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The Impact of Socio-Emotional Learning on  
the Proficiency of EFL Learners: Case Study  
of Second Year EFL Students

*Dissertation submitted to the Department of English as a partial fulfilment  
of the requirements for Master's degree in Didactics of Foreign Languages.*

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## **Dedication 1**

*This research work wouldn't be realized without the inspiration, wisdom, and knowledge given by my creator, Allah Almighty.*

*Definitely, I would like to devote this work to my own self for maintaining the strength and the courage to dive in this journey*

*I would like to dedicate this work to all of my loved ones, especially my mother, words of thanks and gratitude will never be sufficient to express how I felt when she was there for me encouraging me when I was about to give up on everything. It would be an impossible mission without her support.*

*I would like to dedicate this work to my Dear fiancé for his constant comfort and care and him being patient with me through this enjoyable but stressful journey.*

*I'm also thankful for my lovely friend and Co-writer Rayhan, because she survived me putting her under pressure in this entire process to finish our work as soon as possible.*

## **Dedication 2**

*First and foremost, I dedicate this work to myself for the courage to begin. The discipline to continue and hold on, even when giving up seemed like the only option.*

*To my loving parents, who have been a constant source of support and love, thanks can never be enough to express my gratitude for raising me in the best way you could.*

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## **Abstract**

Social and emotional learning (SEL) is a fundamental slice of the human education and development through which all people from different categories and ages acquire and apply the knowledge, and the skills needed in order to develop healthy identities, and achieve different objectives. This research is a case study that attempts to investigate the impact of social emotional learning on EFL learners, seeking for better learning outcomes. The objectives behind this work shed lights at the effectiveness of SEL programs in improving English language proficiency among students. and exploring how to incorporate strategies in English language education to enhance students' communication skills, critical thinking, and problem-solving abilities. To reach these aims, the work is based on a Mixed-Method approach allowing for a diversity of data which is collected from a sample of second year EFL students in the department of English, Tlemcen University. The work adopts 02 different research instruments, a questionnaire is administered to L1 students in the English department, which consists of open-ended questions that provide qualitative data, and close-ended questions that provide on the other hand quantitative data. Besides, a non-participant observation that takes place in the same class where the questionnaire is distributed and with the same participants to observe whether the teacher has an impact on his/her learners to develop SEL skills in their learning journey, and whether the students may have any classroom performance difficulties. A statistical analysis is used to analyze the close-ended questions, and a content analysis for the open-ended questions. The tools used addressed methodology, describe the study participants, data collection procedures and data analysis. As a result of this study, it was found that incorporating SEL principles and strategies into the English language teaching and learning process had a positive impact on the communication English skills, critical thinking and problem-solving abilities of L1 students. It also offers conclusions and implications based upon the study results with an emphasis on the use of SEL principles in teaching and learning process for analytic student's development.

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## List of Abbreviations & Acronyms

APA: American Psychological Association.

ASCD: Association for Supervision and Curriculum Development.

AI: Emotional Intelligence.

CASEL: the Collaboration of Academic and Social-Emotional Learning.

COVID-19: Coronavirus Disease 2019.

CPS: Chicago Public School.

EFL: English as a Foreign Language.

ELSA: English Language Speech Assistant.

ICAEW: The Institute of Chartered Accountants in England and Wales.

LAUSD: Los Angeles Unified School District.

NCLB: No Child Left Behind Act.

PALS: Peer Assisted Learning Strategies.

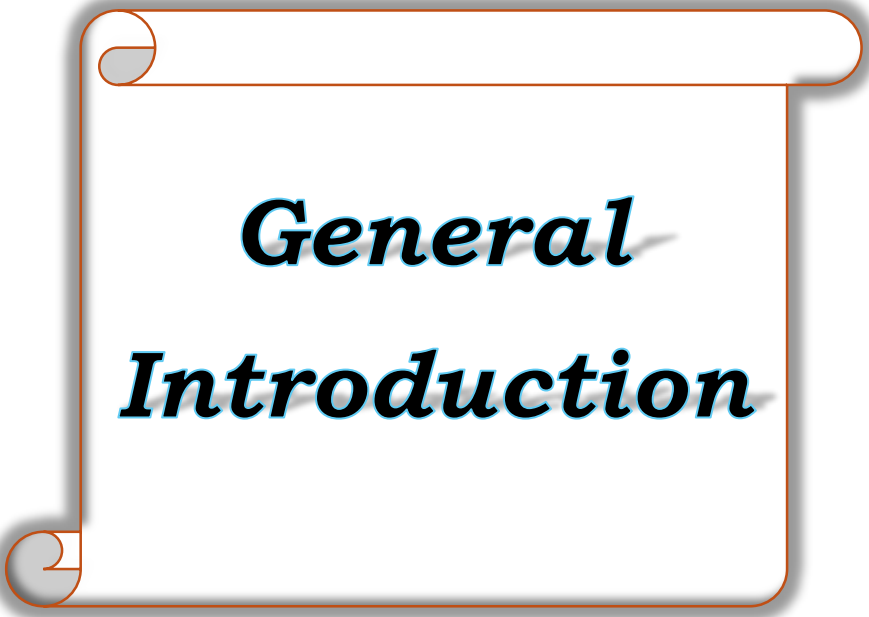
POOCH: Problem, Option, Outcome and Choose.

SEL: Social Emotional Learning.

SLT: Social Learning Theory.

UNESCO: United Nations Educational, Scientific, and Cultural Organization.

ZPD: Zone of Proximal Development.



# ***General Introduction***

Throughout the history, Social Emotional Learning (SEL) gained a wild recognition in the area of education in the mid-1990s. This concept is considered as an approach that seeks at improving the quality of learning for the students, it promotes specific and essential skills and abilities which covers various aspects, these skills enhance the learning process and have further influence on the learners' life time journey, which allows them to function well psychologically like enhancing self-awareness, socially like maintaining strong relations, and academically such as better results and performance. Despite the great value SEL holds, it might be difficult to implement it due to many factors, lack of teacher training and the unawareness is for sure among the dominant ones, in addition to the measurement and evaluation difficulties and time constraints. This dissertation will not only explore the current field of SEL but will also delve deeper into the way is implemented and to see whether teachers are succeeding in their methods and teaching practices that would make it easier to implement the key concepts of SEL to smoothen the learning process and help and guide the learners through it.

This research is an attempt to Investigate to which extent the level of social emotional learning effects the journey of the learners of English language, since SEL is a worldwide concept that most scholars and organizations praise like Daniel Goleman and Maurice Elias, it would be fair to check whether this effectiveness extends to the process of learning the English language and its learners and how the learners would feel and act if they are taught from an SEL angle to reflect the skills needed and identify the obstacles that the learners may encounter and address the SEL skills that fix them.

The reason behind the choice of this problematic is because many students grappled with emotional and social challenges in their academic journey, and what was fortunate is the lack of Teacher Training and knowledge, which caused further complications. Thus, it is worth noting that the SEL as an approach aims at blocking these issues and provides a better environment for the teacher and the student to collaborate and work effectively seeking for a holistic development for the learners. The significance of the study carries a significant weight that can be added to another previous research. Also, the study adds to

the theoretical body of knowledge in the field in different directions, for example testing previous theories of previous respected scholars in the field and enhance their applicability, as well as the implications for practice and policy in other words linking theories into practical implementation and shifting from abstract words and to actual strategies that are applicable in the real world.

Consequently, this inquiry attempts to answer the following questions:

1. What social-emotional learning (SEL) challenges may impede EFL learners' ability to study effectively?
2. In what ways do social-emotional learning (SEL) barriers affect and hinder EFL learners throughout their language learning journey?
3. What social emotional skills are crucial to study effectively and how can teachers impact the learners to develop them?

These questions lead to think about possible assumptions and hence formulating the following hypothesis:

1. One of the main obstacles could possibly be addressed in psychological barriers could be anxiety or fear of making mistakes.
2. The barriers may make students lose their self-confidence and could probably influence the learner's development and self-esteem in learning.
3. Time management and self-coaching might be among the social and emotional skills needed, along with the teacher's role and impact in the learning process

To reach answers for the above questions the researchers undertook an exploratory case study with a total of thirty students of second year in the university of Tlemcen. this will provide

qualitative and qualitative data relying on the use of questionnaire for the students and a structured classroom observation to observe the teacher and the learners.

This study is divided into two chapters, the first chapter entitled Background and Methodology designed to deal with every theoretical aspect related to the focus of the dissertation, it is a review of literature that expresses what is SEL and the way it emerged and developed its frameworks through time, in addition to the SEL role in enhancing countless of aspects among which the academic growth along with the personal one for EFL learners. Furthermore, this section explores the use of this approach in an EFL contexts, through a deep investigation of what have been said previously by researchers and international organizations. This portion also provides a glimpse on every step taken of the process of collecting data and the methodology relied to reach the final conclusions.

The second chapter is devoted for testing what have been discussed theoretically, and this is through the process of analysing the data obtained from the research tools (questionnaire and observation), the results enable to either confirm or reject the hypothesis stated previously and will lead to final conclusions concerning the effectiveness of SEL on EFL learners.

# Chapter One

## *Background and Methodology*

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### **1.1. Introduction**

The thirst for improving the learning process is the ultimate goal and focus of any educational system all over the world. This section sheds light on one of the most significant and powerful concepts that aims to realize that, by enhancing the necessary social skills along with the academic ones. It was agreed on by several scholars and organizations such as Collaborative for Social and Emotional Learning (CASEL) that Social Emotional Learning or SEL for short is an approach to education and development, and it is a way through which individuals acquire and apply skills, knowledge and positive attitudes to be able to manage and understand their emotions successfully, set worthy goals and feel and show empathy to others regardless on their cultural backgrounds, and the results for this would be maintaining positive relations, and make responsible decisions. SEL has proved its importance in education in general and in English proficiency in particular. This approach provides a strategic importance to many areas in the teaching-learning process, it enhances the communication skills and aims at establishing a stable and collaborative connection between the teacher and the learners, in addition to promoting cultural awareness and inclusivity the history of development reflects that this approach was rooted in the field of psychology and educational research in the mid-20th century, and it was influenced by three main theories of emotional intelligence, social competence, and behavioural psychology, these theoretical frameworks and components play a major role in improving the process of learning languages for the learners through time, especially for EFL learners.

## **1.2. Overview of Social-Emotional Learning (SEL)**

SEL has become an essential component in modern education, shaping how students interact, learn, and thrive within academic environments. Its influence extends beyond the classroom, contributing to improved behaviour, motivation, and classroom climate. Educators increasingly recognize its role in enhancing both individual and group dynamics. As a result, SEL is now being integrated into curricula to support long-term personal and academic success.

### **1.2.1. The Definition of SEL**

SEL is an educational approach that consolidates the development of social and emotional skills into school curricula. This approach considers social and emotional skills with the same level of importance as academic subjects such as math, science...etc., where children acquire social and emotional skills to manage tough emotions, make prudent choices, handle stress and anxiety, set ambitions, and build healthy relationships. Usually, SEL happens in the classroom without being taught, but when the children cannot master the skills of SEL, teachers should teach the social and emotional skills within the academic curricula in education. In 1987, Roger Weissberg, Timothy Shriver, and others launched the New Haven Social Development Program, which was initiated to incorporate SEL into the educational curriculum to improve the learners' emotional and academic skills. The success of this program led to the union of a passionate team of researchers, educators, and advocates for children under the name of CASEL (the Collaboration of Academic and Social and Emotional Learning) in 1994. Researchers such as Daniel Goleman, Ellen Galinsky, Roger P. Weissberg, Maurice J. Elias, Karen R. Seitz, and others, shared the belief that schools should tackle the social and emotional needs of all learners, they united to create a field that would address the vital element in education. From their discussions, they established a name and a purpose: thus, CASEL and the concept of “social and emotional learning” were born. CASEL became a leading

organization in the field of SEL and its framework turned into the basic SEL skills. This organization addressed five wide interconnected areas of competencies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each one of these competencies can be taught at different ages. It helps learners to define their necessities and to participate effectively in the community and school. Self-awareness is the proficiency of recognizing your own emotions, ideas, and values and seeing how they affect your actions in various situations. In addition, social awareness refers to the ability to accept people's opinions, especially those from different backgrounds, cultures, and situations. Moreover, self-management is the capability to handle well feelings, thoughts, and actions in diverse situations to reach ambitions and dreams. Furthermore, relationship skills mean the capacity to construct and keep healthy, supportive relationships while effectively interacting with different individuals and groups. Finally, responsible decision-making is about making wise and positive choices regarding your behaviour and how you communicate with others in various contexts. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

### **1.2.2. History and Development of SEL**

The history of the SEL development is gradual from different periods till this actual period (1960's\_present). Each period brought an addition and progress to the previous one. The early foundations of 1960\_1970 paved the way for SEL programs that are recognized today, thanks to two main points that helped in broadening the SEL concepts in education. First, the influential educational theorists like John Dewey, argued that the learning process becomes effective if the learners learn through real experiences not only through textbooks, in this period Social skills gained wild recognition among people, they started to believe that these skills were crucial to functioning well and emotionally and socially oriented, this led to the creation of several programs, that focused on enhancing the ability to communicate effectively and to engage the learners in teamwork. The second factor that led to the development of SEL within this period was the rise of.

Humanistic psychology 1970 <sup>1</sup>, in the 1970's this approach boosted the SEL work, it turned out that both SEL and humanistic psychology share a common ground in various areas, like the focus on personal growth, humanistic psychology focuses on self-actualization as advocated by Carl Rogers.

Later, the emergence of SEL programs in the 1980s had their portions and contributed to developing SEL, the SEL programs that emerged in this period emphasized the social-emotional skills of the learners alongside the academic goals, the first program was developed by the late 1980s aimed at teaching the learners various skills that level up the academic performance like emotional intelligence<sup>2</sup>, empathy, and conflicts resolution. Goleman, D. (1995).

CASEL cannot be ignored in the process of developing SEL, CASEL (1994), is a non-profit association founded by a group of educators, psychologists, and researchers. Daniel Goleman who is part of this association aimed at broadening the SEL concept to implement it in schools, this association developed a guiding framework for SEL consisting of five competencies: self-awareness, self-management, social awareness, relationships skills, and responsible decision-making.

The educational system in the United States in the 2000s spotted the light on a holistic approach to education, and this came as a response to the No Child Left Behind Act (NCLB)<sup>3</sup> in 2001, which sought to improve the accountability of learning through standardized tests, Still, educators and policy-makers begun to realize that the performance of the learners and their academic success was tightly related to the social and the emotional well-being. Zins et al. (2004) in their work gathered evidence that supported the idea of SEL and its relationships with the academic results of the learners as well as the personal well-being. By the mid-2000s several states started to develop and

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<sup>1</sup> Humanistic psychology: is a psychological approach that emphasizes the individuals as a whole, it focuses on personal growth, a positive view of people, the importance of feelings, and empathy.

<sup>2</sup> Emotional intelligence: it is the ability to recognize, control, and understand one's own feelings

<sup>3</sup> No Child Left Behind Act (NCLB): is a U.S federal law enacted in 2001 under President George W. Bush. It aims at providing helpful conditions for the learners to learn with the help of their teachers

adopt standards for SEL where they relied on the CASEL framework and Its competencies. And training teachers on how to use the SEL methods and implement them in their teaching.

Next, the research expanded in the period of the 2000s and 2010s spotlighted the effectiveness of SEL programs on the learning outcomes analysed the effects of SEL programs on mental health for students, Bridgeland conducted a study later in 2006 in which he insisted on the fact that SEL has an impact not only on the students but even on enhancing the classroom environment, that fosters a good teacher-student relationship.

After the period of the 2010s until now, SEL has gained universal attention, this recognition praised SEL as a concept as well as its benefits in the academic results of the students, SEL was developed thanks to the findings of previous studies, in 2015 SEL finally obtained recognition by UNESCO and was considered as an essential concept by the association, because it focuses on the quality of education, so a result of that the UNESCO included guidelines to integrate SEL in education in the whole world. through the help of this holistic approach (SEL), the learners will pay attention and develop other social and emotional skills that will help them level up in their learning process.

Global partnership between the International Society for Emotional Intelligence and the Institute for Social and Emotional Learning have been cooperating to implement SEL globally taking into consideration the diversity of cultures and the educational contexts. Singapore, Canada, and Australia are among the countries that have already incorporated SEL into their national education systems and policies.

The most convenient example of SEL and its importance could be noticed back in the COVID-19 period when the countries that implemented SEL in their educational systems were able to reduce the damage to the mental health and the emotional well-being of their learners during the crisis, many schools since the pandemic prioritized SEL programs in their systems as a reaction to the crisis like Chicago Public Schools (CPS) and Los Angeles Unified School District (LAUSD).

### **1.2.3. The Importance of SEL in Education and Overall Development**

Many educators and researchers claimed that SEL carries magnificent importance in all different aspects of overall development and education in general and the EFL context in particular, this leads eventually to the development of emotional intelligence, working effectively in groups, fostering a positive learning environment... etc. SEL covers a wide range of blessings in different factors of the learners' journey.

The importance of SEL includes various elements: emotional intelligence, and the social aspect are worth noting. First, SEL helps in the improvement of emotional intelligence which is considered as an outcome of SEL which implies the recognition of one's emotions and feelings constructively and this helps in understanding emotional awareness, identifying triggers, rise high perspectives of empathy, and creating a supportive environment, SEL also provides many coping strategies to help the learners in managing their emotions effectively among these strategies: mindfulness<sup>4</sup>, problem solving skills, and positive self-talk, among the aspects of emotional benefits are enhanced empathy and relationship skill, where empathy means the ability to understand others perspectives and share and recognize their feelings and relationship skills relies on enhancing empathy so the learners can develop skills to communicate effectively and to build healthy relationships.

Second, social emotional learning carries other blessings in the social context, these upsides are noticed in the learners' behaviour, which reduces behavioural problems, to rephrase it, SEL programs aim at enhancing and creating a mindset for the individuals to be able to manage their emotions successfully, hence the behavioural issues such as bullying or aggression will decrease in schools leading to a healthy learning environment. Durlak, J.A., et all (2011). Moreover, SEL makes the students learn skills they need even in non-academic situations, like the development of leadership skills, in other words, programs that are based on SEL principles design activities that encourage teamwork and

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<sup>4</sup> Mindfulness: is a practice that focuses in paying attention to the present moment, it helps the learners become more aware of their thoughts and to respond and react calmly instead of impulsively.

enable the learner to take the initiative and lead his/ her group and take the responsibility. Additionally, enhanced community engagement is considered a social outcome of SEL, it develops the spirit of participation in the community in the learners, through which they learn how to be responsible for their actions, and to recognize their roles within their communities, additionally they level up a sense of contribution to the society and seek to help those who are in need, and this can happen through engaging in activities like volunteering, participating in school clubs... etc.

To conclude, it is safe to say that SEL enhances various aspects in education at the level of increasing the state of engagement and motivation in the learners to make them active and raise their ability to question things and dive into debates with each other in the classroom, also behaviour can also upgrade the academic journey of the learners by knowing how to take control of their feelings in the classroom and not to let them affect their performance, in addition, the collaboration among the learners is also another contributor to reach better academic outcomes through the help of teamwork and effective communication, and finally SEL programs make the learners know how to reduce any kind of negative feelings such as stress and anxiety in order not to influence the performance and the activity of the students in the classroom. Similarly, social-emotional learning has a great impact on the emotional intelligence of the learners, it develops empathy and relationship skills, which raises emotional awareness and enables the learners to understand triggers, and also provides a positive and supportive learning environment that leads eventually learners to communicate effectively. Finally, the social aspect holds its portion from SEL, SEL based programs have an impact on behaviour that goes beyond academics and serve the community, they reduce behavioural problems such as bullying, develop leadership skills, as well as enhance engagement towards the community, as a result of this the learners will behave as good citizens in their society, where they are aware of their responsibilities as well as their actions.

#### **1.2.4. The Theoretical Frameworks of SEL**

SEL did not formally exist in the period 1900-1950 as a formal concept. However, the roots of its ideas can be traced back to several educational and psychological theories that emerged around that time.

In 1900s, the American theorist John Dewey introduced the term "the whole child" in his book, "The Child and the Curriculum" (1902), emphasizing the importance of developing the child's personal experiences, interests, emotional and social development, rather than focusing only on academic curricula in education. Over time, the idea of "the whole child" became a guiding approach in the 1950s in the context of child-centred education, by the help of ASCD<sup>5</sup> organization (Association for Supervision and Curriculum Development) which defines in its recent article, "Education for the Whole Child" (2013) the "Whole Child" approach as an educational framework that focuses on the child's emotional, social, and physical growth alongside academic learning.

This area also witnessed a significant development in cognitive psychology and social interaction by the Swiss psychologist Jean Piaget. He focused in his book, "The Child's Conception of the World" (1929) on how children's cognitive abilities develop over time and how they construct knowledge through interaction with their environment and that development happens through individual discovery and problem-solving which is indirectly connect to social emotional learning. Piaget's theory focuses on the significance of social interaction for cognitive development, he believed that children think better in challenging situations through discovery learning and individual's interaction with the physical environment.

However, Vygotsky's theory came as a reaction to Piaget's theory, particularly in the context of social interaction for cognitive development. Lev Vygotsky is a Soviet psychologist presented the importance of social and cultural interaction in the

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<sup>5</sup> ASCD: It is a non-profit organization that supports educators and aims at advancing the best teaching practices including curriculum development, and professional development for educators

development of cognitive abilities. Lev emphasized on social interaction as a key to learning. He believed that children learn through interaction with others (peers, teachers, community), who monitor them through their Zone of Proximal Development (ZPD<sup>6</sup>). Vygotsky's ZPD is the gap between what a child can do alone and what he can achieve with guidance from an expert person. He explained in his book, "Mind in Society: The Development of Higher Psychological Processes" (1978) compiled by Michael Cole, how cognitive and emotional development of the child was impacted by the socio-cultural environment.

Abraham Maslow also makes a crucial contribution to the context of learning through his theory "Hierarchy of Needs". He is an American psychologist who created Maslow's hierarchy. He emphasized the importance of knowing children's needs to create better environment for learning and growth. He said that human needs are organized into a hierarchy in his book "Motivation and personality" (1954), his theory is often shown as a pyramid to understand what motivates us as humans in five organized levels (Psychological needs, safety needs, love and belonging needs, esteem needs and self-actualization). He focused on the idea that children must feel safe, supported, and connected before they can effectively engage in learning and develop socially and emotionally. Although, Maslow passed away in 1970, his hierarchy of needs expanded based on his later writings and lectures, which were published by his colleagues and scholars after his death. (Simply psychology, 2024).

The theoretical framework of SEL was built on the basic theories of John Dewey, Piaget, Vygotsky, and Maslow, but the concept of SEL officially emerged in the 1990s with the launch of CASEL in 1994, Daniel Goleman's theory in 1995, and contributions from Albert Bandura and Urie Bronfenbrenner.

The American psychologist Daniel Goleman, introduced his theory of Emotional Intelligence in 1995, which contains a group of competencies for self-improvement,

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<sup>6</sup> ZPD: is a theoretical concept that represents multiple tasks.

decision-making and the ability to manage emotions, where the learners can make better choices and reach positive outcomes. (Goleman, 1995). Goleman states five key components of Emotional Intelligence (EI). First, self-awareness is realizing one's emotions and its effect on thoughts and decision-making is about knowing individual strengths and weaknesses. Additionally, self-regulation, which is the ability to manage those emotions effectively in order to handle anxiety, anger etc.... As well as motivation, which means the direction to achieve long-term ambitions and being optimistic to overcome obstacles. Besides that, empathy refers to the ability to understand and respect others' perspectives and feelings. Finally, social skills, which is being a people person, i.e., putting people in the right direction and influencing them positively in order to build a healthy relationship and effective communication. (ICAEW, 2021). The Canadian-American psychologist Albert Bandura emerged his theory, Social Learning Theory (SLT), during the 1960s and 70s to close the gap between behaviourism and cognitive psychology. He identified in his book, "Social Learning and Personality Development" (1963), the importance of observational learning, mimicry and Role simulation which are the core cognitive processes (Bandura, 1963, p 1-4)

Bandura's Theory illustrated through observational learning, which means people learn behaviour and emotions by observing others. This process includes four cognitive elements, attention, retention, reproduction, and motivation. Bandura explained observational learning through the Bobo Doll experiment, where children imitate aggressive actions toward a doll after seeing adults act aggressively. This experiment shows that people can learn without direct experience and how social situations can influence learning. The observational learning is the basic process which connected several elements, such as reciprocal determination<sup>7</sup> and self-efficacy. Reciprocal determination states that human behaviour is influenced by the individual, environment and the behaviour itself. In addition, self-efficacy which is the belief in person's ability to

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<sup>7</sup> Reciprocal determination: is a concept belongs to social cognitive theory, it denotes that behavior, personal factors (like beliefs), and environmental influences all interact and influence each other and hence, helps the people to learn and adapt within their environment.

succeed in specific contexts to reach aims (Honick, T., Broadbent, J., & Fullertyszkiewicz, M. (2023). Urie Bronfenbrenner was an American psychologist who was famous for formulating the human ecology theory (Ecological systems theory). It focused on different levels of environment that affect human development. It includes five interconnected elements, microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

First, Microsystem which is the closest environment where a person interacts with family, school, friends, and neighbourhood. It has the significant influence on a person's development. Besides this, Mesosystem connects various environments, for instance, how a child's home and school work can influence their development. It shows how different contexts can impact experiences and the progress. Also, Exosystem which includes bigger social structures that do not directly involve the person but still affect their development such as parents' workplaces or public services. As well as, Macrosystem which represents the broader cultural and social impacts, including principles, laws, and economic conditions. Finally, Chronosystem adds a time element, focusing on how changes over time impact the other systems. (Bronfenbrenner, U., 1979, pp. 209–258).

### **1.2.5. The Key Components of SEL**

SEL emerged from a meeting hosted by the Fetzer<sup>8</sup> Institute in 1994, which gathered many educators and psychologists who raised a concern about ineffective school programming and the lack of coordination among programs, SEL was introduced as a framework that addressed the needs of young learners. Under the leadership of Collaborative for Academic and Social Emotional Learning 1994 (CASEL) which is an organization that serves for educational interests through promoting SEL in education.

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<sup>8</sup> Fetzer: refers to a publication by Fetzer Institute, a U.S based non-profit foundation that promotes research related to mind-body-spirit.

Joseph A. Duralk; Elias. Maurice; Nancy E. Hill; and Rebecca A. Shapiro, were some of the main establishments of the early work of CASEL of developing the SEL model over the years to become more systematic (Social and Emotional Learning: Research and Practice, page 3-19).

The framework of CASEL highlights five SEL competencies promoted through several situations. The first competence that was introduced is Self-awareness, which is the competence to identify one's emotions and ideas and the way they influence behaviour, this contains recognizing one's emotions, rating the strengths and limitations, confidence, and self-efficacy that leads eventually to a mindset growth, an example of this can be journaling or discussing the thoughts in the classroom setting when dealing with a misunderstanding or a debate. The second competence is called Self-management, it is defined as the ability to control emotions and thoughts effectively in different states and circumstances, for instance, the strategy of taking a deep breath when facing a stressful situation like test. The third competence is social awareness, which refers to the ability to understand others with different perspectives and backgrounds, this competence involves: understanding different cultures, empathy, and understanding the social and ethical norms, by way of illustration, discussing cultural perspectives, and respecting the classmates' feelings during group projects. The fourth competence is entitled Relationship skills, i.e. the skill to preserve constructive and long-term goals relationships with individuals from different backgrounds, this contains: communication, listening, cooperating, and resisting inappropriate social pressure, seeking and offering help when needed, to illustrate this, resolving conflicts with classmates peacefully in class debates or group works. The fifth and last one is Responsible decision-making, in other words, making suitable and well choices about personal behaviour based on ethical standards and safety concerns the social norms, to make the idea clear this competence can be noticed if the learner decides whether to join sport team or volunteer for an organization. To sum up, everything that has been stated so far, the CASEL introduced these

competencies to foster knowledge, skills, and attitudes of the learners to lead them to personal and academic success in order to enhance their educational outcomes.

### **1.3. SEL and Language Learning**

SEL is an educational approach that integrates social and emotional skills development into school curricula. SEL led to the establishment of CASEL, and its framework became the basic SEL skills, which are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It improves students' holistic development through academic, emotional, and social elements. SEL helps in building an encouraging learning environment where the students overcome obstacles, build healthy relationships, and increase critical thinking. However, the significance of SEL extended from holistic development into the context of language learning. This change identifies the effectiveness of SEL skills in managing stress, building confidence, and engaging in meaningful communication, which helps to investigate the improvement of personal and academic growth by integrating SEL skills in language education.

There is no doubt now about the strong relationship between SEL and language learning. The integration of SEL for the learners is seen by multiple scholars as a crucial step in the area of language learning that leads eventually to various blessings. First of all, SEL attempts to enhance the language learning process by developing several skills through collaboration, empathy, and emotional regulation. Schonert-Reichl & Hymel (2007) noted that SEL fosters skills like empathy and collaboration, which are considered important skills in language learning. So, when the students feel the emotional support of their teachers, they are more likely to engage in challenging tasks as well as meaningful communication. In the same line of thought, a meta-analysis<sup>9</sup> was conducted by Durlak et al (2011) suggests that SEL programs have a strong impact on students' academic

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<sup>9</sup> Meta analysis: is a study in which the researchers and scientists gather all several studies related to one topic a see what the overall results are to help them understand what most of the research says about a question

performance, especially on reading and improving language skills, by enhancing students' motivation and engagement. Additionally, SEL skills aim at reducing stress and anxiety in the classroom through many activities like breathing activities (the 5-4-3-2-1 grounding technique: in which the learner will identify 5 things he can see, 4 things he can touch, 3 things he can hear, 2 things he can smell, and 1 thing he can taste this helps in refocusing and getting rid of any stress or anxiety by distracting the mind of the learner) "SEL interventions can help students with language learning difficulties by fostering self-confidence, reducing anxiety, and promoting a growth mindset, this creates a positive classroom climate that enhances motivation and engagement." (Elias, 2004, p. 17)

The practical applications of SEL in language learning refer to the techniques, tasks, and approaches that include SEL values in the process of teaching and learning a language. Classroom strategies, the teacher's role, and technology: these applications focus on enhancing emotional regulation, collaboration, self-awareness, and empathy along with language skills.

First, classroom strategies are the specific methods that teachers use to help learners enhance SEL skills, such as collaborative activities, which refer to the exercises that students use to work in pairs or groups to achieve a shared goal. They encourage listening and speaking skills, raise confidence, and build effective communication. They also enhance problem-solving skills, which means working on a problem as a group can help students develop their problem-solving skills, for instance, role-playing where the students take specific roles and act out scenarios to develop communication strategies, another sample could be reflective journaling, which allows students to express their thoughts and emotions to build community and explore empathy. It can take several forms beyond traditional written words, e.g., drawing, upcycling old books, or photography.

Furthermore, teachers play a crucial role in fostering SEL skills among their students through creating safe and supportive environments for language practice by

promoting open communication and providing chances for learners to express their thoughts and emotions without the fear of being judged. Besides that, teachers should apply techniques to foster empathy, and using teaching methods that respect students' different backgrounds and encourage students to take ownership of their learning by including them in decision-making and goal-setting and feeling more confident to engage in discussions and step out of their comfort zones.

Moreover, integrating digital tools can enhance the development of both language skills and emotional intelligence, for instance, "ELSA" application, which focuses on developing pronunciation and language skills. It adapts to the learner's level and provides unique pronunciation practices, feedback, and specific tasks. Also, it helps students increase motivation and build trust. The last examples are "Kahoot" and "Quizizz," which are interactive gamified platforms. They allow learners to create quizzes, surveys, and discussions, facilitating both SEL and language learning. Also, they foster self-assessment and provide immediate feedback to recognize their areas of strength. As well as they also promote self-management where the learners manage their time and focus on specific activities. Not only that, these platforms help students to learn from their mistakes and build confidence in their abilities; they enhance their social skills, i.e., they allow students to engage in collaborative activities to encourage teamwork and build effective communication. Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). *Handbook of social and emotional learning: Research and practice*. The Guilford Press.

No wonder many researchers explored the effects of SEL on language learners like the work of Schonert-Reichl, K. A. and others who aimed at testing to which extent SEL can be helpful for language learners, thus the findings have proved the great influence SEL has in the field of education, especially on language learning. However, there are several challenges that teachers would encounter while implementing SEL in the classrooms. One of the initial challenges is balancing between SEL and the course objectives, language learning focuses on linguistic competence such as grammar,

vocabulary, and communication skills as a primary goal, hence, research by Durlak et al (2001) calls attention to the fact that SEL programs can be successful only if they are treated as a part of the curriculum, for instance, group discussions can develop language proficiency and SEL skills at once like empathy and perspective-taking. Similarly, cultural sensitivity is also another challenge in implementing SEL, especially in diverse classrooms, Hofstede's (1986) research on cultural dimensions highlighted the importance of cultural awareness inside the classrooms, for example, collectivist cultures tend to work within groups to promote harmony and peace and they make sure to make everyone feels included, so when implementing SEL the teacher should focus on activities like teamwork or solving disagreements, On the other hand, individualists cultures focus more on personal independence and self-expression and is unique, so the teachers may assign activities like individual problem solving or self-expression. Lastly, assessments and evaluation are another major obstacle in the application of SEL, usually, language proficiency is tested in a traditional way through standardized tests, whereas SEL skills are a bit tricky to evaluate, they are assessed through qualitative measures like self-reports, observations... etc. According to Elias et al (1997) SEL skills can be assessed both in a summative and a formative way as well.

To conclude, it is safe to say that SEL shares a significant link to language learning in several areas such as empathy and perspective taking it shows how the integration of SEL can foster language learning and develop the competencies needed to reach positive learning outcomes. In addition, the teacher plays a great role in putting SEL into practice by creating a safe and supportive environment for language practice, and modelling SEL skills to encourage student engagement. Yet, obstacles may block SEL from taking place in a language learning setting for example: struggling to balance between SEL and language objectives, cultural sensitivity, and finally assessment and evaluation.

#### **1.4. SEL in EFL Contexts**

SEL is essential in smoothing the learning journey for EFL learners who seek to develop emotional intelligence and interpersonal skills. In the context of EFL, SEL proved to develop not only language skills but also emotional and social well-being, by incorporating SEL teachers can provide a safe and supportive atmosphere that enables the EFL learners to study and promote academic success as well as personal growth. The competencies of SEL align closely with the communicative and collaborative nature of language learning, and thus it could be integrated seamlessly into the EFL curriculum and instruction, which leads eventually to creating a supportive environment where learning is taking place successfully, through active listening, positive reinforcement ...etc. Although technology showed its affection in supporting SEL in an EFL setting and the principles of SEL improved a lot the quality of assessment and gave comprehensive and detailed feedback, challenges and obstacles may occur to stop and block the flow of SEL due to several reasons and circumstances, it is safe to say that standing against these challenges requires a strong focus and great considerations to make SEL programs effective.

SEL competencies are particular skills that fall under the umbrella of social-emotional learning, which are tailored to fulfil students' needs and necessities. They help students promote educational intelligence and academic growth, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

First, self-awareness is the ability to understand students' feelings and thoughts, recognize their personal strengths, and develop self-confidence. It must be applied in EFL classrooms through different activities, for example: teachers are able to teach learners how they can use "the Positive Pivot Scale" technique, it is a designed strategy developed by "Move This Word," which is an SEL program that emerged in 2007 by Sara Potler Lahayne. It developed fun video tools and interactive activities to integrate SEL into

classroom practices generally and EFL classroom exercises specifically. This strategy helps students identify their reaction towards a particular situation; its scale goes from negative 5 to positive 5, where -5 represents the most negative feeling, 0 is a natural reaction, and +5 is the most positive emotion. The students need to recognize the obstacle at hand and rate the current emotion on the pivot scale.

Second, self-management is the capacity to recognize skills needed to achieve personal goals, control emotions, manage anxiety, enhance motivation, and show self-discipline. Teachers can also apply self-management in EFL classrooms with the help of the "positive self-talk" strategy when the students engage in self-directed speech, either loud or silently. Thus, the positive speech goes directly to the subconscious mind makes students feel better, and reminds them that making mistakes are part of life. So, teachers can teach their learners the positive self-talk technique through short lessons and ensure student responsibility.

Next, social awareness is the ability to understand others' perspectives, including those from different backgrounds and cultures, identify social cues, and respect diversity. As an application in the classroom for this skill, the students are able to play the game "This or That," where they choose between two sports, such as tennis or basketball, or between two subjects, e.g., English or French, using Kahoot or Google Slides. For students to choose, this simple game creates respectful discussions among learners and a low-pressure environment where they can express their preferences, share their interests, and learn to respect different viewpoints. Teachers can also provide an opportunity for the students to hear diverse perspectives by using "the listening circle strategy," where they have a safe space to share their thoughts and ideas in order to build effective and respectful communication.

Furthermore, is responsible decision-making, which is a specific skill designed for examining scenarios carefully, predicting potential outcomes, making ethical decisions, and solving issues effectively. Teachers can start with scenarios that make the students

think critically by using short and fun videos to practice making them make hard decisions and think about the outcomes. Teachers have the capacity to help students by teaching them how they can use "the POOCH protocol," which is a great strategy for decision-making and problem-solving, where the students provide solutions by thinking of different possibilities and potential results. Each letter in the acronym POOCH stands for a specific step the learners should follow. It begins with stating the problem and then suggests diverse options to find a solution. Next, discuss the outcome for each option and choose the appropriate one. Finally, apply the chosen solution (Panorama Education.2025).

Finally, relationship skills are the ability to enhance listening skills, communicate effectively, solve problems, and build healthy relationships. Teachers can implement this skill in classrooms by helping students practice their communication and social skills in order to engage positively and solve problems through using fun community-building games such as "Balloon Toss," where students work in small groups to keep the balloon in the air for a minute without holding it and switch rules after each round. Besides this, they have a discussion to reflect on their teamwork and communication techniques. The purpose behind this game is to develop their communication skills, for instance, knowing when to speak up, ensuring everyone has a voice, and being responsible for their behaviours. There is another strategy the teachers can use, which is the "Rose, Bud, Thorn strategy", for the purpose of helping students to recognize their positive experiences and areas of enhancement. Throughout this activity, students share "Roses," which means enjoyable and positive moments that happened last week, and then "Buds," which refer to a potential thing the student is excited about for the next week. And finally, "Thorn," which is a difficult task the learner needs support or guidance with within the next week. This activity helps students to build a good team, share feelings, open discussions, and gain support from the teachers.

In the light of integrating SEL into the EFL Curriculum and Instruction, the operation requires thoughtful consideration, mainly concerning lesson planning on the part of the teacher demands five steps.

The initial step is the identification of SEL objectives alongside language goals. An example of an objective could be, "By the end of the lesson, students will be able to express their feelings using emotion vocabulary and participate in a group discussion about teamwork." To reach this objective that focuses on self-awareness, EFL learners will describe their emotions and preferences by getting engaged in collaborative dialogue and conflict resolution in group activities.

Then, the following step is to choose SEL-themed content, in other words selecting materials and topics that encourage the incorporation of SEL in the classroom, for example: providing stories or videos about family, empathy, or even role-plays and scenarios that require communication and problem-solving. "Integrating SEL into academic content helps students see the relevance of these skills in real-life situations" Elias et al. (1997, p.42).

Next, designing activities that promote SEL and language practice through reflective activities to engage students emotionally (SEL context) and linguistically (language learning), an example of this could be interviews, in which students interview each other about their personal experiences and share their findings with the whole class this leads eventually to empathy which is an SEL skill as well as the communicative skills.

Immediately after, the next step would be to design reflective tasks to help the learner connect their emotions with their learning experiences like writing a journal entry about a time when the student accomplished something that made him feel proud and explain why, As Brackett et al. (2011, p.15) note, "Reflection helps students internalize SEL skills and apply them in diverse contexts". The final step would be creating a supporting learning environment in the classroom to make the students comfortable to

communicate freely, according to Durlak et al. (2011), "A positive classroom climate is essential for effective SEL implementation" (p. 406).

As a matter of fact, SEL fosters a strong relationship between the teacher and the learner through several strategies like active listening, empathy, and positive reinforcement which promote safety and trust which enables the learners to practice SEL practices, according to CASEL trusting relationship between educators and students is foundational to creating a learning environment where SEL can thrive (CASEL, 2020). A positive relationship enhances and supports the emotional growth of the individual (the learner), a theory of the growth of mindset by Carol Dweck claims that when teachers believe in their students' potential, they create an environment where growth and learning flourish (Dweck 2006).

Likewise, assessment in the SEL context monitors the learner's social and emotional progress while the learning process is taking place, assessing SEL in EFL contexts can be gained through several techniques and strategies among self-assessment and reflection. McMillan and Hearn (2008) believe that EFL learners need to reflect on their own emotional and social communication in learning using journals and checklists for example, this would help the learners to raise awareness about their social and emotional skills and the way they affect their language learning journey. Peer assessment on the other side according to Topping (2009) can be used to evaluate empathy, communication, and collaboration through role-play activities, discussions, group projects... etc. In the same line of thought, Performance-Based Assessments that require performance tasks using English in real-life situations for instance, a role-play task where students must discuss and reach for a solution to a problem can reveal their competency to control emotions, communicate effectively, and collaborate with others (Wiggins, 1998).

SEL competencies play a crucial role in EFL classrooms, which can ameliorate motivation and engagement, bring off anxiousness and focus, surrogate communication, and promote emotional intelligence and academic growth for students. Still, despite the assimilator's belief in its significance. SEL skills face complex obstacles and roadblocks

in implementation in schools, which make teachers feel, to a lesser extent, confident in integrating SEL competencies into the educational curricula.

First, integrating SEL skills in schools is difficult due to the limited resources and time constraints. Designing SEL programs requires time and effort, despite the fact that teachers appreciate SEL competencies and enjoy teaching them. Teachers have to put extra effort and invest extra time in research and preparation, which can distract their focus on career growth and other teaching responsibilities.

Besides this, the schedules of schools are already full, which makes it harder to find a free space for SEL in the daily timetable. As a consequence of time constraints, teachers receive limited training on SEL, and they may not notice the significance of SEL skills in student achievement. Without ongoing professional training, it is hard for teachers to include SEL competencies in their lectures, to create a supportive environment for the students, or to have the ability to learn new ways to teach SEL, which can lead to updated methods and mixed experiences for learners. However, there are some solutions to overcome these challenges. If the schedule of schools is full and the SEL lesson doesn't fit into it, the educators have the ability to divide it into short units spread throughout days or weeks, where the learners get the opportunity to practice SEL skills in real-life scenarios better than none. Also, educators can integrate SEL into academic subjects such as art, science, and math without the need to allocate a costume time for it. These techniques can integrate SEL into students' learning journeys to promote their academic and emotional growth, although there is no allocated SEL time.

Additionally, due to the lack of teacher training, many teachers find it difficult to handle students' cultural differences in the classroom while implementing SEL skills. Without professional training, the teachers may struggle to update SEL courses for students from diverse backgrounds. As an illustration, SEL activities, e.g., role-playing or storytelling, may not be suitable in all cultural norms, i.e., what works in one community might be disrespectful or strange in another. For instance, in some cultures, expressing

feelings or showing hard emotions in public might be seen as something embarrassing and inappropriate.

Nevertheless, educators can overcome these obstacles by designing SEL lessons to match students' backgrounds, which respect and include several cultural norms, values, and traditions, teachers can also focus on using local stories and customs to teach SEL, such as folktales or societal traditions.

Besides this, teachers should get professional training in order to understand cultural expressions and how various cultures express feelings and overcome conflicts so they can start learning simple ways about how to use greetings in different languages. Also, they must focus on how SEL works for various cultural groups, for example, studying how learners from different backgrounds express feelings, so SEL will be more inclusive in EFL classrooms.

Given these points, social-emotional learning is a valuable addition to language teaching that can improve motivation and emotional well-being as well as the acquisition of the target language. Seamlessly blending the Social-Emotional Learning (SEL) competencies into the EFL curricula, teachers will be able to create an environment in which students feel comfortable. Such approach helps them develop not only language abilities but also build necessary life skills. Moreover, the successful execution of SEL into EFL classes needs the certainty to foster opportunities for teachers and students to build positive relationships, prepare culturally responsive activities, and innovate assessment methods that can evaluate language skills as well as the social-emotional behaviour of students. In the meantime, other issues such as teacher insufficiency in training, as well as differences in culture and limitations in the curriculum, can be barriers when integrating SEL. To remove these obstacles, the provision of solutions like teachers' professional development opportunities, school-wide SEL programs, and exploiting technology in innovative ways should be given a high priority

### **1.5. The Impact of SEL on Academic Performance**

When the need for holistic student development rose in the past few years, SEL was brought to the field to improve the skills needed for the learner to foster and make the learning process run effectively, in the educational setting, Research has consistently shown that the students who were under the SEL programs instructions were more likely to perform well emotionally, socially, and academically. Educational systems all around the world aim to improve the environment for learning to promote cognitive and emotional well-being through the help of SEL programs, the stakeholders need to understand the necessity of comprehensive SEL programs in schools along with the relation of SEL programs on the learners' outcomes, this paved the way to the integration of SEL as an approach to education that shapes well-rounded and capable individuals professionally and academically.

Academic performance refers to the extent the learners reach it during the learning process including achieving goals and objectives, which means simply the measurable outcomes, according to the Oxford Dictionary of English, academic performance is seen as "the standard or level of achievement of a student, especially in a particular subject or group of subjects." Academic assessment can be varied and categorized according to the aspects of education being assessed. Initially, quantitative academic performance including tests, exams grades...etc., is one type of learner performance that is measurable and assessable and provides numerical data (grades). On the other hand, qualitative performance is an approach that focuses on how well the students understand and their ability to engage with the materials, as Biggs, J., & Tang, C. (2011) noted that this approach emphasizes the depth of understanding, critical thinking, problem-solving abilities, and creativity that enables the learners to apply the language in real-world context.

In the same way, the usage of SEL programs and integrating them into the schools' curricula represent challenging procedures and thoughtful considerations, however it was

proven by several researchers like Joseph Durlak that The link between SEL and academic performance is unbreakable, SEL programs improve academic achievements and increase engagement to participate actively in the learning environment, which leads to great emotional, behavioural, and social results and holistic development for language learners in general and EFL learners in particular, in addition, SEL programs have demonstrated the effectiveness in developing the skills needed for language learners such as critical thinking, problem-solving, and responsible decision making. Research has shown that the effectiveness of SEL extends outside the school walls, skills like resilience, cooperation, and empathy are effective in academic success and personal growth and enable the learners to behave like real-world citizens. It is worth mentioning that SEL programs help minimize and reduce behavioural issues like bullying, aggression, resilience, or emotional outbursts these practices can spread negative emotions among the learners and well as distracting them from their learning process.

SEL is applied in several educational contexts, and is applied differently in each stage. First, in elementary schools, SEL competencies focus on helping kids build social and emotional skills that promote children's engagement and lead to fostering academic performance, including their grades, test scores, and homework completion. It enhances their coping skills, mental toughness, and emotional awareness. Children who participate in SEL programs increase a sense of safety and support, build good relationships with teachers, and enhance a sense of unity and belonging in schools.

Furthermore, early adolescence is a critical and vital phase of growth characterized by different physical and mental transformations and changes in social relationships. In order to help students during that phase, a group of expert educators and psychologists designed Emozi®<sup>10</sup>, it helps middle school students to promote calmer classrooms and fosters trusted connections. Also, practice CASEL competencies and learn the skills needed through hands-on strategies. As well as encourage their collaboration via dozens

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<sup>10</sup> Emozi®: It is an SEL curriculum for middle schools designed by PATHS® program, which is a company that is specializes in SEL skills. It aligns with CASEL framework.

of optional activities and mini-lessons. Emozi®, helps students overcome mental health issues, build strong and healthy relationships, promote self-discipline and collaboration skills, and foster emotional regulation. It is not just a tool for developing school performance; however, it is a foundation for long-term success and well-being.

Moreover, high school students who learn SEL skills from an early age through a working adult life have the power to deal with the challenges of life with confidence. When mastered in early childhood. SEL prepares them for handling all aspects of life well by providing them with the resilience, problem-solving skills, and emotional intelligence necessary. They tend to have strong social and emotional competence along with higher levels of job satisfaction in the future and fewer burnouts. Through the enhancement of students' SEL skills, students achieve not only good academic performance but also the basis of a successful lifelong career.

Altogether, SEL enhances academic performance considerably by preparing learners with basic vital emotional and social skills. Besides cognitive competencies, academic achievement is deeply interlinked with the skills of self-management, motivation, and resilience. The linked relation of SEL to academic achievements marks how far emotionally intelligent learners bring better focus, problem-solving, and adaptability into the learning classrooms. Key components of SEL, such as self-awareness, responsible decision-making, and relationship-building, showed an improvement in the classroom behaviour, engagement, and academic performance of the learners. From several educational contexts, the record shows that SEL deeply supports student success, regardless of cultural or institutional differences. The integration of SEL within education is critical to the development of individuals who would be ready for various challenges in life in general and their learning careers.

## **1.6. The Research Methodologies**

The study attempts to investigate all different angles of SEL and its effectiveness in the area of teaching English for EFL learners, like any other study, this work holds a particular importance in the educational camp, a research problem, research objectives, research questions, research hypothesis along with a suitable research design.

### **1.6.1. The Significance of the Study**

Social-emotional learning holds a huge importance in the educational camp, it provides a holistic development to the learners including skills, behaviours, strong and healthy relationships between the learners and their teachers, as well as creating a positive environment in the classroom, that look around for influencing the proficiency of the EFL learners and help them to achieve their personal and academic goals. Social and Emotional Learning (SEL) benefits a wide range of individuals and groups including the teachers and the school staff, since SEL aims to foster a positive environment, behavioural issues will be reduced and the task of teaching and managing the classroom will be easy. On the other side, curriculum designers also benefit from the SEL integration in various impactful manners, for example, by creating a Holistic learning approach curriculum designers will address not only the academic/ educational skills the learners will need well-rounded persons within the community. Last but not least the learners are the ones who take advantage the most from the SEL programs, they can enhance their academic performance and emotional intelligence along with social skills such as teamwork and active listening.

Additionally, this inquiry contributes to the existing research from several aspects. On one hand, this research expands the findings of previous researchers and adds empirical data that gathers both Quantitative and Qualitative data, to explore and highlight the affections of SEL programs in the Algerian schools. On the other hand, this

study serves as a guide for teachers because it promotes the best practices to be implemented and suggests creative strategies that help the learners develop their English proficiency. Moreover, the study relies on innovative methods in the research (mixed methods) which enable this work to contribute to methodological advancements in the SEL research field, providing models of frameworks for future studies. Lastly, it focuses on specific demographics (EFL learners), and pinpoint the unique SEL needs and challenges faced by this category, and eventually advocate for targeted interventions and solutions.

### **1.6.2. Statement of the Problem**

The study draws a clear cut about the problem of the research that implies investigating to which extent the level of social-emotional learning affects the journey of the learners of the English language, through exploring the relationship between SEL and the English language acquisition for the EFL learners. Since SEL started to get wild recognition among educators and stakeholders, it is necessary to acknowledge the advantages of addressing the social and emotional skills and aspects of the learning process, to foster and help the EFL learners achieve the desired outcomes and effectively master the English language.

However, the problem of understanding the relationship between the SEL and English language learning occurs because of the complex process of language learning, which involves cognitive factors, to illustrate, working memory that allows the students to manage and manipulate the information given to them, for example, learning new vocabulary or grammar structures, another cognitive factor is Metacognitive Strategies, which it refers to the awareness of the learners they develop to monitor their learning process through planning or evaluating.

Still, it is obvious that the integration of SEL in schools faces several problems that stop the SEL programs from taking place in the learning journey of the learners and being

effective. Lack of training is a major obstacle, Jones, S.M., et al. (2017) mentioned that only 19 percent of the teachers feel adequate to adopt and teach through SEL programs because many EFL teachers may not receive formal training on SEL and they face difficulties in effectively incorporate SEL into their teaching. Another challenge can be the diversity of learners, in other words, EFL classes may contain learners from several cultures, and these cultural differences can influence the emotional expressions and the social interactions of the learners which would make the task harder for the teachers to select the methods that fit all the class (Chen, G & McGrath, I, 2002).

### **1.6.3. The Research Objectives**

The study has three interrelated objectives. First, this inquiry seeks to identify obstacles and challenges like cultural differences, language anxiety, insufficient instructional support...etc., that make it difficult for EFL learners and prevent them from engaging in the language acquisition process., and thus to look for solutions to prevent these obstacles from occurring so they will be able to learn effectively. The second target of the work is to analyse how these obstacles influence and hinder the EFL learners' process while learning from various aspects like behaviour, academic performance, emotional regulations...etc., by studying these challenges and their effect, it would be easy later to identify the areas that need support to help the students overcome those challenges and guiding them towards accomplishing their goals. The third and final objective is to determine the social-emotional skills and understand the role of teachers in fostering them and creating a supportive environment for EFL learners, in other words, it is crucial to be familiar with the needed social and emotional skills the learners should develop, along with being acquainted with the role of the teacher in fostering and nurturing these skills and establishing a supportive classroom environment.

#### **1.6.4. The Research Questions**

The study addresses three critical and fundamental questions in exploring the impact of SEL on EFL learners' proficiency. First, it is important to acknowledge what obstacles may hinder EFL learners from studying effectively, including factors such as personal motivations and inadequate instructional methods...etc., identifying and understanding these challenges is important, as they carry a deep influence on EFL learners. This leads to another stage, which is questioning how these barriers can block and influence EFL learners in their learning journey, in other words, to investigate the way they block the students not only from achieving their goals but also their overall learning experiences. The last question delves into understanding what social-emotional skills are crucial to study effectively and how can teachers impact the learners to develop them, it is worth noting that identifying suitable social and emotional skills leads eventually to noticeable progress in English language proficiency, and helps the teachers in fostering a supportive learning environment and adapting the best teaching practices.

#### **1.6.5. The Research Hypotheses**

The study addresses three assumptions that guide the research design and predict the outcomes. The first hypothesis claims that one of the main obstacles that could be addressed is the psychological barriers such as anxiety or fear of making mistakes, these emotional flaws may affect the students' willingness to engage, participate, and procrastinate, thus this collapse can carry a long-lasting influence on the academic performance, to illustrate, students who struggle with self-doubt are more likely to remain passive and not to take risks. Furthermore, the second assumption claims that the barriers may make students lose their self-confidence and could probably influence the learner's development and self-esteem in learning, in other words, the psychological challenges may impact the emotional regulation of the learners that would cause them to lose their self-confidence, motivation...etc. Finally, the last assumption of the research is that time

management and self-coaching might be among the social and emotional skills needed, along with the teacher's role and impact on the learning process, skills like time management and self-coaching may help the learners monitor their learning, and the teachers' role may foster and creates a conducive learning atmosphere.

#### **1.6.6. The Research Design, Methods, and Procedures**

The research design of this inquiry gathered all the methods and the procedures used in the process of collecting data in addition to the reason behind the choice of each step, which were expected to serve and work well with the nature and the field of the study.

##### **1.6.6.1. Sampling**

the study implied an inconvenience sampling method or accidental sampling, to explore and investigate the impact of SEL on EFL learners, this approach ensured that the data is collected from a sample population that is easy to reach and also accessible which is in this case 30 students of EFL learners at the level of the university, the technique of inconvenience sampling was chosen in this work to avoid bias and give a chance to different and diverse participants, who could be facing troubles that block the process of learning English, this approach guaranteed to include students with different barriers such as psychological or academic barriers, in order to provide profound insights into the factors that influence their English language proficiency.

##### **1.6.6.2. Data Collection**

The aim behind the data collection process for this research is to ensure reliable and accurate findings, a mixed-method approach was undertaken that provides two different types of data quantitative and qualitative, which aimed to provide a profound understanding of the research problem. The primary data was collected through surveys that were distributed to 30 students of English ensuring a representative demographic. Furthermore, classroom observations took place within the same sample, to observe both

the students and the teachers and see whether the students are facing any troubles while learning and the skills needed to overcome those challenges, on the other side, the teacher's role in fostering SEL in the classroom was also observed and noticed, in order to understand the role of the teacher in impacting the learners' SEL development, through their strategies and interactions in the classroom.

### **1.6.6.3. Data Analysis Procedures**

The study uses a mixed-method approach to analyse and interpret the collected information. It integrates a combination of two research methods. The quantitative aspect uses a structured questionnaire presenting numerical data to test the hypothesis provided and answer the research questions. On top of that, the qualitative part is conducted through classroom observations to explore the teachers' and students' behaviour in depth and descriptive interpretations. These research methods will ensure a comprehensive understanding of the research questions and clarify the impact of SEL in EFL classrooms.

#### **1.6.6.3.1. The Students' Questionnaire**

Before analysing the collected data from Students' Questionnaire, it will be reviewed and cleaned to ensure accuracy and reliability, and only the valid information will be used for analysis. Then, the gathered data will be managed, i.e. closed-ended responses such as Yes-No, Likert Scale, and multiple-choice responses will be coded numerically, which will make it easier to provide statistical analysis. Besides this, open-ended responses will be grouped thematically to recognize patterns in students' point of views. Next, descriptive statistics techniques, for instance, mean standard deviation, percentages, and frequency will be used to summarize and interpret the information. Also, it will help to detect patterns, relationships, and notable variations in the data. Finally, the interpreting results from the questionnaire will answer the research questions and determine the impact of SEL in students' English proficiency.

#### **1.6.6.3.2. The Observation**

The collected information from the classroom observations will be written using field notes, observation sheets, and checklists. These instruments will help record students' and teachers' behaviours. The qualitative data will be analysed through a thematic approach to recognize different themes, for instance, students' participation, emotional control, and collaboration. The gathered data from the sessions of observation will complete and support the findings from the questionnaire by providing real-life scenarios of students and teachers. Also, it shows directly the effect of SEL in educational contexts. observation provides real-time insights into how SEL strategies impact EFL learners' engagement and behaviour. This procedure helps educators identify emotional and social challenges that affect language acquisition. As a result for this, teachers can adjust instruction based on observed interactions and student responses. In addition, continuous observation tracks SEL progress, supporting more personalized and effective learning. On the other side, classroom observations provide real-time insights into how SEL strategies impact EFL learners' engagement and behavior. It helps educators identify emotional and social challenges that affect language acquisition.

## **1.7. Conclusion**

This chapter presents an in-depth exploration of social-emotional learning in the context of English language education, explaining its definition, historical development, and key pioneers. It expresses SEL's role in enhancing both personal growth and educational development. Moreover, it outlines the theoretical frameworks that support SEL and details its five core components, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are essential for EFL learners. In addition, the chapter signifies the connection between SEL and language learning.

SEL elevates students' performance by boosting confidence while speaking and encouraging active participation despite language obstacles. It also develops emotional intelligence, promoting better communication through empathy. Additionally, SEL improves cultural awareness, helping EFL learners learn and respect diverse backgrounds. Next, this segment of the study also explores the integration of SEL in EFL contexts through the application of SEL-based programs to enhance English proficiency from several angles. Ultimately, the impact of SEL on academic performance and how it may foster learners' proficiency, supporting their academic goals, and preparing them for professional careers and civic engagement.

## **Notes to Chapter One**

- **Social Emotional Learning (SEL):** Pedagogical approaches, through which individuals learn to manage emotions, set goals, show empathy, build relationships, and make decisions.
- **Emotional Intelligence:** the ability to recognize and manage one's own emotions and others for effective interaction and problem solving
- **Cognitive Psychology:** the scientific Study of mental processes: perception, thinking, memory, attention, language, problem-solving, and learning.
- **Observational Learning:** The process of acquiring skills or behaviors through observing others rather than through direct experience, allowing individuals to learn new behaviors simply by watching.
- **Cultural Perspectives:** The way individuals view and interpret the world around them based on their cultural background and experiences, encompassing beliefs, values, norms, and behaviors.

# Chapter Two

## *Data Analysis & Recommendations*

## **Chapter Two: *Data Analysis & Recommendations***

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## **2.1. Introduction**

Shifting from what has been stated theoretically in the previous section, the second chapter is heavily concerned with the methodology and the process of collecting and interpreting different data. The supreme target of this inquiry is exploring the extent level of social emotional learning and the way it effects the journey of the learners of English language inside the classroom, by exploring the different attitudes and the teaching practices in a classroom of second year students in the university of Abu Bakr Belkaid. A mixed-method approach is opted for to manage and lead the study to gather concrete and variety of data that grant this research the reliability and the credibility of the final conclusions reached. As far as the application of the research tools, two different instruments are adopted to complete this process, initially, structured classroom observations that focus on the learners and their attitudes inside the classroom, as well as the teacher and his teaching practices, followed by semi-structured questionnaires on the other hand, that are interviewer-administered to the sample population. The triangulation of the data allows to get deeper insights on complex behaviours like resilience and leadership (through observations), and skills like empathy, self-awareness, and social-awareness (through questionnaires). The analysis of the data identifies several specifics and details that ensure a better environment for the students to learn and acquire the language and skills, similarly it unveils the application of the SEL approach in an EFL classroom and determine the teaching practices and the methods that serve in promoting the SEL components and principles for a holistic development.

## **2.2. Data Collection Methods**

This chapter outlines the research methods employed to investigate the study's objectives. It details the design, tools, and procedures used to collect and analyse data. The aim is to ensure the validity, reliability, and relevance of the findings.

### **2.2.1. The Research Design**

The research design is a structured plan that shows how the research will take place, it gathers all the details and the decisions taken by the researcher to collect and analyse the data. The nature of this work requires the use of a mixed method research design for various reasons. Initially, the selection of the mixed method approach as a research design holds a huge importance and relevance to the area of this study, using both types of data provides a profound understanding of the research problem and explore the phenomenon from multiple angles and provides reliable findings in other words, this research design allows to measure quantitatively data concerning the changes that occur while learning English, and qualitatively to explore and discover the several perception of the students and their personal experiences related to social emotional learning.

The link between the research design and the objectives of this inquiry is tight. To reach the first objective of the research that seeks to Identify obstacles and challenges that make it difficult for English language learners to learn effectively, it is essential to rely on both types of data realize the first objective of the research. Additionally, the use of case studies in this particular area of research help analysing how individual obstacles impact the learning process over time for EFL learners, hence it allows to understand the relationship between these obstacles and the learners' outcomes. And lastly using observational studies provide data on how well the teaching practices are promoting and fostering SEL skills in EFL contexts.

This research employs mixed-method research design with two types of research approaches. The qualitative aspect includes classroom observations as a means to develop

deep understanding of the effect of SEL in real-world situations and study students' participation and

interaction in the learning activity. That is, the quantitative perspective involves organized questionnaires that capture the students' views of SEL and its effects on their learning path. It includes open-ended questions to elicit rich feedback and close-ended questions (Yes/No, multiple choice, Likert scale) with the aim of determining where-on-the continuum the respondents stand. This study provides an integrative picture of the role of SEL in the academic performance of EFL learners, facilitated by these research tools.

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Despite the fact that mixed-method research design presents a holistic outlook about the influence of SEL in EFL learners' proficiency, it has diverse limitations. The classroom observations might contain subjectivity due to students' and teachers' behaviours. Besides this, the small sample size might lead to limited results. Also, both the questionnaire and observations are time-consuming and effort-taking, which may affect the research process. Not only that, the presence of the observer might have left an impact on students' attitudes and actions.

### **2.2.2. Survey & Questionnaire**

The questionnaire is taken as a data collection method to gather students' points of view on the impact of SEL on the English proficiency of SEL learners. It allows gathering several perspectives from a large number of participants in order to explore students' emotional intelligence, motivation, and self-efficacy, and how SEL affects their communication skills and academic growth. The questionnaire contains 10 questions in order to explore the effectiveness of SEL on EFL learners. It consists of two Likert-scale questions to understand students' feelings and opinions, seven multiple-choice questions to gather structured answers, and two open-ended questions to give students the opportunity to share their personal thoughts and experiences. The questionnaire covers diverse themes, including self-awareness, motivation, emotional regulation, social skills, cultural differences, and learning engagement. These types of questions are chosen in order to collect both quantitative and qualitative information. The questionnaire was distributed to students in paper format to ensure that the students complete all the questions without skipping any and to make it easier for them. It was administered during classes in order to make them participate under the same conditions. The sample consisted of 30 students from the same class that was already observed during lessons, and their teacher was also observed. The questionnaire followed the ethical considerations where the participants gave their permission before answering the questions and their answers remained private, including their names and their personal details.

**2.2.3. Observation**

This study implies using observation in an EFL classroom, and it requires observing both the students and the teachers. Initially, the students' observations tend to explore and discover the attitudes and behaviour of EFL learners while learning to determine how they engage and respond while learning in addition to the way they interact with each other in peers or group activities, and also, how students articulate their thoughts and feelings in English, especially in peer discussions. On the other side, the teachers' observations aim to understand the teaching practices and see whether they impact EFL learners' social-emotional skills and overall language proficiency. Similarly, observing the teachers enables to assess the interaction between the students and the teachers and observe how the teachers support their learners and the way they respond to the students' efforts and needs. Before starting the observation, the permission is taken from the participants of this work. This procedure requires six sessions in total and an estimated time of nine hours, three sessions are dedicated to observe the students' behaviour, interactions and other elements, and the other three sessions are dedicated also for the teacher and diagnosing whether the teaching practices promote SEL principles or not. Additionally, tools like structured checklists and field notes are used to help in gathering valid data related to the focus of the research. As far as the setting is concerned, all the observation sessions take place in regular classrooms, where the students follow the teacher instructions and rely on materials like handouts. Although the observation proves its efficacy in gathering reliable and real data, one challenge occurs, the challenge implies subjectivity in interpreting some behaviours of the students and the teacher. Other than this it is safe to say that since the observation is a non-participant it gives an honest behaviour and thus a reliable data that gives validity and reliability for future research.

## 2.3. Data Analysis Techniques

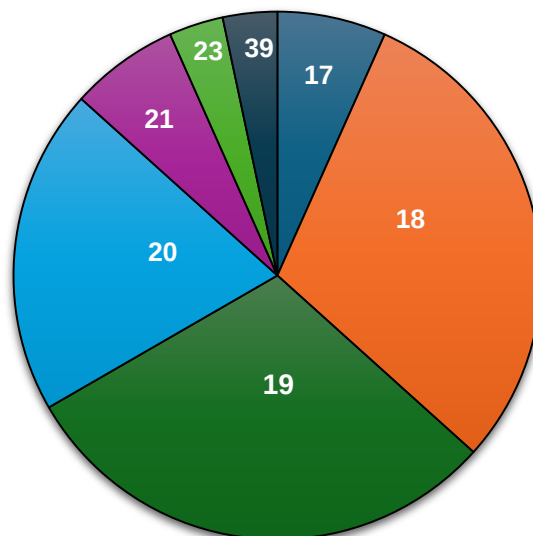
This chapter presents the research methods and data collection techniques used in the study. It describes the tools and procedures adopted to gather both qualitative and quantitative data. The selected techniques aim to ensure a comprehensive and accurate understanding of the research problem.

### 2.3.1. The Demographic Profile of Participants and Analysis

In this section understanding and analysing the profile of the individuals who participated in the study is crucial and aims to discover if elements like age or gender effects the research process. The study includes a total of 30 participants from different ages starting with 17 years old

until 39 years old, the age distribution of this sample is summarized in the pie chart below:

**Figure 2.1. Age Distribution of the Participants**

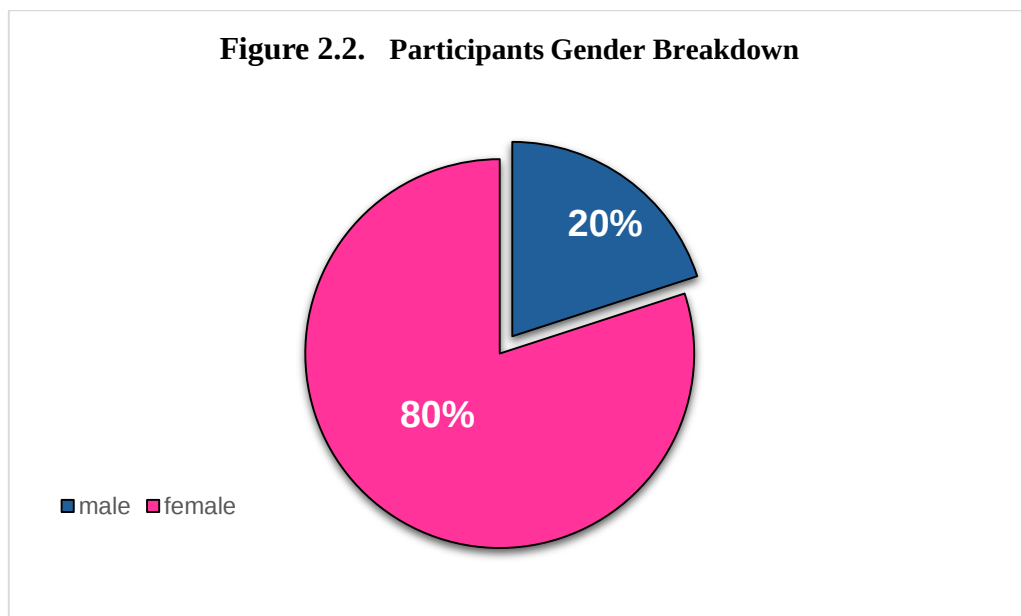


The figure represents the age percentage of the participants of this study, and it clearly shows that the majority of the participants are between 18 and 20, and since the

Mean age of the participants is calculated to be 21.5 years indicates that the participants are in their early twenties, hence may not be aware on the theme of the study and therefore they give random and irresponsible answers that might affect the validity and the reliability of the data, in addition to the variety of perspectives and behaviours between each other. Also, the median age of the sample is 18 which means that most of the participants are younger than this age. Furthermore, the standard deviation is calculated to be approximately 4.35 years, it indicates that there are both younger and older participants in the sample and ensures that the sample covers nearly all the targeted age that goes well with the study.

In the same line of thought, this study is non-biased and aims to explore and collect data from all genders without any preference or planning, the number of females in this study is 24 and

the number of the males is 06 and it is illustrated as below:



The gender representation in this study represents a prominent number of females over males (80% compared to 20% male). It is worth mentioning that research has shown that gender differences in emotional expression, social behaviours, and communication

styles can be clearly detected between the two genders and can impact how individuals engage with SEL concepts Tenenbaum, H. R., Ford, S., & Alkhedairy, B. (2011). Females are more likely to rely on their emotions in expressing. On the other side, male participants may approach emotional learning with different expectations, through resilience or competition over emotional vulnerability, Sojer, P., et al. (2023). Due to this circumstance future research should focus more on the balance between both genders to guarantee a wild understanding of the male's perspectives to better generalize the data in diverse educational settings.

### **2.3.2. Analysis of SEL Implementation in the Classroom**

SEL implementation in classrooms is important for creating inclusive learning environment that promote both personal and academic growth. SEL programs help students to get higher grades and improve their academic development. It promotes the ability to understand students' emotions and manage stress in order to enhance positive mental health outcomes. Not only that, Also, it enhances empathy and their communication skills in order to build strong and healthy relationships. Besides this, SEL skills teach their learners self-regulation, responsible decision-making, and problem-solving so as to solve behavioural issues. All of these competencies are crucial for career success and real-life contexts. While implementing SEL in the classroom is important for creating supportive learning environment, it is equally crucial to identify the challenges that hinder EFL students' success. With this in mind, the objectives of this research are designed to discover these obstacles and provide insights into better SEL implementation.

First, this analysis aims to study the ongoing level and quality of SEL implementation in SEL context. This involves exploring the extent to which teachers integrate SEL skills in their teaching practices. Additionally, this study seeks to assess the effectiveness of SEL principles to overcome the obstacles which may hinder EFL learners' process, for example, lack of emotional regulation skills, poor classroom

relationships, low self-confidence, anxiety, and lack of motivation. Finally, it highlights the teacher's role in promoting SEL skills and creating a healthy, positive classroom environment. The teacher plays a vital role in fostering social-emotional development, keeping classroom interactions positive and adjusting teaching to meet students' emotional and academic needs.

### **2.3.3. Analysis of the Observation**

Initially, the students' observation categorizes several focuses. The primary focus of this procedure is to notice the peer interaction and collaboration among EFL learners. It was noticed that the students help each other during activities, show respect and listen to each other, and the group work was structured in pairs and discussion where the learners collaborated humbly.

Moreover, the aim of the observation extends even further to investigate the engagement and motivation of the students; the participants showed a sign of shyness, and this was likely due to their first interaction with the module and the teacher. Despite this factor, the majority of the students were actively participating, and they showed persistence when tasks were challenging. On the other hand, the focus was also on the confidence and self-efficacy of the students, in which students showed little confidence while answering and interacting. They had opportunities for self-reflection on their learning experiences and emotions, and the teacher played a huge role in that through asking questions and giving them enough time to think and answer. Coupled with the previous focus, the observation targeted language use and communication. The results showed that the learners use supportive and respectful language when interacting, as well as construct their language using the teacher's words. but they articulate their feelings and thoughts poorly, and they lack confidence. The last objective is on how well the students can use SEL skills. The findings showed that when engaging in tasks, the students provide feedback to each other, and they discuss, whereas the activities do not explicitly incorporate SEL skills (e.g., role-playing, sharing circles), and the tasks were only

lecture-based instruction. This type of instruction does not allow EFL learners to actively engage and collaborate effectively in the classroom. The students did not show any disagreement or misunderstanding during the lecture. This could reflect either a full grasp of the lesson or they find it difficult to express their emotions and thoughts. To conclude, it is safe to say that the objectives and the focuses of the students' classroom observation were accomplished. This process covered several aspects of the SEL skills in the classroom with the participants; yet, it is worth noting that factors like unfamiliarity with the module or the teaching practices of the teacher may impact their behaviour and performance, especially in engagement and motivation, and should be taken into consideration for future inquiries.

Besides this, the teaching practices are also observed, to identify the best teaching methods and techniques that promote SEL principles for EFL learners. First of all, the emphasis was on how well the teacher encouraged his learners' engagement and motivation, it was observed that the teacher encouraged the learners' engagement through asking easy and clear questions starting from the simple to the complex one, and asked them to read and look for the information in their handouts, also the teacher served as a model of emotional control and positivity which made the learner feel safe and ready to learn and acquire knowledge. Correspondingly, the second focus was on the positive reinforcement and the emotional support provided by the teacher, he managed to respond positively to students' efforts when they made errors in differentiating between the two terms rational and empirical, He also expressed emotions and discussed feelings while lecturing the students, in addition to addressing misbehaviour with patience and constructive way. Identically, this procedure emphasized the way the teacher would promote emotional awareness, the teacher created opportunities for students to reflect on their emotions and social interactions during and after activities, however, the teacher did not include group activities that promote emotional awareness, and went only with a lecture-based instruction. The last focus of this process was on real-life relevance and

contextual learning, in which the teacher gave examples from real life and situations the learners may encounter.

To sum it up, this observation that focused on the teacher had 4 aims, all of which were concerned with the teaching practices that promote and encourage SEL skills in the EFL classroom, it is also worth noting that no limitations or challenges were faced in this process and this enabled concrete and accurate data.

#### **2.3.4. Analysis of the Questionnaire**

The first-year EFL Learners Questionnaire aims to explore the impact of social-emotional learning (SEL) on their language learning. It is organized under one dichotomous question requiring a yes/no response, two Likert-scale questions, five multiple-choice questions categorized as closed-ended, and two questions were structured as yes/no dichotomous questions followed by open-ended prompts, in order to assess students' awareness of SEL, its application in their learning, and its effects on their English proficiency.

The main concern in Part 1, which consists of six questions, is validity. The first question investigates whether students are familiar with SEL. Also, the second and third questions assess students' ability to recognize and manage emotions. Also, key SEL components that may affect language learning. As well as, question number four and five assess how often SEL-related strategies are integrated into English courses. Besides this, question number six evaluates the perceived impact of SEL strategies on students' English proficiency.

Furthermore, student-related reliability is concentrated on in Part 2, consisting of three questions about social and cultural aspects of SEL. In particular, question number 7 and 8 manage the difference of students' cultural backgrounds and their engagements

with SEL principles. Not only that, question number 9 examines the teacher's role in promoting an inclusive learning environment.

Finally, the last question in Part 3 focuses on test reliability and proposed solutions for improvement. It denotes SEL beyond the classroom. Question number 10 explores whether learners have participated in SEL-related activities outside the classroom and whether these activities contributed to their learning journey.

## **2.4. The Research Findings**

Due to the importance SEL holds in education in general and in the English proficiency in particular, the study aims at exploring three critical questions for a better understanding of this approach and its impact. First discovering what obstacles may hinder EFL learners from studying effectively, it is quite necessary to address the challenges the students face in order to search for solutions and prevent them, and it was proven by previous studies that highlighted the positive impact of SEL in language education domain, the use of this educational approach can identify those challenges in various ways among which understanding emotional barriers, communication skills, building self-efficacy...etc. The following question seeks to provide an understanding on how can these barriers block and influence EFL learners in their learning journey, after exploring the barriers it is crucial to understand how they can block EFL learners in their language acquisition and learning, for this circumstance, understanding how these obstacles operate will give a chance for educators to adjust in their pedagogical strategies and develop effective ones. And lastly, what social emotional skills are crucial to study effectively and how can teachers impact the learners to develop them, for EFL learners developing social-emotional skills holds a huge significance and importance because it is key for success not only in mastering the language but also in enhancing overall academic performance and well-being. And the teacher plays a major role in supporting

these skills, and thus enhancing learners' experiences and outcomes in the classroom for example through creating a more supportive and productive learning environment.

To reach answers for the questions of this study, questionnaires and observations were used to gather different kinds of data. First questionnaire was used to collect quantitative and qualitative data consisted from many types of questions (close-ended, open-ended, and Likert scale) to gather the students' point of view on the impact of SEL on the English proficiency of EFL learners in

addition to exploring students' emotional intelligence, motivation, and self-efficacy, and how SEL affects their communication skills and academic growth. As far as the observation is concerned, it was systematic and both the teacher and students were observed, it allowed to gain insights on the dynamics of SEL practices in an EFL classroom, and the methods used to promote emotional regulation.

In the process of collecting the data through the observation, the students supported each other during the assigned activities and they demonstrated mutual respect and attentive listening in the classroom, in addition the group work was structured in peers which allowed the student to discuss and collaborate humbly, the data indicates that the students have a positive behaviour while dealing with classroom activities, which may lead to greater performance in the speaking skills and enhance their critical thinking. Moreover, the results of the observation showed that some learners were shy but most of them were actively participating and engaging, however this can be traced back to one main possible circumstance which is the unfamiliarity with the module and the teacher. In addition, the results also outlined the role of the teacher in providing opportunities for his EFL learners in reflecting on their learning experiences and emotions, hence creating a safe environment for the learners to learn, and this is a significant criterion in SEL approach and for the educators who tend to follow this wave. In the same line of thought, the language used in communication by the learners in the classroom is a supportive and respectful language, and this is significant and crucial for them because it proves that the learners already developed important skills related to SEL principles like social

awareness and strong relationship skills. In another side, the findings revealed that EFL students provided feedback to each other and discussed and communicated properly, although the activities were not incorporating SEL skills and they were only lecture-based instruction, as well as showing no signs of disagreement which means that they either understand the lecture or they have difficulties in expressing their thought and emotions,

this can highlight a challenge that may block the learners from learning and educators should be aware of it and taking it into consideration to design effective activities in the future.

In the opposite direction, the observation also displayed that the teacher encouraged the learners' engagement through asking easy and clear questions, also the teacher served as a model of emotional control and positivity which made the learner feel safe and ready to learn and acquire knowledge, this indicates that the teachers is modelling all the main competencies from SEL: Self-awareness & Self-management, Social Awareness & Relationship Skills, and Responsible Decision-Making, since all these are the core of SEL the teacher is modelling it hold several benefits among which supporting the students' emotional well-being and confidence by creating a safe, respectful learning environment and promoting active engagement, independence, and positive social interaction. Similarly, the finding indicates that the teacher managed to respond positively to students' efforts when they made errors (differentiating between rational & empirical), He also expressed emotions and discussed feelings while lecturing the students, in addition to addressing misbehaviour with patience and constructive way.

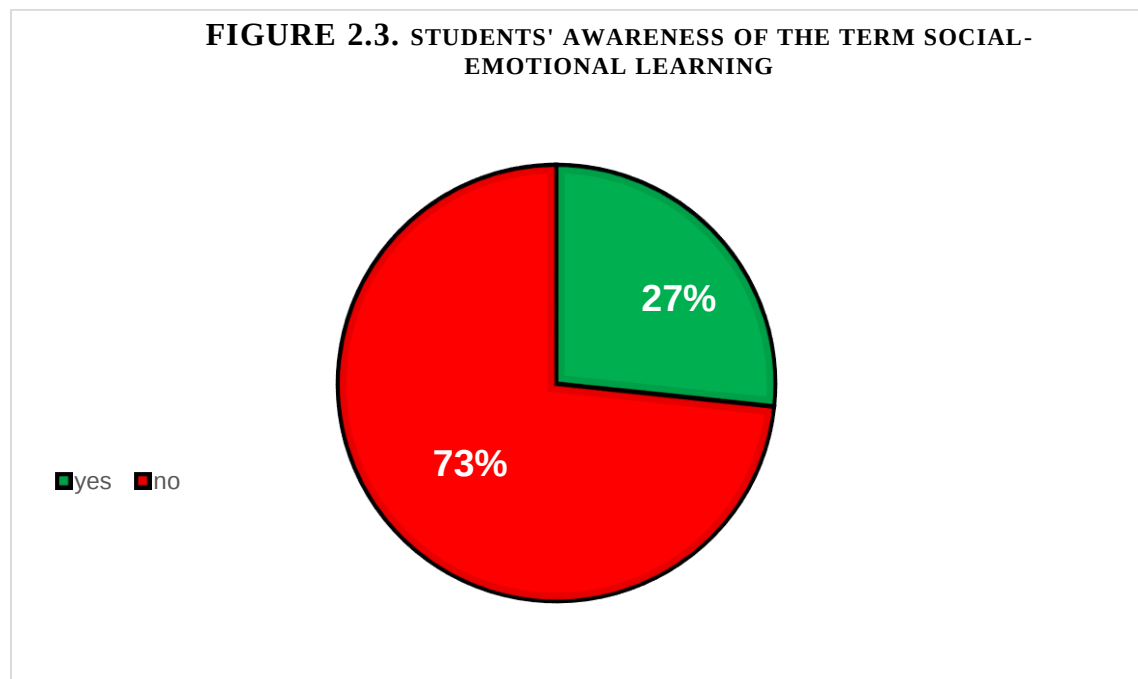
To sum up everything that has been stated so far, the qualitative data gathered from the observation covered every individual in the sample in addition to the teacher from various angles like behaviour, language use, and methods. These findings lead to reliable and meaningful interpretations for the study, and it is safe to say that the data gathered is

valid and reliable, hence it will provide honest and concrete conclusions to this inquiry that would make it credible, accurate and trustworthy.

The raw data, which were collected from first-year EFL learners through a structured questionnaire consisting of 10 questions, which was distributed to 30 students, all were successfully completed and returned, resulting in 100% response rate.

The first question represents students' awareness of the term Social Emotional Learning SEL by asking whether they had heard of it before.

- The following pie chart alludes to students' familiarity with SEL:



The pie chart shows that a significant majority, 22 out of 30 students (73%) confessed that they have not heard of the term SEL, while only 8 students (27%) said they have. As well as, a total of 30 students answered the second question regarding how often they find it easy to recognize their own emotions. The majority 63.3% (19 students) indicates that they sometimes find it easy to recognize their feelings, while only 4 students, (13.3%) reported that this happens often. A smaller group consists of 3 students

(10%) stated it always occurs. Meanwhile, 3 students (10%) selected rarely, and only 1 student (3.3%) admitted to never finding it easy. Besides this, the third question reflects students' progress in managing emotions through SEL by questioning them about how much they notice growth in their ability to manage emotions inside and outside the classroom due to SEL programs.

- The following table expresses learners' enhancements in emotional regulation due to SEL:

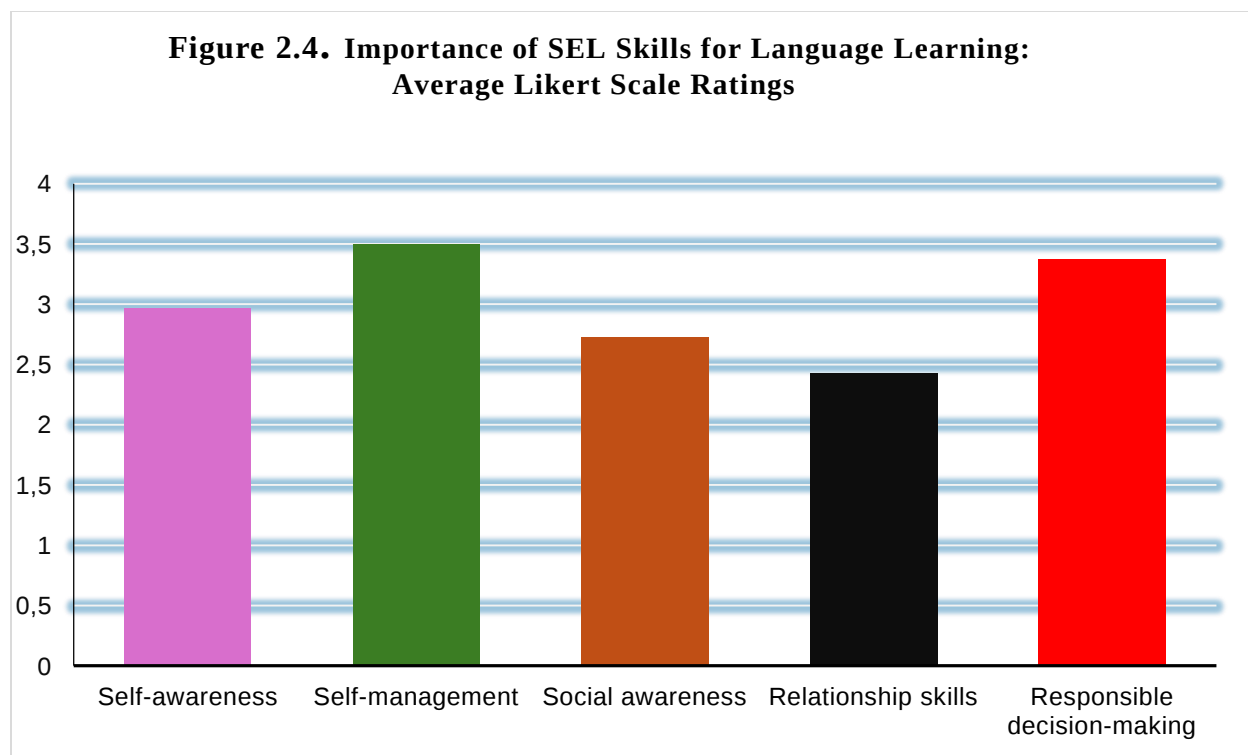
**Table 2.1. Growth in Emotional Management due to SEL**

| <b>Response option</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| No growth              | 03               | 10%               |
| Slight growth          | 22               | 73.3%             |
| Significant growth     | 05               | 16.7%             |

The table above represents the student's emotional advancement through SEL programs. The majority 73.3% (22 students) reported experiencing slight growth in managing their feelings. While 16.7% (5 students) notice significant improvement and only 10% (3 students) indicate no noticeable growth.

Additionally, for question 4, which is about perceived importance of SEL skills for language learning.

- The bar chart below indicates student' ratings of SEL skills in language learning:



The bar chart above stands for the average ratings given by learners regarding the importance of SEL competencies for language learning. Among these, self-management received the highest average rating of 3.5 followed by responsible decision-making at 3.37, both indicating moderate importance. Self-awareness was rated close to neutral with an average of 2.97, while social awareness and relationship skills represented lower ratings of 2.73 and 2.43, suggesting they were less important than the other skills.

In addition, question number 5 represents the frequency of incorporating activities that promote collaboration and social interaction in English courses. Among the 30 participants, 3 students (10%), indicates that such exercises are included rarely. Meanwhile, 15 students (50%) selected sometimes. On top of that, 9 students (30%) expressed that these activities occur often and only 3 students (10%) responded with always.

Moreover, for question 6 which alludes to students were asked to indicate whether their English language skills had enhanced through applying SEL competencies.

- The subsequent table shows learners' point of views of SEL's impact on language skills:

**Table 2.2. Students' Perceptions of SEL's Impact on Language Skill**

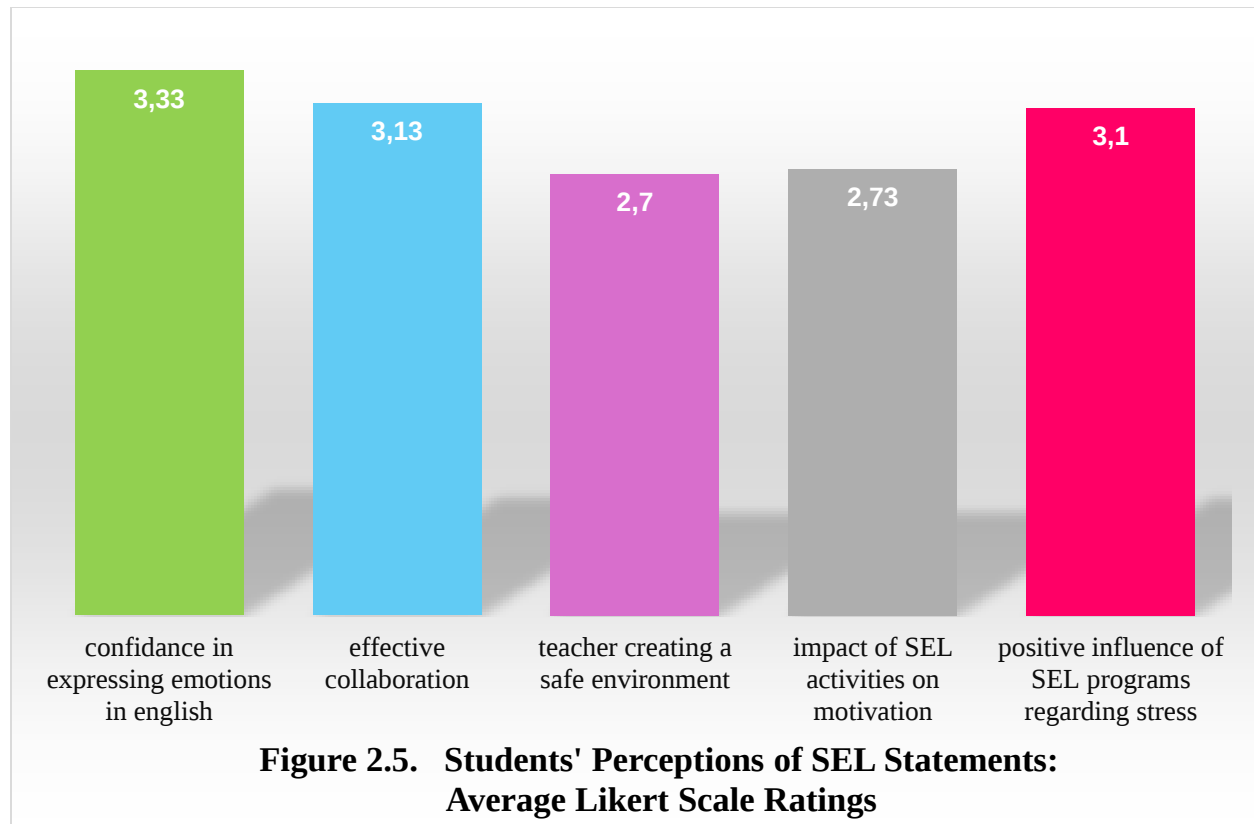
| <b>Response option</b>  | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------|------------------|-------------------|
| No improvement          | 05               | 16.7%             |
| Slight improvement      | 15               | 50%               |
| Significant improvement | 10               | 33.3%             |

The table above signifies students' perceptions of SEL's effect on language skills. The majority of participants 15 students (50%) indicated a slight improvement after using SEL competencies to improve their English language, while 10 students (33.3%) acknowledged a significant improvement and only five students, (16.7%) found no improvement in implementing SEL strategies in their learning journey.

Furthermore, for question number 7, which assess students' comfort levels in understanding and respecting the cultural backgrounds differences of their classmates. As shown in the results, none of the participants felt uncomfortable, whereas 6 students, (20%) reported feeling slightly comfortable, and the majority, 24 students (80%) expressed that they feel comfortable and have an understanding of diverse cultural backgrounds in their learning environment.

Over and above that, Question 8 explores students' personal experiences with SEL, focusing on emotional regulation, collaboration, classroom environment, motivation, and stress management within the English-learning context.

- The following bar chart represents student's ratings of SEL-related statements:



In the column chart, each bar represents how students rated their agreement with the sentences. The confidence in expressing emotions in English among students received an average score of 3.33, indicating a comfort level slightly above neutral, i.e.: The participants lean toward agreement, but not strongly. Some students feel confident expressing emotions in English, but there is still room for improvement. Also, the effective collaboration had an average of 3.13, which means slightly above neutral. The students generally collaborate well, but the level of agreement is not very strong. While collaboration is present, it may not be fully effective for all students. The third statement stands for the role of the teacher in creating a safe environment was rated 2.7 showing a perception slightly below neutral. In particular, significant number of students feel that the learning environment is not entirely safe or comfortable. There might be issues related to inclusivity, support, or classroom atmosphere that should be addressed. As well as, the impact of SEL activities on motivation received an average score of 2.73, similarly reflecting a view below neutral. SEL activities have had a limited impact on motivation.

Students do not strongly feel that SEL activities are enhancing their motivation. It needs to be improved. The last statement, which is about the positive influence of SEL programs regarding stress, scored 3.1, suggesting a mildly positive perception. Students acknowledge some benefits, but the impact is not very strong. SEL programs may provide some stress relief, but they are not highly effective.

On top of that, question number 9 examined whether the teacher promotes a positive and emotionally supportive environment for his students in the classroom. Out of 30 participants, 16 (53.3%) responded yes, indicating that they felt supported emotionally by their teacher. However, 14 participants (46.7%) responded no. Finally, the last question explored whether the students had participated in SEL-focused activities outside the English classroom, such as workshops or clubs. 6 students (20%) answered yes, indicating external participation, while 24 students, (80%) responded no.

The final findings gathered from the observation are tightly linked in one way or another to several known frameworks. Initially, mutual respect and attentive listening along with good group work are traced back to the social constructivism framework, which indicates that the knowledge is constructed through dialogues and interactions, the theory highlights the significance the communication holds theorists like Lev Vygotsky believe that language is key to communication and it can be mastered from social experiences and interaction with others especially more knowledgeable people like elders or parents, and through these kind of interactions the children develop higher order thinking skills. Next, active engagement is linked to the CASEL framework, according to this framework the learners who are actively engaged in their learning had developed three main SEL competencies, first self-management, i.e., the learners tend to be aware of their needs and able to set goals and stay motivated, second, active engagement requires collaborations and interactions which relies heavily on respectful language which is a characteristic of mastering social awareness and relationship skills, third, engaging in the learning demands the art of taking the ownership of ones learning and making thoughtful and suitable choices, in short responsible decision making competency. The results also indicates that

peer feedback is a pioneer criterion in Peer-Assisted Learning Strategies framework (PALS), which is a particular educational plan that focuses on peer feedback to enhance and upgrade the learning and social skills the two components of this framework are deeply rooted to SEL and they are communication and collaborations.

In another side, the results related to the teaching practices have a great association to The Social-Emotional Learning Framework by George Lucas Educational Foundation, this frame encourages the healthy practices inside the classroom by the educators that would enhance and improve the performance of their learners among which providing opportunities for them to reflect on their learning experiences and emotions, and responding positively to the learners' efforts and mistakes.

This section also represents the connection between the questionnaire findings with the theoretical framework to express how each theory proposed by John Dewey, Jean Piaget, Vygotsky, Maslow, Goleman, Bandura, and Bronfenbrenner, supports the observed outcomes.

First, the questionnaire results denote that the students with higher levels of self-awareness, confidence and they have positive interactions with their classmates, this stands for John Dewey's theory of educating "the whole child" which focuses on social and emotional growth rather than focusing on academic developments only. Additionally, the findings show that the learners who can make wise decisions, solve problems, and reflect on their actions, which foster interaction and understanding in their language journey, this aligns with Jean Piaget's theory of cognitive development, which emphasizes that children construct knowledge actively through interaction with their environment. Besides this, question 9 in the questionnaire indicates that the students who have emotional safety and healthy relationships feel more motivated in classrooms, which reflects Abraham Maslow's hierarchy of needs where the students must have basic psychological and emotional needs before they focus on academic learning. Over and above that, the results from questions 1, 4, and 8 of the survey emphasize their students' ability to recognize their feelings, stay motivated, and build positive relationships, which

alludes to Daniel Goleman's five core components of emotional intelligence, which are foundational to SEL and important for personal and academic growth. Not only that, the outcomes from question 7 express the importance of collaboration and understanding the cultural backgrounds of students in the English learning environment. It supports Albert Bandura's social learning theory, which emphasizes the vital role of observational learning where the student occurs through observing others and modelling behaviour. Finally, the students reported an enhancement in emotional safety, motivation, and cooperation when SEL programs were used in class. The findings match Bronfenbrenner's theory where the classroom is a microsystem of a larger system that affects learners, including students' interaction with teachers, peers, and learning materials.

## **2.5. Interpretations of the Findings**

This section represents an in-depth interpretation of the research findings collected from the student's questionnaire and the classroom observations. It aims to explore what these outcomes reveal about the role of SEL and its effect on EFL learning outcomes.

First, the students' responses reveal limited knowledge of SEL concepts and its competencies

i.e. although many students may participate in SEL activities, they are not aware of its benefits and purposes. Thus, the learners will not understand how SEL programs support their language enhancement, emotional intelligence, and interpersonal skills. In addition, the findings represent that students can recognize and manage their emotions, but not strongly. There is still room for improvement. As an illustration, some learners may still struggle to understand their feelings or regulate them effectively in their learning journey, which may affect their Communication skills in English. Not only that, students' ratings signify that the learners review SEL skills as important for learning English. Most of them gave higher ratings to self-management and responsible decision-making. In particular: the students value being able to manage stress and stay motivated during

language acquisition as well as making ethical and constructive choices. However, lower ratings for self-awareness, social awareness, and relationship skills, i.e.: the students may underestimate the significance of being able to recognize emotions, strengths, and challenges in language learning. Also, the ability to build empathy and cultural understanding in multilingual and multicultural classrooms, without forgetting the vital role of collaboration, communication, and teamwork in group activities and discussions, which can help them success in language learning specifically and in lifelong learning generally. Additionally, the questionnaire results denote that activities that promote collaboration and social interactions are moderately used. in English courses. This suggests that although some SEL programs are present, it may not be deeply included in daily practice, which can lead to the lack of building emotional skills and relationships. Also, it may affect motivation levels. Besides this, the students express a mixed view regarding the effect of SEL strategies on their English proficiency. While some students slightly saw a positive improvement and others showed neutral or even no improvement, this suggests that either the SEL programs were not implemented enough or they do not recognize the importance of emotional and social skills which support their language acquisition. Over and above that, the students have a divided perception about the role of their teacher in promoting an emotionally supportive environment. This close split suggests inconsistency in how the learning environment is experienced by different learners. Some students received encouragement, treated with respect, and felt comfortable asking for help while the others did not experience such a supportive atmosphere. This indicates the significance of the emotional support in the class to ensure all the students feel safe, respected, and included. Finally, the findings reported that the students have a limited engagement in SEL-focused activities outside the English classroom. However, for the few who participated, this experience is beneficial for practicing English in real-life scenarios, building confidence and enhancing communication skills.

In the meantime, it was observed that the teacher plays a major role in SEL implementation in the classroom. He includes SEL activities naturally and explicitly without referring to them in the session, like perspective taking, and collaboration. Similarly, the teacher models the core competencies of this approach and integrate them into teaching, which are empathy, active listening, respect and emotional regulation, by doing this the teacher wants from his learners to grasp the desired attitude, and it can be done only when the teacher leads the way and shows the importance and the impact of this behaviour while learning and helps in promoting safe and supportive environment.

On the other side, the student's behaviour is interpreted in terms of engagement in the classroom, for example when the tasks are challenging the learners manage to control their emotions (frustration) and remain calm, and it indicates that they are regulating their emotions successfully. Furthermore, the students work well in groups and in peers and they show a sign of healthy collaboration in achieving tasks, they seek for each other's feedback, this leads to developing healthy relationship skills along with respecting others from different backgrounds and their perspectives, and it is essential to master this skill because it prevents conflicts and disagreements, and creates a strong bond among individuals. Lastly, the use of clear and respectful language in the classroom represents a significant standard that serves for spreading respect among the participants and the teacher, through active listening and the use of polite language in the discussions in addition to not interrupting each other. Due to these conclusions and positive findings, it is safe to say that the teacher's strategies worked and succeeded in promoting SEL principles in an EFL classroom in an explicit way, and it will hold huge profits on the educational and the social terms for the learners, for this reason it is recommended to always look for the best strategies that promote SEL principles, to upgrade the level of EFL learners and help them in learning the English language smoothly and why not taking these benefits to wider range in their entire life time experiences be them socially, emotionally, or both.

## **2.6. Implications for Teaching EFL Learners**

This research highlighted the impact of SEL and its core principles on EFL learners and their learning inside the classroom. The findings revealed that the incorporating SEL based activities and strategies helped well in the flow of the learning process and promoted positive behaviours such as the use of polite language and attentive listening among the individuals, this was due to the efforts and the methods used by the teacher, who played the role of a model for the SEL basis and standards.

The results are significant for the implementation of SEL because they shed lights at the profits of this approach on the psychology of EFL learners which lead eventually to the desired behaviour while learning.

Implementing SEL to teach a group of EFL learners requires a lot consideration in several areas. First and for most, the curriculum and syllabus design are the primary step to implement this approach after the agreement of the government and the stakeholders, the curriculum needs to encourage the mastery of all the different skills (listening, speaking, reading, and writing) through the integration of SEL based tasks to help and boost the mastery, like group works, peer feedback... etc. Moreover, it should be a shift in the teaching methods from the traditional to the new ones like communicative language teaching (CLT) or blended learning to promote learning self-management and collaboration as well as the use of technology and multimedia like *ClassDojo* and *MoodMeter* these two platforms promote gamification to teach skills like empathy and relationship-building. Similarly, there should be a Teacher Training and Professional Development to help and guide the educators in teaching through this approach and rise their awareness on the requirements and the standards needed to teach successfully and to be able to perfectly model the core principles of SEL and help in offering a safe and positive environment for their learners to learn. Additionally, the assessment should serve as a tool to measure and support the student's development in areas like self-awareness, responsible decision making and others, this helps in measuring the SEL competencies

and track the progress over time and help in evaluating the effectiveness of SEL based programs and make the needed necessary adjustments and changes.

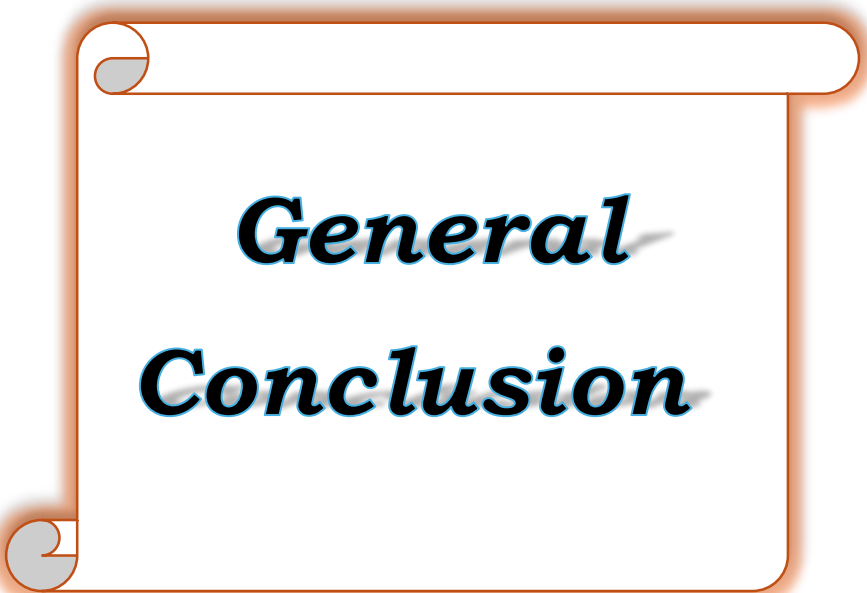
Afterall, in the process of gathering data some unexpected challenges were faced that lead to some difficulties in the process and these limitations should be addressed in order to provide a balanced and honest view on the results of this study, as a result for this it will help in contextualizing conclusions and informing future research directions. First and foremost, the main challenge was the non-response or low response rate in the questionnaire answers, while analysing the data in the questionnaire some answers were not related to the question and hence not reliable, and in some copies the answer blank were empty and they were not taken in the analysis process, luckily this issue was not dominant and it was managed by administering other few surveys to be filled. On the other side, while conducting the observation as a second instrument few challenges were encountered like time constraints, the observation took six sessions and they were divided for both the students and the teacher and this required a lot of a time and efforts because each session lasted for 90 minutes. In addition, this work is conducted by two researchers and this caused one issue which is different interpretations of the behaviours in few occasions.

## **2.7. Conclusion**

To end this section, it is safe to mention the second part of the research portrays the results gathered after following a certain methodology and a specific research design, and it reaches the desired objectives and the expected results. To identify what obstacles may hinder EFL learners from studying effectively, it was found that the psychological challenges like anxiety and the fear from making errors are the dominant issues an EFL learner may encounter, these elements build a barrier in the classroom and they stop the learners from participating or sharing their thoughts and opinions. In addition, these barriers have a negative impact on EFL learners and their learning journey, the learners may have lack in self-confidence which can affect the students' growth and self-esteem in the learning process. And lastly, despite the importance of certain skills in SEL like time management and self-awareness in students' development, the other core competencies cannot be neglected or separated and they share a complementary relationship such as social awareness, responsible decision making and relationship skills, and to foster these skills in the spirit of EFL learners, it comes the role of the teacher in modelling these core principles through several methodologies and teaching practices.

## Notes to Chapter Two

- Likert scale: is a psychometric scale usually in surveys and questionnaire to measure people thoughts and attitudes and their level of agreement or disagreement towards a particular topic on a multi-point scale.
- Lecture based instruction: is a teaching approach where the knowledge is delivered through spoken words via lectures and presentations, and the teacher is centred and is considered as the primary source of the language.
- Dichotomous questions: Dichotomous questions are questions that offer only two possible answer options, such as "Yes" or "No."



# ***General Conclusion***

The research on the impact of socio-emotional learning on the proficiency of EFL learners from first-year students at Abu Bakr Belkaid University has shed lights on investigating extent to which the level of SEL affects the journey of the learners of the English language. The study has been aiming at discovering how emotional awareness, self-regulation, and social competence support language enhancement.

This thesis has been structured into two chapters, starting with a comprehensive background on SEL in Chapter One. It had discussed SEL core skills, its connection to language learning, and its impact on developing academic performance. The chapter also had presented the importance of SEL in EFL contexts and presented the research methodology used in the study. Moreover, Chapter Two focused on the practical aspects of the research, including the data collection methods (questionnaire and classroom observation), explained the data analysis techniques, and presented the research findings. Ultimately, the chapter indicated the interpretation of the results and recommendations for integrating SEL program into EFL teaching to foster learning outcomes.

This study sought to explore the obstacles EFL learners face, how these barriers influence their learning, and which SEL competencies are crucial for overcoming them. The findings revealed that students with higher SEL competencies showed better equipment in overcoming psychological barriers such as anxiety and fear of making mistakes, i.e., it had enhanced their participation and confidence in EFL classrooms. It has also showed that students with a high level of SEL skills had the ability to manage emotions, set goals, and build positive relationships, which increases levels of self-esteem and confidence. Ultimately, teachers who had been modeling SEL programs had a positive impact on the students' learning process. These results have fostered the researchers, belief that SEL programs are not optional but crucial in language education and in creating a supportive language environment.

Despite the valuable insights gained, the research faced certain limitations, starting with non-response or low response rates in the questionnaire answers. While analyzing

the data in the questionnaire, some answers were not related to the question and hence not reliable, and in some copies, the answer blanks were empty, and they were not taken in the analysis process. Which may affect the accuracy of the students' findings. Luckily, this issue was not dominant, and it was managed by administering a few other surveys to be filled. In addition, another limitation known as an inter-rater reliability issue, i.e., this work has been conducted by two researchers, and this caused one issue, which is different interpretations of the behaviors on few occasions. This can impact the overall reliability and objectivity of the findings.

This study has opened the doors for further investigation into the long-term impact of SEL on EFL learners, it would provide a deeper understanding of the phenomena and observe the changes and development and hence accurate findings. For example, through investigating the engagement of SEL programs and their relation to English proficiency in various age groups. Or it could be through exploring what specific competencies in SEL are important for developing strong language abilities for the EFL learners. In addition, there are few things to be suggested in the area of the methodology, such as using longitudinal studies in order to be able to follow and track students from childhood to adolescence, as well as comparing a group of learners who are familiar and engaged with SEL-based programs to those who are not. To be able to draw a clear cut between the SEL programs and their outcomes and other primitive methods. Similarly, it is also important to shed light on the teacher since he/she should be modeling all the core competencies of SEL through examining the way the teachers' skills influence the students and their results by relying on the correlational studies that link the two. Lastly, another crucial point could be taken into account that implies the way the SEL program impacts and is perceived in different development stages (early school, middle school, and high school), for instance, by using comparative studies, interviews, and focused groups.

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# ***Appendices***

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## Appendix A : the Students' Questionnaire

Dear Students,

The following questionnaire seeks to gather data about the impact of social-emotional learning (SEL) on EFL learners for better outcomes. You are kindly invited to answer the following questions by putting a cross (X) in the appropriate box or expressing your comments when necessary.

Age: ☐ Gender: Male ☐ Female ☐

---

1. Have you heard of the term “Social Emotional Learning” (SEL)?

Yes ☐ No ☐

2. How often do you find it easy to recognize your own emotions?

Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always ☐

3. How much have you noticed growth in your ability to manage emotions inside and outside the classroom due to SEL programs?

No growth ☐ Slight growth ☐ Significant growth ☐

4. Rate the importance of the following SEL skills for language learning on a scale of 1(not important) to 5 (very important).

Self-awareness ☐ Self-management ☐ social awareness ☐ Relationship skills ☐

Responsible decision making ☐

5. How often do your English courses include activities that promote collaboration and social interaction?

Rarely ☐ Sometimes ☐ Often ☐ Always ☐

6. Have your English language skills improved as a result of applying SEL strategies?

No improvement ☐ Slight improvement ☐ Significant improvement ☐

7. How comfortable are you in understanding and respecting the cultural differences of your classmates in an English learning environment?

Not comfortable ☐ Slight comfortable ☐ Very comfortable ☐

8. Rate the following statement on a scale from 1 (strongly disagree) to 5 (strongly agree).

- I feel confident expressing my emotions in English. ☐
- I collaborate effectively with my classmates during group activities. ☐
- My English teacher creates a safe and inclusive environment for learning. ☐
- Participating in SEL activities has improved my motivation to learn English. ☐
- SEL programs have positively influenced my ability to manage stress related to English learning ☐

9. Does your teacher promote a positive and emotionally supportive environment in the classroom?

Yes ☐ No ☐

If yes, please explain in what ways he/she does that .....

.....  
.....  
.....

10. Have you ever participated in any SEL-focused activities outside the English classroom (workshops, clubs)?

Yes ☐ No ☐

If yes, did those activities contribute to improving your English skills? Please explain

.....  
.....  
.....  
.....

***Thanks for your cooperation*** ☺

## Appendix B: EFL Classroom Observation

| <i><b>Statement</b></i>                                    | <i><b>Yes</b></i> | <i><b>No</b></i> |
|------------------------------------------------------------|-------------------|------------------|
| Do students help each other during activities?             |                   |                  |
| Do students listen to and respect each other?              |                   |                  |
| Do students show persistence when tasks are challenging?   |                   |                  |
| Do students appear motivated and interested in tasks?      |                   |                  |
| Are most students actively participating?                  |                   |                  |
| Do students show confidence when answering or interacting? |                   |                  |

Assess the language students use when interacting. Is it respectful, supportive, and constructive?.....

.....

Observe how students handle disagreements or misunderstandings. Are they able to express their feelings and listen to others?

.....

.....

Check how students articulate their thoughts and feelings in English, especially in peer discussions.....

.....

Observe whether activities explicitly incorporate SEL skills (e.g., role-playing, sharing circles)

.....  
.....

Note how group work is structured and how effectively groups collaborate, particularly in language Learning task.....

.....

Assess if students have opportunities for self-reflection on their learning experiences and emotions.....

.....

Check if there are structures for students to provide feedback to each other in a supportive manner.....

.....

## Appendix C: Teacher's Observation

| <i>Statement</i>                                                                  | <i>Yes</i> | <i>No</i> |
|-----------------------------------------------------------------------------------|------------|-----------|
| Observe if the teacher expresses emotions, discusses feelings, and shows empathy. |            |           |
| Does the teacher include group activities to build teamwork?                      |            |           |
| Does the teacher use activities that promote emotional awareness?                 |            |           |
| Does the teacher address misbehaviour in a calm and constructive way?             |            |           |
| Does the teacher encourage all students to participate?                           |            |           |
| Does the teacher respond positively to students' efforts?                         |            |           |
| Does the teacher show patience and understanding when students struggle?          |            |           |

Observe how the teacher adapts learning activities to address the social and emotional needs of diverse learners.....

.....

## ملخص

تبحث الدراسة في تأثير التعلم الاجتماعي العاطفي على كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية ، و تستكشف إلى أي مدى يؤثر مستوى التعلم الاجتماعي العاطفي على مسار طلاب السنة الأولى لغة انجليزية في جامعة تلمسان. من خلال منهج مختلط، تم تحديد التحديات الرئيسية مثل ضعف الثقة بالنفس، نقص التحفيز، العوائق الثقافية، و الصراعات مع التنظيم العاطفي. نتيجة لذلك كشفت النتائج ان الطلاب المعارضين لبرامج التعلم الاجتماعي يظهرون تحسنا في المشاركة، ضبط الانفعالات و اتقان اللغة الانجليزية . تؤكد الدراسة على الحاجة لدمج التعلم الاجتماعي العاطفي في مناهج تعليم اللغة الإنجليزية كلغة أجنبية لتعزيز الاستقرار العاطفي و النمو الأكاديمي معا.

## Résumé

L'étude examine l'impact de l'apprentissage socio-émotionnel sur la maîtrise de l'anglais langue étrangère chez les apprenants. Elle explore dans quelle mesure le niveau d'apprentissage socio-émotionnel influence le parcours des étudiants en première année d'anglais à l'Université de Tlemcen. À travers une approche méthodologique mixte, des défis majeurs tels que le manque de confiance en soi et les difficultés de régulation émotionnelle ont été identifiés. Les résultats révèlent que les étudiants exposés à des programmes d'apprentissage socio-émotionnel montrent une meilleure implication et une progression en anglais. L'étude souligne la nécessité d'intégrer l'apprentissage socio-émotionnel dans les programmes EFL afin de favoriser à la fois la stabilité émotionno-cognitive et la réussite académique.

## Summary

The study investigates the impact of socio-emotional learning on the proficiency of EFL learners. It explores to what extent the level of social-emotional learning affects the journey of first-year English students at Tlemcen University. Through a mixed-method approach, key challenges such as low self-confidence, lack of motivation, cultural barriers, and struggles with emotional regulation were identified. As a result, the findings revealed that students exposed to SEL programs show improved engagement, emotional regulation, and English proficiency. The study underscores the need for integrating SEL into EFL curricula to promote both emotional stability and academic growth.