

# Social and Emotional Learning (SEL): How Does it Develop and Contribute to Pre-service English Teachers' Identity?

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## ABSTRACT

Teachers and students feel that social and emotional learning (SEL) contributes to good professional growth, fewer issues, and greater academic accomplishment. Comprehensive understanding of how pre-service English teachers develop teaching skill and social emotional learning in the same time that covers five principles in SEL—self-awareness, self-management, social-awareness, relationship skill, and responsible decision making—during school-based teaching practice is believed crucial to grow professional development. Highlighting the transition period experienced by pre-service English teachers. The purpose of this research was to see how pre-service English teachers in Indonesia applied social emotional learning to develop their teacher identities while giving instruction in English classes. A total of 15 pre-service teachers from five different teacher education programs took part in this qualitative study. A semi-structured interview was used, along with self-reflection reports on SEL concepts. The results of this investigation reveal that throughout their teaching experience in diverse school settings, pre-service English teachers grow and adapt their identities by engaging with various socializing elements and experiencing various emotions. The main themes for discussion are divided into contributions relating to pedagogy and contributions related to technology in addition to SEL connection with teacher belief change and reflective practice. The implications for teacher professional education and pre-service teacher education are also discussed, as well as the benefits and obstacles of supporting SEL in ELT.

**Keywords:** Social emotional learning, teacher education, emergency remote teaching, teacher identity.

## INTRODUCTION

Schools nowadays are becoming more ethnic and multilingual, with pupils from a variety of socioeconomic backgrounds. Educators and community organizations provide kids with a variety of motivations to engage in learning, behave nicely, and achieve academically. Social and emotional learning (SEL) lays the groundwork for safe and pleasant learning, and it improves kids' abilities to thrive in school, jobs, and life. One of the key venues where kids develop social and emotional skills is school. An efficient SEL program should have four components, which are symbolized by the acronym (sequenced, active, focused, explicit or SAFE) (Durlak et al., 2010, 2011).

SEL in educational setting is often offered by school support personnel (e.g., a school counselor), and money to cover their time is sometimes insufficient. Competing objectives, a lack of time from an overburdened team, insufficient resources to enable continuing implementation, poor exposure, and instructional drift over time can all degrade fidelity and sustainability (Agron et al., 2010). Student participation can also be a problem, with therapists frequently indicating that one of their most challenging duties is encouraging students to participate in traditional therapies (Crenshaw, 2008). For many learners and families, there is still a stigma associated with obtaining mental health assistance, and an in-person encounter may deter them from getting help. These constraints, when taken together, prevent

many high-need youth from receiving effective, high-quality SEL training and provide a significant barrier to scaling up good SEL practices. The stressors associated with the pandemic and lack of access to schools (e.g., disruption of routines, social isolation, economic issues, and no school meals) have exacerbated these obstacles, emphasizing the need for effective SEL programs that can be deployed quickly and flexibly. As an alternative solution, technology-based treatments provide the possibility of lowering these treatment obstacles and delivering evidence-based SEL information with fidelity (Thomas, 2014; Li, et al., 2021).

According to research, SEL not only raises achievement by an average of 11 percentile points, but it also raises prosocial

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behaviors (such as compassion, sharing, and empathy), improves student attitudes toward school, and lowers sadness and stress among kids (Durlak et al., 2011). Effective social and emotional learning programming entails integrated classroom, school wide, family, and community strategies that assist kids in developing the five important abilities according to CASEL Framework, namely, self-awareness, self-management, social awareness, relationship abilities, and responsible decision making. The following part is the description of each SEL element based on Schonert-Reichl et al. (2015).

### **Self-Awareness**

Understanding one's own emotions, personal objectives, and ideals is self-awareness. This involves appropriately appraising one's own talents and limits, having a positive mentality, and having a solid sense of self-efficacy and optimism. High degrees of self-awareness need the capacity to notice the connections between ideas, feelings, and behaviors.

### **Self-Management**

Self-management calls for the development of skills and attitudes that aid in the regulation of one's own emotions and behaviour. This encompasses the capacity to postpone pleasure, manage stress, regulate impulses, and persevere in the face of adversity in order to attain personal and scholastic objectives.

### **Social Awareness**

Understanding, empathizing, and feeling compassion for others from diverse origins or cultures is part of social awareness. It also entails identifying family, school, and community resources and supports, as well as comprehending societal standards for conduct.

### **Relationship Abilities**

Relationship skills assist students in developing and maintaining healthy and fulfilling relationships, as well as acting in line with societal standards. These abilities include speaking effectively, actively listening, collaborating, resisting improper social pressure, managing conflict constructively, and requesting assistance when necessary.

### **Responsible Decision Making**

Knowing to make responsible decisions about personal conduct and social interactions in a variety of contexts entails learning how to make constructive choices about personal behavior and social interactions. It necessitates the capacity to examine ethical standards, safety issues, correct behavioral norms for dangerous activities, the health and well-being of oneself and others, and to make realistic assessments of the repercussions of various acts.

Some teacher-preparation programs are constantly improving the ways they address SEL components, recognizing that their pre-service teachers' social and emotional well-being is critical to their success during the program and subsequent years in the classroom (Schonert-Reichl, 2019; Sugishita, 2019; Weissblueth & Nissim, 2018; Oberle & Schonert-Reichl, 2017; Schonert-Reichl, et al. 2017). Preservice teachers are more likely to incorporate SEL into their learning and teaching after graduation when preservice programs integrate SEL content into the current curriculum rather than developing stand-alone courses, according to the research (Schonert-Reichl, 2019; Schonert-Reichl et al., 2015).

Reflective thinking, study of unconscious biases, and development of cultural consciousness are all part of some teacher preparation programs' emphasis on developing preservice teachers' self-awareness (Endo, 2015; Shavit, & Moshe, 2019; Whitford & Emerson, 2019). Students, for example, gained a greater understanding of the significance of the SEL social awareness competency when they were given opportunity to notice and correct their prejudice behaviors as well as grasp cultural competence activities.

In relation with Covid-19 pandemic, studies are growing to find out the connection of SEL with pandemic situation in the area of pre-service teachers (Flores & Swennen, 2020; Roman, 2020). Pre-service-teachers are struggling to seek the key to be a professional teachers. In their journey, many trials they completed successfully of unsuccessfully. With little or no experience of teaching profession, they formulated the term teacher with their own interpretation which brings impression for their future decision. With the pre-service teacher-related research, it is expected that pre-service educators and policymakers can use the findings to guide curricular decisions on the effects of teaching stresses and how to help educators manage their social and emotional well-being during catastrophic (Hadar et al., 2020) and everyday occurrences. More pandemic-effects research is open since limited concerns have been elaborated, especially in English pre-service teachers in Indonesian context. One of interesting and pivotal elements of teacher education program is understanding how SEL and English language teacher identities are built in emergency remote teaching situation. Evidences show that SEL contribution assists teachers or educators (Yang, 2021) in their teaching and learning process, but for pre-service teachers still lack of information on it. Thus, in this present study, the exploration on ESL, teacher identity, as well as reflective practice is investigated, and the research question is formatted as follow.

How do pre-service English teachers engage their social emotional learning (SEL) to their identities during teaching practice in EFL classroom?

## METHOD

### Research Design

Qualitative study was implemented in this study. This is relevant to the typical characteristics that this type of study gather in-depth insights into a specific problem, and the research does not use numerical analysis. This is in line with some previous studies dealing with SEL which used qualitative approach with various instrument such as interview (Blewitt et al., 2021; Thomas, 2021), self-reflective reports (Martinsone & Damberga, 2017) and case study (Hoffman, 2017). Further, this study was also conducted in natural setting where PSTs experienced the topic under the study. Reflexivity was applied through three steps: (1) taking notes during the interview regarding the participants' comments and the researcher's ideas, (2) memoing as quickly as possible after the interview, and (3) building and constantly modifying the researcher's subjective statement

### Participants

Fifteen pre-service English teachers from five different teacher education programs were involved in this study. They experienced teaching practice in placement school in several areas of East Java, Indonesia, during Covid-19 pandemic in 2020. The teaching practice program held in two different setting, national and international. The instrument used in this study is interview guide that implemented SEL principles, namely self-awareness, self-management, social-awareness, relationship skill, and future self. The participants and items are elaborated in Table 1.

From Table 1, it is identified that there are several terms for naming teaching practice program (Magang III, PLP II, and KPL). The various term was influenced by the curriculum applied in the teacher education program. Although the name is different, those programs are the final step of practice and have the same goal, to prepare pre-service teachers face the real environment of school with its stakeholders (principle, teachers, and students, and staffs).

### Data Collection and Tools

Data collection in this study was done by exploring pre-service teachers' experience during teaching practice by using interview and self-reflection. The detailed aspect of SEL was elaborated in the blue prints as depicted in Table 2.

### Data Analysis

The data was analyzed qualitatively by using thematic analysis from Braun and Clarke (2006). The steps consist of familiarization of data, generating initial codes, determining themes, reviewing themes, defining and naming themes, and reporting. Based on the responses of each participant, the result of coding leads to several initial codes in each aspect and two main themes, namely pedagogical-related contribution and technological-related contribution, and some sub-themes.

## FINDINGS

### Self-Awareness

In this element, self-awareness and future-self are investigated through self-reflective report. Form the guided question, the

**Tabel 1:** List of participants of this study

<i>PST</i>	<i>Teacher Education Program</i>	<i>Teaching Practice Program</i>	<i>Setting</i>	<i>Placement School</i>	<i>Learning Mode</i>
PST 1	1	KPL	National	Malang	Online and Offline
PST 2	1	KPL	National	Singosari	Online and Offline
PST 3	1	KPL	National	Singosari	Online and Offline
PST 4	2	Magang III	National	Malang	Online
PST 5	2	Magang III	National	Malang	Online
PST 6	2	Magang III	National	Batu	Online
PST 7	3	Magang III	International	Thailand	Online
PST 8	3	Magang III	International	Thailand	Online
PST 9	3	Magang III	International	Thailand	Online
PST 10	4	PLP II	National	Sidoarjo	Online and Offline
PST 11	4	PLP II	National	Surabaya	Online
PST 12	4	PLP II	National	Sidoarjo	Online and Offline
PST 13	5	PLP II	National	Sidoarjo	Online
PST 14	5	PLP II	National	Mojokerto	Online
PST 15	5	PLP II	National	Gresik	Online

Notes:

KPL = *Kajian dan Praktek Lapangan*

PLP = *Pengenalan Lapangan Persekolahan*

**Table 2:** Blue print of the semi structured interview

<i>Dimension</i>	<i>Indicator</i>	<i>Items</i>	<i>Instrument</i>
Self-awareness	First experience to teach in the school	<ul style="list-style-type: none"> <li>• What emotions did you experience during these interactions?</li> <li>• Based on the experience, I think I am ..... teacher regarding the technology used in the classroom (please give one adjective that represent your style as a teacher).</li> <li>• What kind of teacher are you?</li> <li>• (before practicum process)</li> <li>• How did these emotions influence your self-perception as a teacher?</li> </ul>	Interview
			Self-reflective Report
			Self-reflective Report
Self-management	See themselves in the future	What kind of teacher will you be? (after teaching practice process)	Self-reflective Report
	Problem Solving	How did you perceive and cope with your emotions in the teaching practice?	Interview
Social-awareness Relationship skill	Relationship with mentors/ students/school teachers	How did you interact with the mentor/students/other school teachers?	Interview
Responsible Decision- making	making decisions in a responsible way that is socially acceptable.	Would like to ..... with technology to my students in order to support the effectiveness of the lesson. Give reasons.	Self-reflective Report

PSTs express three important things: self-awareness before teaching practice, self-awareness in the present connected with technology, and self-awareness in the future as depicted in Appendix 1. However, there is one PST who did not complete the question for future self. After clarifying to the PST, it was found that the PST could not decide yet the future-self due to confusion. It shows that the PST needed more guidance to reflect strengths and weaknesses dealing with teaching compared to the others.

The responses of self-awareness before and after teaching practice as in Table 1 are connected to teacher identity development as well. From this part, it can be identified whether what they experienced before and after teaching practice gives effect to their perspective of being a teacher as a future profession. This is essential to know to strengthen or even demotivate their intention to be an English teachers. In this point, when they want to know themselves, it is essential to for PSTs to recall their experiences that gave most value during their teaching practicum. The responses show different results based on their different knowledge and teaching skill. Being aware of one self is also associated with critical incidents, both positive and negative. For those who do not get accustomed to be reflective probably will find this activity hard. In other words, not all of the participants in this study get meaningful value from what is experience during teaching practicum. The following parts are the self-awareness found in their teaching activities.

The first part deals with self-awareness before teaching practice. Most of the participants selected a tolerant and helpful teacher followed by observer and feedback organizer,

optimistic. Only one participant considered him/herself as a strict and a casual but still on the target teacher. This information indicates that the PST were able to identify their teacher characteristic although they had not conducted teaching practice in the school. The second part focuses on teacher characteristic in the future after they did teaching practice. Three categories were found, namely, "I will be a pessimistic teacher, I want to be a bit more experienced teacher, and I will be a strict and authoritarian teacher. Mostly, the PST selected that the wanted to be a bit more experienced teacher. From this point, it can be identified that they felt that they had limited exposure in teaching English. The third one is related to self-awareness for technology use. Eight out of fifteen PSTs show relevant information regarding their technology practice. Some adjectives they fill in the prompt are informative, creative, responsible, supportive, innovative, and resourceful.

### Social Awareness

In this section of social-emotional learning, social awareness was investigated from semi structured interview, it was identified that the PST's responses show various development in expressing their experience in building communication with three important roles in the school during teaching practicum—mentor, students, and school teachers—. The details are elaborated in Appendix 2. The results of social awareness were analyzed from by manual coding to get the relevant information dealing with the way the PSTs develop their social awareness. It reveals that during teaching practice, PSTs have tried some efforts to build verbal communication (both offline and online communication), recognizing



situational demands and opportunities, showing concerns for the feelings of others, expressing gratitude, demonstrating empathy, identifying social cues (verbal) to determine how others feel, and recognizing strengths in others (people involving in teaching practice program).

The example of PST's expression for developing social awareness.

*At first, my friends, from same major, and I often misunderstood with the English teacher there. She was our mentor. Between what we discussed in-person and through chatting, it's different. We often didn't know what she wanted and meant, and it made us a bit dejected and annoyed. Day by day we often met, we finally understood and assumed that it happened because our mentor is, I don't know the English term of 'gaptek' or technology illiterate. Even though she is 'gaptek', in daily talk, she is very kind, care, and talkative (in a good way). So, we tried to overcome it together by always discussing and sharing with her. Besides, we also suggested her on some technology app for teaching and learning process and of course we learned it together, slow but sure. Meanwhile, when I interacted with my students, it got me a lot of emotions. Some students might be really cooperative and I really appreciated that, but there were also the students who needed much times to approach them until they're aware that the school and lesson also needed their attention. The students who were likely happy to be in my class, they became comfortable to interact with me. They might text me like their friend or sister but they did knew that I was their teacher so they knew their limitation.*

*The worst thing I faced was students who really ignored the whole lesson since the first day I taught them. I tried to contact*

*them personally more often, ask their friends who were close, and so on. Maybe, they only replied twice when I texted them personally why they didn't join the class, but then, no response at all. When I faced this thing, I often thought on their parents who might struggle a lot for them. Since I was really hopeless, the English teacher, or my mentor, directly handled this. (PST #13)*

Ultimately, SEL development expressed from PSTs' statements shows two main results in social awareness themes, namely positive and negative interaction. Positive interaction is taken from some coding such as effective online communication, communication strategy, direct interaction, and supporting school environment. Meanwhile, for negative interaction, communication barriers and technology illiterate are the supporting codes found in the experience. In addition, for relationship skill, Recognizing strengths in others were found in some PS Ts' responses.

### Self-Management

In this point, PSTs were encouraged to express their experience related to their strategies in handling the situation during teaching practice in the school. The way to manage themselves to adapt the new experience is not a simple thing. Thus, through this investigation, PSTs explored how they maintain the learning process with new environment in the school. Table 3 explains the examples of PSTs' emotions which is completed with self-management skill development. The self-management skills of the PST show that there are five components developed in the teaching practice, namely, knowing personal strengths, self-confidence, problem-solving, time management, and stress management.

Table 3: Excerpts related to self-management skill

PST	Responses	Self-Management Skill
#1	Make myself relax during practicum really help me when nervous. With this emotion it really helps me to improve myself to be better next time.	Knowing personal strength
#2	Because this is my third time, I've prepared everything I'll need to confront the students in the classroom. On the other side, even if we do it online, I still get anxious.	Self-confidence
#3	It is common for a pre-service teacher to have no prior teaching experience. Before we enter the classroom, I believe it is critical that we regulate our emotions. I taught in a VHS class with a diverse group of pupils. Begin with kids who are easy to work with and progress to those who require a more specialized approach. I encountered several students who found it difficult to follow my class, which irritated me. First, I can't blame him since I believe there is something wrong with my teaching style. However, when I met my mentor, she gave me guidance. She stated that since not all pupils are interested in English, we cannot compel him to appreciate the subject. I learned how to be a better professional teacher as a result of these issues. I'll have to change the way I teach in class.	Problem-solving
#4	I attempted to be professional by suppressing such thoughts as much as possible and focusing on the class and issues, despite the fact that part of the classes were held online. I awoke early, went to have some breakfast, prepared and double-checked the material, then had a bath and dressed myself.	Time management
#5	Of course, the teacher's condition is the main one when teaching. What the teacher will say when teaching his aura will reach the students who are taught. So, I think teachers should have a calm and happy mood.	Stress management

## Relationship Skill

In developing relationship skill, PSTs agreed that building good relationship with supervising teacher in the school plays an important role. Several times, supervising teacher or guru *pamong* (Indonesian term) were mentioned. This indicates that teaching experiences of PSTs were assisted a lot by the direction and model from supervising teachers. It is also believed that when the relationship cannot be maintained well, it will contribute to the quality of their teaching. Thus, from the results, it was identified that PSTs tried to make good relationship with the stakeholders although some of PSTs are not successful in the communication process, initiate contact with others, and practice problem solving. The following section is the example of the participant's response dealing with relationship skill.

*We (the pre-service teachers) had a set timetable for coming to school. My timetable allowed me to meet and engage with individuals in person on Wednesdays and Saturdays when I had to go to school. I only have interaction with students through a WhatsApp group. I was disappointed that I wouldn't be able to meet the students in person. (PST #8)*

Highlighting the importance of communication with all of school members, PST #8 mentioned that face to face communication offline is better than online. In addition to know personally in term of characteristics and appearance, it is also difficult to make sure that the students understand the materials.

## Responsible Decision-Making

The last part of SEL identification in this study deals with responsible decision making. To know this crucial element, PSTs completed the guided item to share what they intend to do in the future time as a result of reflection of what was experienced during teaching practice. The coding and theme generating process is presented in Appendix 1. Two main themes are generated for this point, technology and pedagogical-related concerns they thought to be developed as an English teacher. Specifically, three interpretative codes were generated, namely technology improvement, technology adaptation, and learning sources. The examples of PSTs' excerpts are explained as follows.

*I would like to make better app for online class. App can be really helpful; for online learning. (PST #1)-technology improvement*

*I would like to give more, because in this era we can get the material easily using technology and we can do in many way of teaching. (PST #2)- Pedagogy*

*Adapt. Knowing the features of online class platform is important in order to maximize the output of learning. (PST #6)-technology adaptation*

## Discussion

This study highlights the pivotal contribution of SEL in pre-service English teacher development. This is line with Corcoran & O'Flaherty (2022) who stated in their longitudinal study that social and emotional competence has influenced the recruitment, preparation, and retention of teacher candidates. Besides, Schonert-Reichl et al., (2015) also agree that SEL must be recognized and promoted at the university and college level as a necessary part of teacher training efforts.

The contribution of SEL to teacher identity is identified in this study and, it is derived from their emotional feelings expressed based on social and emotional learning framework. Modifying guided prompts to make the PSTs think aloud about values on their teaching experiences is one of alternative ways to explore that PST unconsciously have developed their SEL although it is not purposefully designed and inserted in the curriculum. Focusing on teacher identity dynamic, self-awareness before and after teaching practice is the relevant aspect that give us visible expression from PSTs. In this case, technological and pedagogical related contribution are emphasized in teacher identity changes during teaching practice.

### Pedagogical-related Contribution

From the responses of the participants, it is noted that the emotion supported by new society appearing in school-based teaching practice, particularly in teaching performance, tend to be related to excitement and nervousness. Then those feelings come to their shifting belief in deciding their teacher identity before and after teaching practice. At the beginning of practice, most of them stated that they belong to positive emotion such as an optimistic, tolerant and helpful, casual but still on the target, strict, observer and feedback organizer in the process of teaching the real students. On the other hand, after teaching practice, the participants stated that they want to be more experienced teachers. Few of them mentioned that they felt insufficient during the practice so that they felt pessimistic and want to be bit strict and authoritarian. These changes occurred due to various factors. Buendía-Arias et al., (2020) mentioned that teacher identity change may be established through the intersection of the many experiences PST have during their practicum as well as their previous and future paths. The role of school mentor also has big contribution to the identity change in pedagogical content as found by Zhao and Zhang (2017) that mentor assistance at field school aided in the formation of pre-service teachers' professional identities. Furthermore, the growth of pre-service teachers' professional identities during field teaching practice increased their professional commitment even further.

### Technological-related Contribution

Considering the learning environment that belongs to emergency remote teaching (ERT), the emotional and

social learning in this study can be connected to technology integration. The results shows that most of participants set their teacher identity positively such as being an innovator for the English classroom activities. Only one participant stated unsatisfying response due to their unsuccessful experience when applying technology platform.

In relation to technology literacy, PST should have innovation to survive in any situation of school placement, particularly in emergency remote teaching period. This is in line with Weissblueth and Nissim (2018) who found that technology in the form of Virtual Reality (VR) learning environments assisted student teachers in increasing their social and emotional participation in their learning, as well as enabling them to become more imaginative and creative as they exploited the possibilities of VR. VR engages students in active teaching and learning, transforming them into active participants who create and invent. Flexibility to use technology in online and offline classroom activities should not be a burden for PST. Therefore, updating and optimizing technology use for learning purposes is strongly needed. Regarding policies and practices connected to SEL curricula, the related stakeholders must examine the background and needs of the learners, families, and communities served in order to administer and promote effective SEL programs in varied and multicultural contexts (Hayashi et al., 2022). Additionally, lack of information about SEL in teacher preparation program also become contributing factor of this study findings. This is also what is concerned by Murano et al., (2019) stating that employing SEL into pre-service teacher education programs clearly shares the value of SEL and promotes the view that SEL training is critical for all teachers.

### **Social and Emotional Learning (SEL), teacher identity change, and Reflective Practice**

Promoting reflective practice for exploring SEL is considered effective when the instrument is carefully constructed based on the SEL framework. Reflection is essential for both learning and developing one's identity. It is a strategic tool that aids in the comprehension of the professional I-concept and permits the use of various reflection frameworks. Allowing one to analyze one's own instructional practice and allowing one to operate autonomously (Mikelsone & Odina, 2016). Thus, reflective practice has proved to assist teacher candidates identify as teachers, including who they are as professionals and who they aim and are encouraged to become by continuous reflection on their practices and experiences.

### **CONCLUSION**

In short, Social and Emotional Learning (SEL) gives contribution in two folds, pedagogical and technological aspects. The results are connected to the way pre-service

teachers construct teacher identity as the effort to implement teacher professional development. This is pivotal to suggest teacher preparation programs to promote the five principles in SLE to the curriculum. In addition, understanding SEL can make pre-service teachers more ready in facing new environment during teaching practice (both online and offline) as well as be empathetic with the teachers, students, mentors, peers, and other stakeholders.

### **SUGGESTION**

This study has provided data related to SEL exploration within ERTL context, and it is recommended for the future researchers to continue further studies with take different context and invite broader scale of participants to find out more information regarding pre-service teacher development of SEL. In addition, connecting technology literacy and technology integration to the SEL development will open more discussion for the next investigation.

### **LIMITATION**

The limitation of this study deals with a very specific context of pandemic or Emergency Remote Teaching and Learning (ERTL) setting so that the process of data collection was conducted dominantly through online. It will give diverse results, of course, when SEL are also investigated intensively in the field when pre-service English teachers practice their teaching skill and handle their offline or blended classroom activities.

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**APPENDIX 1: THE ASPECT OF RESPONSIBLE DECISION MAKING**

<i>Question</i>	<i>PST</i>	<i>Responses</i>	<i>Initial codes</i>	<i>Interpretive codes</i>	<i>Themes</i>
Responsible Decision-making	1	Make better app for online class. App can be really helpful; for online learning.	better app for online class	Technology Improvement	Technology
I would like to ..... to my students in order to support the effectivity of the lesson. Give reasons.	2	Give more, because in this era we can get the material easily using technology and we can do in many way of teaching	Give more materials	Learning sources	Pedagogy
	3	I would like to emphasize the lesson, because I think the students are more interested to learn by the use of technology/media.	The use of technology/ media	Technology Improvement	Technology
	4	experiment more	experiment	Technology Improvement	Technology
	5	conduct in-depth searches of fun applications and web also. Because, because apparently, this pandemic is not going to end anytime soon.	fun applications and web	Technology Improvement	Technology
	6	Adapt. Knowing the features of online class platform is important in order to maximize the output of learning	Adapt	Technology adaptation	Technology
	7	Mengimprovisasi metode pembelajaran saya lebih baik lagi	Technology Improvement	Technology Improvement	Technology
	8	Use 70% of my teaching times with technology. Some experts said that it can boost students' mood in learning, so that it may make students more active in the classroom.	Use 70% of my teaching times with technology	Technology Improvement	Technology
	9	Teach English	Technology Improvement	Technology Improvement	Technology
	10	Deliver the materials using creative learning media	Deliver the materials	Technology Improvement	Technology
	11	Menggunakan pembelajaran	Deliver the materials	Technology Improvement	Technology
	12	Teach the students	Deliver the materials	Technology Improvement	Technology
	13	Be more updated and skillful. because I don't really master lots of technology app for teaching and learning. If I master those, at least the teaching media will be more interesting, communicative and not make the students bored with the outdated technology app.	updated and skillful.	Technology Improvement	Technology
	14	Optimize my teaching, I cannot maximize technology, because some of the students in Indonesia still unable to afford the cost of technology and its support system like stable and reliable internet connection, and a phone that doesn't lag.	Optimize my teaching	Teaching Improvement	Pedagogy
	15	Learn more and increase the learning environment	learn more	Teaching Improvement	Pedagogy