

University of Northampton

Title

An SEL Needs Analysis:

Sustaining and Improving Students' Adaptability to Change

Through The Inclusion of Social and Emotional Learning into

Higher Education.

Case Study: The University of Oran 2, "Mohamed Ben Ahmed".

Name

Houari Zidour

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By

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A Thesis Submitted for the Degree of Doctor of Philosophy

University of Northampton

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Abstract

The application of Social and Emotional Learning has been focusing on lower levels, from pre-school to high school, and has contributed to the success and the overall wellbeing of children and teenagers. This thesis therefore attempts to broaden the range of SEL application to include university and college students using the SEL five core competencies – Self-awareness, Self-management, Social-awareness, Responsible Decision-making, and Relationship Skills – to help students cope with university life after their transition from school, and also help them make an easy transition to the professional life.

I chose English for Specific Purposes (ESP) as a platform or medium to promote SEL, because this constantly growing field has moved from focusing on teaching the specialist vocabulary and texts used in the different domains to now look at the social discourses and identities of participants in certain communities of practice. In doing so, the field of ESP – and its practitioners – became more invested in supporting university students in their transition into these communities of practice, for example, lawyers, engineers, doctors. Thus, this thesis explores whether the combination of ESP and SEL skills can aid university students make a successful transition into their respective professions.

This thesis is built on exploratory research which employed a variety of research methods, which were amended due to some challenges I faced during my research journey. First, surveys were used as probing tools, and were distributed via emails prior to the first data collection trip. Second, an asynchronous discussion board was set up on Facebook, and aimed at gathering data on the social and academic aspects of the Algerian university students, as well as their mental and emotional wellbeing. Third, to replace the intended pilot intervention, it was necessary to collect data by asking the participants for their feedback on the SEL-based pilot intervention materials. Fourth, the teachers' interviews were designed to explore the Algerian

higher education experience from the teachers' perspective. Fifth, a reflective research diary was added as a research method, and a source of data to reflect on my journey and include myself as a subject for research.

The contributions of this research can be summed up in the following points:

1. Social and Emotional Learning can be incorporated into higher education settings.
2. It is possible to design an inclusive and proactive SEL-based intervention for all students.
3. SEL skills can be beneficial for all university students, not just the vulnerable.
4. SEL skills can support students through their transitional stages, namely school-university-work transitions.
5. SEL can help researchers overcome mental and emotional distress while conducting research in times of crisis and uncertainty.

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Second, I would like to thank my supervisors Dr Dave Burnapp, and Dr Qian Zhang for their continuous support, valuable feedback, and gracious guidance. I also would like to thank them for pushing me towards becoming the best researcher I can be, and for constantly reminding me how important my research is.

I will cherish your contribution to my research experience forever

I would not be who I am, and where I am now without the unconditional love and encouragement of my family. The support of my parents and my sisters has been the driving force for my success throughout my whole life, and especially in the last four years of this project. I will spend the rest of my life trying to repay my parents for everything they have done for me and my sisters.

I love you, and I hope I made you proud

I would like to express my love and gratitude for my best friend Terence Brown who has been an amazing support system for me mentally and emotionally, and has been an unwavering source of inspiration and motivation professionally as well. Special thanks to my second family here in the UK. The Browns have been there for me from the start of this journey, and their presence in my life has truly been a blessing.

I love you, and I am thankful for you

TABLE OF CONTENTS

Abstract	I
Acknowledgments	III
Table of Contents	IV
List of Figures	VIII
List of Tables	IX
Chapter 1 Overview	1
1.1.Introduction.....	1
1.2.Rationale of the Study.....	1
1.3.Context of the Research.....	2
1.4.Significance of the Study.....	3
1.5.Aims and Research Questions.....	3
1.6.Introduction to Key Concepts.....	4
1.6.1. Social and Emotional Learning.....	4
1.6.2. English for Specific Purposes.....	4
1.6.3. Students’ Transitional Journeys.....	5
1.6.4. Social Issues in Algeria.....	5
1.7.Thesis Structure.....	5
1.8.Chapter 1 Addendum.....	8
1.8.1. Introduction.....	8
1.8.2. The University Experience in Algeria.....	9
1.8.2.1.The Lack of Organisation.....	12
1.8.2.2.The Year 2019 Made Things Worse.....	14
1.8.2.3.The Year 2020: The Year of COVID-19 Pandemic.....	17
1.9.Conclusion.....	23
Chapter 2 Literature Review	24
2.1.Introduction.....	24
2.2.Social and Emotional Learning (SEL).....	24
2.2.1. Definition.....	25
2.2.2. Different SEL Theoretical Frameworks.....	27
2.2.2.1.The OECD Social and Emotional Skills Framework.....	27
2.2.2.2.The EU NESET Social and Emotional Education (SEE) Framework....	28
2.2.2.3.The CASEL Five Core Competencies Framework.....	30
2.2.3. Importance of SEL.....	32
2.2.4. SEL versus Specialist Mental Health Services.....	32
2.3.SEL in School Setting.....	35
2.3.1. Impact of SEL on Students, Learning and Teaching.....	36
2.3.2. Implementation of SEL in Schools.....	37
2.4.SEL in Higher Education.....	44
2.4.1. Relevant Literature.....	46
2.4.2. Critiques of Previous Interventions.....	52
2.5.English for Specific Purposes.....	55

2.5.1.	The Development of ESP.....	57
2.5.2.	Seeing ESP as an Aid to Transition.....	59
2.6.	The Students' Transitional Journey.....	61
2.6.1.	Transition from School to University.....	62
2.6.2.	Transition from University to Work.....	66
2.6.3.	ESP and SEL: a Recipe for Successful Adjustment.....	69
2.7.	Social Issues in Algeria.....	70
2.7.1.	Discrimination in the Algerian Society.....	70
2.7.2.	Youth Unemployment.....	80
2.8.	Conceptual Framework.....	82
2.9.	Chapter Summary.....	85
2.10.	Chapter 2 Addendum.....	86
2.10.1.	Introduction.....	86
2.10.2.	Reflective Research Diaries/Journals.....	87
2.10.3.	Reflexivity and Researcher's Positionality.....	88
2.10.4.	Conclusion.....	97
Chapter 3	Research Methodology Chapter.....	98
3.1.	Introduction.....	98
3.2.	Research Paradigms.....	99
3.2.1.	Theoretical Perspectives.....	99
3.3.	Research Design.....	102
3.3.1.	Exploratory Research.....	102
3.3.2.	Sampling.....	103
3.3.3.	Primary Research.....	106
3.3.3.1.	Surveys.....	107
3.3.3.2.	Focus Groups.....	110
3.3.3.3.	Teachers' Interviews.....	111
3.3.3.4.	SEL Pilot Intervention.....	112
3.4.	Emergency Plan.....	113
3.4.1.	Online Research.....	114
3.4.1.1.	Asynchronous Online Discussion Board.....	115
3.4.1.2.	Feedback on the Materials.....	118
3.5.	Data Analysis Approach.....	130
3.5.1.	Thematic Analysis.....	130
3.5.2.	Inductive Thematic Analysis.....	130
3.5.3.	Steps of Thematic Analysis.....	131
3.6.	Reliability and Validity in Qualitative Research.....	134
3.6.1.	Credibility.....	135
3.6.2.	Transferability.....	136
3.6.3.	Dependability.....	136
3.6.4.	Confirmability.....	137
3.7.	Chapter Summary.....	138
3.8.	Addendum 3 The Use of Reflective Diaries in Educational Research.....	139
3.8.1.	Introduction.....	139

3.8.2. Reflection on Data Collection Plans.....	140
3.8.3. Reflection on Thoughts and Emotions.....	141
3.8.4. Conclusion.....	143
Chapter 4 Research Findings.....	144
4.1.Introduction.....	144
4.2.Research Data and Findings.....	144
4.2.1. Data from Surveys.....	144
4.2.2. Data from the Asynchronous Online Discussion Board.....	152
4.2.3. Asynchronous Online Discussion Board Themes.....	157
4.2.4. Data from Feedback on the Materials.....	170
4.2.4.1.Self-awareness.....	171
4.2.4.2.Self-management.....	174
4.2.4.3.Social-awareness.....	177
4.2.4.4.Responsible Decision-making.....	180
4.2.4.5.Relationship Skills.....	183
4.2.5. Data from the Reflective Research Diary.....	186
4.2.5.1.Reflection on Data Collection Plans.....	186
4.2.5.2.Reflection on Data Collection Attempts.....	187
4.2.6. Data from Teachers’ Interviews.....	197
4.3.Chapter Summary.....	201
Chapter 5 Discussion.....	202
5.1.Introduction.....	202
5.2.Discussion of the Research Questions.....	202
5.2.1. Question 1.....	202
5.2.2. Question 2.....	208
5.2.3. Question 3.....	210
5.2.4. Question 4.....	213
5.2.5. Question 5.....	215
5.3.Chapter Summary.....	217
Chapter 6 Conclusions and Recommendations.....	218
6.1. Introduction.....	218
6.2. Main Findings of the Study.....	219
6.2.1. To identify the social issues affecting the emotional and mental wellbeing of the Algerian university students.....	219
6.2.2. To explore the impact of transitional stages on the English students at the University of Oran 2.....	219
6.2.3. To explore whether Social and Emotional Learning can benefit students in higher education settings.....	220
6.2.4. To explore the possibility of incorporating Social and Emotional Learning as a proactive and inclusive programme into the English curriculum at the University of Oran 2.....	220
6.2.5. To explore the benefits of SEL in identifying and overcoming the social and emotional issues arising when conducting research in times of crisis and uncertainty.....	221

6.3. Research Contributions.....	222
6.3.1. Social and Emotional Learning can be incorporated into higher education settings.....	222
6.3.1.1.An SEL-based proactive and all-inclusive intervention aimed for all students.....	223
6.3.1.2.SEL can help reduce the effects of stigma and shame amongst vulnerable university students.....	223
6.3.2. SEL skills can support students through their transitional stages, namely school-university-work transitions.....	224
6.3.3. SEL can help researchers overcome mental and emotional distress while conducting research in times of crisis and uncertainty.....	225
6.4. Limitations of the Study.....	226
6.5. Recommendations for Future Research.....	226
Bibliography.....	228
Appendix A.....	271
Appendix B.....	274
Appendix C.....	275
Appendix D.....	305
Appendix E.....	306
Appendix F.....	307
Appendix G.....	308
Appendix H.....	313
Appendix I.....	318
Appendix J.....	327
Appendix K.....	333
Appendix L.....	348
Appendix M.....	377
Appendix N.....	399

LIST OF FIGURES

Figure 1.1: Thesis Structure.....	7
Figure 1.2: An Ideal Learning Experience at University Level.....	10
Figure 1.3: The Learning Experience at University of Oran 2	11
Figure 1.4: Classes Cancelled Because of Strike.....	13
Figure 1.5: Exams Cancelled Because of Strike.....	13
Figure 2.1: CASEL Five Core Competencies Framework.....	31
Figure 2.2: The Tree of ELT.....	56
Figure 2.3 : Amazigh Banner.....	71
Figure 2.4 : Algerian National Flag.....	71
Figure 2.5: Conceptual framework.....	84
Figure 3.1: Research Methodology Tree.....	98
Figure 3.2: A Flowchart Representing the Initial Data Collection Plan.....	106
Figure 3.3: A Flowchart Representing the Emergency Plan.....	114
Figure 4.1: Participants' Responses of the Different Social Issues.....	146

LIST OF TABLES

Table 3.1: Schedule and Duration of the SEL Pilot Intervention.....	113
Table 4.1: Participants’ Responses Representing Additional Social and Academic Issues....	147
Table 4.2: Feedback on Self-awareness Materials.....	172
Table 4.3: Feedback on Self-management Materials.....	175
Table 4.4: Feedback on Social-awareness Materials.....	178
Table 4.5: Feedback on Responsible Decision-making Materials.....	181
Table 4.6: Feedback on Relationship Skills Materials.....	184
Table 4.7: Attempt Two of the SEL-based Pilot Intervention.....	192
Table 5.1: Feedback Themes and Codes.....	211
Table 5.2: My own Research Experience and SEL Skills.....	216

1. Chapter 1 Overview

1.1.Introduction

When students enter college or university, they start a new, exciting, and sometimes challenging chapter of their lives. With new rules, new people, and new courses comes a sense of confusion and possibly anxiety to many of the students. Such confusion and anxiety may be caused by fear of the future or the unknown, family or peer pressure, or social and emotional instability. In order to help the students adapt to university and achieve better results, some universities and colleges around the world offer counselling and career advice services, as well as promoting mental and emotional wellbeing programmes to students who are vulnerable and showing signs of depression, stress, anxiety and are in need of more attention than others. However, these services target only the students with obvious difficulties, and may overlook many others who may not show any signs of the above mentioned mental and/or emotional issues, students with early stage undetectable symptoms, or students who feel uncomfortable and reluctant to be identified as mentally and/or emotionally vulnerable. It is necessary to be clear from the beginning that this study is not about the specialist needs concerning mental health, but rather about the more general responsibility of all teachers concerning their duty of care for the wellbeing of all students.

1.2.Rationale of the study

The rationale behind conducting this research is to explore the possibility of designing a universal, all-inclusive, and proactive intervention based on Social and Emotional Learning (SEL) at the tertiary levels of education. This intervention would be included as part of the curricula (module or workshops) to facilitate the two transitional phases the students face: firstly, the transition from school to university, and secondly – and most importantly – the subsequent transition from university to work. The foundation of this intervention is built on SEL skills, which typically have been focused more on lower levels – preschool to high school

students – and have not expanded to reach university and college students where such skills may be even more needed. Furthermore, the motivation behind conducting this study is to potentially put the focus on students' wellbeing which may be overlooked in the Algerian higher education context.

1.3.Context of the Research

This study took place at the University of Oran 2 – my old university – where I explored the suitability and effectiveness of my SEL-based intervention. The university encompasses different faculties covering a range of disciplines including: Faculty of Law and Political Sciences; Faculty of Economic and Commercial Sciences, and Management; Faculty of Earth and Universe Sciences; Institute of Maintenance and Industrial Safety. I chose to conduct my research at the Faculty of Foreign Languages, and specifically at the English Department. This department covers a range of programmes based on English as a Second Language (ESL), English as a Foreign Language (EFL), and English for Specific Purposes (ESP), which is the main field I used to conduct my research (see section 2.5). My justification for choosing the English Department as my setting, English students as my population, and ESP as the platform to test my intervention is as follows:

First, English is a universal and international language, and it is the language in which SEL has emerged. Therefore, it is only logical to use it as a means to collect as much data as possible, and achieve the desired outcomes. Second, ESP has the ability to connect to different fields outside the spectrum of English grammar and literature, and impact the knowledge and identity of the communities of practice of those fields. Furthermore, ESP aims to equip the learners with the practical skills to use English effectively in their respective fields, therefore, it can be a good medium to promote SEL skills to fields other than English for Academic Purposes (EAP). Third, I have access to students, academic and administrative staff, as well as

knowledge of programmes and courses provided at the English Department, because of my past experience as a student at the university.

1.4. Significance of the Study

Generally speaking, this study will be of great benefit to SEL in terms of broadening its application to include students in higher education settings. In addition, this study could potentially benefit university/college students not only with their academic and professional performance, but also with their social and emotional wellbeing. Furthermore, this research can be advantageous for university students in Algeria specifically, as it introduces a new approach to students' wellbeing, in which the Algerian educational system may be unfamiliar with. Additionally, this study can help – to some extent – with the issue of stigma and shame amongst university students, because it aims to include all students without targeting those who may or may not have underlying mental and/or emotional problems.

1.5. Aims and Research Questions

The main aim of this study is to explore the gap between the application of SEL in schools, and the lack of SEL at university level. In addition, it aims to investigate the ways in which SEL can aid university students through their transition from school to university, and then from university to work. In order to accomplish these objectives and get the desired results, the following research questions were devised:

- What are the social issues affecting the social and emotional wellbeing of the Algerian university students?
- What impact can school-university-work transitions have on the students on the ESP programme at the University of Oran 2?
- How can Social and Emotional Learning benefit students in higher education settings?
- How to incorporate Social and Emotional Learning as a proactive and inclusive programme into the English curriculum at the University of Oran 2?

Later, as will be explained, a further research question was added:

- What are the social and emotional issues arising when conducting research in times of crisis and uncertainty?

1.6.Introduction to Key Concepts

1.6.1. Social and Emotional Learning

Social and Emotional Learning encompasses a number of life skills, which are aimed at helping young people face and adapt to the ever-changing world surrounding them. The SEL skills developed by the Collaborative for Academic, Social and Emotional Learning (CASEL) framework (see section 2.2.2.3) cover five significant interpersonal and intrapersonal areas, namely self-awareness, self-management, social-awareness, responsible decision-making, and relationship skills. The application of SEL has been limited to school children (see section 2.3), with only a number of research articles and studies exploring the different ways to incorporate it in higher education settings.

1.6.2. English for Specific Purposes

English for Specific Purposes (ESP) is a branch of ELT, which focuses on teaching specialised language (including vocabulary and grammar, genres of texts, and discourse requirements and conventions) to students of professional and practical fields such as Law and Medicine. The aim of an ESP course is to allow learners to communicate effectively in their respective fields, where English is spoken interchangeably with one other language or more. In other words, the field of ESP has contributed tremendously to the development of EFL/ESL, and has allowed non-native speakers of English to be exposed to a wide range of academic and professional skills. This will be explored more deeply in (section 2.5).

1.6.3. Students' Transitional Journeys

In the world of academia, the students are constantly evolving and moving from one level to the next. However, there are two significant transitions that determine the rest of the students' personal and professional lives. First, the transition from school to university represents the stage where students start taking responsibility for the decisions and choices they make. Moreover, they move from a guided learning environment, to a more independent and less structured one. Therefore, this change not only affects the academic aspect of the students' lives, but also their personal and social behaviours. Second, the transition from university to work represents the final step towards adulthood. As the students approach graduation, they begin to think about their career paths, which in its turn causes them to feel the pressure of personal, social, and professional expectations. This will be further explored in detail in (section 2.6).

1.6.4. Social Issues in Algeria

As in many countries around the world, Algeria has many social issues which affect the security and wellbeing of all citizens. Different factors contribute to the spread of such social issues, which in their turn can cause serious mental and emotional instability to people of all ages and of different backgrounds. However, one of the most affected social clusters is young people. University students and graduates are particularly susceptible to negative social factors that may hinder their personal, academic, and professional progress. This will be discussed in detail in (section 2.7).

1.7. Thesis Structure

The thesis is composed of six main chapters and three addenda appended to the first three chapters. The first chapter provided an overview on the research aims and objectives, and introduced the areas covered in the research project.

The chapter started with the development of English for Specific Purposes, and its ever-growing role in the world of English language teaching, and the impact of ESP in preparing its learners to transition from academia to professionalism. Secondly, the chapter introduced the possible social issues affecting the Algerian university students, and also provided an overview on the transitional stages (school-university-work). This chapter also put forward the concept of Social and Emotional Learning which is the cornerstone of my research. As will be made clear throughout this thesis my research was affected by enormous setbacks, first in Algeria and then globally, therefore I added an addendum to the overview chapter because of the unprecedented challenges I faced during my data collection. The addendum sheds the light on the political and social unrest in Algeria, in addition the spread of the COVID-19 global pandemic which prevented me from collecting my data. This made the situation worse for me, but the setbacks created the opportunity for me to widen my research and hence to generate an extra research question. The second chapter reviews the literature on the different points introduced in the overview chapter. In other words, it covers the literature on ESP and SEL as two separate strands, and also as a combination to help university students in their transitions. It reviews the literature on the different social issues within the Algerian society, and ends with a comparison between SEL in lower and higher levels. Also, it clarifies the distinction between SEL skills and the specialised mental wellbeing services. The addendum for this chapter reviews the literature on reflexivity in educational research, and it relates the literature to my own experience as I reflect on the difficulties in my own journey of transition from student to researcher. The third chapter describes the research methodology employed, including the process of sampling and recruitment of participants, research methods, and data collection and analysis procedures. Thus, this chapter's addendum tackles the use of reflective diaries in educational research as a research method. The fourth chapter presents all the research findings I collected through my research methods (surveys, asynchronous online discussion board,

feedback on the materials, teachers' interviews, and reflective diary). I decided not to have an addendum for this chapter because the data from the reflective diary are presented as a section within the main Findings Chapter. The fifth chapter discusses the research findings and how they helped the discussion of all the research questions. Similarly, there is no addendum for this chapter as the discussion concerning the extra research question generated from my own research journey in times of crisis and uncertainty was addressed as part of the main Discussion Chapter. The sixth chapter provides a summary of my findings, my contributions to the theories and practices of the field of SEL, and recommendations for future research. Again, this chapter does not contain an addendum because the main findings and research contributions of the extra research question are discussed within the main chapter.

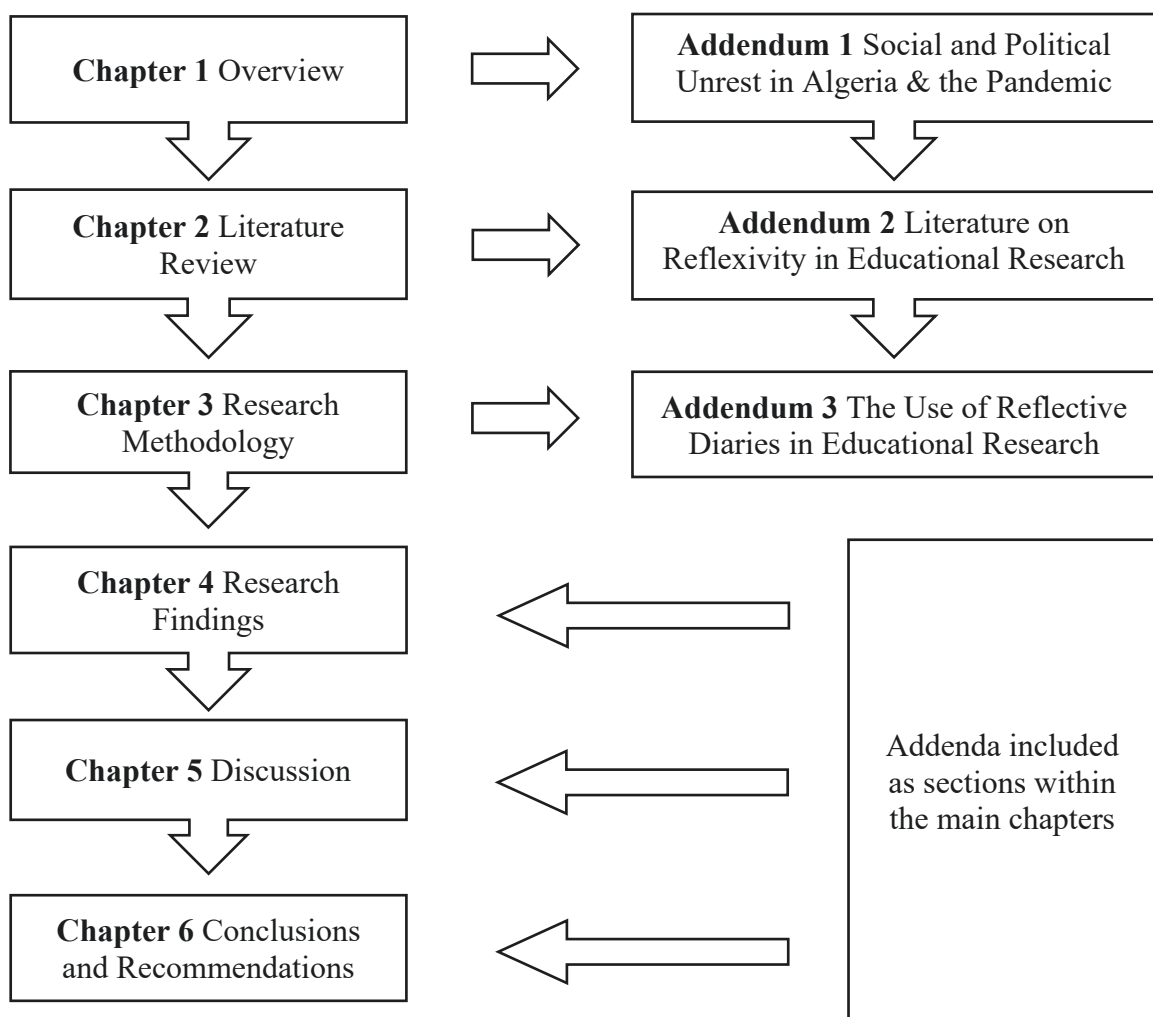


Figure 1.1 Thesis Structure

1.8.Overview Chapter Addendum: Social and Political Unrest in Algeria and the Pandemic

1.8.1. Introduction

After twenty years of rule under the same president, Algerians finally decided to speak up and seek changes in the political and social structures. Therefore, in 2019 thousands of Algerians started gathering in streets expressing their discontent and frustration with the heads of the government, and even asked for punishments to be imposed upon those who are seen as corrupt and dishonest. With the momentum gradually building up, the strikes and marches started affecting the daily routines and activities for different members of the society, however the highlight of the movement of 2019 was the participation and commitment of young people. In other words, university students took charge on behalf of the people and soon led the movement across the country which was a positive push to achieve everyone's demands. Nevertheless, the students focused exclusively on the movement, leading them to boycott their classes and causing university campuses to close. The negative side of the 'righteous' movement against corruption only started to show when tests and exams got delayed and many universities fell behind schedule which made them more disorganised than they usually are. Additionally, the students, academics, and administrative staff faced a lot of pressure and stress because the academic year was passing by and everything was put on hold.

In addition to the social and political unrest in Algeria, the outbreak of the coronavirus made matters worse and halted any attempts for Algerian universities to get back on track because they were closed as part of the lockdown measures to control the spread of the virus. Hence, the socio-political instability in Algeria, followed by the COVID-19 pandemic outbreak, made planning research impossible to predict because they occurred simultaneously. Consequently, the situation as a whole has been affecting me as a researcher, in particular hindering my data

collection processes, and causing me a great deal of stress which forced me to create an emergency plan to be able to move forward.

1.8.2. The University Experience in Algeria

As an Algerian who had graduated from an Algerian university, I experienced every possible aspect of higher learning both positive and negative. Therefore, when I embarked on my doctoral journey and my research started to come together, I realised that choosing an Algerian university to collect my data would be challenging for a number of reasons, but at the same time an Algerian university would make the perfect setting for data collection in relation to my topic, which revolves around students' social and emotional wellbeing.

As I was writing up my research proposal and planning my data collection process, I was dreading the day when I would actually go to Algeria for data collection trips. I knew it was not going to be an easy task to accomplish due to the lack of organisation at the university, which has always been an issue at university level across the country. For example, universities in Algeria may not provide a well-rounded learning experience to the students; there is a lack of information technology in most universities, there are old-fashioned study halls, and also there is poor security and safety measures. I have created this simple diagram below to showcase what an ideal university learning experience entails.

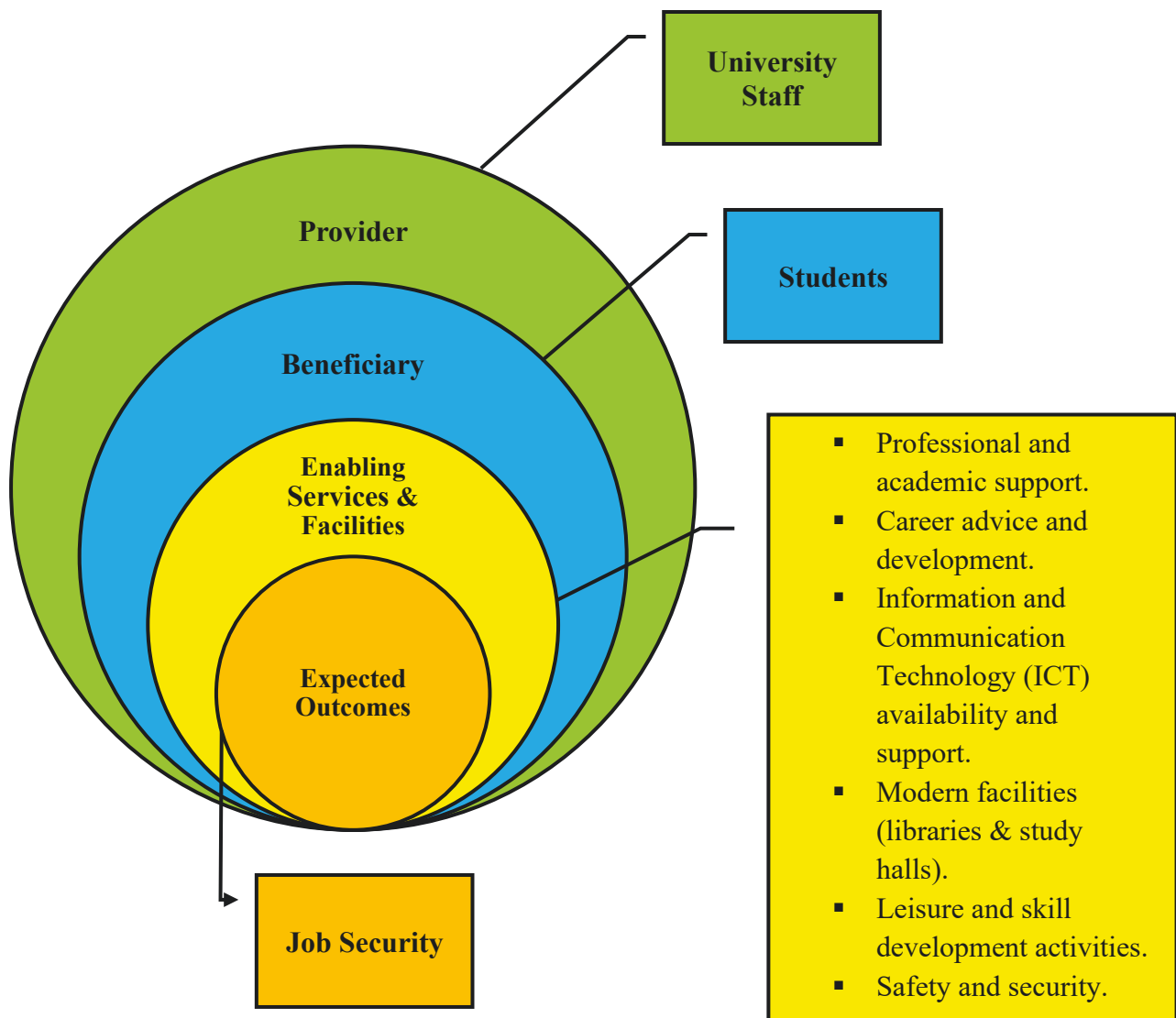


Figure 1.2 An Ideal Learning Experience at University Level

I created this diagram based on my own experience in non-Algerian universities, namely the University of Canterbury Christ Church and currently the University of Northampton. Compared to the University of Oran 2 where I studied for five years, the two UK universities have so much more to offer than simply old-fashioned course delivery. In other words, university students in the UK do not just come to study and have lectures dictated to them then go home, then do that repeatedly throughout the year. They have a range of programmes and disciplines to choose from based on their desires and needs, they also have diversified and modern ways of course delivery. Furthermore, they benefit from extracurricular activities such as sporting events, workshops, artistic and creative activities. Algerian universities on the other hand may lack that stimulating and inspirational learning experience. According to Bouazid and Le Roux (2014, p. 10), “Most students perceive their lecturers’ teaching as fundamentally

theoretical, teacher-centred with very little opportunity for student interaction. Students describe the teaching strategies as antiquated, uninspiring and indifferent to students' learning preferences or interests”.

I have created another diagram describing the University of Oran 2, again based on my own experience as well as interaction with the current students (my research participants).

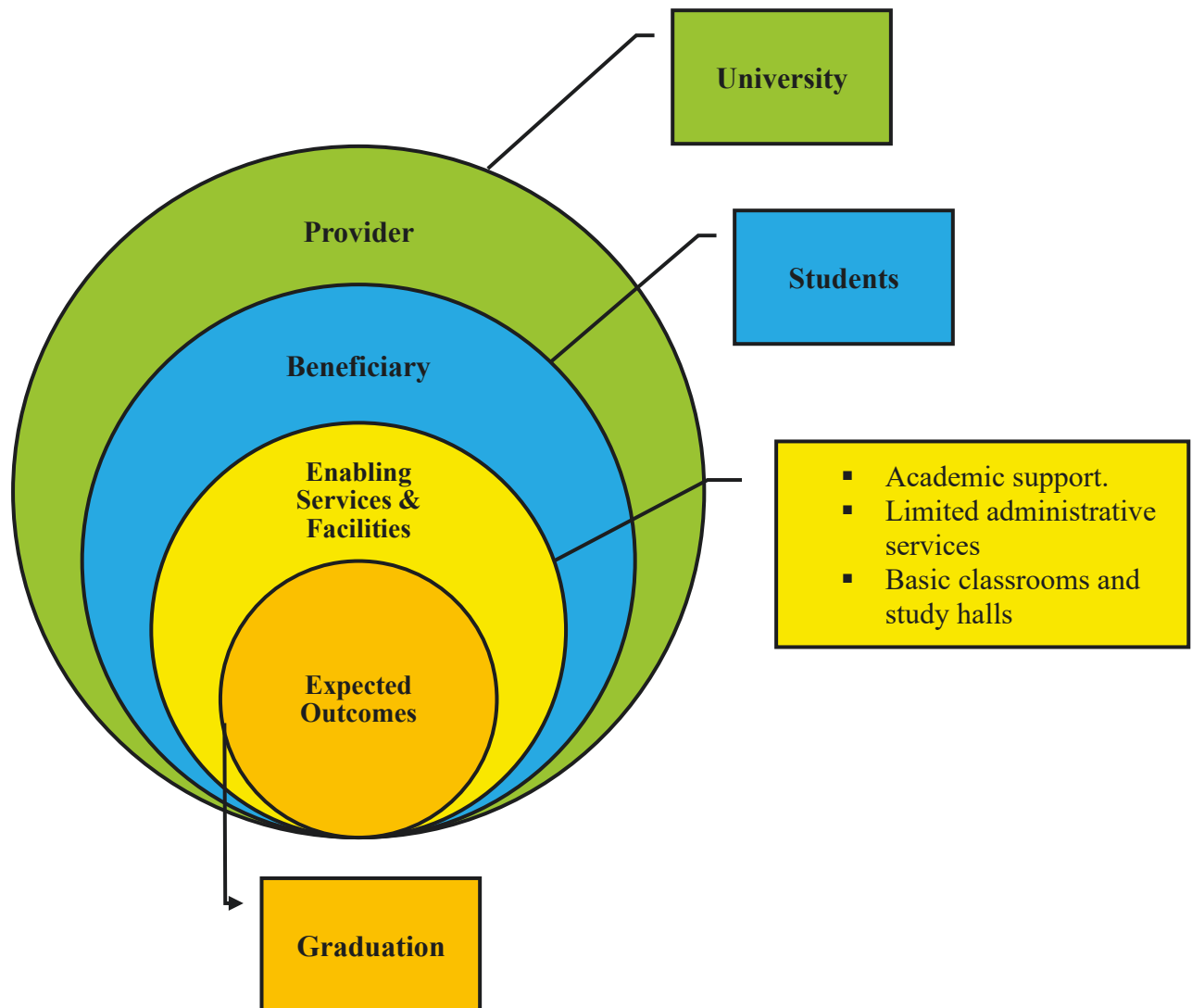


Figure 1.3 The Learning Experience at the University of Oran 2

Just by looking at the two diagrams, one can understand why Algerian students have been complaining about the situation at university level and the issues affecting higher education in Algeria. The overall situation of higher education in Algerian universities has been affecting

the students' performance and disrupting their progress because of weaknesses in the administration, an outdated educational system, and only basic and underdeveloped facilities. As a postgraduate researcher who planned to collect his data at the university, it has been extremely frustrating NOT being able to gather data on site, or meet up with participants (students and teachers). The reasons behind the failure of two data collection trips are numerous, and they will be discussed in detail below:

1.8.2.1. The Lack of Organisation

Before travelling to Algeria for my first data collection trip, I was keeping myself updated on the situation in the country with the focus on what was happening at the university. I was reading posts on Facebook, and asking my participants online to know what to expect. There was a running theme that university activities like lectures and even tests and exams were delayed by recurrent strikes – which I did not find surprising as this has always been the case when I was a student there – led by a group calling itself the General Union of Algerian Students (UGEA). As far as I am aware, this group was formed out of nowhere, and was not elected by students nor designated by the university.

The group is very different from students' unions I have seen at the University of Northampton or Canterbury Christ Church University, their aims are unclear and they tend to shut down the university whenever they see fit, which disrupts classes and delays exams. In order to portray the effects of this union on the university's overall progress, I have copied two screenshots of posts by random students and by the union itself.

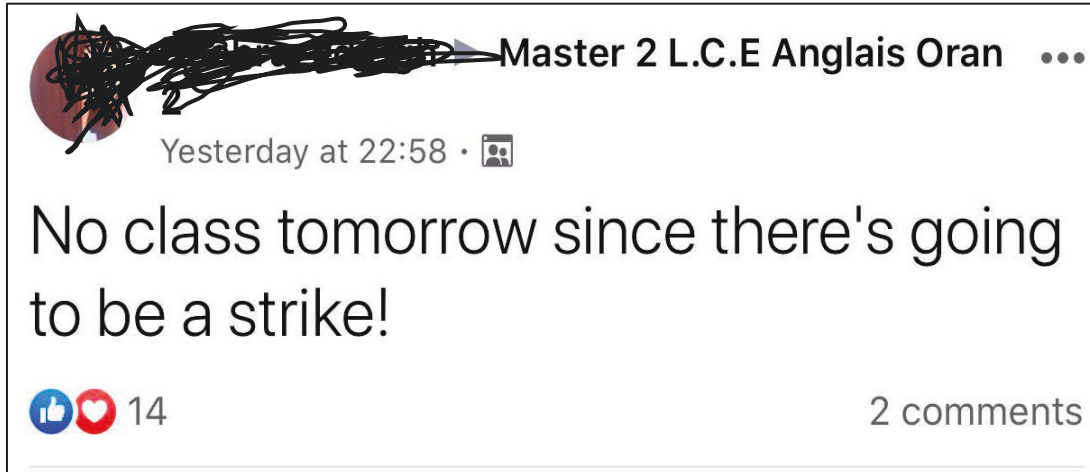


Figure 1.4 Classes Cancelled Because of Strike



Figure 1.5 Exams Cancelled Because of Strike

Translation:

“The General Union of Algerian Students.

Department of Foreign Languages, Oran.

Starting from Sunday 16th of February, the members of the union will go on an open strike at Auditorium (1, 2, 4, 5) and Block J, therefore, there will be no exams for English and French majors. As far as Spanish and German majors are concerned, we wish them the best of luck in their exams”

I made sure to contact all participants (teachers and students) who had earlier agreed to take part in my pilot intervention, focus groups, and interviews. However, when I got to Algeria and started my data collection at the university, some of the students had cancelled attending the sessions because they were busy trying to solve issues related to test and exam marks, others did not respond to the emails and texts stating the dates and times of sessions. Leaving a detailed email to all participants, I went to the university hoping some of them would show up to at least do the focus group session, but unfortunately only two students actually met me, which was not enough to do anything that day. I had printed copies of my surveys to distribute at the department of English, however, the administration offices were crammed with students complaining about different academic and administrative issues, and many of them were too tense to even consider taking some time to answer the survey because they would rather sort out their problems. In all fairness, I do not blame the students because I have been through all this when I was a student and it is a shame things have not changed.

1.8.2.2. The Year 2019: Social and Political Unrest in Algeria

The University of Oran 2 has always had administrative and organisational issues to begin with, however, for the past year and half Algeria has been living through a turmoil of political unrest, followed by some ethnic and religious issues. “The acute risk of political instability has been growing steadily in Algeria since early 2019” (Porter, 2019). Although this call for change was peaceful, it did bring more disruptions and interruptions in the overall structure of the country, but more precisely it has affected higher education greatly and caused universities to be closed frequently, and classes and exams had to be put on hold or postponed quite a few times. Mazzouzi (2019) maintains that university students had a big impact in supporting and nurturing the protests that began in February 2019, especially, when the former president, Abdelaziz Bouteflika, announced his intention to run for another term after ruling the country for 20 years. As a reaction to the general public’s discontent and rejection of Bouteflika’s

attempt for a fifth presidential term, the president decided to step down. Nevertheless, the protests continued calling for radical changes in the government with emphasis on improvements in education and other social services. Aziz (2019) confirms that the Algerian *Hirak* (which is the name given to this period of demonstrations and unrest) has been planned mostly by young people who relied greatly on social media to fuel and communicate the protests. This movement has been powered by both the frustration of general issues affecting society as a whole, and also the social and economic problems affecting the students specifically. Evans (2013) claims that Algerians are displeased and angry about the political and economic corruption in the country. Many believe that there are politicians who work behind the curtains to control the system for their own benefits. He further states that these elite groups compete with each other to operate at the top of the system, thus the general public believe that they pull all the strings and are behind or involved in a suspicious manipulation of the country's resources. Also Ghanem-Yazbeck (2018) writes, "Corruption serves as a key feature of Algeria's system of governance and an important conflict-resolution mechanism for stabilizing the political order". Thus, realising that this situation has been in existence for years, young people and especially students made sure to express their frustration in the early days of the protests. They organised the protests through social media posts in order to influence others to boycott classes and protest on closed university campuses, educational institutions, and in public venues. Since the majority of marchers in the *Hirak* have been university students, this made getting back on track with studies even harder. According to Mazzouzi (2019), Ali Ghamaz, who is an inspector at the Ministry of Higher Education and Scientific Research, disapproved of the students' on-going association with the strikes, claiming that the way it was carried out was making it harder for the ministry to keep track of the universities' progress. He also announced that the ministry was well-aware of the needs and demands of academics and students, and where they stand with regard to the situation of higher education in Algeria, thus,

he claimed that all the demands had been forwarded to and considered by the ministry. Furthermore, Ghamaz emphasised the importance of separating the political movement on the streets from the educational experience on the actual campuses.

Although the new candidate Abdelmadjid Tebboune won the elections on December the 12th 2019, and became the new president of the country, many Algerians continue to go on protests and strikes to make sure that he puts an end to all the corruption that has been prevalent in Algeria for decades, and to help the country get through this critical transitional phase. The protestors gather weekly in central Algiers reciting different slogans, including ‘we will not stop’ as proof of their determination to change the system (The New Arab, 2020). Essentially, there has been no known or clear leader for the movement since its inception because the majority of Algerians have one common goal, which is a radical change in all sectors (political system, economy, social services, education). As far as education is concerned, university graduates seem to have more reasons to protest against the government, for instance unemployment, corruption, and empty promises (Ould-Ahmed, 2020).

As an Algerian citizen, I have been sharing the same fears and concerns other Algerians have. Therefore, knowing what was happening back in Algeria and with my data collection trip getting closer, I began to feel nervous regarding the amount of data – if any – I would be able to collect, especially the pilot intervention (the details of the intended data collection methods are given in the Methodology Chapter, section 3.3.3). Nevertheless, I still went on my first data collection trip with an open mind and fully prepared for any challenges that may occur. For example, I emailed surveys to the participants, and I had most of them answered and sent back to me even before travelling, because I had a hunch that I would not have enough students answering my hard copies, and it turned out I was right.

Emailing the surveys proved to be more successful and allowed me to collect more than actually distributing them on site, however it was impossible to go through with my focus

groups and pilot intervention. Therefore, I had to reconsider my research methods and rely on online research. I decided – or I was forced for a better term – to postpone my pilot intervention and try again in a few months hoping the situation in Algeria, and by extension in the university, would be calm enough to conduct the class-based intervention. Therefore, I had to come up with an emergency plan to collect as much data as possible during the first trip. After consulting the supervisory team and updating my research proposal and ethics application, I changed from having focus groups to creating and running an asynchronous online discussion board, which has been more useful and easier to conduct than focus groups. Again, this switch from fieldwork to online research has proved to be more effective and easier to manage, and I was pleased and relieved that I have made the right decision. However, I was left with another problem which was the teachers' interviews. Having only one teacher actually attending the session was really disappointing, especially when some teachers promised to participate and then did not actually stick to it. I emailed the rest of the teachers a few times trying to confirm the time and date of the interviews, however they never replied. Although this was stressful and upsetting, I knew I could do these interviews via skype, or I could send the questions to the teachers and they hope they would answer.

The pilot intervention is the most important part of my research, leaving it to a second trip was more of a hope than a plan because students' willingness to participate plays a vital role in the success of this intervention.

1.8.2.3. The Year 2020: The Year of COVID-19 Pandemic

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like

cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness (World Health Organisation, 2020)

With the fast and increasing outbreak of the COVID-19 around the world, many countries have forced the public to stay at home and avoid all unnecessary contact with each other, in an attempt to prevent the virus from further spreading and causing more cases and fatalities. Furthermore, some drastic measures had to be put into place by governments, such as closing nonessential businesses, leisure and entertainment venues, self-isolating, and also enforcing partial and full lockdowns. Whether the lockdown is partial or complete, it will affect many people on different levels; financially, socially, mentally and emotionally. The coronavirus pandemic is very detrimental to the economic system having an instantaneous and prominent impact on people's ability to make a living. In other words, the COVID-19 has more of an impact on individuals and families with intermediate and low incomes, therefore, these people might find the idea of a lockdown as injustice and/or inequality towards them and their families as they face more challenges than those who are considerably wealthier (Sekuj, 2020; ICAEW, 2020; Chaffin and Johnson, 2020). However, whether someone is poor or rich does not mean people are allowed to put themselves and others at risk, and they must realise that the virus does not distinguish between them based on their social classes. Thus, governments around the world adopted and instructed different degrees of lockdown and social-distancing measures. Algeria for example, responded to the pandemic by cancelling social gatherings such as sporting events and cultural festivities. Furthermore, all schools, universities, and mosque were closed to stop the spread of the virus. In public, the government advised social-distancing and thorough hygiene. With regards to travel, national and international restrictions were put in place, thus the public was banned from leaving and entering the country, or travelling between cities except for medical emergencies. Lastly, lockdown measures were established differently

from one region to another – full lockdowns, partial lockdowns, and curfews – depending on the severity and numbers of the cases (Hamidouche, 2020).

These rules and measures were not implemented gradually to give people enough time to prepare themselves for such unfortunate circumstances. Therefore, the situation may take its toll on many people not only financially, but also mentally and emotionally. For fit and healthy individuals this may be generated from changes in daily routines such as not going to work, exercising, leisure, shopping, not going out for meals with friends and family, and not travelling. According to Danese (2020), being deprived of all these pleasures may cause some mental and/or emotional instability starting with low levels of stress to alarming signs of anxiety and depression. Furthermore, Abgarian (2020) argues that these symptoms may be temporary in the case for people who are generally mentally and emotionally stable, and their feelings are perfectly justifiable and understandable given the circumstances. Contrariwise, for those individuals suffering from pre-existent mild or severe mental issues, they may be at risk of harming themselves or even committing suicide.

The fear of any possible mental or emotional damage caused by the lockdown urged the governments to emphasise the importance of mental health and wellbeing, therefore, experts in the field have been posting and sharing techniques, activities, pieces of advice on how to deal with the impact of the lockdown and by extension the pandemic. In the case of Algeria however, there has been a lack of focus on the general public's mental wellbeing during the pandemic. One study by Madani, Boutebal, and Bryant (2020) confirmed the psychological impact of lockdown and self-isolation measures during the pandemic, and revealed changes in the behaviours of many Algerians. That being said, the government has not implemented any guidelines or strategies to support the Algerians mentally and emotionally during this difficult time.

Other countries take the issues of mental health seriously, and have established guidelines to reduce the negative impact of COVID-19 on the people's wellbeing. For example, the UK has proposed different measures to help relieve the stress and anxiety of the lockdowns, social-distancing and/or self-isolation. Public Health England (2020) provides some instructions to help get people's minds off the unfortunate situation:

1. Maintaining virtual relationships with friends and family (telephone/video calls).
2. Accepting and offering help without overstepping the rules and guidelines of social-distancing.
3. Sharing the strategies used to cope with the stress and anxiety of lockdowns, to benefit oneself, family, and friends.
4. Maintaining physical exercise and healthy diet would help lift up one's spirit and reduce stress.
5. Maintaining regular healthy sleeping patterns would help with mental and physical wellbeing.
6. Controlling the source and frequency of news one is exposed to could help them be mentally prepared for unpleasant updates.
7. Finding credible sources you can trust such as official government and medical websites – in the UK's case [GOV.UK](https://www.gov.uk), or the [NHS website](https://www.nhs.uk).
8. Creating positive new routines, and engaging in useful activities (such as cleaning, cooking or exercise) or meaningful activities (such as reading or calling a friend).
9. Focussing on doing favourite hobbies, and learning new things.
10. Spending time in green spaces, enjoying fresh air and sunlight in the garden or balcony can boost one's mental and physical wellbeing.

The recommendations presented above may be very helpful in coping with the lockdown and social-distancing. However, for researchers such as myself who rely on fieldwork trips and

face-to-face interaction with the participants, the outbreak of COVID-19 was abrupt and unpredictable.

I became frustrated because the situation in Algeria made it impossible for me to collect the data as I had planned at the beginning of my research journey. It was even more worrying that I might not be able to go on data collection trips or try and meet my participants to conduct my pilot intervention. York (2020) writes that many researchers found themselves forced to adapt to the global crisis that obstructed data collection trips and fieldwork activities, especially with the travel restrictions/bans, and full lockdowns. Therefore, it is imperative to be aware of the emotional pressure on the researchers and their population under study.

In the light of these unfortunate events that have been affecting my research, I came to the realisation that I myself may be in need of social and emotional support as a researcher. At first, it was surprising to me that I might be in need of the same social and emotional support I have been researching and seeking to promote for others. Researching in this time of uncertainty has been challenging and discouraging at times, especially when I felt that my research was not moving forward because of events out of my control. Ansoms (2020) argues that many researchers who conduct their research in uncontrollable and obstructive circumstances, usually experience tremendous stress and anxiety. Furthermore, Hargreaves, Wilde, and Lane (2017, p. 3) state that “the effects of stress and frustration due to research and uncertainty regarding careers become greater with the progress of the doctorate”. As far as I am concerned, ‘uncertainty’ has been represented in two factors, (1) social and political unrest in Algeria, (2) the outbreak of the COVID-19 pandemic. Maglio and Pherali (2019, p. 116) argue that “conducting research in conflict or disaster-affected settings poses major ethical and methodological challenges relating to the vulnerability of both participants and researchers”. I personally felt helpless at times, and not being in control over my own research pushed me to question some of the choices I had made, especially with time flying by and the submission

deadline approaching rapidly. Moreover, the feeling of possibly disappointing those who are expecting excellent work, including my parents, my supervisors, the Algerian government (the sponsor of this research) has put more pressure on me. However, knowing that my research is worthwhile and promising regardless of the obstacles, I came to the realisation – after consulting with my supervisory team – that I need to make use of social and emotional learning skills such as self-awareness and self-management to cope with the recent events and to design an emergency plan to gather more data using a different method. One of the skills I am promoting as part of my SEL-based pilot intervention is ‘Building Resilience’ in the self-awareness course, and it would be somewhat hypocritical if I promote a skill that I do not myself possess or use as a researcher. Accordingly, Clarence (2016) explains the notion of researcher resilience as “the ability to manage disappointment and unexpected hurdles and keep making progress, encouraging and bolstering yourself along the way”. Additionally, managing my stress as well as my time are also skills that would help me stay on track and maintain my progress, and would keep me prepared to face and adapt to any unexpected future challenges.

1.9.Conclusion

The past year and half has had some ups and downs on so many levels. On a national level, Algeria has been through a turmoil of social and political issues affecting society as a whole (citizens and institutions). Furthermore, on an international level humanity has witnessed the outbreak of the COVID-19 pandemic which may signify what is called the new normal. This pandemic is a serious global phenomenon that has been affecting health sectors, economy, politics, culture, and even education. Speaking of education, both the social and political unrest in Algeria and the pandemic have affected me as a researcher on a personal level (stress and anxiety) and on an academic level (my data collection process). Therefore, I consulted with my supervisors and came up with an emergency plan (see section 3.4) to overcome these challenges and collect the data I need. Accordingly, I decided to add another research question to reflect on the obstacles I faced, and at the same time generate more data for my research project from on my own research diary. The suggested question is as follows:

What are the social and emotional issues arising when conducting research in times of crisis and uncertainty?

2. Chapter 2 Literature Review

2.1.Introduction

In this chapter I present and review the literature on the different approaches and phenomena covered in my research. First, I introduce the literature defining Social and Emotional Learning (SEL) and its importance, I also discuss the theoretical frameworks surrounding the concept, and highlight the differences between SEL skills and the existing approaches used to promote students' wellbeing at colleges and universities. Second, I review the application and the impact of SEL in school settings. Third, I present the literature tackling SEL in higher education, as well as critiques of previously established interventions. Fourth, I discuss the development of English for Specific Purposes in relation to identity and communities of practice, and also the possibility of using English for Specific Purposes as a platform to promote Social and Emotional Learning, and combining these approaches to help students make a successful transition from study to work. Bringing together two different approaches of education – English for Specific Purposes (ESP) and Social and Emotional Learning (SEL) – is important for my research, therefore, this section discusses the history and development of ESP, and some of the theories and methods that have emerged within the wider English Language Teaching (ELT) field leading up to the conceptualisation of ESP. Fifth, I review the literature on the transitional stages (school-university-work). Sixth, I consider the literature concerning the social issues that may be affecting the social and emotional wellbeing of the Algerian university students.

2.2.Social and Emotional Learning (SEL)

The need for people to have social or emotional support of any kind has been attracting the attention of many in the field of psychoeducation. The success or failure of people in relation to socio-emotional issues has existed for decades, and individuals showing signs of depression

or anxiety occasionally turn to psychologists, therapists, and counsellors for help and guidance. In some countries many people seek private counselling and pay considerable amounts of money for weekly or monthly sessions, depending on the mental state and needs of the client or patient. This practice has shown a significant increase in the field of education, where schools have acknowledged the importance of counselling in fostering the academic and personal skills of children. Although the sources and impact of social issues in Algeria were identified (see section 2.7), however, the Algerian educational system may be overlooking or neglecting the importance of any form of counselling or career guidance in its approach to curriculum design. Therefore, while researching this area, I have come across the term Social and Emotional Learning (SEL).

2.2.1. Definition

According to Beaty (2018), the general concept of Social and Emotional Learning dates back centuries to the Greek civilisation. Specifically, the notion that later developed into what is now called SEL, originated from Plato's theory that recognised the importance of combining both academic knowledge and character building to help children integrate positively in their communities. Thus, the modern term 'Social and Emotional Learning' is believed to have first been coined during the early meetings of what is currently known as the Collaborative for Academic, Social, and Emotional Learning (CASEL). According to Poortvliet, Clarke, and Gross (2019), most of the research tackling SEL tend to adopt the CASEL's prevailing and commonly used SEL definition, which has been recently updated:

An integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain

supportive relationships, and make responsible and caring decisions (CASEL, 2020)

Many academic works discussing SEL and its application – more or less – rely on this definition. However, there are slight differences in describing how SEL is perceived. For example, unlike CASEL that defines SEL as a *process*, Zins and Elias (2006) define SEL as the *capacity* to identify and regulate emotions. Furthermore, McKown (2017) define SEL as the set of cognitive, behavioural, and regulatory skills. Personally, I view SEL as a comprehensive *approach* to teaching effective personal and social skills to children, adolescents, and adults. Therefore, the definition presented above by the CASEL framework (see section 2.2.2.3) provides the fuller meaning and function of SEL, and the aim of each of the five core competencies (Domitrovich, 2015, p. 5):

- Self-awareness: is the skill that allows people to identify their emotions, feelings, and thoughts which may influence the way they act and react to their surroundings. It also helps develop a sense of awareness regarding one’s strengths and weaknesses by promoting self-confidence.
- Self-management: is the ability to control and manage one’s emotions and behaviours effectively in different circumstances, for example stress, impulses, and self-motivation.
- Social-awareness: this skill is all about understanding social and ethical norms, and most importantly having a sense of empathy for other members of society regardless of their background, culture, origin, or religion.
- Relationship skills: this skill promotes the positive and healthy relationships with all people. Its focus is on helping people communicate clearly, listen and interact with each

other actively, be able to negotiate conflict in a civilised manner, and seek and offer help when needed.

- Responsible decision-making: is the ability to make rational and conscious choices with respect to personal behaviours and social interactions based on considerations of ethical standards, safety concerns, the assessment of consequences of various actions, and the wellbeing of oneself and others.

The positive impact of the skills discussed above, and continuous research has put the value of SEL programmes on the map, where members of the society and policymakers have been supporting and nurturing the social, emotional, and academic growth and success of young people.

2.2.2. Different SEL Theoretical Frameworks

A theoretical framework is the synthesis of previously established and published concepts and theories, which guide a research project and connects the different components of one's research in order to produce a coherent, logical, and credible work. Furthermore, the theoretical framework defines the philosophical, epistemological, methodological, and analytical paradigms that make up the research (Grant and Osanloo, 2014; Kivunja, 2018).

Research on social and emotional learning has been generating new theories and underpinnings to promote socio-emotional skills in educational contexts, and to cater to different needs (Dusenbury *et al.*, 2019). Therefore, I will first discuss two frameworks which are inspired by the CASEL five core competencies framework, which is the foundation for all SEL-based interventions or programmes such as the one I am proposing in the research.

2.2.2.1. The OECD Social and Emotional Skills Framework

In this study, the Organisation for Economic Co-operation and Development (OECD) (2018) evaluates a framework for Social and Emotional Skills, which is based on five personal life skills that branch out to other sub-skills. The target population was children of the ages 10 and 15 to compare the impact of such skills across different levels. The main five skills are (Task Performance – Emotional Regulation – Collaboration – Open-mindedness – Engagement with Others).

1. Task Performance or Consciousness covers a number of important sub-skills related to goal-setting, achieving, and completing tasks as meticulously and professionally as possible.
2. Emotional Regulation or Emotional Stability entails the development of positive and encouraging feelings that could shield individuals from adopting destructive behaviours.
3. Collaboration or Agreeableness revolves around building and maintaining healthy relationships with other members of the society.
4. Open-mindedness or Openness to Experience is about challenging oneself, being open to trying new things, and pushing the boundaries of curiosity and creativity.
5. Engagement with Others or Extraversion fosters feelings of belongingness and sociability. Furthermore, it aims to inspire confidence and decisiveness to help people be influential members in their communities.

The social and emotional skills framework is believed to help school children acquire and maintain various personal and life skills. If maintained, these skills are meant to be helpful for children at school and throughout their entire lives (Borowski, 2019).

2.2.2.2. The EU NESET Social and Emotional Education (SEE) Framework

In this report, Cefai *et al.* (2018) review the evidence of the effectiveness of Social and Emotional Education, which is a term developed and used by European Union countries as an alternative for social and emotional learning (SEL). Although inspired by the CASEL framework, the SEE framework generally focuses on individuality in relation to citizenship and social responsibility. Therefore, the Network of Experts on Social Aspects of Education and Training (NESET) designed social and emotional education for children in schools to promote the following four skills:

- Self-awareness skills are intended to promote the identification of emotions, strengths and weaknesses, determination and empowerment.
- Self-management skills cover the aspects of emotional regulation, critical thinking and goal-setting, and self-control.
- Social-awareness skills involve perspective-taking, prosocial values, and celebrating diversity.
- Social-management skills include cooperation and teamwork, leadership, and effective communication.

Midford *et al.* (2017) conducted a pilot study to explore the benefits of Social and Emotional Education (SEE) in an Australian middle school classroom. The research population was made up of 56 students between the ages of 13 and 14 who were exposed to a ten-lesson programme promoting a range of social and emotional skills. Although the study showed some improvements in the students' psychological distress and the overall classroom climate, there were no improvements in terms of their social and emotional skills.

Ultimately, the two frameworks briefly discussed above only differ slightly from what the CASEL framework has to offer. In fact, they promote the same skills of the source framework. Simply changing the labels of approaches or skill sets does not generate new contributions to knowledge. Especially, when the application of social and emotional skills still focused on

children in schools, and is not expanded to later educational settings. Therefore, I decided to adopt and adapt the CASEL five core competencies framework as implemented in schools, and carry its application further to colleges and universities.

2.2.2.3.CASEL Five Core Competencies Framework

In this framework, the evolution of SEL went through different stages, and witnessed various contributions from studies devoted to the same area, which revolves around the children's academic, mental, and emotional development (Jones, McGarrah & Kahn, 2019). In their own way, some of these studies and/or programmes – the Comer School Development Programme (CSDP) (1960s); The K-12 New Haven Social Development Programme (1987 to 1992); The W. T. Grant Consortium on the School Based Promotion of Social Competence 1992 – contributed to the expansion of the practice of SEL. In one of the meetings held at the Fetzer Institute in 1994, the CASEL framework was founded, and since its inception SEL has gained momentum and drew the attention of American academics who recognised the value of SEL and the programmes inspired by it. Therefore, Durlak *et al.* (2016) argue that for over two decades, SEL has piqued the interest of a wide range of stakeholders, parents, researchers, mental health institutes, and many non-profit organisations seeking to explore and expand the application, and by extension the benefits of SEL. Furthermore, Effrem and Robins (2019) state that the main objective of CASEL has been to integrate social and emotional learning into preschool through high school programmes, and to equip these students with the skills they need in the future (CASEL, 2020). Ultimately, the Collaborative for Academic, Social and Emotional Learning designed the five core competencies framework to promote SEL skills. This framework is believed to have the characteristics to be implemented in different contexts, and with different age groups. Furthermore, the five skills are intended to positively impact all parts of children's development, from education and social relations to lifestyles and career choices. Therefore, The CASEL framework has become the beacon for SEL-based research.

In its application, the CASEL framework is designed to include different key settings to boost the effectiveness of SEL. The application starts from the specific – classrooms and schools – and move on to the broader settings – Families and communities (CASEL, 2020; Ross and Tolan, 2018; Borowski, 2019).

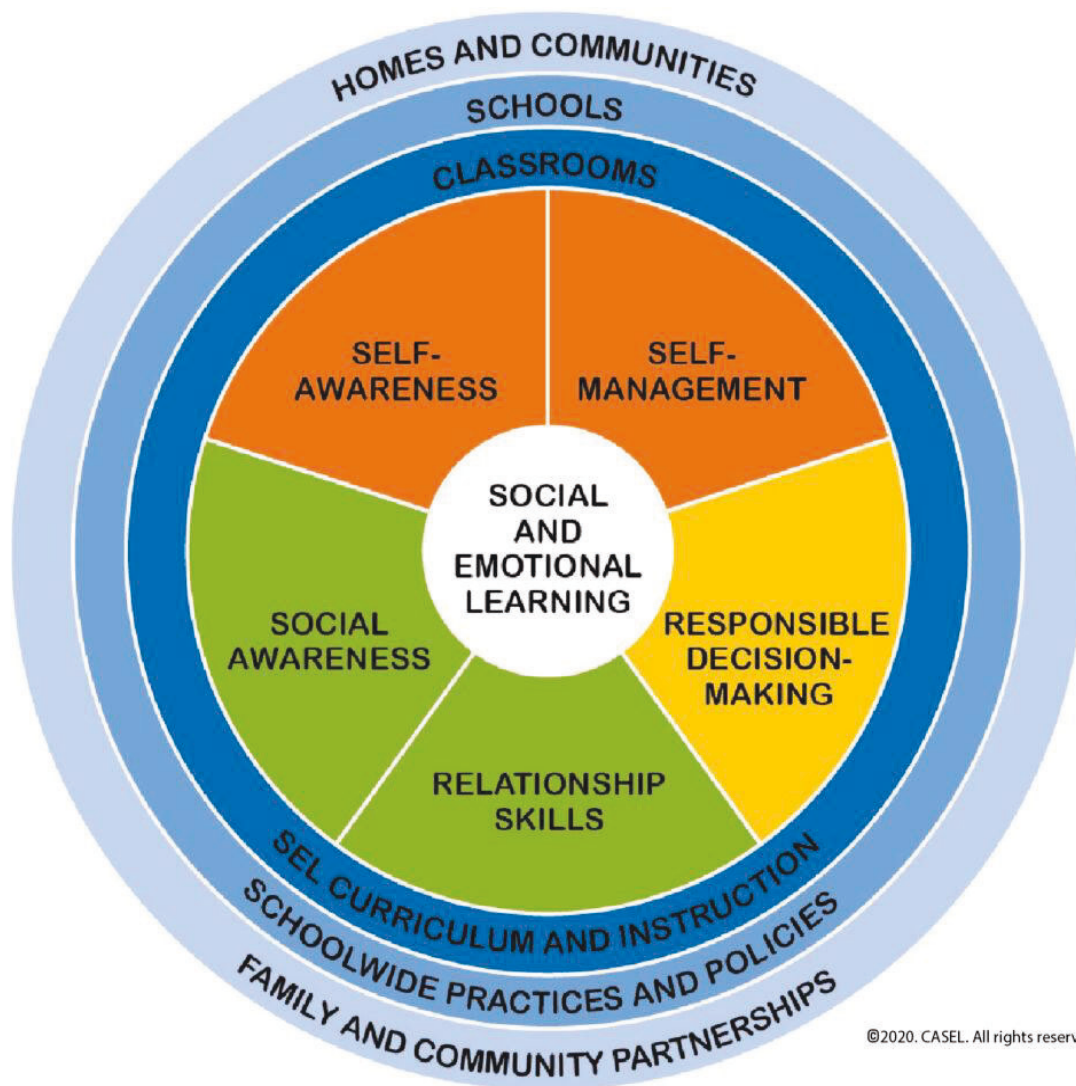


Figure 2.1 CASEL Five Core Competencies Framework

In the midst of all these settings (see **Figure 2.1**), its application seems to have skipped or overlooked colleges and universities. There are reports, research articles, and theses which tackle SEL in higher education, and the methodologies used tend to divert from the foundation

of the CASEL framework, and alter or manipulate the five core competencies according to the researched setting and population (see section 2.4.1).

2.2.3. Importance of SEL

According to Gresham (2018), SEL programmes encourage the use of socio-emotional skills to provide an overall supportive learning environment, endorsed by safe family and community values. The aim is to allow the children to feel valued both as citizens and students, which will enhance their engagement in academic and social activities. Furthermore, social and emotional learning has proven to yield significant benefits in school settings. These benefits can be seen in the students' academic, behavioural, social, mental, and emotional traits. Additionally, CASEL (2008) highlights the positive impact of these social-emotional skills, not only on the children's personal, behavioural, and organisational performance, but also on the classroom relationships between the children, their peers, and their teachers. For example, building and maintaining friendships and social networks. Furthermore, respecting the teachers' instructions, and following the school's system. Feinstein (2015) reviews three independent reports tackling different aspects of social and emotional learning. One of the reports by the UCL Institute of Education revealed that SEL skills play a pivotal role in the children's success in adulthood. In detail, the report indicates that learning self-control and self-discipline from a young age can lead to mental and physical wellbeing, and professional success in the future. Moreover, building one's confidence and resilience can help learners set goals and objectives effectively, and successfully achieve the desired outcomes. All in all, effective implementation of social and emotional skills in early childhood, can lead to personal satisfaction and professional fulfilment in adulthood.

2.2.4. SEL versus Specialist Mental Health Services

According to Galderisi *et al.* (2015), mental health represents the state of cognitive and emotional stability. People who are mentally healthy possess a variety of personal and social life skills that enables them to live a healthy positive life. In many educational institutions around the world, there are offices or personnel who offer some guidance counselling to a very specific group of students. This particular cluster of students may have records of mental illnesses stored or filed by the administration, therefore, they can attend sessions willingly or upon request to talk about any mental or emotional problems that may be caused by a number of external or internal factors. For example, reporting on the UK, Pereira *et al.* (2019) claim that more than 20 percent of university/college students are diagnosed with mental disorders, typically, depression and anxiety with varied complexity. Additionally, the number of students who admitted needing professional help with psychological strains is even higher with 33 percent. Notably, this represents a rise of up to 1 percent since last year. Much of the literature relating to this combines the needs of students in general with the specific needs of students requiring specialist interventions, therefore I must again stress that I am researching a universal and all-inclusive intervention with the focus on helping all students, and I am not trying to enter the territory of mental health specialists.

The usual practice, therefore, is that universities offer their mental health specialist interventions to a selected number of students who, as I have mentioned above, show signs of stress, anxiety, or depression. Accordingly, it is possible that students who are unidentified as vulnerable in these ways, may have been overlooked or neglected. That in its turn may be interpreted as lack of effectiveness in the approaches provided by the higher education institutions to improve the students' wellbeing. Carmack *et al.* (2018, p. 68) argue that although "colleges and universities report an increase in the number of students who seek out counselling for mental health issues such as depression and anxiety, there continues to be stigma related to mental health issues". Furthermore, Smith and Applegate (2018, p. 3) state that "for students

of all ages, in settings from kindergarten to graduate education, anticipated stigma is a barrier to seeking school-based mental health services”. According to Kosyluk *et al.* (2016) the literature on mental health at university level reveals that there are two types of stigma. First, perceived stigma which represents how members of the same society view each other in relation to mental health. Second, personal stigma which represents the way people’s own behaviours endorse the feelings of stigma, such as stereotypes and discrimination. Furthermore, Bird, Chow, and Yang (2020) maintain that individuals with mental health issues avoid contexts that may generate and spread labels with regards to their mental illness, and thus exposing them to feelings of stigma. Martin (2010) argues that research identifies stigma as a serious problem that is preventing those vulnerable students from receiving the proper help. For example, when reading about counselling and mental health on the University of Northampton website, one can notice that “mental health advisers provide confidential support to students who are experiencing mental health difficulties” (University of Northampton, 2021). Unlike the specialist services described above, my research considers the needs of all students – particularly in relation to transitions – and hence the focus on social and emotional learning, rather than mental health. On this account, the field of education should explore taking into consideration the use of SEL core competencies in both lower and higher levels, because the benefits of SEL could improve the field of public health and wellbeing (Durlak *et al.*, 2017).

Compared to some universities around the world, for example the university of Oran 2, the support provided for vulnerable students at the University of Northampton is essential, helpful, and most importantly existent. However, restricting the services to only students who are known to be experiencing mental illness, may be restricting the effectiveness of the specialist provisions relating to mental health. Thorley (2017) state that policymakers and universities should prioritise the students’ mental wellbeing, and improve the practice through inclusivity,

prevention, promotion, support, control, and referral to specialist care when needed. Alternatively, I suggest researching the possible effectiveness of a more general provision relating to SEL, which could be welcoming of vulnerable and nonvulnerable students alike.

The guidance counsellors providing such services are trained to deal with special cases only, cases which are listed as needing intervention. Therefore, they may not be able to deal with some of the students beyond their range of practice. Raddi (2019) quotes Paul Wilkinson – a university lecturer and honorary consultant in child and adolescent psychiatry at the University of Cambridge – in his depiction of mental health services as a pyramid, and how he clarifies the disparity between the number of people with severe mental illness and those with milder ones. Furthermore Dr Wilkinson points out that the responsible parties may provide the right services, but they may not focus on the right segment. As a supportive argument to what Dr Wilkinson claims, Raddi (2019) uses his own university as an example and claims that the students stay on the waiting list for over a month to start the one-on-one counselling sessions they need. Furthermore, he argues that the long waiting periods can worsen the symptoms of the vulnerable students, whereas the private counselling can be too expensive for them. Correspondingly, this shows the gap which exists between mental health services, and their effectiveness in delivering the sessions (see section 2.4.2).

2.3. SEL in School Setting

Life is instable and unpredictable, therefore it can be happy, joyful, and satisfying at times and can be filled with tension, stress, and depression generated from what may be considered as external issues such as social degradation, bullying, discrimination, and unemployment (for more details on unemployment issues, see section 2.7.2). Furthermore, there are some internal issues which may occur in everyone's household, for example, domestic abuse, divorce, poverty, drug/alcohol use. All these factors may affect people's lives, especially the more

vulnerable such as children. McClelland *et al.* (2017) argue that this focus on children may stem from their ability to easily acquire and apply SEL skills at a younger age, and for the rest of their adult life.

2.3.1. Impact of SEL on Students, Learning and Teaching

According to Weissberg (2019), the literature on social and emotional learning has been predominantly concerned with school settings considering them to be more suitable for the application of such an approach. For example, children find it easier to learn a new language, play an instrument, excel in a sporting activity, or master a craft. Greenberg *et al.* (2017, p. 13) argue that “SEL programmes, when implemented effectively, lead to measurable and potentially long-lasting improvements in many areas of children’s lives”. In the short term, SEL programs can enhance children’s confidence in themselves; increase their engagement in school, along with their test scores and grades; and reduce conduct problems while promoting desirable behaviours. In the long term, children with greater socio-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and improved wellbeing, and become engaged citizens (Jones and Doolittle, 2017). Furthermore, children experience a wide range of emotions and feelings on daily bases. These emotions can be positive or negative, however from a young age children show a continuous development of different sets of skills, which means they are highly likely to be able to develop a sense of control over their feelings and emotions as they grow, given the proper care and attention (The National Scientific Council on the Developing Child, 2011).

The application of SEL programmes has predominantly focused on testing and measuring the benefits of SEL on the students’ academic performance and behavioural traits (2.3.2). However Schonert-Reichl (2017) argue that teaching is considered a stressful profession, and the mental and emotional wellbeing of the teachers can be a determining factor in the success of the

classroom, and the overall progress of students. Despite this, Blewitt *et al.* (2020) declare that there has been a lack of studies in assessing the impact of SEL on the teachers or facilitators. However, Collie, Shapka, and Perry (2012) maintain that SEL proved to have positive impact on students' overall learning, and wellbeing, therefore this might suggest that there could be some improvements in the teachers' wellbeing, career satisfaction, their teaching experience in relation to their relationship with the children, as well as their classroom management skills. Ultimately, SEL has been yielding such positive outcomes with regards to children's wellbeing both in and out of schools, therefore this signifies that its benefits might also improve the teachers' performance, and the overall teaching-learning experience.

In school contexts, there have been various intervention programmes used to promote social and emotional learning. The positive outcomes generated from such programmes raise the question of why are SEL-based programmes not common in higher education contexts? Kaufman and Hulleman (2015) argue that academics, researchers, and policymakers should join forces to expand the application of SEL to target different contexts and different populations. Also, researchers should continuously explore the possibility of improving the field, and seek new and innovative methods to benefit from SEL skills.

In the next section I discuss a classification of ten evidence-based SEL programmes, put together by Gresham (2018) which highlight the emphasis of SEL on school settings. These ten evidence-based programmes – amongst others – can be regarded as proof of the popularity and effectiveness of SEL in schools.

2.3.2. Implementation of SEL in Schools

Evidence-based approaches to SEL require careful and effective implementation in order to produce anticipated results. According to Durlak and DuPre (2008), thorough planning using

adequate approaches leads to successful programme implementation in selected environments. Thus, Oberle *et al.* (2016) argue that it is favourable that these evidence-based SEL programmes become an integral part of the children's entire educational journey. Moreover, Jones *et al.* (2018) claim that academics and policymakers should work on finding the optimum ways to implement school-based SEL programmes.

Below are the ten evidence-based SEL programmes in school setting discussed by Gresham (2018), and I present them here as they influenced the choices I made in designing the materials for this research project:

1. The 4Rs Programme (Reading, Writing, Respect, and Resolution)

This programme was developed by the Morningside Centre for Teaching Social Responsibility, and targets Pre-kindergarten to 5th grade students. In essence, the programme is built on seven units, each one combines socio-emotional skills and children's literature, and follows a systematic implementation:

- 1) Choosing a book with an SEL theme, and reading it aloud to the class.
- 2) Discussing the meaning of the stories/books, and connecting them to the students' personal lives.
- 3) Concluding by doing some learning activities.

The 4Rs programme requires a train-the-trainer approach – to guarantee consistency – which lasts between 25 to 30 hours training to all teachers before using it. The programme was evaluated in one randomised controlled trial with grades 3-4, and the students were followed for a period of 3 years (Brown *et al.*, 2010; Jones, Brown, & Aber, 2011) The outcomes of using this programme can be summed up in increased positive social behaviour, reduced

emotional distress, and an enhanced academic performance (Jones *et al.*, 2017; Gresham, 2018).

2. The Caring School Community Programme

The CSC programme promotes social and emotional learning to help students develop a sense of responsibility towards themselves, their peers, and their community. The programme targets children from kindergarten to 6th grade. The CSC programme is built on four components:

- Class meetings, which are carried out throughout the year.
- Cross-age buddy activities, which cover a variety of academic subjects that encourage bonding between younger and older students.
- Home-side activities, which are designed to be done and completed at home and then discussed and reviewed in class.
- Schoolwide community-building activities, where the students work on sharing knowledge with each other and build relationships.

The CSC programme has been evaluated in three randomised controlled trials and two quasi-experimental studies (Battistich, 2000; Battistich *et al.*, 1996; Battistich *et al.*, 2000; Battistich *et al.*, 1989). The largest sample consisted of 40 schools with a follow-up period of 5 years. Unlike the 4Rs, this programme does not require training, however, it does generate the exact same behavioural outcomes (Center for Collaborative Classroom, 2017; Gresham, 2018).

3. I Can Problem Solve

The ICPS is an interpersonal cognitive programme that promotes critical thinking and problem solving techniques to students, and allows them to deal effectively with any undesirable situations that have occurred or may occur in the future. The skills covered in this programme

include cognitive regulation, solving social problems, and emotional processes (Aras and Aslan, 2018; Gresham, 2018; Gaete *et al.*, 2019). The lessons in this programme are designed for different educational levels within the school context, and each lesson lasts approximately 20 minutes:

- Prekindergarten (59 lessons)
- Kindergarten to Primary grades (83 lessons)
- Intermediate grades (77 lessons)

Training is mandatory for this programme, where teachers are encouraged to promote positive teacher-student relationship. The evaluation period for this programme is 12 months, through which two RCTs and one quasi-experimental study have been conducted with a large sample of 655 students (Feis and Simmons, 1985; Shure and Spivack, 1979, 1980, 1982).

4. The Incredible Years Series

The Incredible Years Series programme is composed of three interconnected curricula, each designed to train children, teachers, and parents to deal with issues of challenging behaviours. The child training programme it contains has 60 lessons designed for children from the age of 3 to 8 years old. The objective of the lessons is to equip the children with skills such as emotional regulation, problem-solving, relationships management. Training for teachers focuses on developing classroom management skills and proactive teaching strategies. The parents' training programme is non-compulsory, but they are encouraged to get involved with the programme for their children's sake. The programme has been evaluated in two RCTs with a large sample of 1,768 students (followed over a period of 12 months) and 153 teachers (Webster-Stratton, Reid, & Hammond, 2001; Webster-Stratton, Reid, & Stoolmiller, 2008).

The benefits of this programme are similar to the ones generated from the first two programmes discussed above (Webster-Stratton and Bywater, 2019; Gresham, 2018).

5. Promoting Alternative Thinking Strategies

The Promoting Alternative Thinking Strategies (PATHS) is a programme designed for kindergarten through 6th grade students. PATHS aims at equipping the students with a range of interpersonal (conflict resolution and empathy), and intrapersonal skills (self-control, emotional regulation, self-esteem, problem-solving, and responsible decision-making). Furthermore, improved learning environment, teacher-student interaction, and class management are also achieved through an effective implementation of PATHS. Training for this programme lasts two days but is not a requirement. Several randomised controlled trials (preschool – kindergarten) and one quasi-experimental study have been used to evaluate the PATHS programme (Conduct Problems Prevention Research Group, 1999a, 1999b, 2010; Greenberg and Kusché, 1998; Kam, Greenberg, & Kusché, 2004; Domitrovich, Cortes, & Greenberg, 2007). The students have been followed for up to three years showing significant positive behavioural development, and academic improvement (Sayhan *et al.*, 2017; Gresham, 2018; Turner *et al.*, 2019).

6. Positive Action

This programme is designed for pre-kindergarten to 12th grade classes. The programme is designed to promote self-awareness to prevent students from developing disruptive anti-social behaviours such as violence and bullying. The whole programme revolves around the notion that people can develop a sense of humility, satisfaction, and fulfilment when they behave positively in their daily activities and interactions. The Positive Action programme has been assessed in two RCTS and two quasi-experimental studies with a follow-up of 3 years (Beets

et al., 2009; Flay and Allred, 2003; Flay, Allred, & Ordway, 2001; Li *et al.*, 2011). The results generated from the studies indicate increased positive behaviours and academic performance (Patel, Liddell, & Ferreira, 2018; LaBelle, 2019; Gresham, 2018).

7. The Resolving Conflict Creatively Programme

The RCCP programme aims at equipping the students with the necessary skills to resolve conflicts and disagreements, and build positive and civil relationships. The programme is based on a series of lessons labelled ‘Connected and Respected’, intended for students in pre-kindergarten to 8th grade. All students are exposed to the lesson plans and activities which are delivered in the form of workshops. Before planning and managing the programme, the facilitators are required to go through a 24 to 30 hours of training. The RCCP was evaluated in two large randomised controlled trials (Aber *et al.*, 1998; Aber, Brown, & Jones, 2003), and generated the same behavioural outcomes as the programmes discussed above (Grant *et al.*, 2017; Gresham, 2018).

8. Second Step

The Second Step programme uses social and emotional skills to promote students’ empathy, building friendships, and problem-solving. Also, the programme prevents a number of issues such as bullying, discrimination, and aggressive and impulsive behaviours. The lessons are designed for children PreK-8th grade, and are planned over a 22 to 28 weeks a year. The instructors or teachers in this programme make use of fun games and engaging visuals to deliver the activities to support the students throughout their development (Espelage *et al.*, 2015; Brandenburg, 2018; Gresham, 2018). The same as the previous programmes, the Second Step has been evaluated through two randomised controlled trials, as well as two quasi-

experimental studies with a follow up period of two years (Frey *et al.*, 2005; Grossman *et al.*, 1997; Holsen, Smith, & Frey, 2008; Holsen, Iversen, & Smith, 2009).

9. Steps to Respect

Similar to the Second Step programme, The Steps to Respect is essentially a prevention programme that raises staff understanding of the issue of bullying, and teaches students – grades 3 to 6 – how to deal with the issue using social and emotional skills. The Steps to Respect programme undergoes three phases in its implementation:

- 1) Administrative staff tackle and make records of their bullying issues.
- 2) Training is provided to all adults in the school.
- 3) Classroom-based SEL lessons are taught.

The programme has been evaluated in two large RCTs with 33 schools, over a period of 2 years (Brown *et al.*, 2011; Frey *et al.*, 2005). The programme is composed of a dozen lessons, which are inclusive of different cultural and ethnic backgrounds. The outcomes of this programme include positive attitudes towards learning, and increased social skills (Low *et al.*, 2014; Gresham, 2018).

10. The Social Skills Improvement System Class-wide Intervention Programme

The SSIS-CIP is a universal SEL intervention programme focusing on behavioural issues in the classroom. The programme is based on 10 units, covering a wide range of skills:

- Units 1 to 3 targets receptive skills.
- Unit 4 promotes selective input.
- Unit 5 tackles productive skills.
- Units 6 to 10 emphasise interactive skills.

The programme has been evaluated in one large multisite cluster RCT of 432 students in 38 second grade classrooms (DiPerma *et al.*, 2015). The general results of the SSIS-CIP intervention show improvements in social skills, communication, cooperation, responsibility, and empathy (DiPerna *et al.*, 2017; Gresham, 2018).

Ultimately, the benefits of SEL with children in school settings cover a wide range of skills. For example, academic and intellectual development; social, mental, and emotional awareness; communicative and behavioural maturity. However, reviewing the programmes above revealed that I must consider many factors in designing my SEL-based pilot intervention, for example the suitability for age and culture, method and mode of delivery, timing, need for teacher training, and methods of evaluation. In this respect, my suggested intervention does not require teacher/facilitator training as the lesson plans and activities covered in the programme are straightforward and easy to run. The intervention is expected to be implemented over a period of two weeks, where five of the lessons would be delivered the first week, and the other five lessons would follow in the second week (see **Table 3.1**). The pilot intervention would be best delivered as semi-monthly workshops. Furthermore, the intervention will be evaluated by the participants/students through an evaluation form given to them at the end of every session (for details on the materials, see section **3.4.1.2**).

2.4. SEL in Higher Education

Although the definition by CASEL (2020) says ‘children and adults’, SEL core competencies – Self-awareness, Self-management, Social-awareness, Responsible decision-making, and Relationship skills – have been designed to focus mainly on children in school settings. However, the time between school and work may be lengthy and unpredictable for a child to hold on to any social and emotional skills they might have developed. Therefore, a follow-up

of social and emotional learning skills at the university level may be of great benefit to students in their further education and future careers.

Higher education institutions (HEIs) are independent and self-organising in the way they provide guidance and counselling services. However, these institutions must follow the guidelines stated in the UK Quality Code for Higher Education. This requires all higher education institutions to make the necessary arrangements, monitor and evaluate resources which enable students to develop their academic, personal and professional potential (Universities UK, 2015)

Although they have been proven to be very effective in lower levels (for examples of evidence-based SEL programmes, see section 2.3.2) and/or with students whose social and emotional wellbeing is affected by different issues (this is discussed in detail in section 2.2.4), SEL skills have not been implemented in the higher education context. Because university students have more responsibilities, higher expectations, and they may feel under pressure from their studies, families, peers, and society in general, I set out to investigate whether they could benefit from SEL interventions, as much as children in schools or even more.

Jones (2018) reports on a conference titled ‘The International Collaborative Explores Social and Emotional Learning in Higher Education’ which was held in New Jersey in 2018, when a number of educators and researchers gathered to explore social and emotional learning within higher education. At the conference, Dr Jennifer Baszile stated that she believes that SEL can be incorporated at university/college level, and that it would have a positive impact on the students’ personal, academic, and professional experience. She also argues that SEL can help students recognise the importance of mental wellbeing, college degrees, career readiness, and healthy social relationships. Furthermore, Dr Suzanne T. Ortega argues that SEL can equip university students with skills that prepare them mentally, emotionally, and academically to pursue advanced research degrees. Ultimately, the application of SEL encompasses different

aspects of students' lives. SEL – if implemented in higher education – might aid the students with their further education and career prospects, with the emphasis on their social and emotional wellbeing.

Based on what has been said by the experts at this conference, the application of SEL is likely to expand to higher education in the United States, and my intention is to research whether this approach could be beneficial in the Algerian higher education context as well.

2.4.1. Relevant Literature

According to Edwards, King, and Ashkanasy (2019), SEL has been tested and implemented in a number of schools, however there have not been many studies exploring the ways in which SEL skills can benefit university students. The literature discussed in this section has looked into the different attempts and research studies that tackled SEL in higher education. Personally, I believe that it is possible that since colleges and universities are considered a larger setting than schools with a more diverse population, it might be challenging to implement an SEL programme in the same way it is implemented with children. Also, children might constitute an easier cluster to contain and manage than adults, therefore, SEL may have not been given the proper opportunities to be introduced to higher education. Thus, some studies support the idea of implementing SEL into higher education, as Reinert (2019) argues that it would be wise for universities and colleges to create opportunities for SEL skills to be incorporated and taught to university students. Furthermore, Elmi (2020) states that SEL can be used as a practical approach to engage students in the learning process, and help them be more resilient and positive in their everyday interaction with teachers and peers. Also, Socas (2017) maintains that introducing SEL to university/college students can lessen the effects of stressful routines of academic research – especially for postgraduate candidates – and facilitate their integration into the job market.

The paper published by Socas (2017) addresses the notion of merging SEL skills with a communication course in a community college in the United States. The proposed intervention was included as a module over one semester, which was intended to tackle the issue of the students' lack of confidence and communicative skills during job interviews. The SEL-based intervention utilises video recordings – teachers as interviewers, and students as interviewees – to simulate real-life job interviews. The results of this study indicate a notable development in the students' socio-emotional skills, especially in their confidence and composure during job interviews.

In his commentary, Reinert (2019) suggests that SEL skills should be incorporated into higher education in the United States following a systematic multi-tier model. The interventions in this model aim to help students who are starting their higher education, and are exhibiting noticeable symptoms related to a variety of mental and emotional issues. Reinert (2019) divided this model into three interrelated interventions:

- *Tier 1 intervention* is inclusive in nature, and is aimed at promoting social and emotional skills such as stress-management, resilience, and mindfulness to students as they enter university.
- *Tier 2 intervention* has a more focused scope in that it targets students who are more affected than others. In other words, students who struggle more with transition and coping with the higher education environment. Providing such intervention falls within the duties of counselling services at the university, because their expertise in guidance and counselling can help them assess and review the quality and impact of the SEL skills.
- *Tier 3 intervention* provides specialised support to students who suffer from major adjustment issues in their transition to college. It uses skilled and qualified counsellors

who are experts in promoting social and emotional skills, and are well equipped to deal with more complex cases.

Edwards *et al.* (2019) review the lack of social and emotional skills in a number of highly ranked business schools, and therefore propose the inclusion of an SEL intervention at a later stage of higher education. In other words, they argue the need of postgraduate/doctoral students for additional mental and emotional support, thus they suggest a training programme that promotes SEL skills. This training programme covers four skills that are adopted directly from the CASEL framework (self-awareness, self-management, relationship skills, responsible decision-making), and one skill suggested by the authors (management of stress). Edwards *et al.* (2019) recommend the programme to be delivered by experts as workshops, and applied over a period of several months. In order for the training programme to run efficiently, they suggest that the learners should not exceed a dozen participants. The training programme is meant to teach the researchers – and even supervisors – how to develop and apply cognitive and behavioural skills to overcome any academic challenges. Also the programme fosters healthy and supportive relationships amongst researchers, their supervisors, and their peers.

There are always different perspectives when implementing and/or testing an approach. Therefore, Elmi (2020) discusses the implementation of SEL in the field of science and technology. In this paper, Elmi (2020) evaluates the social, emotional, and academic effects of incorporating an SEL-based intervention into a Mineralogy course at a university in the United States. A total of 45 students were exposed to the SEL intervention in the course of two semesters. The intervention used the CASEL framework, but only focused on three out of the five SEL core competencies, namely, self-awareness, social-awareness, and responsible decision-making. In a nutshell, SEL skills proved to be a valuable advantage to the Mineralogy students, in that they supported them mentally and emotionally in their learning experience, and highlighted the sense of teamwork and collaboration both academically and professionally.

Conley (2015) argues that Social and Emotional Learning programmes have not yet been applied in colleges and universities, and that the students' needs for SEL skills go beyond high school. Therefore, she has reviewed some of the higher education programmes which supposedly generate similar outcomes to SEL skills implemented in lower levels (see section 2.3) and highlights the fact that there has not yet been any promotion of social and emotional competencies that fall within the SEL framework programmed for children (Conley, 2015). In other words, the programmes reviewed by Conley fall within the definition of psychoeducation and the downside of such programmes is that they rely more on an approach of giving students information rather than on a skill-building approach, which I think is somehow contradictory to what SEL has to offer. Therefore, I will consider the five skill-oriented programmes discussed by Conley (2015) which are perceived to be built on the same practical elements, and producing the same outcomes as those of SEL:

- **Cognitive-behavioural Therapy**

According to Fordham *et al.* (2018), Cognitive-behavioural Therapy (CBT) is an approach used in psychology which covers a wide range of mental and emotional issues affecting the wellbeing of certain people. Experts use CBT to positively change or adjust the cognitive and/or behavioural insecurities hindering and disrupting people's lives. The issues addressed using CBT interventions vary in nature and intensity, for example, sleeping difficulties, relationship problems, substance abuse, and mental and emotional illnesses. Schermuly-Haupt, Linden, and Rush (2018) report on an interview with a large number of CBT therapists, which revealed that there were numerous recurring unwanted events and side-effects amongst patients who were exposed to CBT. All things considered, cognitive-behavioural therapy seem to be flawed in some respects, and perhaps has some serious side-effects on the people undergoing the treatment. These undesirable reactions to the intervention range between mild and severe.

For example, distress, deteriorating symptoms, relationship issues. Therefore, when the disadvantages of a certain approach overshadow the advantages, perhaps it is time to rethink some aspects of the approach or completely find an alternative. In other words, relying on an approach with no side-effects, or at least harmless ones, may generate more positive outcomes for both vulnerable and non-vulnerable individuals.

- **Meditation Interventions**

Meditation is another skill that has been used as an approach to dealing with people suffering from mental and emotional issues. There are many diversified definitions describing the practice of meditation. According to Cardoso *et al.* (2016), Meditation is a practice that helps people reflect on themselves, their relations, and their surroundings, and turn the negative effects of reality into a positive experience of self-reflection. Therefore, the application of meditation in the world of academia has been the focus of many researchers and practitioners. Furthermore, it requires conviction, self-motivation, and a level of self-focus for attention. Numerous scientific articles discuss the benefits of meditation in dealing with conditions such as depression, anxiety, chronic pain and substance use disorder, as well as physiological health indicators such as high blood pressure. In contrast, there are numerous case studies that have shown some consistent meditation disadvantages such as hysteria, trauma, existential anxiety, depersonalisation disorder, schizophrenia, and meditation-induced psychosis (Castillo, 1990; Fenwick, 1983; & Lustyk *et al.*, 2009, as cited in Anderson *et al.*, 2019; Sharma, Mahapatra, Gupta, 2019; Schlosser *et al.*, 2019).

- **Mindfulness Interventions**

Since mindfulness and meditation may be considered as complementary to one another, it may be concluded that the side-effects generated from using mindfulness for therapy are more or

less similar to the ones generated from meditation. Mindfulness practices are usually interlinked to meditation, and are designed to help people develop a sense of consciousness and cognizance of their existence, and detach themselves from the distracting physical and/or abstract temptations (Dholakia, 2016; Creswell, 2017; Hofmann & Gómez, 2017).

Looking at the relationship between meditation and mindfulness, one can see that they carry the same meaning to some extent. Dobkin, Irving, and Amar (2012) argue that qualitative research on mindfulness meditation practices demonstrates that they may heighten and possibly worsen psychological problems and draw the individual's attention to any suppressed unpleasant thoughts and feelings. Data collected from one study implemented with the purpose of reducing stress through a mindfulness-based course, indicated an increase in stress levels and depression amongst the participants. Also, another study using the Trier Social Stress Test, revealed that mindfulness practices not only affect people with underlying mental and emotional issues such as stress, anxiety, and depression, but also affect those who are deemed healthy (Creswell *et al.*, 2014; Farias & Wikholm, 2016).

- **Relaxation Interventions**

According to Scotland-Coogan and Davis (2016), relaxation techniques are effective in helping people undergoing some mental and emotional issues such as posttraumatic stress disorder (PTSD). In addition, integrating relaxation practices into physical therapy might help with the physical and biological signs of stress. However, Franklin *et al.* (2019) argue that these techniques are only helpful for short periods of time and used as coping mechanisms to momentarily tackle trauma-related anxiety and stress. Furthermore, The National Centre for Complementary and Integrative Health (2016) state that relaxation techniques proved to have some negative consequences such as elevated stress levels, and may worsen symptoms of mental, neurological, and physical conditions. Therefore, apart from the effects of relaxation

being temporary, they also have some negative impact on certain individuals similar to the previous discussed techniques.

- **Social Skills Interventions**

Acquiring social skills is very important in any context and with different age groups and diverse personalities. Therefore, there might not be any known disadvantages or negative effects to using any method or approach to teach or promote social skills. Sharma, Goswami, and Gupta (2016) maintain that social skills comprise the set of skills that allow a civilised and respectful interaction amongst members of the society. Furthermore, social skills help people coexist in communities that cherish good and healthy relationships, and mutual understanding of the social constructs. Essentially, these skills guide the human behaviours and facilitate social inclusion and adjustment, especially with younger people who develop and maintain personal and interpersonal skills (Ham, Whittenburg, & McDonough, 2016). According to Ioannis and Maria (2017), there are two ways in which people can acquire social skills. One can be achieved through spontaneous social interaction, and the other can be achieved through purposefully designed learning programmes. Therefore, social skills can be helpful for those who wish to start a new job, transition from one educational level to the other, and cope with the demands of constantly changing environments.

2.4.2. Critiques of Previous Interventions

Unlike the ten evidence-based SEL intervention conducted in schools (see section 2.3.2), in this section I present five SEL interventions conducted in higher education settings outlined earlier, and I also critique the approaches and methodologies used by the authors in order to support the decisions I made for my own SEL pilot intervention.

Socas (2017)

Although it has its own merits, the SEL programme proposed by Socas (2017) might be narrow in scope. The programme was tested in a communication programme to help students become more comfortable during job interviews. Using SEL skills to possibly help students succeed in a job interview is not enough to guarantee the development of their social and emotional resilience. Therefore, this programme needs to have more range in terms of using social and emotional skills to benefit the students during their studies in preparation for transition, and then applying them to cope with the demands and challenges of their future professions.

Reinert (2019)

Reinert (2019) suggested a model of SEL to be implemented in higher education. The proposed multi-tier model is divided into three interventions, each having a different target population. However, the only universal SEL-based intervention is delivered to first year university students, whereas the remaining two interventions are selective in nature. Therefore, they are no different from what guidance counselling and career advice services have to offer. Furthermore, this programme only emphasises the transition from school to university, and neglects the subsequent transition to work, which is of the same importance – if not more – as its counterpart.

Edwards (2019)

The training programme proposed by Edwards *et al.* (2019) skips undergraduate years, and focus directly on postgraduate researchers. Many students will choose not – or not be accepted – to pursue their doctoral studies, therefore, those students may not get the chance to receive social and emotional support before they graduate, and engage in the professional world. Moreover, even for the lucky ones who start their postgraduate journey, their mental and emotional wellbeing could worsen by the time they receive the training programme.

Ultimately, implementing this intervention at a later stage may weaken the impact and the success of this training programme, especially with such a small student population.

Elmi (2020)

The programme assessed by Elmi (2020) was implemented in one of the STEM programmes – Mineralogy – at a university in the United States. The intervention focused on three SEL skills only (see section 2.4.1), and the chosen course does not leave much room for further application into other scientific fields of study. In other words, the restrictive selection of the setting and skills may limit the application of this SEL-based programme, and therefore minimise the benefits of SEL skills on the students in STEM programmes.

Conley (2015)

After analysing and comparing the programmes reviewed by Conley (2015), and the literature discussing the drawbacks of each programme, social skills interventions may be the only programme that produces similar outcomes as SEL programmes. However, an SEL programme that is based on the CASEL five core competencies framework, may be more appropriate in higher education settings as it combines social skills (social-awareness and relationship skills), and personal skills (self-awareness, self-management, and responsible decision-making) which have the suitable characteristics to be incorporated as a module, course, or workshop in higher education curricula. Furthermore, SEL skills have proven to be important to students' transition from one stage to the next. For example, aiding the students to experience a healthy transition after leaving high school, and allowing them to engage and cope with the new challenges of early career opportunities or further education (Hamedani, Zheng, & Darling-Hammond, 2015; Wyatt and Bloemker, 2013).

From a general perspective, the studies discussed above seem to have the same focus as my research in that they attempted to incorporate SEL into higher education setting; however, looking into the certain aspects of the methodologies, selection of populations and settings, these studies produced outcomes which may not be applicable to other fields and in different contexts. In order for such studies to make worthwhile contribution to this area, they should adopt a more inclusive and versatile SEL-based intervention that would benefit university/college students in a wide range of disciplines.

2.5. English for Specific Purposes (ESP)

English for specific purposes (ESP) is a branch of English Language Teaching (ELT) with the purpose of providing the necessary linguistic and more importantly the communicative skills to non-native learners to use English in specific contexts. These contexts or fields, such as commerce and technology, were one of the primary reasons that led to the emergence of the teaching and learning of English for specific purposes where communication across languages was not a choice but rather a need. According to Belcher (2009), with time, this need for English communication has spread to reach and comprise other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business and economics (EBE), English for legal purposes (ELP), and English for sociocultural purposes (ESCP).

ESP is a more practical field of English teaching, in which researchers have attempted to give a proper definition. First, according to Mackay and Mountford (1978, cited in Ibrahim, 2010) ESP is the teaching of English for a “clearly utilitarian purpose” (p. 2). This purpose can be academic, occupational, or scientific. Mackay and Mountford go on to describe ESP as the ‘special language’ which is used by a specific category of learners in specific settings. They

added that the learners are usually adults, therefore they are well-aware of their need for English proficiency and have a clear idea in which setting they will be using English.

Second, Hutchinson and Waters (1987) tackle the concept of ESP by their idea of the ELT tree. Based on the figure below, one can see that ESP comprises different occupational/vocational or academic branches or purposes. These two are usually called professional (also occupational or vocational) purposes and academic purposes. Therefore, for students or learners who need English for, let us say juridical or medical or business purposes, ESP is the way to go.

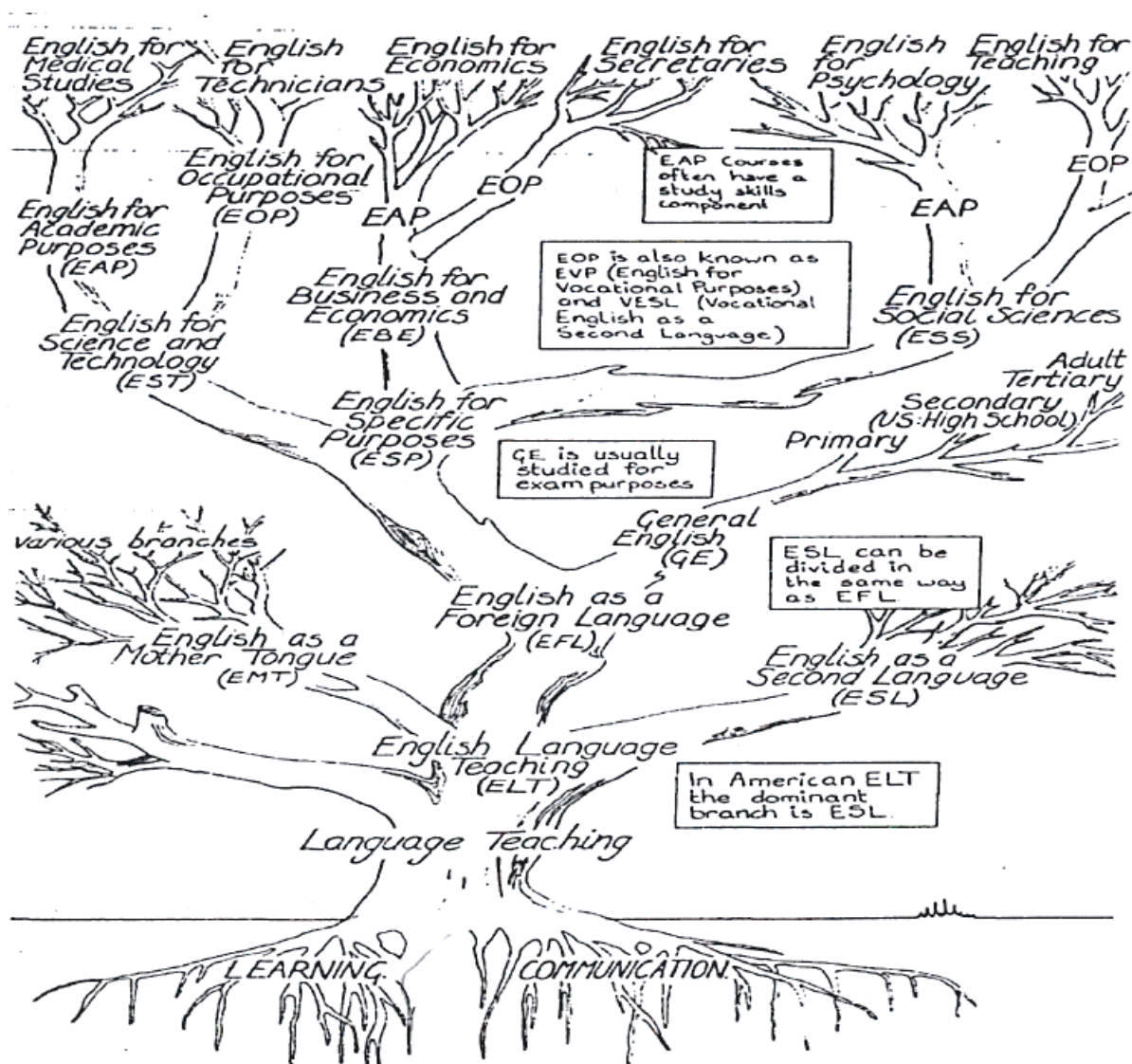


Figure 2.2 The Tree of ELT (1987, p. 17)

Hutchinson and Waters (1987, p. 18) had their own way of defining ESP. They chose to describe the approach in terms of what ESP is NOT as opposed to what it is, and below is a summary of their position:

First, ESP does not mean teaching specialised varieties of English simply because there are distinctive features belonging to a particular context. Therefore, ESP goes under the general rule that underlies all English use. Second, ESP is not just about specific terminology intended for specific audience, for example, technical terms for engineers, grammar and words specific to lawyers and judges and so on. Accordingly, communication is far more complex, and people need to distinguish between what they actually do with the language and the knowledge which allows them to do it. Third, ESP is not different from General English Teaching as the process of learning is the same although the content may differ.

These definitions highlight the importance of ESP in the development of communicative competence for those engaged in specialised areas. Personally, I believe that the definition of ESP should comprise all components of English learning, that allow the learners to feel academically, professionally, and socially prepared to use English effectively with different people. In other words, ESP should not only be concerned with the use of specialised grammar and vocabulary, but also should be a way to help learners acclimate to the cultural aspects surrounding their respective professions, and is therefore strongly linked to the needs of transition as researched in this thesis.

2.5.1. The Development of ESP

English for Specific Purposes has gone through different stages, and each stage focused on one aspect of English teaching in order to make the learning process smoother and more productive. According to Hutchinson *et al.* (1987, p. 9):

Stage 1: Register Analysis was the first stage which took effect in the 1960s introducing the principle that different fields have different registers which are specific to their own setting, for example, Archaeology has a specific register that cannot be applied in, let us say, Neurobiology and vice versa. The aim of register analysis was to identify the grammatical and lexical features where they were used by teachers as syllabuses for those specific fields.

Stage 2: Discourse Analysis, unlike the earlier register analysis which focused on sentence grammar, this second stage shifted the attention to understanding how sentences were combined in discourse to produce meaning for the purpose of identifying the organisational patterns in complete texts which are used in certain fields (for example laboratory reports, or market surveys in the field of business studies), and specifying the linguistic means by which these patterns are signalled. These patterns would then form the syllabus of the ESP course.

Stage 3: Target Situation Analysis, also known as Needs Analysis, did not bring anything new to the field of ESP. However, the aim in this stage was to set the already existing knowledge on a more scientific basis by relating language analysis more to learners' reasons of learning.

Stage 4: the fourth stage of ESP development has been an effort to study the process of language use itself. The skill-centred approach focused on the underlying interpretive strategies. For example, allowing learners to guess the meaning of words from context and analyse how meaning is produced in and retrieved from written or spoken discourse.

Stage 5: unlike the first four stages that focused on describing the language use, the learning-centred approach focused on language learning which is a focal point in teaching English for specific purposes. The more recent approaches see the various professions as discourse communities, and the learners as would-be entrants to such communities.

Since colleges and universities can also be considered as communities of practice (in the same way as the different professions such as Law or Engineering), the students and teachers share

a common field of interest, and their ability to communicate and understand each other easily and clearly should occur without any linguistic barriers. Students therefore need firstly to transition to university which is essentially a different community from high school, then again they need to graduate and transition into the communities of their professions. This is first and foremost what the field of English for Specific Purposes aims to provide, a learning experience appropriate for a specific community of practice.

2.5.2. Seeing ESP as an Aid to Transition

I studied ESP as a weekly module throughout my three years of BA in Algeria, and studied it as a branch related to business studies – Language, Culture, and Enterprise (LCE) – for my two year MA, and I am well-aware that the curriculum has always been designed based on the students’ linguistic and academic needs. I intend to use the field of ESP to not only pilot my proposed programme, but also to investigate the possibility of using it as a platform to promote SEL to other fields of study. Therefore, my project will make use of ESP as a medium to test and promote SEL to explore the students’ needs and skills beyond the academic spectrum, and also use it to help the students transition to the professional world where they can apply or impart the SEL skills they learned.

- **ESP and Learners’ Identity**

According to Altugan (2015), identity and education are interconnected and complementary to each other in that the former affects the success or failure of the latter. In other words, identity dictates the learners’ personal interests, their aspirations, and the driving force behind their academic and professional achievements. Furthermore, Rashtchi and Porkar (2020) attest that identities play a pivotal role in determining the success of the learning environment with regards to inclusive practices. In the case of ESP, Weyreter and Viebrock (2014) argue that the approach not only targets and focuses on the students’ academic needs in relation to their professional trajectory, but also takes their identity and cultural belongingness into

consideration. That is to say, the ESP learners are not only expected to acquire knowledge of the professional context they want or will join, but they are also expected to operate in the different cultures and deal with the diverse identities, which they might get in contact with in the workplace. For example, adopting the linguistic behaviours associated with using the English language within a particular professional context.

Ultimately, personal characteristics such as cultural, ethnic, and religious backgrounds are very important to people. However, the ability to create a balance between one's identity and that of the people around him/her in the workplace is even more important. Therefore, learning skills that would allow a successful merger of identities should be a key component of ESP learning and teaching. Thus, Buzarna-Tihenea (2020) proposes that ESP courses should help learners develop skills that would allow them to effortlessly and effectively engage with others from different cultures and backgrounds.

- **ESP and the Transition to Communities of Practice**

The main objective of ESP courses is to aid the students' transition to their respective fields, and allow them to integrate within their communities of practice. According to Wenger-Trayner (2015, p. 1), "Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly". Therefore, ESP practitioners must be able to use ESP as a link between the learning experience and the practicality of the professional work. In other words, the ESP learners need to have a smooth transition to be able to adapt to the new settings, engage with new people, and perform well in the workplace.

An ESP programme should be built on the needs of the learners, and should prepare them to later on use technical terms, appropriate grammar, and relevant semantics in their future professions, for example, doctors, engineers, lawyers, businessmen. Ultimately, a successful

and easy transition to work might signify that the students will have fewer challenges adapting to their new roles, and this in its turn might enhance their performance as knowledgeable, reliable, and responsible individuals. Therefore, ESP course design usually includes a stage in which the course developers identify what specific language and skills the group of language learners will need, to determine and refine the content of the ESP course (Axmedovna *et al.* 2019). This process is termed ‘Needs Analysis’.

Needs analysis is an important step in designing an ESP programme, and is considered as an approach used by ESP practitioners to recognise the basic academic needs of their students, and investigate the skills in which the learners need to develop and/or improve. Needs analysis also covers aspects beyond the academic needs, it also pays close attention to the relationship between the practitioners and the learners (Menggo *et al.*, 2019; Alsamadani, 2017; Nimasari, 2018). ESP teachers or practitioners rely on the specific linguistic structures of the texts, and in the contexts they occur in. Therefore, ESP students find themselves dealing with specific terminologies in specific texts that belong to their own communities of practice.

2.6. The Students’ Transitional Journeys

Change is natural, change means that life is moving forward and the things that had happened in the past may or may not happen again. People of all ages are well-aware that change is inevitable, and they can only find precautionary and preventive ways to deal with such uncertainty. Accompanying this uncertainty, different factors affect the social, emotional, and mental wellbeing of certain groups in the society.

The factors affecting these individuals can be social issues, such as unemployment, poverty, crime rates, political conflicts and regionalism; or family issues, such as domestic violence, drug or alcohol abuse. Some people, in particular children and adolescents, are more vulnerable to be affected by these issues. Thus, young people should be given more attention and care as they may have a chance for a brighter future, which is a chance that others may not have had

in the past. Young people go through different developmental and transitional stages in their lives, and this process of moving from one stage to the next is progressive, but it still brings new first-times, new challenges, and may suggest different goals and objectives.

2.6.1. Transition from School to University

The focus of my research is university to work transition, however discussing the transitional phase from school to university is also imperative from a comparative point of view. In other words, I will be comparing the characteristics and the effects of the school-to-university transition to the university-to-work transition, to be able to design an intervention that may help students recover from effects of the former and also protect them from what difficulties the latter may bring in the future. According to Eddaif *et al.* (2017), moving from high school to university may be one of the most important steps in every student's life, it means leaving behind the juvenile persona and moving forward to becoming a more mature and responsible individual. Some children or adolescents might be lucky enough to receive the necessary preparation for this transition, either through social and emotional learning, or other similar intervention programmes. However, Malinauskas and Dumciene (2017) argue that some students find themselves looking for ways to adapt and adjust to university life on their own, which can be overwhelming as school and university are known to be very different environments from one another. In other words, the activities, academic responsibilities, expectations, and the students' entourage will change when they move to college or university; some of them may struggle with this change especially if they have not been mentally and emotionally prepared for the next step of their lives. This transition from lower levels to higher education can be a stressful and difficult stage for many students due to the different changes occurring in their academic and personal lives. Furthermore, Sotardi and Friesen (2017) state

that the feelings of anxiety can be generated from the inconsistency between the students' expectation, and the reality of the new learning environment.

Lai-Yeung (2014) argues that although the terms guidance and counselling are often joined together, they generally fall into different meanings. While guidance is preventive, developmental, and holistic in nature, counselling is more proactive, supportive, and selective. In countries such as the United States, the guidance counsellors play an extremely important role both in the students' academic and personal lives. Therefore, Fan *et al.* (2019) maintain that school counsellors should be equipped to deal with the mental, emotional, social, and academic aspects of the students' learning experience. In addition, Popov and Spansenović (2020) state that the main duties of counsellors are to diagnose and prevent the negative effects of internal and external factors, while adhering to the school regulations as working professionals. According to Amat (2018), school-based counsellors use different approaches to expand the range of their services. For example, private and group counselling sessions, proactive and preventive programmes, and parent-teacher consultations. Essentially, school counsellors along with parents and administration support, tackle the personal, social, mental and emotional issues that could lead to harmful practices, such as substance abuse and suicide.

Turning to the UK, according to the Department for Education (2016), good mental and emotional wellbeing is an extremely crucial element in the holistic development of children and young people. Counselling can be an advantageous tool and of great benefits once this all-encompassing development is achieved. Counselling aims at assisting children and/or young people to better understand themselves and their relationship with others around them; also to have a sense of self-awareness and realisation of their personal resources and skills; in addition to building their resilience and flexibility, and helping them believe in their ability to address problems and pursue personally meaningful goals. Cooper *et al.* (2021) claim that one in seven

children in England suffer from mental health issues, therefore, counselling plays a big part of children's lives, and is considered as an effective tool to promote students' wellbeing in schools. Furthermore, unlike counsellors in the United States, Cooper (2013) argues that counsellors in UK schools prefer one-to-one sessions and work with young people aged 13-15 years old.

Counsellors are available during school hours to discuss any social, academic, or family problems that may affect the students. They have full access to students' records which allows them to provide advice, guidance, and to influence students' decisions regarding college or university career and admission. However, referring to the Algerian context, academic and administrative staff focus more on supporting students academically rather than socially, to move on and to engage successfully in the next higher level. For example, from primary school to middle school, and from middle school to high school, then leading to university. Their main focus has been the students' academic achievements. Therefore, I have seldom seen or heard of any kind of involvement from the school in the students' social life; there has never been any role that includes some guidance counselling performed by the teachers or the administration.

In the case of Algerian students, transitioning from high school to university occurs without any preparatory or preventive interventions, and the lacking support from the university during that transitional journey antagonises the students. According to Messaoud (2017), there is a state of anger amongst dozens of new students with a Baccalaureate degree who are expected to join their studies at the University of Jijel [a university located in the city of Jijel, North-east of Algeria] by the end of the registration period for the academic year 2017/2018. The students expressed their dissatisfaction with the quality of guidance they received, especially those whose marks did not secure them a place in some of the disciplines they wished to enrol in. Furthermore, they also expressed their frustration with the problems they faced, whether it be

changing the subjects they were given based on their marks, or even enrolling in other universities (para, 1). Furthermore, in an interview with the Zedni Network, reported by Khris (2018), an Algerian university student argues that there are a number of reasons behind the high rate of failure, especially in the first year of university. According to this interview the newcomers – the holders of a Baccalaureate degree – face great difficulties in understanding because of the lack of coordination in the programmes, furthermore, first year students face some difficulties of adjusting and adapting. For instance, in high school the teacher does most of the work, but at university level is the opposite, the teacher directs and the student does the research. The student also believes that it is time to allow the use of electronic libraries and digital devices, and to dispense with some materials that have no meaning and are not adequate to the fields or subjects. Moreover, this student suggests that different university clubs should be created to showcase and nurture the students' talents, and most importantly hire competent and skilful academics.

Ultimately, my project aims at exploring the feasibility of introducing SEL skills to the Algerian universities to address the issues of the students who transitioned from high school to university, and furthermore, prepare them for the next important transition to work. In a national teacher survey in America, Bridgeland, Bruce, and Hariharan (2013) report that 87 percent of the teachers believe SEL will be of great help in preparing students for that professional step in their lives. Another 86 percent believe promoting transferable skills to students and teaching them how to apply this knowledge to real-world situations should be one of the priorities in education. Moreover, 80 percent of the teachers also believe that incorporating and focusing on SEL skills will help keep students on track to graduate from school, 78 percent of them agree that SEL will prepare the students for college, and 87 percent predict the students to become respectable and responsible citizens as adults.

2.6.2. Transition from University to Work

The transition from university to work may be more challenging and stressful for students than their entry to university. All university students heading towards graduation dream of a decent job as a reward for their hard work and dedication, and the fear of that not happening haunts many of them. In other words, this transition the students have to go through is sometimes met by the unfortunate reality of unemployment. This social phenomenon is very common amongst university graduates where many of them get worried and concerned even before reaching that point (details of youth unemployment in Algeria are discussed in section 2.7.2). Later on, that fear might turn into mental and emotional issues for many of them, because thinking about their future can be daunting and discouraging. Consequently, the process of transition can affect the wellbeing of the students, their families, and also may put some pressure on the academic and the administrative staff, who seek to make that transition as smooth as possible for their students to secure employment.

Being an international student/researcher myself in the UK, I have been introduced to the Changemaker Hub at the University of Northampton, where the focus is on four main areas surrounding the academic and personal lives of the students, namely, education, health and wellbeing, heritage and culture, business and enterprise. In short, being a Changemaker campus means that several services are provided for all students who wish to take part. These services can be summed up in the following: volunteering and work-based learning, educational and cultural events, embedded learning and innovative learning experiences, and career development and employability (University of Northampton, 2019). Thus, I can first-hand acknowledge that the social and personal skills provided through university counselling services – for example in the United Kingdom and/or United States universities – may be unaddressed in some of the higher education institutions in Algeria. These skills can be developed to help students overcome any social and/or emotional issues that affect the

effectiveness of their learning process or their preparedness to make the transition to the professional world. As an example, ESP courses at the English Department at the University of Oran 2 are delivered by General English teachers, and only cover the basic principles of the field itself, for instance:

- What is ESP?
- What are the characteristics of ESP?
- What are the aims and objectives of ESP?

The intention here is to supply the language requirements, for example students who need to use English in the Petrochemical Industry, but it does not include the personal skills required to support students through the transition from university to a demanding work role, for example as a translator in an oil refinery or petrochemical plant. There is an evident discrepancy between what the Algerian educational system should offer the students, and what it currently offers them. In other words, although the problems affecting the Algerian students are identified, effective solutions are yet to be proposed or implemented. Furthermore, the orientation system in Algeria is a small part of the guidance and counselling services, and its impact on the students has more negatives than positives, and its contribution to a successful career path is questionable.

Additionally, Mahjoubi and Miliani (2017) suggest that the LMD system (Licence-Master-Doctorat) that was adopted in Algerian universities in September 2011 was designed to improve flexibility and international mobility, and increase the access to further education and to employment. Moreover, it was designed to facilitate the students' placements in businesses which are associated with their field of study to boost their chances of employability. Lastly, the LMD system was devised to allow students to seek the help of tutors who would guide them towards their personal and professional projects. Unfortunately, the application of these strategies and requirements at university level in Algeria is debateable. In a nutshell, Abdellatif

(2011) found that Algerian teachers, policy-makers, and parents remain unaware of the impact of academic counselling and career guidance on Algerian students. Therefore, such services are practically non-existent from middle school through high school, and up to university level.

Youth unemployment might be one of the issues preventing the students from experiencing a smoother transition from university to work. Therefore, this could be the result of a lack of necessary skills that could help them obtain and maintain a job. Algerians employers cite a lack of qualified hospitality workers and of skilled labourers for the industrial and construction sectors as being among the principal challenges to economic development (Farrand, 2019, p. 60). Apparently, there is a big disconnect between the supply (educational institutions), and the demand (employers), especially when young people with or without higher degrees strive for a more extravagant life rather than the basic living necessities. According to the European Training Foundation (2020, p. 9), people who hold higher qualifications are more affected by unemployment than those with lesser achievements in education. This stems from the constant competition over high quality jobs in the public sector. Therefore, the parameters of a successful transition requires not only academic knowledge, but also essential life skills (Alfonsi *et al.*, 2020; Hughes and Smith, 2020). The problem here is not just a matter of securing a job position, it is first and foremost a matter of finding an approach – in this case exploring the possible effectiveness of using SEL – to aid university students during their transition, and using those SEL skills to prepare them to face the job market. Also, these skills may be helpful to get the students or graduates through the unpredictable and disappointing stages of unemployment, underemployment, or losing ones' job. Hence, teaching social and emotional skills could be beneficial for students after they graduate and start looking for jobs. According to Paolini (2020), SEL promotes the skills that university students need to perform better in the different aspects of their lives. For example, education, social and behavioural interactions, and professional achievements. Therefore, this supports the effectiveness of SEL

in preparing university students to have a positive learning experience and successful career ventures after graduation.

2.6.3. ESP and SEL: a Recipe for Successful Adjustment

The combination of ESP and SEL developed in this thesis might be a valuable tool to help university students adjust and adapt to any academic and/or professional changes occurring in their lives.

First, a well-rounded ESP programme could possibly equip the students with the necessary professional and specialised knowledge to adjust and adapt in their new professional environment. Nowadays, learning English as a second language is a requirement to enter the job market, especially as employers and policy maker expect graduates to be job-ready. The communicative competence developed through the exposure to ESP should be relevant and applicable in the practical context. Therefore students who wish to use English for professional reasons will need ESP skills to be considered as qualified candidates for the jobs they desire (Marcu, 2020; Widiatmoko, 2016; Kuo, 2016).

Second, academic and professional skills may not be enough on their own to allow the students to adjust in the workplace. Therefore, it is imperative to have other skills to fill in the gap and support the students from a different angle, and make the processes of transitioning and adjusting to life post-graduation more successful and stress-free. That being said, this research cannot claim that students who have been exposed to this SEL/ESP combination would without a doubt find a job after graduation, but rather explores whether equipping those students with appropriate emotional and social resources in addition to academic skills can help them face the demands of the job market, exceed the expectations of employers, and possibly deal effectively with the loss of a job.

In conclusion, to explore the students' needs beyond the academia, I set out to explore the factors that might be affecting the students' social and emotional wellbeing. Accordingly, I decided to consider the effects of social issues on the Algerian university students.

2.7. Social Issues in Algeria:

2.7.1. Discrimination in the Algerian Society

▪ Ethnic and Cultural Discrimination

The Algerian society is a melting pot of different cultural and ethnic backgrounds which were brought together by a number of events throughout the history of Algeria. What is now Algeria was populated by Berber peoples in the Roman Empire, and since then there have been repeated major changes, beginning with the 7th century Islamic conquest of the Maghreb, then the rule of the Ottoman empire coupled with the Spanish coastal enclaves between 16th and 19th century. Additionally, Algeria underwent French colonisation from 1830 to 1962. On the plus side, these historical events have shaped the diversity and richness of the Algerian society as we know it, however the impact of the different cultures and beliefs has not always been positive. Ethnicity is a sensitive subject in Algeria, especially when certain groups segregate themselves from the rest of the general population. For example, the well-established ethnic conflict between the Imazighen (Berber) and the Arabs concerning which ethnic group is more entitled to live in and govern Algeria, or which ethnic characteristics are more important. That is to say, Tamazight language versus Arabic, or Berber flag versus Algerian national flag.

The conflicts tend to be more virtual rather than physical confrontations, for instance, some people from both groups use Facebook posts to instigate and fuel the political and social friction. Moreover, when these conflicts on social media build up they often push the public to protest and rally in the streets as an expression of discontent or dissatisfaction. One of the aspects in which these two ethnic groups clash is the status of the Tamazight – which is the

language of the Amazigh or Berber people – as an official language in Algeria alongside Arabic. Abderahmane (2020) argues that despite calls to legislate the teaching of Tamazight language in schools, the Algerian parliament rejected the amendment demanded by the Berbers in 2017. As a result, Kestler-D’Amours (2017) maintains that this act pushed some angry crowds of the Imazighen to publicly express their discontent and frustration .

Another type of the ethnic clash that is creating tension between the Arabs and Imazighen is the Amazigh banner or flag. The Imazighen have their own cultural flag which is different from the national Algerian flag.



Figure 2.3 Amazigh Banner



Figure 2.4 Algerian National Flag

For the Algerian authorities as well as many Algerian Arabs, the Amazigh banner is considered as a defiance to the national security and unity of the country, and also an attempt to introduce social segregation. Contrarily, the Imazighen consider their waving of the banner in public events as an act of self-expression and pride. According to Quattrini (as cited in Bagnetto, 2019, para. 6), “The flag is the same throughout North Africa, they use it to recognize their cultural identity and their origins”. Furthermore, Quattrini argues that “the government associates it with claims of self-determination and I think they pass this law about only showing

the Algerian flag as a way to promote national unity, because they perceive this Amazigh flag as threatening” (para. 7).

Generally, the majority of the protestors tend to be young people – mainly university students – which indicates that the negativity of such ethnic discriminatory behaviours affects the students’ academic progress, and therefore affects their ability to maintain focus on their academic goals, which can cause them stress and anxiety in the long run. In addition to affecting the students on a personal level, ethnic discrimination affects the atmosphere at the university by putting tension on the relationship between the individuals who come from different ethnic groups, whether they be students or teachers. Therefore, it is from this situation that bullying and mistreatment is generated, which causes more mental and emotional distress to many Algerian students.

- **Religious Discrimination**

With this ethnic diversity there is bound to be a clash of religious views and practices. Ever since the Islamic conquest of North Africa – including Algeria – around the 7th century, there has been a deep rooted tension between the natives, namely the Berber tribes, and the new arrivals (Arab Muslims) regarding the dominance of Islam and its teachings. Since Algeria is considered a Muslim majority country, any religious practices other than Islam are not tolerated by the government as well as the Muslim community. The following is one example of this religious conflict in Algeria, Human Rights Watch (2019, para. 2) argue:

Police raided and shut the biggest Protestant church in the country, the Full Gospel Church in Tizi Ouzou, on October 15, 2019, and assaulted worshipers, including Salah Chalah, the church’s pastor and president of the Protestant Church of Algeria...Chalah told Human Rights Watch. The following day, police sealed two other churches in Tizi Ouzou province. On October 17, police arrested, and later

released, dozens of Protestants who were protesting the crackdown in front of the Tizi Ouzou governorate.

In response to what had happened, Sarah Leah Whitson – Middle East and North Africa Director at Human Rights Watch – wrote that “Algerian authorities should allow religious minorities the same freedom to practice their faith as the Muslim majority”. Furthermore, she added that “All churches that have been shut arbitrarily should be allowed to reopen” (para. 3). These actions carried out by the authorities against the religious minorities may provoke them to rebel and protest not only against the government, but also against the rest of the Muslim population who react equally to the situation as the opposition. The tension between the two factions increases remarkably every year during Ramadan, because many secular Algerians attempt to provoke the Muslim community by eating and drinking in public during the holy month. As an example of the religious clashes in Algeria, below are cases in which Muslims and non-Muslims have exhibited disagreements:

According to Atbi (2016), in every Ramadan, there is a discussion on those who do not practice the religious act of fasting, and choose to eat and drink in public places. These people are labelled as ‘Wakalin Ramadan’ [meaning, those who eat in Ramadan]. They argue that this behaviour is a representation of their personal freedom, which many Algerians consider as an attempt to provoke the feelings of Muslims. Ultimately, these provocative acts caused the Muslim residents of the region to rise up several times against them and organise a collective ‘Iftar’ [meaning, the time of breaking the fast], and also perform ‘Tarawih prayers’ [meaning, nightly collective prayers performed strictly in Ramadan] in public squares as a response to the public eating. Furthermore, according to France 24 (2013), more than 500 people broke the sanctity of Ramadan by eating and drinking publicly in the city of Tizi Ouzou, to express and announce their adherence to the freedom of their beliefs and their rejection of what they called “the Islamisation of the state”. Ali (40 years old) argues that those who are not fasting during

Ramadan are targeted and intimidated. Furthermore, Ali who considers himself as "inheritably Muslim, but does not fast" asserts that "religion should remain a personal matter for everyone". Al Ounas, who is no more than 18 years old, expressed his beliefs by carrying a sign that reads, "I am not Arab and I am not obliged to be a Muslim".

Although the Algerian constitution does not state any punishment for breaking the fast during the holy month, a number of people have been arrested in the last few years due to the act of breaking the fast during Ramadan. Therefore, the individuals who commit this act face harassment by the authorities and society (Humanists International, 2019, title. 5). Although such conflicts seem to be more controversial between Muslims and non-Muslims, the main religious divide in Algeria is between conservative Muslims and those Muslims who are more liberal in their beliefs and practices.

The 1830 French invasion of Algeria affected the religious structure in the country because of the missionaries' attempts to reduce the influence of Islam. In doing so, a number of churches were built in different parts of the country to practise and preach Christianity. These attempts did not affect the dominance of Islam in Algeria, however they gradually contributed to the shift from a conservative Muslim country – strictly bound by Islamic teachings – to a more liberal Algeria, even after the independence in 1962. The National Liberation Front (*Front de Libération Nationale*), which is abbreviated to (FLN) has held power since independence, might be considered a secular socialist party. Furthermore, the impact of this shift in the power of Islam has continued for years, as many Algerian families have adopted these liberal ideologies and lifestyles, and unintentionally imparted the same ideas and attitudes to the later generations. As a result, the population that maintained the religious devotion to Islam grew frustrated with what they perceived as a threatening change, and tried to get some power through political elections to put Islam as the foundation for the Algerian constitution.

According to the International Crisis Group (2004, p. 4), the Islamic Salvation Front (*Front Islamique du Salut*) or FIS for short was the voice for this conservative religious population. The FIS was founded in March 1989 and was soon legalised as a political party few months later, in order to stand against the FLN. On June 1990, the FIS emerged victorious in the first pluralist elections in independent Algeria. Despite the incarceration of its leaders and other fellow activists in June-July 1991, the party still had the lion's share in the first round of the legislative elections held on the 26th of December 1991. The FIS was on a trajectory to win the majority of votes in the National Assembly during the second round on the 16th of January 1992. However, on January 11th 1992, the army commanders forced President Chadli Bendjedid to resign and cancelled the elections. On the 14th of January 1992, the High State Committee was created by the army to take over the rest of Chadli's term. The committee's agenda started off by reinstating the law banning the use of mosques as a platform for such political parties. Consequently, this provocative decision forced the FIS activists to respond violently across the country, which then was used to justify the decisions to declare a state of emergency and ban the FIS on the 9th of February 1992.

Although the Islamic Salvation Front (FIS) emerged as a religiously-inclined peaceful political party, after the banning of its activities some extremists instigated an uprising and thus made it a matter of national security. Regrettably, this was the beginning of a deep animosity from the FIS and its supporters towards the government and especially the armed forces, which quickly turned into a bloody and violent civil war threatening the innocent lives of the general public in the name of Islam. Ultimately, this civil war in Algeria came to be known as the Black Decade, which has inflicted more damage to the social, ethnic, and religious constructs. With regards to the religious constructs, the past violent deeds of those extremists may have slightly tainted the image of Islam for some Algerians – especially the younger generations – who nowadays view religion as extreme and restrictive, whereas others still view it as the foundation

for the Algerian society. Therefore, these religious clashes between the conservative Muslims and liberal Muslims are causing more stress to all Algerians. For example, any behaviours that defy the Islamic rules are intolerable and criticised by the conservative Muslims, whereas the more liberal Muslims consider these non-traditional behaviours as acts of self-identity and freedom of expression. These behaviours that contradict the teachings of Islam include but not limited to:

- Wearing inappropriate or revealing clothes in public, especially for women.
- Men and women socialising and/or dating in public.
- Places where alcohol is served and profane loud music is played, such as nightclubs and bars.
- **Gender Discrimination**

Gender in Algeria can be viewed from either of two contrasting angles; one relates to the rules of religion and traditions, and the other relates to progressive and liberal thinking. Women and men are allowed to work unless the job's environment and requirements are not contradictory to the teachings of Islam and the Quran. According to Azeem, Ramzan, and Akbar (2013, p. 230):

As far as the matter of women's working and earning livelihood is concerned, Islam also gives complete permission for it. There has never been a ban on women in Quran and Hadaith for doing jobs. The condition is that the job should be within the limits of Islamic Shariah and within modesty levels. And women must observe the obligation of Hijab.

Although Islam allows women to work within conditions, the conservative Algerian men believe that – regardless of the job – the women's responsibility is to take care of the household and raise their children, whereas, it is the men's duty to work and provide for their families.

Therefore, this belief has become based more on customs and traditions rather than on religious bases. This principle has been respected and followed by Algerians for generations, and they embraced it as one of their most significant social conventions. In the past, women were only allowed to learn how to read and write, and any further education was banned by the males of the family, which usually includes the fathers, grandfathers, uncles, or the brothers. When women get married, their husbands take on the responsibility of supporting them and the children even if they were financially challenged.

According to Aouimer (2020), in some Algerian families, the father still deprives his daughter of the right of education under the pretext of mixing with males, or the influence of customs and traditions. Therefore, the result is 'illiterate women' in a constantly evolving world (Independent Arabic, para. 2). Furthermore, Aouimer (2020) wrote that Abdel-Rahman Arar, the president of the Network for the Defence of Children's Rights in Algeria (NADA), acknowledges the existence of the phenomenon where Algerian young girls can be prevented from further education. This phenomenon is the result of cultural, financial, and social factors. However, objectively speaking, the decision of some Algerian men not to allow the women in their family – wives, sisters, or daughters – to work may not be considered as gender discrimination from their perspective, but simply a need for them to preserve their honour, and that of their women, by shielding them from any kind of social issues, mainly sexual harassment.

On the other hand, the more liberal families in Algeria – especially those occupying the urban areas – are more inclined to allow girls to finish their education and pursue a career. They believe in equality between men and women with regards to education, employment and other social rights. Although there are still Algerian families who abide by religion and traditions, the Algerian society seems to lean more towards the liberal rather than the conservative social structure, especially in the past two decades with the added influence of globalisation and

technology. With the Algerian society becoming more accepting of women applying for jobs and maintaining careers, more women are competing for jobs against men, and have more chances of securing employment over them. Therefore men who are unemployed, or have no job security, tend to have reservations towards women working, and they often express their discontent and frustration with the situation by saying that women are taking all the jobs, and that they are the reason for their unemployment. Moreover, they blame the government bodies for favouring women over men in the hiring process. Ultimately, this situation is creating tension between the two genders, which in its turn is increasing gender discrimination within the Algeria society.

A study conducted by Barry and Dandachli (2020) on youth and women's employment in Algeria, has revealed that the subject of women's employment in the Algerian society has produced different points of view amongst employers and youth. Such opinions represent the existing controversy within the Algerian society regarding the role of women in the workforce, and their ability to make professional decisions. Many employers argued that women do not face discrimination during the application processes, and during their employment. However, as the study progressed it became clear that employers do not identify barriers such as cultural expectations of appropriate jobs and industries for females, transportation challenges, low self-confidence, and family responsibilities, but rather view them as the norm for the roles of men and women within the Algerian society. As another example of how gender discrimination manifests in the Algerian society, Kalala (2013) discusses a letter he received from a young Algerian man called Ibrahim Lagharib who tackled the issue of women dominating the employment contests in the public sector (such contests are the normal way of recruiting people for government jobs in Algeria). In his letter, the young man particularly raised the point of taking into consideration the experience period for females, and neglecting that of males

because of the period of National Military Service, which is compulsory for most young men. Furthermore, Ibrahim expressed his frustration after the announcement of the results and wrote:

It is a conspiracy hatched against us men...I am thirty years old and tired of living as I am convinced that women have monopolised the right of other men such as myself to work. I was shocked after the results of the last competition I participated in, where women acquired 90% of job positions because employers in the public sector gave them points for the experience they gained, which we did not get because we were fulfilling our duty of the National Service (Echorouk Online, 2015, para. 1)

As the successful candidates in the employment contests prepare to resume work, the female candidates secured the majority (90%) of the positions in the education and higher education competitions. The latest figures reveal that women dominate the most important sectors in the public sector – namely education and health – and they even started to compete with men in law enforcement careers (Echorouk Online, 2015, para. 1).

As a conclusion, the discriminatory behaviours discussed above – ethnic, religious, and gender – affect the Algerian society as a whole. The Algerian young people, and university students in particular, find themselves more affected by one or all of these types of discrimination. For example, some could be discriminated against for being Berbers, others for being Arabs. Furthermore, some might face discrimination for being religiously and culturally conservative, while others for being more liberal. As far as gender is concerned, women can be discriminated against by men for competing with them in the job market, whereas men would feel discriminated against by the government for offering women more job opportunities. Therefore, university students might be unable to escape the stress and anxiety generated from the continuous discriminatory behaviours in the Algerian society.

2.7.2. Youth Unemployment

Many Algerian young people, especially students, fear being unemployed or having a menial job unfit for their skills and qualifications, and I share the same fear. This social issue has been growing steadily, however the social and emotional burden has spread more quickly amongst young people, and even with the efforts of the government to minimise its effects, unemployment rate amongst youth in Algeria is relatively high. This situation is likely to remain the same for the perceivable future. Statistically speaking, the youth unemployment rate in Algeria has witnessed some fluctuation in the last decade. It started from a record low of 21.50 percent in the fourth quarter of 2010, and then rising up to 29.90 by the end of 2015. By 2017, the rate of unemployment amongst young people decreased to 28.30 percent. Furthermore, there rate kept decreasing in 2018, and reached 26.40 percent. However, in the last two years youth unemployment has increased again reaching an all-time high of 30 percent (Furceri, 2012; Trading Economics, 2018; Danish Trade Union Development Agency & Danish Industry, 2020).

The Algerian students' unpleasant learning experience at the university might also be viewed from organisational and/or ethical perspectives such as the relationship between some of the academic/administrative staff and the students. In other words, some students might find themselves struggling academically because of the way some staff members take on their responsibility (see section 1.8.2.1). Accordingly, the first ever study that tackled the pedagogical problems faced by university students in Algeria sparked widespread controversy in the higher education community. The study revealed that 71 percent of students admitted that they had been extorted by their professors by manipulating their marks or grades. A further 83 percent of the respondents confirmed the lack of trust between students and professors, whereas 80 percent of students feel the pain of being neglected and abandoned by the teachers

(Echorouk Online, 2012, para. 1). In addition to what the students undergo at university, the reality of what is to come after graduation could yield even more detrimental effects. Achdut and Refaeli (2020) argue that the shared negative feelings that creep into the minds of graduates who find themselves suffering mentally and emotionally, are generated from the phenomena of unemployment or underemployment. According to Madoui (2015) many of those graduates develop feelings of shame and humiliation as they feel judged and criticised by their families, friends, and the rest of the society. Then the embarrassment grows with time and turns into severe cases of depression and anger towards oneself and others, especially towards the government. Ultimately, prolonged unemployment and/or underemployment may force those individuals to give up or go astray. Therefore, Rakna and Soris (2019) suggest that if the individuals suffering from this emotional instability do not receive any kind of intervention, they may be pushed over the edge and may engage in anti-social behaviours during and after their studies, for example violence, theft, bullying, and other criminal activities.

It is possible that unemployment may be the source of many other social issues in Algeria, which may also be the case for many countries. For example, one of the consequences of unemployment, is the risky decisions of young Algerian men and women who turn to both legal and illegal migration. Hamouchene (2015) argue that this contributes to the drain of human capital in an attempt to seek a brighter future which seems only possible outside Algeria, especially when brilliant minds and skilled workers leave the country legally. On the other hand, I used the word 'risky' because the phenomenon of illegal migration has been taking the lives of men and women of all ages who are unemployed or underemployed. According to Kimouche (2018), these people board what is called the 'Death Boats', moreover, Djeloul (2020) states that they would rather perish at sea than live deprived of their basic rights. Unfortunately, many of these migrants do not reach their destinations, and end up drowning at sea, or floating at shore wherever the waves take them.

All members of society nowadays are well-aware of the problems affecting their lives on different levels. Local authorities and experts should make efforts to scrutinise every aspect of this phenomenon and work on finding solutions to these issues causing the situation to deteriorate. According to Vidanapathirana (2019) writing about Sri Lanka, possible solutions to the different social issues might come from investing time, efforts, and resources in all aspects of young people's lives. In other words, if governments put more focus on protecting young people and mainly university students from issues affecting their academic and professional achievements, and most importantly their mental and emotional well-being, we would have more satisfied, successful, and positively active citizens. However, this may not solve or reduce the effects of a serious problem such as unemployment, but it could lessen the tension and open more room for discussion and interaction between the government and students as a representation of the younger population in Algeria. Thus, SEL and employability skills benefit businesses not only by providing skilled and qualified individuals who work hard, but also candidates who succeed and excel in the job positions they occupy. Employers are always looking for transferable skills that make the difference, and since SEL encompasses skills such as self-motivation, time management, communication, problem solving, and relationship building, people with SEL background might have an advantage in their applications (Committee for Children, 2016).

2.8. Conceptual Framework

The conceptual framework represents the collective of concepts closely associated with the research at hand. Furthermore, the conceptual framework clearly pinpoints the theories and paradigms that explicitly and/or implicitly influence ones' research project. A conceptual framework can be presented in two different ways, (Grant and Osanloo, 2014; Shikalipo, 2020):

- Presenting the conceptual framework in a narrative format by simply describing the different variables and principles related to the research project in simple and straightforward written passages.
- Presenting the conceptual framework schematically in a form of visual illustrations, such as diagrams and graphs.

There is no rule stating the use of one way without the other. Therefore, I decided to present my conceptual framework using both narrative and schematic methods. The research is built on the CASEL five core competencies framework which promotes social and emotional wellbeing through SEL skills. Then, I connect SEL and its application to two educational settings. First, schools where the application of SEL is already established and prevalent. Second, higher education where the application of SEL is lacking. Furthermore, I intend to use English for Specific Purposes as a setting – platform – to explore the effectiveness of the SEL-based intervention I devised. From a practical standpoint, ESP tackles the aspect of academic and professional readiness whereas SEL tackles the aspects of social and emotional wellbeing. Another variant of my conceptual framework is the two transitional journeys – the school to university, and then university to work transitions – in which the students go through. Finally, I research the types of social issues affecting the wellbeing of Algerian university students in relation to their academic and professional performance.



Figure 2.5 Conceptual Framework

2.9. Chapter Summary:

The aim of this chapter was to review the literature discussing the theories I chose to tackle in my research. Starting with the literature exploring the application of social and emotional learning (SEL) in education, and distinguishing between SEL skills and guidance counselling services in relation to students' mental and emotional wellbeing. Furthermore, it highlights the major studies and interventions conducted in school settings, and attempts to introduce and promote SEL at university/college level. Then, the chapter discusses the field of ESP and the learners' identities in relation to the communities of practice, and then making the link to social and emotional learning as a supportive approach to the students' transition to the professional world. Moreover, the chapter tackles the literature related to the students' transitional journeys from school to university, and also from university to work. Also, the chapter reviews the literature discussing the social issues within the Algerian society such as discrimination, corruption, and unemployment, and their impact on the social and emotional wellbeing of the university students. Finally, from the theories discussed in this chapter, I developed a pilot intervention and explore the possibilities whether SEL can be incorporated into higher education through the current ESP curriculum at the University of Oran 2, and from that point I will further explore the ways in which the intervention can be altered to meet the needs and requirements of fields other than English Language Teaching.

2.10. Literature Review Chapter Addendum: Literature on Reflexivity in Educational Research

2.10.1. Introduction

As explained in the previous chapter, I needed to amend my data collection plan because of the difficulties and challenges I faced during data collection trips when I realised that I myself was in a stressful situation with regards to my transition from being a student to being a researcher. Therefore, I decided to include myself as a reflexive subject of the research by keeping a reflective research diary.

When embarking on a research journey, it is useful to document every detail in every step of the way, whether that be intentional or unintentional. For example, drafting the research design or outline over and over until it is satisfactory, writing up the research proposal and trying to make it the researcher's own. Furthermore, the researcher might react mentally and emotionally to the different stages of the research process, from the overexcitement of researching the literature related to the topic to careful planning the data collection trips. According to McLaughlin (2006), the emotional responses triggered from planning and undertaking any research are often described in terms of opposition, for example, subjective versus objective or cold versus passionate. Having some sort of an emotional response to one's research – as long as it is under control – might be crucial to define the quality of the work the researchers carry out from beginning to end, however the type and the intensity of emotions might differ from one researcher to another based on the challenges they face at any stage of the research. Some researchers might face challenges and blockages while looking for the literature related to their topic, and others might encounter some hindrances during their data collection due to different kinds of domestic and/or global issues out of their control. Ultimately, these emotional and mental reactions, as well as the challenges and difficulties, are all part of the research process which must be documented at all times because the researcher might benefit from these records

or ‘research diaries’. Research diaries are usually useful to reflect on the research in terms of what has been decided prior to the process, to describe what has changed throughout the research, and to document the impact of the study on the researchers themselves, therefore, reflective research diaries can be a reliable and trustworthy source of data.

2.10.2. Reflective Research Diaries/Journals

Keeping a reflective research diary or journal might be considered as a crucial part of the entire research process which may be overlooked by many researchers. The data generated from the research diary can give some depth to the quality of the research, especially for those who are unable to collect enough data using the traditional methods, for example, interviews, surveys, focus groups. According to Chan (2009, p. 1):

A reflective journal is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights a student have in the learning process of a course. In addition, a reflective journal requires the students to think more deeply, to challenge their old ideas with new incoming information, to synthesize the course materials they have learnt into their personal thoughts and philosophy, and also to integrate it into their daily experiences and future actions. The benefits of the reflective learning process are usually accumulated over a period of time, in which the students usually show a series of developmental changes, personal growth and changes in perspectives during the process.

According to Penzu – which is a free online personal diary – the process of starting and keeping a reflective diary could not be any simpler. First, the researcher should always keep the journal within reach, whether that be a physical journal such as notepads, or online journals using some sort of software such as computer or mobile phones applications used for taking notes. Second, the research process is part of the everyday routine in a researcher’s life, therefore, they should

document everything that might be related to their research in a form of entries. These notes are not necessarily restricted to academic or professional events, they can be about the researcher's thoughts and feelings that day in relation to their research journey. Third, before documenting anything on the diary, the researcher must contemplate on their participation or observation during any activity, and then write a synopsis into one well-written clear entry. Fourth, the researcher should regularly read and review previously documented entries in order to evaluate themselves as they progress with their research. Therefore, my research diary is and will be a record for anything and everything I have been through as a researcher. It is a source of knowledge and proof of plans, thoughts and ideas, feelings of fear, disappointment, and frustration. Therefore, I am using what is called a retrospective reflective diary (more details on this point will be discussed in section 3.2.) to highlight the impact of my research journey on me as a researcher and to use it as a source of supportive data. Travers (2011) argues that reflective diaries are used to explore and understand the social and psychological events in academic and vocational contexts. Also, they are considered as a helpful way to collect data on stressful experiences, thus keeping a reflective research diary improves self-awareness and coping mechanisms. There are many concepts and notions surrounding the use of reflective diaries in qualitative and educational research, therefore, I will be discussing the ones that are considered as a sine qua non of such a reflective approach.

2.10.3. Reflexivity and the Researcher's Positionality

▪ Reflexivity in Research

As the research process progresses, many researchers – including myself – question some of their decisions and presumptions by asking themselves whether or not they have made the right choices, they second-guess the way they planned their data collection, and they rethink their research questions at times. All these processes such as self-reflection, self-criticism, or self-awareness happen when one thing goes wrong and it creates a chain reaction, which in its turn

might put pressure on them to deal with the situation as quickly and efficiently as possible. “Reflexivity generally refers to the examination of one’s own beliefs, judgments and practices during the research process and how these may have influenced the research” (Finlay, 1998, as cited in Hammond, 2017). In other words, Reflexivity is when the researcher goes back in time – in a manner of speaking – and judges their own conviction regarding the assumptions and the expectations they have had during the planning phase and before engaging in the actual research process.

Reflexivity comes from the adjective ‘reflexive’ which was first coined in English in 1588. In the beginning of 1640, the term was used to represent the aptitude of mental functions to be reversed and focused on the mind itself at some point in the past (Pollner, 2020). Furthermore, for Western philosophers such as Socrates, the notion of reflexivity is seen as associated with thought. Based on that logic, a human being not only thinks, but also thinks about the thinking process itself, and thinks of themselves as a thinker. “To be a questioner in reality is to locate oneself as part of the questionable and also as the source of questions” (Natanson, 1974a, p. 233, as cited in Pollner, 2020). The logic explained above falls in line with what I am doing personally in writing and using my own reflective research diary; and in doing so, I find myself going back to the beginning of my research journey and thinking about what and how I felt during the planning stage, thinking about the assumptions I made and also thinking about myself as a researcher and my position throughout the different stages of my research. This reflexive approach to collecting data will enhance the quality of my research by giving it a sense of uniqueness, depth, and authenticity. Probst (2015, p. 42) sums up the advantages of reflexivity for a research project as follows: “accountability, trustworthiness, richness, clarity, ethics, support. ...all contribute in the researcher's own well-being and personal growth as well”. The benefits of reflexivity for my own wellbeing can be described as therapeutic and helpful in writing about the challenges I have been facing, and the emotional and mental pressure I

have been under since the start of my data collection. Furthermore, the benefits of reflexivity for my personal growth can be represented in my capacity in adapting to and overcoming those challenges, and also being ready and prepared for any future ones. However, as with any other approach or method, engaging in reflexivity can be a delicate and intricate process for the researcher. For example, when a researcher uses reflexive writing in their research, they are taking the risk of being regarded as vain. In other words, they might seem focused more on themselves than the objectivity of their research project. In contrast to this, much scientific research – within the realist paradigm – has no place for such subjective reflections, and the reports are deliberately written to be as impersonal as possible. According to Hammond (2017), “discussion of reflexivity has been criticised as narcissistic and self-indulgent and it is important to remember that the reader may be a lot less interested in the researcher than is the researcher him or herself”.

As for my research, I am using reflexivity to pinpoint the challenges I have been facing during my data collection process, and their impact on my mental and emotional wellbeing. However, the reflective diary will not be focused on me as a person, but rather on the cognitive process I have been going through while still trying to collect the original data for my research using the initial research design and methods. Therefore, reflexivity can be regarded as a sign of the researchers’ commitment to the research, and their responsibility to benefit from the use of this reflexive approach for learning purposes as well as enhancing theory itself (Palaganas *et al.*, 2017).

- **Retrospective Reflexivity**

The relationship between a researcher and his or her project is based on influence; it is a given that the researcher would impact the study and vice versa, and this is what identifies as prospective and retrospective reflexivity. As Attia and Edge (2017, p. 35) explain, “prospective reflexivity concerns itself with the effect of the whole-person-researcher on the research.

Retrospective reflexivity concerns itself with the effect of the research on the researcher”. Although such relationship between the researcher and the research can be seen as simultaneously interchangeable – impact each other at the same time – the researcher can choose to take on one type of reflexivity where he or she feels the impact is stronger. Therefore, I have chosen to use retrospective reflexivity as I feel that the research process has been affecting me more than I have been affecting it, especially since I started my data collection. I have been reflecting on how my research has been affecting me positively as a researcher, for example enhancing my professional and academic skills. Tzanakou (2014) argues that the benefits of undertaking postgraduate research not only develop specialised knowledge, but also other transferable skills such as problem-solving and critical thinking. However, the impact of this research journey has not always been positive, for example, at some point it has affected my mental and emotional wellbeing, for instance, stress and anxiety generated from things not going according to plan during the research process. Peterse *et al.* (2018) explain the severity of such impact as follows:

Apparently, people that conduct a PhD are exposed to specific factors that increase the risk for developing mental health issues, in comparison with people with a similar educational background. In fact, the percentage of doctoral researchers at high risk for having or developing a psychiatric disorder almost equals the *lifetime* prevalence of psychiatric disorders in the general population, even though a PhD only takes some years (para. 4).

The challenges and obstacles occurring during the research process can hinder the progress of many researchers, unless they are dealt with immediately and efficiently. Furthermore, the researcher must learn how to cope with these challenges and overcome the mental and emotional distress before they find themselves forced to give up and quit their research. Higginbotham (2018) argues that the doctoral research journey can be long and daunting which

may cause many researchers to lose their confidence and drive, and this phenomenon is described as the ‘second-year blues’ which can be managed by seeking strong support and encouragement. For example, I personally felt like I am at a dead-end while trying to collect my data, and the impact of the situation put me on hold for few days thinking what I could possibly do to fix the problem. Ultimately, I came to realise that I did not come all this way to give up and that I needed to motivate myself. Therefore, I organised my thoughts and reflected on my journey up to that point and after consulting with my supervisors, I came up with an emergency plan (see section 3.4) which works best for my research and for me as a person.

- **Reflexive vs Reflective**

Delving deep into the concept of reflexivity, I asked myself whether I am a reflective or reflexive practitioner, and before answering this question, it is worth distinguishing between the terms reflexive and reflective. At first glance, many researchers – initially including myself – think that these terms are synonymous to each other, and that they can be used interchangeably to convey the same meaning. Nevertheless, the two concepts function in different contexts and may generate different types of data. Whereas being a reflexive researcher means that he or she considers what has already been done at some point in the past, being a reflective researcher means that they evaluate and respond to the situations as they are happening in the present time (Kelly, 2019). Furthermore, Pollner (2020) draws the distinction between the two concepts and writes, “to be reflexive is to be reflective; but one is not necessarily reflexive when one is reflective, for to reflect is simply to think about something, but to be reflexive is to think about the process of thinking itself: solitarily, or with critical support”. Furthermore, while reflexivity embodies “focusing close attention upon one’s own actions, thoughts, feelings, values, identity, and their effects upon others, situations, and professional and social structures, reflection is an in-depth consideration of events or situations outside of oneself” (Bolton, 2009). However, the distinction between reflexive/reflective and

reflexivity/reflection made me realise that I have been using both approaches while writing my research diary. From a reflexive standpoint, I have been reflecting on my research design so far and how the implications and challenges have been affecting my feelings and beliefs, as well as reacting and trying to find solutions to them instantaneously. Contrarily to that, from a reflective perspective, I have been reflecting on and analysing those challenging scenarios I had faced, and what went wrong then, and how to avoid them in the future. Therefore, it is important for my research to rely on both reflexivity and reflective practice. In the process of being reflexive and/or reflective, researchers must be aware of their position in relation to the project and its aims, the participants and the context under study, and even to themselves personally. Therefore, I cannot discuss reflexivity and reflection without addressing my position as a researcher.

- **Reflexivity in Educational Research**

While researching the concept of reflexivity, I have noticed some inconsistency in the literature tackling the use of such approach. In other words, I have found a substantial amount of sources about reflexivity in healthcare and social work compared to the literature relating reflexivity to educational research which seems to be lacking the same recognition. Therefore, it is imperative for me to discuss the use of reflexivity in academic and educational research in relation to my topic concerning social and emotional learning. Adopting a reflexive approach is very important in educational research because it emphasises the researcher's empirical and contingent knowledge. Furthermore, it demonstrates the importance of uncertainty in research processes for more development and personal growth (Mitchell & Pithouse-Morgan, 2014). Furthermore, Pithouse (2007) argues that reflexivity gives a deeper and richer dimension whilst the researcher progresses towards his or her goal. In my doctoral journey, I do not only have to reflect on myself as a researcher and how do I go about answering my research questions, but I also have to consider my position as a future teacher-practitioner putting my theory into

practice. Accordingly, Feldman, Paugh, and Mills (2004, p. 974), categorised reflexivity and/or reflecting on oneself as an essential component of self-study approaches to educational research for both researchers and practitioners. In my research, reflexivity is marked by an intersection between education and social work. In other words, I have been reflecting on my research as a tool to enhance the learning experience in higher education, which in its turn will make use of social and emotional learning skills to impact the social interaction in a positive way. This is what Whitehead (2009) described as the ‘living-educational-theory’ which more or less connects reflexive practice to the educational research experience:

These living theories are constituted by the explanations of teachers, teacher educators, student and pupil researchers, for their educational influences in their own learning, in the learning of their students and in the learning of the social formations in which we live and work (p. 107).

Finally, doctoral researchers are expected to possess and acquire academic and cognitive skills to aid them through their research processes. For instance, academic skills can be summed up in academic writing, critical thinking and analysis, using search engines, and planning and organisation. As far as cognitive research skills are concerned, the researcher must be resilient, responsive, logical and reasonable, and selective. Therefore, reflexivity is a skill that might help the researcher to combine all of the above and develop them simultaneously. According to Usher, (1993, cited in Pithouse *et al.*, 2014, p. 1), “reflexivity and critique, critique through reflexivity, are skills which [educational] researchers need to develop”.

- **Researcher’s Positionality**

According to Coghlan and Brydon-Miller (2014, p. 2), “positionality refers to the stance or positioning of the researcher in relation to the social and political context of the study, the community, the organization or the participant group”. Based on this definition, I understand

that my position in my own research is not determined by the fact that I am a young Algerian researcher doing a postgraduate degree in England, but rather a doctoral researcher influencing and being influenced by the topic or subject I am researching because the research is not a fixed or monotonous process. According to Throne (2012, p. 63), “The work is never complete, but rather shifts and evolves as the doctoral learner moves through multiple settings and contexts, and engages within these settings in relation to the doctoral program”. Hence, for me to NOT be flexible and adaptable to the process would result in allowing my identity and background to affect my biases, which is crucial to the integrity of my research. On the one hand, I do understand the importance of my own identity, and I am well-aware that I have to take into consideration every cultural, religious, ethnic aspect while conducting my research that is adopted from a different culture. On the other hand, I have made the decision to alter some of the components of my research and make it my own, make it fit the Algerian conservative context which allows me to position myself both as an ethically and culturally responsible researcher.

This position of the researcher being alien to the population under study as opposed to them belonging to the same society, and following the same cultural values and traditions is called ‘insider/outsider positionality’. According to Hellowell (2006), an insider is considered as someone who belongs or has first-hand knowledge of the community within which they are conducting research, whereas an outsider is someone who is not familiar with the setting and population under study. As an insider researcher, I have not allowed myself to be affected by the cultural and social factors which might be irrelevant or have no impact on my research. Instead, I have been focusing on the impact of my identity and background only from an educational research angle. For example, I have had a university learning experience similar to that of my current Algerian participants. Also, as a student I did not have mental, social, or emotional support from the university where students still have no exposure to in the present

time. Therefore, I have been dealing with my participants and data in an empirical and objective manner, rather than emotionally or subjectively. According to Oakley, (1981, cited in Saidin and Yaacob, 2016) for many scholars, an insider researcher would have an advantage over an outsider researcher if the study is undertaken within their own social and cultural settings where they share common values and experiences with their participants. For example, the interview process would be more enjoyable if the interviewer and the interviewee are both women with mutual interests and experiences. Although the research of an insider might be perceived as lacking objectivity because of the belongingness of the researcher to the participants and the setting, the benefits of being a researcher who is part of the community should minimise the risk of subjectivity if they focus on their research integrity. Accordingly, Smyth and Holian (2008) argue that being an insider researcher has its advantages. For example, an insider will have a clear understanding of the issues(s) under investigation, and also engage easily with the participants in their social, cultural, and political context in which the insider researcher is also familiar with.

2.10.4. Conclusion

The reflective research diary is a very useful tool in qualitative educational research, it allows the researcher to document everything they go through in their journey in case they needed to use the entries in the future. These entries include planning, academic and professional activities, challenges and obstacles, as well as feelings and thoughts. The researcher can use some or all the data from the reflective research diary to enhance the quality of their research and give some depth and authenticity to the content. Furthermore, in order to make the most of the reflective diary, the researcher must adopt a reflexive approach to be able to rethink, examine, and judge their beliefs and perspectives, and plan ahead for any unexpected and unwanted circumstances at any point during the research process. Accordingly, many researchers – such as myself – who are doing educational research could benefit from the use of reflexivity and/or reflection to help them regain their confidence and motivation after having faced some hindrances. For example, I personally have been having issues with my data collection due to social and political circumstances in Algeria, and also the spread of the new COVID-19 pandemic, however, writing down and documenting my feelings and ideas has allowed me to get through the mental, emotional, and methodological implications arising in my research. Ultimately, it is worth mentioning that although reflexivity can be valuable for the researchers and their projects, they might risk their objectivity and by extension the integrity of their research. This issue might occur when the researcher(s) let their position in relation to the researched and the context affect their interpretation of data. Therefore, the researcher should be able to find that balance between their position in relation to the population being studied, and the social, cultural, and political context where the study is conducted, and their own perspective towards the problem they are attempting to solve.

3. Chapter 3 Research Methodology

3.1.Introduction

I am investigating a universal and all-inclusive intervention with the focus on helping students with any social and emotional issues that may have affected their transition to postsecondary study, especially for those who are the first generation of their family to go to university. I seek to explore the possibility of using the intervention to achieve two goals, firstly as a reactive tool to equip the students with the skills to deal with the overwhelming side-effects of that transition. Secondly and most importantly, as a proactive approach to help make the students' subsequent transition from university to work less challenging. The aim of this chapter is to highlight the research design employed and the processes and steps used to collect and analyse the necessary data to add more credibility to my research.



Figure 3.1 Research Methodology Tree

3.2. Research Paradigms

I have adopted the interpretivist approach as it is more suitable for the type of research I am conducting in relation to social and emotional learning. Bryman (2012) argues that the term paradigm was mainly employed in scientific contexts in which the entire research process is bound by its principles. Furthermore, Creswell (2014) prefers to use the term worldview instead of paradigm, and he believes that the researcher is bound by contexts, people, and experiences which are the foundation for their philosophical predispositions.

Leavy (2017) believes that paradigms are important to the research process, in that they influence the course of action throughout the research from planning to data analysis. Furthermore, a paradigm describes the different ways in which reality is observed, perceived and examined by researchers (Abdul Rehman and Alharthi, 2016). Thus, Denzin and Lincoln (2018) argue that research paradigms include four theoretical perspectives which can be used to determine different aspects of the research process: Axiology, Ontology, Epistemology, and Methodology. However, in the section below I discuss only three of the theoretical perspectives, namely ontology, epistemology, and methodology.

3.2.1. Theoretical Perspective

- **Realism and Interpretivism**

I am exploring the reasons why SEL is not promoted in higher education, and also whether and how it can fit and be incorporated into higher education settings. In doing so, I am seeking to explore whether a universal intervention of SEL – by which I mean an intervention for all students rather than those deemed needing support – would generate better outcomes in helping students cope with transitions and unleash their full potential.

When researchers undertake a study, they are trying to figure out what they are studying and where this study fits in the world. Thus, realists believe that the world is set and pre-determined in its nature and components, however, it is up to us as human beings to make new discoveries. Realists believe that the world we live in is independent and detached from us and our interpretations of it. Therefore, anything and everything that is available in the real world would be accessible and easy to attain. In other words, “What you see is what you get” (Neuman, 2014, p. 94). In contrast, Kumatongo and Muzata (2021) maintain that the interpretivist paradigm emphasises the understanding of the experiences, beliefs, and perspectives of the research subjects. Therefore, interpretivism does not support objectivity, but rather emphasises the subjective interpretation of knowledge. That is to say, qualitative researchers are prone to be influenced by social and/or cultural aspects of the settings in which they conduct their field work and collect their data (Pelzang and Hutchinson, 2018).

The interpretivist paradigm is the best fit for my research as I intend to explore and study the feelings of the Algerian students, as well as their attitudes towards society, education, and employment, and then to draw conclusions based on their interpretations of the society they live in. The interpretivist paradigm has three important components, which define my research methodology and will help readers understand how my data is being collected: The Relativist Ontology, the Subjectivist Epistemology, and the Naturalistic Inquiry.

- **Relativist Ontology**

Relativist ontology allows room for different possible realities, especially in the case of interpreting research data (Denzin and Lincoln, 2018). Thus, relativist ontology within my research is represented in the ways Algerian university students are affected by numerous social and organisational issues (see section 2.7), and this is the reality in which many Algerian students live and share throughout different stages and aspects of their lives.

- **Subjectivist Epistemology**

According to Riazi (2016) researchers seek knowledge by observing, investigating, and evaluating the world they live in, and it manifest itself in statements, negations, hypotheses, and beliefs. Furthermore, Creswell (2013, p. 20) argues that epistemology in qualitative research is represented in the degree of closeness between researchers and their participants. Thus, the data is accumulated from the researchers' own personal understandings and experiences.

As far as my research is concerned, subjectivist epistemology will make the process of understanding and interpreting my data much easier, as I will draw the conclusions and assumptions from the direct and constant contact with my participants. Furthermore, my own social background and upbringing as an Algerian citizen will be an important factor in reaching the desired final outcomes.

- **Naturalistic Inquiry**

Naturalistic inquiry is a qualitative research tool in which the researchers pay close attention to their research participants in their natural environment. This observation occurs throughout the different stages of the data collection process, and is mainly used to develop greater understanding of the behaviours, experiences, and circumstances of the population under investigation in their familiar context (Riazi, 2016; Given, 2008; Simmons, 2017). Therefore, I will be constantly observing the attitudes, behaviours, and interactions of my participants throughout my research process, and especially during the data collection.

Being a participant observer will allow me feel what my participants are feeling and experiencing both as Algerian university students and as citizens. In doing so, I will be able to make sense of the participants' attitudes and feelings towards their living and learning circumstances through the interaction with me and amongst themselves.

The section below describes and presents the different research methods I initially intended to use in my own research.

3.3. Research Design

Research methods are the tools researchers use to gather all sorts of data. Thus, the ability to accumulate valuable data and achieving the desired outcomes is dependent on the type of research methods employed. Researchers use these different methods in their qualitative and/or quantitative approaches to find answers to their research question(s) (Walliman, 2011; Riazi, 2016). In my case, the qualitative approach is best suited for my research which includes participants who are affected by numerous social issues. The cluster of society I am researching are Algerian young people or more precisely, Algerian university students. Accordingly, I ask questions that explore the kind of issues affecting their social and emotional wellbeing (see section 1.5).

The data collection process is the most important step in any given research. This process, if done properly, will give the research its validity and authenticity, therefore, I have put together the optimum research plan – research tools – that allow me to collect, analyse, and interpret my data to achieve the desired outcomes.

3.3.1. Exploratory Research

The primary purpose of exploratory research is to scrutinise a phenomena which is still vague and ambiguous, or in previously inexplicable areas. Furthermore, it helps explore new theories about different issues to achieve more refined research questions (Neuman, 2014). In this respect, my research is exploratory in nature and aims at exploring the suitability of SEL intervention as a universal and all-encompassing programme in a university in Algeria. The term explanatory research allows the researcher to explain the phenomenon under

investigation. For instance, researchers who are involved in the social sciences use exploratory research systematically to uncover themes and patterns in the research context/population (Given, 2008).

In order to get into my participants' heads and make sense of their responses and comments, I relied on the careful interpretation of the emerging data. In other words, I used the double hermeneutic theory to see how my participants interpret their situation as they answer my questions, and then used my own interpretation of their interpretation. According to Mills, Eurepos, and Wiebe (2010, p. 324):

The effect of the double hermeneutic reminds researchers to examine the discursive effects of a given research context, within which discourse and meaning-making are produced by both the context and by the researcher's interactions and interpretations of and with said context.

3.3.2. Sampling

I took careful consideration of the sampling method to recruit the right population which in its turn would make it easier for me to collect all the data I needed. My participants consist of those students whom I have access to, and who gave their consent to participate in my study. Thus, I chose to adopt an approach based on opportunity or convenience.

- **Non-probability (Convenience) Sampling**

According to Given (2008, p. 124), convenience sampling is one where the recruitment of research participants is based on their accessibility and availability. That is to say, it involves those participants who are the most ready, willing, and able to participate in the study.

- **Advantages of Convenience Sampling**

First, convenience sampling is time efficient and cost-effective in that it allows researchers to conduct their research in a short span of time and with limited resources, without the need to

carry extensive research on the entire population. Second, it is built on the ease of availability which means that the researchers can access participants and collect data easily (Waterfield, 2018).

- **Disadvantages of Convenience Sampling**

The main disadvantage of this approach is that the selected population may not properly or entirely represent the general population in the context under study. Neuman (2014) argues that although the main criterion for choosing convenience sampling is the availability of a research sample that is easy to recruit, such samples may not always be representative of the general population in some exploratory and/or qualitative researches.

My participants are English students from my old university in Algeria. I studied there for five years and I am familiar with the situation of students, academic and administrative staff, and programmes. Therefore, I realise that this university does not have a functional website where I can reach students and/or teachers. Neither the students nor the teachers have proper university email addresses or online accounts or private portals that students, teachers, and administration can access. The website is basic and does not allow the opportunity to reach anyone from the university. As a backup plan to recruit participants, I turned to social media, namely Facebook, and joined groups created by students of English as an alternative to a more professional platform. My initial plan was to recruit BA and MA students from the English Department at the university. However, based on the survey answers and the first data collection trip, the majority of the students who actually participated are MA students from different majors, not only ESP (For more details, see Overview Chapter Addendum).

- **Research Population and Participants**

As I have mentioned in the previous chapters, the University of Oran 2 is a suitable setting to conduct my research. I had planned my data collection procedures based on an ideal setting for my research with easy access to participants and services. Ideally, I was hoping to recruit

around 10 participants from each level (1st, 2nd, 3rd year BA – 1st, 2nd year MA). However, due to the social unrest in Algeria at that time (see the Overview Chapter Addendum) many of the students and teachers I approached on my first data collection trip were unable to participate. Therefore, it was challenging to recruit participants, organise sessions, and distribute surveys during the data collection trips. Additionally, in the confusing situation at that time, the university administration was reluctant to support any attempts for me as a researcher and any potential participants to engage in research activities.

I initiated my data collection by recruiting participants through Facebook posts and messages, and because of the situation there was inconsistency in the numbers of participants in each research method. For example, (N = 17) students answered the surveys (see section 4.2.1) whereas (N = 11) of them were actively responsive in the online discussion group (see section 4.2.2). Furthermore, (N = 5) provided their feedback on the materials in SEL-based programme (see section 4.2.4). The majority of the participants were female students ranging between 1st and 2nd year MA levels who were more involved than the other five levels. In terms of gender, the data shows that the majority of the participants consist of females (N = 15), as opposed to males (N = 2).

As for the participants' educational level, Masters students constitute the majority of participants; with 10 participants representing first year Masters students, and 5 participants from second year Masters. On the other hand, the participation rate from Bachelor's degree students was relatively low. In other words, there was no representation from first year students, only one student from second year and one other student from third year BA. Ultimately, the challenges I faced during data collection – first, the social unrest in Algeria, then the global pandemic – made me realise that I myself am in a position where I encountered problems of transition and academic uncertainty similar to what I am researching, in particular regarding self-awareness, self-management, social-awareness, self-management, and

responsible decision-making skills, which increased my desire to carry on with my chosen research topic. Therefore, I consulted with my supervisory team and came up with the strategy to overcome these difficulties, and also for the continuation of the project to include myself as a subject for reflective research.

3.3.3. Primary Research

Collecting primary data allows me to get inside the heads of the Algerian students and understand their thoughts, feelings, and opinions in an attempt to elicit responses that may generate valuable data for my research.

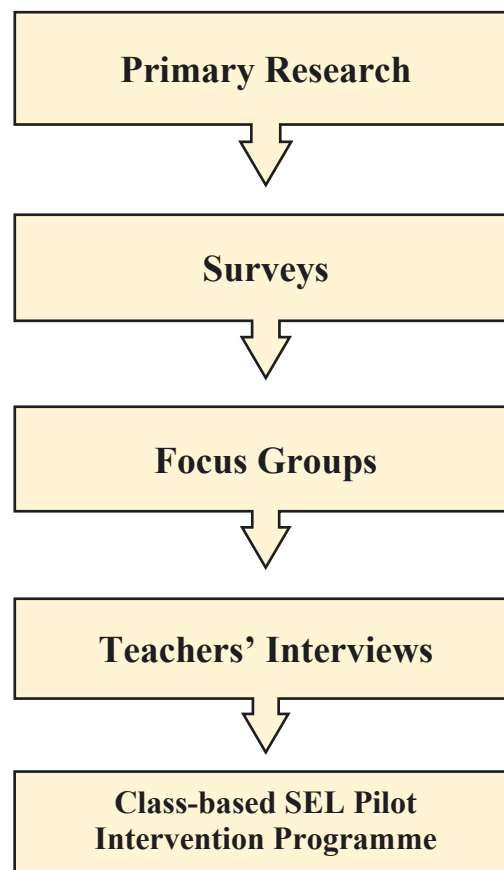


Figure 3.2 A Flowchart Representing the Initial Data Collection Plan (which later needed to be amended).

3.3.3.1. Surveys

Surveys are usually the most predominant method of conducting research, and they are particularly useful in providing a quantitative or statistical description of the participants' views of the situation under study. For example, a survey may be used to determine the frequency or dominance of a particular event or knowledge. Furthermore, surveys are frequently used to collect information on attitudes and behaviours (Creswell, 2014). Correspondingly, I have adopted the following steps to ensure that the survey I designed will generate rich and meaningful data.

- **Survey Design**

The main step to be taken into consideration when designing a survey is the quality and consistency of the questions. There are some guidelines researchers must consider in order to generate good research questions for their surveys. Namely, nominal, ordinal, interval, and ratio scales. For my research, I have considered only the first two measurement scales (nominal and ordinal) (see **Appendix A**). I also provide a fuller description of the survey questions and structure in the Findings Chapter (see section **4.2.1**).

- **Objective of the Survey**

This survey is very important to better understand and assess the Algerian students' needs at the university of Oran 2, as well as their expectations and any insecurities they might have about themselves, the administrative and academic staff on campus, and society in general. Therefore, I designed my survey questions based on the following sub-objectives which I derived from my original research questions:

- Explore the students' satisfaction regarding the academic and educational support provided by the university.
- Explore the impact of social issues on the students' academic performance.

- Explore the availability of mental and emotional wellbeing services, if any, provided by the university.
- Explore the students' experiences regarding school-university-work transition.

These four objectives made it easier for me to formulate relevant questions which the Algerian university students might relate to. A more detailed outline of the survey is given in the following chapter (Findings) but in summary the questions were devised to elicit significant responses from the participants in relation to interpersonal and intrapersonal characteristics. For example, to gather their attitudes, feelings, and opinions towards their society which includes the status of students in the Algerian society, and social issues affecting the wellbeing of Algerian students. Furthermore, to gather the students' thoughts on higher education in Algeria (courses, classes, academic and administrative staff, services provided on campus, and their future after graduation).

- **Construction of the Survey**

The survey has 10 questions, 3 of which were based on a nominal scale such as gender and educational level questions. The remaining 7 questions were based on an ordinal scale, for example, questions exploring the level of satisfaction or difficulty. My reason for using nominal measurement scales is because they seek to generate data which focus on the identities and choices of the population under study. By way of explanation, using the nominal scale makes it easier for me to categorise and organise my participants according to their distinctive and descriptive qualities, for example, a first year BA female student or a second year MA male student. Moreover, I chose to use an ordinal measurement scale for the remaining questions because it allows me to compare values, and to categorise and analyse information and data more easily.

- **Selection of Survey Participants**

Asiamah, Mensah, and Oteng-abayie (2017) divide the concept of research population into three categories (general, target, and accessible). First, the general population represents the cluster of people – participants – who in the eyes of the researcher share the same characteristics. Second, the target population is the more focused cluster who represent the larger population. Third, the accessible population represents the number of participants who are conveniently available to take part in the research.

The selection of participants undertakes three stages – as discussed above – and it goes from the more general approach to sampling, down to the specific. For example, in my research project I followed the same procedure to ensure the suitability of the participants I want to recruit (see section 3.3.2). First, my general population was the total of university students in Algeria because my research is focused on higher education learning, as opposed to school settings. Second, for a more focused and limited research scope, I chose the BA and MA English students at the university to be my target population. Ultimately, from that target population, it was down to the number of students who agreed to take part in my research to form what is called accessible population. Furthermore, this population was determined by a constant process of refinement to finally form the convenient group of participants. The number of participants desired for the surveys was a minimum of 50 and a maximum of 70 students from both BA and MA levels. The difficulties and obstacles I faced in using surveys as a method are discussed in the Overview Chapter Addendum.

- **Pre-testing the Survey**

Hu (2014) maintains that this stage of the procedure is about refining the survey and testing its suitability in the research context, as well as its effectiveness in collecting the desired data. Therefore, testing the questions elevates the quality and impact of the survey before the distribution. Therefore, the technique I chose to pre-test my survey was ‘expert evaluation’, which can considerably help improve the quality of the survey by seeking the feedback of

knowledgeable and/or specialist academics. First, I asked a fellow Algerian post-graduate researcher to read through the survey and provide their feedback on the questions. Second, I emailed survey drafts to my supervisory team to get their feedback and produce the final refined version. This technique is easier to employ, because asking Algerian university students to pre-test and also answer a final version, would be a challenging task to accomplish. My fellow Algerian researcher found the survey questions relevant to my research participants and context, and my supervisors suggested slight tweaks to the questions to make them clear and concise.

- **Conducting the Survey**

The survey was originally planned to be distributed in person; however, due to the issues discussed in the Overview chapter Addendum, that was not possible to achieve, so I used emails to send the surveys to the participants I had recruited through social media. First, prior to my data collection trip to Algeria, I decided to get a head start in distributing my surveys via emails, which allowed me to focus more on recruiting participants for focus groups sessions and the pilot intervention. Second, the participants seemed more open to answering surveys online, rather than answering them in person.

3.3.3.2.Focus Groups

I initially intended to conduct focus group sessions to have a lively face-to-face discussion with my participants in order to expand the data collected through the surveys, and confirm the accuracy of the emerging themes and topics. That being said, due to the challenges I faced during my data collection trips (see Overview Chapter Addendum), I had to replace the focus groups with an online discussion board on Facebook (see section **3.4.1.1**).

- **Participants**

I planned to conduct two focus groups sessions (see Findings' Chapter, section **4.2.5.1**), the first one would be with a maximum of 10 BA students, and the second one would be with an equivalent number of MA students.

- **Structure**

The structure of the focus groups I designed consist of 8 prompt questions (see **Appendix E**) which are arranged as follows:

- Three probe questions which are concerned with the satisfaction of the students with their English modules, the relationship between them and the teachers/lecturers, and the coping mechanisms they might use to deal with social, personal, and academic issues.
- Four follow-up questions which are designed to measure the students' knowledge and awareness of what is missing in university in terms of programmes and/or services.
- One exit question that gives the participants a chance to add any final thoughts or comments with regards to any points discussed during the sessions.

- **Data recording and analysis**

I planned on using observation and note-taking techniques to record any data patterns emerging from the participants' interaction. Furthermore, I use a pre-designed evaluation form to consider and analyse the data collected from the two sessions, however, none of these plans were put into action due to the previously discussed challenges.

3.3.3.3. Teachers' Interviews

I chose to use interviews as one of my data collection methods (see **Appendix D**) because they would help me as a researcher to ask questions that will allow me to understand the experiences of my student participants from the teachers' perspective, thus linking the data generated from the interviews to help discuss questions three and four of my original research questions (see

section 1.5). Interviews as a research method are prevalent in different aspects of social interaction, where seeking participants' perspectives requires a sequence of questions and answers (Roulston and Choi, 2018). More precisely, Guest, Namey, and Mitchell (2013) describe in-depth interviews as a versatile conversational tool that seeks to produce more detailed and implicit information or knowledge. Therefore, I chose to conduct loosely structured in-depth interviews with 6 lecturers from the University. The preference was to do the interviews face-to-face, however, I have considered skype or video call interviews in case any of the participants were unable to attend the interview in person.

In an ideal world, audio-recording the interviews would make the data collection process much easier, and will add more depth and credibility to the information and answers provided by the participants. However, in the consent form (see **Appendix F**) the participants are reminded of their right to decline the sessions being audio-recorded. Thus, I relied also on note-taking to document as much information as possible, and highlight the most important and valuable answers.

3.3.3.4.SEL Pilot Intervention

The pilot intervention I intended to conduct was the most crucial part of my research. I designed this intervention to serve as a universal SEL programme for students of English revolving around the five core competencies of social and emotional learning. I selected and gathered different teaching materials (see **Appendix N**) that promote each one of the five SEL key competencies allowing the pilot intervention to serve as a pedagogic tool to help engage the students in the learning activities, and also as a research tool to collect the data I needed for my research. Furthermore, I scheduled my pilot intervention to last for two weeks – depending on the students' timetables and availability. The materials in this pilot intervention focused on the social and emotional wellbeing of students without neglecting the academic and professional aspects. In other words, I selected these materials and activities specifically to help students

recognise their emotions and that of the others, and also to teach them how to deal with those negative emotions and thoughts. The aim was to support the students and equip them with the necessary skills to deal with the two transitional stages (see section 2.6). The table below shows the arrangement, schedule, and duration of the pilot intervention as initially planned:

	SEL Core Competencies	Dates	Skills Sets Week One	Dates	Skills Sets Week Two	Duration
Sunday	Self-management	<u>15/09</u>	Stress Management	<u>22/09</u>	Goal-setting	1h15min
Monday	Self-awareness	<u>16/09</u>	Building Confidence	<u>23/09</u>	Building Resilience	1h15min
Tuesday	Social-awareness	<u>17/09</u>	Accepting & Appreciating Diversity	<u>24/09</u>	Perspective-taking	1h15min
Wednesday	Responsible Decision-making	<u>18/09</u>	Problem-solving	<u>25/09</u>	Reflecting	1h15min
Thursday	Relationship Skills	<u>19/09</u>	Conflict Resolution	<u>26/09</u>	Healthy Relationships	1h15min

Table 3.1 Schedule and Duration of the SEL Pilot Intervention

3.4. Emergency Plan

The second attempt to organise and manage the pilot intervention (see **Table 4.7**) was unsuccessful like the previous one, especially because of the spread of the COVID-19 pandemic which made it impossible to do or even consider planning any face-to-face research

in the immediate future. Accordingly, I had to change to online research to replace the focus groups and the pilot intervention, and use my reflective research diary as a source of data (see section 3.8), and collect the necessary data as I had done with the rest of my research methods. This added to the stress I was experiencing, and caused me to doubt whether I would be able to complete a thesis.

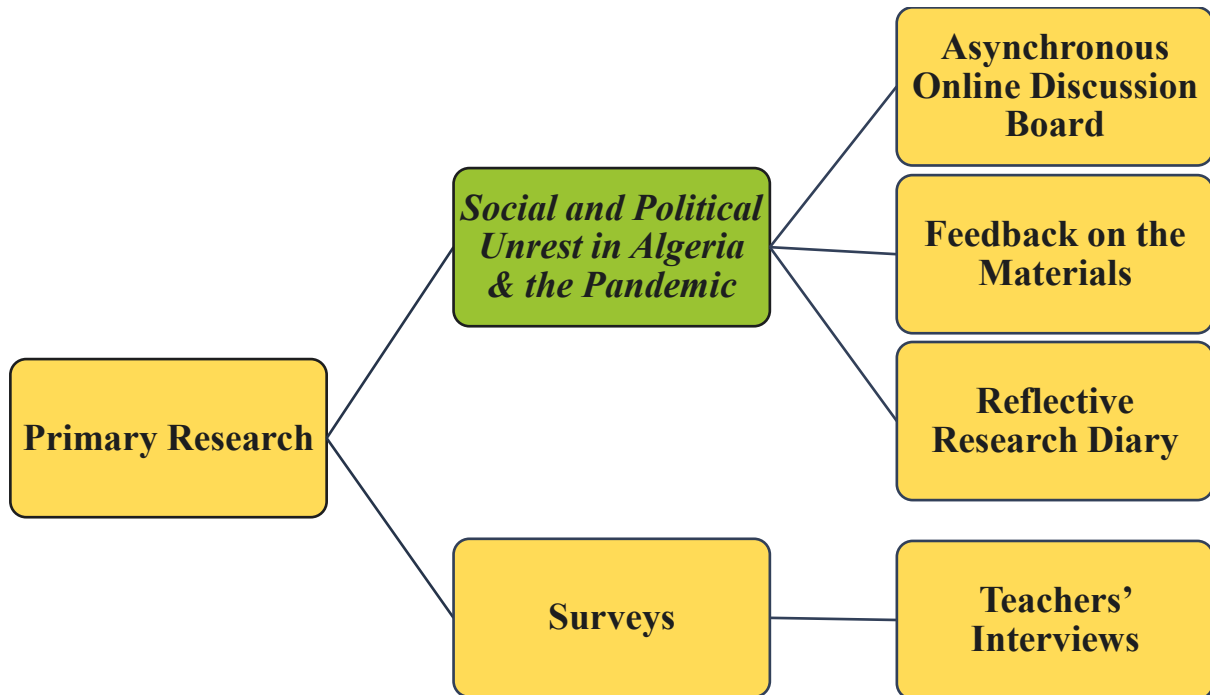


Figure 3.3 A Flowchart Representing the Emergency Plan

3.4.1. Online Research

The term social media research encompasses any form of research that uses data derived from social media sources. Research in this environment can be classified into two types: using social media as a research tool (such as the use of surveys on social media platforms) and research on the activity and content of social media itself (Social Media Research Group, 2016, p. 6). I used the first type of social media research, an online discussion board, to collect my

data as one of my research methods. Details on the arrangements and procedures which I followed to set up the online discussion board are discussed in the next section.

3.4.1.1. Asynchronous Online Discussion Board (Facebook)

As an emergency plan, I switched to online research which helped me collect enough data without having the need to travel back and forth to Algeria. I have chosen to use an asynchronous online discussion board to allow more flexibility for the participants and myself as a researcher. In other words, the participants have the freedom to answer however and whenever they please, and comment as much as they can on my questions, and also on each other's responses. In total, the Facebook group was comprised of 25 members including myself as the administrator, however only 11 out of the 24 members actively participated.

▪ Procedures

1. I chose Facebook as the online platform for the asynchronous discussion board since it is the most common and easily accessible social media platform to use.
2. I named the group 'Safe Zone' to make the students feel comfortable sharing their answers and comments.
3. I made sure to inform all the participants I have been in touch with that they will be asked to participate in an online discussion group instead of focus group sessions.
4. I created the closed/private Facebook group and then I invited all participants who had already given their consent to participate.
5. I arranged and categorised the questions into three different topics.

Topic 1. Society and the Sense of Belonging: the questions in this topic elicit thoughts, feelings, and opinions concerning the overall social status in Algeria. The participants therefore have the chance to let off some steam, in a manner of speaking. With all the political tension happening in Algeria in the present time because of presidential elections, supporters and factions of different parties are making social unity somehow unstable. In other words, non-

violent yet provocative strikes and protests continued for weeks dividing the Algerian society into two politically, culturally, and ethnically opposed groups. As a consequence, this situation may create more stress and anxiety amongst young Algerians. Furthermore, this division may cloud their judgement in terms of the sense of belonging to the Algerian society as whole (family, friends, schools and universities, jobs, religious practises). Antonsich (2010) claims that belonging is a concept that many scholars tend to neglect and assume is self-explanatory. Therefore, he argues that the idea of belonging should represent one's physical, emotional, social, and political connection to a place.

Topic 2. Education and Learning Circumstances: This topic revolves around the Algerian educational system, specifically higher education, where participants can discuss the negatives and the positives of some universities in Algeria. Furthermore, they will be able to share their learning experiences as Algerian university students. Ultimately, the questions will tackle points such as campuses and learning environments, administration and faculty members, modules and courses, which are essential for all students to have the best college or university experience. When a university campus is not suitably equipped, inviting, and welcoming for students and staff alike, no one will be able to focus on their tasks and responsibilities or achieve and maintain good results. Ciobanu (2013) argues that improving the students' overall learning experience can yield great benefits for all members within the educational institutions. Therefore, the lack of academic, emotional, and social support could lead to undesirable outcomes for the students.

Topic 3. Care and Support: questions in this topic aim at uncovering whether the Algerian students had/have any support system in the community they live in, including family, friends, and university. Also, I will be able to identify and measure the students' need for further academic, social and emotional support based on the participants' interaction, responses and comments on my posts in the discussion group. Furthermore, this topic and these questions are

very important to my research as they seek to draw a comparison between the Algerian universities and their counterparts in the western world. For example, many universities in the UK make use of mental health and wellbeing services to provide the necessary support and guidance to those (students and staff) who need it. For example, both specialist support and more general guidance services – such as those explored in this thesis – provided for students in higher education have witnessed a major growth in the way they are structured and carried out across the country, and are more or less inclusive of some of the following services presented by Universities UK (2000):

- Counselling.
- Mental health advice.
- Wellbeing advice and support.
- Psychiatric consultancy.
- Services for learning disabilities.
- Support provided within faculties and teaching departments including personal tutors and other pastoral systems.
- Accommodation services, including resident welfare staff and peer supporters.
- International student advice and guidance.
- Chaplaincy and multi-faith support.
- Financial guidance and support.
- Academic learning enhancement and study skills advice.
- Mentoring and advocacy.
- Career services.
- Student health and occupational health services.
- Peer-led support groups and student ambassadors and mentors.

3.4.1.2. Feedback on the Materials

Since arranging the pilot intervention was impossible, I had to find a way to test the SEL-based programme I had developed. Therefore, I decided to get the participants' feedback on the originally intended materials in each of the five units covered in the pilot intervention programme. Al Musawi and Abdelraheem (2013) define the use of students' feedback as the utilisation of their opinions and comments for the purpose of revision, correction, or improvement. For my research, I chose to email the materials to a number of students who agreed to participate and asked them to comment on the layout and the content of the intended lesson plans and activities in each unit. Accordingly, I asked the participants to read through the materials at their own pace, and provide their feedback or constructive criticism either on the actual documents of the lesson plans and activities, or on separate word documents to get the most data. The materials were emailed to the participants one unit at a time. For instance, I sent the lesson plans and activities of the self-management unit to the participants, and once I got the feedback on those, then I sent the materials of the self-awareness unit. Furthermore, the participants were asked to be open about their thoughts regarding the programme, and they were encouraged to give as honest and straightforward feedback as possible. This feedback in its turn would generate more concrete and rich data as opposed to observation or note-taking assuming the pilot intervention had actually taken place. Therefore, the participants' feedback will not only serve as a data collection tool for my research, but also a repertoire and source of pointers on how to improve the programme in the future. As Arustamyan (2018, p. 390) puts it, "feedback plays a crucial role in any educational process since it can significantly improve both learner's and teacher's performance and indicate some key aspects of their performance which can be improved".

Below is a detailed description of the five SEL-based units as they were intended to be delivered in a class-based intervention programme. In each unit I intended to address two skills

which were obtained from different sources (see **Appendix N**) where the lesson plans and interactive activities were altered and edited to fit the Algerian culture and context. Below is a detailed description of each unit which the participants were sent to read and comment on, in addition to some the changes to the linguistic and behavioural aspects in some of the activities:

1. Self-awareness

This unit will help the students to be completely mindful and conscious of themselves and their surroundings. Its aim is to promote positive attitudes, and to encourage the understanding of emotions and feelings. I based the materials for this skill on two very important and must-have attributes, confidence and resilience (see **Appendix I**).

▪ Building Confidence

The definition as well as the inspiration for building confidence through role playing activities came from a blog post published on *Our Everyday Life* by Melanie Butler. She claims that some people are naturally confident individuals and can face anything and every situation with poise and calmness and a sense of self-control. However, she continues to say that some others need help and guidance to boost their self-confidence, and so she proposes activities to help achieve the desired results. These activities, Butler claims, can help students overcome the lack of confidence which can sometimes be caused by not knowing how to respond to everyday stressful situations. Role playing scenarios are a fun way to build their confidence by establishing a set of different life situations that commonly occur in the participants' home, study or work environment. Therefore, I have decided to use role playing activities to help my participants build their confidence. I put together a selection of four Swappy role play activities, where each activity contains different scenarios, and the participants can swap their roles with each other after each turn. The Swappy role play activities for adults were taken from *Busy Teacher*, which is a company that offers printable lesson plans, worksheets, and tests for academics.

- **Linguistic and Behavioural Adaptations**

For these activities, I have made some changes and adaptations to make them culturally appropriate. For example, replacing terms such as ‘boyfriend and girlfriend’ with more acceptable terms such as fiancé or husband and wife, friends or siblings. Also, activities like dating, going out partying (as in night clubs), cheating or infidelity, moving in with a boyfriend/girlfriend were exchanged for less controversial behaviours in the Algerian context.

▪ **Building Resilience**

Resilience, grit, self-control and character are terms that have been increasingly used in the context of education, health and wellbeing and as the inter-related components aiding an individual’s positive self-development. Resilience refers to the capacity of an individual to restore good mental and emotional health following the onset of challenging and adverse situations (ADEPIS, 2015, p. 1)

The lesson plan and activities were taken from the *Emotional Resilience Toolkit* that provides practical guidance in promoting the resilience of young people as part of an integrated health and wellbeing programme. This resource is the product of a partnership between Glasgow CHP South Sector Youth Health Improvement Team and the South Strategic Youth Health and Wellbeing Group.

Resilience is a necessary and transferable skill for students to use during and after their transition to the professional world. Thus, building students’ resilience is very important to be successful and professional individuals. I base this course on two points to raise the students’ awareness regarding resilience. First, I focus on writing as a tool to highlight the importance of resilience in one’s life. In other words, the students are asked to answer questions that might trigger memories and help them reflect on situations where they have or should have been resilient. The students write about stressful or difficult situations and

describe the ways in which they dealt with these circumstances whether on their own or with the help of someone else. Second, using classroom discussion about human resilience may raise students' awareness on the importance of this skill in achieving personal success and positive social change. As supportive arguments, I use popular and successful public figures as examples of how anyone can overcome obstacles to reach their goals. Ultimately, this lesson plan and activities are appropriate for the Algerian context, and did not require any changes.

2. Self-management

For this SEL skill, I have decided to focus on two sub-skills which will have more of an impact on each student individually (see **Appendix J**).

▪ Stress-management

The lesson and activities in this course aim at giving tips and pieces of advice on how to manage one's stress, anxiety, and pressure in every aspect of their lives.

This lesson plan was adopted from the stress-management module compiled by Tamara O'connor from the *Generic Skills Integration Project (GENSIP)*, and it starts with an introduction to the signs and symptoms of stress. First, getting the students familiar with the physical, behavioural, cognitive, and emotional symptoms caused by stress. Second, I added a section describing and introducing the necessary coping mechanisms that the students can use to deal when they find themselves in stressful situations. The stress-management activity worksheet was downloaded from a website called *Therapist Aid*, and is intended to push the students (participants) to think profoundly about their daily life and recognise their stressors and how to manage them.

As far as this unit is concerned, I have not changed anything in the materials nor the activity as they are culturally appropriate for the Algerian community and suitable for university students.

▪ Goal-setting

This lesson plan puts an emphasis on the importance of planning ahead and setting feasible and realistic goals. The materials I adopted to introduce goal-setting skills to the Algerian university students come from the *Supporting Transition and Education through Planning and Partnerships (STEPP) Programme*. This Programme is predominantly designed for students with learning disabilities to assist them during their university or college experience (Hoover, Nail, and Willis, 2014). However, it is not just helpful for students with learning disabilities, but also for anyone who wants to improve their goal-setting skills. Through the activity I chose, the students will be able to reflect on their life choices and think about future steps and the directions they wish to follow to be successful and independent individuals.

The activity includes a series of questions that push the students to think about what makes them unique, and how they view themselves in terms of their strengths and flaws and most importantly their aspirations. The same as the stress management course, this lesson and its related activities did not require any adaptations or adjustments to suit the Algerian context.

3. Social-awareness

People live in different situations, have different needs, and have different beliefs. Therefore, social-awareness helps students understand how other people live, and how to express their empathy and compassion towards them.

This unit is based on two skills highlighting the importance of cohabitation and harmony (see **Appendix K**).

▪ Accepting and Appreciating Diversity

Accepting diversity – in any context – means recognising and acknowledging that all people are unique in their own way. For example, having a diverse classroom means that the students would have differences could consist of their reading level, athletic ability, ethnic and cultural background, personality, religious beliefs, and so on.

This entire lesson revolves around a PowerPoint presentation which was adopted from the *Equality and Human Rights Commission*, with the aim of highlighting the importance of different characteristics that make up identities, and teaching the students to accept and appreciate diversity. Furthermore, these identities have differences and similarities, so this encourages students to embrace their individual identities and be able to describe them openly and precisely. The lesson starts with a warm-up activity of 5 to 10 minutes. On the slides, I show the students pictures of babies from different ethnic groups and another set of pictures of adult men and women, and ask them to describe the people on the pictures with regards to identities. This shows the students that sometimes describing people may emerge from stereotypes and prejudgements, or it may be based on certain individual and unique characteristics of someone's identity. The second activity is a worksheet for students to describe their main characteristics anonymously. Some example profiles are provided on the slides to help students understand the task at hand. Once all students are finished, I collect all copies, choose one profile, and then allow the students to ask questions to gain clues, and try to guess who the person was. After repeating this process several times, students should understand that all the clues are characteristics and that identities have multiple layers. The last activity is more of a pre-course homework. In other words, I ask the students to prepare a visual description of their own identity. They can choose between creating an identity *Wordle* – which is a visual collage of different words – or a simple PowerPoint presentation which will be a basis for a classroom discussion. Once again, this lesson plan and activities are appropriate for the Algerian university students as they do not contain any culturally or religiously controversial terms and/or behaviours.

- **Perspective-taking**

“Perspective taking is a fundamental skill that helps us to understand others’ thoughts, feelings and perceptions” (Emen and Aslan, 2019, p. 25). Thus, this lesson is somewhat an extension of the previous one as it aims at teaching the students to view the world from the others’ perspective. Furthermore, it emphasises the importance of accepting the opinions, views, or beliefs and accepting the idea of multiple interpretations of a single idea or event. The lesson plan and activities were taken from the *Conflict Resolution Education* website which is a source containing a wide range of materials for teaching and learning.

The first activity includes a PowerPoint presentation where I display two images, which provoke different responses from the students to finally reach the understanding that seeing the world differently does not necessarily define which is right and which is wrong. The second activity helps the students understand that personal experiences can shape the way they view the world. In a nutshell, I write a word on the board, for example, ocean or forest, and then ask the students to close their eyes for a minute and use their senses and imagination to visualise in their own way the nature of that word. Finally, I write down the phrases and words I hear and start the discussion on how each sees the world slightly differently based on personal experiences. As a group activity, I prepare perception cards containing different words. After that, I divide the students into small groups (4 or 5 students per group) and ask each student to define those words and then share their ideas with the rest of the class. This is a go-around activity, therefore, the students will try to go through all words one at a time.

The third activity helps students to appreciate that all people are unique in their behaviours and thoughts even if they belong to the same social group or community. The students are given a couple of scenarios to think about and imagine themselves in those everyday life settings. For example, I ask the students to picture a young woman walking down the street with three young children, then I ask them to think about the relationship between the women and the children. Based on the different answers the students provide, I lead the discussion to draw conclusions

on the importance of having a distinctive view of the world. As a last activity to help the students identify and understand perception differences, I ask them to write about a recent conflict, which they think might be the result of perception differences. The overall content of the lesson did not require me to make any changes because there were no inappropriate linguistic or behavioural aspects.

4. Responsible Decision-making

This skill entails the knowledge, skills, and attitudes to make constructive choices about personal behaviour and social interactions, regardless of the setting (see **Appendix L**). Competence in this area requires the ability to consider ethical standards, safety, and the norms for risky behaviour; to realistically evaluate the consequences of various actions; and to take the health and wellbeing of yourself and others into consideration (Durlak *et al.*, 2017).

▪ Problem-solving

According to Mandal (2019), problem-solving involves the combination of skills intended to resolve problematic scenarios as efficiently as possible. It is a valuable skill that is not limited to a particular field, it has different definitions and interpretations depending on the contexts. However, the use of this skill generates the same positive outcomes on learners from different subject areas.

There are many practices and activities which promote problem-solving skills among students. As for my Algerian participants, I selected a fun interactive activity to introduce problem-solving skills to them. I used the word ‘introduce’ because Algerian university programmes may lack some of those fun and engaging activities. The lesson plan revolves around the concept of critical thinking which is brought from the *Teach-This ESL/EFL Teaching Resources* website, and the selected activity is called ‘Island Adventure’ where the students can use their critical thinking and problem-solving skills to survive being stranded on a desert

island. In essence, the students are given a scenario where they are on a cruise when suddenly a storm hits destroying their boat forcing them to swim to a nearby desert island. They are also given a worksheet with a list of items and tools that might help them survive on that island, but they can only choose four items.

I divide the students into groups of three and give them cards, each representing a challenge they have to overcome and survive using the four items they chose. Once the groups have finished discussing their challenges, planning their survival, and sharing their ideas with each other, I calculate the chances of survival of each group and score them to decide the end of each storyline. Finally, by the end of this activity the students should have started to learn how to use critical thinking and problem-solving skills, as well as learning how to work together and/or be part of a team.

- **Reflecting**

Reflecting on the choices and decisions people make is very important to determine their life trajectory. Adopting this skill enhances people's chances of success as every step is calculated, and every past mistake could be avoided. This lesson plan and activities were taken from the *Washoe County School District* website, and aims at helping students realise that their life comes with many critical decisions, and that these decisions come with consequences.

There are eight life scenarios in which they are distributed to each student – some students may end up with the same life scenario. However, the students are allowed to exchange lives to avoid any potential discomfort, for example, a boy who does not want to experience a girl's scenario. In this activity, the participants are given enough time to read and reflect on their new life and to record information on their Scenario Analysis worksheet.

Each of the life scenarios include choices, and these choices may lead to success or failure later in life. The students should come to the understanding that some of the choices they made when they were young, will affect them for the rest of their lives. Furthermore, they read their life

scenarios carefully, and circle key events or decisions and make note of vocabulary and words they may not understand. The students use the scenario analysis worksheet to answer questions about their life scenarios, for example, good and bad choices they made, unexpected events, help and support, and at the end they get to write about the things they would have done differently to change the outcome of their given life.

- **Linguistic and Behavioural Adaptations**

In order to put the students at ease and allow them to go through the activity comfortably, I have made changes to these life scenarios to make them culturally appropriate to the Algerian context. The scenarios give the students a new identity, new life, and limits their choices to test decision-making skills. The changes I have made include some obvious key characteristics of the source culture (American context). For example, dating, drinking, boyfriend/girlfriend relationship, pregnancy without marriage and at a very young age. As a matter of fact, all of these traits exist in the Algerian community like any other; however, such behaviours are considered morally, socially, and religiously wrong; some of these behaviours are punishable by law and, therefore Algerians are not very open about such behaviours.

5. Relationship Skills

Nelson-Jones (2006) argues that relationship skills are on the instinctive level of human interaction. In other words, people are social creatures by nature, and they need one another to reproduce, function, and survive. Promoting this SEL skill in my programme (see **Appendix M**) helps put more focus on its significance in the different stages of people's lives, especially children and young people.

▪ **Conflict Resolution**

Having good relationship skills is necessary to build and maintain harmony amongst all members of society. I have chosen to emphasise the impact of this unit by relying on Conflict

Resolution as an important personal and social skill. According to Wani (2011), conflict resolution encompasses the skills used to lessen the impact of disputes and disagreements. These skills include negotiation, facilitation to adjudication, conflict prevention and/or management.

The materials of this lesson were designed by the *Fairfax County Public Schools* (Department of Special Services), and downloaded from the *Conflict Resolution Education* website. This section of the unit is made of four lessons and each has one activity. In the case of a class-based intervention, first I start by introducing the concept of conflict, its types, and the possibly unrecognisable benefits of conflicts. As a result, this should help the students understand that conflict is part of the human nature and everyday life. Furthermore, they should realise that conflict can be positive and regarded as an instrument of growth. Second, I explain to the students the styles of conflict and their outcomes. After their exposure to this lesson, students should learn that the styles of conflict are based on the issue, the situation, the significance of the relationship, and personal values. Also, whatever style they choose will directly affect the outcomes of the conflict.

Third, I discuss the steps students can use to solve their interpersonal conflicts. By the end of the lesson and activity, the students should be able to remember that these steps are always accessible for them to use during any conflict, and that these steps often help de-escalate the situation at hand. Finally, I cover the importance of nonverbal communication skills, which will allow the students to understand that nonverbal cues are more important than the act of communication itself. They should also be able to grasp a great deal about what is really happening during that situation, just by paying attention to the nonverbal cues.

- **Healthy Relationships**

Being part of a healthy relationship should be a pleasant and respectful experience that enhances one's feelings and behaviours such as self-esteem and self-love. Healthy relationships

can be made with anyone, including family, friends, and partners. In order to develop positive and healthy relationships, people should allow the necessary time, energy, and care. Most of the long-lasting and old relationships tend to be very special and strong, however newly established relationships can bring new experiences with valuable and teachable moments.

The lesson plan and activities were taken from *Advocates for Youth* and adapted to suit the Algerian society. The students are given four hand-outs each focusing on how to maintain a healthy relationship with their significant other in any type of relationship.

The first hand-out covers some of the healthy, unhealthy, and warning signs of abusive relationships. The second hand-out contains some effective communication tips for students to apply. The third hand-out makes them think of the ways they would like to be treated in their relationships. The fourth hand-out contains two relationship scenarios where each student gets a copy. By the end of this lesson, learners should be able to identify the different ways in which people ought to treat each other in any relationship (friendship, siblingship, romantic relationships, and marriage). Furthermore, they should be able to recognise the warning signs where a relationship is potentially unhealthy or abusive, and learn how to use effective communication practices in what may be considered an unhealthy relationship.

- **Linguistic and Behavioural Adaptations**

The changes required in this lesson plan were made to the relationship scenarios. The original scenarios presented in the handout both tackle romantic relationships which I replaced by more acceptable scenarios of friendship and siblingship. For example, in scenario one Marcus and Lillian as romantic partners were replaced by Marcus and John as best friends, and in scenario two Tasneem and Kato also as romantic partners were replaced by Jasmine and Karen as sisters.

The summary of the five units and the materials discussed above shows that the components of the SEL-based intervention programme complement each other cohesively, which makes it easier for me as facilitator to introduce social and emotional skills to a new audience (in this

case Algerian students). Furthermore, the materials will keep the Algerian students interested and engaged as they have not been exposed to many of the activities before. As a matter of fact, any kind of intervention may be considered as something new in the Algerian educational system in general, and in higher education specifically.

3.5.Data Analysis Approach

3.5.1. Thematic Analysis

Based on the research methods I chose to use, the majority of my data come in written form. For example, comments, explanations, opinions, and feedback. Therefore, the best and most efficient way to handle such data is through finding recurrent and common themes and patterns, and making sense of the data derived from those themes (see section 4.2.3) to answer my research questions. Thus, I chose to analyse my data using thematic analysis. Clarke and Braun (2017) maintain that researchers use thematic analysis to identify, analyse, and interpret themes within qualitative data. There are numerous advantages to adopting thematic analysis, especially those who are doing exploratory qualitative research. In a nutshell, thematic analysis is known for its flexibility in determining themes, and its effectiveness in summarising large amounts of data. Furthermore, this approach is simple and straightforward in its application, and prone to generating unexpected qualitative data (Braun and Clarke, 2006). Contrary to that, as with any other approach or method, thematic analysis has some disadvantages. For example, although this approach is flexible, this flexibility in itself bears the risk of creating inconsistency and incoherence when generating themes from the research data (Clarke and Braun, 2013).

3.5.2. Inductive Thematic Analysis

There are different ways in which researchers can go about using thematic analysis. Therefore, in order to do thematic analysis researchers need to decide on what type of thematic analysis

they should use, and how to explain the reason(s) behind the choice of this particular type (Braun and Clarke, 2006).

According to Majumdar (2018), there are two main ways to engage in thematic analysis, which are as follows:

- An inductive approach means that the themes are determined by the data itself.
- A deductive approach occurs when the researcher(s) tackle the data with some predetermined themes.

In the case of my research, I chose to use inductive thematic analysis to scrutinise the data collected from the surveys, the online discussion board, and the participants' feedback on the materials. In other words, I use the data itself to generate themes and patterns and to drive the structure of analysis.

3.5.3. Steps of Thematic Analysis

According to Braun and Clarke (2012), there are six steps to conducting thematic analysis which are imperative for the success of identifying, categorising, and analysing the raw data:

- **Familiarisation with the Data**

First, I copy-pasted all the data from survey transcripts and discussion board comments onto word documents for more accurate reading and processing. The data were almost entirely in English, with a few Algerian dialect words which I translated when I prepared the data for analysis. I read the raw data multiple times to understand the participants' answers and clarify any ambiguity or misleading concepts. The data from the surveys is straightforward and easy to understand, therefore, it did not require in-depth repeated reading like the data from the discussion board. In fact, the discussion board resulted in a substantial amount of data which required dividing into categories. In other words, I divided the transcript into questions and

sub-questions, and I read each section carefully and analytically multiple times. The data were reported as they were provided by the participants without any changes, including spelling and grammatical mistakes, sentence structures, and punctuation. Thus, I decided not to correct or tidy up the data as the errors help to demonstrate the students' own linguistic and grammatical styles.

- **Initial Coding**

In this step I started to thoroughly analyse my data through inductive coding. Braun and Clarke (2012) compare the analysis to a brick-built house where the themes make up the walls and roof, and the codes form the bricks and tiles. To make the initial coding process easier and more organised, I used a software called MAXQDA, which is a qualitative data analysis tool, to identify and assign different codes to the data, add notes and comments to the highlighted passages, and also automatically categorise all of the above into tables. Furthermore, I used the software to download Excel spreadsheets containing the initial codes along with summarised data for more in-depth analysis. After reading the spreadsheets, I started proofreading and editing the codes to form the final list of codes which relate back to my research questions. Lastly, after I finished creating the final list of codes, I moved to generating themes which is the third step in thematic analysis (see section 4.2.3). For convenience and ease of access, I used word-processing files as my technique for coding, which allowed me to organise and categorise my coded texts as I was coding. finally, I ensured that the data were stored securely at all times to comply with the University of Northampton guidelines.

- **Generating Themes**

As I shifted from coding to generating themes, I started structuring and focusing my analysis more to form coherent, relevant, and representative themes. Braun and Clarke (2006, p. 10) write that a theme “captures something important about the data in relation to the research

question, and represents some level of *patterned* response or meaning within the data set". The process of generating themes and subthemes is straightforward, and involves grouping or classifying codes that may share some amalgamating features among them. Therefore, I continuously used the inductive approach to generate and conceptualise themes from the previously coded data. Furthermore, I consistently maintained the coherence between the aims and objectives of the research, the codes, and the generated themes. According to Braun and Clarke (2006), in order to provide a meaningful overview of the data, ideally there should be 2 to 6 themes in an 8,000 to 10,000 word transcript. For example, I managed to generate 6 themes from a 12,500 word document accumulating all the data from the online discussion board. The themes were generated from recurrent concepts within the participants' comments (see section 4.2.3).

In this step I started reviewing my themes in relation to the coded data, as well as the entire dataset. In other words, I started checking the generated themes and compared them to the categorised data extracts to explore whether the themes are accurately representative of the data. Analysis must be effortlessly coherent., therefore, based on Braun and Clark (2012, p. 9), I set out to answer these key questions to achieve this coherence:

- Is this a theme or merely a code?
- What is the quality of this theme (does it tell me something useful about the dataset, and my research question)?
- What are the boundaries of this theme (what does it include and exclude)?
- Are there enough (meaningful) data to support this theme?
- Are the data too diverse and wide-ranging (does the theme lack coherence)?

Once I ensured that the process of generating my themes did indeed satisfy all of the questions above, I moved on to the second stage in the review process, which involves one final re-read

of all the data to determine whether the themes capture the meaning of the entire dataset, and not just one aspect of it.

- **Defining and Naming Themes**

In this step, I provided a descriptive account of each of the generated themes where I sum up the essence of each theme in a few sentences. Furthermore, I made sure that my themes are functional, relevant, and focused in nature. In addition to being interconnected without being repetitive, and most importantly address my research aims and objectives. Then, I selected passages from my data to use as supportive arguments for the generated themes. These extracts were quoted from different items of the datasets to show the range of each theme, and to clearly capture the analytical points I am making. Another aspect of this step is naming the themes. Therefore, I used informative and concise theme names by incorporating quoted terms from the data in the names which shows my ethical consideration and acknowledgement of the participants' wording and interpretations (see section 4.2.3).

- **Documenting the Analysis**

In qualitative research, analysis and writing up are systematically simultaneous. Therefore, I started by writing informal notes and memos during each step, then wrote a detailed and formal account of the whole process of analysis. Finally, I documented my analysis in a way that communicates the value and validity of my analysis, with empirical and pragmatic evidence related to the research questions.

3.6. Reliability and Validity in Qualitative Research

There are different approaches to defining reliability and validity in qualitative research, nevertheless, many of them agree on the same points.

First, the research data/findings are considered reliable if the same methods consistently produce the same results under the same circumstances. Cohen *et al.* (2013) argue that

reliability in qualitative research is the process of producing dependable, consistent and replicable data with different populations, and in different contexts. However, reproducing the same results can be a challenging task due to the narrative nature of qualitative data.

Second, researchers should use validity measures to determine whether their research is convincing, and is generating and evaluating the intended outcomes (Zohrabi, 2013). Furthermore, Creswell (2014, p. 201) argues that “qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures”. Additionally, in a widely used approach to defining validity, Lincoln and Guba (1985) discuss the key criteria of validity in qualitative research in comparison to quantitative research:

- Credibility as opposed to internal validity in quantitative research.
- Transferability as opposed to external validity in quantitative research.
- Dependability as opposed to reliability in quantitative research.
- Confirmability as opposed to objectivity in quantitative research.

The process of having and maintaining validity in one’s research project can be very unpredictable. Therefore, it is very plausible to lose control over the validity at any stage of the research process. The researchers need to have conviction and trust in the elements of their research plan (data collection, data analysis and interpretation) to be able to avoid problems of validity in qualitative research. Additionally, they can increase their chances of having a more trustworthy research by respecting the above mentioned criteria. Accordingly, I will discuss these criteria in relation to my own research, and how I used them to ensure its validity and reliability:

3.6.1. Credibility

Credibility in my research can be established by maintaining a meaningful relationship between my research findings and my participants’ lifestyle and experiences. Therefore, to determine

and achieve this credibility, I used triangulation which involves using multiple research methods, data sources, observers, or theories (Denzin and Lincoln, 2018). For my research, I chose to utilise the Methods Triangulation where I put together multiple data collection methods (see section 3.3.3) to ensure that my research findings are reliable and consistent.

3.6.2. Transferability

Transferability occurs when the research methods and findings have the characteristics of replicability on other samples in other settings. In order for my research to be successfully replicated by another researcher, I have provided a detailed account of my choice of methodology, data collection and analysis methods, sampling, as well as a thorough description of the research environment (including details of the teaching materials) under study. Another important part of validating the methodology, is the selection of the appropriate instrumentation for data collection. The qualitative research methods employed in the research seek to gather information and data from my participants in a simple and straightforward way, because it is easier to get Algerian university students to interact with my research regularly using a minimalist but impactful approach to data collection (online research). This relates to the unsuccessful attempts to arrange the pilot intervention and the focus groups (see Chapter One Addendum). With reference to the participants, the size and characteristics of my chosen population are appropriately balanced and representative of the students at this university, and by extension the situation of the higher education in Algeria.

3.6.3. Dependability

Ensuring dependability is also a key component for the trustworthiness of my research. One of the widely used techniques to ensure dependability is the use of ‘Inquiry Audit or External Audit’ on the research study. Therefore, I emailed an account of my research aims and objectives, research methods employed, and the themes generated to the same fellow Algerian researcher who evaluated my survey questions (see **Appendix A**). With a background

knowledge of the Algerian social and academic context, the external auditor examined the trustworthiness of my interpretation and analysis in relation to the collected data.

3.6.4. Confirmability

Confirmability is the last criterion I used to ensure the validity of my research. This is where I confirmed that my research findings are free of biases, and that they are based solely on the data provided by the participants. Accordingly, I used Reflexivity (see Chapter 2 Addendum, Section 4) to reflect back on my own position during different stages of the research process to see how these influence the research process. In other words, I used the reflexive journals to prove that I have detached myself from subjectivity during the planning, conducting, and reporting my research findings.

3.7.Chapter Summary

This chapter aims to outline and present the research procedures employed to collect, analyse, and validate my findings and by extension my research as a whole. As far as theoretical perspectives are concerned, I have adopted the interpretivist approach because it is the best fit for my research which seeks to explore the situation of Algerian university students, including their feelings and thoughts towards the society, education, and employment in Algeria.

My research methods are straightforward and very common in qualitative research. Starting with primary research methods include: surveys, teachers' interviews, asynchronous online discussion board, participants feedback (the last two were devised as an emergency plan to replace the failed focus groups and pilot intervention), and reflective research diary.

As far as my sampling method is concerned, I have chosen to adopt an approach based on opportunity or convenience. Therefore, my participants consist of Algerian students of English to whom I have easy access and who gave me their consent to participate in the research.

Regarding my data analysis procedure, Thematic Analysis is the most appropriate and efficient approach to analyse my data because it allowed me to identify constant themes and patterns within the data, which I used to answer my research questions.

Finally, this chapter highlights the methods I chose to ensure the validity and reliability of my research. In other words, it describes the techniques I used throughout all stages of the research (data collection – data analysis – data reporting) to make sense of my results and validate the whole research.

3.8. Research Methodology Chapter Addendum: The Use of Reflective Diaries in Educational Research

3.8.1. Introduction

As I reported in Chapter Two Addendum (see section 2.10), many scholars during their research journey go through some ups and downs, and most of the time they face obstacles and challenges they did not expect or plan for. This state of uncertainty may force the researchers to seek ways to adapt to different undesirable situation both mentally and emotionally. therefore, many researchers keep detailed notes and records of what they feel and how they deal with it. This type of notes documented throughout the research process are occasionally overlooked by researchers because they are generally focused on the data collected using the traditional methods, where in fact the entries of a reflective research diary can be a rich source of data. According to Hewitt (2017), a research journal/diary entails records of methodical entries of events, experiences, thoughts and feelings, which indicate the consistency of the research process and the researcher him/herself. Moreover, Draissi, BaoHui, and Yong (2021) argue that reflective journals are considered as a valuable learning tool, and a rich source of data in qualitative research.

Bozkurt *et al.* (2020) argue that with the spread of COVID-19 pandemic, different aspects of people's lives have changed. In the field of education, students, teachers, and researchers have been forced to adapt to the overwhelming and stressful changes, and have turned to performing all sorts of academic and professional tasks remotely using online tools. As far as my research journey is concerned, I have found myself facing some unpredictable events that pushed me to reflect on my research while considering those events. In order to generate more data, I decided to add a new research question to discuss the social, mental, and emotional issues which I encountered myself when conducting research in a time of crisis and uncertainty. My research was interrupted by the social and political unrest in Algeria, and also the global COVID-19

pandemic which had more of an impact on every aspect of my everyday life, especially on my freedom to conduct fieldwork.

It is necessary to adapt to a new world where physical and face-to-face interaction could be unsafe and risky. Moreover, for a researcher such as myself who needed to travel in order to collect data and interact directly with participants, it was a sudden and unpleasant change that disrupted the momentum and progress of any research project. In my case I realised that these changes directly related my own situation to aspects I was researching in others. Therefore, keeping a reflective research diary has allowed me to handle the crisis by documenting what was happening at that time, what and how I felt when the crisis hit, and how I could recover and adapt to the situation in a way that would benefit my research. There are different forms and tools for keeping reflective journals, and I have chosen the two most suitable and accessible for me, notebooks and computer files. First, I used a diary when I was away from my laptop to keep records of what went right and what went wrong in the actions which were already planned. The records were maintained in a form of systematic and frequent entries throughout the research process. Second, I have also been using Microsoft Word and Notes software on my laptop to keep notes of the most important entries in a transferable, reproducible, and secured format.

3.8.2. Reflection on Data Collection Plans

The data collection process is possibly the most important part of the research project, therefore, documenting every stage, planning ahead, and setting milestones can make the process organised and methodical. For example, scheduling the dates and times of interviews, keeping track of the number of participants, and planning for potential challenges and obstacles. These notes take place before starting the data collection and they describe the participants and the research context based on the researcher's assumptions and expertise at that time. Browne (2013, p. 432) states that reflection or reflective journals may be considered

as a tool to “air grievances, to rationalize decision making processes at times of great uncertainty...and an opportunity for researchers to be open and honest about their personal transformation during the fieldwork process”. At the beginning of my research, everything was planned with a positive attitude although my past experience as a student at the University of Oran 2 made me less confident at times. However, as I undertook my first data collection trip I began to rethink and question whether the plans and methods I had chosen were right for such context. As my attempts to arrange meetings with participants kept on failing, I wrote down a detailed description on how my data collection methods did not work in real life as they seemed on paper. Furthermore, I wrote an outline of a more suitable emergency plan for my research context and participants. Looking back at my notes and reflecting on the previous data collection plan, I was able to revise some of my proposed research methods and employ more fitting ones.

3.8.3. Reflection on Thoughts and Emotions

As I have explained above, researching in the time of crisis and uncertainty can sometimes result in mental and emotional instability, for instance getting frustrated, stressed and/or angry when things do not go as planned. Personally, I started writing about my feelings during my first data collection trip which was somewhat unsuccessful. Although I had prepared myself for anything, the thoughts and feelings of not being able to collect the data I needed was overwhelming, and pushed me to reflect on them as a researcher who is affected by the research process. In addition to the reflective journal, the content of the emails I sent to my supervisors highlights the disappointment, frustration, and pressure I was under at that time. Therefore, those emails themselves can be used as notes and records of my reflection.

The spread of the COVID-19 pandemic has prompted more focus and more studies on the mental and emotional wellbeing of students and researchers during lockdown and social-distancing. Many government bodies and academic institutions have been using online surveys

to collect data on how much this phenomenon has affected their emotional resilience. Grubic, Badovinac, and Johri (2020) argue that a number of studies have revealed some of the stressors are worsening the impact of the COVID-19 pandemic on the students' mental and emotional wellbeing. With that being said, extensive research is needed to assess the effects of the pandemic, and explore the approaches that can be employed to lessen its psychological effects. Furthermore, many academics became interested in how the lockdown measures have been affecting and hindering the progress of fieldwork and research activities. Thus, as a postgraduate researcher myself, conducting my data collection has been disrupted and interrupted by inevitable yet necessary lockdown measures. Many fields have become inaccessible and isolated, which means locations and settings that were always inaccessible because of social and/or political conflicts or geographical remoteness, are now leaving researchers themselves even more trapped and unable to conduct any kind of fieldwork. Finding myself in the same position, I had to adapt to the situation and rethink and reflect on my research experience before and during lockdown. Initially, the reflection focused on making the obvious decision to switch to an online-based approach to collect my data. Then, I had to make the necessary arrangements to get the ethical approval for such big changes in the research plan, as well as the thesis structure.

3.9.Conclusion

Using reflective diaries to document entries on the researcher's plans, experiences, activities, thoughts and feelings is a rich source of data for reflective practice. There are no specific rules on how to keep a reflective journal, however, the entries should be recorded regularly and can be documented on actual paper journals or on electronic documents such as Microsoft Word or Notes. Based on my personal experience during some social and political issues in Algeria, and the current global crisis caused by the COVID-19 pandemic, I found it convenient and productive to keep notes and logs. Especially when my situation as a researcher became directly related to the research problem. In other words, reflecting on my own social, mental, and emotional wellbeing in times of crisis and uncertainty while exploring the need for social and emotional learning in higher education institutions. I have used two types of journaling, 1) notepads and journals to write down daily entries, for example, planning a visit to the university and then writing an entry to describe what went on during the visit. 2) Microsoft Word documents to keep records of the most important entries that might need to be edited or transferred. Ultimately, the data derived from the reflective journals will elevate the quality of the research and add a much deeper meaning to it, and allow the readers to connect with the researcher on a personal level.

4. Chapter 4 Research Findings

4.1.Introduction

This chapter sets out to present the data collected through a variety of qualitative research methods as introduced in the research Methodology Chapter (see section 3.3.3). Accordingly, this chapter consists of five main sections where each one offers a detailed description of the data collected. Starting with the data from surveys, then data from the asynchronous online discussion board (which replaced the focus groups). After that I present the data from the feedback on the materials (which replaced the class-based SEL intervention). Moving to the data generated from my reflective research diary, and concluding with the data collected from the one interview with the teacher.

4.2.Research Data and Findings

In the following sections, I will explain and present the data I have collected through each research method separately, starting with the data from the surveys, and these findings are analysed and discussed in the next chapter.

4.2.1. Data from surveys

The open-ended surveys were administrated online via emails because of the ongoing strikes at the university, and the recurrent closures of the campus, as well as the organisational and administrative issues across the different departments. Therefore, I started contacting participants online and emailing surveys before engaging in the actual fieldwork and data collection trips, which resulted in the collection of 17 responses.

The survey I designed consists of 10 questions (see **Appendix A**), the first two questions were asked to determine the participants' gender and educational level, whereas the rest aim at tackling a variety of social and academic aspects of the Algerian university students.

The third question was designed to get some insights on the Algerian students' expectations regarding their academic success, as well as their social and emotional wellbeing. The

participants were given Likert scale options to choose from (very low – low – average – high - and very high expectations). 11 of them said that they have average expectations as university students vis-à-vis their academic achievements, as well as the university's support. 3 participants reported that their expectations are low, one student stated that their expectations are very low, one student has high expectations, and another one said that their expectations are very high.

The fourth question sheds light on the students' level of satisfaction with the performance of academics and administrative staff. In order to understand my participants' thoughts and feelings regarding the lecturers and/or administration services and performance, I gave them three options to choose from (unsatisfied – somewhat satisfied – satisfied). One student reported to be satisfied with the overall performance of the staff, whereas 9 students stated that they are completely unsatisfied, and the rest (7 Students) answered with somewhat satisfied. One participant chose two different options, in other words, the student feels completely unsatisfied with the administration's work and services, and also somewhat satisfied with the academics' performance. However, I counted their response as unsatisfied based on their answers on the rest of the survey questions.

Question number five seeks to recognise and uncover the social issues that may trigger emotional instability and vulnerability. The participants have multiple options to choose from, as well as the opportunity to list any other issues they think affect them on a personal and academic level. The question covers a number of social issues which emerged from the literature I collected on the social issues in Algeria, for example, unemployment amongst university graduates, discrimination and nepotism in recruitment and employability, and youth illegal migration (see section 2.7). The rest of the options – bullying, crime, and poverty – emerged from the Literature on Social and Emotional Learning (see Section 2.2 of the Literature Review Chapter).

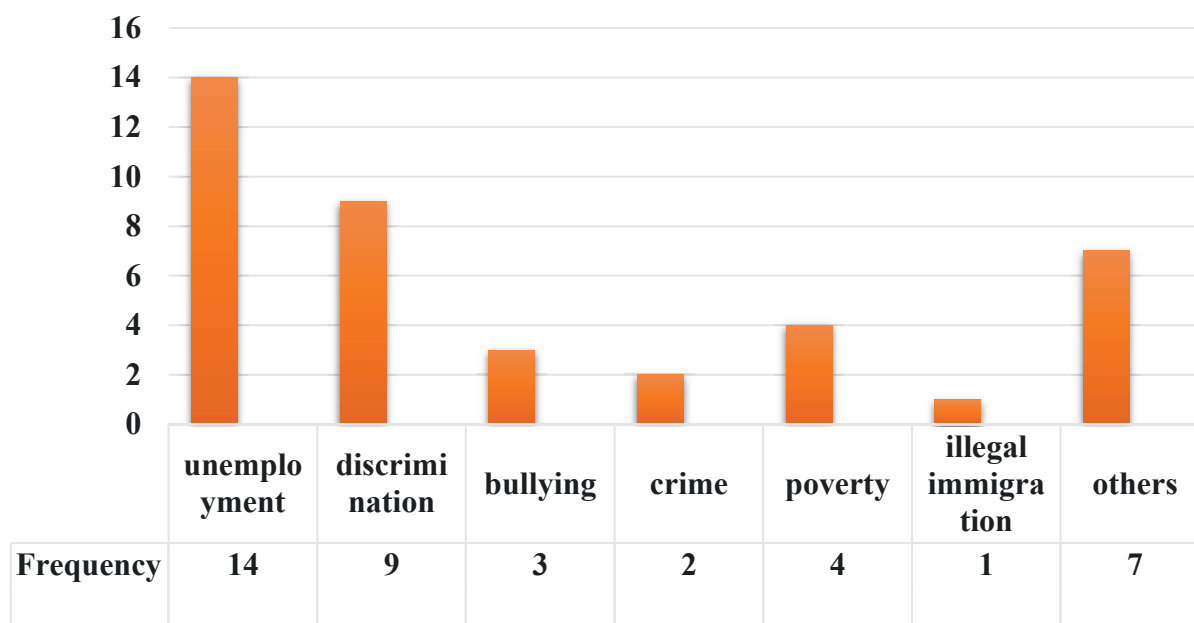


Figure 4.1 Participants’ Responses of the Different Social Issues

As shown in the bar chart above, the majority of the survey participants (14 students) chose unemployment as the main social issue affecting their social and emotional wellbeing. 9 participants reported discrimination as another social issue that is causing them unnecessary stress and anxiety. The types of discrimination in the Algerian society – religious views, cultural and ethnic backgrounds, and gender inequalities – will be discussed further in section 4.3.2 of the Asynchronous Discussion Board data. As for poverty, 4 participants argued that it is also one of the issues making their lives difficult to handle. Furthermore, 3 participants chose bullying, and 2 participants picked crime. Surprisingly, only 1 participant reported illegal migration as a social issue.

The participants had the option to add other issues which they think affect their academic progress and/or wellbeing. 7 participants decided to add one or more options to the ones already given.

- **Extract 1**, Student 2: “I think what affects me the most as a student is how unfair teachers can be. You sometimes work very hard on an exam, and you expect that your work will pay off. However, many times teachers decide to give the best mark to somebody they know; not because they deserve it but just because they know them[sic]”.

Student 4 wrote Corruption, Dishonesty, and Immorality. Also, Student 7 sees that Wrong Imitation and Mentalities as social issues; whereas Student 12 simply put Favouritism. Student 13 mentioned Transport as the main issues for them, because students who live far from the university really struggle to commute back and forth every single day.

- **Extract 2**, Student 15: “the degree of English bachelor/master being insufficient to acquire a job opportunity”.

Lastly, Student 16 raised two concerns affecting him/her, namely, cheating and also lack of services such as internet access and equipment like laptops.

Participants	Social issues
Student 2	Favouritism and preference in teaching
Student 4	Corruption – dishonesty – immorality
Student 7	Wrong imitation – mentalities
Student 12	Favouritism
Student 13	Transport
Student 15	Bachelor’s/Master’s degree unreliable
Student 16	Cheating – lack of services

Table 4.1 Participants’ Responses Representing Additional Social and Academic Issues

Question number six in the survey revolves around the students’ transition from high school to university. The participants had the chance to describe whether they found this transition easy, challenging, or hard. 10 participants reported that they found making the transition from school

to university challenging, whereas 7 participants found the process easy. However, none of the participants found the transition to university to be hard.

In order to discuss the students' readiness to face the world after graduation, I designed question seven to see whether the Algerian students are socially, emotionally, and academically prepared to face life as working professionals. According to the responses, 5 participants feel that they are ready for the next stage of their lives. Contrary to that, 2 of my participants stated that they do not feel prepared at all, moreover, 10 participants reported that they do not feel equipped well enough to go through the process of finding a job and engaging in it professionally.

As a second part of the question, I asked the participants who chose the options 'No or Somewhat' to explain and justify why they feel unready or ill-equipped to engage in the job market. Therefore, I used the participants' own words (without corrections) in the extracts presented below, to highlight the reasons behind these feelings of doubt and lack of confidence. This was the first glimpse in my research of the rich and deep insights which can be generated by qualitative research methods. The following participants reported that they do not feel ready (somewhat or completely) because:

- **Extract 3**, Student 1: “because I lack experience in my field, unfortunately the courses are more theoretical than practical[sic]”
- **Extract 4**, Student 2: “I feel like what we have been taught so far would not really help us in our professional world. It is more theoretical than practical[sic]”
- **Extract 5**, Student 6: “Self-doubt; fear of the unknown; not knowing what to expect; not knowing how to cope[sic]”
- **Extract 6**, Student 8: “believe its the society that students struggle with the most , especially those who have been influenced by the modern world , the conflict of

opinions of what to expect and what to actually do is really scary , especially for those with low self esteem[sic] , they find it harder to go forward against the traditions[sic]”

- **Extract 7**, Student 9: “I answered by somewhat because up till now from a personal experience we as Algerian students we are not given a fair opportunity. The students are not given the chance to design a lecture or to assist a teacher while given his course, whether it was in middle school or high school or even in the university. As future teachers, we are not given adequate tools or methods that can help us in our future profession[sic]”
- **Extract 8**, Student 10: “As a student, I tend to depend on myself when it comes to learning about a certain topic. However, we are not provided with the necessary training for the professional world[sic]”
- **Extract 9**, Student 12: “Personally, i am not 100% ready to make over[sic] the professional[sic] world, but it is said that you will never be ready until you star really working[sic]”
- **Extract 10**, Student 15: “Having no experience or knowledge about the work environment, system or any concrete use of my degree & studies. Absence of work guidance, as what to expect, the does & donts also the true definition of being professional[sic]”
- **Extract 11**, Student 16: “only theory lack of practice or jobs we face nothing to do with what we study in university[sic]”.
- **Extract 12**, Student 17: “We only deal with theories. There is no practise. They do not mentor you or teach you how to act in the real world. For instance : work ethics’ or even how to act if you face problems at work[sic]”.

As an extension of the two previous questions, question eight aims to investigate whether the students have been offered any type of care or support from the university, friends or family.

The options were ‘Yes’ and ‘No’ with an opportunity for those participants who answered ‘Yes’ to specify the source and nature of the support. Remarkably, there was a close gap between the participants’ answers, where 8 answered ‘Yes’ for having received some sort of support, while the other 9 participants responded with ‘No’ for having received any kind of social, mental, or emotional support.

As far as the second part of the question is concerned, out of the total participants who answered ‘Yes’, 6 of them provided examples of the support they got. The examples below were taken word-for-word from the surveys:

- **Extract 13**, Student 3: “By friends and members of my family[sic]..my mother on top, of course[sic]”
- **Extract 14**, Student 4: “I gave somehow a different kind of instructions and motivations for those who are always pessimist, because i have a belief that those kind of people are capable of changing everything. Stabilizing the thoughts make us creative, so there is not benefits if we don’t unify[sic]”
- **Extract 15**, Student 5: “My mother provided all the support needed ,because she believed in me”
- **Extract 16**, Student 9: “Yes, I have received different types of support through each stage of my life. First of all, I have experienced mental, and emotional support from several teachers with whom I established a relationship based on respect and warmth whether it was about the way they corrected me or while given me answers to my questions. Also, I did have social support which was among the elements that contributed to my academic achievements. My friends and peers of the classroom provided me with challenges, study groups and a lot of information exchange”
- **Extract 17**, Student 13: “I have been offered an emotional support, as we know we all have times when life gets on top of us . Because of the stress ,the transport and the

I have passed by a difficult time when my mind was telling me to stop struggling (in my way to the university) so I was supporting myself by standing out in the street and saying “this is just the beginning [name], you can do better ,you are strong enough to do it” . for me this was an emotional –mental support and it really worked[sic]”

- **Extract 18**, Student 16: “I have been offered social support from my family, I mean they appreciate my studies, my level[sic]”.

Question nine is very important to my research project as it explores the Algerian students’ need for more social/emotional support and care. In other words, I asked the participants about their thoughts on the possibility of the university providing any guidance and counselling programmes, or mental wellbeing services; the options given to the participants were ‘Yes, No, or I do not know’. 16 participants reported that it is important and crucial for the university to offer such services, and only one student chose the ‘I do not know’ option.

Finally, I designed the previous questions to reveal the participants’ current circumstances and future needs, then I devised the tenth question to ask the participants how they would like the SEL-based programme to be delivered. Therefore, they were given three options to choose from (Periodical Interventions – A Module – Workshops). Three participants prefer the SEL-based intervention to be delivered periodically, whereas 8 of them reported that they would rather have it as workshops. Additionally, three participants argued that having the intervention as a module would be best suited for them. However, the remaining three participants chose multiple options, for example, Student 4 is happy with any of the three approaches to be used to deliver the course. Furthermore, Student 7 chose the intervention to be delivered as a module and/or through workshops, and Student 15 selected periodical intervention and/or workshops as well.

Ultimately, my surveys were used as a probing tool, and the knowledge generated from them serves as supportive data for the more elaborate rich qualitative data I collected using the rest

of my research methods. The data from the surveys provided me with insights on the students' situation at the university, and to what extent the academic and administrative problems are affecting the students' performance and wellbeing. Furthermore, the surveys helped me to explore the students' needs for services such as counselling, as well as to understand their openness to use such services and benefit from them. Moreover, the survey shows the best approach suitable for the Algerian students to receive social and emotional support at the university.

4.2.2. Data from the Asynchronous Online Discussion Board

In addition to the challenges caused by the social and political unrest in Algeria, the pandemic made it more convenient to rely on online research. I used an asynchronous online discussion board (see section 3.4.1.1) to replace the focus group sessions I had initially set out to organise in my data collection trips to Algeria, and the amount of data I collected through this method is the largest in terms of quantity (around 12,500 words), where the participants had the chance to comment and interact freely with the questions and each other, hence yielding rich and deep data. I designed the questions based on three different topics, which relate back to my main research questions (see section 1.7).

From the literature which I reviewed in Chapter 2, three major topics emerged (see section 3.4.1.1), these concern:

- **Topic 1 Society and Sense of Belonging:** (4 prepared questions)
- **Topic 2 Education and Learning Circumstances:** (6 prepared questions)
- **Topic 3 Care and Support:** (2 prepared questions)

From these topics I designed the primary questions of the asynchronous discussion board. The asynchronous nature of the discussion group allowed me the time to reflect on the participants' first answers, then post follow-up questions which generated new rich data. It is worth

mentioning that there was one disadvantage of using an online discussion board, and that is the students use of an informal linguistic style similar to social media chatting, and making errors which they did not bother to correct. The primary questions (numbered) and secondary emerging questions (bullet points) of the online discussion board are listed below:

Topic 1 Society and Sense of Belonging

Question 1. From your perspective as young men and women, how would you describe the Algerian society in general?

- Do you see this diversity as positive or negative, or can it be both, given the current circumstances in the country?
- Regarding the point of positives and negatives in the Algerian society, do you think other societies around the world have the same situation?
- How do you explain the illegal migration crisis? young people choose to risk their lives in order to flee the country, is it a case of survival skills or mechanisms the Algerians are using to face reality?
- Do you think the Algerian society's strength lies in its diversity?
- The '**Hirak**' seems to be creating more tension between ethnic groups in Algeria. What do you think?
- In every society there exists some sort of separation, whether it is religious, political, or cultural. which is more prevalent in Algeria according to you?

Question 2. Does society affect the way you view yourself, others, and what you aim to achieve?

- No secondary questions emerged.

Question 3. What do you think of the unemployment issues in Algeria?

- How does it make you feel when looking at these figures and statistics knowing that you will graduate in less than a year?

- What do you think about what many Algerians say "Women are employed more than men"?

Question 4. If you are to be in a position of power or authority, what would you do to change the situation in the Algerian society?

- Rewriting the constitution is intriguing to me, are there any clauses in particular you would like to discuss?
- Can you please discuss more the healthcare sector? what is lacking or missing in this sector?
- That is interesting, can you elaborate more please as "intellectuals" is a broader concept?
- When you say intellectuals, does that include young people such as graduates or does it refer to more experienced and mature individuals?

Topic 2 Education and Learning Circumstances

Question 1. How was your transition from high school to university?

- Can you please talk more about your transitional experiences?
- Do university staff (teachers/administration) offer any help or guidance regarding this important transition?
- How come the educational aspect hasn't changed from high school to university? can you elaborate please?
- Do you think that fitting in and having friends is more important than adapting to programmes and courses when one moves from high school to university?
- In terms of organisation, would you prefer university to be more structured the same as high school is?
- What do you think are the reason(s) behind this lack of organisation and authenticity?

Question 2. How do you feel when you wake up in the morning getting ready to go to the university?

- Does that feeling change when you actually get to university and start your day?
- How can a day start messy at the university! Can you please give examples?
- What would a teacher do for example to ruin your day at the university?
- Do you think the university staff should work on motivating students?
- So you're saying new approaches and new materials should be provided to you as English students?

Question 3. Do you feel emotionally comfortable and safe in class with your teachers and peers?

- Would you be comfortable sharing thoughts and emotions with your teacher and/or in front of your classmates?
- Why do you think SOME teachers care less about their students' needs and more about money?
- Can you please tell me how did you cope with those "careless" teachers over the years?
- What about the times when you are not? Can you please list the occasions or situations in which you are not comfortable?
- Do I detect a subtle cry for CHANGE in your answer there?
- How do you picture that change? Examples please...

Question 4. How do you feel about the modules you have as part of your English programme?

- Do you think the educational system as a whole should be updated, or just aspects of it?
- What about the administrative sector? Any changes you would like to see happening?

- These modules such as civilisation or literature are surely very important and interesting but do you think these modules ALONE offer the students the necessary life skills they need on daily bases?
- There are loads of other very interesting and helpful modules one can learn and a responsible body (university here) can provide. So why is no one taking the initiative?
- When you say THEM! do you mean administration or lecturers or both ?

Question 5. In terms of programmes, courses, and services, what do you think is missing in the Algerian universities?

- According to you the problem is more about the student-teacher relationship rather than the teachers' strengths and knowledge?
- Do you think that this situation is affecting your performance and progress as students?
- Do you think your lecturers would mind if you decided to bring a laptop or an iPad and use them to take notes?

Question 6. What are your concerns and worries regarding your life after graduation?

- Do you think it is NOT enough because it is less important in the Algerian job market or because you as students need more skills besides the language to be ready for work?
- Does the university arrange any workshops or extracurricular activities or courses to teach new skills and help enrich your CVs like you said?
- How about if students such as yourself wanted to organise a workshop or do activities in the university, would that be feasible given the situation at the university? And would the administration help you arrange and organise everything?
- Do you feel mentally, emotionally, and academically prepared for the next stage of your life? Or you're choosing not to think it over too much? As in "we'll cross that bridge when we get to it" kind of attitude?

Topic 3 Care and Support

Question 1. How do you address any social, personal, or academic issues that may affect you as students?

- So is it always relying on yourself or your friends to help you with any of those issues?
what about family and university staff?
- By your family's limited knowledge, do you mean regarding academic issues or all of the above?
- Have you ever shown vulnerability in front of your family, peers, or teachers?
- Who, in your circle, would you consider qualified and available at any time to support you and help you with such issues?

Question 2. How do you feel about adding a guidance counselling programme to your English curriculum?

- No secondary questions emerged

4.2.2.1. Asynchronous Online Discussion Board Themes

In this section I arrange extracts from the student participants in six themes, and as mentioned above, the presented extracts have not been corrected (see section 3.6.3.3).

Theme 1: Understanding the importance of diversity

The first topic I decided to discuss was “Society and the Sense of Belonging”, which was appropriate given the social and political circumstances in Algeria at that time (see Chapter One Addendum). The prepared questions related to this topic were to elicit responses to explore the participants' thoughts, opinions, and feelings regarding different aspects of the Algerian society. I was aware that there would be other follow-up questions generated from the spontaneous discussions with the participants, however the prepared questions help to keep the participants focused on the topic at hand. Below, I will provide a detailed account of the process and the content of the discussions, and also make use of direct quotations of the participants.

The first question of the topic “Society and the Sense of Belonging” allowed the participants to describe the Algerian society in general, from their perspective as Algerian young men and women. Some of the participants’ comments on my first post discussed the aspect of diversity and the mixture of cultures and ethnicities forming the Algerian society. According to Student 1, this diversity can be described in terms of a spectrum.

- **Extract 19:** “Traditional (Arab, Berber) <--I--> Liberal (French). The more Arab influence, the more traditional a social group is. Likewise, the more French influence, the more liberal a social group is[sic]”.
- **Extract 20,** Student 2: “our community “the Algerian one” is more diverse...but more importantly is it includes differentiations not only in identity but also in religion[sic]”.
- **Extract 21,** Student 4, “When we talk about Algerian society we need to take into consideration its diversity. Personally I think the new generation is more influenced by the globalization however we still tend to be more conservative than other Arab countries[sic]”.

In order to move the discussion forward, I asked the participants whether they see this diversity as negative or positive or both.

- **Extract 22,** Student 1: “diversity is always positive. Issues only arise when people are not willing to communicate and cooperate with one another[sic]”.
- **Extract 23,** Student 2: “I can say something positive as a part of this society that we have a good relationship between in some aspects, treating our selves as a one big solid family, treating our selves by good manners, this thing and feeling is available in our gene, but in contradiction, i can pessimistically say that there is a large category of this society doesn’t treating the others well not even their families or themselves under a large list of complications, passivity, procrastination, negligence by the family and authorities “government” , overlooking , loneliness, crimes , omission, the absence of

security, in general as a deterioration of the Algerian society that is under the threat of going down to be nothing, as a legacy start to vanish[sic]”.

As an extension to the question of positives and negatives with regard to diversity in Algeria, I asked the participants to discuss the same point but in relation to other communities around the world.

- **Extract 24**, Student 2: “Other societies have even the worst than that, what i am mentioning here is that our society is among the best in the world, we were able to boost our economy and identity even the pedagogics at the maximum level , confronting the other society , and the most advanced and developed societies, but because of the negligence and the crimes that were committed by the head of our nation, the authority, we’re moving to down, and facing much much heavy difficulties, especially our childrens who present the future of our society[sic]”.

Theme 2: The impact of discriminatory behaviours on the Algerian society

The discussion on diversity in the Algerian society with its negatives and positives, generated another important and controversial concept which is ‘Discrimination’. Based on the analysis of the discussion and the participants’ comments, I have identified three types of discriminatory behaviours; the first of which is the cultural and/or ethnic tension between the members of the Algerian society, the second refers to religion, and the third to gender.

Student 2 made a strong statement by pointing out that one particular ethnic group of the Algerian society is promoting and fuelling discrimination against another opposing ethnic group. Therefore, he argued:

- **Extract 25**, Student 2: “I am talking about the manifestations [meaning ‘demonstrations’ which were part of the ongoing social unrest] for the purpose of making change in algeria, and for the spreading of corruption. You probably noticed that the majority of people from different groups / ethnic groups, to be specific; the

Tamazight people shown some kind of disrespect for the other people , considering them selves as a separated generation.. where they're-almost differ from us in tradition, culture .. in a short time, a huge number of Algerian people shown a collaboration with Tamazight people, however Tamazight people tend to be arrogant and ignored the other Algerian identities, for the purpose of creating a new one and rises their identity[sic]”.

Student 2 misused the term ‘Tamazight people’ which requires me to provide an explanation on the subject matter. Therefore, Student 2 should have used the term Berbers or Amazigh – Imazighen for plural – which is the name used to describe the original ethnic groups living in the countries around the Sahara, from the Siwa oasis in Egypt in the north-east to Mali in the south-west before the arrival of Arabs, with the largest intact communities in Morocco and Algeria. Contrary to that, Tamazight is the language or dialect spoken by around 30 million Berbers (Merolla, 2020).

The comment from this participant indicates that he is from a different and possibly opposing ethnic group than the one he criticised. This division between some groups of the Imazighen and some other groups of the Arabs has existed since the Islamic conquest of North Africa between the 7th and 9th century (see section 2.7.1). However, the recent political and social instability pushed these two frustrated and conflicting factions to focus on their differences and drift apart even further. For example, the matter of waving the banner which represents the Imazighen or Berber culture since the beginning of the protests in February 2019.

تفجرت قضية الراية الأمازيغية في حراك الجزائر بشكل خطير وغير مسبوق بصورة مفاجئة، بعد أن أصبحت هذه الراية التي يصفها البعض بأنها راية ثقافية أو هوياتية وترمز للسكان من ذوي الأصول الأمازيغية أو البربرية، إلى منافس صريح للراية الوطنية الجزائرية، في شوارع العاصمة وبعض المدن الأخرى، الأمر الذي أحدث استقرازا كبيرا عند جزء مهم من الجزائريين الذين يرون فيها راية سياسية تفتيتية، الأمر دفع بالمؤسسة العسكرية مع الجمعة الـ 18 من عمر الحراك، إلى منع رفع الرايات غير الوطنية، واعتقال بعض الأشخاص وإحالتهم على المحاكمة، مع ما خلفه ذلك من ردود فعل متناقضة بين الحراكيين أنفسهم، وأدى إلى حصول أكبر فتنة وسط الحراك الجزائري منذ انطلاقاته (زهار، ٢٠١٩).

Translation:

The issue of the Amazigh flag in the Algerian movement became a sensitive and risky subject in an unexpected and unprecedented way. This flag, which some describe as a cultural banner symbolising the identity of the Berber population, has become an open competitor to the Algerian national flag. This matter provoked many Algerians who see it as a political banner which aims at creating division in the Algerian society. With the involvement of the armed forces to prevent and arrest the individuals raising the non-national flags, more tension was created amongst the Algerian activists since the inception of the *Hirak* (Zahar, 2019).

Consequently, this situation has affected all members of the society, especially young people because it may create a division between students in classes or on campus where the tension of ethnic differences is higher.

The second type of discrimination is the religious views. Religion is a sensitive and controversial subject in Algeria, and Muslims represent the large majority of the population with more than 99% (Office of International Religious Freedom, 2021). However, as explained in section 2.3.1.2 there is a deep difference between the conservative and liberal attitudes of different people. For example, Student 2 argues this conflict in religious views and says:

- **Extract 26:** “The religious one, is considered for me as the most dominant fact we're facing for the moment, as we surely have the category of people who's not even sure or considering them selves as muslim, no sense of belonging are showing, they're completely seperated from the Algerian community... And at the most of times we consider this action as an imitation of the west communities, in personality, the way of living, religion, so many things ...[sic]”

In addition to the tension between the Muslims and the non-Muslims and/or non-religious groups, there are conflicts and clashes within the Muslim majority, for example Sunni, Shia,

and Ibadi. In recent years some groups of the opposing sides have become more vocal about this religious discrimination. The differences in religious views and practices between these factions have built up feelings of anger and frustration within the Algerian society (see section 2.7.1). With regards to this point, Student 1 replied to a comment by Student 2, and wrote:

- **Extract 27:** “I think the majority here is cultural muslim, or as you put it: “people who’s not even considering them selves as muslim” [quoting Student 2]. I believe since they never had the chance to choose their religion because they were born and raised in a muslim majority culture, they develop cognitive dissonance, confirmation bias etc. among other mental disorders. Religion here is a matter of identity rather than personal choice [sic]”.

Unlike the previously discussed discriminatory behaviours (ethnic and religious discrimination), gender was not as controversial. Therefore, only one participant commented on this matter, and highlighted the need to discuss this issue in relation to the Algerian society. Although the Algerian society has come a long way, gender equality is still a sensitive subject for many conservative men. Therefore, the idea of women working or taking on responsibilities other than that of the household might be unacceptable or intolerable to those men. In fact, some men are known to ask an employed woman to quit her job as a prior condition for agreeing to marriage. Even if this means they would struggle to provide for their families, they would not allow the woman to help. Ultimately, this is a phenomenon that is bound to religion and traditions, as well as personal choices of both men and women. The interaction with Student 2 on this particular subject generated the following extracts:

- **Extract 28:** “women trying to carry on itself what it cannot resist, more than here energy, men’s duty; responsibility, it affects on men as whole and the community as well[sic]”.

- **Extract 29:** “woman should raises her children to be more educated, productive, healthy and respectful[sic]”.
- **Extract 30:** “women's only job they've is taking care of their family husband and children[sic]”.
- **Extract 31:** “As husbands we need to stabilize the family’s financial state and provide protection while wives provide care and love to the family[sic]”.
- **Extract 32:** “I excluded the idea that is based on collaboration between couples because we don't believe in such relationships like these, especially as a Muslim society or at least for most of Algerian families, based on our traditions and culture[sic]”.

Although these comments came from one participant, they still reflect and represent certain viewpoints in the Algerian society. Therefore, ethnic, religious, or gender discrimination all stem from having a diverse society that is governed by conservative and religious principles. In the same way that there are comments which represent conservative and religious groups, there are other comments that represent the non or slightly conservative Algerians. Correspondingly, Student 1 replied to the comments made by Student 2 saying:

- **Extract 33:** “I don't see how applying rules that were written in the 7th century for the 7th century would work in our favor in the 21st century. Unless Islam were to be reformed to accomodate our current living conditions[sic]”.
- **Extract 34:** “I personally don't agree with any religious beliefs, so I don't have much to say about how religious people should work out their problems[sic]”.

Theme 3: Negligence, Despotism, and Unemployment

This is where another concept started to emerge within the comments of the participants. The term ‘Negligence’ was mentioned repeatedly by a number of participants to describe the feeling

of being abandoned by the government. For example, one of the participants Student 3 commented:

- **Extract 35**, “I believe " Neglected " is the perfect word to describe the Algerian society , we are and have been neglected for a long time until we started to think that we are not worthy of anything[sic]”.

In terms of education, Student 2 described the interaction between some academic/administrative staff and the students, and wrote:

- **Extract 36**, “it is more related to the way they interact with their students, sometimes they, re just neglecting the student's presence intentionally[sic]”.

Some of the participants said that they rely on themselves during their studies to compensate for the incompetence or carelessness of some academics. They also seek out other resources to develop their skills and enrich their CVs, because they choose not to rely on their university degrees nor the employment promises – if any – made by the government. Student 4 described the downside of her higher education experience as follows:

- **Extract 37**: “...a waste of time when some teachers bring lessons from Wikipedia and read it out loud in the class. I don't learn as much as I was hoping for. These last four years could have been summed up in two years instead[sic]”.

Some participants expressed their feelings towards the seriousness of certain academics in doing their job. For instance, Student 10 commented on this particular point saying,

- **Extract 38**: “...nowdays teachers don't even think of doing their job right all they care about is the money they'll get in the end of the month[sic]”.

Another participant Student 4 also criticises the educational system in general and said:

- **Extract 39**: “They use the same method for the past 20 years and the quality of education is decreasing[sic]”.

- **Extract 40**, Student 4: “It just irritates me that we still have to deal with such situations in the 21st century[sic]”.

In order to understand the characteristics of these issues and explore the reasons behind the students’ frustration, I asked the participants about their thoughts regarding the modules they have as part of their English curriculum. The majority of the participants agreed that some modules are useless or inadequate to be taught in an English programme. They think these modules are a waste of time and do not contribute to their academic development, especially in their field. For example:

- **Extract 41**, Student 1: “Some modules are rather useless like French or computer science. I'd rather study linguistics, ESP or translation instead. The quality of the material in the other modules is lacking[sic]”.
- **Extract 42**, Student 4: “Indeed. Some modules are useless and time consuming such as German, translation, French and human science(in arabic)[sic]”.
- **Extract 43**, Student 7: “...there are other modules that have to do with culture and all which are taught in either French or Arabic. I personally think they are useless, for we do not acquire any knowledge from them in our field. They are just there as a plus. We could easily read about them and learn them on our own...[sic]”.

Theme 4: Corruption and manipulation

According to the comments of some participants, this state of negligence and abandonment as well as unemployment stems from what they consider a corrupt government (see section **1.8.2.2** of the Overview Chapter Addendum). The prevalent opinion amongst Algerians is that the appointed leaders tend to abuse their power and manipulate the system(s) to benefit themselves and their entourage. The participants can be regarded as representatives of the social cluster that is suffering from the corruption, bribery, nepotism, and marginalisation.

- **Extract 44**, Student 4: "...main reason for unemployment in our country is corruption. People with great potential flee the country to find better options because here, the wages are less, which makes it hard to accomplish some standards of living[sic]".
- **Extract 45**, Student 4: "it is a difficult task to make a change in such a corrupt society, government blames the society and vice versa[sic]".

Additionally, some participants argued the need for new young, capable, and honest individuals to take charge of the situation and make a positive change; or a balance in the leadership structure by having a combination of young and old leaders.

- **Extract 46**, Student 3: "no one is up for the right ruling , there are tons of capacities and talents that are being laid aside under the shadow of old men whose favorite game is fraud[sic]".
- **Extract 47**, Student 6: "...age doesn't define maturity and life experiences. The best is to balance between young and old intellectuals to meet between knowledge, creativity, and experience[sic]".

Moreover, two of the participants summed up the situation where some leaders abuse their power to benefit themselves and their entourage.

- **Extract 48**, Student 3: "In our country you're good as much as you can offer[sic]".
- **Extract 49**, Student 2: "Our motto has become like the following : "To get paid for, you need to pay for"[sic]".

Ultimately, my participants and possibly the Algerian university students in general feel like they are and/or will be exposed more to this phenomenon after they graduate and start applying for jobs.

Theme 5: Lack of guidance during a challenging and confusing transition

The discussion on employment highlights the Algerian students' insecurities regarding their transition to the professional life. Therefore, I decided to get insights on their transition from

school to university based on the participants' answers on question six of the survey (see section 4.2.1), and explore whether this transition was any different from the subsequent one. Furthermore, I asked this question to see whether the university plays a role in this important transition. The participants' answers covered different aspects of their transition from school to university, for example the lack of help or guidance on ways of adapting to the change, challenges coping with the new environment, issues dealing with academics and administration, and dissatisfaction with some programmes and teaching methods. The following extracts represent the participants' personal experiences during their transition:

- **Extract 50**, Student 7: “Very hard ! There was a big big change in environment and education[sic]”.
- **Extract 51**, Student 4: “At the beginning I felt really lost, people weren't really helping[sic]”.
- **Extract 52**, Student 4: “it was kind of interesting to explore things by yourself[sic]”.
- **Extract 53**, Student 4: “All you hear is “Uni is different” but how to cope with the change is up to you to discover[sic]”.

As far as lectures and teaching approaches are concerned, Student 1 provided a detailed description:

- **Extract 54**: “The lectures are mostly the same as in high school. The teacher gives information, and you take it and never think about it until the exam. I was expecting was something more interactive, I thought more focus would be given to how we think and come to conclusions rather than memorizing lectures and move on[sic]”.

Theme 6: Limited and defective educational system

I selected some extracts from the participants' comments which reflect some of the issues they face at the university, as well as the changes they want to see in the future:

- **Extract 55**, Student 4: “How about basic needs such as electricity! I remember one time a teacher prepared a slide on her pc and a student brought data show but we still couldn’t see it because there was no electricity[sic]”.
- **Extract 56**, Student 4: “Specialized teachers, teachers saying this is not my field of specialty but I will do my best. How about they hire people who can actually help students[sic]”.
- **Extract 57**, Student 2: “some external material -like, technology- could be also insperational to make the learner more productive and creative in the way he thought[sic]”.
- **Extract 58**, Student 1: “Organization and work ethic[sic]”.
- **Extract 59**, Student 9: “I'm sorry but not in Algeria things here are disaster and disorganized (no administration, no teachers, no authentic materials...)[sic]”.
- **Extract 60**, Student 10: “Concerning courses, how about they teach us how to make research instead of pouring information on us and expecting us to learn it by heart. It’s true that we make research all the time and it’s easier with all this technology, yet we still don’t know the first thing about conducting a research [sic]”.

In terms of having or seeking a supportive environment, the extracts below represent the participants’ approaches in dealing with the aforementioned issues.

- **Extract 61**, Student 11: “well first of all I admit that I have it. I speak to myself and try not to down my moral about it or worse, panic. Then I talk to some of my friends to help me by giving their opinions[sic]”.
- **Extract 62**, Student 11: “University staff = NON! My family of course I have the support , but sometimes their knowledge is quite limited soo.....!!![sic]”.

- **Extract 63**, Student 1: “First I consider the possible solutions, and then I select the candidate solutions which lead to desirable results. From these candidate solutions, I pick the one which seems to yield the best value[sic]”.

In order to assess the participants’ needs for services other than teaching, I asked them about their thoughts on adding a guidance and counselling programme at the university. Below are some of the responses on this question:

- **Extract 64**, Student 1: “I think adding a guidance counselling programme to the curriculum is necessary[sic]”.
- **Extract 65**, Student 11: “I couldn't agree more!! It will help the student to pave the way through more better options in their educational career or in other matters!!![sic]”.
- **Extract 66**, Student 2: I believe it represent a stress relief for newcomers to the college and even for the administration, and it plays for sure a great part of the systematization[sic]”.
- **Extract 67**, Student 4: “that would be perfect! it would help both the students and the administration[sic]”.

Finally, the list below demonstrates the codes and themes that have generated from my analysis of the asynchronous online discussion board:

1. Understanding the importance of diversity.

- Ethnic and cultural diversity.
- Richness in Diversity.

2. The impact of discriminatory behaviours on the Algerian society.

- Cultural and ethnic tension.
- Pressure of religious differences.
- Employability and gender bias.

3. Negligence, Despotism, and Unemployment.

- Neglected by the government.
- Oppressed and discouraged.
- Lack of job opportunities.
- Low expectations regarding employment.

4. Corruption and manipulation.

- Inadequate and fraudulent rulers.
- Deterioration and weakening of the country.

5. Lack of guidance during a challenging and confusing transition.

- Difficult and challenging transition.
- Disappointment and confusion.
- Some teachers lack innovation and motivation.
- Absence of the university's support.

6. Limited and defective educational system.

- Inconsistency in taking responsibility by academics and administration.
- An unsupportive learning environment.
- Low expectations and lack of preparation.
- The importance of a guidance and counselling programme.

4.2.3. Data from Feedback on the Materials

Initially, I planned to collect this data using the class-based pilot intervention at the university. However, there were not enough students to participate in the pilot intervention sessions, as the situation at the university was chaotic. Furthermore, and even with the right number of participants, there was a constant uncertainty, hence the possibility of other hinderances, such as the unavailability of classrooms to conduct the intervention. Therefore, with the spread of the pandemic and social unrest from the beginning of 2019 to the end of 2020, I decided to

send out the materials to the willing participants and ask them to provide any feedback or constructive criticism. I contacted all the participants through posts on the discussion board, private messages on Facebook, as well as emails to inform them of the changes made with regards to my research methodology and to their participation. Eventually five provided their feedback on the materials. The section below summarises briefly the SEL-based programme and the lessons it covers, along with a summary of the feedback provided by the five participants, where they were asked to give their honest opinions on the materials of the pilot intervention as if they were exposed to them in class. They were also given the choice to complete the activities to get a deeper understanding of the materials. For every participant, I will present selected extracts of their feedback in a separate table containing all the materials, whereas the full data will be provided in **Appendix C**. The extracts' numbers are not consecutive because they are selected from different tables representing each of the five participants' feedback.

4.2.3.1. Self-awareness:

The first lesson of building confidence revolves around promoting self-confidence and building character using materials and tools that are not currently promoted in the English programme at the university. Therefore, I chose to rely on role play activities to push the students out of their comfort zone and allow them to experience different situations and settings, but also kept the activities fun and engaging. The second lesson of the self-awareness unit is about building resilience and focuses on building the students' social and emotional flexibility, especially with the challenges they face as university students as well as citizens. I based this lesson on a questionnaire which makes the students reflect deeply on themselves, and identify their strengths and weaknesses (see **Appendix I**).

Table 4.2 Feedback on Self-awareness Materials

Participants	<i>Building Confidence</i>	<i>Building Resilience</i>
Student 1	Extract 68: “I think this lesson is great. Role playing definitely helps with building confidence. I also like the swappy role-play game which I think should be very fun and entertaining[sic]”.	Extract 70: “I like how each category’s qualities, even the pessimist, are highlighted and that there’s no discrimination between them[sic]”.
Student 2	Extract 99: “Before reading the rules of Swappy role-play games I kind of felt like the games is a little boring . but after I saw the difference, it seems it carries a lot of fun. What could be more joyful than playing in pairs trying to fill up the curiosity and confidence level that every partner is carrying out[sic]”.	Extract 101: “The organization of the paper using colorful squares look astonish and motivational , where the learner needs a variation in reading such papers. I do recommend including videos if the lesson going to be set in a digital format or online course[sic]”.
Student 3	Extract 149: “I don’tknow , but i did not like much of these case scenarios .Exept for the manager and the employee.Why?? because simply i think it would prepare the student for the real	Extract 153: “The point on working on strength and weakness has been mentioned already on the first folder and it is highly intresting because ,again, student will get to know themselves more and developing their

world in some sort of a way .As you know these kind of things ,for instance: personnel development , money management , and how to cope to the working environment are definitely NOT well presented to our educational system in Algeria[sic]”.

Student 4 **Extract 163:** “Role playing games: I totally agree with the definition you gave in this part for the second part swappy play games for adults: the idea is good as a whole it is a perfect exercise that can be done in the class room or out side of it[sic]”

Student 5 **Extract 195:** “think that these questions are rare to be asked and make you express yourself more it’s helpful[sic]”

weaknesses through learning new skills not only that but also through team work to know if they really have flexibility dealing and working with other peolpe ,sharing thoughts ,accepting others’ opinions , leadershipetc[sic]”.

Extract 164: “It is a very intelligent idea to think about this lesson , it can be used in the lesson where you have only about 20 students or less , in my opinion this kind of games can in reach the student capacity of communication , make him use a different vocabulary and learn a new words too , it also can build the personality of the student and by doing a feedback session maybe it will encourage him or her to change his or her mind in one of the situations or improves that he or she is intelligent[sic]”.

4.2.3.2. Self-management:

Goal-setting is the first lesson of this unit, and is meant to remind the students of the importance of setting goals and objectives in life. In essence, this lesson pushes the students to ask themselves a number of thought-provoking questions to help them figure out what they want to achieve and how to achieve it. Furthermore, stress-management is an important skill for all people to have, especially for university students who are experiencing different levels of stress and anxiety in their studies, in addition to worrying about future aspirations. Therefore, this lesson aims at enriching the students' knowledge of this skill to benefit them during their transition to work and thereafter (For more details see section **Appendix J**).

Table 4.3 Feedback on Self-management Materials

Participants	<i>Goal-setting</i>	<i>Stress-management</i>
Student 1	<p>Extract 72: “Overall the lesson plan and activities are great. In practice, it’d be even better to create links between the activities in order to make all what the student has learned come together, thus giving the student a more comprehensive view[sic]”.</p> <p>Extract 73: “I think a program like this is lacking in our university. I think it’d also be beneficial to ask how these qualities help the student achieve their goal[sic]”.</p>	<p>Extract 80: “think it’s useful to ask the student about how they know they’re experiencing stress before giving them these signs and symptoms of stress as it will help them understand better their stress by reflecting on it[sic]”.</p>
Student 2	<p>Extract 102: “I found that the list made by you serves the students needs in improving their thinking about goal. I can see that it covers all the necessities for fulfilling the job. Very short, very clean, easy to understand. That’s how the course should be represented[sic]”.</p>	<p>Extract 103: “Kind of like unsure about the listing of Signs, symptoms of stress. I know that there is a plenty of forms to introduced such list. However, in my perspective I found accumulating informations to be presented in one view or vision to make it easier for reader to comprehend better than the expendable long listing of terms. Representing it in a form of speedsheet or table seems to facilitate the process of</p>

reading it. It's probably way more better than going up and down the page[sic]".

Student 3 **Extract 154:** "that's actually helpful to improve and empower the mindset of the student whether disabled or not .Our pshcholeda teacher used to asks us these kind of questions and trust me it works![sic]"

Extract 156: "ALL OF THE INFORMATIONS MENTIONNED ABOVE ARE FACTS AND WELL STATED[sic]"

Student 4 **Extract 168:** "For this plan , I think that the STEPP program is very useful with having a look to the activities that is in it , I found that they are positive and can help anyone not only students to reach their goals[sic]"

Extract 172: "I really like how you introduced stress in a positive way because some people give a negative definition which makes us to think in a negative way , in addition to that as I have already mentioned that the tips are very helpful and it is a good topic to handle[sic]"

Student 5 **Extract 200:** "i would rather be in my country but if the destiny took me to another land I don't mind also I would be with either with my family or with my new family who knows , I would like to be an entrepreneur. AFTER 50 years I would have 72 an old

Extract 201: "I think most of my source of stress comes from the oral presentations , public speaking all these stuff make me feel uncomfortable I don't like when all the eyes are on me[sic]"

women and grandma inchalah and traveling

RV with my husbands[sic]”

4.2.3.3.Social-awareness:

The lesson of accepting and appreciating diversity aims at fostering the sense of belonging and cohabitation amongst the students, especially, with such a culturally and ethnically diverse society. Furthermore, the lesson highlights the importance of accepting the others for their differences, and appreciating their backgrounds and beliefs. As an extension of the previous one, the perspective-taking lesson emphasises the idea that people have different perspectives and viewpoints, and what might be regarded as right for some is not necessarily the same for others and vice versa (For more details see **Appendix K**).

Table 4.4 Feedback on Social-awareness Materials

Participants	<i>Accepting and Appreciating Diversity</i>	<i>Perspective-taking</i>
Student 1	<p>Extract 86: “Identity is a very sensitive topic in Algeria because the only time it is brought up is in terms of a conflict between one identity and another. The idea that identities are all valuable and should be accepted as they are is not common here. Therefore, I believe that these lessons would greatly help our society as a whole and climate at the university[sic]”.</p>	<p>Extract 87: “...I believe that the exercises on perspective-taking will be very useful in demonstrating this point. I think it reinforces the idea that even if someone thinks that they are right, they could still be wrong (or maybe not “wrong”) [sic]”.</p>
Student 2	<p>Extract 108: “I had fun answering your questions, where this means that the first course seems enjoyable to respond and share feedback between, especially if it is in pairs. I do believe that each one will have the curiosity to learn more about how people do thing, live or feel differently. More than that, I am pretty sure that they will share in between a valuable information about themselves if they would prefer being honest, so it depends whether</p>	<p>Extract 122: “i see as you had inspired me with your aims making more curiosity around, you had passed the rule of holding up the interest, including imagination is set up in a good way, the materials look look simple, minimal and clear to be understudied, participation should be existed by force if not so, making sure that it's not a time consuming, the content is good, it will saves you a lot of time. all is clear[sic]”.</p>

they will have courage or obstacles to express out their feelings...sic]”

Student 3 **Extract 156:** “Of course I have replied to that 'Guess who work sheet' in addition , I read those two files . I have noticed that the activities that you prepared are quite interesting with a diversity. I also like the first activity of the PPT presentation which is like a first impression to photos . In class , it provides them the opportunity to accept each others' different personality and characters[sic]”

Extract 157: “Each one of us may see a certain situation or maybe a view from a whole other angle . People should respect other s’ mind set and deffrences and learn how to react towards it by just accepting . We should be educated about this[sic]”.

Student 4 **Extract 176:** “The third activity and the final one are beneficial to the students too , finally it is a well organized lesson to do it with both yong and adult students to see how they manage in the real life[sic]”

Extract 177: “A perfect lesson that I encourage the teachers of both middle and high schools to do it , the world ocean as it is mentioned can mea a different thing to another person , I think that each word has a specific meaning that is related to the person’s experience in life for example the word family can mean everything to a

person while to another it means hell , for the activities , they are well prepared and organized and the students can enjoy doing them in a form of a group[sic]”

Student 5 **Extract 202:** “First: it’s important to learn how to not be racist while describing the pictures of ethnic diversity because we are equal and different in identities but we must treat them the same way. It’s necessary to distinguish the equal rights and the identities[sic]”

Extract 203: “Second: what do you see: I found it helpful because it shows that people don’t share the same perspectives; I like that kind of activities they are exciting and joyful especially the pictures[sic]”.

4.2.3.4.Responsible Decision-making:

The first lesson in this unit focuses on the skill of reflecting on personal life choices, and the ability to make sensible financial and professional decisions in every aspect of one’s life. Moreover, this lesson equips the students with the necessary tools at an early stage of their transition to adulthood. The second lesson of the responsible decision-making unit emphasises the significance of having problem-solving and critical thinking skills. Generally, university students tend to have such skills, however, some students may not know how to apply them to their everyday life. Therefore, this lesson helps the students bring those skills to the surface and use them to achieve their goals (For more details see **Appendix L**).

Table 4.5 Feedback on Responsible Decision-making Materials

Participants	<i>Reflecting</i>	<i>Problem-solving</i>
Student 1	<p>Extract 88: “The life scenarios are well written and are very engaging[sic]”.</p> <p>Extract 92: “Decision-making and life choices are usually very stressful, so I think this combines well with the stress management lessons[sic]”.</p>	<p>Extract 93: “The activity is very entertaining and should motivate the students to use their critical thinking skills[sic]”.</p> <p>Extract 94: “Some little tricks can be added to catch the students off guard and incite them to improvise. For example, if a group chooses the hunting rifle, it’s not necessarily guaranteed that it’ll come with ammunition[sic]”.</p>
Student 2	<p>Extract 135: “At the end, I really want to thank you for sharing me these beautiful scenarios, it really have changed my perspectives in some points, some different feelings, counting and so forth. Living like a re-directing moment, don’t know how, but a hope for desired things to say why not ! [sic]”</p>	<p>Extract 136: “Maaaaaaaaaaaaan, I am jealous, I am not gonna be available maintain the course. I really like them. As I really have no problem living the experience in reality however , the choice you have set it up is very difficult, only 4? not fer[sic]”.</p>

Student 3 **Extract 160:** “Life is hard ! Maturity is also hard ,but it has that sweet feeling when you watch yourself making decisions, depending on your own in real though situations. We all have been in that pot. So when presenting those life scenarios to students , they will automatically put themselves and try to imagine what would they do if they were in that set of circumstances . It is defintely a PUNSH OF MATURITY right there . To me , I think it has a message which is to think twice before you ever make a decision in this life[sic]”.

Student 4 **Extract 179:** “It is true that every decision has a consequence, the objective of this lesson is perfect at least they will know how to take a decision in the future , as for the topics I really like them , yet giving such activities to know how the students will deal with the real life that it is not theirs for the time being , but could be in the future[sic]”

Extract 185: “A good lesson for an intermediate students , the aim of this lesson is perfect , because practicing the critical thinking and knowing how each student will act in each group , plus the materials that are provided all of these can show the reality of the person in such cases , as for the examples are very hard but with a good items[sic]”

Student 5 **Extract 205:** “For the first activity i fin it important because it’s like a training for your brain and make you think very well how to solve yourself from the situation[sic]”

Extract 206: “For the reflecting activities I like them they show your reflection and imagine yourself in their place what would you do? we see the opposite; things go round sometimes and your thinking also; some right choices some wrong choices different aims, thinking, situations, causes, results...[sic]”

4.2.3.5. Relationship Skills:

This lesson of conflict resolution contains five interrelated lessons

- Introduction to Conflict and its Types;
- Conflict Styles and Outcomes;
- Different Points of View, Identifying Biases and Perspectives, Prejudice Awareness;
- Steps for Solving your Interpersonal Conflicts;
- Nonverbal Communication Skills;

These lessons equip the students with the knowledge to manage their clashes and disputes in a civilised and respectful manner. Furthermore, the second lesson emphasises the skills university students should acquire to build and maintain healthy relationships, especially through effective communication (For more details see **Appendix M**).

Table 4.6 Feedback on Relationship Skills Materials

Participants	<i>Conflict Resolution</i>	<i>Healthy Relationships</i>
Student 1	<p>Extract 96: “There’s a little experiment that I like to use to understand the nature of conflict which can be added to the lesson plan. For example, I ask the students how much 1+1 is or what colour something is or the weight or length of something. There should be absolutely no conflict here because we can measure these things using a calculator or a ruler or a scale etc. However, when it comes to justice, beauty, and goodness etc. a lot of people will disagree on what is just or what is beautiful, so if we take our first example, then the question is how can we measure justice or beauty? Because measuring seems to solve conflicts about height or weight. Therefore we need a tool to help us here. This tool is simply asking questions without judgement to try to understand where the other person is coming from. Hopefully, through this little experiment students will realize that</p>	<p>Extract 98: “Overall I think the lesson plan is well organized and should be effective in teaching students in Algeria these skills[sic]”.</p>

what they want is not as obvious to the other person as it is to them[sic]”.

Student 2 **Extract 139:** “Sentences are clearer and meaningful. Summary points are easy to comprehend and to convince learners with the definition in conflict on general. Lovely[sic]”.

Extract 147: “I cannot find much words to say or to criticize the list, probably you didn’t cover every aspect, what I mean you almost did and the list will do the job and covers the need[sic]”.

Student 3 **Extract 161:** “The suggested activities are always interesting and out of the box .It makes you develop you social skills ! I like the one that says observe the body language![sic]”

Extract 162: “These small stuff really help in the real world! Body language knowledge will help you to analyse the intentions of the other part! Whether a friend or a stranger![sic]”

Student 4 **Extract 186:** “The concept is well defined , and the idea of letting the students give you the definition is good involvement that will make the concept clear for them[sic]”

Extract 194: “I agree and I like the lesson, it is a psychological lesson , sometimes they may find the answers that will shock them but when they follow the tips you have mentioned they may learn how to know the kind of relation they are in[sic]”

Student 5 **Extract 208:** “For the first activity i didn’t find it useful or maybe I didn’t understand what’s the point from it[sic]”

Extract 212: “The fifth one : it’s important to know the body language ,sometimes it’s more expressing than the verbal communication ;we need to control our body language[sic]”

4.2.4. Data from the Reflective Diary

4.2.4.1. Reflection on Data Collection Plans

The driving force behind choosing my topic was my experience of seeing first-hand the difference between universities in Algeria, and universities in England. I was able to see what is lacking in the Algerian universities in terms of services and programmes. After I graduated from university, I joined different university groups on Facebook to keep track of the situation of higher education, and see whether it has changed in all or in part. The more posts and news I read about the situation of higher education in Algeria, the more I became convinced and committed to conduct the field work for my research in a local university.

In order to make the most of my data collection trips – especially the first one – I made enough copies of surveys, consent forms, information sheets, and course materials for the pilot intervention. I made sure I was completely prepared because I wanted to evade any issues that may arise during the data collection trip. The preparation for the data collection trip also included contacting all my participants and ensuring that they are up to date with my research plans, as well as budgeting for transport and commuting expenses from my house to the university. With regards to the first data collection trip, here is a summary of the initial plan I arranged:

- **Teachers' Interviews** (8th – 9th of September 2019)

This is when I planned to start the interviews with the four teachers who agreed to meet. I allowed two days for the interviews to take place as the teachers could not set times for the meetings in our exchanges prior to the trip.

- **Focus Groups** (10th, 11th, 12th of September 2019)

For focus groups, I planned to conduct a session with BA students on the first day, and another session with MA students on the second day. Therefore, I allowed an extra day in my planning to conduct the focus groups in case one of the sessions got cancelled.

- **Pilot Intervention Week One** (15th-19th of September 2019)
- **Pilot Intervention Week Two** (22nd-26th of September 2019)

I planned to conduct the SEL-based intervention in two weeks. In other words, I planned five sessions on the first week, and five sessions in the second week (see **Table 3.1**).

4.2.4.2.Reflection on Data Collection Attempts

With all the preparations I made for the trips, what I faced as obstacles and challenges was the result of different factors beyond my control. First, the political and social instability which caused universities to fall behind or even close down during most of 2019. The extracts mentioned in this section are taken from the entries on my personal reflective diary.

Entry 08.09.2019

Today was the first day of my data collection, I went to the university to try and conduct my interviews with the teachers who agreed to participate. Although the plan was to only conduct the teachers' interviews, I still took all the research-related documents – survey and interview transcripts, consent forms and information sheets – for any chance to collect more data. However, none of the above was manageable today because:

- **Extract 213:** “The university is in absolute chaos”.
- **Extract 214:** “The students are busy with registrations and enrolment, and others busy with makeup exams”.
- **Extract 215:** “The teachers stopped replying to me when it came to setting the times for the interviews”.

Entry 09.09.2019

Initially, four teachers agreed to participate in the interviews but ultimately were unable to arrange the meetings and confirm times. Today was supposed to be the second day for me to conduct the teachers' interviews, and even though the teachers have not been responsive to any of my emails or texts, I still commuted to the university for the possibility of securing

unscheduled meetings with some of them. However, this was also difficult to achieve because of the following reasons:

- **Extract 216:** “The university is closed today (student union)”.
- **Extract 217:** “Administrative issues pushing students to protest”.
- **Extract 218:** “Busy teachers, stressed students, and absent administration”.

As far as the focus groups are concerned, I emailed and texted my participants this evening to confirm their attendance for tomorrow’s session, however, because of the issues at the university:

- **Extract 219:** “Participants changed their mind about the focus groups”.
- **Extract 220:** “Teachers are still not responding”.

Entry 10.09.2019

Three days into my data collection and I am still unable to collect any data, however, I am determined to carry on with my initial plan, and make the most of my trip. I started posting on university Facebook groups to recruit new participants, and also carried on texting and emailing my existing participants to remind them of the focus group sessions which were supposed to start today.

- **Extract 221:** “Only two students showed up to attend the focus groups”.

Entry 11.09.2019

I commuted to the university today as well to try and conduct the focus group session(s), unfortunately, the university is still in disorganisation, teachers are still not interacting with me, and students would rather deal with their own academic problems. The extracts below represent the responses I got when I asked random students and teachers to participate in my study.

- **Extract 222,** Student: “I am sorry, I cannot at the moment”.

- **Extract 223**, Teacher: “I am really busy today, come back to me tomorrow or the day after”.
- **Extract 224**, Student: “I have makeup exams to attend, my apologies and good luck”.

Entry 12.09.2019

Today was supposed to be the extra day I planned to use as a back-up to conduct the focus group sessions, however, when I arrived to the university it was closed again. This is where I began to get really concerned and anxious as these university closures seem to occur frequently, which not only affect the responsiveness of the recruited participants, but also the possibility of recruiting new ones.

Entry 15.09.2019

I spent the weekend preparing the SEL-based materials to conduct the pilot intervention, although there were not enough students available to have a productive session. Some students posted on Facebook reporting another strike which may cause the university to potentially close again. Since the posts are not always official, I still went to the university to start my pilot intervention, however, the university turned out to be closed indeed and I was unable to collect any data.

Entry 16.09.2019

I went to the university as it was open today, and when I arrived to the university I saw many students crammed by the administration offices, and all seeking solutions and answers for different issues. I saw some of administrative staff ignore the situation by leaving the offices or shutting the doors. I noticed teachers running around trying to balance lectures, exams, meetings, and other admin-related duties. It was not easy to approach students and teachers and ask them to participate in my research, because my research simply is not a priority to any of them given the circumstances. Furthermore, the disorganisation of the university and the administration did not facilitate the process for me to conduct my research, because I have no

reliable point of contact to get the support I need as a researcher. Therefore, every time I approach a student or teacher, I get rejected politely followed by the reasons for not participating. For example, the following response was from a student who was waiting by the administration office:

- **Extract 225**, Student: “I am sorry, I have been here all morning trying to sort a mistake with my exam marks, best of luck to you”.

As I was waiting around to talk to students and/or teachers, I came across an old classmate who was part of my Masters programme. Ironically, she graduated on 2016 – the same year as me – and she was at the university three years later still chasing the administration for her BA and MA original certificates. This was what she said when she realised I was at the university collecting data for my research:

- **Extract 226**: “You could not find anywhere else in the UK to conduct your research! Here they will not be responsive”.

The comment made by my former classmate increased my anxiety regarding the progress of my data collection trip, especially since I have not been able to collect any data so far. This situation is starting to affect my motivation, and is making me question the feasibility of my own research plan.

- **Extract 227**: “The pressure of not being able to gather any data is making me rethink my entire research”.
- **Extract 228**: “This data collection trip turned out to be a failure”.
- **Extract 229**: “I am falling behind, I feel like I wasted my time choosing this university as my research setting”.

Entry 17.09.2019

At this point I will continue trying to conduct focus groups and interviews because I have one week left to try and collect as much data as I can. Indeed, I have decided to postpone the pilot intervention for the next data collection trip, as it is too late for it to happen now.

- **Extract 230:** “My plan is not working – do I need to change my data collection methods!”.

Entry 21.09.2019

The past few days have been the same, which means no data from focus groups and no replies from the teachers, with the exception of one teacher who managed to set a time for the interview which will take place 10:30 a.m. tomorrow. It is very stressful and disappointing to have one – potential – interview in the entire data collection trip. Therefore, I am making the difficult decision to change the approach I am using to collect my data, especially with such unpredictable circumstances in Algeria.

- **Extract 231:** “I have to come up with a plan B, and then inform my supervisors who might feel just as disappointed as I am”.
- **Extract 232:** “I need to find a way to amend the research proposal to meet the new direction I am going with”.

Entry 22.09.2019

- **Extract 233:** “Finally! One interview secured”.

The teacher was very responsive and engaged in the interview, however, she declined the session to be audio-recorded, which forced me to rely on note-taking to document the data from the interview (see section 4.2.6). Ultimately, I discussed my misgivings and insecurities regarding my data collection approach with my supervisory team, and therefore we reached an agreement based on the suggestions in my Emergency plan:

- **Extract 234:** “Carry on sending surveys to students via emails”.
- **Extract 235:** “Switch from Focus Groups to an Online Discussion Board”.

- **Extract 236:** “Conduct the pilot intervention, as well as the rest of the teachers’ interviews in February 2020”.

I am allocating the period from the end of September to February to amend the Methodology chapter to meet the criteria for ethical approval for the suggested changes. Simultaneously, I will start working on my research paper – which was not a priority of mine – and also planning my pilot intervention.

Entry 21.01.2020

The Methodology chapter is coming together nicely, and I am also looking for suitable journals to submit my research paper. Meanwhile, I have booked a flight to Algeria from the 1st to the 18th of February to conduct the pilot intervention which is scheduled for the following days:

	SEL Core Competencies	Dates	Skills Sets Week One	Dates	Skills Sets Week Two	Duration
Sunday	Self-management	<u>04/02</u>	Stress Management	<u>11/02</u>	Goal-setting	1h15min
Monday	Self-awareness	<u>05/02</u>	Building Confidence	<u>12/02</u>	Building Resilience	1h15min
Tuesday	Social-awareness	<u>06/02</u>	Accepting & Appreciating Diversity	<u>13/02</u>	Perspective-taking	1h15min
Wednesday	Responsible Decision-making	<u>07/02</u>	Problem-solving	<u>14/02</u>	Reflecting	1h15min
Thursday	Relationship Skills	<u>08/02</u>	Conflict Resolution	<u>15/02</u>	Healthy Relationships	1h15min

Table 4.7 Attempt Two of the SEL-based Pilot Intervention

Entry 26.01.2020

Today I finished working on the supervisors' feedback on my Methodology chapter, and I also sent the first draft of my research paper to them for more feedback. Since my second data collection trip is approaching, I have been keeping myself updated with the situation in Algeria in general, and the university of Oran 2 specifically.

Entry 02.02.2020

I have arrived to Algeria yesterday and I am supposed to start my pilot intervention on the 4th (see **Table 4.7**). Based on students' posts on Facebook, the university was closed today which is not a good sign with regards to my research plan. Having flashbacks of the pressure and anxiety I was under during the previous data collection trip, I have been communicating with new and potential participants through Facebook posts and messages. However, the responses I have been getting were to answer the surveys online, but they were hesitant to take part in the pilot intervention.

Entry 03.02.2020

Tomorrow is the first day of my pilot intervention, however, I still do not have enough students – only three – to actually organise the first lesson. It is stressful enough not having enough participants for the pilot intervention, now students are posting that the university will be closed because of strikes. Nevertheless, I will go tomorrow to see for myself if the university is actually closed, and at least be able to meet any teachers for interviews since the students are not responding to my invitations.

Entry 04.02.2020

- **Extract 237:** “Good news, the university is open”.
- **Extract 238:** “Bad news, the English Department is closed! Once again because of the student union”.
- **Extract 239:** “it is frustrating that the university is just as bad (if not worse)”.

It seems that the only way to guarantee meeting any participants, is to arrange meeting them outside the university. However, this it would be challenging for female students to do due to cultural/religious reasons.

Entry 09.02.2020

I made the trip to the university today, and I noticed many students standing outside the English Department which was closed. During that time, I met with three students who agreed to briefly read through the materials and provide their feedback. I asked the three students to provide their feedback on the materials I planned to cover in the course of the first week. However, while discussing the materials with them, I noticed that their feedback lacked depth and truthfulness given the circumstances in which this meeting took place. As the students were going through the materials, it was apparent to me that they were rushing to finish reading and provide a brief description of the content of those materials (see **Table 4.7**, Skill Sets Week One). At the end of the meeting, the three students told me that I will not be able to collect any data with a face-to-face approach, especially at this university. Therefore, now I am thinking that it might be the case.

- **Extract 240:** “Still no response from the teachers, which is making me wonder if I should be using them at all!”.
- **Extract 241:** “I think I will have to make more changes to my data collection plans. This is not working”.

Entry 11.02.2020

In addition to struggling with my data collection, I am also facing another issue regarding the Algerian National Military Service. According to Article 1, Edict No. 76-110:

The National Service is a duty for all the male Algerian citizens, who are 19 years old completed, during which the compelled citizens are called to the effective

participation, for 12 months, in order to defend the sovereignty and the integrity of the national territory (The Ministry of National Defence, n.d.)

It came to my knowledge that I am not allowed to leave Algeria until this issue is resolved, which is causing me more anxiety and making it even harder for me to balance my academic research with all other aspects of my life.

- **Extract 242:** “Hopefully it will be sorted before my departure on the 18th of February”.

Entry 18.02.2020

In the past week, I travelled nearly 400 km back and forth to Algiers – the capital – trying to sort the problem with the military service. However, it is taking longer than had hoped for it to be sorted, and I was not given an exact date which consequently led to me missing my flight today. This entire trip has been stressful and daunting because everything seems to be falling apart. First, not being able to conduct my pilot intervention nor the teachers’ interviews which were already frustrating. Second, the issue with the national military service and the pressure of not knowing when I will be allowed to travel again. With all these difficulties occurring at the same time, I have become irritable and short-tempered with my family and started to isolate myself from the rest of the family and keep to myself. As far as the military service is concerned, I had to travel to Algiers again to try and resolve the issue. Meanwhile, there has been no progress with the pilot intervention and/or the interviews. Since online research – Asynchronous Discussion Board and Online Surveys – has been more successful than the in-person approach, I will update my supervisors with the current situation and switch to using online research henceforth. Eventually, the decision I made to rely on online research was the best one for me, because the pandemic and the new rules of social-distancing rendered face-to-face learning and academic research unfeasible. Especially with the Algerian authorities announcing the closure of all schools and universities across the country from the 12th of March to the 5th of April 2020.

Entry 11.03.2020

The UK is considering going on lockdown in the upcoming weeks, therefore, I am afraid travelling will be restricted and going back to England would be even harder. Fortunately, I managed to sort the problem with the national military service today, and I am looking to book a flight back to England before the lockdown restrictions begin. Eventually, I booked a flight to England via Madrid on the 14th of March which coincides with the first day of national lockdown in Spain. Initially, the aim of the pilot intervention was to help me test my SEL-based programme with Algerian university students, and explore the programme's weaknesses and strengths from the participants' perspective. Therefore, I switched from a class-based intervention activities to asking the participants for their feedback on the materials of the programme (see section 3.4.1.2). With all the lockdown and travel restrictions being enforced in a number of European countries, including the UK, I started contacting my participants as soon as I got back to England to inform them that I will be emailing the materials gradually. Furthermore, in order not to overwhelm the participants, I will start with the materials of the first unit (Self-awareness) and then send the materials of the second unit (Self-management) after I receive the feedback on the first, and repeat the same procedure until the participants completed providing their feedback on all materials in the five units. The feelings of frustration and anxiety I felt during the data collection trips were overwhelming. However, by focusing more on dealing with the actual challenges, I have overlooked the impact of these latter on me as researcher. Ironically, for someone who is researching the social and emotional wellbeing of others, I was initially unable to see the similarities between what I am exploring and what I am actually experiencing. After some time, however, I realised that I was myself experiencing the same socially, emotionally, and academically stressful situations as my participants. The same issues I set out to explore have affected me and the progress of my research. Looking back at my state of mind during the data collection trips, it was interesting for me to realise my

need for SEL skills. Subconsciously, I took advantage of the skills I am promoting in my programme to overcome the stressful situations hindering my progress. For example, the way I plan my trips and manage my time falls within the spectrum of self-management which includes Goal-setting and Stress-management skills. Moreover, the confidence I have that my research is worthwhile regardless of the obstacles I have been facing translates in the Self-awareness skill, which includes Building Confidence and Building Resilience skills. Lastly, the ability to reflect on my research strategies accompanied with my resourcefulness demonstrates the Responsible Decision-making skills which I built on the Problem Solving and Reflecting teaching materials. When I began documenting my thoughts and feelings every time my data collection process got hindered and even interrupted by unanticipated events, I realised that my entries might contain rich data which can be linked to the rest of the data I have been collecting through the asynchronous discussion group. Therefore, my supervisory team and I decided to benefit from the data in my reflective research diary which was based on the extra research question, **‘What are the social and emotional issues arising when conducting research in times of crisis and uncertainty?’**(see the Conclusion from the Overview Chapter Addendum).

4.2.5. Data From Teachers’ Interviews

The only teacher who attended the interview, declined the session to be audio-recorded pushing me to rely solely on note-taking. Due to the fast-paced discussion with the teacher, I managed to summarise the teacher’s answers into bullet points representing the more elaborate discussion we had (see section 4.2.6).

Question 1. How long have you been an English teacher?

- 1987 – present.

Question 2. Now that you are a university teacher, or lecturer if you will, do you see the university in a different light as opposed to when you were a student? Elaborate please...

- Somewhat satisfied.
- Travel was the best way for researchers.
- Systems changed - No projects for BA students, only for Majester.

Question 3. What was your major/speciality when you were a student?

- I wanted to do American Literature, but there was a lack of majors.
- Administration problems from both universities.

Question 4. Do you teach the same field, or you switched to a different one?

- You have to teach more than one speciality.

Question 5. How can you describe your duty towards your students?

- Not just knowledge but values as well, however no influence on the students.
- Students need to be aware of the world.
- Tools to appreciate the text and be critical.

Question 6. As a teacher, have you ever had the opportunity to help one or more of your students beyond their academic needs?

- Yes, an official 'Tutorat' with volunteer teachers.
- Not easy to provide support because of a number of issues (political).

Question 7. What are the advantages and disadvantages of being an English teacher at the University of Oran 2?

- Lack of information.
- Problems of some incompetent staff.

- Organisations formed by students hinder the university's progress.

Question 8. How do you feel about the university's role in providing a supportive learning environment for you as a teacher and for the students?

- I want to be positive, and I want my students to be positive.
- We had to work with what we had.

Question 9. How would you describe the programme(s) you have been asked to teach?

- We have to update our programmes, books...etc, and be up to date.

Question 10. In terms of modules, courses or services, what do you think is missing and should be provided?

- Audio-visual services are missing.
- Library is not rich.
- I suggested forming teams for each module to exchange ideas etc, but not all followed (teachers reluctant).

Question 11. What kind of measures, if any, does the faculty or staff take to help you deal or overcome your own personal or academic issues and that of your students?

- No further help from the university.

Question 12. What are your thoughts about guidance counselling and career advice?

- We always need it.
- Listen to and be listened to, for both teachers and students.

Question 13. What comes to your mind when you hear the term 'Social and Emotional Learning'?

- Passion, importance, love, hate.

- Communication is important.

Question 14. Do you think the university needs such programmes to promote emotional and mental wellbeing?

- Sure for such programmes

4.3.Chapter Summary:

In conclusion, this chapter presents indicative extracts from the data I collected through surveys, asynchronous online discussion board, feedback on the SEL-based intervention materials, teacher interview(s), and my personal reflective research diary.

First, the data gathered from the surveys is used to summarise the number of participants, their gender, and their educational level. Furthermore, the questions in the survey are designed to get a general idea on the current situation of the university – including administration and academic staff – from the participants’ perspective.

Second, the qualitative data collected through the asynchronous discussion board has more depth and richness. The data generated six themes covering different social and academic phenomena affecting the Algerian university students: 1) Understanding the importance of diversity. 2) The impact of discriminatory behaviours on the Algerian society. 3) Negligence, Despotism, and Unemployment. 4) Corruption and manipulation. 5) Lack of guidance during a challenging and confusing transition. 6) Limited and defective educational system.

Third, the data collected from the participants’ feedback on the SEL-based programme materials resulted in two major themes where the five participants provide comments indicating, 1) Satisfaction, and 2) Constructive criticism. Fourth, the data from my personal research diary includes reflections on my own feelings and experiences during the data collection trips, as well as reflections on conducting my research in the time of uncertainty.

Lastly, the data collected from the teacher’s interview indicate that not only the students are affected by the issues at the university, but also some of the academic staff.

5. Chapter 5 Discussion

5.1.Introduction

The purpose of this qualitative exploratory research is to scrutinise the need for an all-inclusive SEL-based programme, to equip university students with the necessary life skills to improve and sustain their adaptability to change. This chapter includes a thorough discussion of my research findings generated from the research methods employed in this research (see section 3.4.1). Furthermore, the chapter includes a section dedicated for recommendations and future research. Ultimately, the analysis of my findings aims at answering my research questions:

- What are the social issues affecting the social and emotional wellbeing of the Algerian university students?
- What impact can school-university-work transitions have on the students on the ESP programme at the University of Oran 2?
- How can Social and Emotional Learning benefit students in higher education settings?
- How to incorporate Social and Emotional Learning as a proactive and inclusive programme into the English curriculum at the University of Oran 2?
- What are the social and emotional issues arising when conducting research in the time of crisis and uncertainty?

5.2.Discussion of the Research Questions

5.2.1. Question 1)

What are the social issues affecting the social and emotional wellbeing of the Algerian university students?

The aim of the first research question is to enable me to explore the type of social issues affecting the Algerian university students. As an Algerian citizen who went through all the educational stages – primary to higher education – I myself have witnessed and experienced the impact of the different social issues. The Algerian society suffers from a number of social

issues which may trigger some negative effects on the welfare of all Algerians, and especially young people. The social issues I provided as options in question five of the survey (see **Figure 4.1**) were generated from the literature on social issues in Algeria (see section 2.7).

When it comes to unity and cohabitation in the Algerian society, there exist some discriminatory behaviours between the different members of the society. This in itself is a social issue that has troubling effects on the social, emotional, and mental wellbeing of Algerians of all ages. The second theme generated from the data revolves around discrimination, and it is based on three codes which represent the types of discriminatory behaviours amongst the Algerian population: 1) Cultural and ethnic tension, 2) Pressure of religious differences, 3) Employability and gender bias.

First of all, ethnicity and cultural background are sensitive subjects in Algeria because of the differences in customs and traditions between the Arab Algerians and the Berber Algerians (see section 2.7.1). For example, there are factions of the Imazighen or Berbers who believe that they are the original settlers, and argue that Algeria belongs to them and that the Arabs have no place in the country. Contrarily, some groups of the Arabs believe that they have the right – over the Imazighen – to exist in Algeria, since it was the Arabs who united the scattered Berber tribes under one rule and one name, *Algeria*. These may be considered as the deep-rooted reasons for this ethnic and cultural conflict, however, in recent years the conflict has become more related to the political and social favouritism.

My participants are aware of the existing ethnic tension within their communities, and they to some extent share the same ideology as that of their respective ethnic group. For instance, a comment from one of my participants was more than enough to determine his ethnic background (see section 4.2.3, **Extract 25**). Such comments represent the extent of the influence of ethnic clashes on the minds of the Algerian young people, and provides an idea on

how university students might interact daily with others who belong to different ethnic groups. Especially over the past couple of years where the tension between the Arab and Imazighen university students grew stronger because of the disagreement over the inclusion or of the marginalisation of the Tamazight language, and also the use of the Berber flag which – according to the authorities and many Arab groups – is regarded as an attempt to disrespect the Algerian national flag (see **Figures 2.3** and **2.4**).

Secondly, the Algerian society is no stranger to the constant effects of religious discrimination between the Muslim majority and the non-Muslim minorities, and between the more conservative and more liberal Muslims (see section **2.7.1**). Generally, the conflict over religious practices is non-violent and takes place on social media platforms. For example, some non-Muslim Algerians use the holy month of Ramadan as a means to provoke the Muslims who are fasting. Some groups eat and drink in public and post videos and photos of these acts on Facebook to express their separation from the Muslim community. In return, the Muslims – mainly young people – react by posting angry and somewhat offensive slurs. As the literature on religious discrimination suggests (see section **2.7.1**), both sides are responsible for this ongoing religious clash, however both sides are affected by the constant negativity which disrupts their cohabitation and harmony. The reality of this situation can be summed up in two comments from two different participants. The first one represents the views of those who belong to the Muslim majority (see section **4.2.3**, **Extract 26**), whereas the second one represents those who holds the opposing points of view and beliefs (**Extract 27**).

Gender issues in Algeria affect both men and women alike, and they tend to revolve mostly around the role of both genders within the society. According to religion and custom, women are preferred to stay at home and take care of the children, whereas men must work to provide for the household. However, the influence of colonisation and globalisation (see section **2.7.1**),

allowed more liberal views and practices to infiltrate the society and create more tension in its structure. This tension affects the younger generations the most, because they find themselves under pressure from having to respect the conservative traditional lifestyle, and from having to adapt to the more progressive lifestyle that is constantly spreading through the Algerian society (see section 2.7.1). The comments from two different male participants – who belong to the same age group – represent the conflicting nature of today’s Algerian youth. Student 2 is a firm believer of maintaining the traditional family roles. In other words, he believes that women should stay at home and take care of the children, whereas the men should be the sole providers for the family (see section 4.2.3, Extracts 28-32). As for Student 1, he leans more towards the liberal thinking, and believes that women acquiring a job should be acceptable in this day and age (see section, Extracts 33, 34).

Other than discrimination, one of the major issues causing stress and anxiety to the Algerian university students is unemployment. Generally, Algerian university students undergo three to five years of higher education to be able to secure a job after graduation. However, the students’ knowledge of the Algerian job market and the unemployment issues makes their learning journey more stressful. Therefore, in question five of the survey the majority of the participants chose unemployment (see Figure 4.1) as the biggest social issue affecting their overall wellbeing. Being jobless is a fear shared by university students/graduates across the country, which creates more tension between them and the government. Thus, my participants agree that the government does not guarantee them a job after graduation, which makes them feel that they need to acquire other skills and qualifications to increase their chances of getting any job in any sector (see section 4.2.3, Extract 2). The feelings of frustration and defeat probably start early in their university journey and keep aggravating closer to graduation. In the case of Oran, although it has an actively diverse economy compared to many other Algerian cities, it still has high degrees of poverty and youth unemployment. Ultimately, this issue of youth

unemployment in Algeria affects graduates from universities across the country. For more details on the relationship between education and the unemployment issue see section **2.6.2**.

The data from the Asynchronous Discussion Board revealed that negligence and abandonment by the government may be a reason that is increasing the rate of youth unemployment in Algeria. Negligence and despotism represent the third theme which was generated from the following codes: 1) Neglected by the government, 2) Oppressed and discouraged, 3) Lack of job opportunities, 4) Low expectations regarding employment. The participants argue that the government takes their rights and needs for granted, which makes it harder for them to feel hopeful and optimistic about their future after all the efforts they have been making over the past three to five years (see Findings Chapter, section **4.2.3**, **Extract 35**). Boudraa (2014) writes that although youth is considered the true wealth and future security of every nation, it is still the category affected the most by social and political issues. The Algerian young people have also been experiencing the same problems and difficulties, where they suffer from marginalisation and indifference that pushed them to feel despair and accept their fate, after all doors have been closed in front of them. Furthermore, they suffer from the loss of their most basic social rights, and face an unknown future despite the country's natural resources and potential to thrive. Furthermore, students in Algeria experience this feeling of negligence both outside and inside the university walls. At the University of Oran 2, my participants argue that they feel neglected not only by the administration, but also by some of the academics in the way they approach teaching. For example, some teachers do not carry out their job responsibilities professionally, and choose to rely on uninspired or old-fashioned teaching materials (see section **4.2.3**, **Extracts 36-40**).

When I was a student at the university, there were modules taught in Arabic or French which to me made no sense given that I was studying English. The data I collected confirm that this

is still the case, four years later. In addition to the participants' dissatisfaction with the performance of some of their teachers, they argue that some of the modules are rather useless or inadequate for an English programme. Furthermore, the participants express their need for interesting and relevant materials. Ultimately, the participants feel that these modules are a waste of their time and effort (see **Extract 41-43**) which may possibly reflect the feelings of many English students at the university, and by extension the Algerian universities in general (see section **1.8.2**).

The data also suggest that unemployment amongst Algerian university graduates may be the result of corruption and manipulation, which represent the fourth theme generated from the discussion board data. Based on the participants' answers, I summarised the codes to this particular theme in the following: 1) Inadequate and fraudulent rulers, 2) Deterioration and weakening of the country. The participants feel that the government is intentionally or unintentionally obstructing their future as educated and skilled individuals. Furthermore, the participants claim that the majority of people in power tend to be fraudulent and lack the sense of responsibility and accountability. Although these claims might seem exaggerated to an outsider, the prevalent opinion in Algeria seems to support my participants' claims (see section **4.2.3, Extracts 44-49**). Hence, the 2019-2020 social and political unrest in Algeria started because many Algerians believed that it was time to make drastic changes in the governmental structure, and to put an end to the ongoing corruption that has affected country for years.

In conclusion, the data I gathered from my participants indicate that the social issues discussed above – namely discrimination, negligence, corruption, and unemployment – have the most impact on the social, mental, and emotional wellbeing at the university, and possibly on students in other universities across the country.

5.2.2. Question 2:

What impact can school-university-work transitions have on the students on the ESP programme at the University of Oran 2?

This question aims at exploring the journey of the students as they move from school to university, and also considers the role of the university in supporting the students from the day they enter university leading to their graduation. As far as the University of Oran 2 is concerned, the administration's role tends to be rudimentary and lacks the additional services which ideally would be provided for all university students and staff. For example, well-equipped libraries and computer laboratories, student health centres, clubs and societies, sporting facilities, career advice, and students' wellbeing and counselling services. The lack of guidance during a challenging and confusing transition is the fifth theme generated from my data, and the codes which contribute to form this theme are as follows: 1) Difficult and challenging transition, 2) Disappointment and confusion, 3) Some teachers lack innovation and motivation, 4) Absence of the university's support. The data suggest that the students expect and need constant support and guidance throughout their entire journey. However, the participants' comments indicate that their stressful university years, and then the worrying transitional stage to employability after graduation, symbolises the administration's lack of involvement with the students, and the inconsistency in providing the necessary guidance to all of them. Furthermore, the participants agree that besides enrolment services, there are no induction programmes or assistance for the newcomers to help them adjust to life as university students. After the enrolment process, the students are left to figure out everything themselves, especially because of the lack of technology at the university such as a functional website, which makes it challenging for students to seek any help (see section 4.2.3, Extracts 50-54).

The majority of my participants are students who are relatively advanced in their higher education – third year BA and MA students – and they argued that the lack of guidance and support during the transition from school to university continues to affect the students throughout their career. Furthermore, the participants believe that these various and recurrent issues stem from what they might consider as a weak educational system. Hence, the sixth theme generated from my participants' answers is labelled 'limited and defective educational system' which is made up of the following codes: 1) Inconsistency in taking responsibility by academics and administration, 2) An unsupportive learning environment, 3) Low expectations and lack of preparation, 4) The importance of a guidance and counselling programme. The exposure to outdated learning materials, uninspired teaching methods, and unsupportive learning environments year after year is in itself an indication that the government – and by extension the Ministry of Higher Education and Scientific Research – may have been overlooking the situation in which university students are learning (see section **2.6.2**). Evidently, the participants are aware of the academic and administrative services that are lacking or even missing at the university (see section **4.2.3, Extracts 55-60**), and they are also well-aware that in order to fix these issues, the government must make drastic changes and improvements in the entire educational system, which in its turn will benefit the performance of the Algerian universities.

Essentially, the role of the administration translates in failing to provide academic, mental, and emotional support which puts the students in a situation where some of them experience more stress and depression, while they resort to seeking help from sources outside of the university. Some of the participants argued that they rely on themselves to overcome the issues discussed above. Moreover, others said that they rely on friends and family to ask for help, which supports the argument that the students do not expect any support from the university (see section **4.2.3, Extracts 61-63**). Furthermore, since they spend most of their time at the university, the

participants' feelings of being neglected and undervalued can have long-term negative effects on them as students and future professionals.

I asked the participants to describe the extent to which they need a guidance and counselling programme, and their answers confirm that the students at the university are in desperate need of social, mental, and emotional care and support (see **Extracts 64-67**).

Ultimately, the data collected from the participants suggest that their higher education experience may have been disappointing and unfulfilling, especially as they get closer to the next chapter of their adult life. Furthermore, the data reveal that the participants have low expectations with regards to the role of the university in providing the necessary guidance and support throughout their studies, to help them make a more successful transition to the professional world.

5.2.3. Question 3:

How can Social and Emotional Learning benefit students in higher education settings?

Social and Emotional Learning promotes five skills that are imperative and advantageous for people of all ages, genders, and backgrounds (see section **2.2**). However, the application of SEL has been predominantly used with students in pre-school to high school years. The reasons behind the lack of SEL skills within higher education settings are unclear, however, the impact that these skills might have on university students can only be positive and beneficial (see Elmi, 2020, section **2.4.3**).

In the case of the University of Oran 2 – and Algerian universities in general – there are no counselling or career guidance services or programmes, which justifies the need for an SEL-based programme to help the students adapt to the changes occurring in their lives, and overcome any social, academic, and professional challenges that may affect their social and emotional wellbeing. Any kind of guidance and counselling in the Algerian universities would

be considered an improvement. The data from the participants' feedback on the materials of my SEL-based programme generated two themes which represent their satisfaction and/or suggestions on improving certain aspects of the materials.

Themes	<i>Satisfaction</i>	<i>Constructive Criticism</i>
Codes	Helpful Interesting Needed Important Entertaining and fun Informative	Interesting but not helpful Fun but needs work

Table 5.1 Feedback Themes and Codes

The materials included in my SEL-based intervention programme revolve around the five core competencies of SEL, in which the lesson plans and activities were collected from different sources (see **Appendix N**). Each skill is designed as a unit which in its turn is divided into two sub-skills, where I made some changes to the linguistic and behavioural content of some of activities to render them socially and culturally appropriate for the Algerian context (see section **3.4.1.2**). In general, the participants have expressed their satisfaction with each of the materials individually, and also praised the overall objective of the programme. I selected some extracts that represent the participants' satisfaction, for more details (see **Appendix C**).

Student 1, **Extracts 68, 70**

Student 2, **Extracts 111, 118, 148**

Student 3, **Extracts 149, 154, 161**

Student 4, **Extracts 169, 177, 179**

Student 5, **Extracts 195, 199, 203**

The second theme generated from the feedback is represented in the constructive and critiquing comments of the participants on some activities of the programme's materials. Some of the remarks question the practicality and the efficiency of some aspects in the activities, whereas others tackle the consistency and coherence between some of the activities. Below are some extracts demonstrating the participants' constrictive criticism. For more details (see **Appendix C**).

Student 1, **Extracts 72, 79**

Student 2, **Extracts 103, 109**

Student 3, **Extracts 149, 155**

Student 4, **Extract 170**

Student 5, **Extracts 196, 206, 209**

For universities where such services are already provided, an SEL-based proactive and all-inclusive programme could be more advantageous as it would lessen the feelings of stigma and shame amongst those who may be considered as more vulnerable than others. Although there are approaches that can help with the issues of stigma, applying them within the higher education context might be regarded as an outside support system to individuals with issues of stigma (see section 2.2.4). Furthermore, these approaches might not be tackling the issue of stigma from the source, but rather focusing on the phenomena surrounding the issue. For example, advising other members of the society on how to be more considerate, might not necessarily make people with stigma open up about their mental issues. Therefore, in order to

reduce the impact of stigma among university students, my proposed SEL-based programme targets all students – vulnerable and non-vulnerable – with no exceptions, and without pinpointing and isolating those who do not feel comfortable enough to be identified among their peers as mentally and/or emotionally susceptible. Ultimately, SEL has the ability to equip university students with valuable life skills which they can use not only to engage effectively in the professional world, but also to manage every aspect of their life with confidence, resilience, and a sense of empowerment.

5.2.4. Question 4:

How to incorporate Social and Emotional Learning as a proactive and inclusive programme into the English curriculum at the University of Oran 2?

As a researcher who comes from an English for Specific Purposes (ESP) background, I initially chose to use the field as a suitable platform to test and ultimately promote SEL. English for Specific Purposes might be the only branch of ELT that has the power to reach other literary and scientific fields, and influence their range of application through the English language. Therefore, I envisioned the impact of SEL to be transmitted to other fields where students regardless of their area of study can benefit from the life skills which are promoted in the programme I designed. One of the limitations of my study was the unavailability of participants from the ESP cohort (see section 6.4). Therefore, I resorted to recruiting English students from any cohort without being selective. In reality, it does not matter which English cohort is best suited for testing and implementing the SEL-based programme as long as all English students benefit from it. Furthermore, if the programme receives the proper recognition from the Ministry of Higher Education and Scientific Research and the responsible department at the University of Oran 2, then it has more chances of being introduced as a unified programme for students of all cohorts.

The idea of implementing and promoting SEL as an official regular programme would be of great value for the English students at the university. Therefore, I created my SEL-based pilot intervention to see whether the students react positively or negatively to such a programme. In question 10 of the survey, I asked the students to choose the approach in which they prefer the programme to be delivered (see section 4.2.1). The majority of the participants chose the programme to be delivered through workshops rather than a module or periodical intervention. The participants chose workshops as the best approach to deliver such programme because they yearn for interactive light-hearted learning sessions, instead of the everyday teacher-centered didactic transmission classes. In fact, delivering the SEL-based programme in a form of workshops would be suitable for the teachers as well, because a module would require them selecting, gathering, and adapting teaching materials weekly, and that is without designing original lesson plans and activities. Therefore, organising a workshop for example twice a month can give the teachers time to prepare engaging and helpful materials for the students, and also gives the students more time to complete assignments they might be given at the end of each session. I designed my SEL-based programme and adapted it to suit the Algerian students' cultural background, and to cater for the students who need social, emotional, and academic support during their transitional stages, which represents the scope of the intended workshops.

Ultimately, the participants reacted positively to the materials I chose and expressed their interest in the lesson plans and activities representing the five SEL skills (see section 4.2.4). Although the actual class-based pilot intervention did not take place as planned, the feedback provided by the participants shows the tremendous impact this programme has made on them, even though it was done remotely and electronically. Therefore, I am confident that the intervention would receive a lot of appreciation as an actual class-based programme.

5.2.5. Question 5:

What are the social and emotional issues arising when conducting research in the time of crisis and uncertainty?

Conducting research in ideal settings is challenging as it is, and minor mishaps can hinder the progress of any research. Personally, I have struggled with the data collection part of my research journey because of unexpected circumstances between 2019 and 2020 (see the Overview Chapter Addendum). Therefore, I found myself in a situation where I was experiencing an overwhelming rush of negative thoughts and emotions such as self-doubt, disappointment, stress, anxiety, and sometimes anger. When I realised that I myself was experiencing similar circumstances to what I have been researching, and started going through my reflective diary entries, I was able to pinpoint patterns of mental and emotional insecurities (see section **4.2.5.2, Entry 16.09.2019, Extracts 227-232**).

Since I have been researching the benefits of SEL that promote useful life skills to university students, I subconsciously employed the same skills – mainly self-awareness which focuses on building confidence and resilience, and self-management which emphasises goal-setting and stress-management. Therefore, I was able to overcome and adapt to the sudden change and the challenges along with it.

In essence, the social and emotional issues that may arise when conducting research in unpredictable circumstances can be summed up in feelings of distress and frustration, doubt and hesitation, shame and regret which can lead to depression, falsification of data and/or total abandonment of the research. However, adopting the attitude that anything that affects the research process – whether that be negative or positive – can be considered as a valuable source of data. In other words, the inability to carry out one's research or the struggle to collect data due to situations out of their control, can be perceived as data if documented regularly. Thus, the fifth question was added after I decided to include the data from my reflective diary. As a

researcher, it was imperative for me to keep records and entries of my research journey because they may contain valuable data when needed.

SEL Core Competencies	Challenges and Obstacles	Coping Mechanisms	Feelings During Difficulties	Feelings After Difficulties
<ul style="list-style-type: none"> ▪ Self-awareness ▪ Self-management ▪ Social-awareness ▪ Responsible Decision-making ▪ Relationship Skills 	<ul style="list-style-type: none"> ▪ Social and political unrest in Algeria. ▪ University strikes. ▪ University closures. ▪ Administration disorganisation. ▪ The global pandemic. ▪ Social distancing measures. ▪ Travel restrictions. 	<ul style="list-style-type: none"> ▪ Positive self-talk. ▪ Flexibility. ▪ Stress-management. ▪ Time-management. ▪ Goal-setting. ▪ Problem-solving. ▪ Critical Thinking. ▪ Self-confidence. ▪ Reflection. 	<ul style="list-style-type: none"> ▪ Stress ▪ Anxiety ▪ Fear ▪ Self-doubt ▪ Regret ▪ Irritation ▪ Impatience ▪ Vulnerability 	<ul style="list-style-type: none"> ▪ Relief ▪ Confidence ▪ Empowerment ▪ Resilience ▪ Pride ▪ Contentment ▪ Determination

Table 5.2 My own Research Experience and SEL Skills

5.3. Chapter Summary

The participation rate in my research is not of the extent I had hoped for because the number of the participants was relatively low. Therefore, I was concerned about the amount of data that this small number of participants would generate. However, after I started interacting with the participants and collecting data through the surveys, asynchronous discussion group, and the feedback on the materials, I realised that the quantity and quality of the data generated are sufficient to answer my research questions. First, the data indicate that the Algerian university students are indeed affected socially, mentally, emotionally, and academically by a number of social issues. According to my participants, corruption, unemployment, ethnic, religious, and gender discrimination were the predominant issues within the Algerian society. Second, the data collected regarding the school-university-work transitions show that the students at the University of Oran 2 are in desperate need of systematic and constant support academically, mentally, emotionally, and professionally during their transition to and from the university. Third, the SEL-based programme piqued the interest of my participants, and received their appreciation in terms of innovation and uniqueness. Furthermore, the data reveal that SEL can help university students develop life skills such as resilience, self-confidence, problem-solving. Fourth, even though the best choice to promote SEL skills would be ESP, the data suggest that the programme would be effective in any branch of English Language Teaching (ELT). Furthermore, the data suggest that semi-monthly workshops would be the best way to incorporate my programme within higher education context, in this case the University of Oran 2. Fifth, the data generated from my reflective research diary showed that researchers can develop some significant social, emotional, and mental issues when conducting research in times of crisis and uncertainty. These feelings can be stress, anger, disappointment, loneliness, and regret. However, any documented issues or feelings can produce some valuable data which might add a sense of uniqueness to one's research.

6. Chapter 6 Conclusions and Recommendations

6.1.Introduction

In this chapter I discuss the contribution of my findings and research in the fields of education and students' wellbeing, the limitations of the study, and provide recommendations for future research. The application of Social and Emotional Learning with children at schools has proven to improve their social and life skills at an early age. However, my research identifies the need for this approach to be implemented at university level, where students can either be exposed to it as a new approach or as a continuation from the programmes they had in school. Furthermore, although mental wellbeing services provided at many universities and colleges are undoubtedly advantageous for the vulnerable students and staff alike, in order to avoid stigma my research looks at possible provisions for all students, through the use of an SEL-based proactive and inclusive intervention. Additionally, the transition from school to university and/or from university to work cannot be an easy process for everyone, therefore, my research makes a case for the benefits of SEL skills in improving and sustaining the students' adaptability to change.

My research questions were explored and discussed following a systematic process. First, I used the literature gathered on the application of SEL in two different contexts; the social issues affecting Algerian university students, and the school-university-work transitions. Furthermore, I used surveys as a probing tool to get insights on both the research participants and setting. Then, I designed an asynchronous discussion board to collect more in-depth and rich data. In addition I gathered feedback on the materials to explore the participants' thoughts and feelings regarding the SEL-based programme. Lastly I turned the focus onto myself and my own needs, and for this I used a reflective research diary. Ultimately, the contribution of my research can be identified in the following areas:

6.2. Main Findings of the Study

The main findings of my research can be summed up in the following points:

6.2.1. To identify the social issues affecting the social and emotional wellbeing of the Algerian university students.

The data from the surveys and the asynchronous online discussion board supported and confirmed that the social issues identified in the literature (see section 2.7) indeed affect the Algerian university students' social and emotional wellbeing, and with the added internal administrative and academic issues within the university, they find themselves feeling abandoned and undervalued. The data revealed that the students are mostly affected by three major social issues: 1) Corruption, 2) Unemployment, and 3) Discrimination. The effects of these social issues on university students is a matter that is not addressed by the Algerian government, which indicates that the negative impact on students' wellbeing and performance is deep-rooted. For example, the students can develop negative thoughts and feelings with regards to their self-worth and self-esteem, and also unhealthy social skills. Therefore, it is imperative to provide the Algerian students with the opportunity to address these issues in the early stages, and also equip them with the necessary skills to mend and maintain their emotional wellbeing, and improve their academic and professional performance.

6.2.2. To explore the impact of transitional stages on the English students at the University of Oran 2.

Firstly, the data suggested that many Algerian students find the transition from school to university to be challenging or difficult. The students experience issues of adjusting to the new environment because there is an evident lack of support and guidance services for newcomers. Furthermore, the students cannot rely on technology to seek help because the university does not have access to information and communication technology, such as a fully functioning

university website where students can easily get in touch with the administrative and academic staff to seek the help or information they need.

In addition, the data indicate that the lack of guidance continues as the students move forward in their studies, so there is the issue of a continuous unsupportive learning environment. For example, the university lacks modern research equipment and facilities which makes it difficult for the students to perform better academically, which in its turn lowers their expectations of the role of higher education in Algeria in helping them secure employment after graduation.

6.2.3. To explore whether Social and Emotional Learning can benefit students in higher education settings.

The data revealed that – for Algerian university students – any kind of intervention would be considered an advantage for their learning experience, because the Algerian educational system seems to have overlooked the importance of wellbeing and career guidance services. The evidence from the literature supports the idea that the application of SEL at university level can greatly benefit the wellbeing, both emotionally and academically. Furthermore, SEL skills will not only develop the students' intrapersonal skills, but also will improve their interpersonal skills. That is to say, SEL can equip the students with the necessary skills to build and maintain healthy social relationships with others, especially when they leave university and become active members of the society as working professionals. Ultimately, SEL does not guarantee that the students will secure employment, but the skills acquired through such an approach can help students cope with the reality of the job market, whether it be successful or unsuccessful integration into employment.

6.2.4. To explore the possibility of incorporating Social and Emotional Learning as a proactive and inclusive programme into the English curriculum at the University of Oran 2.

The data suggested that the English curriculum at the University of Oran 2 is rudimentary and lacks the kind of programmes that pique the learners' interest and help them explore new practical skills. The missing link within the English curriculum can be a programme designed to help the students address and overcome any social and/or academic anxiety. Therefore, the SEL-based intervention I designed can achieve this by incorporating it into the English curriculum. The data suggested that the students prefer the programme to be delivered as semi-monthly workshops which will cover SEL-related lesson plans and activities for a period of two weeks a month (see **Table 3.1**).

Although I collected my data from a range of students from different English cohorts due to the challenges I faced with during data collection (see Overview Chapter Addendum), ESP is still a more suitable platform to promote SEL skills and help the students make a successful transition (see section **2.6.3**)

6.2.5. To explore the benefits of SEL in identifying and overcoming the social and emotional issues arising when conducting research in times of crisis and uncertainty.

The data generated from my reflective research diary led me to form a fifth research question which revolves around the social and emotional issues I faced as a result of conducting my research during the social and political unrest in Algeria, and also the spread of the COVID-19 pandemic. The data suggested that without realising it, I myself suffered from some stress and anxiety because my data collection plans were hindered (see section **4.2.5.2, Extracts 227-230**). Therefore, my supervisors and I made notes of the similarities between what I was going through and what I was researching. Ultimately, I discovered that SEL skills have helped me get through the difficult circumstances, and to let go of all the negative feelings I had about myself, my capabilities, and the value of my research at that time (see **Extracts 231-236**).

6.3. Research Contributions

6.3.1. Social and Emotional Learning can be incorporated into higher education settings.

SEL skills can be highly valuable in teaching social and life skills to university and college students. The data indicate that higher education has room for SEL to be introduced to the students, especially where specialist services are non-existent such as the University of Oran 2. Furthermore, SEL can be incorporated into higher education on daily, weekly, or semi-monthly basis. However, my research suggests that semi-monthly workshops would work best for facilitators and students. First, the facilitators will have enough time to prepare and manage the course materials. Second, the students will also have time to work on any activities and assignments provided by the facilitators at the end of each workshop.

The data suggested that the students who participated in the research believe that adding an SEL-based programme can have a positive impact not only on them, but also on the academic and administrative staff. In other words, the students can benefit from the SEL-based programme as it represents an exciting and innovative learning experience. Likewise, the teachers who run the sessions can themselves benefit from the different skills they promote through the semi-monthly workshops. Furthermore, the administrative staff can benefit from the programme in the long run because the SEL skills can help improve the daily interaction and the overall relationship between the staff and the students. Obviously, this is not guaranteed as the benefits of the SEL-based programme all depends on the successful implementation and consistency of the sessions, as well as the commitment of both students and facilitators to embrace and apply the skills into the real world.

6.3.1.1. An SEL-based proactive and all-inclusive intervention designed for all students.

In order to explore the possibility of incorporating SEL skills into higher education, I designed an SEL-based intervention which serves as a universal programme that promotes inclusive and proactive education. In other words, I suggested that the programme should be designed for all students without any exceptions, and that it should be delivered to the students in a form of workshops which would benefit them without them feeling under the microscope to avoid apprehension and discomfort. In a nutshell, when a whole class is exposed to SEL skills in one comprehensive programme, students will not feel judged because everyone will receive the same learning experience, and most importantly the same attention and care. With such a proactive and inclusive approach to teaching, the application of SEL in higher education could gain momentum faster and at a larger scale.

6.3.1.2. SEL skills can help reduce the effects of stigma and shame amongst vulnerable university students.

Mental wellbeing services tend to be selective in nature as they target those who show signs of mental illness. Generally speaking, these services may help those vulnerable individuals in most cases. However, not all students show those signs, or feel comfortable being identified as vulnerable among their peers. The data revealed that the participants have had instances where they needed help or guidance when feeling stressed or anxious. Some of them argued that they turn to their families and friends to talk about the things affecting their wellbeing, whereas others prefer to deal with the issues themselves. This also stems from the cultural perception in Algeria that seeking professional help with regards to such issues is considered shameful. Hence, the practice of guidance counselling and wellbeing services is lacking or even non-existent in the Algerian society, and by extension the universities.

Although there are universities that value students' wellbeing, and offer services which are making a difference in the lives of many vulnerable students, the feelings of stigma and shame remain a concern (see section 2.2.4). This does not undermine the importance of such services, it perhaps opens up room for more research on the limitations of services related to mental wellbeing in dealing with stigma. Therefore, I suggest this SEL-based proactive and all-inclusive intervention as an approach, not only to promote the wellbeing of all students, but also to address the issues of stigma of mental illness amongst university students.

6.3.2. SEL skills can support students through their transitional stages, namely school-university-work transitions.

The literature reviewed in my research revealed that the application of SEL is limited to children in schools, which suggests that its benefits might be reduced by later on moving to a new environment such as universities and colleges. The data suggested that most students entering university or college face challenges in adjusting to the new rules and systems. Thus, the application of an SEL-based intervention in higher education to deal with the transitional stages can have different outcomes in different contexts. As far as Algerian universities are concerned, introducing SEL to the students and academics would be an entirely new experience as they have not been exposed to such approaches in schools nor university. Not having any guidance or career counselling services, proves that the students are not offered any kind of support throughout their university years. Henceforth, my research suggests that the use of an SEL-based intervention can shield the students from the negative effects of challenging transitions to higher education. Furthermore, a successful implementation of such an intervention throughout the students' learning experience, can help them maintain these skills – self-awareness, self-management, social-awareness, responsible decision-making, relationship skills – even post-graduation, in preparation for their professional integration.

6.3.3. SEL can help researchers overcome mental and emotional distress while conducting research in times of crisis and uncertainty.

My research project was obstructed by two unexpected national and global phenomena. First of which was the political and social unrest in Algeria, followed by the spread of the COVID-19 pandemic. Algeria witnessed persistent national protests (Hirak) in 2019-2020 which disrupted the progress of many industries across the country. Education was probably one of the most affected industries as the majority of the protestors were young people and university students. Universities in Algeria were closed most of the year which caused delays in classes and exams. Not long after, the pandemic hit and contributed to the ban and restrictions of face-to-face research which hindered my planned data collection trips, and put researchers such as myself under more pressure and anxiety. During such unpredictable and anxiety-ridden events, many researchers seek ways to deal with the challenges and the stress generated from them. In my case, I found SEL skills to be valuable in overcoming the mental and emotional turmoil I felt during the circumstances discussed above. For example, the skill of self-awareness helped me consider the situation I was in at that time, and realise that as a researcher I need to have confidence in my research and be resilient in the face of challenges. Moreover, self-management helped me manage my time and plans, adapt to the situation by setting new goals and objectives. Furthermore, I made use of the responsible decision-making skill to reflect on my research journey, find practical and effective solutions, and make significant decisions to move forward with my research. Now more than ever SEL is needed to help students and teachers alike to recover from the detrimental mental and emotional effects of the pandemic. Ultimately, SEL can equip researchers who conduct research in times of crisis with the necessary skills to adapt to undesirable circumstances which may affect their mental and emotional wellbeing, and hinder the progress and success of their research.

6.4.Limitations of the Study:

This research like any other faced some limitations due to a number of factors. Firstly, the participation rate in my study was relatively low compared to my expectations and planning. Many of the participants, both students and teachers, I had approached were either unresponsive or uncommitted to the study. Secondly, the actual research setting – the University of Oran 2 – was not a supportive environment for me to conduct my research, from recruiting participants to conducting my SEL-based pilot intervention. The administration did not facilitate the research process for me as a researcher and my participants. The third factor contributed greatly in reducing the participation rate, and also the accessibility to the research setting was the social and political unrest in Algeria, which affected my data collection trips by forcing students to go on strikes and universities to close for most of 2019 and beginning of 2020. The fourth factor affected not only my data collection trip, but also fieldwork research in general. The spread of COVID-19 globally has halted research projects that rely on face-to-face interaction. Travel and lockdown restrictions made it difficult to plan or arrange another fieldwork trip, therefore the alternative was to resort to online research in order to carry on with my research and avoid falling behind schedule.

6.5.Recommendations for Future Research:

My research explores the possibility of promoting and implementing Social and Emotional Learning into higher education settings. Furthermore, although is built on the concept of SEL in school settings, the SEL-based programme I suggested serves as a proactive approach to address any difficulties the students may face during their transition from school to university/college, and also to help equip them with the necessary skills to have a successful transition to work. Therefore, future researchers may look into exploring the link between Social and Emotional Learning skills and the counselling services already offered to university students. For example, they can explore the possibility of combining these two approaches to

achieve better results. Practitioners also may look into gradually introducing SEL to their curriculum design, perhaps in a form of extracurricular activities where the students would not feel pressured or compelled to attend, but rather feel encouraged to learn new personal and social skills that would benefit them academically and professionally.

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Appendix A

Research Survey

Thank you in advance for your participation in this ANONYMOUS survey. This research aims at collecting information about the Algerian students' situation, focusing on the Social and Emotional issues that may influence their success as university students in and outside of university, and as future professionals after graduation. Your participation in this survey is very important to better understand and assess your needs, expectations, and any insecurities about yourself, administrative staff, lecturers, and society in general. Your honesty and openness is important. If you agree to participate, this online survey will take about 15-20 minutes to complete. There are NO right or wrong answers. Do not worry about spelling, grammar or typos. Please check the first box to confirm that you agree to participate and understand that this survey is completely anonymous.

I agree to take part in this survey

I decline to take part in this survey

Questions:

1. Please select your gender:

Female

Male

2. Which level are you currently studying?

First year Bachelor of Arts

Second year Bachelor of Arts

Third year Bachelor of Arts

First year Master of Arts

Second year Master of Arts

3. As a university student, which best describes your expectations regarding academic success, social and emotional wellbeing?

- Very low
- Low
- Average
- High
- Very high

4. How satisfied are you with the academic staff (lecturers and teachers), and the administrative staff performance at the university?

- Unsatisfied
- Somewhat satisfied
- Satisfied

5. Which of these social issues do you believe affects you the most as an Algerian students and citizen? You can choose more than one answer.

- Unemployment
- Discrimination
- Bullying
- Crime
- Poverty
- Illegal immigration
- Other, please specify...

6. How would you describe your transition from High school to University?

- Easy Challenging Hard

7. Do you feel that you are mentally, emotionally, and academically ready to face the professional world?

- Yes
- Somewhat
- No

If the answer is SOMEWHAT/NO, please explain why you feel that way.

8. Have you ever been offered any mental, social, or emotional support?

Yes

No

If yes, please specify...

9. Do you think the university should offer the students some form of guidance or counselling?

Yes

No

I don't know

10. If the answer to the previous answer is YES, how would you prefer this counselling to be delivered as?

Periodical interventions

A module

Workshops

Thank you

Appendix B

Online Discussion Board Questions:

Topic one:

Society and the sense of belonging:

- From your perspective as young men and women, how would you describe the Algerian society in general?
- Does our society affect the way you view yourself, others, and what you aim to achieve?
- What do you think of the unemployment issues in Algeria?
- If you are to be in a position of power or authority, what would you do to change the situation in the Algerian society?

Topic two:

Education and learning circumstances:

- How was your transition from high school to university?
- How do you feel when you wake up in the morning getting ready to go to the university?
- Do you feel emotionally comfortable and safe in class with your teachers and peers?
- How do you feel about the modules you have as part of your English programme?
- In terms of programmes, courses, and services, what do you think is missing in the Algerian universities?
- What are your concerns and worries regarding your life after graduation?

Topic three:

Care and support:

- How do you address any social, personal, or academic issues that may affect you as students?
- How do you feel about adding a guidance counselling programme to your English curriculum?

Appendix C

Participants' Feedback

Student 1	Skills	Feedback
Self-awareness	Building Confidence	<p>Extract 68: “I think this lesson is great. Role playing definitely helps with building confidence. I also like the swappy role-play game which I think should be very fun and entertaining[sic]”.</p> <p>Extract 69: “I like how each situation has a “what to do” which the student can act out. I also like how this exercise develops emotional intelligence[sic]”.</p>
	Building Resilience	<p>Extract 70: “I like how each category’s qualities, even the pessimist, are highlighted and that there’s no discrimination between them[sic]”.</p> <p>Extract 71: “think this questionnaire is well done. Maybe some people might find it a bit lengthy, but I think the length is appropriate[sic]”.</p>
Self-management	Goal-setting	<p>Extract 72: “Overall the lesson plan and activities are great. In practice, it’d be even better to create links between the activities in order to make all what the student has learned come together, thus giving the student a more comprehensive view[sic]”.</p> <p>Extract 73: “I think a program like this is lacking in our university. I think it’d also be beneficial to ask how these qualities help the student achieve their goal[sic]”.</p> <p>Extract 74: “I think the qualities we admire in others are the ones we lack. I think this activity could be combined with the first one[sic]”.</p> <p>Extract 75: “Determining your values is crucial. Form my personal experience, most of the students have never thought about this question, and so I think it’d be very beneficial for their well-being to think about it seriously[sic]”.</p> <p>Extract 76: “Students here never consider their weaknesses, and even if they do, they usually do nothing about it. I think it’s also good to add how they can use their strengths to overcome their weaknesses and improve[sic]”.</p>

		<p>Extract 77: “Our brains are so bad at predicting the future, so I think it’d be better to add something which will make the student take immediate action[sic]”.</p> <p>Extract 78: “This hypothetical could also be combined with the third activity because it’d be interesting to see the answers to these activities one next to the other[sic]”.</p>
	<p>Stress-management</p>	<p>Extract 79: “Maybe adding some questions before this one to prepare it would be better. For example, when was the last time you experienced stress? What was the cause? Etc[sic]”.</p> <p>Extract 80: “think it’s useful to ask the student about how they know they’re experiencing stress before giving them these signs and symptoms of stress as it will help them understand better their stress by reflecting on it[sic]”.</p> <p>Extract 81: “As someone who practices meditation, I don’t try to stop negative thoughts. I just accept them as they are, but I don’t feed them. I think the wording is key here because trying to fight negative thoughts might cause more stress than just accepting them as part of you. Moreover, sometimes negative thoughts are an opportunity to learn about yourself[sic]”.</p> <p>Extract 82: “I agree, I think you have to balance both realism and optimism[sic]”.</p> <p>Extract 83: “It’s also important to learn how to detach yourself from the results. As an amateur chess player, I’ve learned to not think about winning or losing but just focus on the board. It was impossible for me to focus because of stress before I learned this. Therefore, I think visualisation should be accompanied with learning how to detach yourself from the results[sic]”.</p> <p>Extract 84: “I think meditation should be taught, more specifically mindfulness meditation[sic]”.</p>

Social-awareness	Accepting and Appreciating Diversity	<p>Extract 85: “I think that identity is very complex. The lesson does a good job of making this topic more accessible without being too philosophical. The slides are well-organized and transition smoothly from one idea to the next[sic]”.</p> <p>Extract 86: “Identity is a very sensitive topic in Algeria because the only time it is brought up is in terms of a conflict between one identity and another. The idea that identities are all valuable and should be accepted as they are is not common here. Therefore, I believe that these lessons would greatly help our society as a whole and climate at the university[sic]”.</p>
	Perspective-taking	<p>Extract 87: “It can be difficult to see the world from another’s perspective. I think a logical fallacy should be highlighted here, and it is the straw man. A straw man means misrepresenting or misunderstanding, whether intentionally or not, what the other person said. We sometimes do this naturally because of bias or prejudice against certain ideas or people which tends to be very dangerous in building healthy social relationships. On the other hand, a steel man means trying to fully understand where the other person is coming from. I think this is a lot harder to do for a lot of people. I believe that the exercises on perspective-taking will be very useful in demonstrating this point. I think it reinforces the idea that even if someone thinks that they are right, they could still be wrong (or maybe not “wrong”) [sic]”.</p>
Responsible Decision-making	Reflecting	<p>Extract 88: “The life scenarios are well written and are very engaging[sic]”.</p> <p>Extract 89: “Some students here might have shorter attention spans than average, so I think it’s a good idea to lighten the word count[sic]”.</p> <p>Extract 90: “It’d useful to prompt the students to reflect on why certain outcomes were reached in the life scenarios, and what lessons they can draw from them[sic]”.</p> <p>Extract 91: “It can help the teacher to mention what personal finance advice or lesson is present in each scenario[sic]”.</p> <p>Extract 92: “Decision-making and life choices are usually very stressful, so I think this combines well with the stress management lessons[sic]”.</p>

	Problem-solving	<p>Extract 93: “The activity is very entertaining and should motivate the students to use their critical thinking skills[sic]”.</p> <p>Extract 94: “Some little tricks can be added to catch the students off guard and incite them to improvise. For example, if a group chooses the hunting rifle, it’s not necessarily guaranteed that it’ll come with ammunition[sic]”.</p> <p>Extract 95: “Students could be given the choice to deal and exchange one item with the other groups which can add more complexity to the activity[sic]”.</p>
Relationship Skills	Conflict Resolution	<p>Extract 96: “There’s a little experiment that I like to use to understand the nature of conflict which can be added to the lesson plan. For example, I ask the students how much 1+1 is or what colour something is or the weight or length of something. There should be absolutely no conflict here because we can measure these things using a calculator or a ruler or a scale etc. However, when it comes to justice, beauty, and goodness etc. a lot of people will disagree on what is just or what is beautiful, so if we take our first example, then the question is how can we measure justice or beauty? Because measuring seems to solve conflicts about height or weight. Therefore we need a tool to help us here. This tool is simply asking questions without judgement to try to understand where the other person is coming from. Hopefully, through this little experiment students will realize that what they want is not as obvious to the other person as it is to them[sic]”.</p>
	Healthy Relationships	<p>Extract 97: “I think it’s beneficial to ask the students to briefly define in their own terms the meaning of “respect”, “fairness”, “equality”, “honesty” etc[sic]”.</p> <p>Extract 98: “Overall I think the lesson plan is well organized and should be effective in teaching students in Algeria these skills[sic]”.</p>

Student 2	Skills	Feedback
Self-awareness	Building Confidence	<p>Extract 99: “Before reading the rules of Swappy role-play games I kind of felt like the games is a little boring . but after I saw the difference, it seems it carries a lot of fun. What could be more joyful than playing in pairs trying to fill up the curiosity and confidence level that every partner is carrying out[sic]”.</p> <p>Situation 1: “Friendship has rules to be followed for a healthy relationship. In the paragraph "student A", I can see the benefit behind. If the lecture is represented loud and clear for students, the participants with the same quality will feel somehow guilty. I consider this course as a silent message or lesson for manners. It is hard to separate pride from reality, where the majority of people live under pressure, bullying, and</p>

life stress, and this justifies why they do not pay attention to the feelings of people they love. The right way to clarify the situation and persuade her is by being spiritually cooler, without neglecting the sense of being friendly. The real friend must take into consideration the right time and right place, no hurry on that, followed by suitable words and anger control[sic]”.

“From my perspective, the second paragraph covers a complex idea. It has a link at some point with the previous paragraph. The solution focuses more on preventing exaggerated refuting to only one action which doesn't suit all the cases. The right attitude is to help, if not by acting, at least through positive emotions, or shut the mouth up. An overstated sense of humor is not necessary for all cases[sic]”.

Situation 2: “Marriage is one of the sophisticated and important actions that we're taking in our lives, especially when it comes to choosing the right person for the rest of life. I am sure that every person in the room will pretend to cover their true desires. However, as a part of friendship, our role is to make sure that our friends will live happily in the end. At least we need to clarify the reality and form up the situation, putting every clue in front of him to make him the one who decides not we. As a real friend, we should not decide instead-but providing pieces of evidence will make it worthy, effortless, and easy on him. If we tell him what he heard without evidence, he can piss off and feel like I am against his happiness, maybe as a fearful example: jealousy[sic]”.

“In this case, it only depends on my fiance's decision. if she cares about him or loves him. Then I can't be with her, and I am forced to give up on her. He's the only interested person, and she doesn't care about him or even knows him, then probably i may talk to him and give him a warning and one last chance to save his relationship with me and to justify his thinking[sic]”.

Situation 3: “Listening to our friends complaining, forgiving, apologizing, etc. Those keys are basics for a strong relationship. Well of corse it must not surpass the limits because sometimes forgiveness doesn't suit a kind of situation. Each bad reaction has a reason, but sometimes we aim what we said not because we've just lived a bad moment but because we carry with us some heart feelings, jealousy, and envy[sic]”.

Situation 4: “I couldn't find some interesting feedback about the financial condition in both Student A and B ... however the student C, well it depends on the generations where it comes. it is true that it's hard to find a real friend, but your wife too is the most loyal and irreplaceable friend that you can ever find. hard decision here . I believe that you will have a real conversation with the mature part of participants. The last paragraph is really interesting[sic]”.

	<p>Building Resilience</p>	<p>Extract 100: “Diving groups could be more joyful and motivational if you let the choice on the hands of these members (for example : you can present your idea or project and ask them to form up a divided groups up of their choice, lets take for example 3 person as delegates, each students will chose his delegates and collaborate with him finishing up the team or group, of corse one by one), it may give you a chance to know more about your students personality, character. In details the way they think, like and feel. This could accelerate the way to learn more about your students[sic]”.</p> <p>Extract 101: “The organization of the paper using colorful squares look astonish and motivational , where the learner needs a variation in reading such papers. I do recommend including videos if the lesson going to be set in a digital format or online course[sic]”.</p>
<p>Self-management</p>	<p>Goal-setting</p>	<p>Extract 102: “I found that the list made by you serves the students needs in improving their thinking about goal. I can see that it covers all the necessities for fulfilling the job. Very short, very clean, easy to understand. That’s how the course should be represented[sic]”.</p>
	<p>Stress-management</p>	<p>Extract 103: “Kind of like unsure about the listing of Signs, symptoms of stress. I know that there is a plenty of forms to introduced such list. However, in my perspective I found accumulating informations to be presented in one view or vision to make it easier for reader to comprehend better than the expendable long listing of terms. Representing it in a form of speedsheet or table seems to facilitate the process of reading it. It’s probably way more better than going up and down the page[sic]”.</p> <p>Extract 104: “I deeply like what and how you’re talking about stress in a simple and clear sentences. Making it simple for the learner to understand and to fight back with s number of strategies. These is highly recommended. As I believe that there is a bunch of other strategies to help reduce stress in terms of social norms, nutrition, relationships, maybe religion, body health and so forth. Student’s way of thinking do varies, and the topic should touch the maximum information as possible that could be afforded. For some, we rarely notice some brilliant students do have that amount of information already. On this hand, making sure to afford some unusual data that probably .this category of students are not familiar with[sic]”.</p> <p>Extract 105: “In some how explaining how stress affects on the body is really necessary to facilitate the complexity for those learners and to make every-thing clear avoiding the overlap of many information[sic]”.</p> <p>Extract 106: “After that I carried out reading all your work I noticed that you have afforded the needed information about stress, it is enough</p>

		<p>to be accepted as a first start. Sure, this topic is way more larger to be explained especially if we aim to link it with the body affection. However the human body is way more complex in order to represent it in brief[sic]”.</p> <p>Extract 107: “Ok, here is a think, could we add on the list the nature of being a Muslim or reading the Coran far away from racism. As we know it is a real thing that comes with a price while on the other hand I am trying being sarcastic because I know we’re trying to afford as much academic and logical information feedback. I have wrote down my favorite list of basic needs to fight back stress in a form of paragraph, in stress management worksheet page[sic]”.</p>
<p>Social-awareness</p>	<p>Accepting and Appreciating Diversity</p>	<p>Extract 108: “I had fun answering your questions, where this means that the first course seems enjoyable to respond and share feedback between, especially if it is in pairs. I do believe that each one will have the curiosity to learn more about how people do thing, live or feel differently. More than that, I am pretty sure that they will share in between a valuable information about themselves if they would prefer being honest, so it depends whether they will have courage or obstacles to express out their feelings. (what this is in brackets is writing after the re-reading of what I have just wrote, and after I discovered that indeed your work is for pairs.)[sic]”</p> <p>Extract 109: “In relation with the observation of the project, I see PowerPoint project background a little bit boring, if not so horrible, like green background with the yellowish letters, it doesn't look attractive at all. It is possible to use a vibrant and more darker color, if it is gradient, it would be more cooler. or you can simply do the same like what you have already did with the lessons 3[sic]”.</p> <p>Babies description : “They're the most innocent, delicate, fragile and small creature, full of peace, smells good (well ! you know when of cores), the best friend for his parents of all time, the most common describing is Angels, I like where others call them a delicious pie, where they're like can't get enough kissing them. They're as a tool of addiction for some, where others just hate their screams[sic]”.</p> <p>People's description : “They look like a category of talented people full with skills. They do lean to arts, business, projects, commercials, etc. They look like they're from a different ethnic groups, different style from the way of dressing, different traditions, nationalities, and so forth[sic]”.</p> <p>Let's discuss:</p> <ol style="list-style-type: none"> 1. “Well, of cores because babies are on the starting point of life, they do like share the same features, where on the other hand, adults do have a lot of things to be describes under the frontiers of their way of living and how special their life is[sic]”.

2. “What helped me described the babies is my knowledge in dealings with them, I used to experience the fatherhood, for sure not the ultimate experience, but I do understand the limits of fatherhood and how to raise this beautiful creatures[sic]”.
3. “What do changes as they grow up is their behavior, their way of thinking and feeling[sic]”.
4. “Not sure about the answer, as I insist that only memories will stay the same. On the other hand, i do believe that even memories could be set to be modified or neglected that if one day that would be no more valuable because of a reason. i do not believe that feelings stay the same while they're growing up. Even kids seem they break the rules from time to time and obey their parents[sic]”.
5. “No ! everyone deserves to be treated in a high quality of kindness, generous, pleasant and so many good things[sic]”.

“No, it's not fair to treat them unfairly, we should motivate them to be a good part of their community and help themselves to have a real personality way far of having a fake or unbeneficial character[sic]”.

Plenary questions :

Three characteristics that make up identity :

1. Religion.
2. Traditions.
3. Culture.

Extract 110: “Ha-ha, my identity is a little like stable but different for sure. However, i am highly proud of myself for being a real Muslim. i can be settle for this thing only, feeling with a real satisfaction, this only is enough for me to describe my identity, i am a Muslim, what's better than that?[sic]”

LESSON 3:

IDENTITY:

Extract 111: “While reading the document and reaching the activity 6 - plenary, I can simply say that what a beautiful touch ! what could be more nicer than adding games ?! I found it great[sic]”.

Extract 112: “I like the way you adding computers in - a paper-free activities - that could be interesting and the participants will have that amount of interest and joy, where also could increase the chance of participating and engaging in the course[sic]”.

	<p>Perspective-taking</p>	<p>Perspective activity sheet 1 :</p> <p>Extract 113: “I cant say more about the formula of the paper where in my radar I see it attractive. I am one of those who adore using the paper phone app https://play.google.com/store/apps/details?id=com.withgoogle.experiments.unplugged&hl=en_US , I am more attractive to the style of the paper as been also as a monochrome journal paper, and yeah you can customize it also, it would be as the same interest[sic]”.</p> <p>Extract 114: “You may guess that I am feed backing you more and precisely about the shape of your work as I know that lesson plan does belong to you only, I also cannot find that much of step mistakes, I can see that you're doing great with your work. I hope you're making it easy on you so that you won't face any obstacles while you're teaching or presenting your topics[sic]”.</p> <p>Extract 115: “The second objective has really inspired me, as I believe that it will do the same with those who support debating in any conversation. It will open the chat as it might direct you all to go out of the subject, which it could be necessary according to the topic. if we also include the non-corresponded participants, it might give them a chance to enter the conversation. Probably and confirmedly, we always have those people who speak differently, even if they do not seem smart but they could teach us stuffs that we never heard of or we do not expertise in it. As a good start, you may try to propose them the aim of your course as a challenge in between, where you're going to inspire them to be more curious[sic]”.</p> <p>Extract 116: “As what I have just wrote is different approach than the procedure you made, until now it's good, seems completely fun[sic]”.</p> <p>Perspective activity sheet 2:</p> <p>Extract 117: “The objective : One of my favorite game in group[sic]”.</p> <p>Extract 118: “Thumb up. It seems to me as a complete course as I am totally satisfy with the materials. more than a pleasure and amusing course. As I am sure you have a good way of presentation that someday I wish I take a part from one of your sessions[sic]”.</p> <p>Extract 119: “As my previous experiment in university, teachers are no more following this rules or applying lesson plan. In brief, no organization approach is set on, which differently leads to carelessness and unfollowing[sic]”.</p> <p>Extract 120: “I completely see what are you aiming for, and I respect that. The support for human welfare and identifying the guiltiness,</p>
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		<p>especially what we have recently noticed as a international movement, racism[sic]”.</p> <p>Perspective activity sheet 3:</p> <p>Extract 121: “The last activity doesn't look that much excited, but it does apply the job of what you're aiming for. I can see that it looks normal and you will have that interchanging information, well it depends on the participants[sic]”.</p> <p>Extract 122: “i see as you had inspired me with your aims making more curiosity around, you had passed the rule of holding up the interest, including imagination is set up in a good way, the materials look look simple, minimal and clear to be understudied, participation should be existed by force if not so, making sure that it's not a time consuming, the content is good, it will saves you a lot of time. all is clear[sic]”.</p> <p>Extract 123: “In summary, sorry man for the being late, i swear it's because of a plenty of obstacles, as i am truly embarrassed. i am working harder to finish my to do list as fast as I can, however the last get more bigger day by day according to it's priority and necessity[sic]”.</p>
<p>Responsible Decision-making</p>	<p>Reflecting</p>	<p>Extract 124: “By first I noticed some spaces between words on a number of paragraphs in relation with scenarios. I hope it’s not the latest version of your work. Well of cores it’s not. I do believe that you still need some feed-backs, instructions in order to make some final touch in the closer future[sic]”.</p> <p>Extract 125: “Now after I did a fast comparison between docs and the PDF, I do understand that it’s not your fault[sic]”.</p> <p>Extract 126: “I am writing this direct phrase or a small paragraph to say that you’re real champ here making a real discussion and inspirational topics. I consider that you may become a good teacher here in Oran university (as a joke), however, you said it, we need to apply the ultimate choice that should fit our life by reducing the amount of stress[sic]”.</p> <p>Extract 126: “Focusing on the content here won’t makes me provide analytical notes, because the topic is way more excited, and I am pretty sure that it will create a real vivid interaction in the group. As a learner and a new citizen who have got to be a new part of business and jobbing. It really suits me to be informed and reformed making decisions to avoid such mistakes. Taking this class will create such an element that will be fixed in the brain, and when facing circumstance similar to one of these scenarios, that element will work as a warner , I mean, it will plays the role of life guard or business assistant . The issue that the learner will face even after having class and starting to anticipate such scenario is the lack of experience. Sure their will be always obstacles to face but</p>

with good control of life, such debts and financial decisions won't be hard, or confusing to be paid for[sic]".

Extract 127: "Until here I see that we agree at the same point, as I go further with my reading, I get the same specific perspectives, and yes it is more like personal course[sic]".

Extract 128: "It comes to my mind, why not adding videos with the same specs of these scenarios, but now I figured out that won't be easy. If you'll find videos, it's for sure you will need to modified the written scenarios which is not going to be that bad. Just a suggesting. The written scenarios is also good[sic]".

Extract 129: "Who likes their new life? – hhh you're so funny guy, I like it . Creating a humor in the beginning will make sure to create an impressionist image of you and learners will consider you as an open teacher, out of formal terms, they will consider you as a friend, this will pop up the ambiance of participation and interaction and makes the learner being confidence in participating[sic]".

(Many students will raise their hands as they have been given a life of success and some with fortune and wealth.)

Extract 130: "Reading this leads me to try anticipating the mood of the course and how the students mutual reaction will be in both category; the smart and lazy group. I felt bad because the lazy group will feel guilty in somehow because this will create a push on, where it will stop them to say anything considering them by other smart group that they are not smart enough to manage such cases or even small decisions. In some how it is a personal issue between the both classes[sic]".

Extract 131: "lol OMG, Ana scenario ? what a story ![sic]"

Extract 132: "After I read William scenario, I felt that it's going way more sad or pessimist, it is like you're going much further destroying their perspectives and believes by force, these is just from one side, but from the other side, it makes me wonder and feel curious about the other scenarios where the sense of cautious has been rise and could be right anyway, which means no needs to sacrifice with few years rather than our whole last years of life[sic]".

Extract 133: "After that I have finished all the scenarios, you convinced me to get into graduation and making it my first goal from now, lol, seems real man. salutations[sic]"

Extract 134: "I tried hard discovering some weak spots, but nothing new. You've arranged your courses in a pretty good job, self explanatory, everything is clear and understood. I mean you can add more, but it seems that you've covered enough information[sic]".

		<p>Extract 135: “At the end, I really want to thank you for sharing me these beautiful scenarios, it really have changed my perspectives in some points, some different feelings, counting and so forth. Living like a re-directing moment, don’t know how, but a hope for desired things to say why not ! [sic]”</p>
	<p>Problem-solving</p>	<p>Extract 136: “Maaaaaaaaaaaaan, I am jealous, I am not gonna be available maintain the course. I really like them. As I really have no problem living the experience in reality however , the choice you have set it up is very difficult, only 4? not fer[sic]”.</p> <p>I am naming the 4 items followed by explanations :</p> <p>“Water Purifier : It's my first item I choose because I consider hydrating my self as an important fact where I need that amount of energy to be stabilized as much as possible. Well of cores the mighty god has gave us the ability to survives with food. Maybe there will be a number of fruits somewhere in island, this will be huge replacing the food, as the fruits contain also fibers and water in additions to vitamins and other minerals and it could be really replenishing source. The body can't resists more than 10 minute without oxygen depending, And water from 3 to 5 or 8 days, I said that because if I try drinking contaminated water it will raises the chances of getting sick, however hunger strike could be way more beneficial without mentioning the benefits of fasting, and it could be for 3 weeks to 2 moths without problems especially if there will be fruits[sic]”.</p> <p>“Flare gun: It is a must, maybe one passing help could afford you all the pain and effort[sic]”.</p> <p>“Tent: at least it will be a calm and secure element to create a warmth and not getting attention of the wild animals or even bad people like thieves or even pirates lol, yeah I know, a well geographical settle up tent (camouflage technique) and boom with the tent color[sic]”.</p> <p>“First aid kit: This one, by first, I didn't take it into consideration but after reconsidering I find out it is a need. Probably while trying accessing something or just walking and I stepped by mistake on some thing sharp, I need to treat in real time before it goes worse especially bleeding or infections[sic]”.</p> <p>“king kong, dinosaur and large flying insects ? Come on man that’s way too far lol Waite Waite zombies ?? haha yeah mean I really want that part, then the riffle will be my first choice where I am gonna be pleased shooting some zombies heads but only with a noise canceler or I will be a victim of two thing between being a zombie’s next meal or dying with hungry[sic]”</p>

		<p>Extract 137: “Oooh now I got it, for each square paragraph we need to choose four items, I like it, but it depends[sic]”.</p> <p>“I made this perspectives without even checking the next 3rd page (7hay 3saliya wsayi) [sic]”</p>
<p>Relationship Skills</p>	<p>Conflict Resolution</p>	<p>Conflict Resolution Lesson One</p> <p>Extract 138: “I read the first lesson, so far, less excitement .. It would be better if you redirect the question on the learner’s experience when you’re going to ask him personally about his point of view whether he has passed through these kinds of situations. Well, of corse avoiding some private cases, and it depends if the learner wants to share his experiences on his own wish. Targeting the learner’s desire will helps to achieve some points, where the learner must participate and give so that he can have or learn some tips that can facilitate his way of thinking or getting into troubles. From time to time, people are expert in solving some kind of a problems, however some times they fail in solving there own ones. So they will try at least t to share some of their own cases[sic]”.</p> <p>Extract 139: “Sentences are clearer and meaningful. Summary points are easy to comprehend and to convince learners with the definition in conflict on general. Lovely[sic]”.</p> <p>Conflict Resolution Lesson Two</p> <p>Extract 140: “The organization of sentences is strict and gives meaning to what the readers are having. So far so good, as usual, you’re doing well with your writing[sic]”.</p> <p>Extract 141: “Speaking about the scenario, it really differs from your perspectives and mine, where it really depends on participants’ interactions[sic]”.</p> <p>Extract 142: “Do you think that you won’t have a trouble their ? I mean, only if you declare that the scenario is not going to be real, just fake. I am thinking whether there will be a stressful participants that could take it so far or will get nervous easily, depending on their mental state. I believe there will be no crazy learners in between[sic]”.</p> <p>Conflict Resolution Lesson Three</p> <p>Extract 143: “I am really inspired with the way you keep including some lesson and collaborative-team games. Learners will feel more comfortable to participate, where each one will forget the state of being intrapersonal learner. This step will allow each one to get beneficial from the other one. Everyone has different way of thinking and can share some unique informations[sic]”.</p>

	<p>Conflict Resolution Lesson Four Extract 144: “I real like the way you made the four lesson, that is the principale. Teaching learners the good stuffs and how they can manage these kinds of troubles without negative actions. Thinking positively and not ruining the case anymore. Gentle is the key, nothing such can deserve[sic]”.</p> <p>Extract 145: “In this case from another perspective, including bullying. Bullies aren’t all the times bad guys, they could be under stress or different circumstances, but this is the chance where you can see learners’ perspectives and their way of thinking. (after reading your processing - so far so good) [sic]”.</p> <p>Conflict Resolution Lesson Five Extract 146: “This lessons looks really really enjoyable. The same as the game of charades and mimics[sic]”.</p>
<p>Healthy Relationships</p>	<p>Effective Communication Tips Handout</p> <p>Extract 147: “I cannot find much words to say or to criticize the list, probably you didn’t cover every aspect, what I mean you almost did and the list will do the job and covers the need[sic]”.</p> <p>How I Would Want to Be Treated by Others in a Relationship Handout “3 ways that I want to be treated by in a relationship that are most important to me are : Treat me with respect - Be honest with me - Trust me[sic]”</p> <p>“These three ways are so important to me because they cannot be replaced by other alternative ways that allowed us to depend on our selves. Respect is always a must to create a respectful relationship and saves private elements, facts and dignity. I really care about honesty, I always choose to be honest even with myself or even when I’ve done some terrible things. It really worth to say truth , it is like having a pure life. Trust is an element that should be shared between to friends so that each one can support each other positively by actions or emotions. Those three ways for me considered the key that open the door for the other ways[sic]”.</p> <p>Extract 148: “Notre : I don’t see anything from your work to be criticized, unless if you find our feedback are for the positive support, then I don’t mind, because I don’t see anything from your work to be less valuable. You’re providing that amount of simple and clear courses full of joy and comprehension, where the learners will never find any obstacles to carry the courses on with you, and what really matters is that your program is really functional from my perspectives and really differ from our current university teachers, commencing by me as a fan and admirer at the same time[sic]”.</p>

Student 3	Skills	Feedback
Self-awareness	Building Confidence	<p>Extract 149: “I don’t know , but i did not like much of these case scenarios .Exept for the manager and the employee.Why?? because simply i think it would prepare the student for the real world in some sort of a way .As you know these kind of things ,for instance: personnel development , money management , and how to cope to the working environment are definitely NOT well presented to our educational system in Algeria[sic]”.</p> <p>Extract 150: “I didn’t know what my opinion is actually about these activities, in deed its creative ,but I like one of the patient .It says at the end »try to persuade «.I remember our teacher of Oral Expression give us case scenarios and we try to imagine and persuade an opinion .It helped personly to develop a VOCABULARY of expressions and ACTUALLY to convince people with something in the real life[sic]”.</p> <p>Extract 151: “It is definitely entertaining and could help a lot of students to get out of their shell.You might see a little bit of hassitation but they will all cope to the fun ,eventually[sic]”.</p> <p>“You are actually describing my reality with my best friend.I can’t tell her , I don’t want to tell her . I want to ignore all that , because the second I talk i am just wrong or being extra sensitive to her .Sometimes I rather discuss it with others who understand me[sic]”.</p> <p>“I definitely admit the fact that sometimes I might say something that upset my friend or a family member ,but always trying to learn from my mistakes and be a btter and supportive friend[sic]”.</p> <p>“I would probably not interfering in the situation. It depends[sic]”.</p> <p>“Just by communicating we could figure things out and being honest to each other[sic]”.</p> <p>“Talking to him and apologizing from the heart . Try to make things better between us and if he don’t want to ,at least I did what it has to be done so that I don’t regret a thing or go harsh blame on myself[sic]”.</p> <p>“If she /he came to me and explain and apologize I would defintely forgive him/ her[sic]”.</p> <p>“I can’t control my friend s’ financial independency . If he_ she wants to give me money so be it. But if he does notI ‘ll just figure my way out[sic]”</p> <p>“A very dear friend and a second brother of mine lost his 160 milloin DA just because of this loan thing and now he presented his case to the court because ,simply, he needs his money back so badly .I would</p>

		<p>probably not giving him _her all of my money maybe a small sum of it to have a small start[sic]”.</p> <p>“It really depends here on the situation and the person himself _herself . I would definitely love to support my best friend s’ project financially[sic]”.</p> <p>Extract 152: “When reading all these different situations , I have noticed and summed up into one conclusion. I believe that putting a case scenarios like these will enable the students to put efforts to imagine what to say and convince other people and conveying a message . For instance in situation N: 05 probaply the message of it, from my perspective, is being diplomatic and making a statement with an acceptable attitude ! And for situations N: 4 and 6 how to persuade and convince people which we really deal with in our daily life . For me as my final year of graduation after finishing i would apply for jobs and interviews and to master the art of convencing in these kinds of phases is highly important with also strong personality . Our teacher of oral expression always used to give us such activities and in fact it helped me a lot in developing my vocabulary in English .Because I always wanted to talk and use new uttrences and attitudes to convince her . It works[sic]”</p>
	<p>Building Resilience</p>	<p>Extract 153: “The point on working on strength and weakness has been mentioned already on the first folder and it is highly intresting because ,again, student will get to know themselves more and developing their weaknesses through learning new skills not only that but also through team work to know if they really have flexibility dealing and working with other peolpe ,sharing thoughts ,accepting others’ opinions , leadershipetc[sic]”.</p>
<p>Self-management</p>	<p>Goal-setting</p>	<p>Extract 154: “that's actually helpful to improve and empower the mindset of the student whether disabled or not .Our pshcholeda teacher used to asks us these kind of questions and trust me it works![sic]”</p> <p>“I personally treat my friends this way! because when in telling someone that they are GREAT at a certain thing ,this automaticlly will encourage them to develol their skill. Not only that but also their self-confidence[sic]”.</p> <p>“this will help them to figure out their identity and what they stand for in this life. Because a human without values is no human at all[sic]”.</p> <p>“I like this question. I ask it to myself all the time. It helps you to know what you need to develop and work on in your set of skills . Also accepting your weaknesses and embrace them[sic]”.</p> <p>Extract 155: “I don't know actually the use of this one. I feel that they would answer it of course ;however I don't see it would add</p>

		<p>something,just a temporary imigation. For my answer is ,defintely , being invisible 😁😁[sic]”.</p> <p>“This one will make them work and persue their dreams.Also what life they want to live ,what career they want to have[sic]”.</p> <p>“This is the most deepest of them all. Believe it or not ,I tell myself when one day I leave this dounya, I want people and beloved ones to remember me as the smiley ,nice ,supportive girl. This question will put them in a case scenario where they will imagine the image that they want to be remembered as when they die. and it will stick and hang into their minds. It is going to change their attitude towards alot of things. (if they really want to change) [sic]”</p>
	<p>Stress-management</p>	<p>Extract 156: “ALL OF THE INFORMATIONS MENTIONNED ABOVE ARE FACTS AND WELL STATED[sic]”.</p> <p>“I highly agree with this point by experience. whenever I say I have to do something , I just end up not doing it . Passion is definitely the secret[sic]”</p> <p>“I always be in a such scenario where I see a good thing that would happen and being optimistic ,but the first thing I let people express their gibberish opinions and play the «know it all « all that positive thinking fade away[sic]”.</p> <p>“It is a scientific fact that our mind believe anything we say to it . IT BETTER BE POSITIVE OR IT WILL DROWN YOU TO THE BOTTOM[sic]”</p> <p>“I think as human beings imagination and dreaming what makes us ALIVE .It is the unbreakable part of our physiology . At this phase of my life where I enjoy imagining myself finishing my studied and finding ‘the dream job’ .That’s what keeps me going and boost a little bit of energy[sic]”.</p> <p>“ALL OF THE ABOVE I SUMMARIES IT IN ONE WORD : GYM (you will be hearing this word alot) In the gym I relax, I breath , I enjoy ,I detox my mind and body from all that poisoned thoughts and feelings .Believe or not I FEEL A NEW BORN WHEN FINISHING AND LIVING TH GYM[sic]”.</p> <p>“MY FAVOURITE THERAPY JUST LIKE I DID MENTIONNED BEFORE[sic]”</p>

<p>Social-awareness</p>	<p>Accepting and Appreciating Diversity</p>	<p>Extract 157: “Of course I have replied to that 'Guess who work sheet' in addition , I read those two files . I have noticed that the activities that you prepared are quite interesting with a diversity. I also like the first activity of the PPT presentation which is like a first impression to photos . In class , it provides them the opportunity to accept each others' different personality and characters[sic]”</p> <p>“For my perspective , the message that I understood from these is not to go hard with our judgments on people . In other words don't judge the book by its cover . Also it teaches us to coexist with others no matter their cultures ,ethnecity ,color of skin, or even their funky style of clothing[sic]”</p> <p>“These rear thoughts that had been wired in our mind sets need to change[sic]”</p> <p>“This is my overview about them.(I couldn't write on the PPT nor on the other file) [sic]”</p>
	<p>Perspective-taking</p>	<p>Perspective taking activity sheet n; 1 Extract 158: “Each one of us may see a certain situation or maybe a view from a whole other angle . People should respect other s’ mind set and deffrences and learn how to react towards it by just accepting . We should be educated about this[sic]”.</p> <p>Perspective taking activity sheet n: 2</p> <p>Extract 159: “Of course , by engaging the students in these kinds of games « perception cards» would help them a bit to upgrade their mentality towards people s’ perspective .BUT THE IMPORTANT THING IS TO TAKE IT AS A PRINCIPLE IN LIFE and ACTUALLY IMPLEMENTING IT IN REALITY! Not just a passing activity at class!! we need to act more than we talk!! [sic]”</p> <p>Perspective taking activity sheet n : 3 “I have the same opinion about it just like the first activity ! [sic]”</p>

Responsible Decision-making	Reflecting & Problem-solving	<p>Extract 160: “I have skimmed and scanned through those life scenarios and they all have that one thing in common which is the climax event that happens in anyone’s life and lead to a chain of other life events[sic]”.</p> <p>Extract 161: “Life is hard ! Maturity is also hard ,but it has that sweet feeling when you watch yourself making decisions, depending on your own in real tough situations. We all have been in that pot. So when presenting those life scenarios to students , they will automatically put themselves and try to imagine what would they do if they were in that set of circumstances . It is definitely a PUNSH OF MATURITY right there . To me , I think it has a message which is to think twice before you ever make a decision in this life[sic]”.</p>
Relationship Skills	Conflict Resolution & Healthy Relationships	<p>Extract 162: “The suggested activities are always interesting and out of the box .It makes you develop you social skills ! I like the one that says observe the body language![sic]”</p> <p>Extract 163: “These small stuff really help in the real world! Body language knowledge will help you to analyse the intentions of the other part! Whether a friend or a stranger![sic]”</p> <p>“Also another point! The conflict part ! To know how to handle a conflict in class or outside class is a vital thing in life! Usually the first thing when see the conflict is getting angry and impulsive talk; however to slow down and use your mind and choose your words wisely ,words that will end that useless conflict[sic]”.</p>

Student 4	Skills	Feedback
Self-awareness	Building Confidence	<p><u>Feedback on Building confidence lesson plan :</u></p> <p>Extract 164: “Role playing games: I totally agree with the definition you gave in this part for the second part swappy play games for adults: the idea is good as a whole it is a perfect exercise that can be done in the class room or out side of it[sic]”</p> <p>Feedback on Swappy role plays for adults:</p> <p>Situation 1:</p> <p>“It is a very complicated situation that the European mothers suffer from . As an idea I really like it and I believe that the daughter won’t understand her mother and so will the mother , the situation will end up by a conflict between the mother and the daughter; if we take for example the following solution : the mother will go to see her daughter’s boyfriend and ask him to stay away from her daughter, because she is still young and do not know what responsibility is , therefore , the boy will end the relationship and the daughter will know what happen[sic]”.</p> <p>Situation 02 :</p>

“This situation is common in all over the world , for my feedback , as a woman I prefer to let him sleep and keep the picture with me then I start following his moves until I catch him with her , after that I decide whether to get my divorce or fix things , before all of this personally I can not let him go to parties alone , even though, I hate them and the best solution for this situation is communication[sic]”

Situation03:

“This situation can happen to all of us , if the nurs is wise enough she won’t let him go no matter what and his boos will understand his situation after knowing what really happened to him after all health is before everything[sic]”.

Situation 04:

“In the role of a father whose child wants some sweets and the child did not eat any for many weeks , I found that it is a normal situation and it is okay to buy some candies to the child because children love sweets and one candy won ‘t harm his child only if the child is sick[sic]”

Situation 05:

“A very Rare situation but it can happen , as a customer I hate this situation and I would totally refuse to pay the food that I did not eat ,and say whatever comes to my mind , as a waiter I would like to discover what is wrong first then judge him[sic]”

Situation 06 :

“A common situation. As a shop assistant I would go to the customer and ask her in order to help her and go to my meeting and as a client I would immediately ask for help because it is to late[sic]”

Sitaution07:

“My feedback to this situation is that the old sister should buy to her sister the same cloths or the cloths that are beautiful ; a good communication with her young sister is the solution[sic]”

Situation 08:

“In this situation that makes you choose between your mother and your friend I would go with choosing my mother , but this does not mean to let my friend down , the employee can go to his mother party when he finishes he can go to his friend and help him to solve the problem[sic]”

Situation 09:

“As a teacher, I really like the idea of seeing the parent of this child because he must get his punishment as soon as possible, and as a child it is okay to tell my parent because they will know about it anyway[sic]”.

Friendship Role-play worksheet Feedback:

Situation 01

Situation A :

	<p>“First of all , she is not a good friend because a good friend is not like this , second, if I am in this situation , I would go directly to her and tell her that this thing she is doing hurts me and a childish behavior and she must grow up and stop laughing at people because we are not perfect after that I will end my friendship with her[sic]”.</p> <p><u>Situation B :</u> “It is not good to laugh at someone’s problems because problems are made to be sloved and they make you see who can stand by your side , personally I am not that kind of person and can not imagine myself like that[sic]”</p> <p><u>Situation 02 :</u> <u>Situation A :</u> “In this situation I try to advice her or him and tell what I saw with proves for example images if I have or something else , but at the end it is her or his choice not mine[sic]”</p> <p><u>Situation B:</u> “In this situation I try to listen to her or him and see what she or he says about my future husband and if I notice any kind of jealous from her or him I directly tell her or him and finish my friendship[sic]”</p> <p><u>Situation 03:</u> <u>Situation A:</u> “First of all if I get angry it is true I say bad things but later i go back and try to explain why I said a bad words that made the situation bad[sic]”</p> <p><u>Situation B :</u> “In terms of getting angry about for example : telling me why I stopped calling and asking , hearing from her a bad words from her , I would directly try to understand her point and tell her my reasons so that we make things clear[sic]”</p> <p><u>Situation 04:</u> <u>Situation A :</u> “A good situation a critic for that I would just say that there are no friends for life , no friend can ever give you his own money or lend it to you and stop buying what he or she really needs or dream of , for me I go directly to loan money[sic]”</p> <p><u>Situation B :</u> “In this situation I prefer to choose myself and my needs because in these days there are no good friends that you can trust or help and if you do so you will end up with nothing[sic]”</p> <p><u>Situation C :</u></p>
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		<p>“I would go with my husband’s opinion and choose to buy a holiday house because family comes first . but friends come and go after all this is life[sic]”</p>
	<p>Building Resilience</p>	<p><u>Feedback on the building resilience lesson plan and activities :</u></p> <p>Extract 165: “It is a very intelligent idea to think about this lesson , it can be used in the lesson where you have only about 20 students or less , in my opinion this kind of games can in reach the student capacity of communication , make him use a different vocabulary and learn a new words too , it also can build the personality of the student and by doing a feedback session maybe it will encourage him or her to change his or her mind in one of the situations or improves that he or she is intelligent[sic]”</p> <p><u>Feedback on Building resilience lesson plan and activities power point :</u></p> <p>Extract 166: “It is a very good idea to present this lesson using PowerPoint slides , in addition to that the introduction of what resilience is perfect and easy to understand , I really liked the qualities which are directly introduced with different colors[sic]”.</p> <p>Extract 167: “Highlighting Risk factors of resilience is a key element and important in this lesson and also the benefits as whole the lesson is well prepared and easy to understand , moving to assessing resilience mentioning the source of resilience is an intelligent step , with the fact of understanding the psychological side and how the person can achieve resilience , in addition it is true as much as the person gets older he or she starts to depende on him or herself . i.e.: I can rather than I have[sic]”</p> <p>Extract 168: “The fact of using power point in such lesson is good and I totally understood it without any help[sic]”</p>
<p>Self-management</p>	<p>Goal-setting</p>	<p>Goal setting lesson plan and activities :</p> <p>Extract 169: “For this plan , I think that the STEPP program is very useful with having a look to the activities that is in it , I found that they are positive and can help anyone not only students to reach their goals[sic]”</p> <p>Feedback:</p> <p>Extract 170: “Personally , I really like the program and the activities and as a student I myself applying those activities in order to achieve my goals</p> <p>In addition to that , if a teacher wants to teach this lesson I.e.: goal setting . He or she should introduce it in a form of a game so that he_ she can ask one of the questions that are listed in the activities of the</p>

		<p>program and the student gives the answer , or the teacher can apply this program on his or her students for one semester after that he or she can take the result of this program by the end of the semester[sic]”.</p>
	<p>Stress-management</p>	<p>Stress management plan and activities: Extract 171: “The plan is good, however , you need to give some situations to the symptoms that you mentioned , even though, they are clear enough but there are some students who do not understand quickly . In the part of cognitive symptoms you can add others for example depression, negative thoughts ...etc . And in the emotional one you can add moody person due to stress[sic]”.</p> <p>Extract 172: “The reframing : in this part I mean the second page , I found the pieces of advice or let me say techniques are perfect and they can help the students[sic]”</p> <p>Stress management tips : “It is good that you mentioned the definition of stress in a positive way and highlighted some pieces of advice[sic]”</p> <p>“The tips that you mentioned are useful and you mentioned all the tips in one small and clear paper[sic]”</p> <p>Feedback : Extract 173: “I really like how you introduced stress in a positive way because some people give a negative definition which makes us to think in a negative way , in addition to that as I have already mentioned that the tips are very helpful and it is a good topic to handle[sic]”</p>
<p>Social-awareness</p>	<p>Accepting and Appreciating Diversity</p> <p>&</p> <p>Perspective-taking</p>	<p><u>Feedback on Identity :</u> Extract 174: “It is true that this lesson is the key to know any person especially to know who they are and what characteristics he or she has , identity is a very complicated topic , but with the activities you mentioned some of the students will end up having a different image about themselves or their classmates , I think that this lesson should be the first lesson after the teacher can do the other related lessons for example the lesson what do you see , in addition to that I liked the use of slides and worksheets[sic]”</p> <p><u>Feedback on identities “PowerPoint” :</u> “Slide01: a sleepy, newborn babies or in other words innocent human beings[sic]” “Slide02: people from different cultures , having different job and personalities[sic]” “The questions after the images have a point to reach and contain different terms such as : racism , culture ...etc[sic]”.</p> <p>Extract 175: “A good definition of identity and the pictures of the two gender having the same age , finally a good lesson and well organized</p>

		<p>, it has a good goal that can make a change in the students' point of view about the others[sic]"</p> <p><u>Feedback on understanding perfection differences :</u> Extract 176: "It is true that each person has his or her own way of thinking and she or he can bring a new definition , situation or opinion , therefore , I totally agree with the definition you mentioned , thus , the first activity I really like it because indeed each student will bring anew relationship between the woman and the children they can say that the woman is the mother or the aunt or someone from the children's' family , the second activity : the students will surely answer that the man in the limousine is a rish man[sic]"</p> <p>Extract 177: "The third activity and the final one are beneficial to the students too , finally it is a well organized lesson to do it with both yong and adult students to see how they manage in the real life[sic]"</p> <p><u>Feedback on we each see the world a little different :</u> Extract 178: "A perfect lesson that I encourage the teachers of both middle and high schools to do it , the world ocean as it is mentioned can mea a different thing to another person , I think that each word has a specific meaning that is related to the person's experience in life for example the word family can mean everything to a person while to another it means hell , for the activities , they are well prepared and organized and the students can enoy doing them in a form of a group[sic]"</p> <p><u>Feedback on what do you see:</u> Extract 179: "A psychological task that the teacher can relay on in order to know the psychological side of the student and to how the student sees , judge the things around him , the fact that the objective is to confance that even those who do not see things like we do are not wrong is what al the teachers want to make their students understand[sic]"</p>
<p>Responsible Decision-making</p>	<p>Reflecting</p>	<p><u>Feedback on life is about choices and choices have consequences</u></p> <p>Extract 180: "It is true that every decision has a consequence, the objective of this lesson is perfect at least they will know how to take a decision in the future , as for the topics I really like them , yet giving such activities to know how the students will deal with the real life that it is not theirs for the time being , but could be in the future[sic]"</p> <p>Extract 181: "I really admire this lesson with its objective badly we are not allowed to do these lessons or activities in the class[sic]"</p> <p>Extract 182: "Giving to the students a new life this word in itself brings hope to some students, the fact that highlighting the decision taking in a young age can affect the future is true and this lesson may wake them up and helps them to know a new words[sic]"</p>

		<p>Extract 183: “As for the questions, I found them a deep question that reveal the identity of the student and his or her dilemmas[sic]”</p> <p><u>Feedback on Choices have consequences : Analysis</u></p> <p>Extract 184: “A good idea to ask them to fill the form[sic]”</p> <p>Extract 185: “About the scenarios , I personally think that by giving each student a different life , the objective of this lesson will be that life changes us as human beings , sometimes we want things that later we won ‘t have them , even if we have a goals , sometimes the plan A does not work so we have to put plan B to survive , sometimes the opportunities we have to day may not have them tomorrow , it is better for the person to pay attention and make a good plans and the most important thing do not regret[sic]”</p> <p><u>Life senario 01 :</u> “If I were that person I will change the house to cheaper , and be pleased for what I have achieved for the third question yes , the thing is that to continue painting after graduation and work in 2 different jobs[sic]”</p> <p><u>Senario2:</u> “Not that much with a regret of making a party, and yes , not to make a party and know how to choose friends and partner[sic]”</p> <p><u>Senario3 :</u> “Yes , as a hard worker , and yes , not to buy more houses I would rather buy shops and make some business[sic]”</p> <p><u>Senario04:</u> “yes , and for the second question no , because I came from ashes[sic]”</p> <p><u>Senario05:</u> “yes and the second question is no[sic]”</p> <p><u>Senario06:</u> “the same as scenario 05[sic]”</p> <p><u>Seanrio07 :</u> “yes and for the second question yes , not to sleep with man at the age 18”</p>
	<p>Problem-solving</p>	<p><u>Feedback on teacher Esl EFL RESOURCES teacher’s notes island adventure</u></p> <p>Extract 186: “A good lesson for an intermediate students , the aim of this lesson is perfect , because practicing the critical thinking and knowing how each student will act in each group , plus the materials that are provided all of these can show the reality of the person in such cases , as for the examples are very hard but with a good items[sic]”</p>

Relationship Skills	Conflict Resolution	<p><u>Feedback on conflict resolution lesson 01:</u> Extract 187: “The concept is well defined , and the idea of letting the students give you the definition is good involvement that will make the concept clear for them[sic]”</p> <p>Extract 188: “Activity one : this activity is acceptable to do it with students who have a good level in English and it is a good point that you mention a conflict can be solved from different ways[sic]”</p> <p><u>Feedback on conflict resolution lesson 02 :</u> Extract 189: “For the lesson plan and other titles : i totally agree with you on the ideas that you mentioned involving this lesson in the class is a good choice with relating it to the previous lesson , for the questions are well formed and organized[sic]”</p> <p>Extract 190: “ACTIVITY 02: a perfect one that will help the students to build a strong identity, as for the summary points : it is the goal of this lesson that I find it perfect[sic]”</p> <p><u>Feedback on conflict resolution lesson 03:</u> Extract 191: “I totally agree with the goal that you have mentioned, as for the activity that the students will admire[sic]”.</p> <p>Extract 192: Activity 03: “a good one the fact that involving the students in the lesson with such activities make them understand the lesson very good without any problems[sic]”</p> <p><u>Feedback on conflict resolution lesson 04 :</u> Extract 193: “The fact of giving scenarios’ to the students is good , because they are practicing not only the lesson but also their pronunciation and learn a new vocabulary. The steps and the involvement of emotions in each conflict is the most important aspect , I think at the end of the lesson they will understand that emotions help us to solve the conflict and they are more important than the conflict itself besides it will make them learn how to respect and to know that the other people may solve it in a different way due to the differentiation of the emotions[sic]”</p> <p><u>Feedback on conflict resolution lesson 05 :</u> Extract 194: “I like the definition and the goals and I totally agree with you about the points you have mentioned , the body language is very important because it reveals all what the person wants to say and it gives us the image and clarifies the personality of the person , therefore I find that this lesson is very beneficial to the students[sic]”</p>
	Healthy Relationships	<p><u>Feedback on healthy relationships lesson plan:</u> Extract 195: “I agree and I like the lesson, it is a psychological lesson , sometimes they may find the answers that will shock them but when they follow the tips you have mentioned they may learn how to know the kind of relation they are in[sic]”</p>

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Student 5	Skills	Feedback
Self-awareness	<p>Building Confidence</p> <p>&</p> <p>Building Resilience</p>	<p>Comments:</p> <p>Extract 196: “think that these questions are rare to be asked and make you express yourself more it’s helpful[sic]”</p> <p>Extract 197: “Second: honesty i find the group activity unuseful or maybe complicated for me rather than the individual one i find it interesting[sic]”</p> <p>Extract 198: “third: this activity open a large area of choices and possibilities in your minf and let you think trying to choose the best possibility that you can choose and why and then you start justify that for youself (choices);it's important to give your brain a moment and think deeper[sic]”</p> <p>Extract 199: “fourth: for situation 1 student A : it remind you of some of your friend who always do that but i think speeking to them is like wasting your time so this activity is useless for me[sic]”</p> <p>“for student B : is the opposite of the student A it's like change of place and change of the way you think[sic]”</p> <p>“also for the rest of the activity it's like if you are the concerned you try to be kind to yourself and see things from the positive side but if you are not you try to be the judge and try to convince yourself that you are cool, forgiving,generous... this is the selfishness of the human beings . yeah[sic]”</p> <p>Extract 200: “this activity shows the evil side of ourselves tha no one notice or don't want to see it ;it take us in to a whirlpool, contradiction and conflict whitin us. i really find it useful and necessary for all kind of people[sic]”.</p>
Self-management	<p>Goal-setting</p> <p>&</p> <p>Stress-management</p>	<p>Feedback</p> <p>“1 quality: honesty loyalty clarity spontaneity, want to improve loyalty clarity[sic]”</p> <p>“2 qualities: joyful honesty faithful spontaneity[sic]”</p> <p>“3 top five values: honesty loyalty spontaneity fair sincerity, most important is spontaneity because with it everything comes after[sic]”</p> <p>“4 I’m good at reading maybe I don’t have a specific thing and what is difficult actually is to cook a delicious cook I think hh[sic]”</p>

“5 I strongly like swimming fitness chlef I have souvenirs in tnes , couscous with milk ,Arabic language ,Leonardo DiCaprio, family events, and I dislike physiques ; friends events, soup ,[sic]”

“6 my superpower would be to help all the poor people around the world, my vulnerability would be spontaneous[sic]”

Extract 201: “7 i would rather be in my country but if the destiny took me to another land I don’t mind also I would be with either with my family or with my new family who knows , I would like to be an entrepreneur. AFTER 50 years I would have 72 an old women and grandma inchalalah and traveling RV with my husbands[sic]”

“8 I just want him to say the good thing about me and forget the other side[sic]”

Second part

Extract 202: “I think most of my source of stress comes from the oral presentations , public speaking all these stuff make me feel uncomfortable I don’t like when all the eyes are on me[sic]”

Other sources :

“Forst when I do an interview with the director of the job or something else[sic]”

“Or when I was late I enter the class during the course[sic]”

“Stomach ache anxiety, worry, indigestion, under eating, sleep difficulties, social withdrawal[sic]”.

relationship*	
sister	Try to solve my problems with me
mother	Try to make me feel better
friend	Try to reduce my stress

“Social support play a big role to reduce my stress by talking[sic]”

“Yes usually I sleep or cry[sic]”

Two ways :

“I faced the problem and think with positivity and every thing will be okay[sic]”

“I don’t give attention[sic]”

“Career 5 /5 , family 5/5, fun/recreation4/5, socialising3/5, relationship3/5, spirituality4/5, education4/5[sic]”

		<p>“Yes other areas like : achievements , hobbies,selfcare,travel[sic]”</p> <p>“I tend to neglect healthy diet, managing addiction , exercise,socialising,medical adherence, selfcare,enjoying[sic]”</p>
Social-awareness	<p>Accepting and Appreciating Diversity</p> <p>&</p> <p>Perspective-taking</p>	<p>Extract 203: “First: it’s important to learn how to not be racist while describing the pictures of ethnic diversity because we are equal and different in identities but we must treat them the same way. It’s necessary to distinguish the equal rights and the identities[sic]”</p> <p>Extract 204: “Second: what do you see: I found it helpful because it shows that people don’t share the same perspectives; I like that kind of activities they are exciting and joyful especially the pictures[sic]”.</p> <p>Extract 205: “The last two pictures are important in showing how perspectives are different from one person to another; the way you look at things is not similar to someone else. For the perception card I I find it useless or I didn’t understand its meaning[sic]”.</p>
Responsible Decision-making	<p>Reflecting</p> <p>&</p> <p>Problem-solving</p>	<p>Feedback</p> <p>Extract 206: “For the first activity i fin it important because it’s like a training for your brain and make you think very well how to solve yourself from the situation[sic]”</p> <p>Extract 207: “For the reflecting activities I like them they show your reflection and imagine yourself in their place what would you do? we see the opposite; things go round sometimes and your thinking also; some right choices some wrong choices different aims, thinking, situations, causes, results.. it’s useful one to know your position and choice from these ones ;life gives different opportunities to different people, their life style differ from one to another it depend on your decisions ;small decisions make huge impact[sic]”</p>
Relationship Skills	<p>Conflict Resolution</p> <p>&</p> <p>Healthy Relationships</p>	<p>Extract 208: “For the first activity i didn’t find it useful or maybe I didn’t understand what’s the point from it[sic]”</p> <p>Extract 209: “The second one : it can be something good to think about your respond is going to be in like these situation but it doesn’t necessarily happened or will happen to you[sic]”</p> <p>Extract 210: “The third one: I like it because it really reflects our nature as a human being, each one of us must to be aware about his or her actions and sayings . the Appearance is deceptive[sic]”</p> <p>Extract 211: “The fourth one : for me I saw it as useless one , I think that this kind of activity doesn’t help me to solve my interpersonal problems ; it stresses you more and this lead to lying to others[sic]”</p>

		<p>Extract 212: “The fifth one : it’s important to know the body language ,sometimes it’s more expressing than the verbal communication ;we need to control our body language[sic]”</p> <p>“Everyone want to be treated well and with respect in any relationship ; but each person cares about a specific characteristics to make a healthy relationship success[sic]”</p>
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Appendix D

Teacher Interview Questions

1. How long have you been an English teacher?
2. Now that you are a university teacher, or lecturer if you will, do you see the university in a different light as opposed to when you were a student? Elaborate please...
3. What was your major/speciality when you were a student?
4. Do you teach the same field, or you switched to a different one?
5. How can you describe your duty towards your students?
6. As a teacher, have you ever had the opportunity to help one or more of your students beyond their academic needs?
7. What are the advantages and disadvantages of being an English teacher at the University of Oran 2?
8. How do you feel about the university's role in providing a supportive learning environment for you as a teacher and for the students?
9. How would you describe the programme(s) you have been asked to teach?
10. In terms of modules, courses or services, what do you think is missing and should be provided?
11. What kind of measurements, if any, does the faculty or staff take to help you deal or overcome your own personal or academic issues and that of your students?
12. What are your thoughts about guidance counselling and career advice?
13. What comes to your mind when you hear the term 'Social and Emotional Learning'?
14. Do you think the university needs such programmes to promote emotional and mental wellbeing?

Appendix E

Focus Group Questions

a. Probe Questions:

- How do you feel about the modules you have as part of your English programme?
- How do you describe the relationship between you as students and your lecturers?
- How do you address any social, personal, or academic issues that may affect you as students?

b. Follow-up Questions:

- In terms of programmes and courses, what do you think is missing in the Algerian universities?
- How do you feel about adding a guidance counselling programme to your English curriculum?
- How do you feel about talking to someone regarding your emotional, social, academic, and professional problems?
- In case of any intervention, do you prefer private or group sessions and why?

c. Exit Questions:

- Is there anything you would like to discuss regarding the English programme and/or your relationship as students with the administrative and academic staff at the university?

Appendix F

Consent Form

Title:

An SEL Needs Analysis:

Sustaining and Improving Students' Adaptability to Change through the Inclusion of Social and Emotional Learning.

Case study: ESP Students at the University of Oran 2 "Mohamed Ben Ahmed.

Please read each statement below and then confirm that you agree or disagree by placing your initials in the appropriate box.

	Yes	No
I have read and understood the information provided to me in the information sheet.		
I have had an opportunity to ask questions about this research.		
I agree to the interviews and focus groups being audio-recorded and noted.		
I understand that I can decline to answer any questions.		
I understand that I can withdraw my participation from this study, in part or full, any time before the data is anonymised.		
I agree to anonymised quotations being used in any academic presentations or publications of this work.		
I agree to my data being used in any subsequent work that may build on this current project.		

Signature and date of person giving consent (the participant).

Signature and date of person obtaining consent (the researcher).

Appendix G

Faculty of Education and Humanities

English and Creative Writing

University of Northampton

Participant Information Sheet (students)

Study title:

An SEL Needs Analysis:

Sustaining and Improving Students' Adaptability to Change through the Inclusion of Social and Emotional Learning.

Case study: ESP Students at the University of Oran 2 "Mohamed Ben Ahmed

Why have I been invited?

My name is Houari Zidour. I am a PhD student at the University of Northampton. You are being invited to take part in this research study on promoting and incorporating Social and Emotional Learning in higher education and tackling the two types of transition –school to university; university to work- for the purpose of preparing students for the future by building their confidence and enhancing their adaptability to change.

Before you decide whether you wish to participate, it is important for you to understand why the study is being conducted and what it will involve. Please take some time to read the information provided and discuss it with others if you wish. Please ask if there is anything that is not clear, or if you would like more information.

What is the purpose of the study?

The aim of this study is to explore the need for social and emotional learning to be part of higher education curricula by attempting to develop a module to work as a tool for

intervention where teachers can discuss, consult, and find solutions for any academic, social, and/or emotional issues that may affect students' coping with university life or transitioning to the next stage as working professionals.

Why have I been chosen?

You have been asked to take part in this study because you meet the following criteria:

- Aged at least 19 years old.
- You are an English student at the University of Oran 2.
- You are seeking a specific job after graduation.

Do I have to take part?

Taking part is entirely **voluntary**. If you decide to take part, you will be asked to sign a consent form to confirm that you understand the project and are happy to participate. If you decide to take part and then change your mind, you are free to withdraw from the study or withdraw any data you have given before the data is anonymised.

What will my participation involve?

Once you have agreed to take part in the study, you will be asked to participate in both, open-ended surveys and to attend periodical focus group sessions. You will be informed about the time and venue of where the focus group session will take place which will give you a chance to either continue or withdraw your participation. The sessions' duration will be determined based on the availability of a classroom and should not be interfering with any official classes. These sessions will take an hour to an hour and a half maximum. Further in the study, you might be chosen to participate in an experimental intervention alongside other participants to test the effectiveness of SEL in the English curriculum.

After the information sheet and the consent form have been read, fully understood, and signed, I would like you to respect this study as a whole (the scheduled meetings, your fellow participants; and most importantly, your commitment and honesty in terms of what you provide as answers. This study will tackle some social, emotional, and academic issues such as stress, anxiety, and depression generated from day to day life both in and out of university. Therefore, you absolutely have all the right to express your discomfort and withdraw from the session before it has begun.

What are the possible benefits of taking part?

The information obtained from this study will be used for two reasons. Firstly, for the development of social and emotional learning. In other words, the promotion of SEL into higher education not just locally, but globally. Secondly, improvements in university students' confidence, adaptability, and social skills and by extension more promising results after graduation.

What if something goes wrong?

If you have any concerns about any aspect of the way you have been approached or treated during this study, then please contact my Director of Studies Professor Richard Canning.

Will my information be kept confidential?

All the information collected for this study will be anonymised and stored securely on multiple password-protected devices. For example, University of Northampton Repository System (TUNDRA 2), personal laptop, hard drives and USB sticks. Regarding the hard copies, notes collected from interviews and focus groups will be kept safe in a filing cabinet which will only be accessible by yours truly.

What will happen to the results of the study?

The results from this study will be used for further research to broaden the incorporation of social and emotional learning in different fields of higher education higher education. If you would like to receive a summary of the findings, then please indicate this on the consent form or contact the lead researcher.

Who has reviewed the study?

This study has been reviewed and approved by the Research Ethics Committee (REC) of the University of Northampton.

Contact for further information

If you have any questions about this study or your possible involvement, then please contact me using the contact details below.

Researcher:

Houari Zidour

Contact details:

Emails: houari.zidour17@my.northampton.ac.uk – zidourhouari31@gmail.com

Mobile: +44 7375617248

Supervisors:

Dr Dave Burnapp

Contact details:

Email: dave.burnapp@northampton.ac.uk

Dr. Qian Zhang

Contact details:

Email: qian.zhang@northampton.ac.uk

Director of studies:

Dr Paul Jackson

Contact details:

Email: paul.jackson@northampton.ac.uk

Thank you for considering taking part in this study.

Appendix H

Faculty of Education and Humanities

English and Creative Writing

University of Northampton

Participant Information Sheet (teachers)

Study title:

An SEL Needs Analysis:

Sustaining and Improving Students' Adaptability to Change through the Inclusion of Social and Emotional Learning.

Case study: ESP Students at the University of Oran 2 "Mohamed Ben Ahmed

Why have I been invited?

My name is Houari Zidour. I am a PhD student at the University of Northampton. You are being invited to take part in this research study on promoting and incorporating Social and Emotional Learning in higher education and tackling the two types of transition –school to university; university to work- for the purpose of preparing students for the future by building their confidence and enhancing their adaptability to change.

Before you decide whether you wish to participate, it is important for you to understand why the study is being conducted and what it will involve. Please take some time to read the information provided and discuss it with others if you wish. Please ask if there is anything that is not clear, or if you would like more information.

What is the purpose of the study?

The aim of this study is to explore the need for social and emotional learning to be part of higher education curricula by attempting to develop a module to work as a tool for intervention where teachers can discuss, consult, and find solutions for any academic, social, and/or emotional issues that may affect students' coping with university life or transitioning to the next stage as working professionals.

Why have I been chosen?

You have been asked to take part in this study because you meet the following criteria:

- You are an English teacher at the University of Oran 2 “Mohamed Ben Ahmed”.
- You teach or at least have some experience in teaching English for Specific Purposes (ESP).

Do I have to take part?

Taking part is entirely voluntary. If you decide to take part, you will be asked to sign a consent form to conform that you understand the project and are happy to participate. If you decide to take part and then change your mind, you are free to withdraw from the study or withdraw any data you have given within 30 days of participating.

What will my participation involve?

Once you have agreed to take part in the study, you will be asked to participate in open-ended surveys, and to attend periodical focus group sessions. The sessions' duration will be determined based on the availability of a classroom and should not be interfering with any official classes. In case all the criteria are met, these sessions will take an hour to an hour and a half maximum. Further in the study, you might be chosen to participate in an experimental

intervention alongside other participants to test the effectiveness of SEL in the English curriculum.

After the information sheet and the consent form have been read, fully understood, and signed, you are expected to respect this study as a whole (the scheduled meetings, your fellow participants; and most importantly, your commitment and honesty in terms of what you provide as answers. this study will tackle some social, emotional, and academic issues that you face as a teacher i.e. stress, anxiety, and depression generated from day to day life both in and out of university.

What are the possible benefits of taking part?

The information obtained from this study will be used. Firstly, for the development of social and emotional learning. In other words, the promotion of SEL into higher education not just locally, but globally. Secondly, improvements in university students' confidence, adaptability, and social skills and by extension more promising results after graduation.

What if something goes wrong?

If you have any concerns about any aspect of the way you have been approached or treated during this study, then please contact my Director of Studies Professor Richard Canning.

Will my information be kept confidential?

All the information collected for this study will be anonymised and stored securely on multiple password-protected devices. For example, University of Northampton Repository System (TUNDRA 2), personal laptop, hard drives and USB sticks. Regarding the hard copies, notes collected from interviews and focus groups will be kept safe in a filing cabinet which will only be accessible by yours truly.

What will happen to the results of the study?

The results from this study will be used for further research to broaden the incorporation of social and emotional learning in different fields of higher education higher education. If you would like to receive a summary of the findings, then please indicate this on the consent form or contact the lead researcher.

Who has reviewed the study?

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Contact for further information

If you have any questions about this study or your possible involvement, then please contact me using the contact details below.

Researcher:

Houari Zidour

Contact details:

Emails: houari.zidour17@my.northampton.ac.uk – zidourhouari31@gmail.com

Mobile: +44 7375617248

Supervisors:

Dr Dave Burnapp

Contact details:

Email: dave.burnapp@northampton.ac.uk

Dr. Qian Zhang

Contact details:

Email: qian.zhang@northampton.ac.uk

Director of studies:

Dr Paul Jackson

Contact details:

Email: paul.jackson@northampton.ac.uk

Thank you for considering taking part in this study.

Appendix I

Self-awareness Materials

1. Building Confidence Lesson Plan

Role Playing Games:

Sometimes a lack of confidence can be caused by not knowing how to respond to everyday stresses and situations. Role playing is a fun way to build confidence by establishing a set of scenarios that commonly occur in your study or work environment. As well as assigning a set of characters for the students to portray.

Swappy Role-play Games for Adults:

3 situations, 6 cards for roleplaying. Why Swappy? Because you swap the roles of partners during the dialogue.

1. Make enough copies of the cards and cut them out.
2. Unite students into pairs.
3. Give each pair a situation – 1 card per partner.
4. Let them read their role and situation. Help with the unknown words and understanding the situation.
5. When everybody is ready to start say “Action!”. While the students are role-playing monitor them closely, correct the mistakes if necessary or note them down to discuss later.
6. Just about when the dialogues reach their critical points (after 2-3 minutes of talking) suddenly say “Stop!”. Ask the students to swap the roles and continue the conversation but with the reversed roles. Say if the student was Mother, now s/he has to continue as Daughter.
7. You can swap the roles several more times if you want. It’s fun!
8. When you see that students are done with the situation, you can swap the situation between pairs, so that each pair has the opportunity of role-playing all of the situations.
9. After all the situations have been role-played you can have a feedback session. Students might also want to share how exactly they sorted out the problems.

Swappy Role Play for Adults Worksheet 1

1



Daughter. You are a 14 year old girl. Your older brother just past his driver's test. You asked to go with him for drive. Persuade your mother to let you go. Start the conversation with "Mom, please do not say no."

1



Mother. You are the mother of two. Your eldest just past his driver's test, and your 14 year old daughter wants to go on drive with him. Your daughter comes running to you and says...

2



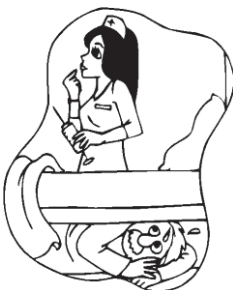
Husband. You are a man and you have a wife. You like going out with friends, and you do not spend enough time with your wife and kids. One day you come home and your wife tells you that...

2



Wife. You are a very decent woman. You have a husband, but he is light-headed. He spends most of his time out with friends, which you hate. One day you become very angry, so you wait for him late at night, to discuss the situation. And here he finally returns from a night out...

3



Nurse. You are a nurse. You have a patient with a concussion (he had a car accident), who has just come in. You need to run some tests, but when you come up to him he tells you that...

3



Patient. You are a businessman. Today is a big day! You are to hold a presentation. This presentation is very important for your carrier, so you cannot miss it. You suddenly realize that you are in hospital. Your presentation is in 2 hours. You see a nurse coming up to you. Persuade her/him to let you leave the hospital. Start with "Excuse me..."

Swappy Role Play for Adults Worksheet 2

4



Father. You are the father of a 7-year-old child. Your child has a sweet tooth. But the doctors forbid the child to eat sweets. You are shopping in the supermarket. You are coming past the sweets and chocolate when your child...

4



Young child. You are 7 years old. You adore sweets and chocolate, but somehow you haven't eaten them for several weeks. You and your father are in the supermarket and you see chocolate. Of course, you want it immediately. Persuade your father to buy some chocolate for you. Start with "Daddy, look!"

5



Waiter. You are a waiter in a very expensive restaurant. You hear a customer complaining and your job is to go and find out what seems to be the problem. But when you come up to the customer, you recognize in him the person, who always invents complaints in order not to pay for food. You don't want to let him evade paying again.

5



Customer. You and your friend are sitting in a very expensive restaurant and eating soup. Suddenly your friend finds a fly in his soup. You immediately start complaining, shouting and blaming the restaurant for poor service. You will never pay for the food in the restaurant, where flies can be found in the soup. Tell this to the waiter. Start with "This is intolerable!"

6



Shop-assistant. You are a shop assistant in a clothes shop that works till the last client. It's already 9 p.m. and you are being late for a birthday party you don't want to miss. But you cannot leave because one customer is still in the shop. You really want to leave so you come up to the customer and...

6



Customer. You are a girl. Tomorrow your best friend has a wedding and you need to buy a dress for this occasion. The problem is that it's already 9 p.m. and you still haven't found the dress that suits you. You are lucky, though. You have found a shop that works till the last client. There are a lot of dresses and you want to try on all of them. Ask the shop assistant to help you. Start with "Excuse me, could you help me?"

Swappy Role Play for Adults Worksheet 3

7



Elder sister. You are an 18 year old girl and you have a younger sister. She's 14. You are crazy about fashion so all of your clothes come from expensive boutiques. Your younger sister adores wearing your clothes and takes them without your knowing. But every time she takes your clothes she spoils them. One day you see her taking your favorite dress. You are furious. Persuade her not to take your things anymore.

7



Younger sister. You are a 14 year old girl who likes fashion. She doesn't allow you to take her clothes but you cannot help yourself, so you sneak them. The problem is that you aren't very neat, that's why from time to time you spoil her things. Today you are going to a friend's birthday party, but you have nothing to wear. You know that your sister has a perfect dress for this occasion. So you go into her room, take that dress and ... whoops! she sees you!!!

8



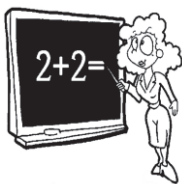
Manager. You are a manager of a well-known company. And tomorrow is a deadline for a very important project of yours. You need to complete all the reports but alone you won't be able to do this. You see one of your employees, who happens to be your friend. Although he wasn't on the team for this project, ask him to help you. He's your only hope, because it's already evening.

8



Employee. Although you are working for a well-known company, your salary isn't high enough. You usually work long hours, but not today – your mother has a birthday. And you promised to come to her party. You're running late. At the exit you see your friend, who happens to be the manager. He approaches you and says...

9



Teacher. You are teaching in a high school. One of your students cheated at the exam and you want to see his parents to talk to them about it. Talk to the student and arrange the time for this meeting.

9



Student. You are a 16 year old boy. You were a slacker during the semester, that's why you decided to cheat at the exam. The teacher saw it, and now she wants to talk to your parents. If they find out, you will never get the bike you want. Persuade her not to talk to them.

Friendship Role Play Worksheet

▪ Situation 1

Student A: Your friend is rude to everyone but she thinks she is funny. Yesterday she made a joke about you that was embarrassing. And she always tells other people about your personal problems because she thinks it's funny. Tell your friend how you feel. Give her some examples so that she understands what you mean. Try to make her understand that it's not ok and she is hurting your feelings.

Student B: You like making jokes, especially about your friends. You are proud of your great sense of humour. You think if somebody has a problem, the best thing to do is laugh about the problem to make this person feel better. Lately your best friend hasn't been laughing at your jokes, and yesterday, when you tried to make her feel better, she didn't laugh either. You think she/he is too sensitive and should relax more.

▪ Situation 2

Student A: Your friend is getting married soon. You heard a lot of bad things about her/his fiancé. (what are these things? Think of examples!). Tell your friend what you heard.

Student B: You are getting married soon and you couldn't be happier. Your fiancé is a wonderful person! But you think your friend is jealous of your happiness. Maybe she/he likes your fiancé? Now your friend wants to talk to you.

▪ Situation 3

Student A: You feel very bad about an argument you had with an old friend. Now your friend doesn't want to talk to you. Try to explain that you were angry and didn't want to hurt your friend's feelings. Try to explain why you said these bad things.

Student B: You are very angry at your old friend. You argued and he/she said some bad thing to you (what did he/she say? Think of examples!). Your feelings were hurt and you won't forgive your friend easily.

▪ **Situation 4**

Student A: You want to open your own business (what kind of business?) and you want to borrow some money from your friend. You don't want to get a loan, because the interest rate is high, and you are worried that if you don't pay the loan back, you will lose your business. You have been friends for a long time and think friends should help each other. And whatever your friend is planning to buy cannot be more important than you opening your own business. Do not take no for an answer!

Student B: You have been working very hard (Where?) and you saved a big sum of money, which you are planning to buy a holiday home. (Where? What kind of home?). You have wanted to have a holiday home all your life! You can't wait to start spending your holidays there. Now your friend wants to open his own business. You think this is very risky. Also, if your friend doesn't pay you back, your friendship will be ruined. You don't want to lend him money. Explain, why you need the money yourself and that your friend can take a loan at a bank.

Student C: Your wife/husband's friend wants to open his/her own business. Your wife/husband doesn't want to lend the money to the friend, because he/she has been saving money to buy a holiday home. You think that friendship is very important and that your wife/husband should lend the money. You can always earn more money, but it's difficult to find new friends.

2. Building Resilience Lesson Plan and Activities

Charades: (5-10 minutes)

Opening Energiser:

Divide the young people into pairs (or depending on size of group this can also be done as a whole group) and ask them to take turns to mime out something they enjoy doing. They have to guess what it is. Reinforce the importance of taking time out to do things we enjoy to help keep us happy.

Activity:

Recognising Strengths and Weaknesses: (30mins–1 Hour)

Individual Activity:

Distribute a copy of the questionnaire to each of the young people. Explain that the challenge is to recognise statements which they feel describes them best. They should put a tick next to each statement that they feel applies to them. Emphasise that there is no right or wrong answer. Once completed they should count to see which section has the most ticks.

Group Activity:

Following completion of the questionnaire, use the information below to share what population group they predominantly belong to.

Group Activity: Divide the young people into pairs and encourage them to share their findings with their partners.

Category 1: Optimist
60% population. Can make good inventors, designers, media advertisers, salesmen.

Category 2: Pessimist
30% population. Can make good accountants, risk assessors, architects, planners.

Category 3: Materialist
5% population. Can make good businessmen, investors, salesmen, teachers.

Category 4: Extrinsic
5% population. Can make good care workers, teachers.

Recognising the Positives Questionnaire

Category 1	Tick those that apply to you
You see the positive side of things and people	
You tend to look for the best possible things to happen	
You are eager to do things and encourage other people	
You are usually described as a happy person	
You are sometimes described as a dreamer	
You tend to have lots of energy to do things, particularly in the beginning	
You tend not to consider the risks in doing things-you sometimes lose more than you gain	
You tend to miss out planning things properly which can lead to failure	
You often waste your time on things which don't work out or benefit you	
Category 2	
You tend to go very carefully with your ideas and activities	
You are usually described as a thinker	
You tend to use your energy well and don't waste it	
You are good at seeing the problems involved in doing things	
You tend to play safe rather than take risks	
You quickly recognise the negative sides of things and people	
You can hold back good ideas because you concentrate so much on the problems	
You can lose helpers because you concentrate too much on what they can't do	
You can miss out opportunities by being worried about what might go wrong	
People find it hard being with you if you are critical a lot of the time	
Category 3	
You tend to take calculated risks based on your knowledge and experience	
You are enthusiastic and enjoy the results of what you do	
You tend to make very good use of your time, money and energy	
You quickly recognise the benefits of doing things	
You usually like to lead or share the lead on things	
You tend to be better at making decisions others find difficult	
You can concentrate so much on the results of things that you miss out on the fun of taking part	
You can miss out on friendships because you tend to look at what you will gain from people	
You tend to avoid activities which don't benefit you so you are described as selfish at times	
Category 4	
You prefer to get on and do things rather than talk about them	

You tend to be a good organiser and problem solver	
You like to be “hands on” and like working with other people	
You tend to be seen as someone who supports others to get involved in things	
You are usually good at recruiting and encouraging other people to do things	
You can get involved in things but find that your lack of planning can result in failure	

Appendix J

Self-management Materials

1. Goal-setting Lesson Plan and Activities

This list of activities to help students think about goal setting comes from the Supporting Transition and Education through Planning and Partnerships (STEPP) Program, a programme designed to help students with learning disabilities succeed in college. It's not just helpful for students with learning disabilities though—the activities can be helpful for anyone who wants to improve their goal setting skills.

The activities include:

1. **Thinking About You** – What qualities do you like most about yourself? What qualities would you like to improve?
2. **Thinking About Others** – What qualities do you admire in others (i.e., qualities you see in specific people, and/or those you admire in general)?
3. **Values** – Identify your top 5 values. What is most important to you? Why?
4. **Strengths vs. Weaknesses** – What are you good at? What is difficult for you?
5. **Likes vs. Dislikes** – Identify things you strongly like and dislike (e.g., places, activities, classes, foods, events, people, etc.). Why do you like/dislike these?
6. **Super-You** – Imagine you are a superhero? What would your superpower be? What would your “kryptonite” (vulnerability) be?
7. **Back to the Future** – Picture yourself 5 years from today and consider where you would like to be, who you would like to be with, and what you would like to be doing. Then ask the same questions for 10, 20, and even 50 years down the road.
8. **Pushing Up Daisies** – Imagine that you have passed away at the age of 100, and someone close to you is about to give the eulogy at your memorial service. What do you most want them to say about you?

2. Stress-management Lesson Plan

Signs, Symptoms of Stress		
Physical (<i>Physiological and Behavioural</i>)	Cognitive (Thoughts)	Emotional (Feelings)
<ul style="list-style-type: none"> ▪ Racing heart ▪ Cold, sweaty hands ▪ Headaches ▪ Shallow or erratic breathing ▪ Nausea or upset tummy ▪ Constipation ▪ Shoulder or back pains ▪ Rushing around ▪ Working longer hours ▪ Losing touch with friends ▪ Fatigue ▪ Sleep disturbances ▪ Weight changes 	<ul style="list-style-type: none"> ▪ Forgetting things ▪ Finding it hard to concentrate ▪ Worrying about things ▪ Difficulty processing information ▪ Negative self-statements 	<ul style="list-style-type: none"> ▪ Increased irritability or anger ▪ Anxiety or feelings of panic ▪ Fear ▪ Tearfulness ▪ Increased interpersonal conflicts

Coping with stress:

Coping resources can broadly be divided into cognitive coping strategies and physical coping strategies. Some of these coping strategies will suit some people, others will not. The key is to have a range of resources that can be applied, depending upon the situation and the individual. Furthermore, it is important to have strategies one is comfortable using.

1. Cognitive coping strategies:

▪ Reframing:

Focus on the good not the bad; think in terms of ‘wants’ instead of ‘shoulds’. It’s best if our thinking is related to our goals. For example, “I want to read and understand this chapter in Chemistry so I do well in my lab practical” instead of “I have to read this difficult chapter in Chemistry”.

- **Challenging negative thinking:**

Stopping the negative thoughts we may have about a situation or ourselves. Examples of negative thoughts include expecting failure, putting yourself down, feelings of inadequacy - a thought such as “Everyone else seems to understand this except me.”

- **Positive self-talk:**

Using positive language and statements to ourselves. These are sometimes referred to as positive affirmations; they are useful for building confidence and challenging negative thoughts. For example, “I can do this or understand this” or “I’ll try my best”. These work best when they are realistic and tailored to your needs and goals.

- **Using imagery/visualisation:**

Imagining yourself in a pleasant or a successful situation to help reduce stress. One way to use imagery is as a relaxation tool; try to remember the pleasure of an experience you’ve had or a place you’ve been. The more senses you involve in the image the more realistic, therefore the more powerful. This strategy is often combined with deep breathing or relaxation exercises. Visualisation can also be used as a rehearsal strategy for an anticipated stressful event. For example, if you have a presentation to give, practice it in the mind a few times, picturing the audience’s reaction and even visualising yourself overcoming any potential pitfalls.

2. Behavioural coping strategies:

These refer to ways of dealing with stress by doing something or taking action to reduce the stress experienced. Examples of these strategies are:

- **Physical exercise:**

Aerobic exercise is the most beneficial for reducing stress. It releases neurochemicals in the brain that aid concentration. For some people, even a short walk is sufficient to relieve stress.

- **Relaxation:**

From simple relaxation such as dropping the head forward and rolling it gently from side to side or simply stretching, to more complex progressive relaxation exercises. Progressive relaxation involves tensing and releasing isolated muscle groups until muscles are relaxed. There are also tapes and books available on this topic.

- **Breathing:**

From simple deep breaths to more complex breathing exercises related to relaxation and meditation.

- **Smile and Laugh:**

Gives us energy and helps to lighten the load; relaxes muscles in the face.

Stress Management Worksheet

Stress: an emotional and physical response to demanding situations, including symptoms that may include worry, a feeling of being overwhelmed, increased heart rate, headaches, sleep difficulties, procrastination, and more.

Describe your largest source of stress, in detail.

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

Briefly list two other stressors you are experiencing.

1.
2.

Circle any symptoms you have experienced in response to stress.

Anger/Frustration	Anxiety	Drug or Alcohol Use	Fatigue
Headaches	Indigestion	Muscle Tension	Nail Biting
Over or Under Eating	Procrastination	Sleep Difficulties	Worry
Social Withdrawal	Teeth Grinding	OTHER	

① **contrary to popular belief, not all stress is bad. The stress response is a powerful tool used by your body to increase the odds of overcoming obstacles. It is when stress becomes too intense, or lasts for too long, that it becomes problematic.**

The negative effects of stress can be reduced with the use of social support, emotional management skills, maintaining a healthy life balance, and attending to basic needs. In the following pages we will explore each of these strategies.

Social Support:

Even when your social support cannot solve a problem, just talking can sometimes be enough. When we talk about our problems, hormones are released inside our brains that ease the undesirable symptoms of stress.

List three people who you can turn to for support.

Name or relationship to you	How they can help!

How can you use social support to ease one of your current stressors?

.....

Emotional Management:

Stress can trigger many emotions such as anxiety, self-doubt, and anger. When these feelings are ignored, they can exacerbate the original stressor. Remember, emotional management is not about eliminating emotions, but rather dealing with them in a healthy way.

When faced with unpleasant emotions, do you have any habits or tendencies that *worsen* the situation?

.....

List two ways that you have successfully handled unpleasant emotions in the past.

1.
2.

Life Balance:

Stress can be especially destructive if your life is heavily focused on one area. For example, a person who is only focused on a relationship will struggle if their relationship becomes rocky. Rate each of the following life areas from 1 to 5. A 1 means that you devote little attention to this part of your life, while a 5 means that you devote a high amount of attention to this area.

- | | | | |
|---------------|-----------------------|--------------------|----------------------|
| Career | Fun/Recreation | Socialising | Relationships |
| Family | Spirituality | Education | OTHER |

Based upon your ratings, are there any areas where you would like to devote more attention?

.....

Basic Needs:

During periods of high stress, many people take shortcuts when it comes to their basic needs. Examples include sleep, a healthy diet, exercise, and other forms of self-care. When basic needs are neglected, health and mental wellbeing deteriorate, which contributes to additional stress. Circle any basic needs you tend to neglect during periods of high stress.

Sleep

Healthy Diet

Exercise

Medical Adherence

Personal Hygiene

Socialising

Managing Addictions

OTHERS

Describe the steps you can take to protect your basic needs during periods of high stress.

Appendix K

Social-awareness Materials

1. Accepting and Appreciating Diversity:

Students use activities such as Guess Who to explore the different sides to identity. They learn that identities are complex and develop over time. Using an art website called Wordle (www.wordle.net), students create a visual description of their own identities, before exploring the shared and unique characteristics of the class.

Starter

Activity 1 (5-10mins): Identities and characteristics (Slides 3-6)

Using the slides, ask students to describe the images of babies, then the images of adults. Discuss and highlight that our identities are made up of different characteristics that develop and change over time. Explain that identities are ‘who we are’.

Introduce the lesson using the slides.

Main

Activity 2 (10-15mins): Guess who (Slides 7-9)

Using worksheet 11, students complete a profile of themselves. Give students 5-10mins, depending on their ability. Some example profiles are provided on the slides. Count down and then collect everyone’s work. Choose one profile and the students can ask questions to gain clues,

and try to ‘Guess Who’. Repeat several times. Explain that all the clues are characteristics, which the students have used to identify the person. Highlight that our identities have multiple layers.

Activity 3 (5mins): What characteristics make up our identity?

Two minute challenge in pairs. Students list as many characteristics as they can that make up people’s identities. Go round the class, each pair suggesting a characteristic without repetition.

Through questioning, cover the following: sex, religion or belief, disability, race, age, sexual orientation and transgender. Also consider occupation.

Activity 4 (10mins): My identity Wordle

Students use words to describe their identity and create a Wordle: www.wordle.net. They could be displayed around the room to create a diverse picture of everyone's identities.

Activity 5 (10mins): Different or the same? (Slide 10)

Tell students to sit next to someone that they don't normally sit with. Alternatively, you could place them into pairs. Give each pair 1min to discover things that they don't share in common. Go around the class, no repetition allowed. Continue getting faster until they run out of things, or until you have highlighted that there are lots of things that make us all unique. Then repeat, finding things that they share in common. What does this show us? Even when people's identities are different, we can always find characteristics in common. Even when we share similar identities, we will always have something which makes us individual.

Plenary

Activity 6 (10mins): Diamond 9 (Slide 11-13)

Using Worksheet 12, create nine cards with different characteristics. Ask students to rank them in a diamond shape with the most important at the top point, and least important at the bottom point (see slide 11 for an example). Choose characteristics to suit your students. Students first rank them individually under timed conditions, then again in pairs and finally in groups of 4. Discuss their ranking and **conclude that all our characteristics contribute to making us unique, and we should value them all.** You could create the Diamond 9 as an interactive whiteboard resource and encourage groups to show their ranking before discussing as a class.

PowerPoint Slides:

Lesson Plan 3

Identities

Equal Rights, Equal Respect



Slide 1

Note to teacher

- These slides provide all the information you need to deliver the lesson.
- However, you may choose to edit them and remove some of the detail to make them appropriate for your students.
- To edit these slides, you should save them to your computer with a different file name.

Equal Rights, Equal Respect



Slide 2

Describe these babies



Equal Rights, Equal Respect

Equality and
Human Rights
Commission

Slide 3

Describe these people



Equal Rights, Equal Respect

Equality and
Human Rights
Commission

Slide 4

Let's discuss

- Why could you describe more things in the adults?
- What helped you describe the babies?
- What changes as they grow up?
- What things stay the same?
- Does one baby or adult deserve to be treated differently to others?

Equal Rights, Equal Respect

 Equality and
Human Rights
Commission

Slide 5

Identities – who you are

- Identities are a set of characteristics that define a person or a thing.
- Your identity is 'who you are'.
- We are born with some of the things that make us 'who we are' e.g. eye colour, race, gender etc. Others things develop and change over time e.g. personality, interests, beliefs etc.
- Today's learning outcomes:
 - Understand that identities are made up of different characteristics.
 - Be aware that our identities have many things in common, but differences too.
 - Be able to describe your own individual identity.

Equal Rights, Equal Respect

 Equality and
Human Rights
Commission

Slide 6

Guess who



Gender (male or female): Female

Age: 16 years

Favourite hobby: Street dance

Favourite TV programme: Eastenders

Favourite food: Peanut butter and jam sandwiches

Hair colour: Blonde

Nationality: Scottish

First and last letter of your name: L _ _ _ A

Equal Rights, Equal Respect

Equality and
Human Rights
Commission

Slide 7

Guess who



Gender (male or female): Male

Age: 16 years

Favourite hobby: Playing my guitar

Favourite TV programme: Jersey Shore

Favourite food: Curry

Hair colour: Black

Nationality: British

First and last letter of your name: M _ _ K

Equal Rights, Equal Respect

Equality and
Human Rights
Commission

Slide 8

Identities

- Identities are made up of lot's of different characteristics and multiple layers i.e. religion, nationality, gender etc.
- There are lot's of things that make us **who we are!**
- We are born with some of these things, but others develop over time.
- Is it fair to treat people unfairly just because of **who they are** e.g. black, white, gay, disabled, short, tall etc?

Equal Rights, Equal Respect



Slide 9

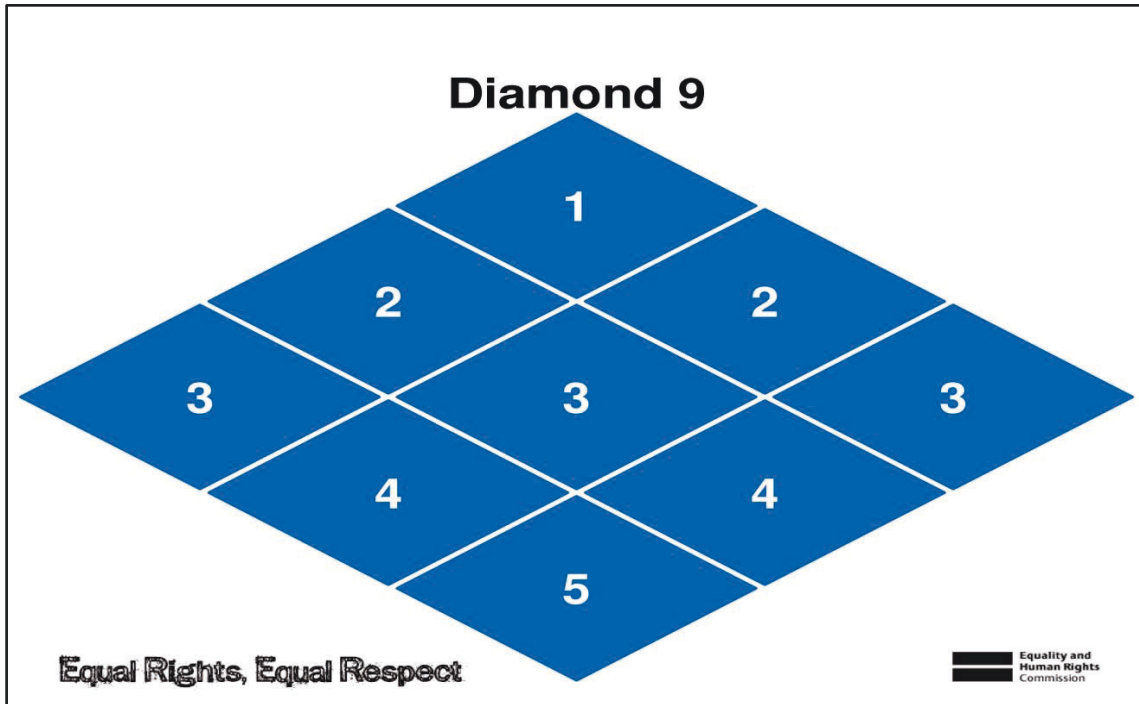
Different or the same?

- It is always important to get to know people.
- We can always find things we share in common. Often our first impressions are wrong.
- Whilst we share lots of characteristics in common, we should all be proud of our own unique identities.
- Our differences make us unique and special!

Equal Rights, Equal Respect



Slide 10




Slide 11

Plenary questions

- In pairs:
 1. Name three characteristics that make up identity.
 2. Name something new you have learnt about someone in your class.

Equal Rights, Equal Respect



Slide 12

What have we learnt?

- ✓ That identities are made up of different characteristics.
- ✓ That our identities have many things in common, but differences too.
- ✓ How to describe your own individual identity.

Equal Rights, Equal Respect

 Equality and
Human Rights
Commission

Slide 13

Worksheet 11

Guess who!

Gender (male or female):.....

Age:

Favourite hobby:

Favourite TV programme:

Favourite food:

Hair colour:

Nationality:

2. Perspective-taking:



Communication Skills

9-12

WHAT DO YOU SEE?

PROCEDURE:

1. Explain to the students that you are going to show a picture on the overhead. You want them to look at it and think about what they see but not say yet.

2. Show the transparency without giving it a title.

3. Ask students what they see in the picture.

4. Select one student who sees the young woman to point her out to the others. Do the same for the old woman.

5. Explain to students that some people see an eagle and a beaver. Explain that other people may see other things.

6. Ask:
Why did some people see a young woman while others saw an old woman, a beaver while others saw an eagle? Is there a correct way to see the picture?

What did you feel towards those who saw the drawing the same way you did? Towards those who saw it differently?

What did you feel when you "discovered" the other aspect of the picture?

Was there ever a time when you saw something one way and someone else saw it differently?

How did you feel about the person who saw that situation differently?

Closure:

If it's true that two people can look at the same picture and see something different without either being wrong, how might this affect a conflict?

What if each person sees the situation a different way? How can they figure out a resolution to the conflict if they are both right about what they see?

OBJECTIVES:

The student will:

- Understand how people may have different perceptions of the same event
- Appreciate that seeing things differently does not necessarily mean that someone is right or wrong.

MATERIALS:

- Transparency of "Perception Picture"
- Overhead projector.



WE EACH SEE THE WORLD A LITTLE DIFFERENTLY

PROCEDURE:

1. Write the word OCEAN on the board. Ask students to close their eyes for a minute and let their senses take over as they imagine OCEAN -- see it, hear it, feel it, smell it. Then ask students to share their thoughts and word pictures of OCEAN. Write down the words and phrases you hear. How are the images different? Some students probably have very detailed pictures of ocean while others may have never seen an ocean except on a map. Some images may be cloudy and stormy while others may convey a stillness filled with heat. Discuss how personal experiences filter what we see, hear, and imagine - all of us have slightly different filters which help us to make meaning of the world. Our perceptions are never exactly like anyone else's.

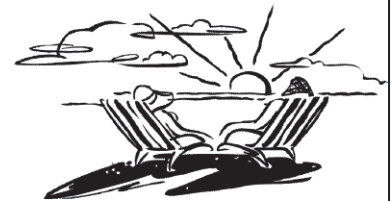
One example: Jamake Highwater, a Native American, who is now an art historian and writer in New York City, recalls his confusion when he first encountered the English idea of "wilderness" -- an untamed land, a wild and unpredictable place beyond the reach of civilization. As a Blackfoot Indian, he understood "wilderness" to be ordered and balanced, a natural state of the world as the seasons moved predictably from one cycle of life to another. For Mr. Highwater's mother, her first visit to New York City seemed to match the English definition of the idea of "wilderness"!

2. Divide students into groups of five. Each student will need a pencil and a sheet of scrap paper. Make enough copies of "Perception Cards" so that each group of five students receives five or six different cards. Cut the cards apart beforehand.

3. Explain that groups will select a card and students will write down what the word on the card means to them. Then each student in the group will read their definitions in a "go-round" (no

OBJECTIVES:

Students will play a perception game that reveals how individuals perceive and interpret words and ideas differently.



MATERIALS:

- "Perception Cards"
- Scissors
- Scrap paper
- Pencils



PROCEDURE:

(Continued)

interruptions or questions during this phase). Remind students that the purpose here is to see how perceptions vary, not to determine a correct definition. This is also an opportunity to monitor for active listening skills. Each group will choose only three words to use in the exercise. Take about ten minutes for each round.

NOTES:

Round #1

- a. The group picks the first word they want to define (for example, Family).
- b. Each student in the group takes a minute or so to jot down a few words and phrases which give the word meaning.
- c. When everyone is finished writing down their ideas, the group does a "go-around," each student taking turns sharing what they wrote.
- d. If there is time left in Round #1, students can ask each other clarifying questions to further explore the meanings each person shared.
- e. After about 10 minutes, tell students to move to Round #2, choosing the next word.

4. In closing the exercise, check out whether students' understanding of these words changed after they were discussed in their groups.

Perception Cards

tolerance	prejudice	morality
community	sexism	injustice
friend	family	freedom
democracy	police	racism
human rights	love	success

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UNDERSTANDING PERCEPTION DIFFERENCES

PROCEDURE:

Introduction:

Understanding that each individual brings a unique perception to his/her experiences and to the information which he/she is exposed to is not an easy concept to learn and integrate into one's view of life. This exercise helps to illustrate that we don't all think alike. Even between and amongst people who have a lot in common, perception differences exist.

1. Ask students to picture a young woman walking down the street with three young children. Ask students to respond as to what they think the relationship is between the woman and the children. List the different responses.
2. Ask students to imagine that they are in a car. They stop at a traffic light and a limousine pulls up next to the car they are in. Ask students who is in the limousine. List the different responses.
3. Lead discussion around the students' different responses. Draw parallels between how each of us perceives information differently depending on our own experiences and what we have been exposed to in our lives.
4. Have each student write about a recent conflict which she/he believes was a result of perception differences.

OBJECTIVES:

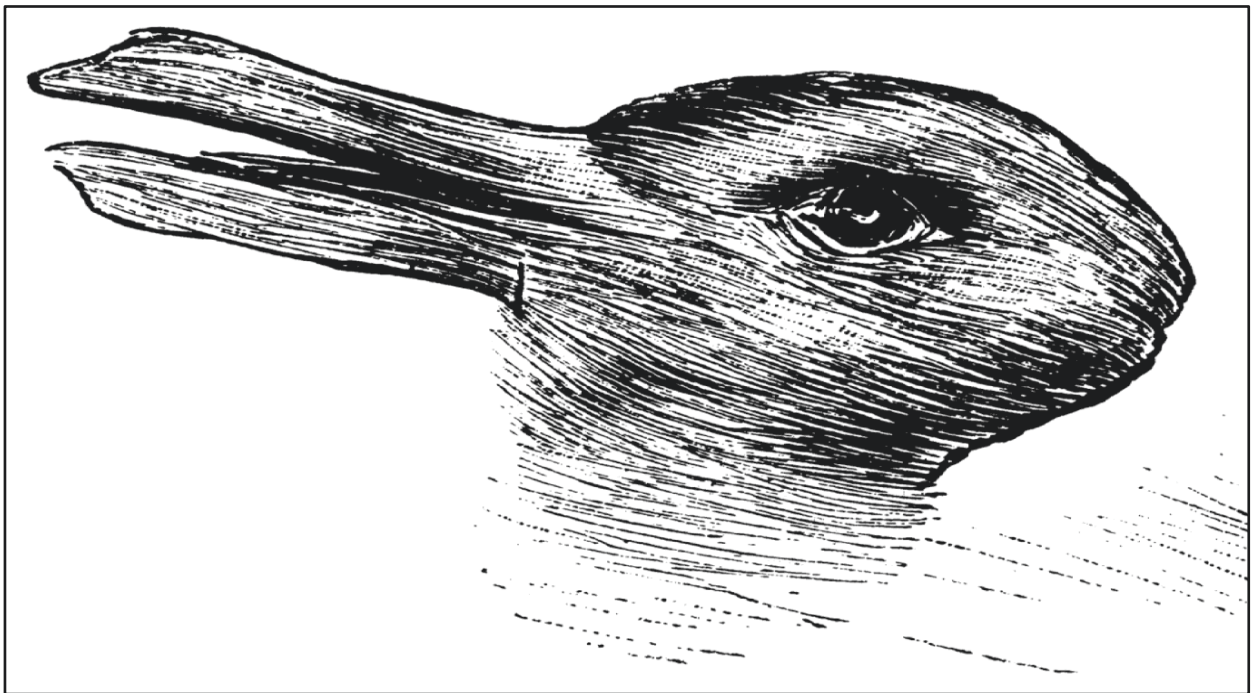
The students will recognize that people see things differently.

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Picture 1



Picture 2

Appendix L

Responsible Decision-making Materials

1. Reflecting:

Life is about Choices and Choices Have Consequences

Description:

This activity is designed as a broad overview of the issues included in a lifetime of financial decision-making. It can be used at the beginning of a unit – to introduce students to vocabulary and themes, or it can be used at the end of a course to help students see how each topic they’ve covered fits together over a lifetime. It is important that students come to realize that their life will come with many critical decisions (what type of career, how much education, when to buy a house, etc.) and that these choices will come with consequences.

Time required: 1 class period, 45-50 minutes

Objective: Introduce students to a series of life choices and how the consequences of these choices impact life.

Participation: Entire class discussion, potential for small or large group work.

Learning outcomes / Discussion topics:

Opportunity Cost	Philanthropy Loans	Banking Services
Fraud	Career Choices and Income	Risk and Insurance
Budgets Credit	Payday lenders	Identity Theft
Rent to Own	Foreclosure	

Background for the Teacher:

Research has shown that in most cases, it is physiologically impossible for students at this age to fully comprehend what life will “throw” at them (their brains are not fully formed), nor will they really care at this point in their young lives. Yet, the purpose of a personal finance course is to introduce these life skills and get students to consider consequences. It is also important that students see and hear “real life” stories without having to give away their personal information. Teachers should never ask a student to publicly share information about themselves or their family. A student may choose to share this; but should never be forced to – this is PERSONAL – and these types of activities could alienate a student from further participation in the course.

In order for students to experience a “real life” story without sharing personal information, this lesson offers numerous life scenarios which can be distributed to members of the class.

These scenarios allow students to experience life and see a future that is not their own; but could be. It is critical that every student understand that names have been changed; but these are all real life stories.

Once the scenarios have been introduced and discussed, the framework of the entire course will have more relevance and meaning to the students.

Materials:

1. Copy of a life scenario for each student. Depending on the class enrolment, some number of students will receive the same scenario. You may want to plan for a group activity where you combine together people with the same scenario; or you create larger groups with one of each scenario.
2. Scenario Analysis worksheet for each student

Implementation of Lesson:

1. Explain to the students that in a few minutes their “identity” will change. They will be given a new life with a new name. They might even switch gender in this activity.

The goal of this activity is for them to experience a new life and live it quickly. Their new life begins at age 18 and ends at retirement age or perhaps sooner – not everyone lives as long as they want.

Ask the question: At what age do people retire from work (stop working)?

The typical retirement age is around 62-65; but some people are able to retire early while others must work well into their 70s.

Say to students: So, you are about to be given a new life. Your life will include choices. These choices may lead to good things later in life or bad things. Some of your choices in your young age will affect you for the rest of your life. As you read your life scenario, circle key events or decisions and make note of vocabulary words that you might not understand. These are topics that will be covered (or have already been covered) during this course. For example, your life might include investing in a mutual fund or foreclosure, or compound interest (what are these things?).

2. Distribute a life scenario to scenarios to every student so that each as at least one life. You may want to allow students to exchange lives to avoid potential conflict (a boy who doesn't want to experience a girl scenario). Give students time to read and reflect on their new life. Ask them to record information/insights on their Scenario Analysis worksheet.
3. Begin classroom discussion with:

Who likes their new life? (Many students will raise their hands as they have been given a life of success and some with fortune and wealth.)

Who doesn't like their new life? (Other students may raise their hand as their life has included poor decisions which resulted in things like bankruptcy, jail and early death.)

Question those students who "liked" or "disliked" their life – why? What was good? What was bad?

4. Begin a discussion of certain life events and at what ages they occur. The scenarios all begin at age 18 and end at retirement or death. What life events happened in student scenarios at age 18? 25? 35? 45? 55? 65?
5. Finish with a discussion of how these topics will all be covered within this personal finance course:

Introduce a road map to future lessons and how this course will begin to introduce each of these topics with a little more depth. Allow students to consider what they want their life to be like over the next 40-60 years. The concepts taught in this course will allow them to reach their goals so they better pay attention. This could be the most important class they ever take.

Choices Have Consequences: SCENARIO ANALYSIS

1. Your Name:

2. Your Scenario Name:

3. Occupation(s):

4. Best job/ Salary (At what age did this occur?):

5. What good (positive) choices have they made?

6. What bad choices have they made? What were the consequences?

7. What unforeseen events occurred, if any?

List examples of...

8. Budgeting/Philanthropy

9. Credit use/abuse

10. Investments /Banking

11. Personal risk/Insurance:

12. Did they make financial decisions alone or did they have help?

13. How would you change this life? What would you do differently?

Life Scenarios:

1. Life Scenario 1: John Carlo

Good day, John Carlo. This is the story of your life. Remember back in grade school when you were asked, “What do you want to be when you grow up?” Let’s see if you stayed with that dream or if your life took a different path.

Grade school dream job: Professional Baseball player

At age 18

John Carlo, you are about to graduate from high school. You have given up on your dream of becoming a professional baseball player since you weren’t good enough to even make the high school team. At age 14, you started to do painting work around the house and found you were really good at it. Sometimes it was kind of fun. Soon, your neighbours were offering to pay you to paint rooms in their houses. At age 16, you started your own business, JC’s Painting Service. Now, as you are about to finish high school, your business is going great and you have almost \$20,000 in your bank account. Unfortunately, since you spend most of your time painting and not studying, your grades at school are lousy and your chances to get into most 4 year colleges is gone. You’ve got money in the bank and could spend your life as a painter; but you really think college might be a better choice. What will you do?

At age 25

John Carlo, you are now 25 and have just graduated from the University of Cincinnati with a business degree in Marketing. After high school graduation, you shut down your painting business and enrolled at the local community college. You had hoped to get into a University; but your grades were not good enough. After two years, you transfer into UC’s business college. You used all of your savings to pay for your education and are now hoping to get a good job somewhere.

At age 35

John Carlo, you are now 35, married with 2 children (1 girl -8 , 1 boy -6). You have done well in your career as a marketing professional and are now a National Sales Manager. You live in a nice home with a 30 year mortgage started when you were 28. Your job gives you good benefits like paid vacation time and medical insurance. They offer a retirement savings option; but you'd rather use your extra money to take the kids to Disney every year. Life is good; but you wish you could save more money. It seems like you spend everything you make and have little to show for it. You've just purchased a new SUV to have lots of room for the kids as they get older.

At age 45

John Carlo, you are now 45, still married and your kids are 18 and 16. Your daughter is graduating from high school and applying for colleges. Your son is 16 and really wants his own car. Your sales manager job still pays well; but your 10year old SUV gets terrible gas mileage and keeps needing more maintenance. Same as your son, you really want a new car. You started a college savings plan for your kids when you were 38; but there is not enough money in the account to pay for much more than your daughter's first year. Your house is worth more than when you bought it; but you'll be paying for it for another 13 years. Life is stressful.

At age 55

John Carlo, you are now 55. Your kids are out of the house; but you get to remember them every month when the bill comes due for the 2nd mortgage you took out on your house to help them pay for college. It was a good decision as they are becoming successful in their careers; but you still have no money for your own retirement. Thankfully, your company is still doing well and you are now a Vice President. Every extra dollar you make is being invested so you can hope to retire in 10 or less years. Your first mortgage will be paid off in 3 years. Your 2nd will take longer.

At age 65

John Carlo, you are now 65. The last 10 years have been tough. You worked very hard and put in many extra hours. You took very few vacations as you were trying to invest as much as possible to make up for all the years that you didn't invest when you were young. If you retire now, you don't have enough money saved for you and your wife to afford to stay in your current home (even though it is paid for there are ongoing maintenance and utility bills). Do you keep working or retire now, sell your house and find someplace cheaper to live?

- Are you pleased with how your life turned out?
- Would you go back and change anything?

2. Life Scenario 2: Ana

Good day, Ana. This is the story of your life. Remember back in grade school when you were asked, "What do you want to be when you grow up?" Let's see if you stayed with that dream or if your life took a different path.

Grade school dream job: Doctor

At age 18

Ana, you are about to graduate high school with a very strong GPA 3.8/4.0. You've always focused on college and made the right decisions to have many college choices. You've been accepted into numerous universities and can choose numerous career paths. You still want to be a doctor; but are wondering whether you can afford all of the required education and it'll take like 8 years of more school. Maybe you should just be a nurse instead?

At age 25

Ana, you have graduated from college. You decided to become a physical therapist which required you to stay in school and get a master's degree in addition to your undergraduate degree. You've been hired to work at a clinic in Dallas, Texas and you'll be making almost

\$65,000 to start. Unfortunately, you've got over \$100,000 in school loans to pay for; but your career has just started. With your new job, you're eligible for a new home loan right away and you are getting credit card offers from everywhere. There is virtually nothing you cannot buy. You are young and making good money.

At age 35

Ana, you are still making good money as a physical therapist (now over \$75,000/year); but you are struggling financially. At 26, you bought a BMW convertible, and at 27, you bought a 3 bedroom house with nice back yard. You installed a new swimming pool and used your credit cards to fill the house full of furniture. You hosted a party where one of your "friends" fell off your diving board and cracked his head on the concrete by your pool. He sued you for negligence and this is when you found out that your insurance was never updated to include coverage for the pool. You got a huge bill for this mistake. Your "friend" agreed to drop his lawsuit against you for \$80,000 – cash. You didn't have the money; so you had to borrow it from your employer since you had maxed out all your credit cards and had no equity in your house. No one will loan you money and you had no idea how much it really costs to keep a pool clean – you hardly ever swim in it anyway and you'll never throw another party. You were about to get married; but your fiancé decided he didn't want to take on all your debts and broke off the engagement.

At age 45

Ana, you are still paying off the credit card bills for things you bought in your late 20s. You now make over \$100,000 per year as a physical therapist; but are still struggling financially. You are single; but you have three cats who keep you company. You hope to be able to travel with your girlfriends; but most of them are now married with kids. Going to see someone else's kids play soccer is not all that much fun for you.

At age 55

Ana, your life seems to have taken a positive turn. Since you've always had a strong income, you were able to finally get your credit cards paid off. You had a brief scare when you were diagnosed with breast cancer at age 46, but your medical insurance paid for the treatment and you've fully recovered. Once your financial situation cleared and you got all those old credit cards paid off (20 years later), you started to investigate philanthropy (ways to give back to the community). You raised money for cancer research and at a fundraiser met a very nice man who you eventually married at age 50. You enjoy travelling and hiking.

At age 65

Ana, you are retired. Your husband had always been a good investor into a retirement benefits program at his work and you both will be able to live off of these investments and not work. You have some savings which you started in your mid-fifties. The weather in Dallas is just too hot; so you want to retire somewhere else.

- Are you pleased with how your life turned out?
- Would you go back and change anything?

3. Life Scenario 3: William

Good day, William. This is the story of your life. Remember back in grade school when you were asked, "What do you want to be when you grow up?" Let's see if you stayed with that dream or if your life took a different path.

Grade school dream job: Professional Basketball Player

At age 18

William, you are on your way to achieving your childhood dream of being a professional basketball player. At age 14, you were featured in Sports Illustrated, as the "Future Basketball Star". You put all your energy into basketball and train every day. You've played for the best AAU teams and travelled the country playing basketball. You went to school because you had

to; but you never studied and aren't really sure how you ever passed a class. As you approach your senior year, you have been offered a contract to play professional basketball in a country you never heard of, Turkey. Should you stay in school and graduate or go to Turkey and start making money now?

At age 25

William, you are in the middle of your 2nd NBA contract. You never graduated from high school. You took the offer to play pro basketball in Turkey and earned \$200,000 at age 18. Playing basketball as a job was your dream and you were living it - in Turkey. Having grown up in household that was poor, you knew what it was like to struggle without money; but you always had friends and family. In Turkey, you had lots of money; but few friends other than the guys on the team and most of them were from other countries. You couldn't wait to get back to the United States and play in the NBA. After 2 years in Turkey, you became eligible for the NBA draft and were selected in the first round. This gave you a guaranteed contract. You signed a three year deal with the Chicago Bulls for \$4.8 million dollars. It was great to be back in the United States. You bought your mom a new house and another one for yourself. These homes cost \$8.6 million dollars; but you could afford them with monthly payments financed with a 30 year mortgage at 8.6 percent. After your first year in Chicago, you were traded to Utah for two players and a future draft pick. Your mom kept her house in Chicago; but you needed to sell yours. You put your Chicago home up for sale and bought a new house in Salt Lake City for another \$2.8 million. At 23, your career is going well and you sign a new free agent contract with Seattle for six years and \$36million. Your home in Chicago is still for sale and now you are moving to Seattle. You put your home in Utah up for sale.

At age 35

William, you are back in Chicago. Your basketball career ended in your late 20s when you had a knee injury. Your house in Utah sold for \$500,000 less than you paid for it; but no one

ever purchased your house in Chicago. When your career ended, you still owned 2 homes that required regular house payments, insurance and utilities. You could not afford any of this so you were forced to file for bankruptcy. Your homes were foreclosed by the bank and you are broke. Your mother got to keep her house because you had completely paid for it; but she sold it and moved back to the old neighbourhood so you both could have money to live on. You've got an idea to start a restaurant business, William's Basketball Café.

At age 45

William, you're back in the old neighbourhood where you grew up in Detroit. You are about 200lb (slightly over 90 kg). overweight and struggle to get up the steps of the building where you live. Your old knee injury hurts every day and you don't have medical insurance to purchase any medications. You started William's Basketball Café with the money your mom got from selling her house; but you had no idea how to run a restaurant. Remember, you never even graduated from high school. Everyone was giving you advice; but you didn't know right from wrong or what to believe. You paid too much for kitchen equipment and bought things you didn't need. Your location was bad and few people ate there. You hated to see the food go bad, so you ate most of it yourself, gaining lots of weight. You ran out of money in Chicago and moved back to Detroit to live with your cousin, Carl. Carl offered you a job selling tires at his shop.

At age 55

William, you are no longer alive. You took the job with your cousin selling tires; but at age 52, you had a massive heart attack while unloading a delivery truck. You were overweight and that put tremendous strain on your heart. You died working at a tire store in Detroit.

At age 65

- William, you've been dead for 13 years.

- Are you pleased with how your life turned out? Would you go back and change anything?

4. Life Scenario 4: Caroline

Good day Caroline. This is the story of your life. Remember back in grade school when you were asked, “What do you want to be when you grow up?” Let’s see if you stayed with that dream or if your life took a different path.

Grade school dream job: Ballet dancer

At age 18

Caroline, you are not likely to be a ballet dancer as you never took a dance class. High school has been a lot of fun; but you’ve spent more time on your social life than school work – you were the most popular cheerleader at the high school. Unfortunately, you didn’t earn a college cheerleading scholarship and your grades were not good enough for an academic scholarship. Your parents couldn’t afford to pay for school so you got a job at a friend of the family’s Construction Company making \$8.50/hour.

At age 25

Caroline, you worked hard at your job and your boss was willing to let you schedule work around classes at community college. You graduated with a 2 year degree in Business Management and were promoted to a full time position earning \$30,000 annually. This has allowed you to move into your own apartment and get a used car. A year after that you were promoted once again to a job at the main downtown office. Your salary increase barely covered the new cost of parking (\$80/month), but it was a more prestigious position. The longer drive each day really started to beat up your car and it started to break down. You were late to work twice in a month due to car problems and your boss urged you to “fix this problem”. You have several options to consider:

Option 1: Buy a “newer” used car. Your budget will allow you to pay about \$200 a month; but you have \$0 saved for a down payment and you aren’t sure what your current car is worth as a trade in. There is also no guarantee the new used car is better than the one you have.

Option 2: Get your car fixed. The estimate for the repairs is \$1500. The shop will let her pay for the repairs in instalments, but they want \$500 up front. Your car would be out of commission for at least a week and the shop does not provide loaner cars. You’ll have to take the bus while your car is being repaired.

Option 3: Sell your car “as is” and put the money in a savings account. Try to save more money while riding the bus and eventually build up to a nice down payment on a new car. It will take almost a year of riding the bus to save enough money for the down payment.

At age 35

Caroline, you are unemployed and it all started with your car troubles. You chose option 2 and dropped your car off at the mechanics shop. You put the \$500 down payment on a credit card which you saved for “emergencies”. After getting the car back, it still doesn’t run well. At lunch one day, you joked with your co-worker, John said that you’d be better off if someone would just steal your car so you could collect the insurance money and pay off your bills, maybe even get another car. John says he knows someone who will sink your car in the Ohio river for \$100 and after thinking it over, you decide to have his friend steal your car. You collected the insurance money; but six months later, John’s friend got caught in your old car. He tells the whole story and at age 27, you were convicted to 3 years prison for insurance fraud. You can’t find work because no one wants a business manager who went to jail for fraud. You went back to live at home and became a volunteer at your church. At 32, Robert – a guy you went to high school with who used to be a real nerd, but was really good at math and now working as an engineer – proposed to you. At 33, you got married. Now, at 35 you are unemployed; but married and expecting your first child, a girl you plan to name Madison.

At age 45

Caroline, after the birth of your second child, Robert Jr. At age 38, your husband, Robert Sr. and Madison were killed in a tragic car accident. Your husband had good benefits from his engineering company including a life insurance plan. In addition to that policy, he had purchased an insurance policy for Madison and a 2nd policy on himself. You received approximately \$750,000 after his death. This money paid off your debts and all the funeral expenses leaving you money to live on and take care of Robert Jr. This money won't last forever unless you find work or invest it wisely. What is your plan?

At age 55

Caroline, you decided to invest the insurance money. You consulted with many financial professionals and studied their training and certifications before you chose to work with them. They diversified your investments and found ways for the \$500,000 you invested to earn 10% per year. This \$50,000 is your only income. Though 30 years you're your criminal history still prevents you from finding work. While Robert Jr. is in school, you volunteer and mentor students. You budget 10% of your money to go to the church.

At age 65

Robert Jr. is a successful engineer and you are able to retire and live off of your investments. You hope that grandchildren are coming soon.

- Are you pleased with how your life turned out?
- Would you go back and change anything?

5. Life Scenario 5: Mike

Good day, Mike. This is the story of your life. Remember back in grade school when you were asked, "What do you want to be when you grow up?" Let's see if you stayed with that dream or if your life took a different path.

Grade school dream job: Astronaut

At age 18

Mike, you are about to graduate from high school. When your counsellor told you that to become an astronaut you have to take as many math and science classes as possible, you lost interest in that career path. Too bad you decided not to take the more advanced math classes when you started high school. The good news is that your junior year social studies teacher really got you excited about working for the local government and she helped you get a summer internship at the county parks department. It sounded like fun, but all those screaming children got to you and you quit after the first month. You spend the rest of the summer working at your uncle Bill's grocery store. Not much money, but also not very hard work. When you finally got around to talking to your counsellor about college as you started your senior year, you realized how much college will cost and that you have not saved anything. You are a pretty good student, but can you get a scholarship with a 3.2 GPA? What will you do?

At age 25

Mike, you are now 25 and have just graduated from college with a degree in political science. It took you almost six years to graduate, but you just couldn't shake that interest in local government. It sure wasn't easy. You spent two years part-time at a community college and worked part-time to pay the bills. Luckily, you could live at home. If it had not been for your fiancé, Marcy, you wouldn't have studied enough to make it. She was a great student and kept you at the books. Are you ready to settle down? Marcy is considering a new job in Cleveland, about 150 miles away. Here you are, a new graduate without a job and not finding much in the job market that takes advantage of your skills and interests. Should you give uncle Bill a call? What about Marcy? What will you do?

At age 35

It really wasn't hard to decide to follow Marcy to Cleveland. You found a job with the city government working for the planning department. Aren't you glad you took those extra math and statistics classes? You and Marcy have been married for almost eight years and you are expecting your second child in four months. Your first, three-year-old Lisa, looks just like Marcy. You and Marcy have a nice, but small house in the city. You have been saving as much as you can, but that trip to Mexico last year took a chunk of your savings. Marcy will not be able to work soon and money will be a little tight. Oh well, your job is still challenging and rewarding even though the pay is not as good as some of your friends who work for private companies. Is it time to make a career change? A new car would be nice. What will you do?

At age 45

Mike, you are now 45, and your children are 13 and 10 years old. You spend as much time as you can with them, but your new job with a real estate development company often demands long hours and frequent travel out of town. It took a while, but you finally found a larger home, with, of course, larger mortgage payments. Luckily, Marcy was able to go back to work part-time after both girls were both in school. Yesterday, Lisa came home from school and asked you if she will be able to go to college. It was "Career Day" at school and Lisa decided she wants to be a lawyer. You told her, "sure, you can do whatever you want." Is it too late to start a 529 college saving fund? As the girls get older, life is getting a lot more complicated and expensive. The furnace sounds like it is on its last legs and the roof doesn't look very good. Maybe they will make it for one more winter. Marcy wants to know why you can't take off a little more to spend some time at home. What will you do?

At age 55

Mike, you are now 55. Your kids are both in college, with one about to graduate. It wasn't easy, but the girls were very good students and you took advantage of every possible scholarship opportunity. They will have to repay some student loans, but not nearly as much

as some of their friends. Maybe now, you can start paying off more on the balances on your credit cards. It was so easy to reach for the plastic, especially when the roof finally had to be replaced. Life is really pretty good, and retirement is not that far away. It is time to take a good look at the company retirement plan and the 401K. What will you do?

At age 65 -

Mike, you are now 65 years old and you have to option to retire with a pretty good nest egg. The girls are both married and on their own. Your three grandchildren are lots of fun. Marcy is not in very good health, but the insurance plan takes care of most of the healthcare expenses. Is it time for a little more leisure?

- Are you pleased with how your life turned out?
- Would you go back and change anything?

6. Life Scenario 6: Jay

Good day Jay. This is the story of your life. Remember back in grade school when you were asked, “What do you want to be when you grow up?” Let’s see if you stayed with that dream or if your life took a different path.

Grade school dream job – professional skateboarder

At age 18

Jay, as you graduate high school, you’re sticking to your dream of being a pro skater. You’ve secured sponsorships with local skate shops, gotten free product from major companies, and have even had small parts in a couple skate videos. You did OK in school, but do not plan on going to college. You’re living the dream, right? You’ve discovered you’re really good at helping promote your local shop, friends’ bands, and other endeavours through designing flyers, using the internet, and networking. You live with 4 other guys in a small two bedroom apartment in Los Angeles.

At age 25

Jay, you've progressed a bit farther along the skateboard industry's career path. Sometimes, you even make decent money skating. If you win a competition, you get a few thousand dollars. After a number of spills and tumbles, however, you've faced a couple reconstructive knee surgeries and you haven't won anything in three years. Skating isn't that great for your body or your bank account. Without health insurance, you're left with a lot of medical bills. The manager at the local Burger King makes more money than you and has health insurance. You cannot afford the prescription drugs from your doctor; so you start to purchase and use illegal drugs. At your friend's urging, you've gone back to school to get a degree in design. Using promotional art you did for various skateboard companies, you get into a good program at a local university. You pay for school with loans, freelance work, and a part time job in a skate shop. Money is extremely tight, but you work hard and do well in school. As you graduate, you secure a good internship with a marketing firm specializing in youth culture.

At age 35

Jay, your internship paid off. You are a promotions manager at a good company. You've had to go back to school briefly a couple times to learn more about various aspects of the business, including web design and online marketing. However, the company has paid for some of this. You're on your way to paying off your school loans, too, and have already taken care of your medical bills. Though you make decent money, your finances are still very tight due to your old debt. You and your wife drive used cars which break down often. Car maintenance becomes a nearly monthly expense. You rent an old house instead of owning a home. High energy bills are costing you a lot. You still skate occasionally, but your knees hurt all the time and your drug use increases.

At age 45

Jay, in your late 30s, you quit skating; but started experimenting with harder drugs. You kept this private and lucky for you, your company doesn't randomly drug test. You continue to do well at work and your financial condition begins to stabilize. You and your wife are experts at budgets and you begin to build some savings. However, as you approached your forties, your company was purchased by a larger corporation that had a strict drug policy. It is time to clean up or face getting fired. Confident you know enough about marketing to start your own firm and since you were finally debt-free, you decide to quit. You start with a few clients you've been doing work with and put in 12-14 hours a day to grow your business. You do some of your best work and gain a new level of success. Your business grows, but all the work puts a strain on your personal life. While you were "clean" for a while, you begin to relieve your stress with more drug use. Afraid of your growing drug use, your wife leaves you.

At age 55

Jay, at age 50 your business had grown into a healthy marketing firm employing a number of talented individuals. That year, riding home from a concert, you are stopped at a random DUI check point. The officer smelled something on your breath and performed a search of your car where he found your stash of illegal drugs. You never could kick the habit. You were arrested on charges of felony drug possession. You spend all of your saved money on lawyers who keep you out of jail, get the charges reduced to a misdemeanor and get you into a drug rehabilitation program. Unfortunately, there is no saving your business. You lose all your clients and are out of work. It is time to start over. You finally learn that nothing good ever comes from drug use.

At age 65

Jay, you emerged from the drug program feeling great. Since you avoided a felony conviction, you were able to find work at a small promotions company at age 56; but are paid less than what you made at age 40. You have no savings and are likely to have to work for the rest of

your life. You volunteer your time counselling youth on the dangers of drug use. You've got a good story to share. You were a professional skateboard champion. You had a beautiful wife. You had a successful business. You lost it all; but you're still alive. Your knees still hurt; but it is a pain you learn to live with.

- Are you pleased with how your life turned out?
- Would you go back and change anything?

7. Life Scenario 7: Kelly

Good day, Kelly. This is the story of your life. Remember back in grade school when you were asked, "What do you want to be when you grow up?" Let's see if you stayed with that dream or if your life took a different path.

Your grade school dream job: Veterinarian.

At age 18

Kelly, you are not off to a good start toward your dream. You are about to graduate from high school, maybe. When your parents divorced, you just about gave up on school. It was tough getting up every day when they were always fighting over money. Your dad couldn't make all of the child support payments and your mom couldn't find a job that paid enough for all of the things you wanted. Studying science, math and social studies just didn't seem important to you. You worked many late shifts at McDonalds, but, at least, you had some money to spend. Mrs. Robinson, your school counsellor, tried as hard as she could to keep you on the right path. There was nothing she could do when you were arrested. You were really tired and had to work late again. One of your "friends" offered to sell you some "speed pills" that they had a prescription. It was an undercover police operation and since you had just turned eighteen, you ended up in adult court. You didn't have to go to jail; but the conviction will stay on your record for a while.

At age 25

Kelly, you are now 25 years old. You didn't quite make it through high school, because you were two required credits short and you just couldn't bring yourself to go back for another semester. You worked at a variety of low paying jobs because you didn't have a diploma and that conviction was on your record. After a few years, a counsellor at the unemployment office helped you enter a program to earn a GED. It was hard work, but worth the time. You found one pretty good job, but you lost it because you told the employer that you did not have any convictions. They sometimes check those things, you know. Things are not looking good.

At age 35

Kelly, you are now 35 years old. Things turned around positively when a friend told you about Ohio's criminal record expungement law. After saving to pay for an attorney and luckily keeping out of trouble, you were able to have the "first time offender" conviction cleared from your record. Without the conviction on your record, you were able to find a better job as an assistant at a veterinary clinic. You never lost that dream to work with animals, but being a veterinarian is long gone. You took some business courses at the Community College, but didn't stay with it. The hours are good and the pay is okay, but you still don't have enough education to move up very far. You got pregnant from your first marriage when you were 28 years old and your daughter, Katie, is now seven years old. Katie's dad pays child support, but he doesn't make much. Roger, your fiancé for the last five years wants to get married. He loves Katie and Katie loves him.

At age 45

Kelly, you are now 45, and married to Roger. Katie is seventeen and starting her senior year in high school. She is a good student and will graduate on time. Roger is a great dad to Katie, but you seem to always have trouble making ends meet. He has a high school diploma, but doesn't have any education beyond that. You started a small college fund for Katie when she

was in elementary school, but the investments you chose on your own did not grow like you'd hoped. Looking back, you wish you would not have purchased that big TV and laptop at the Rent to Own store. It seemed like a great way to get what you wanted (with payments you could afford); but you ended up paying way more than you ever thought was possible. It probably would have been less expensive using a credit card and now you've got no savings and little for your daughter's college. You are now the assistant office manager at the veterinary clinic and learning about bookkeeping and other office skills from Mrs. Johnson, your boss.

At age 55

Kelly, you are now 55. You are still at the veterinary clinic and Mrs. Johnson is going to retire next year. You have already told the clinic's owner that you would like to have her job after she leaves. The pay increase would be very helpful. You have been paying a little each month into a 401K account that your boss matches with 50 percent. It is hard to believe that in just ten years you will be considering retirement.

At age 65 -

Kelly, you are now 65 years old. You can retire, if you want, and start withdrawing from your 401K. Luckily, when you got the promotion, you put half of the pay raise into the 401K each month. You don't have a lot in the account because you waited so long to start saving. You will also get a small Social Security income each month. Roger is not ready to retire. He has a company retirement plan, but not enough years. Katie is married and has two children you visit often. The house you bought when you married Roger still has a mortgage, but you refinanced to borrow against your equity a couple of times and there is little equity left after housing values dropped.

- Are you pleased with how your life turned out?
- Would you go back and change anything?

8. Life Scenario 8: Mary

Good day, Mary. This is the story of your life. Remember back in grade school when you were asked, “What do you want to be when you grow up?” Let’s see if you stayed with that dream or if your life took a different path.

Grade school dream job – Actress

At age 18

Mary, you are about to graduate from high school. You still want to be an actress and have enjoyed performing on stage in many high school plays. You’ve wanted to go to acting school instead of college and are planning on moving out to Los Angeles. You have no idea how much money it costs to move or where you’ll live. Your parents can’t help you because they have struggled financially and didn’t really understand how to budget for savings or investing. You’ll need to really focus on the responsibility and figure out a way to make this happen all on your own.

At age 25

Mary, you are now 25 and a recent college graduate. You just accepted your first professional job as a Financial Consultant at a local CPA firm. At 18, you were accepted into Acting School, but soon after your parents convinced that you need to think carefully about your future. You listened to your parents and decided to go to college and work really hard to become a professional who knows how to save, invest and plan for your future. You hope to work hard, live a healthy lifestyle and retire at a young age so you can travel and see the world. You’re doing everything you can to stay focused, meet your goals and create opportunity for yourself. After a couple of years you got engaged to Brandon, who cares dearly for you, he has a great job and is just as motivated as you are. You didn’t want to head down the same path as your parents, and decided to create a savings account for your future kids, because paying for their college is also very important to you.

At age 35

Mary, you are now married to Brandon and your daughter is 8, she has a little brother Brian, who is 3 years old. Your wedding was a dream come true and with all the money you and Brandon saved, the honeymoon was just as fabulous as you could have hoped for. Once you started taking finance classes in college, you set money aside in mutual funds and over the past few years you've invested in company stock and are feeling pretty good about your financial standing. While you use credit cards, you've avoided buying everything you want and the car you drive is sensible rather than "an awesome ride". You are beginning to feel that all the hard work is paying off and are pretty proud of yourself. Brandon's career is really taking off as well; he's worked his way up the ladder and is now a Web Designer for a popular magazine.

At age 45

Mary, you are now 45, still married. Your kids are 18 and 13. You're a partner at the CPA firm and you have done well in supporting your kids financially, especially Jane who can go to college and graduate thanks to your savings plan.

Brandon is very successful in his career and was just promoted to Art Director, but recently suffered from a heart attack and is recovering from surgery. Things are a little stressful as the medical bills are quite expensive but since you've saved your money and planned for setbacks like this you are feeling okay about it and are just thankful that Brandon is going to be okay.

At age 55

Mary, you are now 55. Your daughter married a very nice young man and they are expecting their second child. Being a Grandmother is everything you expected and more. Your son is focused on his career and has moved to California, you only get to see him a few times a year but you know that he misses the family and is always thinking of you. Your husband, Brandon, died about a year ago of a stroke and you are feeling so blessed that your daughter has stayed so close. All of your hard work has paid off at your firm because they are offering you an early

retirement package that will make you set for life, which helps you cope with the loss of your husband. You are not worrying about how you will get by.

At age 65

Mary, you are now 65. The last 10 years have been wonderful. You've been blessed with a great network of friends and have had the opportunity to travel to see all the places you've wanted to, even spending some quality time in California with your son and his family. When you are not traveling and visiting your loved ones, you've decided to start volunteering at a local Arts Academy. Working with aspiring actors and actresses brings a lot of joy to your life and it helps you feel young again, thinking back to the day you too dreamed of moving to L.A. and making it big. You are also able to provide financial guidance and advice to the students at the Art Academy as your past experience in financial planning has made you quite an expert. Helping your students' understand the importance of investing and saving and knowing that you are truly making a difference for their future is very rewarding for you.

Your husband had looked forward to traveling with you one day when you both retired and aspired to write a book about it. You've decided to make his dream come true by writing a story about your life, the lessons you've learned and the travels you made. You dedicated the book in loving memory of the man you loved and lost.

- Are you pleased with how your life turned out?
- Would you go back and change anything?

2. Problem-solving:

Island Adventure:

Introduction:

In this imaginative worksheet activity, students use their critical thinking and problem-solving skills to survive being stranded on a desert island.

Procedure:

Set the scene by drawing a boat on the board. Tell the students to imagine that they are on the boat and to suggest what they are doing there. Then, draw lightning on the board. Explain that the boat has been hit by a storm and has started taking on water. Now, divide the students into groups of three and give a copy of the worksheet to each group.

Tell the students that there is a desert island nearby, and that each group must choose four items from the worksheet to help them survive on the island. The students then complete the worksheet by naming the four items and explaining why they chose each one. When the students have finished writing, ask each group to explain their choices to the class. Next, the groups find out what challenge they face on the island by choosing a card.

Each group reads the challenge on their card, and makes a plan on how they are going to survive on the island using the four items to help them. Afterwards, the groups take it in turns to read their challenge and present their ideas to the class. Assess each group's chances of survival, according to their ideas. Award each group a score between zero and three. After each group has presented, they roll a dice and the awarded points are combined with the number on the dice. Groups need to score four or more to survive. A score of six or more is needed to thrive on the island.

Depending on the score, make up the ending of each group's tale. For example, a group with a score of four may barely survive. A score of nine would mean everything happened as the group planned and a score of six would be somewhere in between.

- Your boat is sinking! There is a desert island nearby. You can swim there, but you can only take one bag with you. Choose four items to help you survive on the island.



Name the four items and explain why you chose each one.

Item 1: _____

Reason: _____

Item 2: _____

Reason: _____

Item 3: _____

Reason: _____

Item 4: _____

Reason: _____

Appendix M

Relationship Skills Materials

1. Conflict Resolution

Lesson One: Introduction to Conflict and Types of Conflict Benefits

Conflict is a natural part of life and learning about productive ways to handle conflict will help:
One's relationships.

Work and school environments.

Family units.

Interpersonal interactions.

Opening Energizer:

Choose two students to go in front of the class and role-play the short scenario below.

Encourage each person to put some emotion into the script.

Students A: "I was ill and could not make it to the class! Why didn't you make me a copy of the homework?"

Students B: "The teacher told me not to give copies to those students who were absent!"

Possible questions to ask the class:

- Who are the parties in the conflict?
- Are any other parties involved?
- What is each person in the conflict thinking?
- What were the parties feeling? (Students may ask the parties)
- What are each person's motivations?
- What does each person need?

If discussion is slow to start, restate the question. You might also ask the students to think back to an experience they've had.

Definition and Content:

What is conflict?

Ask the students to call out words that define, or are associated with, conflict. Chart these on the board. Words with negative associations should be on one side of the board, words with positive associations on the other. You may want to direct the students to form a line and ask them, one at a time, to write their word on the side of the board they think it should go on.

Students may not initially recognize many positive aspects of conflict. This exercise might be a good way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, etc.).

Conflict is when two or more people want different things.

Activity One:

Types of conflict

Draw four squares on the board. Ask students to identify the types of conflict identified in the opening energizer. The types of conflict are:

- Within people (intrapersonal).
- Between people (interpersonal).
- Within groups (intragroup).
- Between groups (intergroup).

As students identify each type of conflict, write it in one of the squares. You may want to ask the students in which square they would write it.

Processing:

Where do these types of conflict happen? (locker room, bus stop, hallway, cafeteria, on the way to school)

Note to teacher: Students should also understand that conflict is all around and that, not only are there many different types of conflict, there are many ways of handling it as well. Depending on how we handle conflict, the outcome may change- we can influence conflict's outcome in many positive ways.

Summary Points:

- Conflict is a part of life—it can be a positive part of life, an instrument of growth.
- Conflict can be good or bad depending on how we learn to deal with it.
- Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.
- We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
- Small conflicts should be dealt with as soon as possible, so they don't grow.
- Try to identify possible hidden conflicts.
- Disagree with ideas or behaviour, not people.

Lesson Two: Conflict Styles and Outcomes

- There are many ways one can approach conflict.
- Decisions regarding conflict are based on the importance of issues and/or relationships.
- The way in which one handles conflict will directly affect the effectiveness of the conflict's outcome.

Opening Energizer:

Stand in the centre of the room. Introduce yourself as “the conflict” from the previous scenario in Lesson One. Each student is a member of the scenario's classroom attendance. Ask them to think about how comfortable they are with this conflict, and direct them to stand in relation to their comfort level with the conflict (without students leaving the room).

Processing:

Go around the class and ask why they are standing there. Ask the students to sit down and discuss the following conflict styles (how people respond to conflict).

Definition and Content:

Conflict Styles:

Avoiding: Issue and relationship both are insignificant.

Accommodating: Relationship is more important than the issue.

Forcing: The issue is more important than the relationship.

Compromising: Cooperation is important (give a little, get a little).

Collaborating: Relationship and issue are both important (takes more time).

When analysing your conflict style in a particular situation, ask the following questions:

How is this conflict style working for you?

What are your needs, and are they being met?

What outcome could using this conflict style lead to?

Are you satisfied with the outcome of this conflict style?

Are there situations in which you change your conflict style?

Are conflict styles situational?

What would it take for you to change your conflict style?

How would using a new style affect the outcome?

Activity Two:

Clenched Fist

With a partner, one student clenches his or her fist. As a team, they need to figure out a way to unclench this student's fist. Give them 30 seconds to figure it out.

Processing

What happened?

How did you get the person to unclench his or her fist?

What worked? What didn't work?

What did you do to overcome the challenges?

Definition and Content

Conflict Outcomes

- Win-Win
- Win-Lose
- Lose-Win
- Lose-Lose

Reflecting on Personal Conflict Styles

Direct students to quietly reflect on a recent conflict in which they've been a part. After one minute, share the conflict style with a partner.

Processing With Partner

How did you approach the conflict?

What conflict style did you use?

Did both of you feel satisfied?

If you could be in the conflict again, what style would you use?

Summary Points

- Conflict styles are based on the issue, the situation, the significance of the relationship, and personal values.
- The style one chooses directly affects the conflict's outcome.

Lesson Three: Different Points of View, Identifying Biases and Perspectives, Prejudice

Awareness

- Helps us have better relationships.
- Helps us to be more effective communicators.

- Opens our potential to learning and understanding others.

Opening Energizer:

Perception Circle:

Direct the students to form a circle. Choose a person to begin the activity. That person will whisper a word in the ear of the person sitting beside him or her. Once a student hears the word, that student then turns to the next person and whispers the first thing that comes into his or her mind. Repeat the process until everyone has had a turn. Before you start, remind students that each person at the end will say his or her word out loud in front of the entire group. Encourage each member of the group to pay attention to what is happening.

Process

What did they learn from the activity?

What is point of view? __ (how you see the world)

What is it that affects your point of view? __ (gender, role, time of day, birth order, finances, culture, etc)

Definition and Content

This activity focuses on teaching the students about point of view and perception. Students learn that not everyone thinks alike! People come from different experiences, families, and backgrounds and therefore have a unique point of view or perception that may not look exactly like someone else's.

Activity Three:

Read the following scenarios to the class,

- A new student sits at your usual cafeteria table.
- A student walks up to your bus stop wearing faded jeans with a lot of holes.
- A friend orders a certain type of drink: Coke, Diet Coke, or water.

After reading each above scenario, ask these two questions:

- What assumptions do we each make in these situations?
- Where do these assumptions come from?

Definitions and Content

Bias: a preference that affects judgment.

Prejudice: acting on a bias; choice based on bias.

As we understand others' perceptions, we realize that we all have biases. Everyone has different backgrounds, experiences, family dynamics, etc., and so everyone has different perceptions of reality. Being aware of our unique perceptions and others around us enables us to be aware and respect others' differences.

Note to teacher: Instruct students to listen with an open mind, refrain from making judgmental statements about the students' responses, and request confidentiality.

What prejudices do you see in the university?

What is it about you that might provoke a response in others that doesn't reflect "the real you"?

Share a time when you've been treated in a prejudicial way.

Summary Points:

- Perceptions and biases are a natural way of understanding the world we live in, but we don't need to act on them.
- Awareness of perception is the beginning of understanding that can lead to change.
- Make no assumptions; take time to get to know the person.

Lesson Four: Steps for Solving Your Interpersonal Conflicts

Integrating these skills into our repertoire helps us resolve conflicts more effectively.

Opening Energizer

Ask for two student volunteers, and then propose the following scenario to the class.

Person A: You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.

Person B: Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

NOTE TO TEACHER: *Make sure that you introduce this skit as the wrong way to solve conflict between people and that you will be asking the class afterwards to analyse what went wrong.*

Person A: "Hey, why did you touch my stuff?"

Person B: "Whoa, I didn't think this would be such a big deal..."

Person A: "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

Person B: "But you..."

Person A: (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

Person B: "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

Person A: "You don't know me. You don't know my parents."

Person B: "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Processing:

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class

for other options the students could have used to de-escalate the conflict. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.

Definition and Content:

Hints for dealing with conflicts on a one-to-one basis

(TAKE TIME TO COOL OFF)

Issues can't be dealt with unless emotions are worked through. In both individual and group situations, the long-term relationship is generally more important than the conflict. Also, the process of conflict resolution is as important as the content. A resolution in which one party is the winner and the other party is the loser is no resolution.

(THINK ABOUT THE PERSON AS A PERSON)

This helps to break down role stereotypes.

(KNOW YOUR AIM)

Knowing what is important to you in the conflict and stating it clearly makes it more likely that your needs will be met and that the conflict will be resolved.

(TRY TO UNDERSTAND WHAT THE OTHER PERSON IS SAYING)

Listening, paraphrasing, and good feedback show concern for the other person, which, in turn, facilitates communication, defuses conflict, and lowers tension.

(FIND SOMETHING YOU CAN AGREE ON)

Use this as a basis from which to work through the problem.

(BE SPECIFIC WHEN YOU INTRODUCE A GRIPE)

Don't just complain. Ask for reasonable changes that will relieve the gripe. Confine yourself to one issue at a time.

(ASK FOR AND GIVE FEEDBACK ON MAJOR POINTS)

This serves to make sure you are heard, and to assure the other person that you understand what he or she wants.

(NEVER ASSUME) that you know what the other person is thinking until you have checked out the assumption. Do not predict how he or she will react or what he or she will accept or reject.

(FORGET THE PAST AND STAY WITH THE PRESENT)

Changes can't be retroactive, but you can have an impact on the future.

Activity Four:

Direct the class to stand in a circle. Ask for two new volunteers to act the parts of Persons A and B. Put them in the centre of the circle. Direct them to begin the scene again, this time using the class's suggestions and the steps for resolving interpersonal conflict. As people in the outer circle think of ways to incorporate the new steps they've learned into the scene, they may tap an actor on the shoulder and take his or her place. The previous actor will then re-join the outer circle.

Processing:

After the exercise is over, ask students to work with a partner and reflect on a conflict they've had with someone else. How could they have used these new steps? Would these have deescalated the situation? Why or why not?

Summary Points:

- Remember that these steps are always available to you during a conflict.
- They often help de-escalate the situation.
- These steps also help you to see the other person's point of view or perspective.
- Their perspectives might be different than your own.

Lesson Five: Nonverbal Communication Skills

- Improved relationships.

- Increased understanding of others.
- Higher awareness of different communication styles.
- Better awareness of self and how we communicate with others.
- Become a more critical consumer of mass media.
- Improved ability to resolve conflicts.
- Better feelings and ability to relate to others.

Opening Energizer:

Direct students to pair up, and ask student pairs to stand back to back. One person will talk for 30 seconds about what he or she did last weekend while the other person listens. Then the two will change roles. Students can't look at each other, make physical contact, or ask each other any questions.

Processing:

What did this feel like?

Did this way of speaking feel natural? Why or why not?

Did you feel like you missed anything in what the other person said?

Is it important to see the other person as you're talking to them? Why or why not?

Definition and Content:

- Nonverbal communication can include the following:
 - Facial expressions
 - Posture
 - Eye contact
 - Leaning forward
 - Nodding
 - Open body posture
 - Hand gestures

- Appropriate encouragers (uh-uh, oh, no, ok, yeah)
- Showing empathy

Activity Five:

Ask for two volunteers. Explain to them that the class will observe them having a conversation about their plans for the summer. Ask these students to wait outside the room (or in any place out of hearing range) for a few seconds. While they're out of hearing range, explain to the rest of the class that they'll be observing the body language of both volunteers. Ask the volunteers to come back inside. The class forms a large circle around them, and the volunteers proceed with their conversation.

Processing for the class:

- What body language did you see?
- What was the effect of that language?
- What kept the other person talking?
- What shut the other person down?
- How do you know that the listener was actually listening to the person speaking?

Processing for the two volunteers:

- When you were talking, what did the other person do to make you want to talk more?
- When you were talking, what did the other person do to make you stop talking?

Summary Points:

- Many times, nonverbal cues are more important than what is actually being communicated.
- Paying close attention and observing the nonverbal cues tells you a great deal about what is really happening.
- Check in to see if the verbal and nonverbal cues match. If not, ask the speaker to clarify.

2. Healthy Relationships:

Lesson Plan:

Learning Outcomes:

By the end of this lesson learners will be able to:

1. Identify at least four ways that he or she would like to be treated fairly in any relationship.
2. Identify at least three warning signs that a relationship (with a friend, co-worker, employer, teacher..) is potentially unhealthy or abusive.
3. Identify at least two effective communication practices.

Life Skills Demonstrated in This Lesson:

- Critical thinking about qualities of healthy and unhealthy relationships.
- Communication skills.

Resource Materials for Teacher:

- 12 pieces of paper with one way to be treated taken from the How I Would Want to Be Treated by Others in any given Relationship handout written on each piece of paper.
- Tape to hang signs.

Materials for Learner:

How I Would Want to be Treated by Others in any Relationship Handout (One copy per learner)

Relationship Scenarios Handout (One copy per learner)

Healthy, Unhealthy, and Warning Signs of Abuse Handout

Effective Communication Tips Handout (One copy per learner)

Procedure:

Step 1:

Introduce the lesson by saying, “Today we are going to talk about relationships and how to have healthy and happy relationships. We will discuss how someone might recognize if they are in an unhealthy relationship and what kinds of communication skills can help us have the relationships we want.”

Step 2: (5 minutes for Steps 1 & 2)

Distribute the handout “How I Would Want to be Treated by Others in a Relationship” to each learner. Explain to students, “This worksheet has a list of ways you perhaps would want to be treated by other people, whether now or in the future. Looking at this list, think about which ones are most important to you. Circle three that you think are most important. Then, choose your top item, and write a brief explanation about it on the bottom of your worksheet. Once you are finished, you will have a chance to share some of your thinking.”

If a student asks if they can add any qualities to the list, you can let them know that they can add a quality, but for the sake of this activity, they cannot choose it as their “#1 Quality.”

Step 3: (15 minutes)

While students are working, hang the 12 previously made signs around the classroom. Once learners are done instruct them to find the three qualities that they chose on their worksheet and put their initials on each of those pieces of paper with that quality hanging around the room. Then, have students stand by the quality they rated at #1.

Once the learners have initialled the three signs and are standing next to their #1 quality, debrief several of the top-scoring items, including why people chose them and what that quality would look like in a relationship.

Sample discussion questions (these assume that “respect” had been a popular choice among learners but it would be whatever learners chose most) might include:

- Why did you all choose respect? Direct the question to the group standing by the sign.
- Did anyone else choose respect for a different reason? Directed to the rest of the class.

- How could someone show respect to other people around them?
- What are some disrespectful things a romantic partner might do?

Step 4:

Pass out the Healthy, Unhealthy, and Warning Signs of Abuse Handout.

Tell learners, “It sounds like you all know how you would like to be treated in your relationships with others, which is so important. In fact, sometimes people don’t actually know how to act and react with others (friends, family, employers/employees) and that makes it hard to have a happy and healthy relationship. I am really glad to see that so many of you are already thinking about what would be important to you. I have just handed out a sheet that lists many of the qualities we have just been discussing, as well as some qualities of an unhealthy relationship because while it’s important to know what you would be looking for in a relationship, it’s also important to be able to recognize when a relationship is unhealthy. Let’s take a look at a couple of real–life scenarios. We can use the qualities on this sheet to help us examine their relationships.”

Step 5: (15 minutes for Steps 4 & 5)

Pass out the Relationship Scenarios Handout. Have a volunteer from the class read Scenario 1 (Marcus and John)

First, debrief with questions listed below. Repeat with Scenario 2, Jasmine and Karen.

Do you think this is a healthy or unhealthy relationship? Why?

What characteristics from your handout do you see in their relationship?

If they simply list a quality from the handout, prompt them to describe the specific behaviour from the scenario that illustrates that quality.

Marcus and John Debrief:

The class should identify this scenario as having several qualities of an unhealthy or abusive relationship, including:

- Trying to limit or control what the other person does
- Is often jealous
- Verbal, emotional, or physical abuse

However, they may also see some qualities from the healthy relationship list, such as that Marcus states he trusts his friend John and respects him.

It is important to emphasise that while Marcus may cherish his friendship with John, his actions are unacceptable and make for an unhealthy relationship. If he can learn to control his anger, perhaps they could have a healthier friendship. However, John does not deserve to be treated in this way and it would be unfair for him to stay friends with Marcus at this point.

Jasmine and Karen Debrief:

The class should identify this scenario as having several qualities from the healthy relationship list, including:

- Being supported and encouraged
- Being treated as an equal
- Being honest

Jasmine and Karen have different points of view, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interest or feels forced to join the interest of the other person. They are honest with each other and were able to reach an understanding.

Step 6: (10 minutes)

Explain to students, “I want to thank you for really taking the time to think about what would be important to you in a relationship, and what might be some signs that a relationship is unhealthy. Now let’s think about how communication fits into a healthy relationship, as good communication is fundamental to a healthy relationship.” Hand out Effective Communication

Tips Handout to each learner and review together with the group by asking any of the following questions:

- What do you think about the communication tips on this handout?
- Which ones do you already use?
- Which ones do you think are more difficult to use and why?
- Why do you think these tips lead to more effective communication?

Close the lesson by saying, “Relationships are at the heart of being human and everyone deserves happy and healthy relationships. Hopefully some of the information we discussed today will help you have healthy relationships in the future.”

Key Messages of Lesson:

1. Healthy relationships are very important and take work.
2. It’s important to know the warning signs of unhealthy relationships and how to get help.
3. Knowing the qualities you would like in a partner is important to being safe and healthy.
4. Communication is a key part of a healthy relationship and practicing these skills can help you build and keep a healthy relationship.

Assessment of Learning Objectives at Conclusion of Lesson:

Teachers can collect the How I Would Want to be Treated by Others in a Relationship Handout for assessment of the learning objectives. Additionally, assigning either the individual or family homework activity could be another way to assess learning.

Relationship Scenarios Handout

1. Marcus and John

Marcus and John are best friends. The two friends spend a lot of time together, however, John sometimes feels like he needs to spend time alone or with other people. Marcus does not think

it is anything personal, but it still bothers him as he feels like he puts more effort into this friendship than John. When Marcus tried to explain his feelings to his friend, John got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed John by the chest, and pushed him away. When both of them had time to calm down, Marcus apologised to John, and promised him it would never happen again. He said that he overreacted, and that he did not mean to get aggressive with him. He just couldn't control himself when he was feeling so angry.

2. Jasmine and Karen

Jasmine and Karen are sisters. Karen loves fashion and hopes of starting her own clothing line someday. She enrolled in a fashion school to get a head-start at her career. She excitedly calls her sister Jasmine to tell her about her first day at the fashion school. Jasmine is not so sure that it is a good choice for a career, but she still talks and listens throughout the entire conversation. She knows how much this means to Karen, and wants to support her but Jasmine tries to provide her sister with alternative career paths she thinks are best for her sister. Karen is disappointed, and wishes that Jasmine would just be happy for her and support her decision. She also knows that Jasmine cares about her, and wants her to do well in life. Karen tells Jasmine that it would really mean a lot to her if she could come with her on the first day and see the school. Jasmine agrees to come and support her sister, which makes Karen really happy.

Healthy, Unhealthy, and Warning Signs of Abuse Handout

In a healthy relationships people...

- Treat each other with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest

- Earn the others' trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt or harm each other physically, emotionally or mentally

In an unhealthy relationship people...

- Treat each other disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests
- Or they do things ONLY with each other – they have no separate friends or interests
- Do not care about each other's feelings
- Do not really enjoy spending time with each other

Warning signs of an abusive relationship include...

- One person tries to control what the other person's opinions or beliefs
- One person is often jealous of the other person's success or achievements
- One person puts the other person down, calls them names or humiliates them
- "Crazy-Making" behaviour—this is when one person lies or changes their story, or when they deny or minimize the other person's experience. This behaviour often makes the other person feel like they are "going crazy."

How I Would Want to Be Treated by Others in a Relationship Handout

Directions:

Please review the following list and circle 3 ways you would want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick

your top three. Follow the directions at the bottom of the page after you have picked your top three. I want other people to...

- Treat me with respect
- Be trustworthy
- Need me
- Treat me fairly
- Support me
- Be honest with me
- Treat me as an equal
- Make me laugh
- Encourage me
- Protect me
- Trust me
- Care for me

Looking at the three you chose, please list the number one most important way you would like to be treated by others, and write a brief explanation of why that quality is so important.

Quality: _____

Explanation: _____

Effective Communication Tips Handout

Voice:

Make sure the tone of your voice and the volume of your voice are right for what you are saying.

Intent:

Know what you want if you are asking for something. What outcomes would be okay with you?

Body Language:

Think about what you are saying with your body. Are your arms folded? Are you looking somewhere else? Are you turned towards the person or away from them? It is best when your body language is saying the same thing your words are saying.

Timing:

Think about when you are going to ask for something or bring up a difficult topic. Does the other person have the time and energy to devote at that moment?

Approach:

Think about how you bring something up. Are you defensive, attacking or angry? Or are you calm and open to hearing the other person's thoughts?

Being Clear:

Know what it is you want to say or bring up. Pay attention to word choice, tone of voice, and body language

Effective communication often includes:

- "I" statements ("I think ...", "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want

- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities (“I can ...”)

Appendix N

Sources and Links for the SEL-based Materials

Materials		Sources and Links
Self-awareness	Building confidence	Lesson plan: Link: https://oureverydaylife.com/confidencebuilding-games-5929198.html Activities: Link: https://busyteacher.org/2564-swappy-roleplays-for-adults-1.html
	Building resilience	Lesson Plan and Activities: Link: https://www.seemescotland.org/media/8155/resilience-toolkit.pdf
Self-management	Goal-setting	Lesson Plan and Activities: Link: https://positivepsychology.com/goal-setting-students-kids/
	Stress-management	Lesson Plan: Link: https://www.tcd.ie/Student_Counselling/student-learning/assets/docs/old/Stress%20Mgmt.%20Exercises.doc Activities: Link: https://www.therapistaid.com/worksheets/stress-management.pdf
Social-awareness	Accepting and appreciating diversity	Lesson Plan and Activities: Link: https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-3-identity-and-characteristics
	Perspective-taking	Lesson Plan: Link: http://creducation.net/resources/perception_checking/classroom_activities_on_perspective_taking.html Links for the Activities: <ol style="list-style-type: none"> 1. http://creducation.net/resources/perception_checking/What_Do_You_See_Activity_OCDRCM.pdf 2. http://creducation.net/resources/perception_checking/See_World_Differently_Activity_OCDRCM.pdf 3. http://creducation.net/resources/perception_checking/Understanding_Perception_Differences_OCDRCM.pdf

Responsible Decision-making	Reflecting	This lesson plan and activities was taken from the <i>Washoe County School District</i> website Link: https://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/253/Social%20Studies/Life%20Scenarios%20and%20Consequences%20lesson%20plan_revised.pdf
	Problem-solving	Lesson Plan and Activities: Link: https://www.teach-this.com/functional-activities-worksheets/critical-thinking-problem-solving
Relationship Skills	Conflict resolution	Lesson Plan and Activities: Link: http://creducation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf
	Healthy Relationships	Lesson Plan and Activities: Link: https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-healthy-relationships.pdf