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ABSTRACT

Teaching practices shape the way in which students receive, analyze and acquire knowledge. Hence, foreign languages approaches often compete in settling new ideologies that take the responsibility over students' learning by defining how different classroom methods affect the way learners perceive and deal with the new language.

In fact, the 21st century challenges brought to surface the notion of psychosocial counselling, prevention/intervention services, and follow up procedures as a consequent to the worrying disinclination and reluctance students tend to show when learning foreign languages in general and English in particular. In this regard, **Social Emotional Learning (SEL)** as a newly embraced framework represents a promising humanistic model that targets a range of interlaced intellectual, interpersonal and intrapersonal competences that in turn, may shape the traits of students' academic success or failure. On another hand, the act of coordinating and honing these fundamental areas is thought to amplify the likelihood of thriving at EFL classes across the different academic levels.