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**An Exploration of Social and Emotional Learning:
Implementation and Challenges in a Case Study of Algerian
Middle School Pupils Remchi-Tlemcen.**

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Dedications

*To my beloved parents, thank you for everything you have given up to help me
succeed*

*Your endless sacrifices, patience, understanding, and belief in my dreams
have fueled my determination to reach this milestone.*

*To my sisters, throughout this journey, your support has been my guiding
light. You have been my pillars of strength, This dissertation is as much yours
as it is mine.*

*To my friends, in moments of doubt, you provided reassurance, and you have
been the pillars upon which I have built my aspirations. Through the highs
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Abstract

In recent decades, it has been fundamental to recognise and prioritise the development of social and emotional learning in conjunction with academic knowledge and skills. This approach can lead to a more holistic and well-rounded education, enabling individuals to thrive personally and professionally. Incorporating Social and Emotional Learning into the education system empowers students with abilities like self-awareness, self-regulation, empathy, resilience, and adept communication skills. To reach this end, an exploratory case study was conducted at Medjaoui Mohamed Middle School (Remchi), two research instruments were used a structured interview and questionnaire. While the former was administered to four teachers, the latter was conducted with fourth-level pupils in the same middle school. For the aim of this research, a qualitative and quantitative data analysis revealed that both teachers and pupils have a considerable level of awareness regarding social and emotional learning. It highlighted the significance of providing training and ongoing support for educators in implementing social and emotional learning and fostering relationship-building. However, the study also identified significant challenges in implementing social and emotional learning, including a lack of resources, insufficient training, and limited stakeholder engagement. Based on these findings, several recommendations were made to enhance the overall quality of teaching. These included suggestions for incorporating cooperative learning methods and providing targeted training for middle school educators.

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List of Acronyms

CASEL: collaborative for academic social and emotional learning.

EFL: English as a foreign language.

SEC: social-emotional competency.

SEL: social emotional learning.

H: hypothesis

General Introduction

General Introduction

Education is the backbone of human prosperity across all fields, serving as the vital component that transmits knowledge from one generation to the succeeding one. Historically, in foreign language environments (EFL) academic success was seen solely from a cognitive standpoint. However, over the past decades, teachers, scholars, and psychologists have highlighted a significant gap in the educational system. This gap refers to the broader definition of success after graduation. The fundamental question is this: what sets apart those who thrive in their personal and professional lives from those who do not? The implementation of social and emotional learning in the school program would potentially make the distinction by systematically teaching the crucial skills from an early age. Moreover, educational institutions must equip the next generations with the skills to navigate not only academic assessments, but also the complexities of life and the other duties they will encounter within their communities, workplaces, and future families.

Today social and emotional learning (SEL) is widely acknowledged as an important element of a well-rounded education. It includes the development of skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL aims to cultivate a positive and inclusive school environment, equipping students with the necessary skills to progress socially, academically, and emotionally. The purpose of this study is to highlight the attitude of teachers and pupils towards the implementation of social and emotional learning in schools and to impact students' emotional and social growth profoundly.

The significance of the study lies in identifying the main challenges that teachers and pupils face regarding Social and Emotional Learning (SEL) in the school environment, including a comprehensive examination of integrating SEL principles within the classroom. Similarly, it explores the positive impact of SEL on students' growth and assesses teachers' perspectives and readiness to incorporate SEL into the EFL instructional context. Additionally, the study provides recommendations for feasible solutions to enhance the learning journey.

Accordingly, using Tlemcen Middle School EFL teachers as a case study, the following research questions serve as the foundation for the current study:

- 1 To what extent are teachers aware of the importance of SEL?
2. To what extent do pupils demonstrate SEL?
- 3 How can SEL be integrated into the school's program?
- 4 What obstacles would teachers face with the implementation of the SEL?

The following hypotheses have been suggested to answer these questions:

H1 Teachers who have received formal training or professional development specifically focused on SEL will demonstrate a higher level of awareness regarding the importance of SEL compared to those who have not received it at all.

H2: They possess some qualities to some extent, but not all of them.

H3 By providing training and ongoing support for educators in SEL pedagogy and relationship-building.

H4 Implementing SEL can be accompanied by various challenges such as noisy classrooms, resource limitations, and resistance from stakeholders.

In order to fulfill the aforementioned objectives, it was decided to undertake an exploratory case study with EFL teachers and fourth-level pupils in the same middle school in Tlemcen. This investigation will gather quantitative and qualitative data using two different research tools, including a structured interview for EFL teachers and a questionnaire for pupils in the city of Remchi.

This study is organized into two chapters to verify the aforementioned hypotheses. The first chapter aims to put together all relevant theoretical research on issues that arise when implementing social and emotional learning. It is a review of literature that seeks to explore teachers' perspectives and familiarity with SEL. It also identifies the importance of SEL on students' behavior. Furthermore, it focuses on the integration of SEL in the EFL classroom, and the relation of SEL competencies with academic success. Lastly, the chapter focuses on the major

challenges teachers confront in their teaching practices, including a lack of knowledge, lack of resources, and resistance to change.

The second chapter is devoted to the analysis of data gathered from two research instruments: a structured interview and a questionnaire. Before presenting the results they are separately analyzed, to address the research questions and either confirm or reject the research hypotheses. The findings help improve the implementation of SEL in middle school. Thus, this chapter concludes by presenting some suggestions and recommendations related to the research results and relevant to the implementation of SEL in the Algerian context.

Chapter One: Literature Review of Social and Emotional Learning

1 Introduction

Within the realm of education, the interaction between social and emotional learning (SEL) is of paramount importance. This work aims to illuminate the positive influence of social and emotional learning on pupils' academic achievement. The integration of SEL into the EFL environment is an effective strategy that helps learners feel at ease, SEL introduces new concepts to EFL learners like self-awareness, self-regulation, empathy, and coping with stress. Among the finest attributes of integrating SEL into EFL instruction is its positive influence on learners' overall well-being. By promoting self-reflection and emotional awareness, SEL provides EFL learners with strategies to effectively manage emotions, and enhance learners' resilience, self-confidence, and ability to cope with the obstacles of language learning. Moreover, SEL in EFL classrooms helps students develop collaborative skills, active listening, important social skills, and mutual respect.

This chapter offers a comprehensive overview of the dissertation, laying the groundwork for understanding the importance of Social and Emotional Learning (SEL). The purpose of the dissertation is outlined, along with the research questions that will guide the study. This chapter starts with the background of SEL, followed by the definition of the concept and its competencies, namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Moreover, the chapter highlights the benefits of SEL for students, as well as its importance for their overall well-being. Additionally, the process of integrating SEL in schools, considering the educator's perspectives and the significance of teacher training and support for effective implementation of SEL. Adding also previous research on SEL implementation and its effectiveness in schools. Finally, the challenges related to incorporating SEL in schools and curricula are addressed, and establishing this foundation primes the subsequent chapters for in-depth analysis and exploration.

1.1 Background on Social and Emotional Learning

Many assume that the concept of social and emotional learning (SEL) is new in the field of education however, it has been exciting for a while. It emerged first in ancient Greece in the twentieth century with the famous philosopher Plato, as he suggested "By maintaining a sound system of education and upbringing, you produce citizens of good character". He emphasized the significance of education, as it plays a vital role in shaping an individual's character in many ways. Education prepares individuals to become productive, caring, and responsible members of society. However, the study of SEL is still a new and debated area. The primary objective of SEL is to offer strategies that help learners to develop their social and emotional skills.

In 2007, Kenneth et al developed the "Strong Kids" program, which has been highly successful in helping middle school students. This program is based on solid evidence and comprises twelve lessons that use role plays and scenarios to manage stress effectively and resolve conflicts.

In 1994, the non-profit organization the Collaborative for Academic Achievement Social and Emotional Learning (CASEL) was created by Daniel Goleman and Eileen Rockefeller Growald at the University of Illinois in Chicago. The non-profit organization promotes the implementation of the five competencies self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Its primary goal is the promotion of SEL as a vehicle for improving students' outcomes and overall well-being. Recent studies show that students who participate in SEL programs demonstrate increased academic performance, engagement in learning, better attendance, and enhanced social and emotional skills. Even though, numerous disciplines have created models for understanding and outlining social and emotional learning (SEL). Yet, the framework proposed by the Collaborative for Academic Achievement Social and Emotional Learning(CASEL) stands out as the most widely recognised model. Based on Ross and Tolan (2018), the CASEL framework covers the crucial aspects of successful social and emotional development. Nowadays, CASEL and other

universities are aligned to enhance SEL in schools across the nation and the world. Ongoing research efforts are diligently investigating the impact of SEL on children's academic and personal growth.

1.2 The Definition of SEL and its Competencies

Elias et al. (1997) defined SEL as the ability to acquire skills, behaviours and attitudes to manage emotions, demonstrate empathy towards others, maintain healthy relationships, and make responsible decisions. SEL encompasses five broad interrelated components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic Achievement Social and Emotional Learning, 2005).

Social and emotional learning (SEL) is a holistic process that prepares individuals to become responsible, knowledgeable, and caring citizens. SEL involves developing essential skills like self-awareness, self-control, interpersonal skills, responsible decision-making, and relationship skills. These skills are fundamental for success in school, work, and life. Furthermore, SEL is often referred to as the missing piece because it highlights the aspect of human development that the traditional academic curriculum may overlook. Although subjects like mathematics, physics, and science are crucial, SEL encompasses skills required to navigate social situations, cope with stress, solve problems, set academic goals, work towards achieving them, and impulse control. These skills are equally important for social, academic, and physical growth.

1.2.1 Self-Awareness

“Self-awareness is not attention, that gets carried away by emotions, overreacting and amplifying what is perceived. Rather, it is a neutral mode that maintains self-reflectiveness even amidst turbulent emotions.” Daniel Goleman

self-awareness is purely viewed as the core for developing other social and emotional competencies, it is concerned with understanding one's emotions, thoughts, values, strengths, and weaknesses to manage them properly. Introducing the concept of SEL to learners is an effective strategy as it enables them to nurture a

deep understanding of themselves, their interaction with others, and their influence on people around them.

1.2.2 Self-Management

“Self-management refers to the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. It involves setting and working towards personal and academic goals, demonstrating self-discipline, and managing stress and impulse control.” (Durlak et al.,2011)

In the context of SEL, self-management is a crucial element that empowers individuals to regulate their thoughts, emotions, and behaviour. In the academic setting, it serves as a vital component in students' success, i.e. students with high levels of self-management skills can organize their time effectively, prioritize tasks, stay focused, and cope with challenges without being overwhelmed. Moreover, self-management promotes personal growth and fosters a more empathetic and socially competent society.

1.2.3 Social Awareness

Social awareness refers to accepting and embracing other people's diverse perspectives, understanding feelings through empathy, and fostering appreciation for similarities and differences (Dunham& Brown,2010). Social awareness within the framework of SEL includes a comprehensive understanding of the social dynamic that shapes interpersonal relationships, and Appreciate different perspectives and cultures. Additionally, people with a high level of social awareness are skilled at perceiving and interpreting social cues and contributing positively to a socially cohesive environment.

1.2.4 Responsible Decision-Making

As stated by Dunham and Brown (2010), SEL is “the intersection of many number of other SEL components.” (p.657). The earlier statement was expanded upon with instances, such as the integration of a deep understanding of the emotions in ongoing interactions, along with the consequences. Furthermore, Responsible decision-making encompasses a thoughtful integration of all five competencies to

guide one's choices that respect the well-being of individuals, taking into consideration standards in considering what is morally right or wrong. SEL is seen as a foundational framework that equips learners with important skills like, critical thinking, and problem-solving. In essence, as students advance in their maturation of making decisions they pay attention to the outcomes of their actions on both personal well-being and the broader social sphere.

1.2.5 Relationship Skills

CASEL (2018) defines relationship skills as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Several skills are needed to be competent in this area of SEL, including clear communication, listening, taking turns, seeking help, resisting peer pressure to engage in unsafe, unethical behaviour, negotiating conflict constructively, giving feedback, and seeking and offering help when needed.

To clarify, relationship skills are concerned with developing the interpersonal abilities necessary for healthy interactions with others. In the context of SEL, it includes a wide range of abilities such as effective communication, empathy, cooperation, conflict resolution, and the ability to establish and maintain positive relationships. These skills reinforce individuals to navigate in social settings with confidence and empathy, fostering meaningful connections and understanding among peers, family members, and colleagues.

1.3 The Positive Influence of SEL on Pupil's Behaviour

Research spanning decades has consistently shown that Social and Emotional Learning (SEL) has positive impacts on students that extend beyond just academic success. The findings observed among students who participated in SEL programs underscore the significant impact on both academic and social dimensions. Firstly, SEL stands out as a pivotal factor in improving academic performance, the primary goal of SEL programs is to enhance students' emotional intelligence and interpersonal skills. SEL fosters a healthy mindset, resilience, and essential attributes for academic success, students with well-developed social and emotional skills are more likely to have motivation in the learning process and

collaborate with their peers. Therefore, the academic advantages of SEL highlight how important it is to foster emotional well-being as well as provide the groundwork for long-term achievement. Secondly, SEL fosters a positive environment and encourages ethical behaviour, nurturing emotional intelligence and inclusivity in learning. By promoting self-awareness, self-regulation, empathy, and other vital skills, SEL creates a holistic framework for human growth and development. This, in turn, enhances students' experience both within and outside the classroom. Educators and policymakers must know the significance of SEL and strive to integrate it into their curricula and policies. This will not only benefit students but also contribute to the creation of a more compassionate and productive society. Thirdly, engaging in SEL programs can have long-lasting positive effects on individuals, as they receive instructions that help shape their future success in adulthood. SEL equips individuals with skills such as self-regulation, self-management, and self-awareness. These lay the groundwork for navigating the complexities of adulthood, enabling them to comprehend their emotions and build resilience. SEL emphasises making responsible decisions that enable students to make sound choices that align with ethical principles. As a result, those who have undergone SEL instructions are better able to thrive in various aspects of life. All in all the advantages of SEL draw from diverse studies, encompassing randomised controlled trials, longitudinal analyses, and meta-analysis. These comprehensive investigations consistently confirm the positive impact of SEL on learners from diverse cultural backgrounds.

1.4 The Importance of SEL for Students' Success

In today's educational realm, schools are becoming more diverse and are incorporating students from different cultural backgrounds. Educators and policymakers are working to ensure that all students have equal access to quality education. SEL is a conducive platform for students to thrive in their academic pursuits by providing a safe and optimistic environment, SEL emerges as a cornerstone in education due to its crucial role in stressing the value of emotional intelligence and self-awareness. Numerous individuals hold the notion that social and emotional skills are merely an additional component of education. However, in

reality, these skills are of paramount importance and constitute an integral aspect of a well-rounded education. SEL plays a pivotal role in developing interpersonal skills, as highlighted by Durlak et al. (2011). Students who engage in SEL programs exhibit improved social skills, such as effective communication, collaboration, and conflict resolution. Interpersonal skills are instrumental not only in developing a positive environment but also in preparing learners for success in different social contexts. Through SEL programs, individuals have numerous opportunities to reinforce their relationships in various contexts such as classroom discussions and peer interaction. Ultimately, the goal of SEL is to empower students to build good relationships; solve conflicts peacefully, and contribute to their well-being.

In the context of SEL, it is integral to take into account the emotional well-being of students, which plays a fundamental role in providing them with a supportive learning environment. As noted by Jones et al. (2017) SEL recognizes the interconnectedness of emotional and academic achievement. The primary objective of SEL is to equip students with the necessary tools to understand and regulate their emotions. Through SEL programs, educators can create a safe environment for students to validate their feelings, enabling them to navigate a range of emotions with resilience and self-awareness. Lastly, SEL fosters the development of empathy by enabling students to understand the emotions and perspectives of others, which is an essential skill in today's society.

One of the key benefits of SEL is its role in building responsible decision-making skills. By developing self-awareness and self-regulation, students are better equipped to make informed decisions in a variety of contexts. For example, students who have strong self-awareness skills are better able to identify their strengths and weaknesses, which can help them select academic courses or career paths that align with their interests and abilities. Similarly, students who have strong self-regulation skills are better able to manage their emotions and impulses, which can help them make thoughtful decisions in social situations. Overall, SEL provides a well-structured basis for developing a range of competencies that are essential for success both academically and in the real world. By emphasizing responsible decision-making skills and the importance of positive relationships, SEL prepares

students to navigate a complex and rapidly changing world with confidence and resilience.

The significance of Social-Emotional Learning (SEL) lies in its profound impact on fostering academic achievement. Research conducted by Durlak et al. (2011) has shown that SEL transcends conventional academic instruction. Students who participate in these programs demonstrate improved concentration, better classroom conduct, enhanced academic performance, and resilience in the face of challenges. Moreover, the studies have indicated that SEL interventions have a lasting positive effect on academic success, not just during the program but also in the years that follow. Essentially, SEL and academic success are intertwined and cannot be separated. They are not just an essential part of a well-rounded education, but also a key component in shaping students who are well-equipped for academic success.

Social and emotional learning (SEL) is a crucial aspect of education that goes beyond the classroom environment. It aims to empower individuals with the skills needed to navigate life's complexities both professionally and personally. Research conducted by Durlak et al (2011) reveals that SEL interventions have a lifelong impact, promoting emotional intelligence and resilience. By developing a strong foundation of social and emotional competencies, individuals can better understand their emotions, leading to long-term success in all aspects of life. SEL reinforces academic, social, and emotional growth, thereby equipping individuals with the tools they need to thrive in their personal and professional lives.

Essentially speaking, incorporating social and emotional learning (SEL) into the English as a foreign language (EFL) curriculum is an essential strategy that goes beyond mere language acquisition, fostering holistic growth in individuals. Educators strive to create a learning atmosphere that prioritizes not only linguistic proficiency but also the cultivation of social and emotional skills. SEL in the context of EFL promotes effective communication, empowering learners to express themselves clearly and connect with individuals from diverse backgrounds.

Additionally, it fosters a positive environment where students feel valued, confident, respected, and connected to others.

1.5 The Integration of SEL in the Classroom

In the current educational context, there has been a noticeable shift from societal and political attitudes towards the multifaceted dimensions of cognitive and academic domains. This transition is marked by a growing recognition of the paramount importance of nurturing students' social, emotional, and character development in the education domain. Integrating SEL into the traditional academic curriculum might be perceived as a hard task. In 1997, Hawkins claimed that a crucial responsibility for schools and educators involves seamlessly incorporating the instruction of both academic and social-emotional skills within the classroom setting (p.293). Nevertheless, it is fundamental to recognize the processes of teaching and learning inherently include social, emotional, and academic components (Zins, Weissberg, Wang, & Walberg, 2004). Recent studies by Durlak et al. (2011). underscore that pro-social and emotional students demonstrate improved problem-solving capacities, better interpersonal relationships and advanced engagement abilities. Furthermore, the acquisition of SEL competencies has been linked to increased motivation, self-regulation, and a positive attitude towards learning all of which are important factors that influence academic performance.

Based on the findings (CASEL) in 2003, approximately 34% of SEL programs available in the United States offer methods to integrate SEL practices with teaching practices and academic curricula. These practices encourage students to develop SEL competencies collaboratively with academic subjects, such as literature. For instance, students can learn how to resolve conflicts between characters in a novel using the SEL skills they have acquired. Additionally, other programs recommend improving study habits by using competencies such as goal-setting and responsible decision-making (Zins, Weissberg, Wang, & Walberg, 2004). Significant progress in research consistently highlights that the effective acquisition of SEL components is associated positively with greater well-being and

enhanced academic performance. Whereas, the inability to have competence in these aspects can lead to numerous dilemmas personally and socially (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998).

Various school-based SEL programs include structured classroom curricula designed to foster the development of social and emotional competencies developmentally and academically (CASEL,2005). In light of recent advances in research, Strong Kids is a prominent program that offers a comprehensive approach that promotes SEL in middle school. These innovative SEL curricula are filled with engaging thought-provoking class activities that aid pupils in developing vital skills such as emotional understanding, anger management, and stress control. Besides, the program consists of twelve carefully sequenced lessons tailored for maximum influence on cognitive and social functioning within a short period and adaptable scripts provided to teachers. Overall, the effectiveness of the program is evident through the reported high levels of satisfaction and confidence among students who participated. Additionally, educators express the value of the program in cultivating essential social and emotional components for the well-being and success of students in academic pursuits—the vital role of educators in social and emotional learning.

1.5.1 The Vital Role of Educators in Social and Emotional Learning

Teachers are at the forefront of driving social and emotional learning initiatives within schools. Since the late 1980s, research has highlighted the crucial role of teachers in addressing issues of reform and implementing successful school-based innovative processes. This research has shown that teacher participation in educational reforms can significantly boost the effectiveness of these initiatives. By involving teachers in the planning, implementation, and evaluation of educational reforms, schools can tap into their valuable insights, knowledge, and experience, which can ultimately lead to more effective and sustainable changes. Moreover, teacher participation can also help to build trust, promote collaboration, and foster a sense of ownership and commitment among educators, which can further enhance

the success of education reforms. (Lieberman, 1986; McLaughlin & Talbert, 2006). Recent research underscores the importance of teachers in shaping the emotional competence and well-being of their students (Bisquerra, 2009; Durlak, Domitrovich, Weissberg & Gullotta, 2015; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Weissberg, & Walberg, 2004). Elias et al. (1997) noted that while many teachers already incorporate fundamental competencies of SEL into their teaching, what is less common is a comprehensive framework that provides coherence and consistency to specific objectives and instructional methods (p. 73). While many schools continue to rely on traditional methods such as the teacher-centred approach, some argue that this approach can impede students' emotional development. By solely focusing on pleasing authorities and teachers, students may miss out on the joy of learning and developing their love for knowledge. The focus on external rewards and incentives could potentially hinder the development of internal motivation among students (Arnold, 2002). Additionally, teachers' perceptions regarding Social and Emotional Learning along with their level of self-efficacy in implementing it, can have a significant impact on the presence of SEL in classrooms (Forrester, 2020). If educators view SEL positively and feel confident in their ability to instruct it effectively, they are more likely to add SEL practices into their teaching. Conversely, if they harbour reservations or lack confidence, the integration of SEL may be hindered, affecting its overall presence in the classroom (Brackett et al., 2012)

1.5.2 Importance of SEL Training for Teachers

Teacher training is paramount for the successful implementation of SEL programs in schools. Teachers need to understand the theoretical underpinnings of SEL programs, the various strategies and techniques that can be used to foster social and emotional learning, and how to evaluate the program's effectiveness. The training should also be tailored to the specific needs of the teachers and the students they are working with. It is important to note that teacher training is an ongoing process, and teachers should receive regular support and professional development opportunities to ensure that they can effectively implement SEL programs in their

classrooms. Ultimately, the quality of teacher training will have a significant impact on the success of SEL programs in schools. The following reasons highlight the importance of teacher training and support in the successful execution of SEL programs.

1.5.2.1 Pedagogical Knowledge

Teacher training provides educators with a robust grounding in pedagogical theories and instructional approaches. It offers a comprehensive understanding of learners' cognitive and developmental processes, educators can develop and deliver impactful lessons that align with students' needs and facilitate their learning outcomes. To successfully integrate Social and Emotional Learning (SEL) into their teaching practices, educators must possess a comprehensive understanding of its foundational principles, concepts, and strategies. With this in mind, training programs are available to equip teachers with the required knowledge of SEL competencies, instructional approaches, and assessment methodologies. By engaging in such programs, educators can build a professional foundation that empowers them to foster positive social and emotional development in their students, leading to improved academic and personal outcomes.

1.5.2.2 Content Mastery and Integration

Training programs play an important role in ensuring that educators possess a solid understanding of the subjects they are responsible for teaching. The successful incorporation of Social and Emotional Learning (SEL) necessitates specific abilities, such as the ability to facilitate emotional discussions, encourage attentive listening, and foster a positive classroom environment. Teachers can refine their skills in these areas by participating in training programs that utilize modelling, role-playing, and practice sessions. By enhancing their social and emotional competencies, educators become better equipped to guide and support their students in their own SEL development.

1.5.2.3 Classroom Management and Climate

Jones and Bouffard (2012) indicate, creating a conducive and supportive learning environment for Social and Emotional Learning (SEL) requires effective

classroom management. Educators can acquire skills and techniques for encouraging positive behaviour, resolving conflicts, and promoting a safe and inclusive classroom climate through teacher training. With the aid of such training, teachers can effectively embed SEL practices across the curriculum, fostering the integration of SEL skills into academic subjects, problem-solving tasks, and collaborative projects. Such integration allows students to apply their social and emotional skills in authentic and meaningful contexts.

1.5.2.4 Differentiation and individualisation

As stated by Brackett et al. (2019), Professional development training programs provide teachers with a wide-ranging set of strategies and techniques to differentiate and individualize instruction according to the needs of the students. These programs are designed to help educators cater to the diverse learning styles of students and optimize the learning environment for all. By participating in these training programs, teachers learn how to identify and address individual student challenges, including behavioural issues, learning difficulties, and other barriers that can impact academic success. These strategies not only improve student learning outcomes but also help to foster a more inclusive and supportive classroom environment, where all students feel valued and empowered to succeed.

1.5.2.5 Ongoing Professional Development

Effective teacher training programs provide continuous professional development opportunities for educators. These programs aim to enhance educators' understanding of social and emotional learning (SEL), keep them updated on current research and emerging practices, and enable them to continuously improve their instructional methods. (Collaborative for Academic Achievement Social and Emotional Learning,2013).

In conclusion, the integration of teacher training with a focus on social and emotional learning creates a positive and effective learning environment, fostering not only academic success but also the holistic development of students. This approach recognizes the interconnectedness of emotional well-being and academic

achievement, ultimately contributing to a more comprehensive educational experience.

1.6 Correlating the Elements of Social-Emotional Learning (SEL) with Academic Achievement

Research constantly highlights the relationship between SEL and academic success, underscoring the immediate need to integrate SEL into educational practices. Adelman and Taylor (2000) believe that educational institutions may not be able to achieve their outcomes of helping students to be successful academically by only focusing on academic instruction and school management. Instead, they suggest a more holistic approach that addresses any difficulties that may arise in learning, development, and teaching while simultaneously promoting academic success. This model involves various activities, such as collaborating with parents and incorporating SEL strategies. These activities are important in helping students navigate the social and emotional contexts of the classroom more effectively. Dunham and Brown (2010) conducted studies linking SEL skills to academic success, which will be discussed in the following section of this literature review.

The relationship between self-awareness and academic success has been studied, revealing that self-awareness impacts students' educational outcomes. As it influences their motivation, engagement, and well-being, all of which play a vital role in academic achievement. Students with strong self-awareness exhibit intrinsic motivation to learn, value school-related tasks, and experience greater well-being in educational settings. Furthermore, self-awareness helps students regulate their behaviours, participate in learning tasks voluntarily, and take actions that align with their sense of self. These findings stress the importance of fostering self-awareness in students as a key factor in promoting academic success and enhancing their overall educational experience.

Studies show that there is a correlation between the social problem-solving skills of young children and their academic classroom adjustment and early academic functioning. To be specific, the way children react to hypothetical peer dilemmas, including their emotions and actions, is related to how teachers assess

their school adjustment and kindergarten academic progress. The study reveals that children who make prosocial choices despite feeling sad when faced with peer provocation are perceived as academically successful. This observation holds even when age, gender, and previous school adjustment are taken into account. These findings suggest that responsible decision-making, such as choosing a prosocial response during times of adversity, can help children achieve academic success.

A student's ability to understand oneself and others, accurately receive social information, interact efficiently, and regulate behavior, can make classroom learning tasks much easier, as learning is embedded within a social context. Possessing social-emotional skills can bring various benefits. Learners who possess these skills are likely to pay more attention, have better learning strategies, and devote more time and effort to their academic pursuits. Furthermore, positive interactions between peers and teachers can improve mood, which can, in turn, make learning easier and vice versa. This leads us to conclude that social awareness, as well as other components of social-emotional learning, is more likely to predict or help students achieve greater academic performance.

As discussed by Elias and Hayens in 2008, various studies have shown that social-emotional skills play a crucial role in children's social relationships and academic engagement. For instance, interpersonal skills like getting along with others, listening, and cooperating positively correlate with academic performance. Additionally, social-emotional competency (SEC) is associated with better academic emotions and attitudes, such as increased learning interest and reduced anxiety, leading to improved academic achievement. Moreover, SEC predicts peer relationships and teacher-student interactions, mediating the relationship between SEC and academic success. These findings highlight the significance of social-emotional skills in fostering positive relationships and enhancing academic performance among students. The ability to communicate effectively, listen actively, and manage conflicts constructively contributes to maintaining interpersonal relationships that support academic success. Overall, the research underscores the importance of social-emotional learning in promoting both emotional well-being and educational outcomes.

Research conducted by Elias and Hayens (2008) highlights the significant role of social-emotional skills in the lives of children. These skills, such as cooperation, listening, and getting along with others, are directly linked to better academic performance. When children possess good social-emotional competency (SEC), it does not only enhances their academic success but also improves their emotional well-being and attitude towards learning. Effective communication, active listening, and conflict management contribute to positive relationships, which in turn, support both emotional well-being and educational outcomes. Essentially, learning how to handle emotions and interact positively is crucial for a child's overall success in school and beyond.

1.7 Recent Studies on SEL Implementation

Research investigating the integration and impact of Social-Emotional Learning (SEL) initiatives within educational environments has consistently highlighted their positive effects on student growth and well-being. SEL programs aim primarily to develop students' social and emotional skills, fostering positive social interactions that correlate with enhanced academic performance and better life prospects.

Durlak et al. (2011) conducted a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs. The findings revealed how school-based interventions can enhance students' social and emotional learning (SEL). The study also indicates that universal interventions, which cater to all students, have proven to be beneficial for everyone. Moreover, interventions that are more comprehensive and extended for longer periods tend to have greater benefits. Interventions that include multiple components, such as explicit instruction, practice opportunities, and real-life applications of SEL skills, have been particularly effective. These interventions include programs like The Incredible Years Teacher Training Program, which have been effective in preventing conduct problems and enhancing schools with problems. Additionally, classroom management interventions, such as the CW-FIT program, have demonstrated progress in classroom management and learners' behavior. SEL

interventions for teachers have also shown excellent results, with a medium influence size on emotional exhaustion and personal accomplishment. Universal school-based SEL interventions have been particularly successful, leading to significant improvements in various areas such as skills, attitudes, behaviors, academic achievement, school climate, safety, peer relationships, and overall school functioning. Overall, the findings of the study demonstrate that implementing SEL programs in schools can improve students' well-being, academic performance, and social interactions.

Jones and Bouffard's (2012) findings shed further light on implementing Social and emotional learning (SEL) in schools. Embedding SEL into the curriculum, classroom management strategies, and student-teacher interactions creates a supportive and inclusive environment that has a profound and lasting impact on students' social-emotional development. It is, therefore, crucial to incorporate SEL strategies throughout the school day and provide explicit instruction on social-emotional skills to promote positive peer interactions. SEL programs are frequently shortened into brief lessons, typically conducted once a week for about half an hour within language arts, social studies, or other classes (Jones et al., 2010). However, in our observation, these lessons often get omitted entirely due to tight timetables and the prioritization of academic content by teachers and school administrators. For instance, some schools implement programs without allocating specific time slots in the daily schedule, leaving it up to teachers to find additional time or modify the curriculum. Additionally, these programs often lack sustainability, resulting in students experiencing minimal continuity from one academic year to the next. Effective SEL implementation requires teachers, administrators, and stakeholders to work together with professional development and ongoing training being critical. Thus, building a culture of SEL within the school involves fostering a shared understanding and commitment to social-emotional learning among all members of the school community. In essence, the findings underscore the importance of integrating SEL practices into school curricula to promote holistic student growth and foster a conducive learning environment.

The following research conducted by Taylor et al. (2017) offers valuable insights into the implementation and impact of social and emotional learning (SEL) programs.

the study aimed to evaluate the long-term effects of social and emotional learning (SEL) interventions in schools and their impact on the positive development of young students. The researchers conducted a comprehensive meta-analysis of various research studies and found significant evidence supporting the effectiveness of SEL interventions in promoting positive outcomes among young individuals such as Positive Action focuses on cultivating positive behaviors, attitudes, and social skills through classroom lessons, group activities, and individual reflection. On the other hand, Second Step targets the development of specific SEL competencies like empathy, self-regulation, and problem-solving through a comprehensive approach that includes a structured curriculum, teacher training, and involvement of families. Both programs aim to support students in developing the essential skills needed for success in school and beyond. The study showed that students who participated in SEL programs experienced notable improvements in social-emotional skills, well-being, and academic performance. In addition, the positive effects of SEL interventions lasted over time, with students experiencing long-term benefits in various aspects of their lives. The study highlights the importance of including SEL interventions in schools to promote the holistic development of young people, thus equipping them with the essential skills and resources necessary for their long-term success and well-being. Lastly, the findings emphasized the crucial role of SEL implementation in fostering positive outcomes for students in an educational context.

Over the years, research has consistently demonstrated the positive effects of integrating Social and Emotional Learning (SEL) into school curricula. SEL interventions enhance students' social and emotional skills, leading to improved academic performance and positive outcomes. The importance of SEL in establishing supportive and nurturing school environments that contribute to students' overall well-being and success cannot be overstated. The significance of SEL in fostering school climates characterized by support and encouragement is

clear, as it contributes significantly to the holistic well-being and prosperity of students. Therefore, the implementation of SEL interventions should be a priority for educational institutions that aim to create optimal conditions for academic success and personal growth.

1.8 The obstacles that Prevent the Implementation of SEL in Middle School

Despite the increasing demand for Social and Emotional Learning (SEL) due to its positive impact on student outcomes, such as improved mental health, academic success, and college and career readiness, various challenges hinder the effectiveness of SEL for both teachers and students which are listed as follows:

-Limited Time and Resources: many schools struggle with limited budgets and resources such as insufficient funding for training, materials, and programs. Taking into account the pressure to cover a wide range of lessons, educators find it difficult to dedicate adequate time to social-emotional learning (SEL) activities.

- Lack of Knowledge: CASEL (Collaborative for Academic, Social, and Emotional Learning) framework is one of the most widely recognized SEL frameworks, it suggests five competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. According to recent research, 90% of school administrators and educators have a basic understanding of SEL. However, despite being aware of the importance of SEL, the implementation of specific SEL frameworks is still a challenge. One of the main reasons for this is that only 40% of teachers and 60% of district administrators are familiar with the most popular SEL frameworks, which makes it difficult to effectively integrate SEL into the curriculum. This lack of familiarity with SEL frameworks can lead to an inconsistent approach to SEL implementation across schools and districts, resulting in an incomplete and ineffective SEL program.

-Resistance to Change: implementing SEL instruction may face resistance from individuals who prioritize traditional academic topics over enhancing social and emotional competencies. To successfully tackle this issue, highlighting the significance of SEL can be quite a challenge. By doing so, teachers can effectively

show the value of change and how it can lead to positive outcomes, as proposed by Payton et al. (2008) and Weissberg et al. (2015).

- Teacher training and support: the majority of teachers do not receive adequate training and instructions in SEL methodologies. Without proper and suitable professional development, educators may encounter difficulties in effectively implementing SEL programs in their classrooms.

-Assessment Challenges: academic subjects can be measured through standardized tests which have been a common way to measure academic proficiency for years. They offer a standardized and objective way of evaluation. On the other hand, evaluating the impact of SEL programs is a much more complex task. Schools encounter difficulties in offering suitable assessment tools that are linked to SEL competencies. (CASEL, 2017; Taylor et al 2017.,). The goal of the programs is to develop non-cognitive skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are fundamental for students' holistic development such as student behavior, attitudes and social interactions. It is a challenging but necessary task to ensure that SEL programs are effective and beneficial for students' long-term growth and well-being.

-Inconsistent implementation: even when schools rely on SEL initiatives, the level of consistency in implementing SEL practices differs across classrooms and grade levels. Without a cohesive and integrated approach, the effectiveness of SEL may be significantly diminished.

-Lack of parental Involvement: The role of parents in reinforcing SEL skills that their children learn in school cannot be overstated. When parents are involved in their children's education, they provide continuous support, guidance, and encouragement that help reinforce the SEL skills. Despite this, it is not uncommon to find some parents who are unaware of the importance of SEL or are not prioritizing it in their child's education. This situation can be problematic because SEL skills are essential for children's overall development and success in life.

Addressing the previous obstacles and challenges requires coordinated efforts from educators, stakeholders, administrators, and parents to prioritize and invest in the social and emotional well-being and growth of the students. It is pivotal to adopt a well-rounded system that involves continual training and development for teachers, taking into account sufficient resources.

1.9 Conclusion

To conclude, over the past few decades, including social and emotional learning (SEL) in a foreign language environment holds great potential for fostering development and improving the learning experience for students. This study provides details insights into the history of SEL, as it sheds light on developing students' emotional well-being, strategies to cope with stress, and interpersonal skills. Through SEL students can develop stronger communication skills, and the ability to collaborate effectively with peers from diverse backgrounds. Moreover, SEL programs have been found to have a significant positive impact on students' behaviour, as it provides educators with ways to effectively integrate the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By incorporating SEL competencies into their teaching strategies. Research has also demonstrated that SEL interventions shape not only their academic achievement but also their personal development, interpersonal relationships, and overall well-being. incorporating SEL in EFL classrooms is not an easy task to perform, as educators adopt various strategies to help pupils develop the needed skills, yet it requires appropriate training and resources for teachers to achieve the desired outcomes. However, numerous challenges face educators such as limited assessment tools that can be overcome through collaborative efforts between educators and policymakers to provide comprehensive support for teachers. In essence, SEL integration enriches EFL education by fostering a supportive and inclusive learning environment where students not only develop language proficiency but also cultivate essential social and emotional competencies. Through SEL, learners acquire self-awareness, emotional regulation, and interpersonal skills, enhancing their ability to communicate effectively and collaborate productively in English-speaking contexts.

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2.1 Introduction

This chapter provides an overview of the data collection process adopted in the present study that explores social-emotional learning among teachers and students in middle schools. Accordingly, this chapter is devoted to data analysis and the discussion of the findings gathered during the study. First, it describes the research methodology and type of research. Next, more details of the methodology are described including sampling, the selection of research instruments being used, their definitions and their implementation. After collecting data using a structured interview and paper-based questionnaire administered to teachers and pupils, the data were analyzed both quantitatively and qualitatively relying on a mixed-method approach. Finally, this chapter points out the main findings and conclusions deduced from this research.

2.2 Research design

The research design is an important tool in guiding the researcher to carry out the research in a systematic way. Ragin and Amoroso (2011) define a research design as “A plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. Moreover, the design of an investigation touches almost all aspects of the research”.

This present work is an exploratory case study that investigates teachers' and students' attitudes towards the significance of including Social and Emotional Learning (SEL) in the curriculum and its positive influence on the well-being of students. Additionally, it aims to understand if students comprehend and are aware of their social and emotional abilities and to examine the challenges that teachers might face when integrating SEL into the school program. An exploratory case study was used to collect data on teachers' perceptions, attitudes, and awareness about SEL's significance. Furthermore, two research instruments were used; a structured interview with middle school teachers, and a questionnaire Administered among Middle school pupils, level 4.

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2.3 Sampling

Sampling is used in research methodologies to select a subset of individuals, items, or data points from a larger population. Moreover, to draw reliable conclusions from the data gathered, probability sampling was employed. In fact, it is considered the most reliable option for obtaining findings that are representative of the target population. This is because, in probability sampling, every individual in the population has a known and non-zero chance of being selected.

A) Teachers' Profile

The informants were 4 English teachers in a middle school in the city of Remchi. The selection of teachers for the study included only female teachers because the school employed only female staff representing a diverse range of teaching experience ranging from 2 to 30 years providing valuable insights from novice and experienced educators.

B) Pupils' Profile:

In the research conducted in Remchi, fourth-year pupils from the same middle schools were included. The researcher observed two classes at Medjaoui Mohamed Middle School, totaling 50 pupils aged 14 to 17, from different classes and of both genders. The sample was selected using probability sampling, specifically random sampling. The choice of middle school was based on its accessibility and the approval from the administration.

2.4 Research instruments

Regarding this work, the research was conducted via face-to-face interactions rather than online platforms, through two different research instruments: a structured interview and a questionnaire. The goal is to validate the gathered data, which will provide new insights to better understand the issues highlighted in this work.

2.4.1 Interview

An interview is a conversation between two or more people, typically used to gather information and explore opinions, beliefs, and perspectives. Interviews can

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take various forms and serve different purposes depending on the context. In this study, the researcher relied on a structured interview due to its capacity to provide rich qualitative data when conducting academic research, allowing them to capture nuances, emotions, and context that may not be easily quantifiable. Additionally, it consists of eleven questions involving open-ended, closed-ended, and multiple-choice.

The first section of the interview collected basic demographic insights, such as the teacher's gender, age, and years of teaching experience. These specific details provide valuable context for interpreting the responses, offering insights into how demographic factors may influence the observed variations.

In question number five teachers were asked to indicate whether they were familiar with SEL. If they answered yes, they had to provide their definition of SEL. This question was open-ended, allowing for a variety of responses that reflected the teachers' perceptions and interpretations of SEL.

In question number six teachers were then asked about the frequency of integrating SEL strategies and practices in their classrooms, with options from never to, occasionally to always. This question provides insight into the extent of SEL integration in regular classrooms.

The interview further examined the teachers' perspectives on the significance of acquiring and applying different social and emotional skills. Question number seven The teachers were asked to rate the level of importance of skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This question explores teachers' perceptions of the value of these skills in educational environments.

In question number eight teachers were also asked to indicate the importance of prioritizing the cultivation of social and emotional learning for student's personal growth, with options ranging from not important, slightly important to very important. The responses would reveal the teacher's views on the significance of SEL within the broader educational framework.

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Question number nine that focused on the positive influence of SEL on pupils' behavior, the promotion of a safe environment, and the facilitation of lifelong success. This open-ended question allows us to assess their beliefs and opinions regarding the significance of focusing on pupils' social and emotional development.

Additionally, in question number ten teachers were asked for suggestions on how to promote a positive and welcoming environment that fosters the development of SEL skills. This open-ended question is to gather practical insights and techniques from those directly involved in students' daily lives.

The last open-ended question was concerned with the challenges that face middle school teachers while implementing SEL. Question number eleven aims to identify common obstacles that may hinder the effective implementation of SEL practices.

2.4.2 Questionnaire

According to Onel (1997)

“Questionnaires are an effective way of gathering information about the effective aspects, such as beliefs, attitudes, motivation and preferences” (p.57).

The questionnaire in this study offers a versatile tool for collecting data efficiently, standardizing responses, and conducting quantitative analysis. It contained twelve questions involving close-ended, open-ended and multiple-choice. The questionnaire was divided into four main sections. The first part dealt with basic information; the second part was related to pupils' familiarity and involvement; the third part was dedicated to teachers' performance; and the last part was concerned with the pupils' current views and suggestions.

Question number three is focused on students' familiarity with SEL. They are asked to rate their comprehension level of SEL on a scale of very well, modestly well to not at all. This information is useful in determining the extent of understanding that pupils have regarding SEL concepts.

Question number four addressed the frequency of participating in SEL activities, such as empathy or understanding others in the classroom. This

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information can then be used to tailor teaching and learning methods to meet the specific needs of each student. This would help pupils to develop the necessary social and emotional competencies required for success in both academic and personal life.

Question number five is focused on the integration of SEL in the classroom was another crucial aspect covered in the questionnaire. Participants were asked to rate how well SEL is integrated into the school, with options ranging from fully integrated, and somewhat integrated to not integrated at all. By measuring the level of inclusion of SEL in the curriculum, educators can determine the effectiveness of teaching methods and make necessary adjustments to ensure that pupils receive a well-rounded education.

Question number six inquired about classes or subjects wherein SEL is most effectively integrated, the options were mathematics, languages, arts, science, and social studies. This information can aid teachers and policymakers in better understanding pupils' perspectives on how SEL can be integrated into different areas of their education.

Question number seven is directed to gather information about students' comfort level in approaching their teachers with concerns. The options range from very comfortable to neutral to not comfortable at all. This question provides an opportunity for teachers to evaluate their behavior towards students and find ways to create a welcoming and approachable learning environment. By reflecting on their actions, teachers can gain valuable insights into how to better connect with students, build trust, and encourage effective communication.

Question number eight is focused on empathy, kindness, and respect for others. The response options range from regularly, neutral to never. The objective is to help teachers become more sympathetic and considerate towards their students.

Question nine assessed the teachers' overall efforts in creating a positive classroom environment. The options range from excellent to average to very poor, allowing educators to gain awareness of the quality of their classroom environment and take necessary steps to improve it.

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The question number ten aimed to assess the significance of social and emotional skills for middle school students. It provides options ranging from very important, and neutral to not important at all. The purpose of this question is to aid educators and policymakers in understanding the importance of social and emotional learning.

Question number eleven is regarding the significance of teaching social and emotional skills to pupils. Participants were required to evaluate the level of importance of teaching social and emotional competencies. The response options ranged from very important to neutral to not important at all. This question aimed to assess the participants' perspectives on the role of social and emotional education in fostering the holistic development of students and preparing them to face the challenges of the real world.

Additionally, students were asked to provide recommendations on how their teachers could better support them in learning social and emotional skills and how to deal with them effectively. This open-ended question aimed to gather students' suggestions and insights on what strategies, methods, or tools could be used to facilitate their learning and development in this area.

Lastly, there is a question specifically aimed at gathering pupils' suggestions on how social and emotional learning can be enhanced in middle school. The open-ended question is of great importance as it allows students to voice their opinions and ideas on the matter, and these perspectives can be valuable in designing effective and targeted interventions that can benefit all students.

2.5 Data Analysis

The data analysis process must be carried out to draw conclusions and fulfil the objectives. In this work, the research relied on qualitative and quantitative analysis. In this context (Dörnyei, 2007:45) argues that:

The researcher gain a better understanding of complex phenomena by converging numeric trends from qualitative data and specific details from qualitative data. Words can be used to add meaning to numbers and numbers can be used to add precision to words.

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The data will be first analyzed qualitatively by examining non-numerical data to better understand concepts, opinions, or experiences. As noted by Johnson and Onwuegbuzie (2004, p.17), mixed methods research is “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”. Moreover, pupils’ questionnaires and teachers’ interviews will be both quantitatively and qualitatively analyzed.

2.5.1 Teachers’ Interview

Teacher A:

Teacher A, a 50-year-old female with 30 years of teaching experience, had an average understanding of SEL principles and their application in the classroom. She viewed SEL as the foundation of good teacher-student relationships, emphasizing the significance of knowing students' individuality and needs. Despite being unfamiliar with specific programs, she has routinely incorporated SEL practices and tactics into her classroom, focusing on their value at all times. Furthermore, she is a great believer in the critical role that SEL plays in students' overall development and thinks that schools should prioritize these abilities. Moreover, she has actively promoted a healthy classroom culture based on SEL principles by regularly reminding students to support and aid one another, hence encouraging empathy and relationship-building. However, she acknowledged the challenge of balancing SEL activities with managing classroom behavior and discipline, particularly with a diverse range of emotional needs among students. All in all, Teacher A's commitment to SEL underscores her dedication to fostering well-rounded individuals who thrive not only academically but also socially and emotionally.

Teacher B:

Teacher B, a 44-year-old female with 15 years of teaching experience, showed less comprehension of SEL competencies than Teacher A. She lacked familiarity with SEL programs, admitting to never introducing SEL practices into her classroom. However, she did recognize the relevance of SEL skills such as self-

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awareness and self-management, and their function in raising students' consciousness and solidarity. Despite the fact that she did not implement SEL in her classroom, she recognized the value of acquainting oneself with SEL through professional development opportunities. Overall, Teacher B identified potential obstacles to implementing SEL in her classroom, including a disruptive classroom environment and a lack of training in how to integrate SEL in the classroom. This highlights a gap in her knowledge and skills, suggesting a need for further training and support in SEL implementation.

Teacher C:

Teacher C, a 45-year-old female with 19 years of teaching experience, demonstrated a profound awareness and commitment to SEL. She identified the benefits of SEL for both educators and students, emphasizing its importance in cultivating social awareness and responsible decision-making skills. Although she did not have expertise in specific SEL programs, she has consistently incorporated SEL principles into her classroom, demonstrating a proactive commitment to fostering pupils' social and emotional development. Additionally, she underscored the significance of SEL in promoting positive relationships among students, peers, family members, and caregivers, highlighting its broader impact beyond the classroom. She provides practical techniques for promoting SEL, such as establishing clear behaviour expectations and encouraging a safe, inclusive learning environment. Moreover, she actively advocates for SEL initiatives within the school community, demonstrating proactive efforts to promote social and emotional well-being school-wide. Yet, she identifies noisy classrooms as a potential challenge to SEL implementation, which could impede effective teaching and learning experiences. This emphasises the need for strategies to manage classroom noise.

Teacher D:

Teacher D, a 30-year-old female with four years of teaching experience, demonstrates a keen interest in SEL concepts. She acknowledges the significance of SEL and regularly incorporates its practices, showcasing a proactive dedication to enhancing students' social and emotional development. She reinforces the

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importance of SEL, suggesting a firm belief in its positive impact on pupils' overall well-being and academic achievement. Recognizing the value of integrating SEL activities into the curriculum, she aims to equip students with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Moreover, she prioritizes fostering a supportive classroom environment where students feel comfortable expressing their emotions and opinions, emphasizing the role of assistance and encouragement in facilitating their growth. Despite this, she identifies potential problems with SEL implementation, including resource limitations and resistance from stakeholders such as parents or administrators. Resource constraints, such as funding for programs and materials, may hinder the effective execution of SEL activities in the classroom. Besides, opposition from stakeholders who may not fully grasp the significance of SEL or prioritize it over other academic subjects could impede its adoption and integration into the curriculum. Nonetheless, her proactive approach to SEL implementation and awareness of potential challenges demonstrate a commitment to nurturing students' social and emotional well-being.

Analysis of the Four Teachers' Responses:

Among the four teachers, Teachers A, C, and D displayed a robust commitment to SEL principles and their seamless integration into the classroom environment. They underscored SEL's pivotal role in nurturing strong teacher-student relationships, cultivating empathy, and nurturing students' holistic social and emotional development. Despite varying familiarity with SEL programs, they have consistently prioritised infusing SEL practices into their teaching methodologies, recognizing its profound impact beyond academic achievement. Moreover, they exhibited proactive approaches in addressing potential barriers to SEL implementation, such as classroom disruptions or resource limitations, stressing their unwavering dedication to overcoming challenges in fostering student well-being.

On the other hand, Teacher B acknowledged the significance of SEL skills; however, there appears to be a gap in active implementation and comprehension of

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SEL principles. This suggests a necessity for additional training and support to effectively integrate SEL practices into their teaching strategies. By providing further resources and guidance, Teacher B can enhance their ability to incorporate SEL principles into their classroom practices, thereby enriching the learning environment and promoting students' social and emotional growth.

2.5.2 Pupils' questionnaire

A paper-based questionnaire was designed to gather data from middle school pupils in Tlemcen. The obtained results were analyzed both qualitatively and quantitatively.

Section one: personal information.

Questions 1 and 2: Pupils' gender and age.

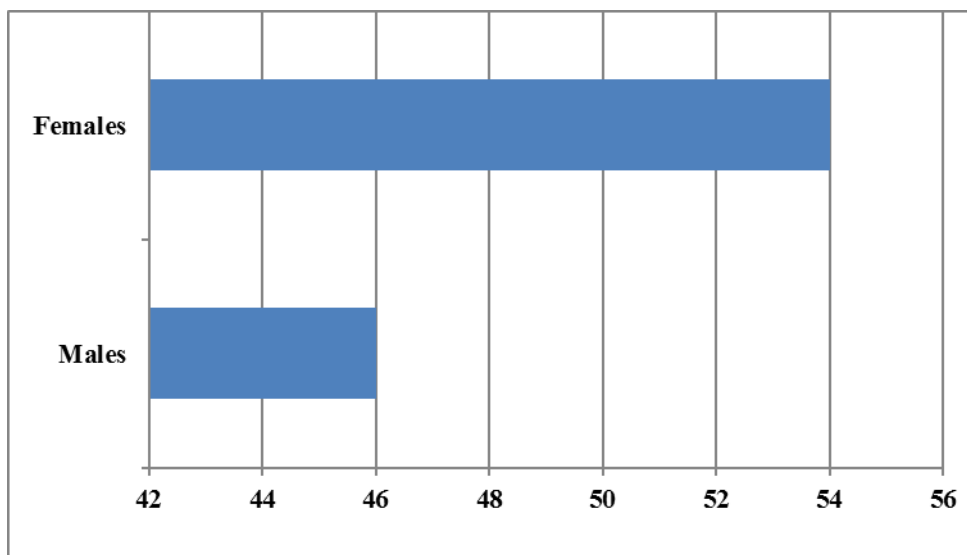


Figure 2. 1 Pupils' Gender and Age

Out of the 50 respondents as shown in figure (1), 23(46%) were males while 27(54%) were females. This was an indication that female students dominated relatively in the study. Additionally, the study was predominantly represented by pupils aged 16 and 17 years, who formed the majority of the respondents.

Section two: pupils' familiarity and involvement.

Question three: pupils' familiarity with SEL.

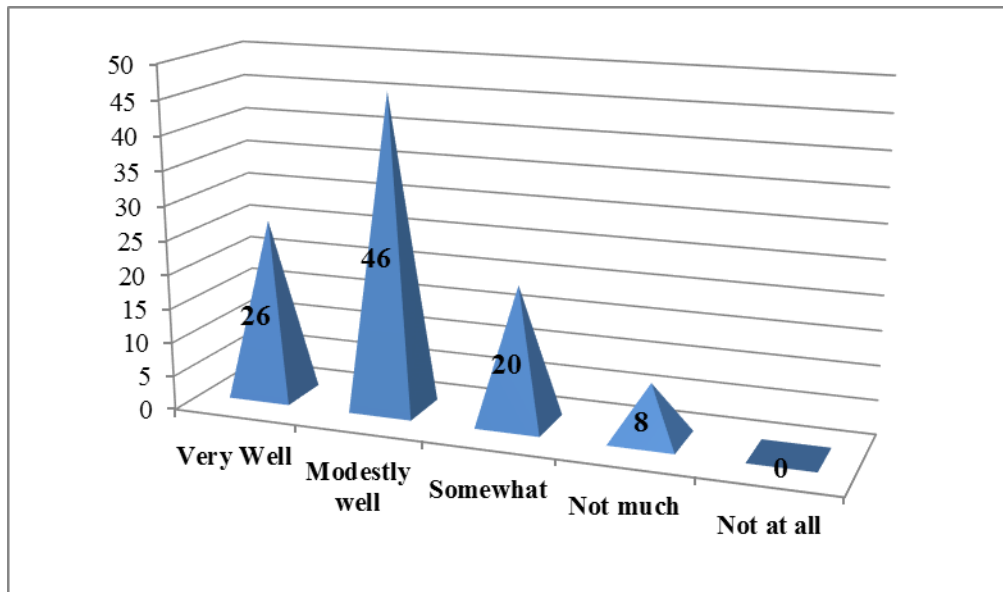


Figure 2. 2 Pupils’ Understanding of SEL

The researcher observed that the majority of middle school students (72%) rate their understanding of social and emotional learning (SEL) positively, with 26% indicating they understand SEL "very well" and 46% "modestly well." However, 28% perceive their understanding as somewhat limited, with 20% indicating "somewhat" and 8% "not much." Notably, none reported having no understanding of SEL. This suggests a generally positive but varied level of comprehension among students, indicating potential areas for improvement in SEL education.

Question four: pupils’ participation.

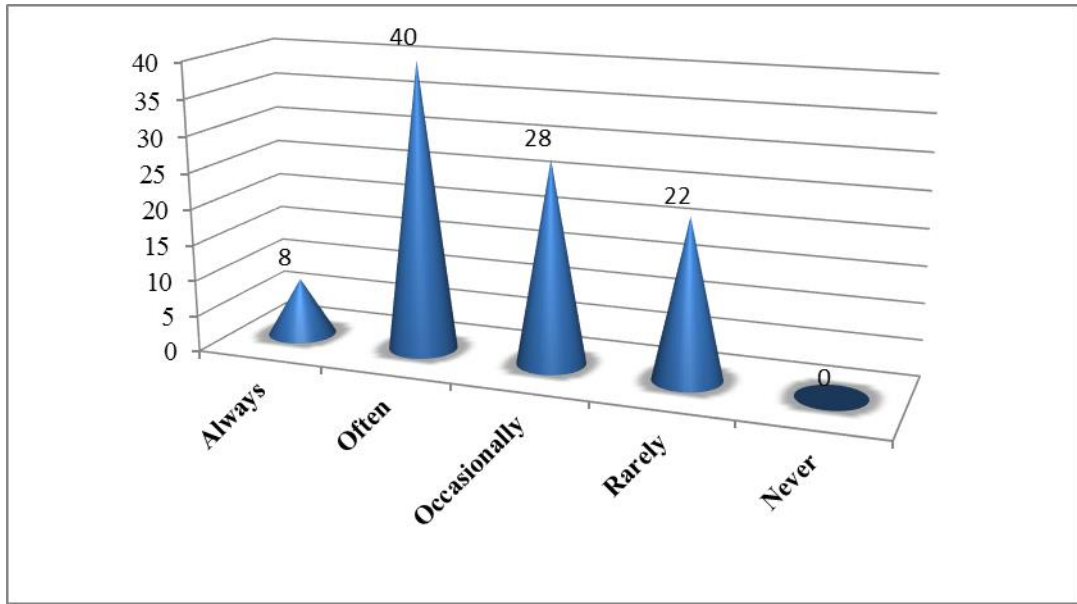


Figure 2. 3 Pupils’ Participation in Activities Related to Emotions

When asking the students if they participate in activities related to emotions like empathy, etc., 8% of them reported always engaging in such activities, while a significant 40% indicated they often participate. Additionally, 28% reported occasionally engaging, with 22% stating they rarely do. Surprisingly, none of the respondents reported ever participating in these activities, suggesting a general willingness among students to engage with emotional learning experiences to varying extents.

Question five: pupils’ opinions.

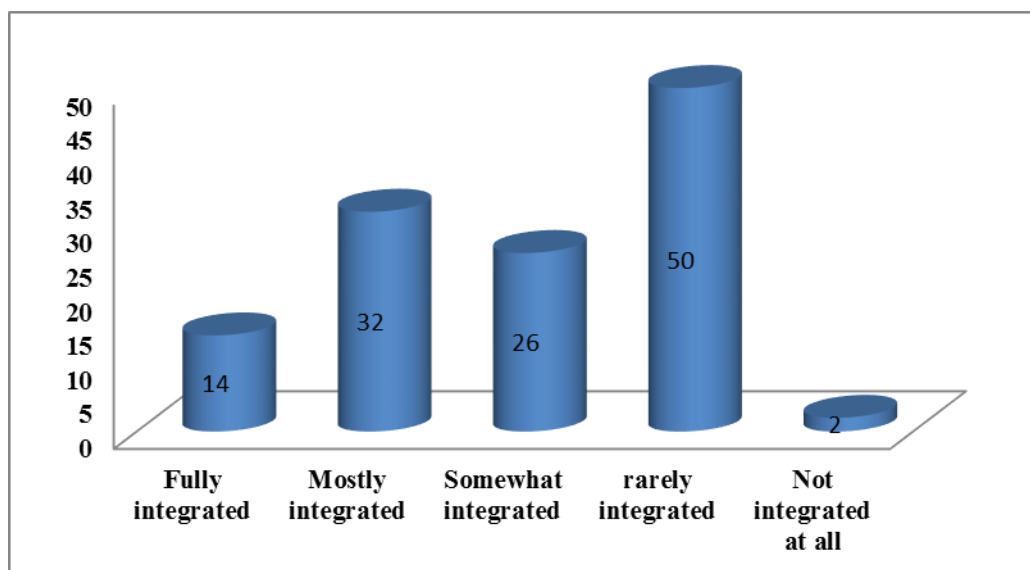


Figure 2. 4 Pupils' Views about the Integration of SEL to Classes

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Among the respondents, the integration of SEL into the curriculum varied significantly. Only 14% of the respondents reported that SEL is fully integrated. A larger segment, 32%, mentioned that SEL is mostly integrated. On the other hand, 26% indicated that SEL is only somewhat integrated, suggesting a need for better incorporation of these skills. The most common response, from 50% of pupils, was that SEL is rarely integrated into their classes. Furthermore, a small minority, accounting for 2%, stated that SEL is not integrated at all.

Question six: the integration of SEL in the classroom.

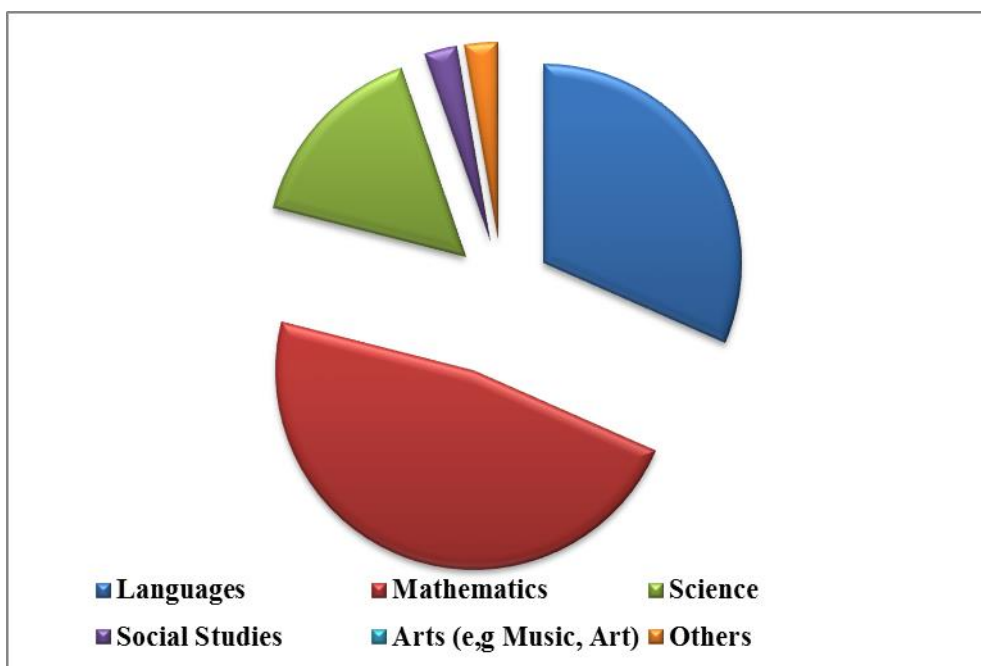


Figure 2. 5 Effective Integration of Social-Emotional Learning (SEL) Across Subjects

According to the questionnaire, respondents perceive mathematics as the subject where Social-Emotional Learning (SEL) is most effectively integrated, with 36% expressing this sentiment. Languages closely follow, with 24% of respondents indicating that SEL is effectively integrated into language classes. Science and social studies with only 12%, and 2% of respondents respectively feel that SEL integration is effective in these subjects. Interestingly, arts subjects such as Music and Art received no votes for effective SEL integration. However, there seems to be a notable preference for integrating SEL across all subjects, as evidenced by 24% of respondents selecting this option. Overall, the data suggests varying degrees of

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perceived effectiveness in integrating SEL across different subjects, with mathematics and languages standing out as the most favourable choices.

Section three: teachers' performance.

Question seven: comfort level.

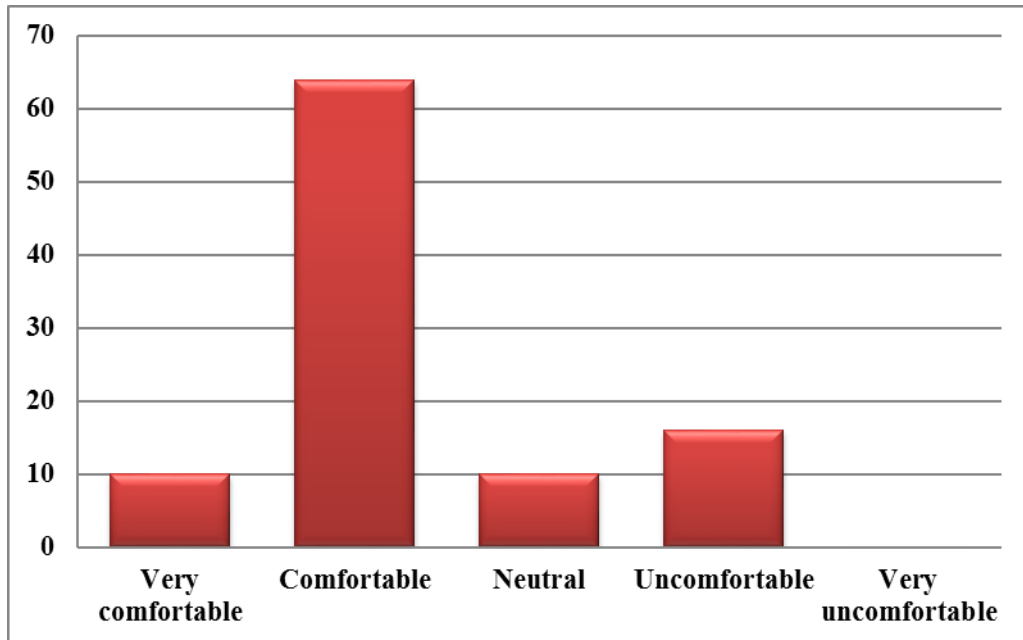


Figure 2. 6 Pupils' Views about Comfort Levels in Addressing Personal Concerns and Problems

The survey data indicates a range of comfort levels among middle school students when it comes to approaching their teachers with personal concerns or problems. A significant majority, 64%, reported feeling comfortable, while 10% expressed feeling very comfortable. Conversely, 16% indicated feeling uncomfortable, and 10% reported a neutral stance. Interestingly, none of the respondents reported feeling very uncomfortable. Overall, the results suggest that the majority of students feel at least somewhat comfortable confiding in their teachers, which is encouraging for fostering supportive teacher-student relationships.

Question eight: the integration of empathy, kindness, and respect.

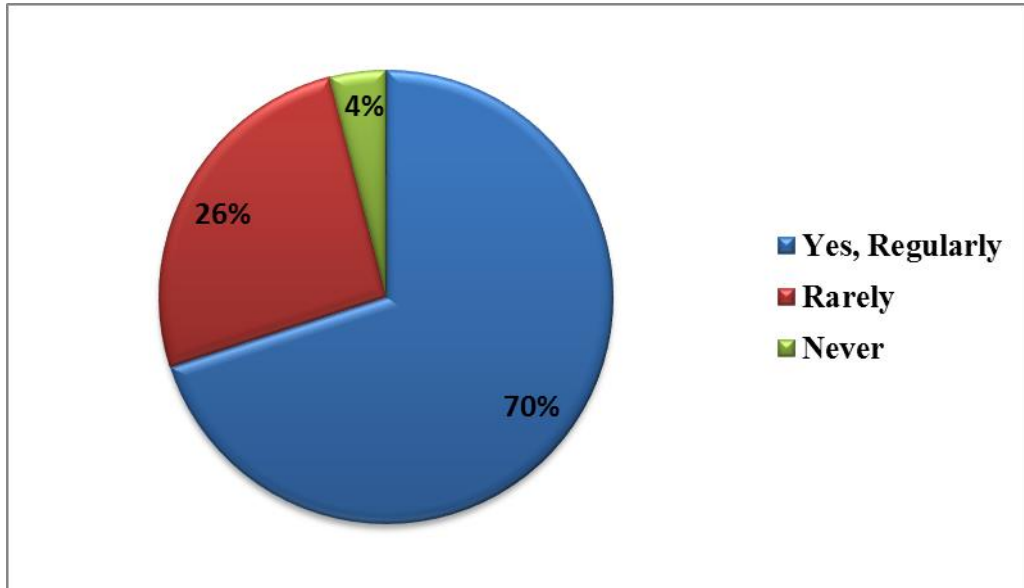


Figure 2. 7 The Integration of Empathy, Kindness, and Respect in Teaching Practices

The researcher has noticed that a significant majority of middle school students (70%), perceive their teachers as regularly teaching about empathy, kindness, or respect for others. However, a notable minority, comprising 26% of respondents, reported that this occurs rarely. Additionally, 4% stated that their teachers never teach about these important values. These findings suggest varying levels of emphasis on social-emotional learning in the classroom, highlighting potential areas for improvement in promoting empathy, kindness, and respect among students.

Question nine: teachers' effort.

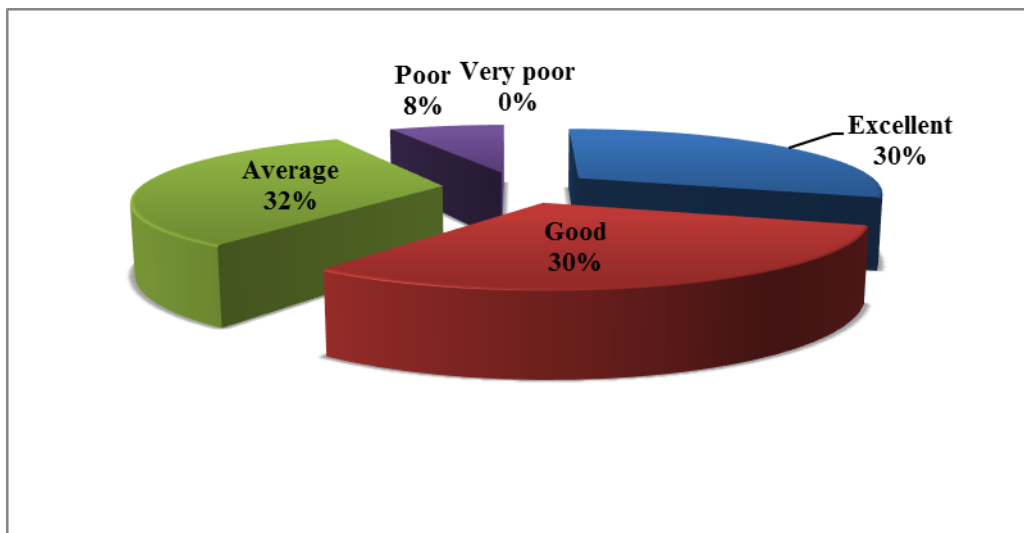


Figure 2. 8 Evaluating Teacher Efforts

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The survey data indicates varying perceptions among middle school students regarding the efforts of their teachers in fostering a positive and supportive classroom environment. While 24% rated these efforts as excellent and another 24% as good, 26% perceived them as average. A smaller proportion, 6%, rated the efforts as poor, with none considering them very poor. These results suggest a generally positive view of teacher efforts, though there is room for enhancement in creating an even more supportive classroom atmosphere.

Question ten: the significance of SEL.

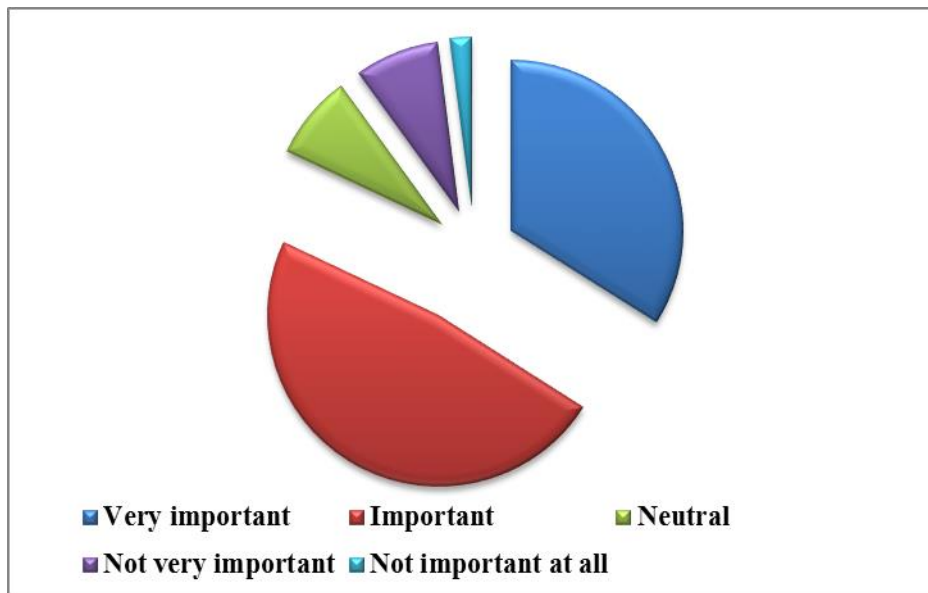


Figure 2. 9 The Importance of Social and Emotional Learning for Middle School Students

The survey results provide a comprehensive view of attitudes towards the importance of social and emotional skill development for middle school students. Notably, 34% of respondents emphasized these skills as "very important," Additionally, 48% considered the skills "important," further underlining the widespread acknowledgement of their value. However, there was a notable 8% expressing a neutral stance, suggesting a degree of uncertainty or lack of strong opinion. Similarly, 8% deemed these skills "not very important," while only 2% regarded them as "not important at all." Overall, the data reflects a prevailing consensus on the importance of integrating social and emotional learning into

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middle school education, with a majority recognizing its pivotal role in nurturing students' holistic development and future success.

Question eleven: Improvement of SEL.

Considering that these are responses from pupils, it is evident that they value certain aspects of their teachers' approach to SEL. 60% emphasises building supportive teacher-student relationships based on trust and understanding. 40% focus is on mutual respect, approachability, and avoiding underestimation. Additionally, it is important to have fair discipline practices and effective classroom management that promote consistency and structure. This contributes to a positive learning environment where students feel safe and respected.

Section four: pupils' current views and suggestions.

Question twelve: A positive integration of SEL.

The suggestions provided by pupils, primarily focus on sharing social stories about their experiences, offering valuable insights into enhancing the integration of SEL in schools. To effectively promote SEL skills, pupils recommended dedicated classes or workshops specifically designed to enhance these skills. Additionally, they advocated for the establishment of peer support groups and mentoring programs. These initiatives prioritize the proactive development of SEL through targeted interventions and peer-to-peer support, fostering a holistic educational approach.

2.6 Discussion of the main findings

A comprehensive examination of SEL research is necessary for understanding the complexities of students' social and emotional competencies that contribute to their personal growth and significantly influence their academic success. Additionally, providing adequate support to middle school teachers in integrating SEL practices into their teaching methodologies serves as the foundation for creating a positive and inclusive classroom environment. This dissertation examines the findings from a structured interview and a questionnaire analysis, discussing their implications for research questions and hypotheses.

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Research question 1: To what extent are teachers aware of the importance of SEL?

The data collected from the teachers' interviews highlight that most middle school teachers have a decent level of understanding of SEL, although one participant showed a lack of familiarity with the concept. Consistent with the hypothesis, teachers who had received formal training or professional development specifically focused on SEL demonstrated a higher level of awareness compared to those who had not received such training. These results align with previous research by Schonert-Reichl (2017) and Schiepe-Tiska et al. (2021), which focused on the significance of SEL in the education sector. Thus, the findings provide empirical support for the growing body of evidence highlighting the importance of integrating SEL training and professional development opportunities into teacher education programs to ensure educators are adequately equipped to support their pupils' social and emotional needs effectively and reinforce numerous aspects such as teachers who have received formal training or participated in professional development programs focused on SEL demonstrate a higher level of awareness regarding its importance compared to those who have not received such training. This indicates that targeted education in SEL equips teachers with the knowledge and skills necessary to recognize and address the social and emotional needs of their students more effectively.

Research question 2: To what extent do pupils demonstrate SEL?

It appears that pupils demonstrate differing levels of understanding of SEL. The majority exhibit a positive grasp of the SEL concept, While the minority has limited SEL competencies. The findings support the hypothesis that pupils possess some of the SEL competencies but not at all. This implies that there is still room for improvement in terms of developing students' social and emotional skills. By providing targeted interventions that address the specific needs of students who

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exhibit a limited understanding of SEL, we can help bridge this gap and ensure that all students possess the necessary competencies to succeed in life.

Research question 3: how SEL can be integrated into the school's program?

Concerning the third hypothesis that providing training and ongoing support for educators in SEL setting and relationship-building is beneficial, the findings offer empirical backing for the increasing evidence supporting this claim. These results further elaborate on previous findings by Zins, Bloomberg, Weissberg et al. (2017), which strengthen the importance of offering opportunities to teachers. By doing so, teachers can enhance their skills and, as a result, offer improved education and support to their students. This highlights the significance of investing in continuous training and support for educators in SEL practices, as it not only bolsters their effectiveness but also enhances the overall educational experience for students.

Research question 4: What obstacles would teachers face with the implementation of the SEL?

Regarding the final hypothesis, which holds that middle school teachers face a range of challenges that can impact the effective implementation of SEL. The result of the question revealed that teachers struggle with significant difficulties in the classrooms. Specifically, they encounter noisy environments that hinder the learning process, resource limitations that limit their ability to provide a well-rounded education and resistance from stakeholders like parents and school administrators. Previous studies by Fox and Lentini (2006) and Jennings and Greenberg (2009) suggest solid evidence supporting the importance of a conducive learning environment for effective teaching. They emphasize the role of structured, well-managed classrooms in fostering academic and social success, as well as the impact of social and emotional difficulties on learning and the need for emotional support systems. These studies align with the findings, underscoring the importance of highlighting challenges such as classroom noise, limited resources, and stakeholder resistance. By supporting teachers and addressing students' emotional

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needs, teachers can improve educational effectiveness, as validated by existing research.

2.7 Recommendations for Successful Integration of SEL in Middle School Settings

The primary aim of this research was to elicit educators' perceptions regarding integrating Social and Emotional Learning (SEL) in classroom settings. SEL enables pupils with essential skills that help them to navigate social interactions, regulate their feelings, set and achieve goals, and make responsible decisions. This section presents key recommendations for incorporating SEL in middle schools, focusing on using a comprehensive approach, school training, support services, and continuous evaluation. Educational institutions can optimize the benefits of SEL and improve students' well-being and academic success by following these recommendations.

2.7.1 Cooperative learning approach

One of the most effective strategies for including social-emotional (SE) skills and learning is altering the instructional process to include collaborative learning environments. Johnson and Johnson (1990) advocate for creating small student groups to foster collaboration and enhance collective and individual learning outcomes. This cooperative approach not only generates excitement for learning academic material but also fosters the development of valuable skills and attitudes beneficial in both academic and personal contexts, such as:

- improved attitudes toward school and teachers, when students engage in group activities, they find learning more exciting, fostering a positive perspective of their educational experience. Working with peers allows them to help and support each other, creating a dynamic classroom atmosphere. As a result, this positive interaction enhances respect and appreciation for teachers, leading to a more positive attitude toward school and a greater motivation to participate in their education.

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- When students work together to maximize their own and each other's learning, it effectively promotes social and emotional skills. This method encourages students to engage deeply with both the material and their peers, fostering a collaborative learning environment. Within these groups, students learn to communicate effectively, resolve conflicts non-violently, and support each other's academic progress. Moreover, this collaborative approach significantly increases individual responsibility, as each student is aware that they must actively participate and contribute to their group's activities. This sense of accountability not only enhances their learning experience but also cultivates essential life skills such as teamwork, leadership, and self-management. By requiring students to take on specific roles and tasks, they become more invested in the learning process, which in turn promotes a stronger connection to the educational material and a more profound respect for the contributions of their peers.

2.7.2 Middle school training and support

Brackett et al. (2019) highlight that professional development training programs provide teachers with a comprehensive array of strategies to differentiate and personalize instruction based on pupils' preferences and needs. The goal of these programs is to help educators address the diverse learning styles of their students and create an effective learning environment for all. By engaging in these training programs, teachers learn to recognize and overcome individual student challenges, including behavioral problems, learning disabilities, and other impediments to academic achievement. These methods not only boost student learning outcomes but also contribute to a more inclusive and supportive classroom environment, where every student is valued and encouraged to succeed.

2.8 Conclusion

The present chapter is devoted to the quantitative and qualitative analysis of data, which were gathered through a structured interview and a paper-based questionnaire, addressed to middle school teachers and pupils. Thus, this work examined the perspectives of teachers and middle school pupils on Social and Emotional Learning (SEL) and its impact on the teaching-learning process. The

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findings presented several key considerations firstly, teachers acknowledge the importance of SEL competencies but encounter challenges in effectively implementing them due to constraints such as limited time and resources. The study highlighted the necessity for teachers and pupils to be familiar with SEL, actively participate in the activities, and integrate the principles into the curriculum. Secondly, the research emphasized the significance of creating an environment where students feel comfortable approaching their teachers regarding SEL-related concerns. Furthermore, the evaluation of teachers' efforts in implementing SEL practices emerged as a crucial aspect of the study. Thirdly, teachers expressed a clear need for additional training and support in SEL practices to overcome these obstacles and fully integrate SEL into their teaching methodologies. The study offered numerous practical implications for educators, emphasizing the need to design instruction for students' emotional needs and promoting self-reflection and personal growth. It highlighted the importance of teaching goal-setting and time management skills, fostering empathy and respect among students, and creating a supportive classroom environment. Lastly, recommendations for effective SEL incorporation in middle school settings include a cooperative learning approach and middle school training and support.

General Conclusion

General Conclusion

Education has historically been perceived primarily as a tool for practical purposes, preparing students for economic contributions. Yet, early 20th-century thinkers like John Dewey advocated a shift. They urged education to prioritize intrinsic aims, nurturing students' holistic development into morally upright citizens. The contemporary world acknowledged that education has evolved beyond merely economic objectives, now emphasizing nurturing a child's overall character. Today's learners struggle with complex issues such as cyberbullying, self-esteem, and anxiety, which encompass both social and emotional dimensions. Consequently, there is a growing recognition of the need to cultivate skills that go beyond cognitive abilities to address these challenges effectively. Thus, social and emotional learning (SEL) aims to develop a broad array of abilities or competencies in students. These include fostering self-awareness, enhancing social awareness, instilling the capacity for responsible decision-making, and equipping individuals with the abilities of self-management and relationship management. SEL empowers students to navigate diverse social contexts effectively while facilitating the establishment and achievement of both personal and academic goals. Therefore, the integration of SEL into curricula highlights the holistic approach to education, preparing students not just for academic achievements but for meaningful, engaged, and resilient lives in today's world.

Therefore, this work has been divided into two chapters. The first chapter has dealt with a comprehensive review of relevant theoretical research on the implementation of SEL. It dealt with teachers' perspectives and familiarity with SEL, highlighting its significance on students' behaviour. Additionally, it discussed the integration of SEL in the EFL classroom and the correlation between SEL competencies and academic success. Finally, the chapter addressed the main obstacles middle school teachers face in their practices, such as a lack of qualified teachers, resources, and resistance to change. The second chapter is focused on analyzing data collected from two research instruments: a structured interview and a questionnaire. The results were separately analyzed to address the research

questions to either confirm or reject the hypotheses. The findings aimed to improve active participation in SEL, create a comfortable environment for students to discuss their concerns with teachers, and provide teachers with further support to effectively implement SEL practices. Moreover, this chapter is dedicated to presenting suggestions related to the research results, which are relevant to the implementation of SEL in the Algerian environment.

Through designing and conducting an exploratory case study, and after the analysis and discussion of the data gathered from two research instruments, the four hypotheses put forward were confirmed. The findings indicated that most teachers are familiar with SEL, and they require specific training and professional development to effectively integrate SEL in their classrooms. This supported previous research showing the importance of SEL in the education sector and emphasized the need to provide teachers with sufficient support to improve their understanding and implementation of SEL strategies. By investing in targeted training and development opportunities, educational institutions can empower teachers to create a welcoming environment that nurtures students' social and emotional growth. Thus, regarding teachers who have received SEL training, they demonstrate a profound awareness of its importance than those who have not. Based on these results, the initial hypothesis was verified. Moreover, the findings showed that pupils demonstrate different levels of understanding of SEL. While the majority have a positive grasp of the concept, a significant minority show a more limited understanding, indicating the need for targeted interventions to support their comprehension. This includes that there are still opportunities to improve the development of pupils' social and emotional abilities. Accordingly, these findings confirmed the study's second hypothesis.

The validation of the third hypothesis revealed that a significant number of middle school teachers prioritize incorporating essential social and emotional skills into their teaching practices. These skills include empathy, kindness, respect, social awareness, and relationship-building abilities. The results highlighted the need for providing ongoing professional development opportunities for teachers, as this will enable them to enhance their skills and ultimately deliver improved education and

support to their students. The final hypothesis suggested that middle school teachers encounter various challenges when implementing SEL, which can affect their effectiveness. These difficulties include managing noisy classroom environments that disrupt the learning process, coping with resource limitations that hinder their ability to deliver education, and facing resistance from stakeholders such as parents and school administrators. The research highlighted the critical importance of creating a conducive learning environment to enable middle school teachers to effectively educate their students.

This study appears to have revealed that there are numerous obstacles in implementing social and emotional learning in a foreign language environment, particularly in Algeria. In addition to the initial challenges that the researchers anticipated, several additional issues obstruct effective English instruction for middle school pupils, such as inadequate training for teachers, insufficient resources, and a lack of cohesive policies that integrate SEL into the standard curriculum. Then, on the basis of previous studies as well as the findings of the current investigation, implementing social and emotional learning seems to face significant challenges that draw attention to the wider systematic shortcomings within the global education framework, influencing both teachers and students.

This research, which was an initial attempt to add to the ongoing debate about implementing social and emotional learning and its positive role on students' growth, is still insufficient because the researcher only gave the topic under investigation a glance. The research encountered challenges when investigating a particular situation within the Algerian EFL context. Specifically, some middle school teachers were uncooperative, which raised a problem for scheduling interviews. Additionally, due to strict time constraints, the interviews had to be conducted during their working hours. This situation created further difficulties, as it required coordinating with their already busy schedules and often meant conducting interviews during limited breaks or planning periods. Despite these challenges, efforts were made to accommodate the teachers' availability to ensure their valuable insights were included.

Examining the effective implementation of social and emotional learning in middle schools requires a focused assessment of teacher training. Such an evaluation would identify areas for improvement within these training programs, enhancing educators' readiness and efficacy in incorporating SEL into the middle school curriculum. This assessment aims to empower teachers to create nurturing, inclusive learning environments that promote students' social-emotional well-being and academic success.

Implementing social and emotional learning has the potential to significantly contribute to Algerian pupils' preparation for a globalized environment and boost their chances of success socially, emotionally, and academically. Incorporating social and emotional learning in middle schools can empower students to manage stress and better communicate in this globalized world. However, the resources devoted to the program, the quality of teacher preparation, and the encouragement of parents and the larger community will all influence the extent to which incorporating social and emotional learning in Algerian middle schools is successful.

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Appendices

8) How significant it is for schools to prioritize the cultivation of social and emotional skills as an integral aspect of educating students to become more well-rounded individuals?

- Not important
- Slightly important
- Important
- Very important

9) How would SEL help foster positive mindset and behaviour among pupils both inside and outside the classroom?

10) As a middle school teacher, how do you encourage the implementation of a positive and inclusive classroom culture that embraces SEL principles?

11) What obstacles would you face with the implementation of SEL in your classroom?

Appendix B

Questionnaire

1-Gender : Male

Female

2-age

3-How would you define social and emotional learning (SEL)?

Very good

Fairly good

Somewhat good

Not much

Bad

4- How often do you participate in activities related to emotions, empathy, or understanding others in your classes?

Always

Often

Occasionally

rarely

never

5-as a middle school pupil, how well do you think SEL is integrated into your classes?

Fully integrated

Mostly integrated

Somewhat integrated

Rarely integrated

Not integrated at all

6- In which classes or subjects do you feel SEL is most effectively integrated?
(Check all that apply)

English/Language Arts

Mathematics

Science

Social Studies

- Physical Education
- Arts (e.g., Music, Art)
- Other (please specify):

7- How comfortable do you feel approaching your teachers with personal concerns or problems?

- Very comfortable
- Comfortable
- Neutral
- Uncomfortable
- Very uncomfortable

8- Do your teachers actively teach about empathy, kindness, or respect for others?

- Yes, Regularly
- Rarely
- Never

9. How would you rate the overall efforts of your teachers in promoting a positive and supportive classroom environment?

- Excellent
- Good
- Average
- Poor
- Very poor

10- In your opinion, how important is it for middle school students to learn social and emotional skills?

- Very important
- Important
- Neutral
- Not very important
- Not important at all

11- Would you like to add anything else about how your teachers assist with or handle social and emotional learning in the classroom?

12- What suggestions do you have for improving the integration of social and emotional learning in our middle school?

Appendix C

الاستبيان

(1) الجنس : انثى ذكر

(2) العمر:

(3) كيف تقيم فهمك للتعلم الاجتماعي العاطفي؟

جيد جدا

جيد إلى حد ما

نوعا ما جيد

ليس كثيرا

سيء

(4) كم مرة شاركت في الأنشطة المتعلقة بالعواطف كالتعاطف أو فهم الآخرين في فصول الدراسية؟

دائما

غالبا

أحيانا

نادرا

(5) باعتبارك تلميذاً في المدرسة المتوسطة، إلى أي مدى تم دمج التعلم الاجتماعي و العاطفي في فصولك

الدراسية؟

مدمجة تماما

مدمجة في الغالب

مدمجة الى حد ما

نادرا ما تكون مدمجة

غير مدمجة على الإطلاق

(6) في أي الفصول أو المواد التي تشعر أن التعلم الاجتماعي العاطفي يتم دمجها بشكل أكثر فعالية؟ (ضع

علامة على كل ما إذا كان ذلك ينطبق)

للغات اجنبية

الرياضيات

علوم

العلوم الاجتماعية

الفنون (مثل الموسيقى والفن)

غير ذلك (يرجى التحديد)

(7) ما مدى شعورك بالارتياح عند التعامل مع معلميك بشأن المخاوف أو المشكلات الشخصية؟

مريح جدا

مريح

حيادي

غير مريح

(8) هل يقوم معلموك بالتدريس بشكل نشط حول التعاطف أو اللطف أو احترام الآخرين؟

نعم بانتظام

نادراً

أبداً

(9) كيف تقيم الجهود الشاملة التي يبذلها معلموك في تعزيز بيئة الفصل الدراسي الإيجابية والداعمة؟

ممتازة

جيدة

متوسطة

ضعيفة

جد ضعيفة

(10) في رأيك، ما مدى أهمية تعلم طلاب المرحلة المتوسطة المهارات الاجتماعية والعاطفية؟

جد مهم

مهم

محايدة

غير مهم

غير مهم على الإطلاق

(11) هل ترغب في إضافة شيء حول كيفية مساعدة معلميك في التعلم الاجتماعي العاطفي او كيفية التعامل

معه في الفصل الدراسي؟

(12) ككلمية، ما هي اقتراحاتك لتحسين دمج التعلم الاجتماعي والعاطفي في مدرستك المتوسطة؟