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The Influence of Social-Emotional Learning programs (SEL) on improving speaking skills among EFL students at Mila University Center

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Dedication I

First and foremost, I would like to express my deepest appreciation to my creator, my lord, the Most Merciful and the Most Gracious Allah S. W. T. For making it possible for me to navigate these academic years. Without my lord showing me the importance of Sabr in times I doubted my abilities and blessing me with strength, knowledge and guidance, I would not be here today concluding my final submission. Therefore, I owe it all to Him.

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Dedication II

In The Name of Allah, Most Merciful, Most Compassionate

We only embarked on the beginnings by His facilitation, and we only reached the endings by His grace. We achieved our goals only by His favor, so praise be to Allah who enabled me to appreciate this step in our academic journey.

The journey was not short, nor was the road paved with ease—yet I did it.

With deep love, I dedicate this work to my very ambitious Self, who has never let me down.

The one who adorned my name with the most beautiful titles, who supported me without limits and gave to me without expectation, who taught me that success is a struggle and its weapon is knowledge and science. My support and backing after God is my pride and honor: my father. "BEDDALA Mohamed "

To the one whose heart embraced me before her hands and whose prayers made hardships easy for me. To the compassionate heart, the secret of my strength and my sky, my heaven: my mother "SOFFAN Khadija "

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Abstract

Speaking activities are sometimes considered to be challenging for EFL students, especially for those who struggle with shyness, lack of confidence, social anxiety and stress. Social-Emotional learning with its five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship skills, and Responsible decision-making) can help students overcome these challenges, empowering students to manage their emotions and participate actively in speaking classes. The aim of this study is to explore learner's and teacher's perspectives about the influence of social emotional learning programs in improving EFL Students speaking skills. In order to achieve the aim of this research four questions are asked: How do social and emotional learning (SEL) programs influence students' confidence and fluency in speaking English? How do SEL programs affect students' ability to engage in social interactions and discussions in English? What challenges hinder the successful implementation of SEL programs in improving students' speaking skills? How does language anxiety impact students' ability to speak confidently, and to what extent can SEL help mitigate these effects? To answer these questions two questionnaires are designed. The first one is administered to ten teachers of English as a foreign language, and the second one is for seventy first, second, and third year EFL student at Abdehafid Boussouf Mila University Center. The results of the questionnaire reveals that learners face many linguistic and emotional difficulties that hinder their speaking performance. In addition, both teachers and learners show their positive opinions about implementing social and emotional learning programs as a solution to minimize student's speaking problems. Finally, through this research students will recognize the importance of social emotional learning in improving their speaking.

Keywords: speaking skills, Social Emotional Learning, speaking difficulties, student's and teacher's perspectives, EFL learners.

List of Abbreviations

EFL: English as foreign language

SEL: Social-emotional learning

CASEL: Collaborative for academic social-emotional learning

EI: Emotional Intelligence

L1: First language (mother tongue)

L2: Second language (foreign language)

FLs: Foreign Languages

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INTRODUCTION

Introduction

Social and emotional Learning (SEL) has its roots in earlier educational and psychological theories, despite the fact that many people view it as a relatively new idea in the field of education. The goal of SEL is to help people develop the social and emotional skills necessary to identify and control their emotions, form wholesome relationships and make moral decisions.

SEL's theoretical foundations date back to the 1970s, specifically to social learning theory (also called observational learning), which highlighted the value of learning through imitation, interaction and observation. This developed into a greater emphasis on emotional intelligence and emotional learning in the 1980s, emphasizing the crucial role that emotions play in the learning process.

Howard Gardner made a significant contribution in 1983 when he published *Frames of Mind*, introducing the concept of multiple intelligences. According to this theory, social and emotional intelligence are two separate but equally important types of human intelligence that affect how people learn and relate to others.

Daniel Goleman and others in the United States established the Collaborative for Academic, Social and Emotional Learning (CASEL) in 1994, building on these advancements. Five core competencies — self-awareness, self-management, social awareness, relationship skills, and responsible decision-making — formed the basis of CASEL's formalization of SEL.

Promoting SEL as a fundamental element of education that supports students' academic success, personal growth and long-term well-being is the main goal of CASEL.

In this dissertation it will be discussed the influence of SEL on improving learners speaking skills through two main chapters the first is theoretical divided into two variables social emotional learning and speaking skills, and the second is practical answers two questionnaires administered to teachers and learners at Mila University Center.

1. Statement of the problem

The four fundamental skills of speaking, listening, reading, and writing are essential in the field of English as a foreign language. Since students must complete a variety of activities or tasks that required different communication skills (such as presentations, oral exams, and class discussions), speaking in particular is essential to both academic success and effective communication. Nonetheless, there are still issues that prevent students from developing their speaking skills and have a detrimental impact on their performance. Speaking difficulties are significantly lessened for foreign language learners, particularly those learning English, when social and emotional learning (SEL) is incorporated into the curriculum. Through improving social interactions, self-regulation, and emotional awareness, SEL helps students become more confident in their verbal communication skills in social and academic situations, communicate more effectively and express themselves more clearly. This research is directed to first, second and third EFL student at Mila University Center, in order get a clear idea about the influence of social and emotional learning programs on improving the speaking skills.

2. Research Aim

The purpose of this study is to explore how Social and Emotional Learning (SEL) programs affect students' speaking abilities in EFL (English as a Foreign Language) classes. It aims at determining how SEL integration would improve oral communication, including students' fluency, self-assurance and active participation in speaking assignments.

3. Objectives

- To examine how SEL might improve students' fluency and confidence in speaking English.
- To explore how SEL influences classroom interaction and communication.
- To identify the challenges that might prevent SEL from being implemented in Algerian higher education.

4. Research questions

This study seeks to answer the following research questions:

1. How do Social and Emotional Learning (SEL) programs influence students' confidence and fluency in speaking English?
2. How do SEL programs affect University EFL students' ability to engage in social interactions and discussions in English?
3. What challenges hinder the successful implementation of SEL programs in improving students' speaking skills?

5. Tools of the Research

Two standardized questionnaires serve as the main instruments for data gathering; thus, this study uses a quantitative research method.

1. **Student Questionnaire:** this tool was meant to gauge students' views of their social and emotional skills, their experiences with speaking in English, and the possible impact of SEL-related competencies including self-awareness, self-management and social awareness on their speaking performance. To guarantee measurable data for analysis, the questionnaire comprises closed-ended responses, ranking questions, and Likert-scale items.
2. **Teacher Questionnaire:** this survey looks at teachers' opinions on the presence (or absence) of SEL ideas in the classroom, their observations of students' emotional and communicative behaviors and their evaluation of how emotional intelligence and social competencies influence speaking performance. It also collects ideas on the difficulties and practicality of applying SEL practices in the university setting.

Statistical analysis of the results from both surveys revealed correlations between SEL-related variables and speaking competence. While also considering the practical limits of time and participant access, these tools were chosen for their efficiency in collecting large-scale, standardized feedback that fits the goals of the research.

6. Significance of the study

The growing significance of Social-Emotional Learning (SEL) programs in higher education, especially in EFL contexts, is highlighted by this study. The research provides teachers and students with important insights into the relationship between emotional intelligence and effective communication by concentrating on how SEL can improve students' speaking performance. The study also adds to the body of knowledge by illuminating the ways in which students' confidence, fluency, and classroom engagement can be enhanced by the five CASEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Future researchers who wish to investigate how SEL programs can enhance language development and enhance student outcomes more generally will find the findings to be a useful starting point.

7. Scope and limitations of the study

This study focuses on the effectiveness of SEL programs in improving speaking skills among EFL students at Mila University Center. The sample consists of 70 students and 10 teachers of first, second and third year during the academic year 2024 / 2025. These respondents represent are a sample of the target population of the study.

Each of the respondents are given a questionnaire to answer (students will have the same questionnaire and teachers will have the same questionnaire). The results of this study will be applicable only to the respondents of this study and will not be used as a measure to the effectiveness of SEL programs in improving the speaking skills of the students who do not belong to the population of this study. The main source of data will be the questionnaires, which are prepared by the researchers.

Chapter One: Foundations of SEL and Its Impact on Speaking in EFL Education

Introduction

Lexis and grammar were only a small part of the previous approach to teaching languages. These days, education is much more integrated and holistic, which is where social and emotional learning (SEL) enters the picture. The use of SEL in English as a Foreign Language (EFL) instruction is becoming more and more popular. The significance of SEL in EFL instruction is covered in this paper, along with how it could improve the teaching and learning process as a whole. Building a broader vision of what education can and should be in a more compassionate world requires the integration of SEL in EFL classrooms. EFL students gain essential skills from SEL, including empathy, self-control, self-awareness and effective communication.

Additionally, SEL in EFL classes enables students to acquire and develop valuable skills for effective interpersonal communication and interaction. In group collaboration, empathetic listening, and comprehension, students practice communication, discrimination, and respect at different cultural levels. These skills not only enhance learners' language abilities but also equip EFL students to successfully engage in global and multicultural communication. As CASEL (2020) emphasized that SEL isn't 'nice to have'; it's a 'must to have' for schools. Sixty years of research show that SEL leads to improved academic achievement, stronger mental health and long-term success in life. Students with strong social-emotional skills are more likely to graduate, attend college and thrive in the workplace.

1.1. Section One: Social-Emotional Learning (SEL)

This section discusses Social-Emotional Learning, its importance, its competencies and its influence on different concepts like language learning and higher education. In addition to its relationship with Emotional Intelligence.

1.1.1. Definitions of SEL

CASEL (2020) defined SEL as "the process by which all young people and adults acquire and apply the knowledge, skills, and attitudes to build healthy identities, manage emotions and achieve personal and collective objectives, feel and express empathy towards others, build and maintain supportive relationships and make responsible and caring decisions."

Social and emotional learning is the deliberate development of a common set of abilities that enable children and adolescents to understand and regulate their own emotions, develop empathy and concern for others, make responsible decisions, build positive relationships, and better navigate the complexities of social life. Traditional scholastic pedagogy, as opposed to SEL, does not promote practice through experiential learning, modeling and reflection practices integrated into school curricula. It is grounded in theories of positive youth development, emotional intelligence, and neuroscience and informed by empirical research correlating it with improved classroom climate, reduced aggression and enhanced cognitive engagement. (Handbook of Social and Emotional Learning 2015). Social and Emotional Learning (SEL), as coined by Daniel Goleman, is the ability to know, understand and manage feelings in oneself and others in a balanced manner. Emotional intelligence is then the foundation on which healthy relationships, good decision-making and psychological balance are built. It is done through knowledge of self-management of emotions, sensitivity towards others and constructive social skills, all of which enable individuals to efficiently address the challenges of life. Over time, these skills get converted into automatic patterns that facilitate

self-actualization and healthy social interactions.

1.1.2. CASEL's five competencies and their role in language learning

In 1994, Daniel Goleman and Eileen Rockefeller Growald created the non-profit organization the Collaborative for Academic Achievement Social and Emotional Learning (CASEL) at the University of Illinois in Chicago. This organization promotes the use of the five competencies— self-awareness, self-management, social awareness, relationship skills and responsible decision-making— aiming to improve student outcomes and well-being in general through the implementation of SEL programs in schools and universities.

1.1.2.1. Self-Awareness

According to Daniel Goleman, "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." (Goleman, 1995)

Self-awareness is "being aware of both our mood and our thoughts about mood." (Mayer, 2004)

It is also explained by Goleman (2002) as the ability to read and understand your emotions as well as recognize their impact on others. It can simply be put that self-awareness is a basic understanding of how we feel that way. The more we are aware of our feelings, the easier they are to manage and dictate how we might respond to others.

Self-aware learners establish reasonable objectives, track their development and change tactics to enhance grammar, vocabulary or pronunciation. This reflective approach improves metacognitive abilities, which are absolutely vital for language acquisition (Oxford, 2011). Oxford emphasizes that self-awareness allows students to apply metacognitive techniques such as planning and assessment, which are essential for effective language learning.

1.1.2.2.Self-Management

Self-management refers to regulating and managing one's emotions, behaviors, and thoughts effectively in different settings. It includes controlling impulses, handling stress and motivating oneself to achieve their goals. Or, as Daniel Goleman defined it in his book *Emotional Intelligence*, "The ability to manage one's actions, thoughts, and feelings in flexible ways to get the desired results." In other words, self-management refers to being able to manage your internal states, impulses, and resources (Goleman, 2015).

Learners with strong self-management skills can maintain a growth attitude, concentrate during vocabulary drills and control their anxiety during oral presentations. Techniques like goal-setting or mindfulness, for instance, can help students control stress and keep long-term language involvement (Dornyei, 2001). For long-term language learning success, Dornyei underlines the need for self-regulation abilities, including emotional control and motivation maintenance.

1.1.2.3.Social Awareness

According to the CASEL-SEL Framework, social awareness is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. It includes the capabilities to feel empathy for others, understand broader social and historical norms for behavior in diverse situations and recognize school, family, and community resources and supports. Social awareness in the real world is often achieved by collecting different cues from the environment, for example, by looking at what other people in the same room are doing, their conversational patterns, and their emotional state. (Collaborative for Academic, Social, and Emotional Learning, n.d)

Social awareness builds cultural competence, therefore helping students to read nonverbal signals, grasp idiomatic phrases and adjust to sociocultural standards. Understanding

politeness rules in a target language (for example, formal vs. informal address in Spanish) helps to improve communicative ability (Byram, 1997). Byram argues that effective language use in a range of situations requires social awareness, especially intercultural competency.

1.1.2.4.Relationship Skills

According to Daniel Goleman (2005), the art of relationship is "the ability to recognize and respond fittingly to people's feelings and concerns."

In other words, relationship skills are the abilities to establish and maintain healthy and supportive relationships and effectively navigate settings with diverse individuals and groups. It encompasses skills such as clear communication, active listening, cooperation, problem-solving, conflict resolution, navigating diverse environments, leadership and seeking help when needed (CASEL-SEL-Framework).

Students with strong relational skills can collaborate on language projects, ask for feedback from teachers or peers, and have real conversations. For instance, trust and respect for one another are the foundation of pair collaboration or tandem learning (Mercer, 2015). According to Mercer, excellent relationships with teachers and peers boost students' motivation and engagement in language classrooms.

1.1.2.5.Responsible Decision-Making

The abilities to make constructive and respectful choices about personal behavior and social interactions considering the ethical standards, social norms and safety concerns and to evaluate the benefits and consequences of different actions for personal and social well-being. Furthermore, responsible decision-making incorporates ethics from all five competencies, ensuring people's well-being is valued. SEL is viewed as an underlying structure through which students acquire important skills such as critical thinking and problem solving. Similar to how students actively make choices regarding their lives, they, with time, learn how those

choices impact their wellness, along with their sociable nature, on a greater scale. (CASEL, 2020)

Learners with high decision-making abilities prioritize activities, select efficient study methods (like immersive applications rather than traditional textbooks) and demonstrate cultural awareness and judgment by, for instance, refraining from using slang in formal settings (Richard & Rodger, 2014). Richard and Rodger (2014) emphasized how student autonomy, including decision-making, enables individuals to seize control of their language learning process.

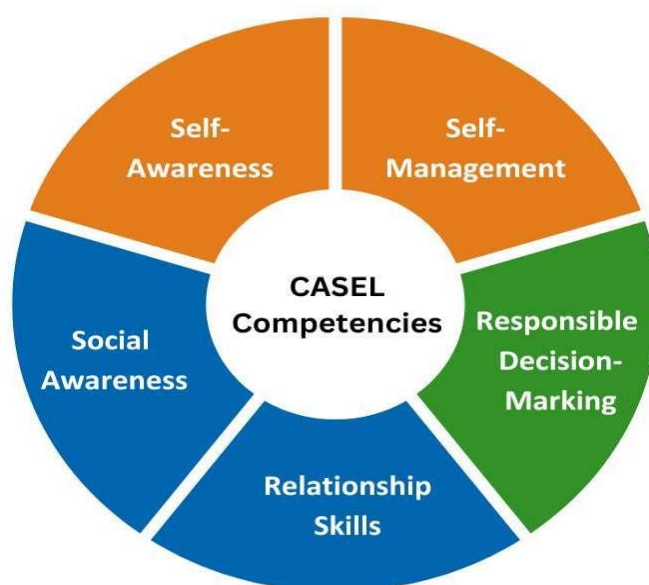


Figure 1: CASEL Five Competencies (CASEL, 2020)

1.1.3. Benefits of SEL in Education

Social-emotional learning (SEL) in education significantly enhances student outcomes, as evidenced by multiple studies. According to Durlak (2011), “Research shows that SEL not only improves achievement (academic performance) in the classroom by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students” (as cited in Weissberg, 2016, p. 2).

“Other benefits include:

- More positive attitudes toward oneself, others, and tasks, including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose.

- Positive social behaviors and relationships with peers and adults.
- Reduced conduct problems and risk-taking behavior.
- Decreased emotional distress.
- Improved test scores, grades, and attendance” (Weissberg, 2016, p. 10).

However, one limitation of this study is that it does not clarify the sample size, for example, whether data came from one school, a district, or nationally, and this affects the accuracy of statistics such as the 11 percentile point increase (Durlak, 2011, cited in Weissberg, 2016).

SEL long-term benefits extend into adulthood. A study done by the American Journal of Public Health assessed associations between measured outcomes in kindergarten and outcomes 13 to 19 years later (AJPH, 2015). After the assessments of the kindergartners were completed, the AJPH asserted that “they found statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes...” (AJPH, 2015, p. 3). This study shows that SEL has the ability to benefit students from a young age into adulthood. Another study, similar to the two above, highlights the advantages of SEL in the classroom. This meta-analysis examines how SEL programs assist all kids in the classroom. This study included "207 studies of programs involving 288,000 pupils" (CASEL, 2013, p. 2).

The following data provides an overview of the benefits of SEL in the classroom. The varied percentages of benefits discovered in this study included:

- “9% decrease in conduct problems, such as classroom misbehavior and aggression.
- 10% decrease in emotional distress, such as anxiety and depression.

- 9% improvement in attitudes about self, others, and school.
- 23% improvement in social and emotional skills.
- 9% improvement in school and classroom behavior.
- 11 % improvement in achievement test scores” (CASEL, 2013, p. 2).

These results of the study showed that SEL is very effective in the classroom, and it comes with a lot of benefits.

1.1.4. SEL and Language learning

The impact of emotions on learning, especially second language acquisition gained so much attention from researchers in the last few decades. Scholars such as Gardner and Lambert (1972) examined how learners' motivation and attitudes impact their second language learning process. Building on this foundation, Zoltán Dörnyei (2005), a Hungarian linguist, emphasized that motivation is not only a personal trait but also shaped by social and cultural contexts. Since the 1980s, researchers like Krashen (1982) and Horwitz (2001) have linked anxiety and stress to language learning success. Krashen's Affective Filter Hypothesis (1982), for instance, suggests that a low level of stress or a lowered affective filter is essential for learners to process input and effectively acquire a new language. More recent studies indicates that Social Emotional Learning (SEL) programs can reduce anxiety and educational stress by cultivating a supportive learning environment and boosting learners' self-esteem (Dresser, 2012). SEL enhances learners' cognitive potential through connecting them with their physical, social and affective processes. There is evidence that suitable classroom social behavior is connected to improved learning (DiPerna & Elliott, 1999; Haynes et al., 2003; Pasi, 2001) and can even predict performance on tests (Malecki & Elliot, 2002; Welsh et al., 2001). Antisocial behavior, in contrast, is often associated with academic failure (Hawkins et al., 1998). Yet, although these correlations are well established, there is still a lack of knowledge about how certain social practices and emotional states have direct

effects on L2 learning and a lack of empirical data from L2 classroom contexts.

1.1.5. SEL and Emotional Intelligence

Social-Emotional Learning (SEL) and Emotional Intelligence (EI) are closely related concepts that revolve around teaching skills that allow us to understand and manage emotions, learn how to develop relationships and ultimately make responsible decisions. As mentioned, SEL is a systematic and deliberate comprehensive process, often done as a school-wide program, that focuses on teaching students to recognize and regulate their emotions, show empathy, build positive relationships and make responsible and ethical choices (CASEL, 2020). It comprises five competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. SEL competencies can be utilized to develop EI abilities. However, unlike SEL, EI is a more extensive way of identifying, understanding, managing, and using emotion, as a set of abilities applicable to various settings, such as the workplace or personal life. As described by Daniel Goleman (1995), emotional intelligence is the ability to recognize our and other people emotions and to manage emotions in ourselves and from others as well. These four domains of emotional intelligence—self-awareness, self-regulation, social awareness, and relationship management—are closely aligned with SEL competencies and serve as a meaningful pedagogical approach to develop emotional intelligence, especially among young learners. The relationship between SEL and EI is developmental: SEL is the basis for developing EI, over time. SEL does this through programs like RULER or Second Step that allow for explicit instruction through activities where students practice skills of self-regulation and empathy – such as journaling on emotions, role-playing, etc. The skills learned in SEL develop emotional competencies that contribute to EI; individuals can use EI to demonstrate emotional competencies in practice when they apply those competencies during real-world examples (such as resolving peer conflict or leading a team). A meta-analysis completed by Durlak et

al. (2011) found that SEL intervention improves emotional and social skills that predict EI in adulthood. While SEL is generally education-based, tries to reach children and adolescents so they have a better chance at success in academics and life, EI is broader, including educational components like professional development and leadership training.

SEL and EI also have different applications, but both provide complementary benefits.

SEL occurs indirectly through embedded activities (classroom or school level), school based policy, and family involvement that create the capacity to prepare students for the realities of academic learning as well as social engagement. In contrast, EI is most often applied in the adult context (e.g., corporate training and development, self-improvement) to improve performance in leadership and teams. Despite the differences in context, both SEL and EI are associated with increased levels of mental well-being, improved communication, and increased communication and peaceful problem solving. Taylor, et al. (2017) indicates that SEL programs have a positive effect upon both academic performance and behavior, that reflects a development of EI. On the flip side, high EI can reinforce SEL, as with high levels of EI, individuals are capable to use the skills learned to achieve their goals in various social contexts including collaborative problem solving and display empathy in communication. Programs such as RULER at the Yale Center for Emotional Intelligence help to bridge SEL and EI, as the RULER program teaches skills with reference to emotions that provide students with skills to develop both SEL and EI with an educational context.

1.1.6. SEL in higher education

Social-emotional learning (SEL) has gained ground across the globe in higher education, particularly in Europe and the U.S., with institutions recognizing its ability to advance the entire student. Yale, for instance, and the University of British Columbia have integrated SEL into courses through emotional intelligence classes, co-curricular workshops, and counseling, while others incorporate SEL into teachers' training for more classroom interaction (Brackett

et al., 2019).

These programs provide evidence-based benefits, including academic performance, mental health, relationships, and readiness for the workplace (Durlak et al., 2011). At the higher education level, SEL is essential given that students must deal with difficult emotional, social and academic pressures. For EFL learners, SEL addresses issues of anxiety, self-doubt and communication ability specifically, so it is crucial that they achieve this (MacIntyre & Gregersen, 2012).

Yet at the University Center of Mila, there appears to be no formalized SEL programs listed on the syllabus or on student affairs, perhaps reflective of a broader trend in Algerian higher education. This absence is considered as a lack of structured training in emotional skills, limited support for managing stress or fears related to speaking and minimal focus on interpersonal skills in language instruction. Thus, students may struggle with confidence, emotional regulation and group communication, negatively impacting their speaking performance, classroom dynamics, and motivation (Dewaele & MacIntyre, 2014). Teachers, also, may overlook emotional factors influencing learning, leaving language instruction overly cognitive and grammar-focused. This gap underscores the purpose of this research, which is to investigate how applying SEL programs in Mila University Center can enhance the speaking ability of EFL students, which is a critical need in their career and personal growth.

Section Summary

This section discusses the integration of Social-Emotional Learning (SEL) into English as a Foreign Language (EFL) teaching, emphasizing its potential role in the development of a well-balanced, empathetic pedagogical approach. CASEL (2020) identifies SEL as five broad competencies—self-awareness, self-management, social awareness, relationship skills and responsible decision-making—that equip students with the emotional and social skills

required for personal growth, effective communication and intercultural competence.

SEL becomes a root process for the development of EI, especially in an educational environment. The research reflects how SEL deepens EFL learning by enhancing emotional resilience, decreasing anxiety and enhancing classroom dynamics. Research, Durlak et al. (2011) and CASEL (2013) to name a few, indicates that SEL improves academic performance (e.g., 11% increase in achievement test scores), reduces conduct problems (9% decrease) and builds social-emotional competencies (23% improvement).

In EFL contexts, SEL is concerned with specific problems like language anxiety and cross-cultural misunderstandings. It enables students to communicate effectively in intercultural contexts and in collaboration. For instance, Krashen (1982) and Dörnyei (2005) point out that emotion and motivation are crucial in second language acquisition, whereby SEL lowers affective filters to make students learn. This part also discusses widespread growth in the adoption of SEL in global higher education (e.g., Yale University, University of British Columbia), with it fulfilling students' workplace readiness, academic success and well-being. However, it identifies a gap in Algerian higher education, especially at Mila University Center, since there are no structured SEL programs. This gap has been discovered to be one of the factors in EFL students' difficulty in performing the speaking, confidence and group communication skills because instruction is too cognitive and grammatically centered.

Based on the foregoing, a number of recommendations can be drawn and presented as follows:

- Including SEL in EFL curricula can enhance speaking proficiency by addressing affective barriers like anxiety and self-doubt. Role play, journaling and group projects can develop self-awareness and relationship skills, which can enhance students' confidence and communicative competence.
- Teachers should be trained to incorporate SEL strategies, moving beyond traditional

grammar-based methodologies to create empathetic, nurturing classroom communities that promote cultural competence and emotional regulation.

- Universities like the University Center of Mila should design formalized SEL programs that include

workshops, counseling or curriculum-integrated activities to address students' emotional and social needs.

- SEL provides EFL students with life-long skills, such as empathy, effective communication and responsible decision-making, that are necessary for professional settings.

- By reducing emotional distress and enhancing positive relationships, SEL can encourage students enhance their well-being, which leads to better academic and personal success.

- Longitudinal studies are needed to ascertain how SEL in higher education influences long-term outcomes, such as career success and intercultural competence.

1.2. Section two: Speaking Skills in the EFL Context

1.2.1. Definition and Components of Speaking Skills

1.2.1.1. Definitions of Speaking

According to the Oxford (2009) dictionary, speaking is “the action of conveying information or expressing one’s thoughts and feelings in spoken language.”

Bygate (1987) sees that speaking involves making appropriate choices when using language, following the pronunciation of native speakers and producing correct meanings. He also believes that speaking is the skill for interacting with people, so it is the most important skill that learners need in the classroom (P.5).

Ramelan (1992) points out that “all human beings, whenever they live, always speak language, although they do not have any writing system to record their language.”

In addition to the previous definitions, Hedge (2000) considers speaking as “a skill by which they [people] are judged while first impressions are being formed.” (p. 261).

This indicates that speaking skills are the most important skill because they reflect the individual’s thoughts and opinions. Based on the above definitions, it can be inferred that the act of speaking pertains to the generation of meaning, which encompasses both verbal and non-verbal symbols within an interactive process.

1.2.1.2. Speaking components

Speaking skills are essential for effective communication and are integral to verbal interactions. These skills comprise several key components that contribute to successful oral communication. Here are the main components of speaking skills:

a) Fluency: It is the main aim of teachers in teaching the speaking skill. Hughes (2002)

defines fluency as “the learner’s ability to speak in an understandable way for the purpose of not breaking down communication because listeners may lose their interest.” (P. 113)

Conversely, Hedge (2000) posits that fluency encompasses the capacity to respond coherently by linking words and phrases, articulating sounds accurately, and employing appropriate stress and intonation. To facilitate this effectively, educators ought to encourage students to utilize their individual language skills to convey their own thoughts.

b) Accuracy: In the learning process, learners should be accurate while speaking, which means focusing on the grammatical structures, vocabulary, stress and pronunciation. Accuracy in EFL refers to the extent to which a learner's language production conforms to the target language norms in terms of grammatical structures, lexical choices, and phonological features. (Bygate,1989)

c) Grammar: Hughes (2002) states that grammatical accuracy includes knowing the basic rules used in real communication to be an efficient user of the language, as well as the variety and appropriate use of learners' grammatical structures. On the other hand, grammar plays an important role in language learning. Without knowledge of basic rules, learners' language development becomes limited. Harmer (2001) also suggests that the grammatical elements to be taught should be chosen based on learners' goals in learning.

d) Vocabulary: Vocabulary in learning English includes all the words and phrases a person needs to understand and use the language effectively. According to Hornby (2010), vocabulary refers “to all words that a person knows or uses.” (P.1732)

e) Pronunciation: Morley, J. (1991) "Pronunciation is the way we pronounce words to send a message to the listener, or it is the act of pronouncing words, or the utterance of speech pronounced by the speaker that has been accepted and understood by the listener."

According to Anderson (1977), pronunciation is defined as the distinct manner in which a specific language or word is articulated. This articulation may vary based on several factors, including the speaker's ethnic background, geographical location, and social class.

1.2.2. Challenges in Developing Speaking in EFL Settings

The ability to speak English presents a significant challenge for learners of the language

as a foreign language (EFL), as various psychological, linguistic and environmental factors interact to create multiple barriers to communicative fluency. While writing skills can be developed through individual practice, speaking requires immediate social interaction, which exposes learners to language anxiety (Horwitz, 1986) and pronunciation difficulties (Derwing & Munro, 2005) simultaneously. These challenges become even more complex in educational contexts that lack authentic language immersion environments.(Ellis, 2015)

1.2.2.1.Psychological Barriers

f) Language Anxiety: As cited in Horwitz (1986), foreign language anxiety is distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Language anxiety refers to a learner's fear of speaking in front of others, typically stemming from concerns about making mistakes or receiving negative criticism. This psychological barrier often leads to avoidance of oral participation, which consequently impairs language acquisition and communicative competence development. As mentioned by Horwitz, E. K. (2001), anxiety can hinder the processes of acquiring, retaining and producing the target language. Students who experience elevated levels of anxiety may completely refrain from speaking. While the definition highlights the nature of language anxiety, understanding its root causes is equally important. Studies attribute this anxiety to two main factors:

a) **Fear of negative evaluation:** The fear of negative evaluation by others, which learners may encounter, is one of the primary causes of language anxiety, increasing feelings of embarrassment during attempts to speak or express oneself (MacIntyre & Gardner, 1994).

b) **Unrealistic self-expectations:** Students often overestimate the "ideal" level of fluency they believe they must achieve to communicate effectively. They set unrealistic expectations regarding the proficiency in the language required for seamless interaction (Young, 1991).

g) Fear of Making Mistakes (Perfectionism): Students often choose to remain silent rather than face the embarrassment of making mistakes" (Tsiplakides & Keramida, 2009, p. 40).

In the words of Horwitz (2010), perfectionism in language acquisition creates a paradoxical situation: as students become increasingly apprehensive about making errors, their willingness to engage in conversation diminishes, resulting in a slower rate of progress. Thus, we can look into the reasons that contribute to increasing it:

a) **Overemphasis on Accuracy in Traditional Classrooms:** Teachers who prioritize error correction over communicative fluency create an environment where students fear speaking, which may prevent them from participating in conversations due to the fear of making mistakes that could lead to constant correction. (Edge, 1989)

b) **Fear of Losing Face:** In collectivist societies, public linguistic mistakes are frequently linked to feelings of shame and a decline in social respect (Hofstede, 1986).

c) **Shyness:** Shyness is one of the most common psychological and emotional problems that English language students suffer from, as it affects their performance in the classroom.

Baldwin (2011) explained that the fear of speaking in front of people is one of the most common problems among students, as shyness makes their minds empty and they forget what they say, and thus, the majority of students fail to speak.

1.2.2.2.Linguistic Barriers

a) **Pronunciation Difficulties:** From Derwing & Munro (2005): "Pronunciation difficulties may involve both the inability to perceive sounds in the target language and the inability to produce them intelligibly." Based on previous studies, there are several causes that can make pronunciation difficult.

b) **L1 Interference:** The lack of specific English phonemes, such as /θ/ (the "th" sound in English), in the Arabic language poses challenges for Arabic speakers in accurately

articulating these sounds. This difficulty arises because certain sounds present in English are either absent in Arabic or are articulated in a distinct manner, leading to obstacles in pronunciation and adjustment during the process of learning English. (Avery & Ehrlich, 1992)

c) **Lack of Exposure to Native Pronunciation:** Baker-Smemoe et al. (2014) stated: "Minimal interaction with native speakers correlates strongly with persistent foreign accent in L2 speech."

d) **Grammar mistakes:** Grammatical errors are among the difficulties that may hinder the development of speaking skills due to their significant role in language proficiency. A majority of students struggle with grammatical mistakes, which can negatively impact their performance in class and even cause embarrassment in front of peers and instructors. As noted by Davies and Pears (2000) stated, "Many people do not like speaking in front of large groups of people; this is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them." (p. 82)

e) **Lack of vocabulary:** When speaking in English, most students struggle to select appropriate words to express their ideas. (Thornbury, 2005) stated that "spoken language also has a relatively high proportion of words and expressions" (P.22). Therefore, many students do not have enough words and phrases to enable them to speak English fluently.

1.2.2.3. External Barriers

a) **Poor listening practice:** Listening and speaking are two interrelated and fundamental communication skills. Students use speaking to exchange ideas and thoughts in English; however, inadequate listening practice remains one of the key obstacles hindering their ability to interact, comprehend, and engage effectively in discussions or conversations. Anderson and Lynch (1998) showed the significance of relationship in speaking and listening skills: "A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to be skilled

as both speaker and listener.” (p. 15).

a) Lack of motivation: Motivation is necessary in a student’s learning process, it provides learners with the energy to engage in discussions and participate actively, as emphasized by Zua (2008). Motivation serves as an internal driving force. Zua argues that the level of motivation directly influences students' interest in learning. Consequently, educators should prioritize cultivating a stimulating classroom environment to enhance engagement.

1.2.3. Psychological and Emotional Factors Affecting Speaking

Speaking a foreign language is the most challenging skill for learners because it must be presented in front of others. Therefore, many learners suffer from problems that hinder their speaking performance and are an obstacle for them to become good speakers of the language. As stated in one study by Jessica and Doris (2007), the language problem is one of the main obstacles to weak academic achievement, which requires searching for effective solutions. There are indeed psychological and emotional factors affecting speaking, mainly anxiety and self-confidence.

1.2.3.1. Anxiety:

Language anxiety was proposed by Horwitz et al. (1986), who defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (p. 128). When anxiety strikes a learner in the classroom, he loses his ability to speak, and his performance is negatively affected. As Joshi (2005) states, the more anxiety there is, the lower the performance, and vice versa (as stated in Djaith, 2016). According to Horwitz (2001), anxiety is divided into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety may be defined as “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983, cited in Djaith, 2016). Brown (2000, p. 151) mentioned that: “state anxiety is experienced in relation to some particular event or act.”

It means anxiety in certain situations, not always, such as presentations or exams.

According to MacIntyre & Gardner (1994), anxiety is considered to be "the probability of becoming anxious in a particular type of situation, such as during tests (labeled as 'test anxiety'), when solving mathematics problems ('math anxiety'), or particularly when speaking a second language ('language anxiety')."

1.2.3.2. Self-confidence:

It is the learner's awareness of his abilities, his tolerance of risks, and the lack of fear of making mistakes, and therefore speaking is based on the abilities of the learners, in addition to their self-assessment. Krashen (1981) claims: "Not surprisingly nearly all the available literature suggests that self-confidence is very much related to second language development...the self-confident, secure person is a more successful language learner. "In addition, learners who have high self-confidence are more developed in their oral performance. On the contrary, the low confidence of the learners affects the learners, believing that their ability is limited, and they find it difficult to express.

1.2.3.3. Motivation:

It is known as the efforts made to achieve a goal. It is considered as a key factor that influences the foreign language learning process. Scheidecker and Freeman (1999) believe that "motivation is, without question, the most complex and challenging issue facing teachers today." (p. 116)

Harmer (2007) defines motivation as "Motivation could be best considered as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes [...] motivation is concerned with the fulfillment of one's needs, expectations, goals, desires, and ambitions." (p. 98).

1.2.4. The Role of Emotions in Oral Fluency

Damasio (1999) defines emotions as "complex psychological and physiological states

that influence thought and behavior.” On the other hand, oral fluency, according to Lennon (1990), is "the ability to communicate effortlessly, coherently, and without undue hesitation." Studies indicate that there is a close link between the emotional state of individuals and their level of linguistic performance, as emotions act as a mediating factor in the process of speech production or, in other words, on oral fluency negatively or positively. Emotions play an important role in the second language learning process, especially with regard to English language learner's speaking fluency.

Several studies have indicated that positive emotions (confidence, enjoyment, motivation) greatly support learners' ability to speak fluently by increasing their desire to communicate. In contrast, negative emotions hinder the language acquisition process and verbal fluency in particular, as anxiety, fear and tension lead to hesitation and avoidance of communication or entering and participating in conversations. According to Krashen's Affective Filter Hypothesis (1982), "lower anxiety levels facilitate language acquisition." It means that the learner's positive emotional state affects make it easy for them to acquire the language. MacIntyre's (1998) confirms that "confidence and motivation increase learners' attempts to speak."

This analysis demonstrates that emotions play a critical role in the development of oral fluency, necessitating that educators adopt teaching strategies that take into account the emotional aspects of learners.

1.2.5. Interplay between SEL and Speaking Development

Most educational studies highlight a strong relationship between social and emotional learning (SEL) and speaking proficiency, as they support each other in a complementary manner. As CASEL (2020) explicitly states: "Social and emotional competencies equip students with essential tools for confident communication, enabling them to express ideas and emotions effectively.” According to Zins et al. (2007), "When students engage in interactive

speaking activities, they organically develop core SEL skills like empathy, self-awareness and emotional regulation during communication."

Where they practice basic skills such as listening and controlling emotions during different communication situations. Elias (2006) emphasizes that environments conducive to emotional and social learning, when combined with speaking instruction, create spaces where learners can freely express themselves and communicate without limitations. He argues that as emotional skills develop, speaking fluency increases, thereby fostering greater social and emotional competence. In summary, Brackett & Rivers (2014) affirm that "The intentional integration of SEL and speaking development cultivates not only skilled communicators but emotionally intelligent individuals capable of building successful relationships."

1.2.6. Previous Studies of SEL in Foreign Language Learning

As the researchers started giving more importance to the psychological and social aspects of learning, the theory of social-emotional learning (SEL) has been introduced with a view to improving the emotional and social skills of students. This study focuses on the part being played by Social-Emotional Learning (SEL) programs in enhancing speaking competence in foreign language learning of English. As per education literature, language anxiety and low motivation are two of the major concerns faced by students (Oxford, 2017).

To this effect, a study by Dewaele & MacIntyre (2017) reveals that social-emotional learning strategies reduced language anxiety by 35% and increased speaking fluency in 68% of the sample within eight weeks. The study illustrated how enjoyment is inversely related to anxiety: the more the enjoyment, the less the anxiety. Similarly, another study by Gregerson et al. (2017) focused on the use of physical expression in SEL programs in an attempt to build speech confidence. It demonstrated a 40% improvement in oral interaction when utilizing SEL groups compared to non-SEL groups.

Conversely, Woodrow (2018) disagreed, observing no significant impact on impromptu

conversation tests, showing students need more practice (more than six months) for enhanced performance. From the above research work, there is no doubt that SEL has a positive impact on language learning as it reduces language anxiety and supports motivation. Adoption of SEL programs in classrooms is considered to enhance language abilities and support social interaction among students.

1.2.7. Research Gaps

There is a variety of studies and research that has been conducted for the purpose of exploring the effectiveness of SEL programs in improving student's outcomes through developing self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making. However, there are many gaps that remain unexplored, which this study strives to address:

1.2.7.1.Limited Focus on Speaking Skills as an Outcome

Most of the literature on social-emotional learning (SEL) in college addresses high-level outcomes like academic achievement, mental health and general social-emotional skills (e.g., self-awareness and relationship skills). However, there is a significant lack of literature regarding the prioritization of speaking skills, meaning public speaking, oral presentations and interpersonal communication, among SEL intervention outcomes. The existing SEL models often underemphasize some emotional and social capabilities, like managing performance anxiety and audience feedback interpretation that are necessary in acquiring speaking proficiency (Durlak, Weissberg, Dymnicki & Schellinger, 2011).

1.2.7.2.Lack of Higher Education-specific SEL Frameworks

The existing SEL models, such as the CASEL approach, are framed for K-12 settings and may not be able to adequately respond to the development and contextual requirements of university students. The college environment brings particular challenges, i.e., making professional presentations and participating in scholarly debate, that demand a higher order of

speech competence. There is a need to conduct research aimed at scaling SEL programs for such environments and piloting their impact on improving communication outcomes (Conley, 2015).

1.2.7.3. Inadequate Longitudinal Studies:

The majority of the current research on Social and Emotional Learning (SEL) among college students concentrates primarily on short-term effects, with limited longitudinal examination of the long-term effect on speaking skills. The long-term effect is needed because speaking capacity generally evolves over time and is essential for career preparation. Longitudinal studies could establish SEL interventions result in long-term enhancement of communication skills (Taylor, Oberle, Durlak & Weissberg, 2017).

1.2.7.4. Underdeveloped Measures for Speaking-Related SEL Outcomes

There exists no measurement instrument of demonstrated validity to evaluate speaking skill as a Social and Emotional Learning (SEL) outcome at the higher education level. Available SEL assessments draw on self-report information or general competency measures, which may not capture oral communication nuances such as clarity, confidence, and audience connection. Bridging the gap for valid measures of speaking performance is a critical research area (Cipriano & Strambler, 2023).

1.2.7.5. Limited Contextual and Cultural Factors are Explored

Social and Emotional Learning (SEL) programs are generally effective across all settings; however, speaking abilities are affected by organizational context, linguistic diversity, and cultural norms. It is imperative that studies examine how SEL interventions can be tailored to address the diverse populations within higher education, e.g., non-native speakers and underrepresented students, in order to enhance speaking outcomes (CASEL, 2019).

1.2.7.6.Integration of SEL with Communication Pedagogy

There is limited integration of social and emotional learning (SEL) with more general communication pedagogies, such as public speaking courses, within university settings. In spite of the promising synergism between proficient communication and emotion regulation, studies examining the incorporation of SEL principles into current speaking skills courses or training programs are limited (Jones & Bouffard, 2012).

1.2.7.7.Teacher and Faculty Training for Implementation of SEL

College instructors often receive little training in implementing Social and Emotional Learning (SEL), particularly in the development of speaking proficiency. More research is required to assess how well professional development can prepare instructors to implement SEL in speech courses and establish its impact on student outcomes (Schonert-Reichl, 2017).

Section Summary

The research on speaking skills in English as a Foreign Language (EFL) settings provides a comprehensive understanding of the definitions, components, challenges, psychological and emotional factors, and the role of Social and Emotional Learning (SEL) in fostering oral proficiency. Speaking skills are defined as conveying thoughts and feelings through spoken language, involving both verbal and non-verbal symbols in interactive processes. Key components include fluency, accuracy, grammar, vocabulary, and pronunciation. Challenges in developing speaking skills include psychological barriers such as language anxiety, perfectionism, shyness, linguistic barriers, pronunciation difficulties, grammar mistakes, lack of vocabulary, external barriers like poor listening practice and low motivation, and psychological and emotional factors such as anxiety, self-confidence, motivation, and emotions.

SEL fosters emotional and social competencies that support confident communication, with studies showing that SEL reduces language anxiety by 35% and improves speaking

fluency in 68% of learners within weeks. However, some studies suggest that SEL may not significantly impact impromptu speaking without extended practice.

Research gaps include limited focus on speaking skills as a specific SEL outcome, lack of SEL frameworks tailored to university contexts, insufficient longitudinal studies to assess long-term impacts, absence of validated measures for assessing speaking-related SEL outcomes, and limited exploration of cultural and contextual factors affecting SEL's impact on diverse student populations.

Implications for practice and research include curriculum design, teacher training, holistic assessment, culturally responsive pedagogy, motivational strategies, safe learning environments, listening-speaking integration, pronunciation support, and vocabulary building. Longitudinal studies, higher education frameworks, validated measures, cultural and contextual studies, integration with communication pedagogy, faculty development, and policy implications include institutional support, funding for research, and interdisciplinary collaboration between linguistics, psychology, and education departments.

Conclusion

This chapter explores the pivotal role of Social-Emotional Learning (SEL) in enhancing English as a Foreign Language (EFL) learning, with a particular emphasis on its impact on speaking proficiency and emotional competence. SEL, as defined by CASEL (2020), encompasses five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) which collectively foster emotional intelligence (Goleman, 1995) and support overall learning. These competencies enhance language acquisition by promoting metacognitive strategies, cultural awareness, and collaboration skills (Oxford, 2011; Byram, 1997). Research indicates that SEL leads to notable academic benefits, including an 11% increase in achievement, a 9% reduction in behavioral problems, and a 23% improvement in social-emotional skills (Durlak et al., 2011;

CASEL, 2013). Long-term outcomes include better mental health, higher educational attainment, and greater professional success (AJP, 2015). Within language learning, SEL reduces anxiety and boosts motivation, creating a supportive environment for acquisition (Krashen, 1982; Dörnyei, 2005), while also enhancing cognitive and social engagement, which correlates with improved academic performance (Dresser, 2012). Structured SEL programs, such as RULER, contribute to the development of emotional intelligence by equipping learners with real-life emotional skills (Goleman, 1995; Durlak et al., 2011). Institutions like Yale have integrated SEL into their curricula to support academic and social growth (Brackett et al., 2019), while the absence of such frameworks in Algerian universities like Mila University may hinder EFL learners' fluency and emotional regulation (Dewaele & MacIntyre, 2014). Speaking competence in EFL includes fluency, accuracy, grammar, vocabulary, and pronunciation which are essential elements to effective communication (Bygate, 1987; Hedge, 2000). However, learners face challenges from psychological factors like anxiety and shyness, linguistic issues such as pronunciation and syntax, and external influences including low motivation and insufficient listening (Horwitz, 1986; Derwing & Munro, 2005). Emotional barriers, particularly lack of motivation and confidence, can impede oral fluency, while positive emotional states facilitate communication (Horwitz, 2001; Krashen, 1981). Theoretical frameworks such as Krashen's Affective Filter Hypothesis (1982) and MacIntyre's Willingness to Communicate model (1998) underscore the influence of emotions on language performance. Empirical evidence shows that SEL can reduce language anxiety by 35% and enhance speaking fluency in 68% of students within a few weeks (Dewaele & MacIntyre, 2017), although some studies suggest limited effects on spontaneous speech without extended practice (Woodrow, 2018). Despite these promising findings, research on SEL's impact specifically on speaking in higher education remains limited. Significant gaps exist, including the need for longitudinal studies, validated and culturally

adapted SEL measures targeting speaking, and comprehensive teacher training (Conley, 2015; Cipriano & Strambler, 2023). Overall, this chapter underscores SEL's transformative potential in EFL education by strengthening both emotional and speaking competencies while also calling attention to areas requiring further research and practical development, particularly in under-resourced contexts such as Mila University.

Chapter Two:

Analysis and Discussion

Introduction

Due to the significant role of Social and Emotional programs in language learning. A study was conducted in Mila University Center in order to know the perceptions of EFL learners and teachers about SEL and its influence on improving English speaking skills. Putting into consideration their understanding of the concept of SEL and its competencies, in addition to how they affect their academic performance in general.

In this chapter, we will present the analysis and results of the research that we have done at Mila University Center using two questionnaires one administered to EFL teachers, and the other is for first, second, and third year English major students.

a. Research Design (Mixed Methods)

This study uses a survey-based quantitative descriptive research design. The goal is to investigate how teachers and students at Mila University Center perceive the potential efficacy of Social-Emotional Learning (SEL) programs in enhancing speaking abilities among EFL students. Since SEL programs are not formally implemented in an educational setting, the research is exploratory in nature. Therefore, the study examines how SEL-related factors—such as emotional regulation, confidence, anxiety and social interaction—relate to speaking performance from the respondents' point of view rather than evaluating the results of an existing intervention.

The researchers created two distinct but parallel structured questionnaires—one for teachers and one for students—in order to gather pertinent data. Self-perceived emotional and communicative competencies, as well as difficulties speaking English, were the main topics of the student survey. Data on teachers' perceptions of the possible role and difficulties of implementing SEL in university classrooms, as well as their observations of students' emotional states and speaking difficulties, were collected through the teacher questionnaire.

Fair representation of teachers and students at various academic levels was guaranteed by the application of a random sampling technique. While open-ended responses offered few but insightful qualitative insights, descriptive statistics and frequency distributions were used to analyze the data quantitatively. The researcher was able to investigate the connection between speaking performance and social-emotional factors in the unique setting of Mila University Center thanks to this design.

b. Sample of the Study (Students & Teachers at Mila University)

Ten EFL instructors and seventy EFL students from Mila University Center make up the study's sample. The students who take part are from the first, second, and third years of school in 2024–2025. Since they actively participate in speaking-focused classroom activities, these participants are representative of the target population and pertinent to the study of SEL's impact on speaking performance.

To guarantee that each teacher and student in the chosen population had an equal chance of being included, a random sampling technique was used. By enabling a more representative cross-section of the student body and teaching staff, this approach helps lessen selection bias and improves the reliability of the results.

The study attempts to capture a wide range of experiences and viewpoints by including participants from various academic years and guaranteeing randomness in selection. Even though the results are unique to Mila University, the findings' objectivity and credibility are increased in this learning environment thanks to the use of random sampling.

c. Data Collection Tools

A student questionnaire and a teacher questionnaire were the two main data collection instruments used in order to obtain thorough and pertinent information for this study. These tools were created specially to investigate attitudes, experiences, and perceptions regarding the application of Social-Emotional Learning (SEL) programs and their effects on students' speaking abilities in an EFL setting. The researchers created the questionnaires and modified them to fit Mila University's environment.

2.3.1. Student Questionnaire

A structured questionnaire was created and given to a randomly chosen sample of 70 EFL students in their first, second, and third years at Mila University Center in order to collect information on their social-emotional skills and perceived difficulties speaking English. The purpose of the questionnaire was to investigate important SEL components, including self-awareness, social interaction, communication skills, emotional regulation, and perceptions of university-based SEL support. To offer both quantitative and qualitative insights, it contained both open-ended questions and closed-ended items (using Likert scales and rankings). Responses were kept anonymous in order to promote candid and thoughtful responses. The instrument was the main source of information used to evaluate the possible connection between students' speaking performance and SEL.

2.3.2. Teacher Questionnaire

A randomly chosen sample of ten EFL teachers at Mila University Center were given a teacher questionnaire in order to obtain insights from the instructors' point of view. Teachers' opinions on students' emotional and social difficulties, the effect these difficulties have been

shown to have on speaking abilities, and their assessments of the possible advantages and viability of SEL programs in higher education were all intended to be investigated by the questionnaire. It contained both open-ended questions that let teachers share more details about their experiences in the classroom and make suggestions, as well as closed-ended items that covered frequency, attitudes and perceived barriers. Understanding how teachers perceive the emotional aspects of language acquisition and their role in promoting or possibly implementing SEL strategies required the use of this tool.

d. Analysis and Interpretation

A thorough analysis and interpretation of the information gathered from the teacher and student questionnaires are provided in this section. To answer the study's primary research questions about the perceived function and possible influence of Social-Emotional Learning (SEL) in enhancing speaking abilities among EFL students at Mila University Center, the responses were collated, arranged and scrutinized. Descriptive statistics like frequencies and percentages are used to highlight trends, patterns and noteworthy findings as the analysis is presented question by question. Open-ended questions are also taken into consideration when appropriate since they offer more qualitative information about the opinions and experiences of the participants. This method enables an organized and transparent analysis of the data in accordance with the goals of the study.

2.4.1. Teacher Questionnaire Break-down

2.4.1.1. Section 1: Background Information

Q1. How many years have you been teaching?

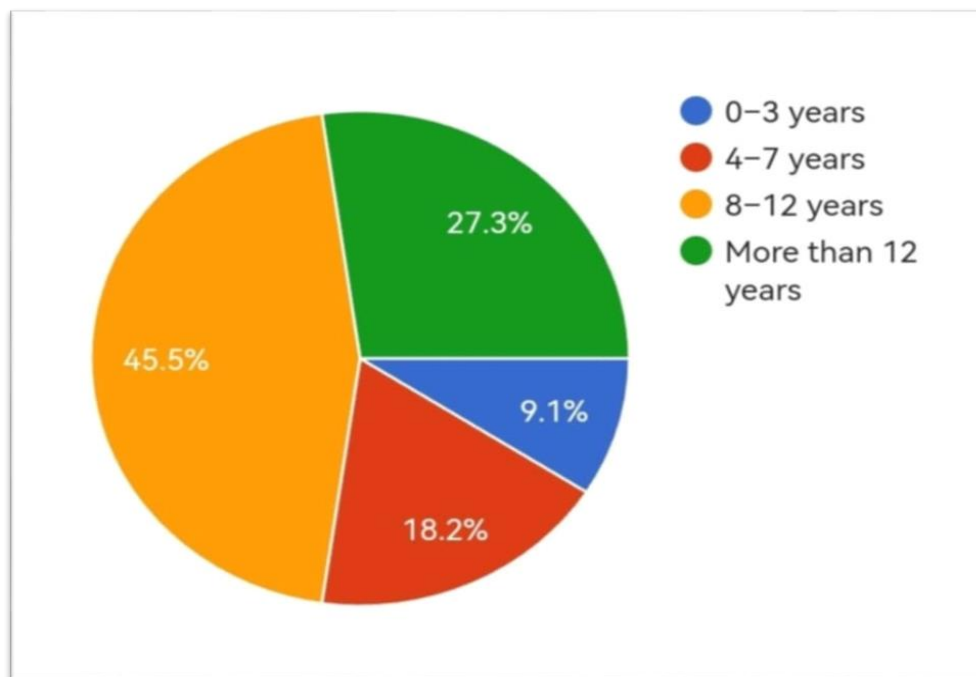


FIGURE 2: YEARS OF TEACHING EXPERIENCE

This question aims to determine years of teaching experience of teachers. From the obtained data, the majority of teachers have a teaching experience that range from (8 to 12) years (45.5%), followed by those with (more than 12) years (27.3%). (18.2%) have (4 to 7) years of teaching whereas only (9.1%) of teachers have teaching experience of 3 years or less. These findings show that the respondents have sufficient qualifications, which allows us to collect more reliable and precise information.

Q2: what is your academic rank?

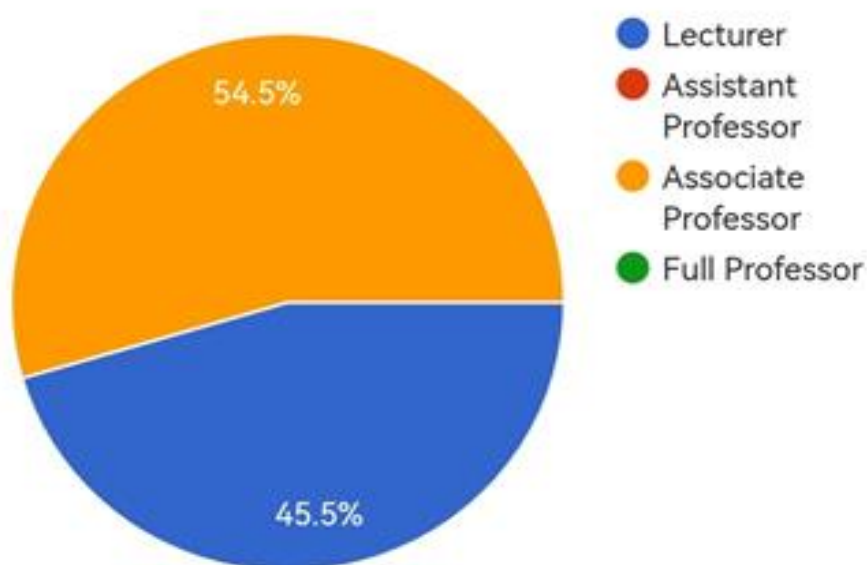


FIGURE 3: ACADEMIC RANK OF TEACHERS

The distribution of academic ranks among the teacher respondents is depicted in the pie chart. The information indicates that:

- The orange segment indicates that Associate Professors make up 54.5% of the teachers.
- Lecturers, shown by the blue segment, make up 45.5%.
- The chart's lack of red and green indicates that none of the responders were assistant professors or full professors.

According to this distribution, most teacher participants are in mid-career academic roles, which could suggest a high degree of academic involvement and teaching experience. A balanced perspective from both early-career and more seasoned faculty members is provided by the presence of both associate professors and lecturers, potentially providing a range of viewpoints on the function of social-emotional learning (SEL) in higher education. However, the representation of opinions across the entire academic spectrum may be limited due to the lack of senior (full professors) and junior (assistant professors) respondents.

Q3: Have you ever received training related to social-emotional learning (SEL) or emotional intelligence in teaching?

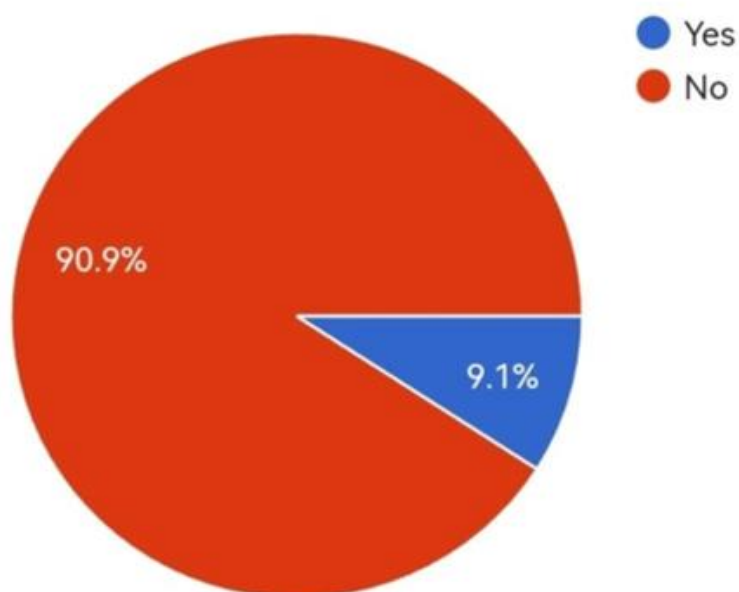


FIGURE 4: COMPARATIVE PREVALENCE OF SEL TRAINING AMONG TEACHERS

This question aims to determine proportion of teachers who received SEL training versus those who did not. As it is shown in figure 3, the majority of teachers (90.9%) has not received any training on SEL while only (9.1%) has received SEL training.

This indicates that SEL Training can barely exist among Mila University teachers.

2.4.1.2. Section 2: Teaching Practices and Student Interactions

Q4: how often do you incorporate activities that promote emotional and social skills in your classroom?

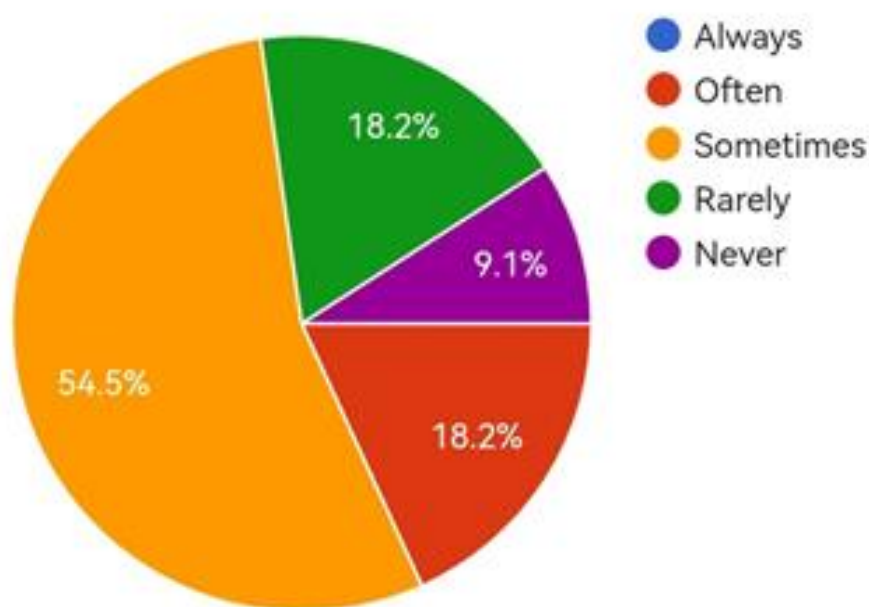


FIGURE 5: THE INCORPORATION OF THE ACTIVITIES THAT PROMOTES EMOTIONAL AND SOCIAL SKILLS IN THE CLASSROOM

This question seeks to have an overview of how often does Mila University EFL teachers incorporate activities that promote emotional and social skills in their classrooms. As it appears in figure 5, (54%) of the respondents answered with **sometimes**, whereas (18.2%) chose often and **rarely**, (9.1%) chose never and no one answers with always. This means that no teacher is always concerned with including social and emotional activities in their classrooms but the majority try to include it almost in every session, reflecting teachers' interest in incorporating SEL into their teaching.

Q5: Rank the following challenges your students face in speaking activities (1 = Most challenging, 5 = Least challenging).

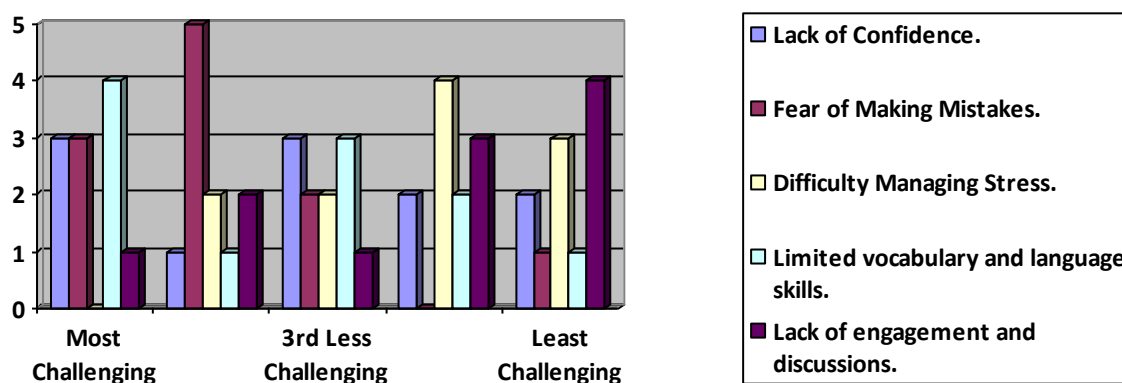


FIGURE 6: CHALLENGES THAT STUDENTS FACE IN SPEAKING ACTIVITIES

The aim of this question is to know what are the most and least challenges that students face in speaking activities according to their teachers. The majority of the teachers that answers our questionnaire think that the most notable challenge that students face in their speaking activities is limited vocabulary and insufficient language skills. Whereas the least challenging hinderance is the lack of engagement and discussions. To sum up, teachers think that the first reason why students do not perform well in their speaking activities is because their limited language skills.

Q6: Do you think students' emotional well-being effects their participation in speaking activities?

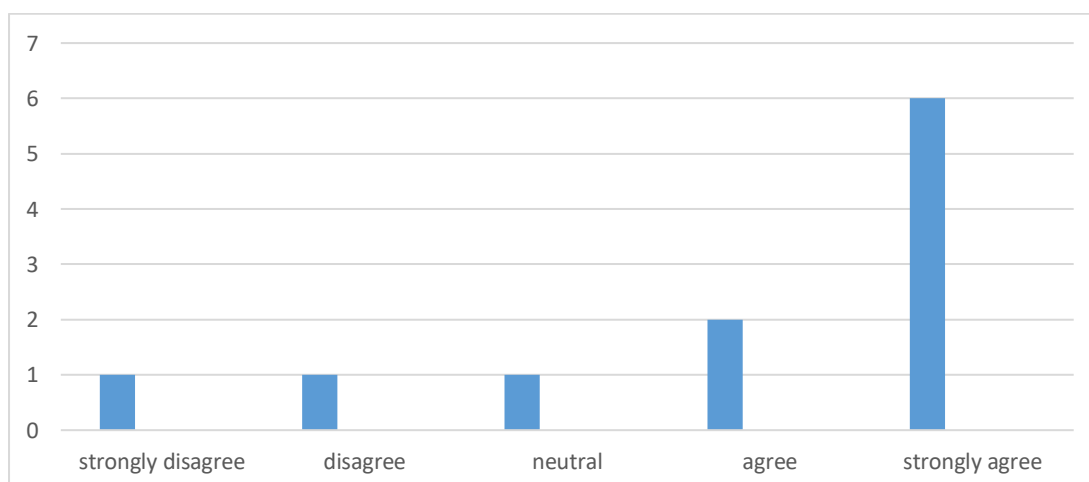


FIGURE 7: TEACHERS' POINT OF VIEW ON THE EFFECT OF EMOTIONAL WELL-BEING ON STUDENTS' PARTICIPATION IN SPEAKING ACTIVITIES

This question aims to determine teachers' point of view regarding the effect of the emotional well-being on the participation of their students' in speaking activities. The data show that 6 or 54.5% of the teachers strongly agreed on the given statement. Besides, 18.2% agreed that students' emotional well-being effects their participation in speaking activities. Among the remaining three teachers, one selected "Neutral," indicating uncertainty about the statement. Another chose "Disagree," while the third selected "Strongly Disagree," reflecting a lack of belief in the regular incorporation of social and emotional activities in their teaching practice. The majority of the teachers that have been questioned agreed that the emotional well-being of the student has a strong effect on their participation on speaking activities.

Q7: How often do you observe students experiencing anxiety or stress during oral presentations or class discussions?

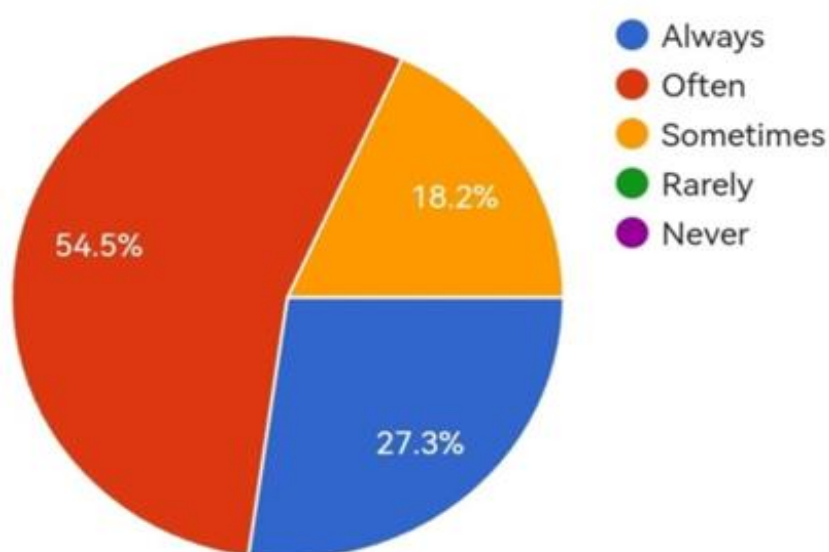


FIGURE 8: TEACHERS' OBSERVATIONS OF STUDENT ANXIETY OR STRESS DURING ORAL PRESENTATION

This question aims to determine the extent of students' anxiety and confusion during oral presentations or classroom discussions. The majority (54.5%) confirmed that this happens

often among students, while others (27.3%) saw that they always notice it among students. The remaining portion of teachers (18.2%) see that it only occurs in specific situations but none of teachers say that it happened rarely or never. This suggests that the pressure of oral performance is a psychological challenge for many students.

2.4.1.3. Section three: Attitudes Toward SEL Implementation

Q8: How beneficial do you think SEL programs would be for improving students speaking confidence?

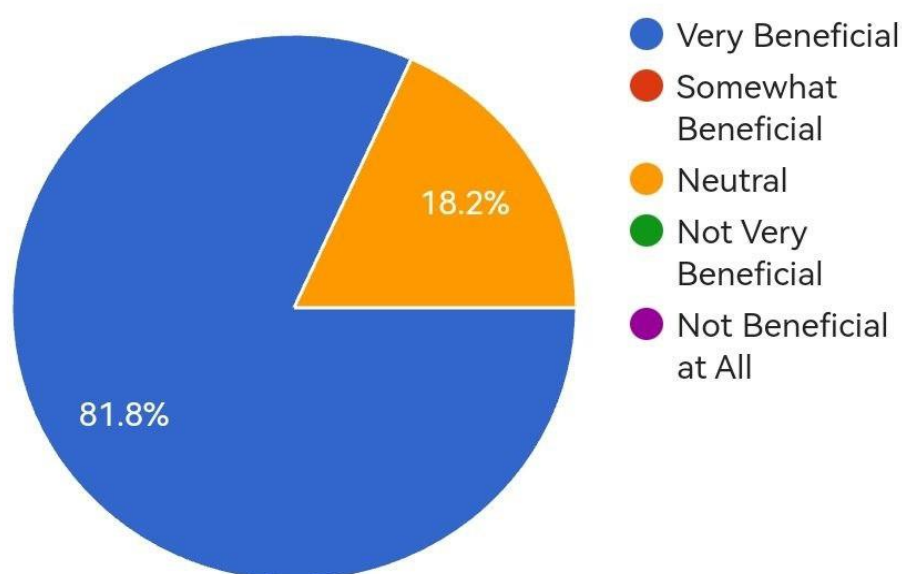


FIGURE 9: TEACHERS POINT OF VIEW ON HOW BENEFICIAL SEL PROGRAMS IN IMPROVING STUDENTS SPEAKING CONFIDENCE

The purpose behind asking this question is to know how beneficial SEL programs would be for improving students' speaking confidence. As it is shown in figure 9, (81.8%) of the teachers answer with beneficial whereas the rest (18.2%) was neutral. Based on the findings, the majority of the teachers believe that the use of SEL programs are very beneficial for improving students' speaking confidence.

Q9: What factors do you believe could hinder the successful implementation of SEL programs at Mila University? (multiple-choice question)

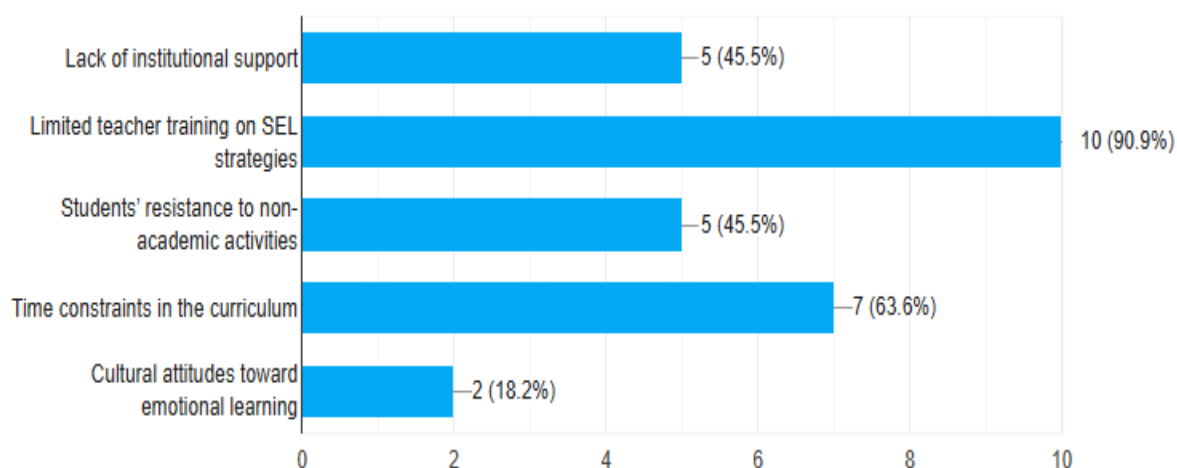


FIGURE 10: THE FACTORS THAT HINDER THE SUCCESSFUL IMPLEMENTATION OF SEL PROGRAMS AT MILA UNIVERSITY CENTER

This question seeks to determine the factors that hinder the successful implementation of SEL programs at Mila University Center according to teacher. The data displayed in figure 10 demonstrates that 90.9% of the teachers think that limited teacher training on SEL strategies is one of the factors that hinder the successful implementation of SEL programs at Mila University Center, 63.6% chose time constraints in the curriculum, 45.5% chose lack of institutional support and students' resistance to non-academic activities, and only 18.2% chose cultural attitudes toward emotional learning. These results indicate that the majority of the teachers believe that limited teacher training on SEL strategies and time constraints in the curriculum are the most factors that hinder the successful implementation of SEL programs at Mila University Center.

Q10: In your opinion which of the following SEL-related skills should be prioritized for students? (Multiple-choice question)

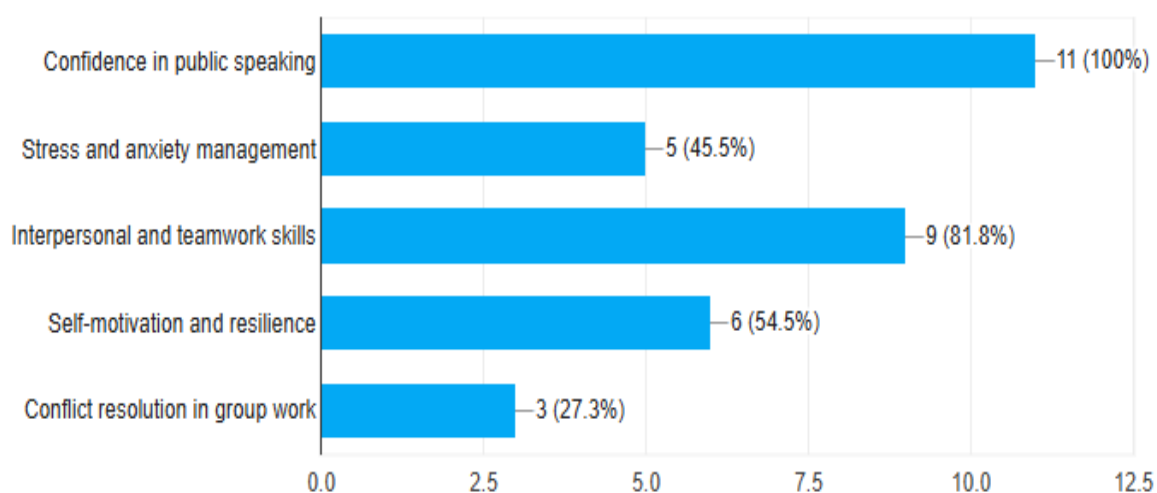


FIGURE 11: THE HIGHEST-PRIORITY SKILLS IN SOCIAL-EMOTIONAL LEARNING (SEL)

This question aimed to identify the most important social-emotional skills (SEL) that educational systems should prioritize, according to EFL teachers at Mila University. As illustrated in the figure, all teachers (100%) selected “Confidence in public speaking” as the most critical skill. This was followed by “Interpersonal and teamwork skills” (81.8%), “Self-motivation and resilience” (54.5%), “Stress and anxiety management” (45.5%), and finally, “Conflict resolution in group work” (27.3%).

The unanimous choice of public speaking confidence emphasizes how important it is thought to be for language development as well as social-emotional skills. According to this research, teachers see public speaking as a crucial SEL domain that is closely related to social skills, self-management and self-awareness in addition to being a language ability. This skill's prioritization highlights the necessity of incorporating SEL techniques that enhance students' interpersonal confidence and emotional preparedness in communicative tasks.

Q11: Would you be willing to integrate SEL strategies into your teaching if proper training and resources were provided?

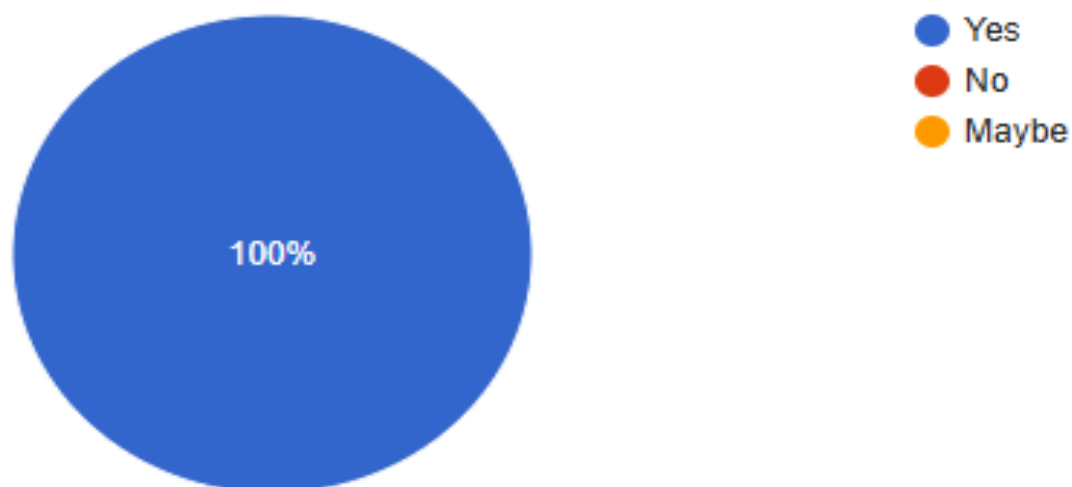


FIGURE 12: TEACHERS' OPINION ABOUT THEIR WILL TO INTEGRATE SEL STRATEGIES INTO THEIR TEACHING IF PROPER TRAINING AND RESOURCES WERE PROVIDED

This question aims to evaluate teachers' readiness and receptiveness to incorporating Social-Emotional Learning (SEL) programs within their instructional curricula, assuming the provision of adequate resources. From the data all of teachers (100%) support the idea and none of the teachers (0%) express doubt or resistance to the idea of incorporating Social-Emotional Learning (SEL) programs into their curricula. These findings underscore the significance of Social-Emotional Learning (SEL) programs and their role in enhancing student competencies, as well as teachers' receptiveness to integrating them into educational curricula.

2.4.1.4. Section four: open-ended questions

Q12: In you experience, how does student's emotional state impact their learning process, particularly in speaking activities?

The aim of this question is to gauge opinions of the teachers concerning the impact of students' emotional state in their speaking activities and learning process in general. Spanning the answers, it can be said that:

- Students' emotional state significantly influences their learning process. Positive emotions like self-confidence and motivation enhance engagement, interest and participation in classroom discussions while negative emotions such as anxiety and fear reduce self-confidence, hinder focus, and decrease motivation.
- Emotionally stable teachers can effectively manage their emotions, time and work, creating a positive learning atmosphere. However, students with unstable emotional states are vulnerable to stress, which acts as a barrier to learning, reducing their desire to study, create, or progress in their education.
- Emotional stability is very important for spontaneous and confident participation in speaking sessions, such as discussions or presentations. Self-confident students engage in responding to questions and delivering presentations, while anxiety and perfectionism can suppress their willingness to engage.
- Positive interpersonal relationships can boost intrapersonal motivation and achievement. A supportive and positive learning atmosphere fosters emotional stability, enabling students to learn, speak confidently, and actively participate in educational activities. The bottom line is that it is obvious from the answers given by the participants that there is very important impact of the emotional state of the students on their learning performance.

Q10: What recommendations would you make for incorporating SEL into higher education at Mila University Center?

This question aims to evaluate the feasibility of implementing SEL at the University Center of Mila by identifying concrete solutions and practical steps that are compatible with its human and material resources, with a focus on the specific challenges it may face. The responses from the teachers highlighted the importance of a comprehensive strategy for integrating Social-Emotional Learning (SEL) within higher education. The primary

suggestions included:

- Curriculum Adaptability: modifying current curricula to incorporate SEL without placing excessive demands on educators or students, such as embedding metacognitive techniques and collaborative activities into regular instructional sessions (e.g., oral contributions, opinion-driven discussions, and public speaking tasks).
- Educator Development: emphasizing the need for workshops that provide teachers with SEL instructional strategies and evaluation techniques.
- Learner-focused Initiatives: harnessing existing resources like the *Mila English Club* to enhance interpersonal skills and self-assurance through extracurricular participation.
- Enduring Approaches: integrating SEL into subject-specific courses (e.g., English as a Foreign Language) rather than treating it as a separate entity, while consistently reinforcing these practices with institutional backing. Teachers collectively underscored the necessity for investment in SEL training and its alignment with Mila University's ongoing projects to guarantee practicality and sustained effectiveness.

2.4.2. Discussion of the results from the Teacher Questionnaire

The present questionnaire aims to investigate the opinions of teachers regarding the effectiveness of social emotional programs (SEL) in improving the speaking skill of first, second- and third-year Mila University students. The analysis indicates that the majority of the questioned teachers have significant experience, which gives credibility their answers. This extensive experience indicates that their views on the impact of social and emotional learning on speaking proficiency provide an opportunity to gather precise and useful answers for our research. Although the vast majority have not received any specialized training in this field.

Previous results also reveal a contradiction between teachers' belief in the effectiveness of social and emotional learning programs—expressed by 80.8% of them—and the actual

implementation of such activities in the classroom due to several obstacles, most notably the lack of specialized training and the absence of institutional support for these programs.

The results further highlight an interplay between traditional linguistic challenges such as: limited vocabulary which most teachers identified as the primary obstacle hindering students' speaking skills and emotional difficulties, including anxiety and stress. This overlap demonstrates that language learning is not merely a cognitive process but rather a combination of thinking and emotions.

Despite these difficulties, the indicators reveal promising potential for developing teaching methods, as all teachers expressed their full readiness and willingness to integrate social and emotional learning programs if provided with the necessary resources and training. The results also show a unanimous consensus on development priorities, with teacher training ranking first.

In light of these findings, we recognize the critical need for integrated strategies that include: developing teachers' professional competencies, revising and improving curricula, providing institutional support for these programs, and focusing on creating educational programs and activities that integrate both language skill development and the enhancement of students' emotional and social competencies.

2.4.3. Student questionnaire

2.4.3.1. Section one: Personal Information

Q1: year of study

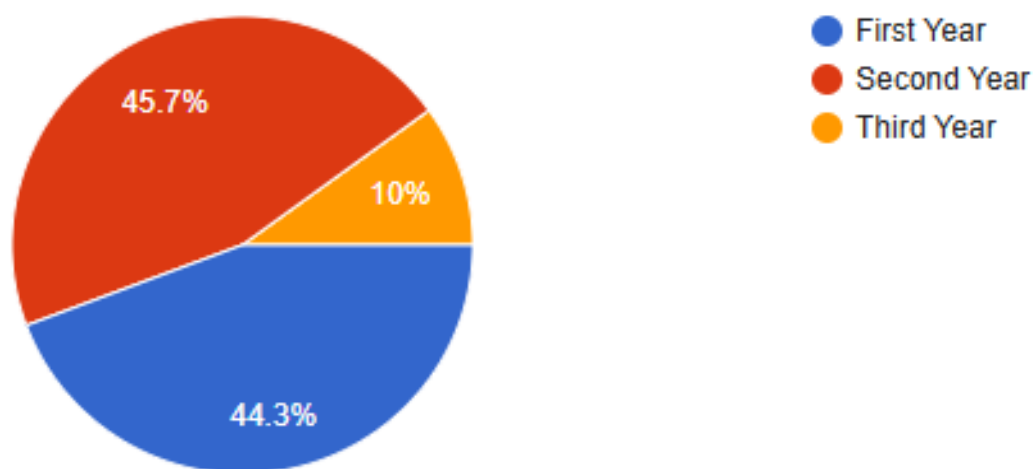


FIGURE 13: YEAR OF STUDY

The purpose of this question is to identify the academic year of the student respondents in order to determine which year group represents the majority within the sample. As it appears in figure 13, the majority of respondents are second-year students with 45.7%, followed by first-year students with 44.3% then third-year with 10%. The findings suggest that our random sample encompassed mostly first and second year students.

QQ 2 and 3: Age and gender.

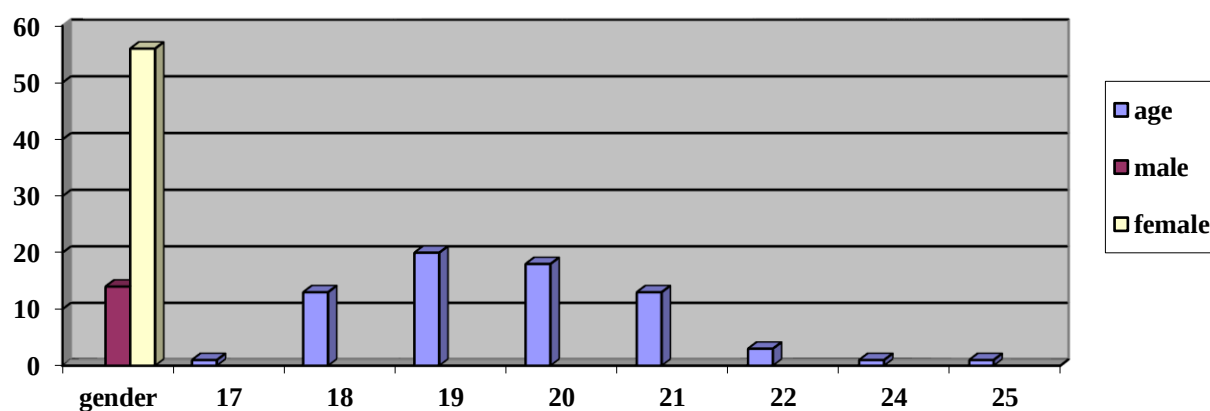


FIGURE 14: GENDER AND AGE OF THE STUDENTS

These questions seek to determine the gender and the ages of students dominant in this study. As the figure shows, 56 (80%) out of 70 students are females while males represent only 20% (14). The ages of the students range from 17 and 25; the majority of student are aged between 18 to 21 whereas two students are 22 and only 1 student per the ages of 17, 24 and 25. As a result the majority of the participants are females and the majority are aged between 18 and 21.

2.4.3.2. Section Two: Self-Awareness and Emotional Regulation

Q4: I can easily recognize and describe my emotions.

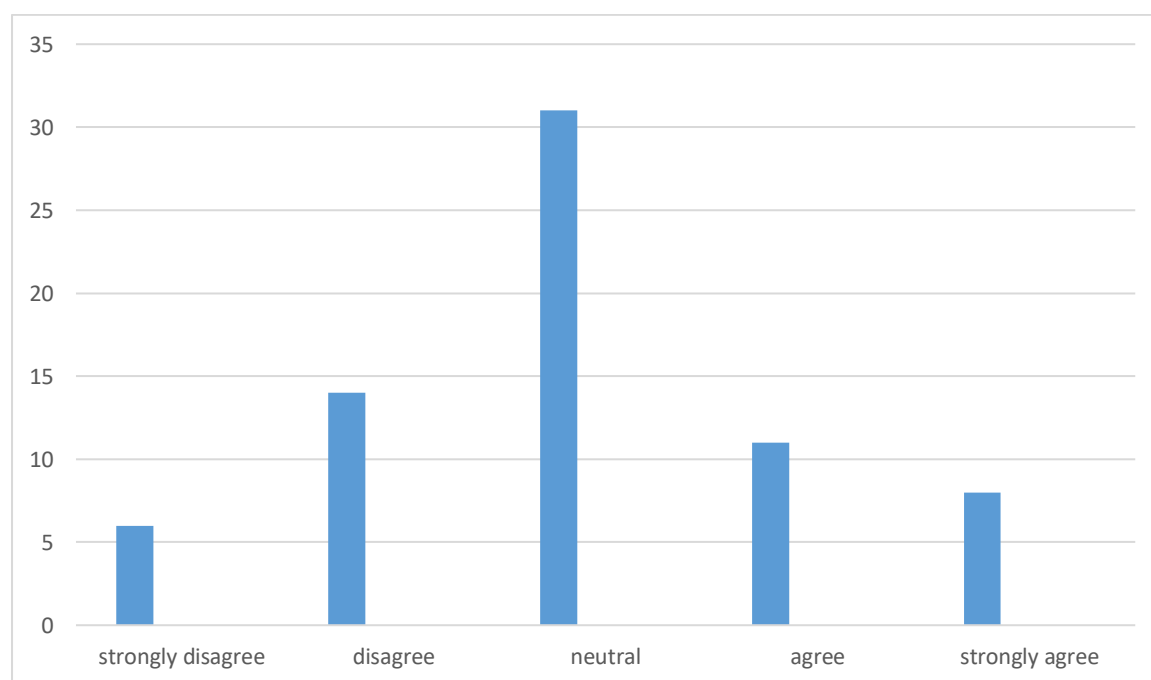


FIGURE 15: STUDENTS' OPINIONS ABOUT THEIR ABILITY TO RECOGNIZE AND DESCRIBE THEIR EMOTIONS

With more than 55% choosing "Agree" or "Strongly Agree," the figure demonstrates that most students feel comfortable identifying and expressing their emotions. Only 5–10% disagreed, whereas 15–20% said "Neutral."

According to these findings, students generally show a high degree of self-awareness, a crucial SEL competency. The negative and neutral answers, however, suggest that some students might have trouble expressing themselves or using emotional language. This

emphasizes the necessity of focused SEL exercises, like journaling or emotion-labeling exercises, to help those students and guarantee more uniform emotional growth among all students.

Q5: When I feel stressed or anxious, I know how to calm myself down using specific strategies.

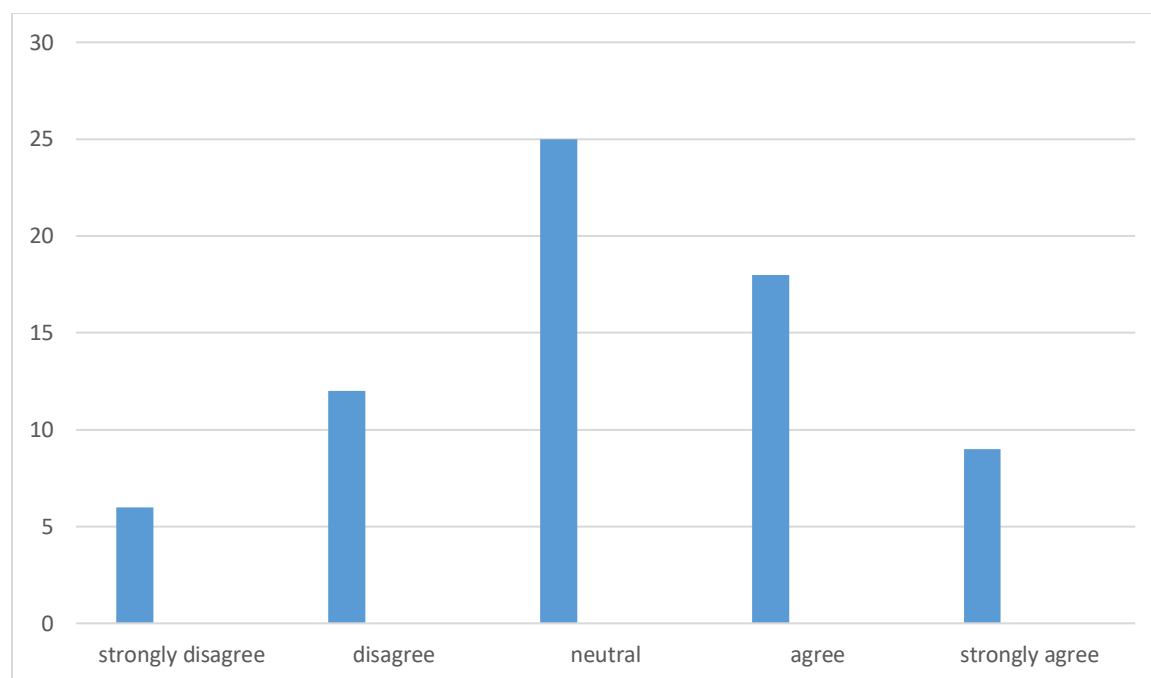


FIGURE 16: STUDENTS' OPINIONS ABOUT MANAGING STRESS AND ANXIETY

This question aims to determine if students can control their feelings and control themselves when feeling stressed. Based on the provided data, 27 students agreed that they know how to calm themselves when feeling stress and anxiety. On the contrary, 12 disagreed and 6 strongly disagreed that they can control themselves when feeling stressed. Overall, the 25 students are either unsure or unaware of stress management strategies. From the results, it can be deduced that there is Emotional skill deficiency because only few students possess effective strategies for emotional regulation, indicating an urgent need for SEL programs.

Q6: I understand how my emotions affect my academic performance and ability to focus.

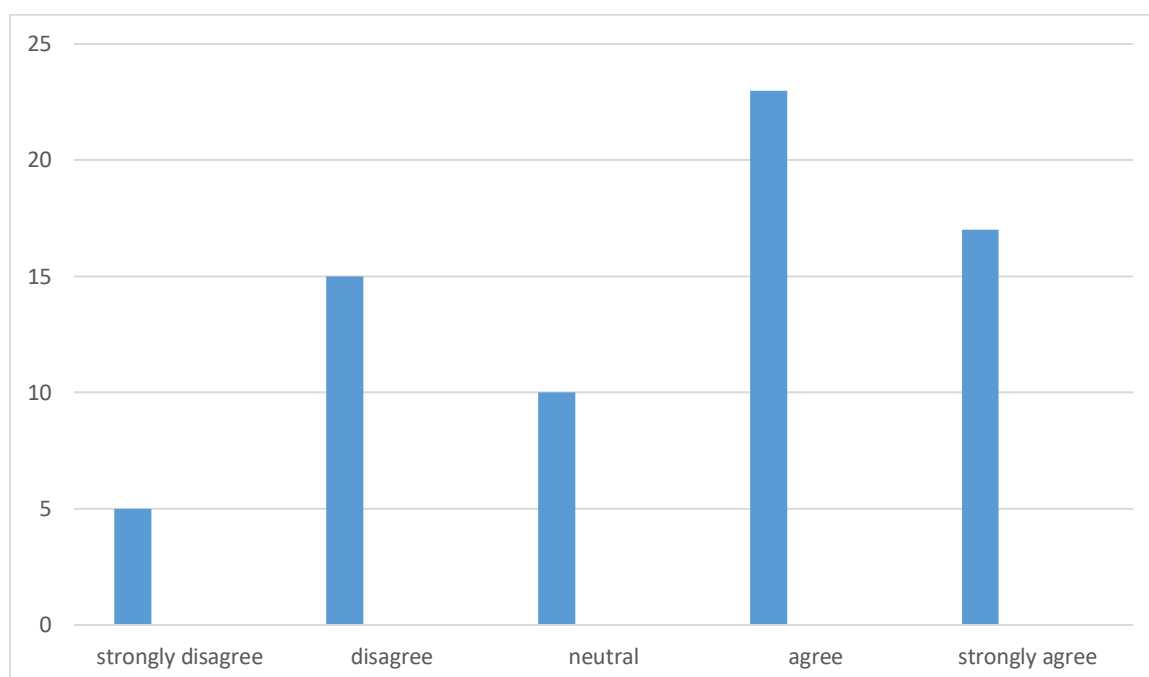


FIGURE 17: STUDENTS' OPINIONS ABOUT THEIR UNDERSTANDING OF THE EFFECTS OF EMOTIONS ON THEIR ACADEMIC PERFORMANCE

This question aims to measure Emotional Awareness among students and their perception of the relationship between Emotional state (such as anxiety, frustration, excitement) and Academic performance (academic achievement, classroom participation).

As it is shown in figure, 23 agreed that they know the effect of emotions on their academic performance and 17 strongly agreed. Yet, 15 disagreed and 5 strongly disagreed that they understand how emotions affect their academic performance and they do not see a connection between their feelings and their performance. Besides, 10 students are uncertain, indicating the need to clarify the relationship between feelings and performance. These findings imply that there is a clear need for programs that enhance emotional awareness, which leads to self-awareness, especially given the high percentage of students who do not see the connection between their feelings and academic performance.

Q7: I can stay focused and motivated even when facing academic difficulties.

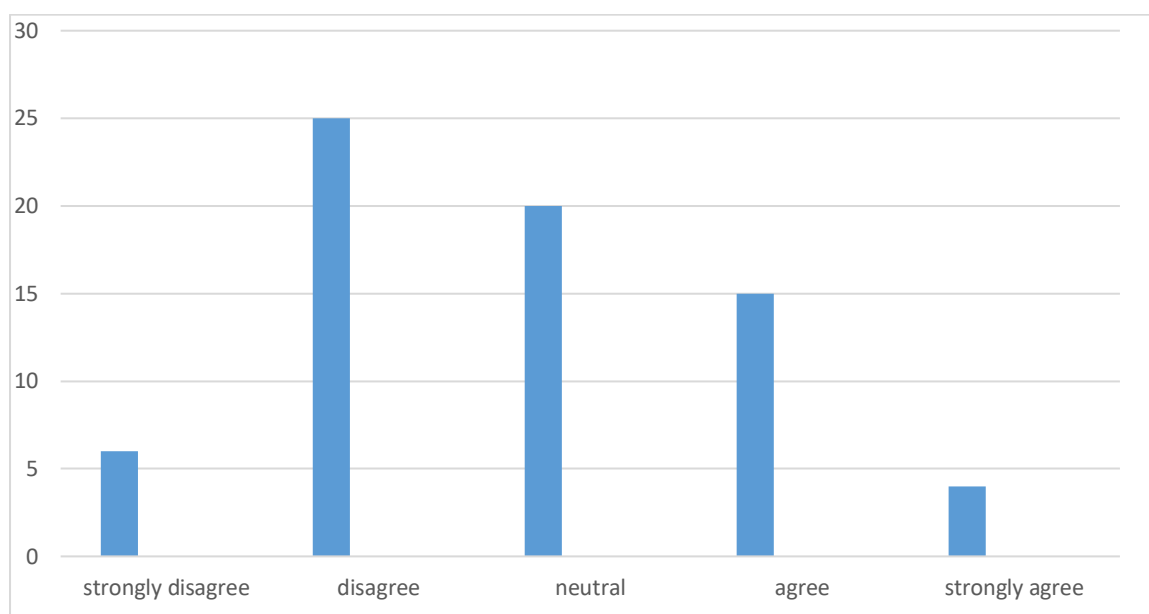


FIGURE 18: STUDENTS' OPINIONS ABOUT THEIR ABILITY TO STAY FOCUSED WHEN FACING

This question aims to determine the levels of motivation of students when facing academic difficulties. 25 of the students that have been asked disagreed, meaning they cannot stay focused when facing academic challenges, 20 their answer was neutral, 15 agreed while only 6 strongly disagreed and 4 strongly agreed. These findings show that the majority of the students' emotions influence their ability to stay focused and motivated during academic difficulties.

Q8: Rank the following emotions in terms of how often they affect your academic performance (1 being the most frequent, 5 being the least frequent):

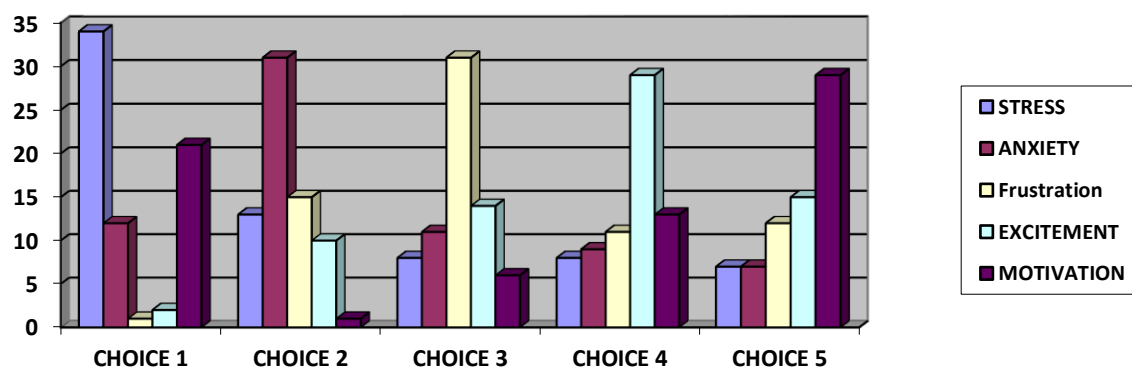


FIGURE 19: STUDENTS' OPINIONS ABOUT THE MOST AND LEAST FREQUENT EMOTION THAT THEY EXPERIENCE IN TERMS OF HOW OFTEN THEY AFFECT THEIR ACADEMIC PERFORMANCE

The purpose of this question is to determine which emotions have the biggest impact on students' academic performance. According to Figure 19, motivation exhibits high frequencies in Choices 1 (21) and 5 (29), while stress has the highest frequency overall, especially in Choice 1 (34 responses). Choice 2 has a particularly high level of anxiety (31), whereas Choice 3 has the highest level of frustration (31). Throughout the selections, there is a moderate frequency of excitement, which peaks in Choice 4 (29).

According to the data, different emotions have a significant impact on students' academic performance in a variety of contexts. In some circumstances, stress seems to have the greatest impact (Choice 1), whereas motivation has a significant impact in other circumstances (Choice 5). With each emotion displaying unique patterns across the five options, the distribution suggests that various emotional factors play significant roles based on the particular academic situation.

The oversimplified theory that a single emotion always influences academic performance in all situations is called into question by this more complex pattern.

2.4.3.3. Section three: Social Awareness and Communication

Q9: I feel confident expressing my opinions in class discussions and presentations.

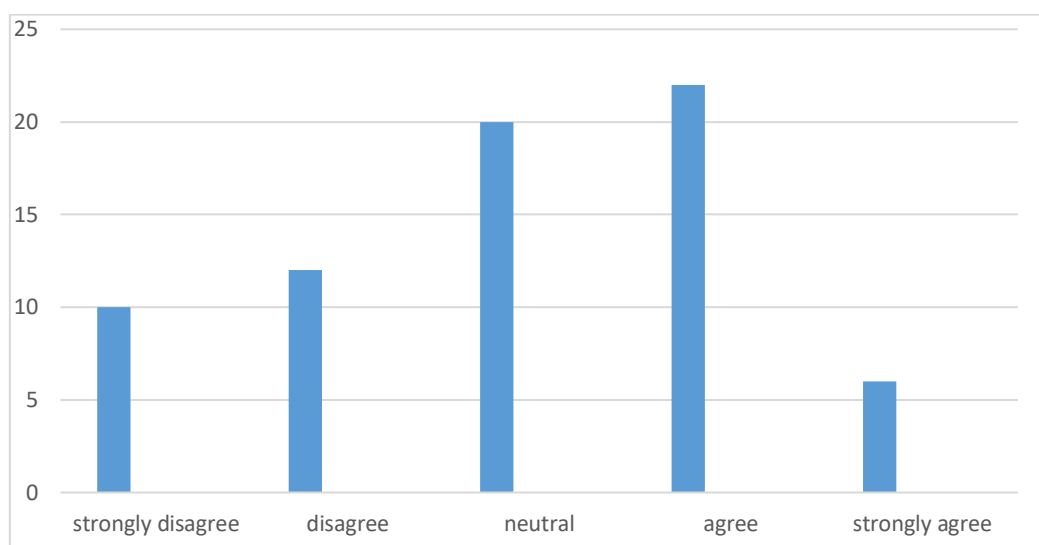


FIGURE 20: STUDENTS' OPINIONS ABOUT HOW THEY FEEL IN CLASS DISCUSSIONS AND PRESENTATIONS

This question is intended to determine number of students who feel confident expressing their thoughts in speaking activities. Data shows that 22 students agreed that they feel confident expressing their opinions in class discussions and presentations, 20 students answered with neutral, 12 disagree, 10 strongly disagreed and 6 students strongly agreed. The findings show that the majority of the learners that have been asked feel confident in speaking activities which is a positive thing.

Q10: I can understand how others feel by observing their facial expressions, tone of voice, and body language.

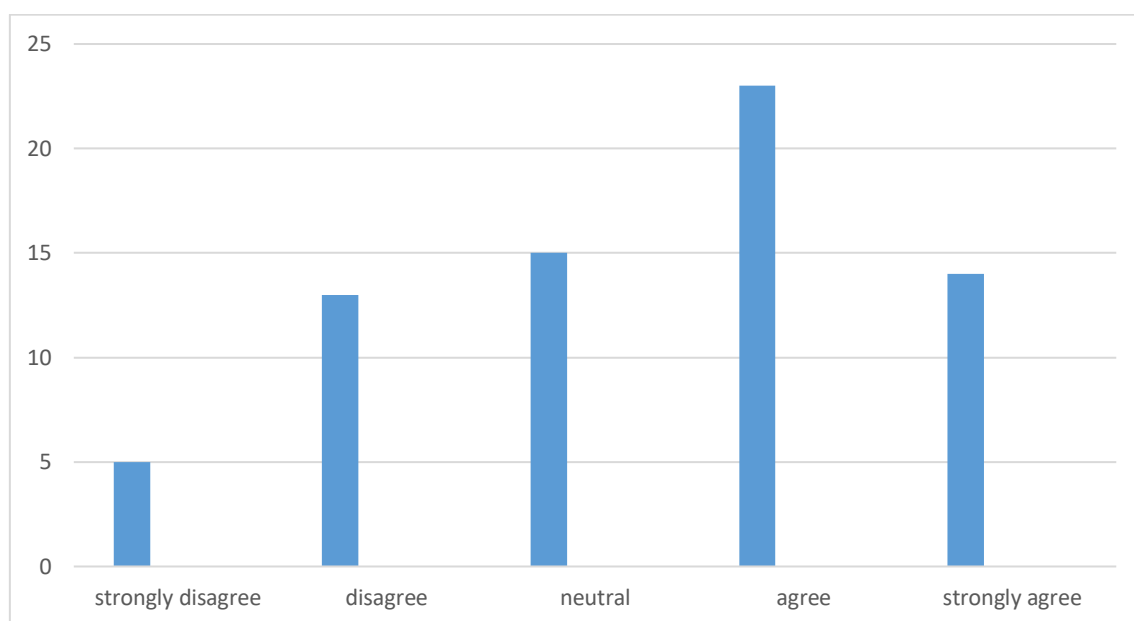


FIGURE 21: STUDENTS' OPINIONS ABOUT THEIR UNDERSTANDING OF OTHERS' FEELINGS

This question aims to determine learners social awareness and the understanding of other people emotions through observation. The chart above shows that 37 of the students agreed that they can understand others' feelings by observing their facial expressions, tune of voice and body language while 15 students respond with neutral showing their uncertainty.

However, 18 students disagreed meaning that they have a limited ability to understand others' feeling and emotions. These findings indicate a strong awareness among learners concerning the positive effect of understanding others' feelings and emotions. Therefore, it would be beneficial to incorporate activities that enhances students' social awareness into EFL learning.

Q11: I can effectively resolve conflicts with classmates or friends in a positive way.

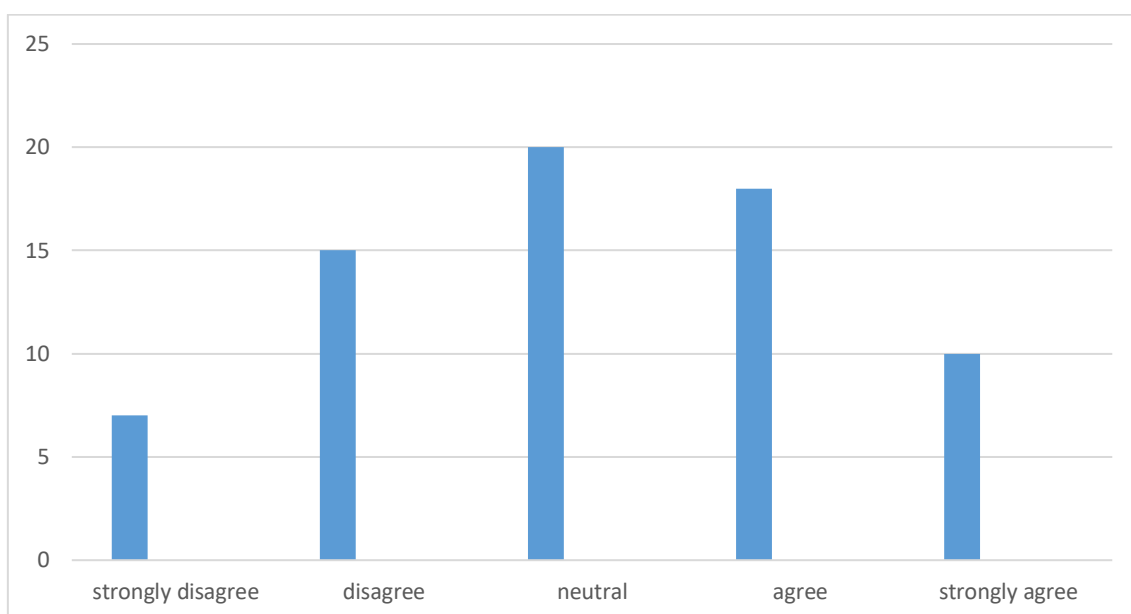


FIGURE 22: STUDENTS OPINIONS ABOUT THEIR ABILITY TO RESOLVE CONFLICTS WITH CLASSMATES OR FRIENDS IN A POSITIVE WAY

The purpose behind asking this question is to assess the development of social and emotional skills among students, particularly regarding resolving conflicts positively with friends or peers. The responses show that the majority of students (20) showed a neutral stance, while 18 agreed and 10 strongly agreed that they can effectively resolve conflicts with classmates or friends in a positive way. In contrast, 15 students disagreed and 7 strongly disagreed which shows that they have poor social and emotional skills, affecting their academic and social interactions. These results reflect that positive interaction is among the most prominent challenges facing students as the majority are unable or do not understand the meaning of positive interaction. Enhancing positive interaction among students is important as SEL programs lie in developing basic skills such as effective communication, empathy and emotional management, which reduces conflict and increases cooperation within the educational environment.

Q12: I find it easy to work on group projects and collaborate with other students.

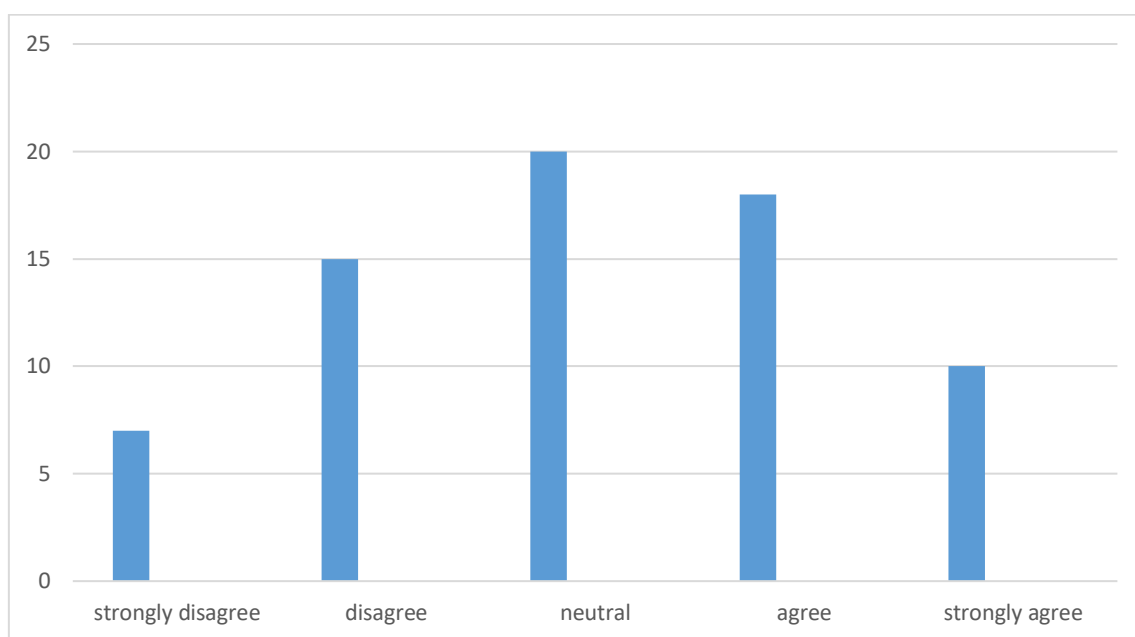


FIGURE 23: STUDENTS OPINIONS ABOUT THEIR ABILITY TO WORK IN GROUP PROJECTS AND COLLABORATE WITH OTHER STUDENTS

This question aims to evaluate students' social skills, specifically their capacity for cooperation, teamwork, and perspective adaptation. The figure shows that 10 students strongly agreed and 18 students agreed that working on group projects is easy for them. On the other hand, 15 students disagreed, and 7 strongly disagreed, suggesting that they have trouble working with others. Furthermore, 20 students selected a neutral response, which might indicate hesitancy or a lack of self-awareness in social situations.

These findings suggest that although some students are at ease working with their peers, a sizable portion have difficulty with social adaptation and teamwork. This emphasizes how important it is for students to improve their social skills. By encouraging effective communication, empathy and relationship-building, Social-Emotional Learning (SEL) programs can help students achieve this goal and improve their capacity for social integration and teamwork.

Q13: Rank the following social-emotional skills in terms of how important they are for you to succeed in group project (1 being the most important, 5 being the least important):

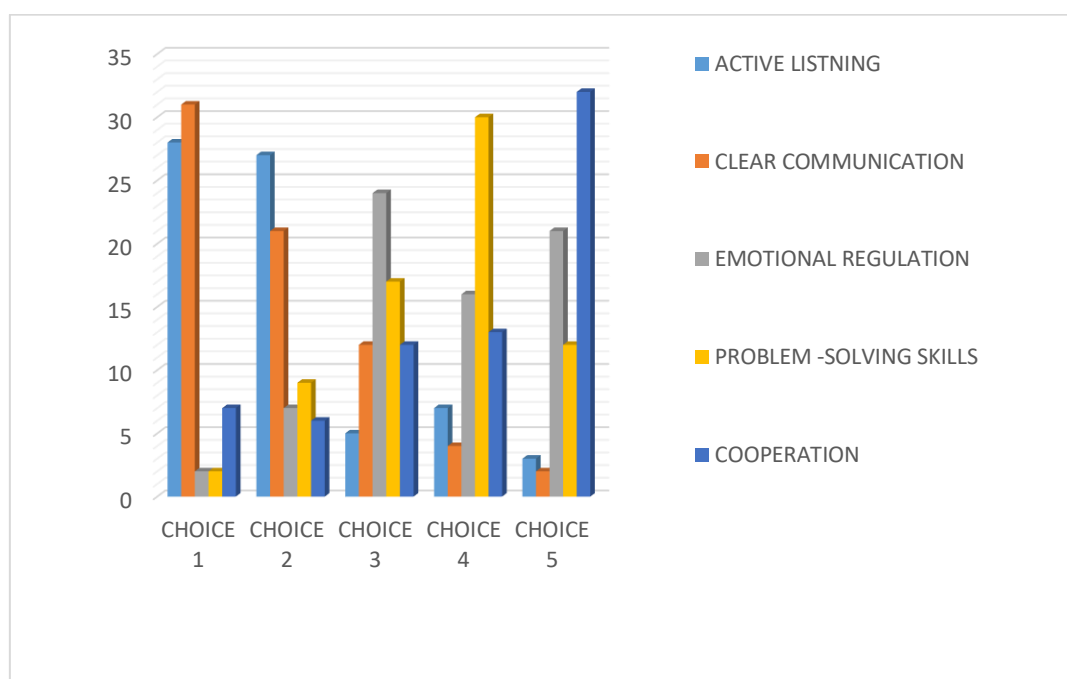


FIGURE 24: STUDENTS OPINIONS ABOUT SOCIAL-EMOTIONAL SKILLS AND THEIR ROLE IN SUCCEEDING IN GROUP WORK

Finding out which social and emotional competencies are most and least crucial for students to succeed in group projects is the goal of this question. As shown in figure 24, 31 students think that the most crucial group work skill is clear communication (Choice 1), which is followed by active listening, which is highly regarded in both Choice 1 (28) and Choice 2 (27). 24 students choose emotional control as their top priority (Choice 3), while 30 students choose Choice 4, which represents the pinnacle of problem-solving abilities. Cooperation, however, seems to be valued differently across choices, with Choice 5 (32 students) demonstrating the highest value.

The results show a distribution of priorities, with cooperation in Choice 5, problem-solving abilities in Choice 4, emotional regulation in Choice 3, and clear communication in Choice 1. This shows that although students understand that effective communication and attentive listening are essential for group projects, they also value emotional control, problem-solving abilities, and collaboration in various settings. Since each of the five skills is important for effective group work at various stages of collaboration, educators should concentrate on honing them.

2.4.3.4. Section Four: Stress and Resilience

Q14: *I often feel overwhelmed by my academic workload and deadlines.*

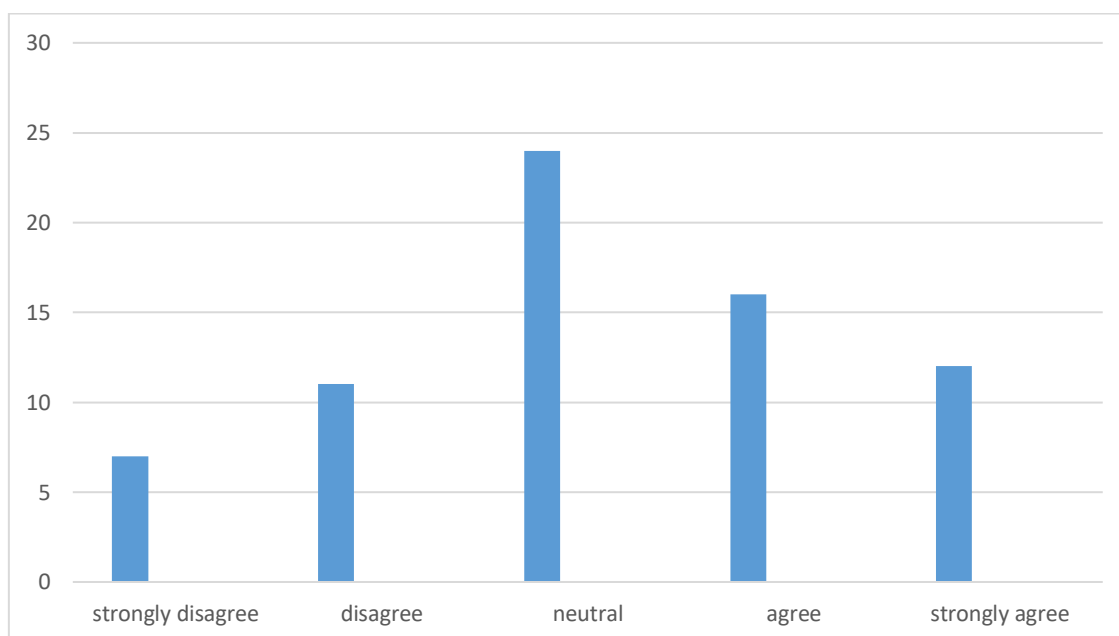


FIGURE 25: STUDENTS OPINIONS ON HOW THEY ABOUT THEIR ACADEMIC WORKLOAD AND DEADLINES

The purpose of this question is to gauge how frequently students feel stressed out by their academic workload. The largest group of respondents (24 students), as seen in the figure, chose "Neutral," which might suggest that they had trouble identifying or expressing their emotional state. In the meantime, 12 students strongly agreed and 16 students agreed that they frequently feel overburdened by deadlines and coursework. However, seven students strongly disagreed and eleven disagreed, indicating that a smaller group feels more comfortable handling academic pressure.

According to these results, a big portion of students endure academic stress, and many of them might not have the emotional intelligence to completely comprehend or communicate these emotions. In order to help students better manage stress and preserve their wellbeing, it is crucial to integrate Social-Emotional Learning (SEL) strategies into academic programs, especially those pertaining to emotional regulation and self-awareness.

Q15: *When I feel failure or setbacks, I can quickly recover and try again.*

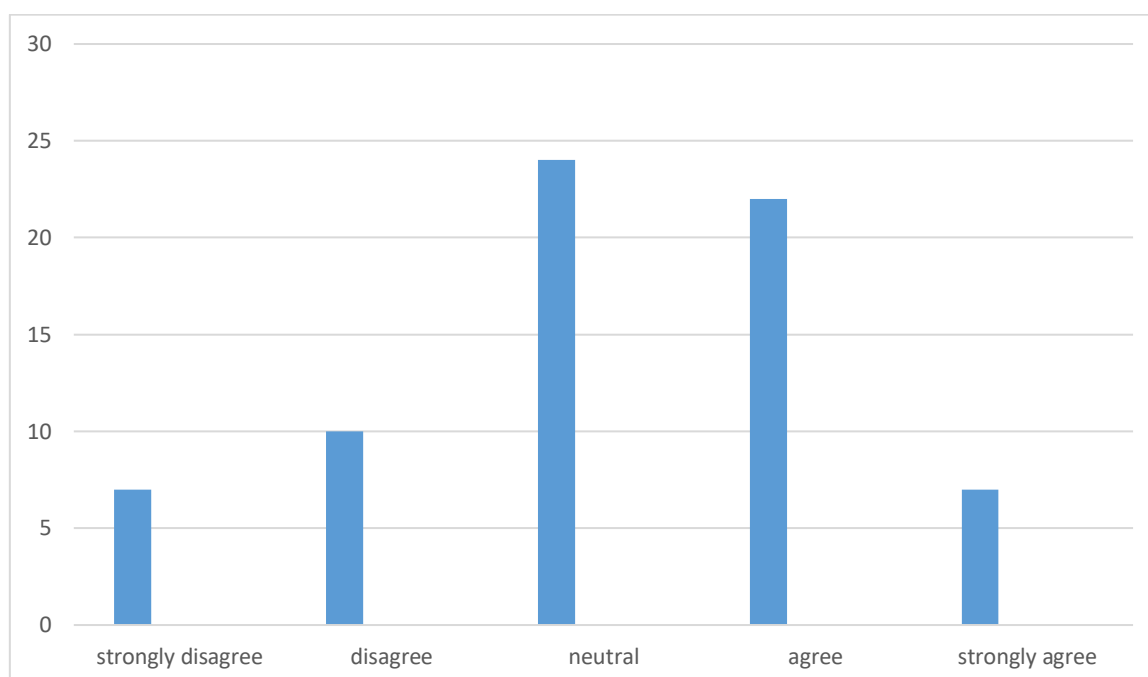


FIGURE 26: STUDENTS' OPINIONS ABOUT HOW THEY DEAL WITH THEIR FAILURES AND SETBACKS

The aim behind this question is to assess students' psychological resilience and their ability to recover from failure or setbacks quickly, then try again. The data reveals that 22 students agreed and 7 strongly agreed that they can quickly adapt to failure, get up and try again. Yet, 10 disagreed and 7 strongly disagreed, which means they cannot challenge failure and get back up quickly. 24 students chose neutral. These responses indicate that the majority of students have good psychological flexibility, reflecting positive self-awareness, while others need to enhance their self-awareness as a foundation for building resilience through targeted SEL activities.

Q16: I have strategies to manage academic pressure, stress and exam anxiety.

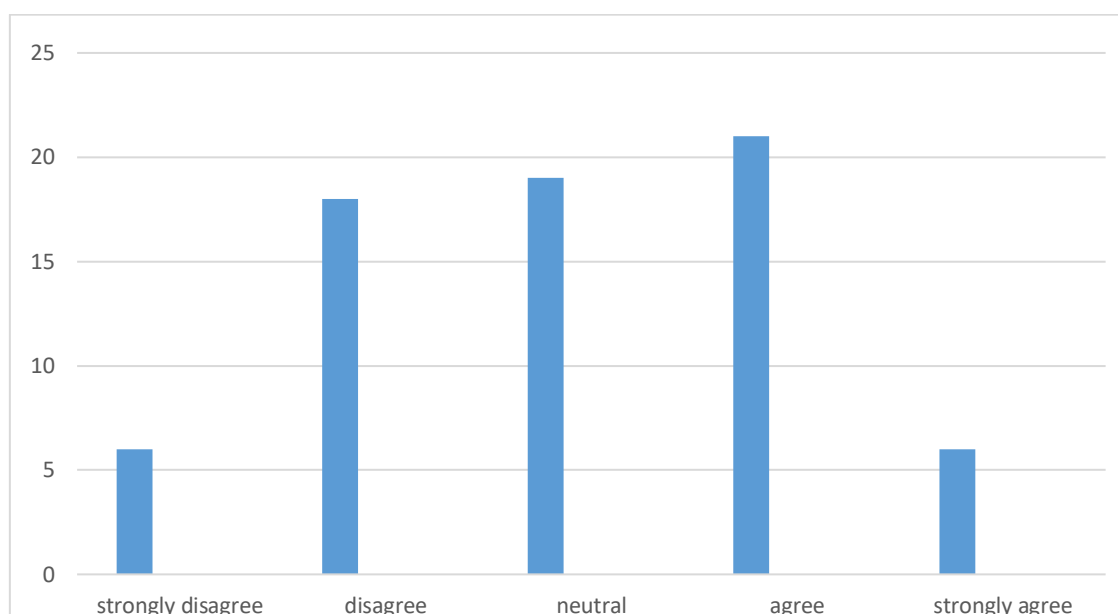


FIGURE 27: STUDENTS' OPINIONS ABOUT HOW THEY DEAL WITH ACADEMIC PRESSURE STRESS AND EXAM ANXIETY

The aim behind this question is to explore how students handle academic pressure and identify effective strategies that can be widely applied to foster both emotional well-being and academic development. As the figure indicates, 21 students agreed and 6 strongly agreed that they have strategies to manage academic pressure, stress and exam anxiety. However, 18 disagreed and 6 strongly disagreed which may reflect difficulty in implementing strategies or a feeling of their futility. 19 respondents remain neutral, perhaps because the topic is new to them or because they lack interest in it. The findings indicate that a majority of students possess a good level of self-awareness and self-management regarding academic stress while some of them require additional support. This underscores the importance of enhancing the connection between emotional awareness and the implementation of practical solutions, alongside providing tailored support to foster students' resilience in facing challenges.

Q17: Rank the following strategies in order of their effectiveness in managing your stress (1 being the most effective, 5 being the least effective).

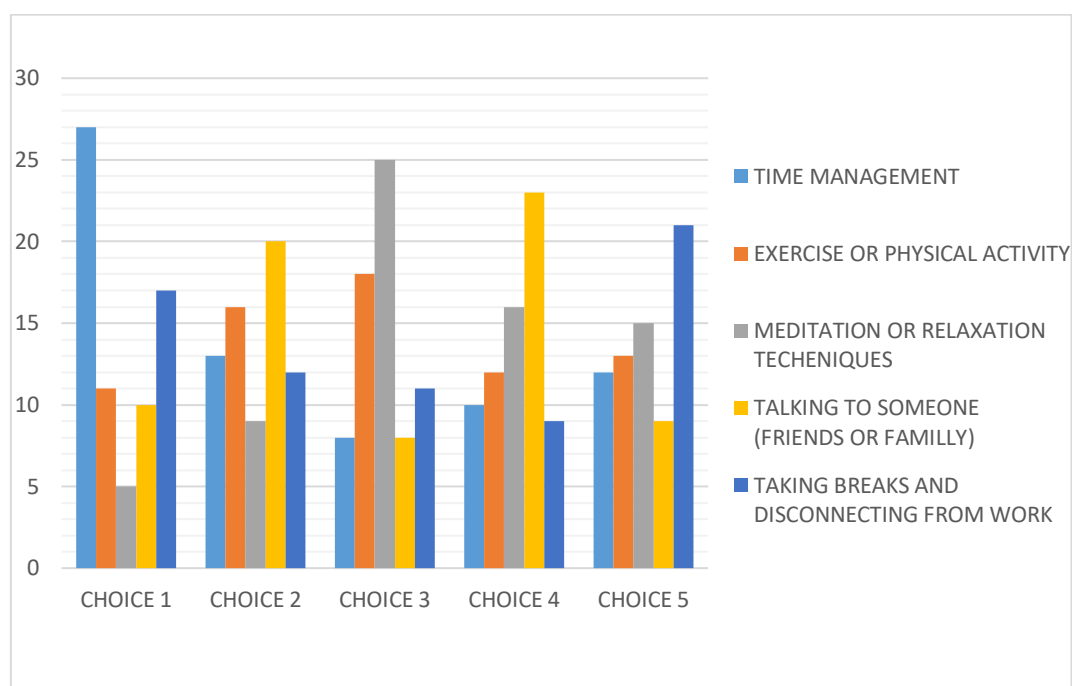


FIGURE 28: STUDENTS OPINIONS ABOUT THE MOST AND LEAST EFFECTIVE STRATEGIES IN MANAGING STRESS

This question was intended to know the most and least effective strategies that students use in order to control stress. Data shows that the most effective strategy chosen by student is time management (27) followed by taking breaks and disconnecting from work (17), exercise or physical activity (11), talking to someone (10) and meditation (5).

Whereas taking breaks and disconnecting from work is the least effective strategy as indicated by 21 Students, meditation or relaxation techniques follow (15), then exercise or physical activity (13), time management (12) and talking to someone (9). Therefore, it is very crucial for students to learn how to manage their time in order not feel stress.

2.4.3.5. Section 5: Perceptions of SEL (Social-Emotional Learning)

Q18: Have you ever heard of Social-Emotional Learning (SEL) before this questionnaire?

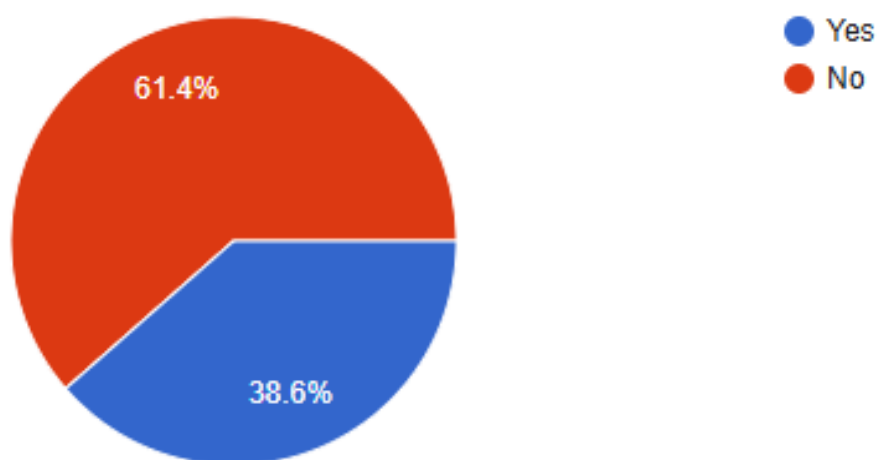


FIGURE 29: STUDENTS' PERCEPTION ABOUT SOCIAL AND EMOTIONAL LEARNING (SEL)

This question aims to measure the prevalence of the concept of social emotional learning in the educational environment. The data reveals that (61.4%) of the participants have never heard of the concept of social emotional learning before. But (38.6%) of them know about it beforehand. This illustrates that the majority of participants had never heard of Social-Emotional Learning (SEL), revealing a significant knowledge gap despite the concepts' importance in personal and educational development.

Q19: Do you think universities should provide programs to help students develop emotional and social skills?

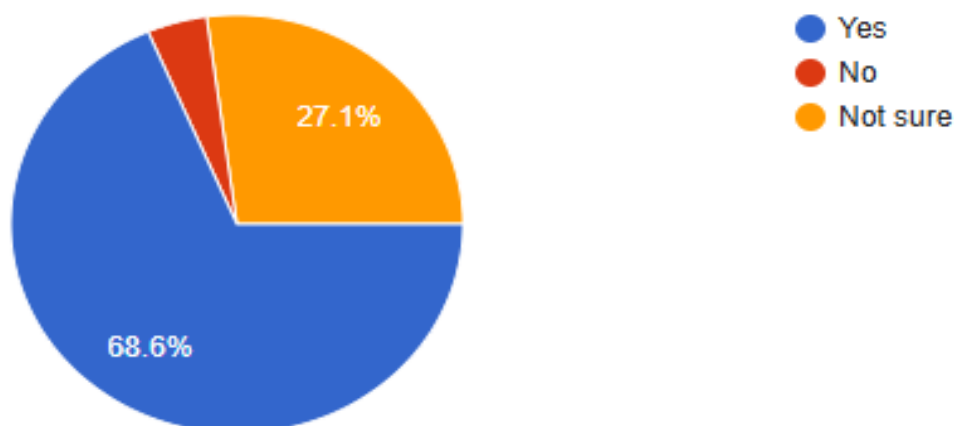
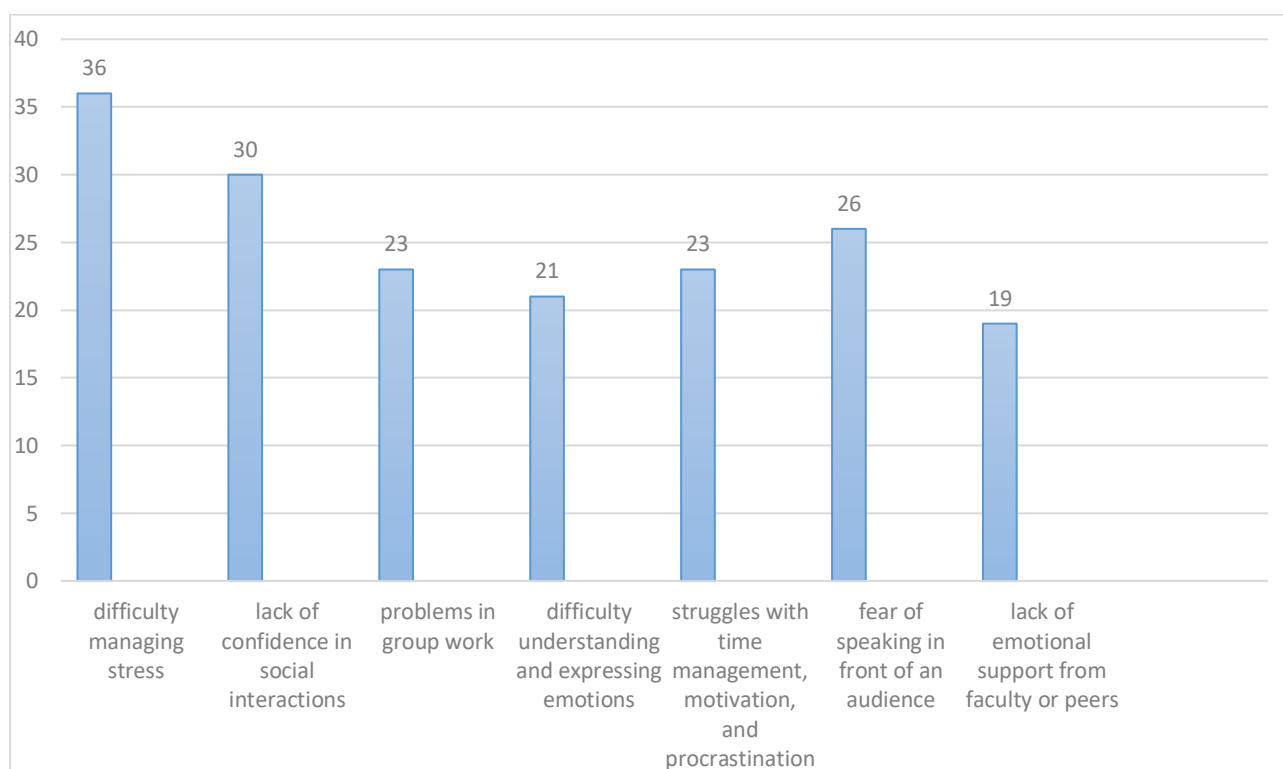


FIGURE 30: STUDENTS OPINIONS ABOUT PROVIDING PROGRAMS TO HELP STUDENTS DEVELOP EMOTIONAL AND SOCIAL SKILLS IN UNIVERSITIES

This question aims to find out whether students feel that there is a need for programs to develop emotional and social skills at university. The collected answers displayed in the figure above demonstrate that (68.6%) of participants answered "yes" whereas (4.3%) answered "NO". (27.1%) are "Not sure". The results reflect a positive inclination among students, justifying the university's investment in these programs as part of its vision to graduate well-rounded individuals who excel both academically and personally.

Q20: What social-emotional challenges do you face as a student? (Check all that apply).



**FIGURE 31: STUDENTS' OPINIONS ABOUT THE SOCIAL-EMOTIONAL CHALLENGES THAT THE
FACE**

This question aims to determine the challenges that students face in their academic performance. 36 students selected 'difficulty managing stress', 30 selected 'lack of confidence in social interactions', 26 selected 'fear of speaking in front of an audience', 23 selected 'problems in group work and struggles with time management, motivation and procrastination', and 21 selected 'understanding and expressing emotions.' These findings indicate that students need to learn many social-emotional strategies especially when it comes to managing stress, improve their confidence and overcoming the fear of speaking in front of an audience.

Q21: In your opinion, how can Mila University better support students' emotional and social well-being? (Open-ended response)

This question seeks to gather students' opinion about how can Mila University better support their learners' social and emotional well-being. These are the suggestions that have

been provided:

- Provide mental and emotional consultations in a safe, non-judgmental environment.
- Organize awareness programs and lectures about mental health.
- Integrate SEL programs into the curriculum.
- Train teachers to apply social-emotional practices.
- Professors should adopt understanding and flexible teaching styles.
- Avoid reprimanding students to preserve their confidence.
- Encourage oral presentations and self-expression.
- Organize regular entertainment, cultural, and team-building events.
- Support participation in cultural and social activities.
- Offer workshops on stress management, study skills, social skills.
- Provide support networks for academic and personal struggles.
- Provide comfortable areas for students to relax and disconnect from classes pressure.

However, other students think that the emotional well-being is something personal and has nothing to do with the responsibility of universities and teachers.

2.4.4. Discussion of the results from the student questionnaire

The questionnaire results provide a comprehensive look at the emotional and social experiences of first, second- and third-year students and their impact on their speaking performance. The findings highlight key trends in self-awareness, emotional regulation, social

skills, stress management and perceptions of social-emotional learning (SEL), offering valuable insights into students' needs and challenges. The study predominantly captures the perspectives of early-stage university students, suggesting that the findings reflect the experiences of those still adjusting to higher education.

The significant female majority may influence the results, as gender differences can shape emotional expression and social interactions. The age range indicates a group navigating the transition to adulthood, a period often marked by heightened emotional and academic challenges.

When it comes to self-awareness and emotional regulation, many students report difficulty recognizing and describing their emotions, with a notable portion expressing neutrality or disagreement about their ability to do so. This suggests a lack of clarity or confidence in processing emotions, which could hinder effective communication, particularly in speaking tasks. Similarly, while some students feel equipped with strategies to manage stress and anxiety, a substantial number either lack such tools or are uncertain about their effectiveness, pointing to a gap in emotional regulation skills. However, there is a positive note: many students acknowledge that their emotions impact their academic performance, indicating a degree of self-awareness, though others remain unaware of this connection, highlighting the need for targeted interventions to strengthen emotional literacy.

The ability to stay focused and motivated during academic challenges appears to be a struggle for many, with a significant portion admitting that difficulties disrupt their concentration. Stress emerges as the dominant emotion affecting academic performance, far outweighing others like anxiety or frustration, while motivation—surprisingly—is cited as the least frequent influence, despite its potential to drive success. This underlines the pervasive role of stress in shaping students' academic experiences and suggests that fostering motivation could be a key area for improvement.

In the realm of social awareness and communication, confidence in expressing opinions during class discussions or presentations is relatively high, with many students feeling comfortable in these settings. This is encouraging, as it indicates a foundation for effective communication. Students also show a strong ability to read others' emotions through cues like facial expressions and voice tone, reflecting good social awareness, though some struggle with this skill, suggesting room for growth. Conflict resolution, however, is more mixed: while some students feel capable of resolving disputes positively, others are neutral or lack confidence, indicating that social-emotional skills like empathy and communication need further development. Group work presents similar challenges, with a notable portion of students finding collaboration difficult, likely due to varying levels of adaptability or interpersonal skills. When ranking social-emotional skills for group success, students prioritize clear communication and active listening, recognizing their critical role, while cooperation and emotional regulation are seen as less essential, possibly reflecting a misunderstanding of their importance in teamwork.

Stress and resilience are significant concerns, with many students feeling overwhelmed by academic workloads and deadlines, often struggling to articulate or manage these pressures. While some demonstrate resilience by quickly recovering from setbacks, others find it challenging to bounce back, and a considerable number are unsure of their coping abilities. Strategies for managing academic pressure, such as time management, are valued by some, but others report limited success with approaches like meditation or taking breaks, suggesting a need for more effective, tailored stress management tools.

Awareness of social-emotional learning (SEL) is notably low, with most students unfamiliar with the concept before this questionnaire. However, there is strong support for universities offering programs to develop emotional and social skills, reflecting a recognition of their importance for personal and academic growth. Students identify a range of social-

emotional challenges, including managing stress, building confidence in social settings, overcoming public speaking fears, and improving group work dynamics. These challenges align with the earlier findings and reinforce the need for structured support.

Finally, students' suggestions for how Mila University can better support their well-being are thoughtful and varied. They emphasize the need for safe, non-judgmental spaces for mental health support, awareness campaigns, and SEL integration into the curriculum. Training for faculty to adopt empathetic and flexible teaching styles, encouraging self-expression, and organizing team-building activities are also highlighted. Some students, however, view emotional well-being as a personal responsibility, indicating a diversity of perspectives on the role of institutions in addressing these needs.

All in all, the findings suggest that while students do struggle with emotional and social difficulties, they also show areas of strength, specifically in communication and social awareness. The results highlight the critical need for SEL programming to strengthen interpersonal skills, stress management, and emotional control to set students up for more success in their academic and personal lives. By extrapolating these discoveries to the university classroom, it becomes feasible to build a more nurturing and integrated learning environment.

e. Pedagogical Implications and recommendations

In order to implement social and emotional learning programs in higher education or at Mila University where our study was applied, we would like to suggest some recommendations for EFL learners, teachers, curriculum designers and future researchers.

2.5.1. For Learners

The following are some recommended strategies for EFL learners to improve their social and emotional skills:

- Learners are recommended to actively reflect on their emotions during speaking tasks

(e.g., journaling about feelings before/after presentations) to improve emotional literacy and confidence in expressing themselves in English.

- Learners are recommended to adopt anxiety-reduction strategies (e.g., deep breathing, positive self-talk) to manage stress during speaking activities, enabling clearer communication and reduced fear of errors.
- Learners are recommended to engage in group speaking activities (e.g., role-plays, debates) to practice active listening, empathy, and polite disagreement, strengthening team work and interpersonal communication in English.
- Learners need to apply time management and goal-setting techniques to handle academic pressures, using scaffolding (e.g., sentence starters) to build resilience and maintain focus in speaking tasks.
- Learners are recommended to participate in engaging speaking tasks (e.g., discussing personal interests or gamified challenges) to foster intrinsic motivation and sustain effort in language learning.
- Learners are recommended to uphold classroom norms of respect and empathy, actively supporting peers during speaking activities to create a non-judgmental space for risk-taking in English.
- Learners are recommended to explore SEL through language activities (e.g., discussing emotions in English or researching SEL topics) to build awareness and apply emotional skills to speaking performance.
- Learners are recommended to take on roles (e.g., facilitator, note-taker) in group tasks and reflect on interpersonal challenges to improve cooperation and communication in EFL settings.

2.5.2. For Teachers

Since the majority of the teachers who have participated in our research haven't

received any training on SEL, these are some recommendations for them to know how to deal with students who struggle with social and emotional challenges in speaking activities:

- Teachers are recommended to incorporate activities aimed at developing learners' SEL skills, like confidence-building speaking tasks, anxiety-reduction exercises, and collaborative group discussions.
- Teachers are recommended to prioritize activities that contribute to building confidence in public speaking, as all teachers consider it the most crucial skill for students.
- Teachers are recommended to establish a supportive learning environment that addresses students' speaking anxiety, which constitutes one of the most significant challenges they face. This recommendation follows the majority of instructors' observations that students frequently experience stress during oral communication, particularly in presentation tasks.
- Teachers are recommended to engage in professional development opportunities focused on SEL strategies, particularly since 90.9% of teachers reported lacking training in this area, through workshops and seminars on emotional well-being in language learning.
- Teachers are recommended to Attempting to make use of available institutional resources to enhance social and emotional learning in informal environments.
- Teachers are recommended to promote collaborative learning to enhance students' social skills (which faculty members have acknowledged as crucial) through group activities and pair work.

2.5.3 Recommendations for Curriculum designers:

These are some recommendations for curriculum designers to implement SEL practices in higher education curricula:

- Curriculum designers are recommended to design activities that require students to reflect on emotions, express opinions, and listen actively in English.
- Curriculum designers are recommended to use topics that resonate with students' lives

to foster motivation and real-world engagement.

- Curriculum designers are recommended to include practice in describing feelings, reactions, and opinions in a culturally sensitive way.
- Curriculum designers are recommended to develop specific modules or units on stress management, confidence building, and empathy through English tasks.
- Curriculum designers are recommended to encourage teachers to use low-anxiety, supportive classroom practices such as: Allowing think time before speaking, allowing student answer freely, avoid judging students when making mistake.
- Curriculum designers are recommended to integrate rules that assess language accuracy, collaboration and communication skills.
- Curriculum designers are recommended to incorporate regular self-assessment and peer-assessment tasks focused on emotional and social experiences during learning.

2.5.4 Recommendations for Future Researchers:

SEL encompasses a vast area of unexplored research; here are some recommendations for future researchers to consider:

- Future researchers are recommended to conduct a study about effective strategies for integrating Social-Emotional Learning (SEL) programs into university-level EFL curricula in the Algerian context.
- Future researchers are recommended to investigate the relationship between teachers' training in SEL and its impact on students' speaking performance in EFL classrooms.
- Future researchers are recommended to examine the comparative effectiveness of different SEL approaches (e.g., mindfulness vs. cooperative learning) on reducing speaking anxiety among university EFL students.
- Future researchers are recommended to conduct longitudinal studies to understand

how developing emotional intelligence skills affects speaking proficiency growth over time.

- Future researchers are recommended to explore the institutional barriers and facilitators for implementing SEL programs in Algerian higher education settings.
- Future researchers are recommended to investigate gender differences in emotional and social challenges affecting speaking skills development in EFL contexts.
- Future researchers are recommended to study the interaction between vocabulary acquisition and emotional regulation in developing EFL speaking competence.

2.6 Limitations of the study:

During our research, we faced several challenges and limitations beyond our control that impacted our study. There is a lack of detailed research on how Social-Emotional Learning (SEL) competencies affect the speaking skills of higher education EFL students, with most studies focusing on children and adolescents. Additionally, many students had limited knowledge of the subject and did not respond to the open-ended question, which restricted the depth of insights gained from their perspectives.

Chapter summary

This chapter focuses on the empirical component of the current study, which examines teachers' and students' perspectives regarding the role of Social and Emotional Learning (SEL) in enhancing English as a Foreign Language (EFL) learners' speaking skills. To achieve this objective, two distinct questionnaires were administered - one targeting teachers and the other directed at students - with the aim of obtaining comprehensive insights into their respective viewpoints.

Through systematic analysis, interpretation, and discussion of the collected responses, the findings demonstrate that both respondent groups (teachers and learners) maintain positive perceptions of SEL as a critical competency for mitigating students' challenges in oral communication sessions. While most teachers believe in SEL's benefits and have significant teaching experience, the lack of training and institutional support limits its classroom application. Key challenges include students' limited vocabulary and emotional difficulties such as anxiety and stress, highlighting the need for a combined cognitive-emotional approach to language learning. Students show mixed abilities in emotional regulation and social skills, with stress being a major barrier to academic performance. Although awareness of SEL is low, students support integrating it into university life and suggest mental health support, SEL activities, and empathetic teaching practices.

Recommendations include emotional reflection and stress management strategies for learners, SEL-based tasks and supportive environments for teachers, and curriculum changes that emphasize emotional awareness and real-life engagement. Future research should focus on integrating SEL into EFL curricula, teacher training impacts, and the emotional aspects of language learning in the Algerian context. Overall, SEL offers a valuable path to enhancing both emotional well-being and speaking proficiency in EFL education.

General conclusion

Speaking is one of the most important skills in learning FLs. However, it poses considerable challenges for EFL students, requiring sustained effort and practice. Many learners face metacognitive obstacles such as anxiety, stress, lack of motivation, and low self-confidence, which hinder their participation in speaking and communication activities with others. Here, Social and Emotional Learning (SEL) emerges as a potential solution to overcome these barriers, as it enables students to understand and regulate their emotions while enhancing their engagement in speaking activities. The main aim of this study is to explore the role of Social and Emotional Learning programs in improving students' speaking proficiency. Hence, an attempt was made to examine the perspectives of both students and teachers regarding the impact of SEL on speaking proficiency.

To investigate the impact of Social-Emotional Learning (SEL) on improving learners' speaking skills, this study employed a dual-questionnaire approach for data collection. One questionnaire was distributed to ten first, second, third year teachers, and another was given to fifty first, second, third -year EFL students from the Department of Foreign Languages at Abdelhafid Boussouf University Centre-Mila. The findings derived from these research instruments provided answers to our research question.

EFL students, indeed, encounter significant challenges in speaking. The findings demonstrate that the main obstacles to students' speaking proficiency are issues and emotional factors, which suppress their interaction and result in low participation during speaking sessions. Besides, both teachers and students endorse the beneficial effect of Self-Awareness Self-Management, Social Awareness, Relationship Skills, the core elements of SEL, on ameliorating speaking proficiency. In this context, it is noteworthy that the current

study can help teachers and learners recognize the significance of social-emotional learning and assess its priority level in language learning contexts.

In conclusion, the study highlighted the importance of social and emotional learning (SEL) in helping EFL students overcome speaking challenges, as its enhancement helps reduce emotional barriers and increases classroom interaction. In this context, it is recommended to integrate SEL programs into educational curricula, while training teachers to apply strategies that build students' confidence and encourage active participation. Additionally, students are recommended to develop their social and emotional learning skills to achieve better speaking performance.

In the case of Mila University Center, students should give more attention to managing their negative emotions (e.g. anxiety and stress) and boosting their positive ones (confidence and motivation). Furthermore, teachers must learn more SEL programs and start applying it in their classrooms.

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Appendices

Appendix I :

Teacher questionnaire

Instructions:

- This questionnaire is anonymous and for research purposes only.
- Please answer all questions honestly.
- Select the most appropriate response for each question.

Section 1: Background Information

1. Years of Teaching Experience:

- ☐ 0–3 years
- ☐ 4–7 years
- ☐ 8–12 years
- ☐ More than 12 years

2. Academic Rank:

- ☐ Lecturer
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor

3. Have you ever received training related to social-emotional learning (SEL) or emotional intelligence in teaching?

- ☐ Yes
- ☐ No

Section 2: Teaching Practices and Student Interactions

4. How often do you incorporate activities that promote emotional and social skills in your classroom?

- ☐ Very Often
- ☐ Often

- Sometimes
- Rarely
- Never

5. Rank the following challenges your students face in speaking activities (1 = Most challenging, 5 = Least challenging).

- ☐ Lack of confidence
- ☐ Fear of making mistakes
- ☐ Difficulty managing anxiety
- ☐ Limited vocabulary and language skills
- ☐ Lack of engagement in discussions

6. Do you think students' emotional well-being affects their participation in speaking activities?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. How often do you observe students experiencing anxiety or stress during oral presentations or class discussions?

- Very Often
- Often
- Sometimes
- Rarely
- Never

Section 3: Attitudes Toward SEL Implementation

8. How beneficial do you think SEL programs would be for improving students' speaking confidence?

- Very Beneficial
- Somewhat Beneficial
- Neutral

- Not Very Beneficial
- Not Beneficial at All

9. What factors do you believe could hinder the successful implementation of SEL at Mila University? (Check all that apply)

- ☐ Lack of institutional support
- ☐ Limited teacher training on SEL strategies
- ☐ Students' resistance to non-academic activities
- ☐ Time constraints in the curriculum
- ☐ Cultural attitudes toward emotional learning

10. In your opinion, which of the following SEL-related skills should be prioritized for students? (Select up to 3)

- ☐ Confidence in public speaking
- ☐ Stress and anxiety management
- ☐ Interpersonal and teamwork skills
- ☐ Self-motivation and resilience
- ☐ Conflict resolution in group work

11. Would you be willing to integrate SEL strategies into your teaching if proper training and resources were provided?

- Yes
- No
- Maybe

Section 4: Open-Ended Questions

12. In your experience, how does students' emotional state impact their learning process, particularly in speaking activities?

(Open-ended response)

13. What recommendations would you make for incorporating SEL into higher education at Mila University?

(Open-ended response)

End of Questionnaire

Thank you for your time and valuable insights! Your responses will contribute to understanding the role of SEL in enhancing students' speaking skills and emotional well-being.

Appendix II :

Student questionnaire

Instructions:

- This questionnaire is anonymous and for research purposes only.
- Please answer all questions honestly.
- For each statement, choose the response that best represents your experience.
- Some questions may ask you to **rank, order, or select multiple responses**.

Section 1: Personal Information

Year of Study:

- ☐ First Year
- ☐ Second Year
- ☐ Third Year

Gender:

- ☐ Male
- ☐ Female
- ☐ Prefer not to say
- ☐ Other: _____

Age: _____

Section 2: Self-Awareness and Emotional Regulation

1. I can easily recognize and describe my emotions.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

2. When I feel stressed or anxious, I know how to calm myself down using specific strategies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. I understand how my emotions affect my academic performance and ability to focus.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. I can stay focused and motivated even when facing academic difficulties.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. Rank the following emotions in terms of how often they affect your academic performance (1 being the most frequent, 5 being the least frequent):

- Stress
- Anxiety
- Frustration
- Excitement
- Motivation

(Use numbers to rank, with 1 being the most frequent emotion, and 5 being the least.)

Section 3: Social Awareness and Communication

6. I feel confident expressing my opinions in class discussions and presentations.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. I can understand how others feel by observing their facial expressions, tone of voice, and body language.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. I can effectively resolve conflicts with classmates or friends in a positive way.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. I find it easy to work on group projects and collaborate with other students.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. Rank the following social-emotional skills in terms of how important they are for you to succeed in group projects (1 being the most important, 5 being the least important):

- Active listening
- Clear communication
- Emotional regulation
- Problem-solving skills
- Cooperation

Section 4: Stress and Resilience

11. I often feel overwhelmed by my academic workload and deadlines.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

12. When I face failure or setbacks, I can quickly recover and try again.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

13. I have strategies to manage academic pressure, stress, and exam anxiety.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

14. Please rank the following strategies in order of their effectiveness in managing your stress (1 being the most effective, 5 being the least effective):

- Time management
- Exercise or physical activity
- Meditation or relaxation techniques
- Talking to someone (friends/family)
- Taking breaks and disconnecting from work

Section 5: Perceptions of SEL (Social-Emotional Learning)

15. Have you ever heard of Social-Emotional Learning (SEL) before this questionnaire?

- ☐ Yes
- ☐ No

16. Do you think universities should provide programs to help students develop emotional and social skills?

- ☐ Yes

- No
- Not Sure

17. What social-emotional challenges do you face as a student? (Check all that apply)

- ☐ Difficulty managing stress
- ☐ Lack of confidence in social interactions
- ☐ Problems in group work and teamwork
- ☐ Difficulty understanding and expressing emotions
- ☐ Struggles with time management, motivation, and procrastination
- ☐ Fear of speaking in front of an audience
- ☐ Lack of emotional support from faculty or peers
- ☐ Other: _____

18. In your opinion, how can Mila University better support students' emotional and social well-being? (Open-ended response)

- [Open-ended text box]

End of Questionnaire

Thank you for your participation! Your responses will help improve student well-being at Mila University.

ملخص

تُعتبر أنشطة التحدث أحياناً صعبة على طلاب اللغة الإنجليزية كلغة أجنبية، وخاصةً أولئك الذين يعانون من الخجل وانعدام الثقة والقلق الاجتماعي والتوتر. يمكن أن يساعد التعلم الاجتماعي والعاطفي بكفاءاته الخمس (الوعي الذاتي، وإدارة الذات، والوعي الاجتماعي، ومهارات العلاقات، واتخاذ القرارات المسؤولة) الطلاب على التغلب على هذه التحديات، وتمكينهم من إدارة عواطفهم والمشاركة بنشاط في فصول التحدث. تهدف هذه الدراسة إلى استكشاف وجهات نظر المتعلمين والمعلمين حول تأثير برامج التعلم الاجتماعي والعاطفي في تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. ولتحقيق على ثقة الطلاب وطلاقة (SEL) هدف هذا البحث، طُرحت أربعة أسئلة: كيف تؤثر برامج التعلم الاجتماعي والعاطفي على قدرة الطلاب على الانخراط في التفاعلات الاجتماعية والمناقشات SEL التحدث باللغة الإنجليزية؟ كيف تؤثر برامج في تحسين مهارات التحدث لدى الطلاب؟ كيف يؤثر SEL باللغة الإنجليزية؟ ما التحديات التي تعيق التنفيذ الناجح لبرامج في التخفيف من هذه الآثار؟ SEL القلق اللغوي على قدرة الطلاب على التحدث بثقة، وإلى أي مدى يمكن أن يساعد للإجابة على هذه الأسئلة، صُمم استبيانان. الأول موجه لعشرة مُعلِّمين للغة الإنجليزية كلغة أجنبية، والثاني موجه لسبعين طالباً من طلاب السنوات الأولى والثانية والثالثة في مركز عبد الحفيظ بوصوف ميله الجامعي. كشفت نتائج الاستبيان أن الطلاب يواجهون العديد من الصعوبات اللغوية والعاطفية التي تُعيق أدائهم في التحدث. بالإضافة إلى ذلك، أبدى كلٌّ من المُعلِّمين والطلاب آراءً إيجابيةً حول تطبيق برامج التعلم الاجتماعي والعاطفي كحلٍّ للحد من مشاكل التحدث لدى الطلاب. وأخيراً، سيُدرّك الطلاب من خلال هذا البحث أهمية التعلم الاجتماعي والعاطفي في تحسين مهاراتهم في التحدث.

الكلمات المفتاحية: مهارات التحدث، التعلم الاجتماعي والعاطفي، صعوبات التحدث، وجهات نظر الطلاب والمُعلِّمين،
طلاب اللغة الإنجليزية كلغة أجنبية.

Résumé

Les activités orales sont parfois considérées comme difficiles pour les étudiants d'anglais langue étrangère, en particulier pour ceux qui souffrent de timidité, de manque de confiance en soi, d'anxiété sociale et de stress. L'apprentissage socio-émotionnel, avec ses cinq compétences (conscience de soi, autogestion, conscience sociale, compétences relationnelles et prise de décision responsable), peut aider les étudiants à surmonter ces difficultés, en leur permettant de gérer leurs émotions et de participer activement aux cours d'expression orale. L'objectif de cette étude est d'explorer les points de vue des apprenants et des enseignants sur l'influence des programmes d'apprentissage socio-émotionnel sur l'amélioration des compétences orales des étudiants d'anglais langue étrangère. Afin d'atteindre cet objectif, quatre questions sont posées : comment les programmes d'apprentissage socio-émotionnel (ASE) influencent-ils la confiance et la fluidité des étudiants à l'oral ? Comment les programmes d'ASE influencent-ils la capacité des étudiants à participer à des interactions sociales et à des discussions en anglais ? Quels obstacles entravent la mise en œuvre réussie des programmes d'ASE pour améliorer les compétences orales des étudiants ? Comment l'anxiété liée à la langue affecte-t-elle la capacité des étudiants à s'exprimer avec assurance, et dans quelle mesure l'ASE peut-elle contribuer à atténuer ces effets ? Pour répondre à ces questions, deux questionnaires ont été conçus. La première enquête a été menée auprès de dix enseignants d'anglais langue étrangère, et la seconde auprès de soixante-dix étudiants de première, deuxième et troisième année d'anglais langue étrangère (EFL) au Centre universitaire Abdehafid Boussof Mila. Les résultats du questionnaire révèlent que les apprenants rencontrent de nombreuses difficultés linguistiques et émotionnelles qui entravent leur expression orale. De plus, enseignants et apprenants expriment un avis positif sur la mise en œuvre de programmes d'apprentissage socio-émotionnel comme solution pour atténuer les difficultés d'expression orale des élèves. Enfin, cette recherche permettra aux élèves de reconnaître l'importance de l'apprentissage socio-émotionnel pour améliorer leur expression orale.

Mots-clés : compétences orales, apprentissage socio-émotionnel, difficultés d'expression orale, points de vue des élèves et des enseignants, apprenants d'anglais langue étrangère.