. 2024. The effect of narrative writing on undergraduates' literacy and emotional touch in EFL environment. *Journal of Humanities Therapy* 15(1), 73-92.
- Li, J. and M. Wang. 2021. Transmedia storytelling in language classrooms: Exploring creativity and emotional expression. *TESOL Quarterly* 55(4), 812-835.
- Lim, C. Y. 2019. The influence of self-centered picture book creation activities regarding self-recognition of university students - A comparative study between art majors and non-art majors. *Journal of Basic Design & Art* 20(5), 483-494.
- Lombard, M., J. Snyder-Duch and C. C. Bracken. 2002. Content analysis in mass communication: Assessment

- and reporting of intercoder reliability. *Human Communication Research* 28(4), 587-604.
- McGraw, P. and C. Warren. 2010. Benign violations: Making immoral behavior funny. *Psychological Science* 21(8), 1141-1149.
- Melani, B. Z., S. Roberts and J. Taylor. 2025. Social emotional learning practices in learning English as a second language. *Journal of English Learner Education* 10(1), 1-12.
- Merga, M. K. 2015. Access to books in the home and adolescent engagement in recreational book reading: Considerations for secondary school educators. *English in Education* 49(3), 197-214.
- Miles, M. B. and A. M. Huberman. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: SAGE Publications.
- Miles, M. B., A. M. Huberman and J. Saldaña. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: Sage Publications.
- Milligan, G. W. and M. C. Cooper. 1985. An examination of procedures for determining the number of clusters in a data set. *Psychometrika* 50(2), 159-179.
- Monsen, A. and J. John. 2010. *All my friends are dead*. San Francisco, CA: Chronicle Books.
- Morreall, J. 1989. Enjoying incongruity. *Humor* 2(1), 1-18.
- Nelson, D. B. and G. Low. 2003. *Emotional Intelligence: Achieving Academic and Career Excellence*. Paramus, NJ: Prentice Hall.
- Neuendorf, K. A. 2017. *The Content Analysis Guidebook*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Nikolajeva, M. 2014. *Reading for Learning: Cognitive Approaches to Children's Literature*. Amsterdam: John Benjamins Publishing.
- Nikolajeva, M. and C. Scott. 2006. *How Picture Books Work*. London: Routledge.
- Noddings, N. 2005. *The Challenge to Care in Schools: An Alternative Approach to Education (Advances in Contemporary Educational Thought Series)*. New York: Teachers College Press.
- Park, H.-Y. 2022. Emotional literacy development through reflective storytelling. *Korean Journal of English Education* 31(2), 98-117.
- Payton, J., R. P. Weissberg, J. A. Durlak, A. B. Dymnicki, R. D. Taylor, K. B. Schellinger and M. Pachan. 2008. *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Pekrun, R. 2006. The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review* 18(4), 315-341.
- Pentón Herrera, L. J. and G. Martínez-Alba. 2021. *Social-Emotional Learning in the English Language Classroom: Fostering Growth, Self-Care, and Independence*. Alexandria, VA: TESOL Press.
- Rousseeuw, P. J. 1987. Silhouettes: A graphical aid to the interpretation and validation of cluster analysis. *Journal of Computational and Applied Mathematics* 20, 53-65.
- Samson, A. C. and J. J. Gross. 2012. Humour as emotion regulation. *Emotion Review* 4(4), 375-381.
- Samuel, K. J. 2024. The role of digital storytelling in education: Enhancing literacy and communication skills. *Eurasian Experiment Journal of Scientific and Applied Research* 5(2), 36-39.
- Sanders, J. 2006. *Adaptation and Appropriation*. London: Routledge.
- Schön, D. A. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schonert-Reichl, K. A. 2019. Promoting the well-being of children through social and emotional learning: recent research and implications for education. In C. Luciana, M. Jenny, P. Andrea and A. Alice, eds., *Well-Being in Education Systems, Conference Abstract Book Locarno 2019*, 26-32. Bern, Switzerland: Hogrefe AG.

- Schreier, M. 2012. *Qualitative Content Analysis in Practice*. London: SAGE Publications Ltd.
- Sendak, M. 1963. *Where The Wild Things Are*. London: Harper & Row.
- Sipe, L. R. 2008. *Storytime: Young Children's Literary Understanding in the Classroom*. New York: Teachers College Press.
- Stenner, A. J., H. Burdick, E. E. Sanford and D. S. Burdick. 2006. How accurate are Lexile text measures? *Journal of Applied Measurement* 7(3), 307-322.
- Taylor, R. D., E. Oberle, J. A. Durlak and R. P. Weissberg. 2017. Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development* 88(4), 1156-1171.
- Weissberg, R. P., J. A. Durlak, C. E. Domitrovich and T. P. Gullotta. 2015. Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta, eds., *Handbook of Social and Emotional Learning: Research and Practice*, 3-19. New York: The Guilford Press.
- White, S. and J. Clement. 2001. *Assessing the Lexile Framework: Results of a Panel Meeting*. Washington, DC: U.S. Department of Education.
- Williams, G. 1952. *Charlotte's Web*. London: Harper & Row.
- Yeom, E. Y. 2019. Disturbing the still water: Korean English language students' visual journeys for global awareness. *CLELE Journal* 7(1), 1-20.
- Zins, J. E., R. P. Weissberg, M. C. Wang and H. J. Walberg. 2004. Scientific base linking social and emotional learning to school success. In J. E. Zins, R. P. Weissberg, M. C. Wang and H. J. Walberg, eds. *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* 3-22. New York: Teachers College Press.

Examples in: English

Applicable Languages: English

Applicable Level: Tertiary