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### Teaching for Resilience: Integrating Socio-Emotional Learning into English Language Pedagogy in Iraqi EFL Classrooms

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#### Abstract in English

Social and emotional learning (SEL) as an integral part of education and human development. SEL is a process through which young people and adults develop important life skills. It helps individuals build healthy identities and manage their emotions. SEL supports achieving personal and social goals. It encourages empathy and understanding toward others. It also helps people create and maintain positive relationships. This study investigates the integration of (SEL) into English language pedagogy to enhance resilience among Iraqi EFL students. Conducted at Al-Sadiqah Preparatory School with 33 fifth-grade preparatory girls, the research examined teacher education, effective teaching practices, and students' roles in receiving SEL. Classroom observations, structured activities, and teacher feedback measured engagement, collaboration, emotional awareness, emotional regulation, and empathy. The findings indicate that SEL positively influences both linguistic proficiency and socio-emotional development, highlighting the importance of culturally responsive strategies and continuous teacher support in Iraqi classrooms. This study contributes to the field by providing empirical evidence on the effectiveness of SEL in EFL contexts within Iraqi schools, highlighting the need for culturally responsive teaching strategies and sustained teacher support. It also offers practical pedagogical insights for educators seeking to incorporate SEL into language classrooms to foster resilience, emotional well-being, and academic success among learners.

#### Paper Info

#### Keywords

*Socio-Emotional Learning, EFL Pedagogy, Resilience, Iraqi Classrooms, Emotional Awareness.*

### 1.1 Introduction

(SEL) has become an essential part of contemporary education, focusing on the growth of emotional intelligence, interpersonal skills, and resilience of students in addition to academic success (Corcoran & Tormey, 2012). The incorporation of SEL in the English as a Foreign Language (EFL) classrooms is a chance to promote the holistic learning process, which involves the linguistic competence and emotional and social development (Turner & Stough, 2020). Within the Iraqi context where memorization and exam preparation are often the primary focus of traditional teaching methods, the introduction of SEL into English language teaching is a way of meeting both cognitive and affective needs, equipping students to face academic and social challenges with confidence and strength (Delgado-Bello, 2021).

Successful SEL integration is based on teacher education (Dar, 2018). Effective training will provide educators with the knowledge, skills and reflective practices to establish emotionally supportive environments. Educators are taught to be exemplary in self-awareness, empathy, and emotional control, which are essential in developing resilience in students (Cui & Wang, Zhao, 2021). In the Iraqi EFL classrooms where students are frequently under the pressure of social, political, or linguistic factors, SEL-trained teachers become the agents of academic and socio-emotional growth. Professional development, pre-service training, and culturally responsive strategies make sure that educators are ready to use SEL strategies successfully (Coombe, et al. 2020).

Teaching practices that facilitate SEL in the classroom are also important. Structured learning opportunities that help students to build self-awareness, self-management, social skills, and responsible decision-making include collaborative learning, role-plays, storytelling, reflective activities, mindfulness exercises, peer feedback, and project-based tasks (Cui, et al. 2021).

Student involvement is the key to the success of SEL. Students are required to self-reflect, learn to regulate their emotions, cooperate with others, and make responsible choices. In the Iraqi schools, the readiness of students to accept SEL determines the success of interventions, especially when the academic pressure or social stress is high. Self-awareness, social awareness, relationship-building, and resilience enable students to overcome obstacles in language learning and beyond to create a culture of empathy, cooperation, and personal development in the classroom (Turner & Stough, 2020).

Besides the theoretical background and instructional practice, this research conducts a practical study of socio-emotional learning (SEL) in an Iraqi EFL classroom. These approaches were aimed at assessing the ways in which SEL strategies can be incorporated into English lessons in a culturally responsive way, which would give information about the effective ways of promoting resilience, socio-emotional, and holistic development in Iraqi EFL classrooms.

### 1.2 Aims of the Study

This study aims to explore how integrating social and emotional learning (SEL) into English language pedagogy can enhance resilience and emotional intelligence among Iraqi EFL students. It also examines the role of teachers in implementing SEL strategies through professional training, classroom practices, and culturally responsive

approaches. In addition, the study assesses the impact of SEL on students' engagement, collaboration, emotional regulation, empathy, and overall language proficiency.

### 1.3 Research Problem

Iraqi EFL students often struggle with low motivation, anxiety, and lack of communication skills in language classrooms due to limited focus on emotional and social aspects of learning. Traditional methods emphasize grammar and memorization, leaving little room for developing resilience, empathy, and collaboration. This gap highlights the need to explore how socio-emotional learning (SEL) can enhance both language proficiency and emotional growth.

### 1.4 Research Questions

This study is based on the following questions:

1. How does integrating socio-emotional learning (SEL) into EFL pedagogy affect Iraqi students' resilience and emotional intelligence?
2. What role do teachers play in implementing SEL strategies to support students' language learning and well-being?
3. How does SEL influence Iraqi EFL students' engagement, collaboration, and overall language performance?

## 2. Literature Review

### 2.1 Teacher Education in Socio-Emotional Learning (SEL)

The basis of incorporating resilience-based practices in English language pedagogy is teacher education in (SEL) (Alzina & Guiu, 2018). Unless teachers are well prepared, they might not have the conceptual knowledge and practical tools to support the social and emotional development of students. SEL training offers guidelines to foster empathy, resilience, and responsible decision-making in addition to academic training. In Iraqi EFL classrooms, where teaching is frequently exam-oriented and grammar-based, teacher education investment guarantees that English lessons extend beyond linguistic competence to also develop character and emotional resilience, which form conducive conditions to the holistic development of students (Adams & Hamre & Farmer, 2021).

One of the most important aspects of teacher training in SEL is the development of self-awareness and relationship skills in teachers (Creswell & Clark, 2017). Before teachers can help students develop similar competencies, they must be aware of their own feelings, prejudices, and reactions. Reflective practices assist teachers to assess classroom interactions and to realize the effects of their words and actions (Alrefaai and Shah, 2020). Another area where SEL-oriented teacher education is essential is classroom management (Dar, 2018). The Iraqi schools are used to traditional management that is based on strict discipline, whereas SEL promotes empathy-based approaches, restorative practices, and shared responsibility. Collaborative rule-setting, peer mediation, and mindfulness routines are some of the techniques that are introduced during training programs and enhance classroom behavior and offer meaningful contexts in which language skills can be practiced (Adams, et. al, 2021).

Professional development, pre-service and in-service is crucial in equipping teachers with SEL integration. The pre-service programs must comprise the emotional intelligence, classroom, and practical SEL modules, where role-playing, simulations, and reflective assignments are used (Turner & Stough, 2020). In-service workshops enable practicing teachers to keep up with the latest research, discuss trauma-sensitive

teaching, and create interesting group assignments. Within the Iraqi context, lifelong learning shows that SEL is not another burden but a part of a successful pedagogy (Alzina & Guiu, 2018).

### 2.2 Teaching Practices that Support Socio-Emotional Learning (SEL)

The teaching methods that can promote (SEL) in EFL classrooms are critical in the development of language competence and life skills. SEL cannot merely be incorporated into lessons, but it needs to be infused into daily teaching activities in order to make learning meaningful and holistic (Berwatkar, 2014). In Iraqi classrooms, where memorization and teacher-centered approaches tend to prevail, the implementation of SEL-informed practice makes the process of language learning an empowering and interesting experience (Catalán & Francisco, 2008). When teachers purposefully plan lessons to incorporate SEL, they provide the environment in which resilience, empathy, and collaboration thrive along with vocabulary, grammar, and communicative skills (Vesely-Maillefer & Saklofske, 2018).

Team learning is an effective activity that encourages language and social skills. Empathy, negotiation, and conflict resolution are encouraged by group projects, pair work, and cooperative tasks (Alrefaai & Shah, 2020). In Iraq, where students can be subjected to social pressures or lack of chances to use English, collaborative learning offers academic support and emotional involvement. The common activities like role-plays, dialogues, and group presentations enable students to speak English and listen, respect differences, and pursue shared objectives, which enhances language learning and socio-emotional development at the same time (Dar, 2018).

Reflective tasks such as journaling, personal storytelling and writing about feelings allow students to relate language learning to their own experiences. These activities promote self-expression in a secure space and promote self-awareness and strength (Birwatkar, 2014). Other practices that facilitate SEL are role-plays, simulations, and storytelling. Role-plays enable students to take on new roles, learn to empathize, and solve problems in English, whereas literature-based activities introduce students to a variety of emotions, ethical issues, and social scenarios (Adams, et. al, 2021). Iraqi EFL teachers will be able to promote the holistic development of students, where socio-emotional learning is integrated with language learning (Tweeten and Hung, 2023).

### 2.3 Current Efforts to Implement SEL in Schools

SEL implementation in schools in Iraq has been an area of growing interest, but so far the activity is in its nascent stages. Teachers, international organizations and educational authorities are slowly realizing the role of resilience, empathy, and social skills in student success (Dar, 2018). The change is based on the social and emotional struggles that Iraqi students are exposed to, as a result of political and economic turmoil, and cultural strains. ELCs, specifically, are becoming viewed as worthy spaces in which SEL can be embedded since language acquisition is intrinsically an activity of communication, interaction, and self-expression. These new initiatives are an indication of a shift to a holistic approach to education beyond academic success (Catalan & Francisco, 2008).

Another important attempt towards the development of SEL is teacher training initiatives. There are some universities and teacher-training institutes in Iraq which

have begun to introduce courses on educational psychology, emotional intelligence, and climate in the classroom (Booth, 2014). Although they are not necessarily directly conceptualized as SEL, they help to develop the capacity of teachers to promote socio-emotional development (Valenzuela - Zambrona & Saklofske, 2021). The Iraqi teachers are also exposed to the SEL strategies by workshops organized by international partners, including the cooperative learning or the test anxiety alleviation with the help of mindfulness. Nevertheless, the implementation has been unequal, as most of the schools still tend to go towards the traditional exam-based instruction. Replicating these reforms in additional schools and integrating them into national education policy would be a major move towards institutionalizing SEL in Iraq (Corcoran & Tormey, 2012).

#### **2.4 The Role of Students in Receiving Socio-Emotional Learning (SEL)**

Students play a key role in the success of any (SEL) especially in classrooms where students experience both language and emotional barriers. Students are also not passive receivers of knowledge, they require participation, reflection and self-regulation. Being ready to investigate feelings, strive to empathize, and collaborate with peers impacts the level of successful SEL integration to a large extent (Alemdar & Anilan, 2020). Such engagement offers a basis of resilience and an enhanced learning experience in contexts where there is social or political stress (Cui et.al, 2021).

One of the most important tasks of the students is to develop self-awareness (Birwatkar, 2014). This would be about considering the strengths and weaknesses of learning the language and it is also about being able to identify the emotions that come with success or struggle. Journaling in English or describing emotions about challenging tasks or feeling proud of your accomplishments are some of the activities that allow learners to develop language and emotional intelligence (Creswell & Clark, 2014). Students also develop the ability to self-regulate, a fundamental aspect of SEL, by learning their emotional reactions to themselves. Learners also have a responsibility of learning how to manage themselves, which will directly encourage academic success. Strategies of coping with stress, impulse control, and motivation are needed in stressful exam situations. Incidences of setting of goals, time management and emotional regulation are all consistent practices that enable students to excel both academically and socially (Dar, 2018). The use of these skills in the actual classroom environment, when working in a group or when making an oral presentation, not only develops language but also enhances socio-emotional growth (Creswell & Clark, 2017).

The other important role is social awareness. Students have to be taught to listen to and sympathize with the views of others (Booth, 2014). Learners are sensitive in how they react to the feelings of classmates through peer interactions, role-plays and discussions in classrooms. This is a skill that should be valued especially in the creation of inclusive learning spaces in which teamwork, respect, and proper communication are the basis of academic and emotional growth. Another task of students is active work and building relationships (Balasubramanian & Al-Mahrooqi, 2016). Engagement in discussion, group work, and reflection activities is a manifestation of learning and SEL devotion. Embracing classmates, peaceful conflict resolving and cooperating is a part of a favorable classroom atmosphere. This kind of engagement will enable students to develop positive peer support networks, boosting the individual resilience of students and the overall emotional health of the classroom (Cisneros-Barahona, Marqués

Molíás, L., Samaniego Erazo, G.,

Mejía-Granizo, Rosas-Chávez, & Avalos-Espinoza, 2024).

Students are also supposed to make responsible decisions and carry on SEL outside the classroom. Careful decisions regarding participation, study behavior and peer

interactions help to enforce the knowledge that behaviors have both personal and social repercussions (Dar, 2018). Using emotional intelligence in everyday life (at home, in the community, online) by applying empathy, kindness, and self-regulation makes the concept of SEL become a practice instead of a theory (Calderón, 2024). Besides, resiliency to go through difficulties is one of the core functions of a student. Perseverance and practical application of SEL strategies is needed to overcome language barriers, handle exam stress, and overcome social pressures (Booth, 2014).

## **2.5 Advantages and Disadvantages of Integrating SEL in Classrooms**

### **2.5.1 Advantages of Integrating SEL in Classrooms**

There are certain advantages for SEL in which it enables the student to have self-regulation, emotional awareness and goal-setting, which increases focus and persistence in learning. Tools that can help EFL students handle stress, express themselves clearly, and have a respectful conversation are helpful due to their regular anxiety about exams and the language obstacles. The skills complement English language learning because they help to make the communication more realistic and meaningful (Turner and Stough, 2020).

SEL enhances teamwork, understanding, and support, lessening rivalry, and favoring collaboration. Students also make friends, collaborate effectively, and embrace diversity, resulting in inclusive classrooms in which students feel secure and honored and encouraged to engage in language activities.

Emotional regulation, conflict resolution, and responsible decision-making reduces disruptive behavior when taught. This provides a peaceful, productive atmosphere in which the teacher can teach, students can learn, and classroom culture promotes academic and socio-emotional growth (Balasubramanian and Al Mahrooqi, 2016). SEL provides students with coping mechanisms to deal with stress, adversity and external challenges. Mindfulness, journaling, and positive interactions help EFL learners to achieve resilience, emotional well-being, and mental well-being. These are skills that enhance the general learning and equip students with life outside school.

Additionally, Best Solution SEL is based on teamwork, problem-solving, decision-making, and cross-cultural communication, which prepares students to face academic, professional, and social difficulties in the future. It is more interactive and encouraging in the sense that the lessons are interactive and supportive. The inclusion of SEL also helps bring the Iraqi classrooms to the international level of education that emphasizes a holistic development (Birwatkar, 2014).

### **2.5.2 Disadvantages of Integrating SEL in Classrooms**

Booth (2014) states that there are certain disadvantages for SEL in which Greater Workload and Training Disparities in Teachers in which the introduction of SEL requires additional burdens on the time of teachers to plan, structure activities, and deliver personal assistance. Socio-emotional strategies are not formally trained among most Iraqi educators, which may result in inconsistent application and stress among teachers, which may undercut the effectiveness of SEL in classrooms.

Group work and reflection, needed in some SEL activities, often demand materials, technology or space, which are scant in most schools in Iraq. Moreover, the curriculum is very exam-intensive and there is no time to engage in long-term SEL activities. These limitations may lead to hasty or unfinished use of the socio-emotional learning (Dar,

2018). Certain Iraqi communities might be reluctant to talk about the feelings directly or to prioritize SEL among others in comparison with the traditional academic success. The enforcing of cultural norms and the distrust of parents may curtail the intention of students to engage completely, which restricts the efficacy of the SEL programs in classrooms (Corcoran & Tormey, 2012).

The Socio-emotional skills are qualitative and subjective and thus are more difficult to assess compared to academic performance. Varying outcomes on measures like empathy, resilience, or responsible decision-making can pose a challenge to teachers, making it difficult to track the effect and warrant SEL integration (Valenzuela - Zambrona & Saklofske, 2021).

Furthermore, difference in Student Engagement and possible Mismatch Not every student is as prepared or willing to participate in SEL activities and therefore benefits are not evenly distributed (Booth, 2014).

### **3.Methodology**

#### **3.1 Participants**

The present study employed a mixed-method approach, which aimed at exploring how socio-emotional learning (SEL) can be integrated in Iraqi EFL classrooms. The study was done at Al-Sadiqah Preparatory School of girls with 33 fifth-grade students targeted. The classroom observation, teacher interview and structured class based activities were used to collect data and scored in order to form measurable outcomes. The primary purpose was to assess students' activity, cooperation, emotional awareness, and self-regulation in classes when learning English and measure these parameters in percentages. The method enables qualitative information as well as quantitative analysis, which gives a clear image of the effectiveness of SEL in such a situation.

Participants

Instruments

Data Collection Procedures

Data Analysis Procedures

#### **3.2 Instruments**

There are specific steps are followed as the bellow:

1. Observation Checklist: Indicators that are recorded are; participation, cooperation, empathy, emotional regulation, and communication. All of the students (33) were scored on each indicator.
2. Class-Based Activities: Tasks were rated on the basis of active participation, group work, and reflective thinking converted to percentages of all students exhibiting positive behaviors of SEL.
3. Teacher Interview: Gave qualitative information in the form of context, which was used to supplement the quantitative classroom outcomes.

#### **3.3 Data Collection Procedures**

The study lasted four weeks, with eight observation sessions (twice per week, 40 minutes each). During lessons, students participated in group discussions, role-plays, collaborative projects, and reflective writing exercises, which were designed to target SEL skills while practicing English. Each student's performance in these activities was recorded and rated using a five-point scale:

1 = Very Low

2 = Low

3 = Moderate

4 = High

5 = Very High

Scores were then converted into percentages to represent the proportion of students demonstrating high-level SEL engagement. Additionally, a semi-structured teacher interview was conducted to understand pedagogical strategies, challenges, and perceptions of student socio-emotional development.

Data were systematically collected from 33 students as follows:

1. Participation in group discussions: Observed in all sessions.
  2. Collaboration during role-plays and projects: Scored for each student.
  3. Reflective writing exercises: Evaluated for emotional awareness and self-expression.
  4. Teacher’s evaluation: Provided insight into students’ progress in SEL competencies.
- Each session produced a table of scores per student, which was later converted to percentages for analysis.

### 3.4 Data Analysis Procedures

Quantitative data from observations and activities were analyzed using descriptive statistics. For each SEL indicator, the number of students achieving “High” or “Very High” levels was calculated, and percentages were computed:

$$\text{Percentage} = \frac{\text{Number of students scoring 4 or 5}}{33} \times 100$$

This allowed comparison across different SEL dimensions such as participation, collaboration, emotional regulation, and empathy. Qualitative data from the teacher interview were coded thematically to explain patterns observed in the quantitative results, providing context for challenges and successes.

## 4. Theoretical and Practical Frameworks

Participation: 28 out of 33 students actively participated in discussions, representing 84.8%. This high percentage indicates that SEL strategies, like guided discussions and question prompts, successfully encouraged students to engage in English activities.

**Table (1) SEL Outcomes among Fifth - Grade Students at Al Sadiqah Preparatory School (N=33)**

SEL Indicator	Number of Students (Out of 33)	Percentages
Participation	28	84.8%
Collaboration	26	78.8 %

Emotional Awareness	24	72.7%
Emotional Regulation	22	66.7 %
Empathy	25	75.8%

The findings reveal that socio-emotional learning (SEL) should be implemented in the EFL classrooms in Iraq to promote student engagement. Having 84.8% of the students actively participating in discussions, it is evident that the SEL strategies, including guided reflections, and interactive group tasks stimulate a learner to become active in terms of sharing their thoughts in English. This is in line with the theoretical knowledge that SEL fosters self-confidence and participation, which is a crucial aspect in language learning. The attendance percentage is very high which indicates that the students are not only interested in the content but also in emotionally supportive classrooms.

Team mapping skills were also significantly enhanced as 78.8 percent of students displayed good team working skills throughout the role-plays and group projects. This implies that SEL promotes collaborative behavior in that learners are taught to listen, negotiate and share responsibilities. In Iraqi classrooms, where students are large and thus often distracted by their peers, encouraging cooperation will mean that students will complement one another in learning. These results are in line with other researchers who have determined that SEL improves peer interaction and equips students with social and professional experiences beyond the classroom.

The emotional awareness among students, which was found in 72.7 percent of the participants, also shows that the reflective writing and discussion tasks were effective to assist learners in recognizing and describing their feelings. This is more so when the students might be subjected to external social or political pressures. Emotional awareness does not only lead to personal developments, but also improves language learning as students are more comfortable to share ideas and feelings using English. The findings indicate that SEL can be used to successfully mediate emotional and linguistic development.

Emotional control, which was reached by 66.7% of students, demonstrates that not all learners are able to cope with anxiety or frustration and, in particular, when speaking in front of an audience. This reflects the necessity to strengthen SEL strategies on a regular basis, like mindfulness practices or stress management. Although most of them were positively impacted, the marginally lower proportion in emotion regulation shows that the skills of emotional control can only be mastered after a period of practice and regular teacher guidance.

Another good piece of information was empathy which 75.8 percent of students were sensitive to peers when participating in group work. This proves that SEL enables learners to gain perspective-taking skills and social responsibility that would be essential in building inclusive classroom environments. Empathy also has a beneficial effect on communication, since students will be more considerate to the needs of peers and are more ready to support the latter, which will further strengthen the practice of language cooperation.

These findings are further put into perspective by the insights of the teachers. They also said that they observed the students were more motivated and less conflictual in the classroom and were more willing to engage in speaking activities. She observed that the implementation of SEL is in line with the objective of pedagogy and student well-being. The teachers create a secure and emotionally supportive environment where the

learners can make risky choices regarding the use of language without being judged, which is the key to communicative competence.

All these findings suggest that a relevant integration of SEL leads to the process of resilience development among students. Reflective exercises and group work teach the learners to survive adversities and continue work, to adjust to group dynamics. Under the Iraqi educational environment, where external stressors are frequent, the development of resilience is crucial to academic achievements, emotional, and social health. SEL offers systematically structured practising opportunities to students to internalise these skills.

Furthermore, the findings indicate that implementation of SEL is efficient, though it has to be planned carefully and culturally sensitive. Although the percentage of high engagement and collaboration shows that the concept is successful, the difficulties in controlling the emotions or adjusting the activities to the large classes demonstrate that teacher training and adapting to the context should be continuous. Thus, SEL not only boosts socio-emotional and linguistic growth but also contributes to the idea that education must be centered on the comprehensive development of the student and not just on the conventional academic performance.

## 5. Conclusion

To sum up, the results of the study show that the application of socio-emotional learning (SEL) into Iraqi EFL classrooms helps students to participate more actively, collaborate, improve their emotional awareness, and empathy. The outcomes indicate that the learners were confident in working with English activities, more cooperative in group activities, and they could better express their feelings with reflective writing. Although emotional regulation was found to be the most difficult sphere, the general results prove that SEL programs provide emotionally supportive and inclusive conditions in which students are motivated to speak English. These advancements imply that SEL does not only enhance the process of learning a language, but it has a crucial role in developing learners in terms of social responsibility and personal development.

Simultaneously, the study points out that to ensure the effectiveness of SEL is to the maximum, it is necessary to address it with careful planning, cultural competence, and constant training of teachers. The difficulties with controlling emotions and implementing SEL measures in the large classroom indicate that further pedagogical assistance is required. However, the data show that SEL helps students to build resilience, as it provides the skills to overcome external pressures and be more successful both academically and socially. Thus, teaching SEL as a component of EFL in Iraq is the contribution to linguistic competence and the overall maturity of learners which corresponds to wider objectives of education, student well-being and lifelong learning.

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#### Abstract in Arabic

التعلّم الاجتماعي العاطفي (SEL) يُعدّ جزءاً أساسياً من التعليم والتنمية البشرية. وهو العملية التي يكتسب من خلالها جميع اليافعين والبالغين المعارف والمهارات والاتجاهات، ويطبقونها من أجل بناء هويات صحية، وإدارة الانفعالات، وتحقيق الأهداف الشخصية والجماعية، والشعور بالتعاطف مع الآخرين وإظهاره، وإقامة علاقات داعمة والحفاظ عليها، واتخاذ قرارات مسؤولة ومبنية على العناية بالآخرين. تبحث هذه الدراسة في دمج التعلّم الاجتماعي العاطفي (SEL) ضمن طرائق تدريس اللغة الإنجليزية من أجل تعزيز المرونة لدى الطالبات العراقيات متعلّقات اللغة الإنجليزية كلغة أجنبية (EFL). أُجريت الدراسة في مدرسة إعدادية الصديقة للبنات وشملت (33) طالبة من الصف الخامس الإعدادي. تناول البحث دور إعداد المعلم، والممارسات التدريسية الفعّالة، ودور الطالبات في تلقي التعلّم الاجتماعي العاطفي. تشير النتائج إلى أن التعلّم الاجتماعي العاطفي يؤثر إيجاباً في كل من الكفاءة اللغوية والتطور الاجتماعي العاطفي، مما يؤكد أهمية اعتماد استراتيجيات تراعي الخصوصية الثقافية وتوفير دعم مستمر للمعلمين في الصفوف العراقية.

**الكلمات المفتاحية:** التعلّم الاجتماعي العاطفي، طرائق تدريس اللغة الإنجليزية، المرونة، الصفوف العراقية، الوعي العاطفي