

# **New curriculum and ELT textbooks in The Gambia: The SEL dimension**

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## **ABSTRACT**

As The Gambia moves forward with national curriculum change, the concepts of social-emotional learning, as reflected in the values of the national curriculum framework as well as the Sustainable Development Goals (SDGs), specifically SDG 4.7, have set the stage for a culture of change within education in The Gambia. The new curriculum for English incorporates a competency-based approach. It also strives to ensure that all learners in Grades 1-9 experience classroom environments that instill societal values to develop their social and emotional skills while also creating a generation of resilient citizens who can cope with and solve environmental and sustainability challenges within their country. The new competency-based English language textbooks that are being written to advance these values through engaging and relevant content aim to further these goals and are a departure from the previous textbooks, which viewed English as a body of knowledge to be learned.

# **Socio-emotional learning in Arabic language education in Morocco: A school quality improvement endeavor**

**EZZAKI**

## **ABSTRACT**

This paper presents an approach for integrating Socio-Emotional Learning in the teaching of Modern Standard Arabic in the Moroccan school system, including the curriculum, instruction, and the wider school environment. To this end, the paper provides (a) a statement of the problem, emphasizing the argument for a holistic view on language pedagogy that goes beyond academic learning and aims at the education of the ‘total child’, including his/her psycho-social growth, (b) an overview of the limitations of the current practices in teaching MSA, with a focus on its insufficient use as a medium for extensive self-expression and self-development, (c) a brief description of some conceptual SEL models, leading to the selection and adaptation of one of these models for the present paper, (d) the pedagogical guidelines (strategic and procedural) for a SEL-embedded approach to teaching MSA, pointing out, among other things, the need for emphasizing fluent and meaningful communication and learners’ exposure to extensive MSA material, and (e) the mapping of the main SEL skill sets, along with a sample of corresponding sub-skills and learning activities. The paper concludes with a set of propositions to improve the learning of MSA in the Moroccan school system, highlighting the treatment of SEL as an important component of improving the overall quality of the educational system.

# **An empirical investigation of social emotional learning among children in primary education: The case of Catch Up in Zambia**

PHIRI ET AL.

## **ABSTRACT**

Zambia's government introduced the Catch Up program to address the learning crisis. This program aims to improve literacy and numeracy skills among grade 3–5 learners using the Teaching at the Right Level (TaRL) approach. Catch Up groups learners by learning level, employs an accelerated learning methodology, and regularly assesses progress. The success of Catch Up relies on continuous professional development of school leaders and senior teachers in tailored instruction. It is believed that Catch Up may enhance socioemotional learning (SEL) in addition to literacy and numeracy skills. The TaRL classroom methodology incorporates play-based components that are joyful, socially interactive, iterative, and meaningful, promoting confidence and engagement. Research conducted in Lusaka and Central provinces in 2022 showed that the Catch Up program positively impacted empathy and conflict resolution, with community schools outperforming government schools in these areas. Some improvements were also observed in stress management, although not statistically significant.

# **How social-emotional learning is integrated into the Vietnamese Language and Literature subject: A review from curriculum and textbooks to teachers' practices**

LE ANH VINH

## **ABSTRACT**

Social Emotional Learning (SEL) plays a crucial role in fostering happy and successful individuals who potentially contribute to the overall well-being of society. SEL is not only found in stand-alone programs, but is also integrated into various subjects taught in school, including the mother language subject. Research indicates that mother language subjects bring a great advantage in developing students' socio-emotional competencies. This study examines the current implementation of SEL competencies in the Vietnamese language and literature curriculum, textbooks, and teaching practices and suggests that although SEL is not explicitly mentioned, several SEL competencies are integrated into the curriculum, from learning objectives and content to textbook design and teacher practices. However, because of the unintentional integration, some SEL indicators at high-order levels have been blurred and teaching SEL is spontaneous rather than systematic. Additionally, some SEL competencies receive inadequate attention. The study highlights the need to raise awareness about the importance of SEL, the role of national guidance, and teacher training as key solutions for promoting SEL education in Vietnamese educational settings.