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Comprehension and Oral Expression

Course for Second-Year Students - License English Degree-

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Outline

Preface	P.11
About the Instructor	P.12
Course Details	P.12
Course Aim.....	P13
Target Objective.....	.P13
Teaching Materials.....	P13
Learning Activities.....	P13
Evaluation	P14
Students' attendance	P14
Teaching Approach.....	P14
Diagnostic Test / Introductory Session.....	P16
Pre-test.....	P16
Section A: Fluency test.....	P16
Section B: Vocabulary, Meaning Completion and Grammar	P17
Semester One: Self Development.....	P20
S1 Calander.....	P21
Unit One: Debating Skills: The Art of Persuasion, Expressing Ideas and / Defending Thoughts.....	P22
Time Required.....	P22
Aims of this unit.....	P22
Required Teaching Materials.....	P22

Language: New Vocabulary.....P22

Pre-listening Phase.....P23

Warm-up Discussion.....P23

Listening Phase.....P24

While-listening activity: Individual workP24

Post-listening activity: Group work.....P24

Key answers.....P25

Unit Two: Developing Communication Skills.....P27

Time required.....P27

Aims of this unit.....P27

Required Teaching MaterialsP27

Pre-listening PhaseP27

Warm-up Discussion.....P27

Listening Phase.....P28

While-listening Activities.....P28

Individual work.....P28

Task One: ABCD Questions.....P28

Task Two: Gap fillingP30

Post-listening PhaseP30

Group Work: Cards’ Game.....P30

Pair work: Back Drawing GameP31

Key AnswersP31

Unit Three: Leadership SkillsP32

Time requiredP32

Aims of this unit..... P32

Required Teaching MaterialsP32

Language: New VocabularyP32

Pre-listening Phase..... P32

Warm-up DiscussionP32

Listening Phase 1: What is leadership? P33

While-listening Activity..... P33

Listening Phase 2: Leadership skills and what makes a good leader? P34

While-listening Activity..... P34

Listening Phase 3: Leadership Styles..... P34

While-listening Activity..... P34

Post-listening PhaseP35

Leadership Games: Group & Individual work.....P35

Game One: MinefieldP35

Game Two: Brainstorming for Change..... P35

Game Three: You are a Poet! P36

Key answers..... P36

Unit Four: Developing Emotional & Social Intelligence Skills..... P38

Time requiredP38

Aims of this unitP38

Required Teaching MaterialsP38

Language: New VocabularyP38

Warm-up DiscussionP38

Listening Phase..... P39

Post-listening Phase..... P39

Activity OneP39

Activity TwoP39

Key answersP40

Unit Five: Empowering Mental Health..... P41

Time requiredP41

Aims of this unitP41

Required Teaching Materials..... P41

Language: New VocabularyP41

Pre-Listening PhaseP41

Warm-up Discussion..... P41

Listening PhaseP42

Post Listening Phase.....P 44

Oral presentation/Discussion..... P44

Teacher-student Discussion..... P44

Problem-Based TaskP44

Wrapping upP44

Unit Six: Active Citizenship and Environmental Citizenship..... P45

Time required..... P45

Aims of this unitP45

Required Teaching MaterialsP45

Warm-up DiscussionP46

Picture-based Discussion TaskP47

Acquisition of Theoretical KnowledgeP47

Listening Phase..... P48

Video 1P48

Video 2P48

Video 3..... P48

Post-listening Phase..... P48

Watch and Answer.....P48

Key answersP49

End of Semester Assessment: Realisation of the Final Project of S1 P52

Semester Two: Developing Criticality..... P53

S2 Calander..... P54

Unit One: Shattering Stereotypes..... P55

Time required..... P55

Aims of this unitP55

Teaching MaterialsP55

Pre-listening PhaseP55

Warm-up DiscussionP55

Listening Phase..... P56

Post-listening PhaseP56

Speaking Task: Oral production..... P57

Unit Two: Social Media: The Good, the Bad, and the Ugly!P58

Time required..... P58

Aims of the unit..... P58

Teaching Materials..... P58

Vocabulary and New LanguageP58

Pre-listening PhaseP58

Warm-up DiscussionP58

Students- Teacher DiscussionP58

Listening Phase..... P59

Part One: Is social media good or bad for you?P59

While-listening ActivitiesP59

Task OneP59

Task TwoP59

Part Two: Social media and Mental HealthP60

Listening Phase..... P60

Writing Activity (Group work): Let’s Exchange Ideas! P60

Post-listening Phase: Lead-in Activities..... P61

Option OneP61

Option TwoP61

Option ThreeP61

Key answersP61

Unit Three: Debunking False Realities about Social MediaP63

Time requiredP63

Aims of the unit..... P63

New Vocabulary and Language..... P63

Required Teaching Material..... P63

Pre-listening Phase..... P63

Warm-up DiscussionP63

Pair WorkP64

Listening PhaseP64

Post-listening Phase..... P64

Writing ActivityP64

Speaking activityP64

Unit Four: Digital Identity: Why Does it Matter?P66

Time requiredP66

Aims of this unitP66

Pre-listening PhaseP66

Warm-up DiscussionP66

Teacher-student interactionP66

Listening PhaseP66

‘While listening’ ReflectionsP66

Post-listeningP67

Oral ProductionP67

Unit Five: Storytelling SkillsP68

Time requiredP68

Aims of this unitP68

Required Teaching MaterialP68

Pre-listening PhaseP68

Warm-up DiscussionP68

Storytelling ProcedureP68

Storytelling AssignmentP69

Scenario 1: Tell a story and make us laughP69

Scenario 2: Tell a story and keep the mystery till the endP69

Scenario 3: Tell us a story and take us to a fairly-landP69

Scenario 4: Tell us a horror storyP69

Scenario 5: Tell us a story with a moral at the endP69

Unit Six: Film ReviewP70

Time requiredP70

Aims of the unitP70

Required Teaching MaterialsP70

Pre-listening PhaseP70

Warm-up Discussion..... P70

Listening PhaseP71

It Is Time to Reflect!P71

Language/acquisition of New Vocabulary..... P71

Post-listening Phase..... P71

In-class TaskP71

At-home Task (+ in-class discussion)P71

It Is Time to Write Your Film Review!P73

Oral presentation: End of Semester Story Telling + Film ReviewP73

BibliographyP75
Appendix 1..... .P77
Appendix 2P79
Appendix 3P81
Appendix 4..... .P83
Appendix 5P88

Preface

This pedagogical support is designed to teach Oral Expression to second-year EFL students -English Degree- at the University of Abu Bekr Belkaid, Tlemcen. This pedagogical support is produced to enhance students' listening, speaking, reading, and writing skills which I see are crucial to *equally* develop in order to achieve language proficiency among EFL students.

Through the design of the present pedagogical support, I intend to develop students' criticality by getting them involved in discussions about different problematic situations related to their local and global contexts. Consequently, students will develop various skills that can shape them as active and responsible citizens who are ready to discuss issues related to their local context and suggest solutions. For a long-term objective, the latter can be achieved if students are trained to be decision-makers in different situations/aspects of their lives and it is education that empowers them with necessary skills. To achieve this, for instance, I integrated discussions about social and emotional intelligence in the present course because these two skills are deemed crucial for the development of individuals not only as students but also as citizens in their communities. Different experiments were carried out in the universities of Harvard in the US and Queensland in Australia reported that teaching emotional intelligence skills to students 'can positively impact the whole community in education settings and will contribute to better leadership, well-being, and resilience of students' (Anderson, 2024; Why is emotional intelligence..., 2023). Another reason why I, as the author of the present course, intended to focus on the teaching of emotional skills in the module of 'Comprehension and Oral Expression' is to make sure every student in the classroom learns how to feel confident enough to speak in English without being afraid of being bullied or mocked by creating a safe, inclusive and friendly learning environment and by empowering their emotional states.

About the Instructor

Teacher's name: Dr. Sarra Menal FERKACHE

Availability: Face-to-face and via E-mail (sarramenal.ferkache@univ-tlemcen.dz)

Classroom Location: English Department: Language Laboratories

Course Lessons: Face-to-Face

Unit: Fundamental

Credit: 4

Coefficient: 2

Course: Comprehension and Oral Expression/COE

Target population: Second-year EFL students – English Degree-

Course Details

Course Description

The present designed course of 'Comprehension and Oral Expression' encompasses *twelve (12) units/lectures* that focus on the development of EFL students' language proficiency, communication & critical skills. As such, the course emphasises on four different areas namely:

1. **Language skills:** Receptive (listening and Reading) and Productive skills (Speaking and Writing).
2. **Communicative and Critical skills.**
3. **Interdisciplinary knowledge.**
4. **Pronunciation and Vocabulary.**

The aforementioned skills are closely related to each other and are equally focussed on in order to attain the course objectives. By the end of this course, second-year EFL students will be able to:

1. Develop their speaking and writing outputs by communicating ideas, issues, and solutions related to different real-life social, cultural, or environmental problems.
2. Discuss, analyse and critically think about different topics or situations.
3. Deliver oral presentations about different topics.
4. Show a good level of adaptability and flexibility in being able to confidently speak about different topics which in turn reflect their language proficiency and growth.

For a course to be successful, three main phases should be focused on:

- a. Phase 1: Diagnostic phase.
- b. Phase 2: Learning phase.
- c. Phase 3: Evaluation phase.

Course Aim

This course aims to support students to be able to think critically and communicate effectively by being able to speak about different current real-life situations and problems (social, cultural, environmental ...).

Target Objective

The main objective of this course is to develop students' *fluency* and *accuracy* through enhancing their *communicative* and *critical thinking* skills. The optimal objective of this course is to shape emotionally and socially intelligent citizens who are empowered with theoretical and practical knowledge to act as good and active citizens in their local communities. Apart from educational objectives, the designed course aims to encourage EFL students to think and act as responsible citizens who are open to different opinions and respect diversity within and outside the educational setting.

Teaching Materials

This course is divided into different units. These are equivalent to lectures (including theoretical knowledge & its practical side) which will be taught in different teaching sessions. As for teaching materials, the course uses different texts, pictures and

YouTube videos related to different themes such as: environmental citizenship, stereotypes, film reviews, empowering mental health and developing emotional/social intelligence. The aforementioned materials are considered as an *input* which will enhance students' listening and reading skills. The development of these skills: i.e. listening and reading will contribute into the ability of students to show a good academic and professional *output* which will be manifested in developing their writing and speaking skills.

Learning Activities

The designed course involves the development of different skills through the use of a wide range of activities such as project-based activities, problem-solving activities, role-play activities, games, group works, pair works, and individual works.

Evaluation

This course involves a continuous evaluation (TD out of 20) and a final examination (Exam out of 20) at the end of each semester.

Students' Attendance

Attendance of students in this course is mandatory.

Teaching Approach

The focus of the designed course is to train students to think critically and communicate effectively in the English language and, therefore, the use of *Problem-Based Learning (PBL)* is deemed useful for the development of different skills such as Adaptability Communication, Critical thinking, Interpersonal skills, Problem-solving skills, Processing, and analysing information, Respecting differences and diversity, Self-awareness, and Leadership skills. All these skills are important in the 21st century.

PBL is a learner-centred approach that encourages students to think about current problems and communicate solutions which can possibly be applied in real-life situations (Barell, 2007). As a designer of the present course, I aim through the use of PBL to create active learners who are empowered with interdisciplinary knowledge through the discussion of different social, cultural, global, and environmental problems that we are witnessing in the 21st century. The present course also uses *gamification* through storytelling, challenges, and language games in order to help students learn the target language in an enjoyable way. For ELT, the use of games is deemed beneficial in encouraging critical thinking, collaboration among students, and mastery of the target language. As such, Al-Dosakee and Ozdamli (2021) briefly mentioned that the use of games in ELT is an important motivation booster.

Diagnostic Phase / Introductory Session

The design of a diagnostic test is important at this stage because it allows teachers to discover their students' learning styles and focus on enhancing areas of strength in order to achieve better results. At this stage, teachers are free to design diagnostic tests and the results of these tests will allow them to adapt the current course according to their students' level. A pre-test / diagnostic test is provided below as a reference.

The pre-test phase can be included in an introductory session to gauge students' level of language proficiency. In the present course, I suggest a total of 03 hrs to be dedicated for this purpose.

Pre-Test

Important: This test is designed for L2 EFL students to gauge their level in English.

Please note that you do not have to mention your name.

What level is your English?

Section A. Fluency test

1. You can speak English without translating in your head: do you think in English and produce in English or do you think in Arabic / Amazigh and produce in English

Never Rarely sometimes Very frequently Always

2. You make few errors and when you do you can catch your own mistakes

Never Rarely sometimes Very frequently Always

3. You can use a wide variety of phrases and expression including phrasal verbs, idioms or slang

Never Rarely sometimes Very frequently Always

4. You can talk about technical or specific topics confidently

Never Rarely sometimes Very frequently Always

5. You can use all grammar tenses easily

Never Rarely sometimes Very frequently Always

6. Your peers are impressed by your English

Never Rarely sometimes Very frequently Always

7. You do not usually get stuck in English, but when you do you can find a way around it

Never Rarely sometimes Very frequently Always

8. You are not uncomfortable speaking English with your peers or your teachers

Never Rarely sometimes Very frequently Always

9. You feel you can express your true self in English

Never Rarely sometimes Very frequently Always

10. Your peers and teachers easily understand you (pronunciation and structure)

Never Rarely sometimes Very frequently Always

11. You understand TV shows, movies, the news .. without using subtitles

Never Rarely sometimes Very frequently Always

Section B. Vocabulary, Meaning Completion and Grammar

Part 1: Choose the appropriate word

1- Well, they were both in perfect running order only this morning, but this one is now definitely out of You'll have to use the other one.

A) order B) business C) work D) employment E) job

2- I noticed that there were two buttons from his coat.

A) falling B) losing C) departing D) dropping E) missing

3- You seem to have developed a number of extracurricular interests which you from your studies.

A) distract B) obstruct C) arrest D) inhibit E) encourage

4- It is no injustice to say that the sense of a person has is closely bound up with his cultural background.

A) harbour B) rumour C) tumour D) labour E) humour

5- I tried to the car, but I couldn't see very well what was behind me.

A) reveal B) react C) reverse D) restore E) repair

Part 2: Choose a sentence to complete the paragraph

1- We owe the name and the concept of Atlantis to Plato. It was first mentioned in his dialogues Timaeus and Critias, where he claims to be reporting a conversation that had taken place between his ancestor, Solon, and an Egyptian priest. The dialogues tell us the overwhelming of a culture by a catastrophe which by modern chronology would have occurred about 9600 BC, at the end of the last Ice Age. _____. Therefore, it's hard for archaeologists to believe that it's fictitious and this has given rise to a host of speculations about where Atlantis might have been and even to expeditions aiming to discover, vestiges of the civilisation itself.

A) Nevertheless, the story doesn't appeal to the logical reader

B) Atlantis was said to have been under the Atlantic Ocean in the accounts of Plato

C) In the dialogues, epic voyages in primitive craft proved that they could have sailed immense distances simply by drifting with the current

D) Atlantis was destroyed by a group of primitive huge creatures which had human intelligence but a body of a monster.

2. _____ It's the piece of paper listing previous qualifications and experience.

Increasing reliance on paper qualifications and the multiplication of the number of qualifications now available have led to a situation where these particular

qualifications list and its presentation are an essential first step towards getting one's foot in the door of a job.

- A) In most of the job applications people tell lies or they pretend that they have passed all the subjects in examinations that they've failed
- B) Almost everyone who applies for a job these days must expect to attend an interview but whether or not they should have curriculum
- C) Companies are employing professional assessors to find out in the course of interviews whether candidates can substantiate their claims
- D) Many people prepare some documents related to their past before a job interview

Part 3: Choose the relevant expression and fill in the gap

1- He didn't know _____ or go home.

- A) to wait B) if that he should wait C) if to wait D) whether to wait

2-. That's the man _____ yesterday.

- A) which I was talking to B) what I was talking to C) I was talking to D) with who I was talking

3- _____ he was tired he went on working.

- A) Even B) Yet C) Although D) In spite

4- How _____ is it from here to New York?

- A) long way B) long C) far D) much far

5- I wish I _____ what to do.

- A) knew B) have known C) know D) would know

Adapted from: www.englishtestsonline.com

Semester One: Self Development

Units for Semester One in the Oral production module emphasise on developing different skills that are closely related to self-development such as: debating skills and expressing thoughts, communicative skills and the art of persuasion, leadership skills, emotional intelligence skills, and mental health empowerment. This semester has different learning objectives. It aims to:

1. Make students grow and self-develop both emotionally and socially.
2. Teach students about how they can act as *good* and *active* citizens in Algeria to bring up a real change to their own community by suggesting possible solutions to different social, economic or environmental problems.
3. Develop different academic, intrapersonal, and critical skills that will be helpful for students in the world of employment and in daily life.
4. Make students acquire new skills on how to react in different situations in the workplace or in real-life situations by focussing on emotional / social intelligence skills and leadership skills.
5. Shaping the language classroom as a safe and friendly environment where students are not ashamed of sharing their concerns and ideas. This will in turn contribute into the development of speaking skills and help students overcome the fear of speaking in English language.

S1 Calander

**Unit¹ One: Debating Skills: The Art of Persuasion, Expressing Ideas and /
Defending Thoughts**

Unit Two: Developing Communication Skills

Unit Three: Leadership Skills

Unit Four: Developing Emotional & Social Intelligence Skills

Unit Five: Empowering Mental Health

Unit Six: Active Citizenship and Environmental Citizenship

¹ Please note that *a unit is equivalent to a lecture* (Theory and Practice). In the present course, each unit offers theoretical knowledge and a practical side that focuses on the development of different skills. Depending on the type of knowledge and the variety of activities, each unit may be taught in 2 or more teaching sessions.

Unit One: Debating Skills: The Art of Persuasion, Expressing Ideas and / Defending Thoughts

Time required

- 04.5 hrs (3 Teaching sessions)

Aims of this unit

This unit aims at encouraging students to be good debaters by developing debating skills such as: listening to others, using appropriate language, tone, speed, and volume, clarity, fluency, and self-confidence. This unit encourages students to be critical thinkers and good communicators of ideas. This unit introduces students to specific terms related to the world of debating and teaches them about the right pronunciation of the terms.

By the end of this unit, students will have:

- Understood what debating means and the necessary elements that should be present in any debate.
- Acquired necessary vocabulary that they will need in their debates about different.
- Learned how to defend their ideas during a debate and present arguments about their choices.
- Learned how to start and end a debate appropriately.
- Learned how to be successful debaters.
- Learned how to analyse and discuss a problem.
- Learned how to express their thoughts and viewpoints and how to defend them and communicate different ideas.
- Learned how to respond and express persuasive and rational arguments.

Required Teaching Materials

- **Videos**

[\(1\) Debating skills - Introduction - YouTube](#)

[Debating skills - World Schools Style Debate Format: The Nuts and Bolts - YouTube](#)

[Debating skills - Debate Style: It's all about how you say it - YouTube](#)

[\(1\) Debating skills - Debate Role Play: First opposition - YouTube](#)

[\(1\) Debating skills - Debate Role Play: First proposition - YouTube](#)

- **Handouts**

Vocabulary and phrases for debating in English (check Appendix 1).

Language: New Vocabulary

After watching the videos, students will learn new vocabulary:

- **Motion:** the question or the theme of the debate.
- **The proposition:** represents the team who is for the motion or the proposition
- **The opposition:** represents the team that is against the motion or the proposition
- **Rebuttal:** a statement that says that something is not true.
- **Debate style:** is all about how you say your ideas and content.
- **Argument:** a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining these reasons.

Pre-listening phase

Warm-up Discussion: (10 mnts to 15 mnts)

Students will watch a short video ([\(1\) Labour MP demands apology from Boris Johnson for "derogatory and racist remarks" - YouTube](#)) about a debate that took place at the British parliament and answer the following questions:

- What is the video about?
- What do you think this is? A discussion? An interview? A debate? And where do you think it took place?

- Can you identify the main people in this debate?

Listening phase

Students will listen to the following informative videos:

[\(1\) Debating skills - Introduction - YouTube](#)

[Debating skills - World Schools Style Debate Format: The Nuts and Bolts - YouTube](#)

[Debating skills - Debate Style: It's all about how you say it - YouTube](#)

[\(1\) Debating skills - Debate Role Play: First opposition - YouTube](#)

[\(1\) Debating skills - Debate Role Play: First proposition - YouTube](#)

While-listening activity: Individual work

While listening to the videos, try to *define* the following terms and *transcribe* them correctly as you listen:

Motion: ?

Proposition: ?

Opposition: ?

A rebuttal: ?

Debate style: ?

Argument: ?

Post-listening:

Post-listening activity: Group work (as a part of the continuous assessment / TD mark)

Step 1: Divide the class into two large groups and ask them to face each other (the same way debaters sit in the British parliament).

Step 2: Give them the motion of the debate. For example:

- *“Men and women should be equal in all aspects of life”.*
- *“Veganism is good for our health and meat is the source of all illnesses”.*

Step 3: Choose which group is going to represent the opposition and which group is going to represent the proposition.

Step 4: Give them time (30 mnts) to think about the motion, discuss it with the rest of the team and prepare ideas.

Step 5: Declare the start of the debate. The debate can last as long as the proposition and the opposition can communicate their ideas. The aim is to have all students participate into the debate. The debate can last for 30 mnts or 45mnts.

N.B. The tutor / teacher is the judge during the debate and is at the same time taking notes and marking students as a part of continuous evaluation (TD). At the end, the tutor will declare who won and succeeded in presenting persuasive arguments for their ideas during the debate. Once the debate ends, the tutor / teacher gives comments on how each one of the students performed their role as a debater.

Key answers:

a. Warm-up Discussion:

-What is the video about?: the video is a debate about racist and derogatory remarks against minorities in the UK.

-What do you think this is? A discussion? An interview? A debate? And where do you think it took place?: The video represents a debate that took place at the British parliament in the UK.

-Can you identify the main people in this debate?: There are two main parties that are a part of the debate: labour and conservative parties. There is also a judge who manages the debate.

b. While-listening activity:

Definition of key terms:

-Motion: the question or the theme of the debate.

-The proposition: represents the team who is for the motion or the proposition

-The opposition: represents the team that is against the motion or the proposition

-Rebuttal: a statement that says that something is not true.

-Debate style: is all about how you say your ideas and content.

-Argument: a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining these reasons.

Phonetic transcription of words

Motion /'məʊʃən/

Proposition /,prɒp.ə'zɪʃ.ən/

Opposition /,ɒp.ə'zɪʃ.ən/

Rebuttal /rɪ'bʌt.əl/

Debate style /dɪ'beɪt staɪl /

Argument /'ɑ:g.jə.mənt/

Unit Two: Developing Communication Skills

Time required

- 03 hrs (2 Teaching sessions)

Aims of this unit

The main aim of this unit is to train EFL students to communicate effectively in different situations. By the end of this unit, students be able to:

- Practice mindful and active listening.
- Display good communication skills.
- Show a high level of clarity, confidence, friendliness, respect, and empathy during conversations.

Required Teaching Materials

- **Videos:**

[Communication Skills at Work: 4 Key Tips | Indeed Career Tips \(youtube.com\)](https://www.youtube.com/watch?v=...)

Pre-listening phase

Warm-up Discussion: (10 mnts to 15 mnts)

Let's discuss the following questions

- How important are communication skills for EFL students?
- What are some ways to improve verbal communication skills?
- Why is it important to make eye contact while speaking?
- How can active listening improve communication?
- Can you share a personal experience where good communication skills made a difference?

Listening phase

After students discussed the above Warm-up Questions, they will watch the following video and discuss the four main skills stated by the career coach in the video:

[Communication Skills at Work: 4 Key Tips | Indeed Career Tips - YouTube](#)

While-listening activities

Individual work

Task One: ABCD questions

1. According to the video, which of the following is a key benefit of using phrases like "I hear you saying" or "So I believe you are saying"?

- A. It confirms the speaker's emotions
- B. It helps the speaker feel understood and respected
- C. It asks for clarification on the speaker's point
- D. It shows that you are not actively listening

2. The video suggests that providing input from how you solved similar challenges is valuable to others because it:

- A. Demonstrates your superior problem-solving skills
- B. Implies that the speaker's problem is not unique
- C. Helps the speaker relate to you and your experiences
- D. Shows the speaker that you have not faced similar issues

3. Which of the following is NOT mentioned as an effective technique for active listening?

- A. Displaying empathy
- B. Interrupting the speaker to ask questions

- C. Recalling previously shared information
- D. Summarising the speaker's message in your own words

4. According to the video, which of the following is the best practice when asking questions during a conversation?

- A. Asking open-ended questions to gather more information
- B. Asking questions that can be answered with a simple yes or no
- C. Interrupting the speaker as soon as you have a question
- D. Asking direct questions to guide the speaker to provide more details

5. What is the primary purpose of the video according to the transcript?

- A. To provide tips on how to improve your communication skills
- B. To discuss the importance of active listening in conflict resolution
- C. To explain the different types of questions that should be asked during a conversation
- D. To demonstrate the value of recalling previously shared information

6. Which of the following is NOT mentioned as a benefit of using a small smile when listening?

- A. It encourages the speaker to continue
- B. It communicates that you agree with the speaker's message
- C. It demonstrates that you are processing the meaning of the message
- D. It shows that you are actively engaged in the conversation

7. Which of the following is NOT one of the key elements of effective communication mentioned in the video?

- A. Maintaining eye contact
- B. Varying your tone of voice
- C. Asking follow-up questions

D. Providing constructive feedback

Task Two: Gap filling

As you watch the video again, try to fill in the gaps in the following transcript

Practice shifting focus to mimic _____(1) with different audience members...maintain _____(2) in meetings and one-on-one settings...look at the camera in video meetings to mimic _____(3) ...Active listening is crucial for effective _____(4) ...use verbal and non-verbal techniques to improve _____(5)...Paraphrase and summarize the main points to show _____(6)...Display empathy by acknowledging and sharing _____(7)

Post-listening Phase

Group Work: Cards' Game

For this activity, the teacher should bring different cards and divide students into groups depending on the group size and follow the following steps:

Step 1: Each group will be provided with a card that the group members should describe and communicate its meaning altogether. Please note that at this stage, the teacher will be visiting each group and paying attention to how students are communicating with each other.

Step 2: Each group will select a representative. The representative of the group will try to describe and communicate the meaning of the card with the rest of the class. By doing this, students are practicing active listening, verbal and non-verbal communication skills, and being clear and concise.

Pair work: Back Drawing Game

Description: Get someone to draw on a piece of paper attached to your back. You then have to feel the movement of their pen and try to copy them on your own piece of paper.

Aim: This game helps pairs work together, think together, and connect. If pairs work in synchronicity, they may end up with similar drawings (Indeed Editorial Team, 2023).

Key Answers

Individual work:

Task One: Correct answers

- | | | | |
|------|------|------|------|
| 1. B | 3. B | 5. A | 7. D |
| 2. C | 4. A | 6. D | |

Task Two: Correct answers:

- | | | | |
|----------------|---------------|--------------|---------------|
| 1. eye contact | 4. | 5. listening | 6. |
| 2. eye contact | communication | skills | understanding |
| 3. eye contact | | | 7. emotions |

Unit Three: Leadership Skills

Time required

- 06 hrs (04 Teaching sessions)

Aims of this unit

This unit aims to draw students' attention to the concept of leadership and its importance, especially in the 21st century given the skills this theory/philosophy offers them.

By the end of this session students will have:

- Learned what the concept of leadership means.
- Learned about leadership skills and different styles by getting to know new vocabulary and the pronunciation of these new words.
- Defined the characteristics of a good leader.

Required Teaching Materials

- Videos

Language: New Vocabulary

Leadership styles: coach, visionary, bureaucratic, laissez-faire, democratic, pacesetter, autocratic

Leadership skills: positivity, motivation, creativity, feedback ...

Pre-Listening Phase

Warm-up discussion: (10 to 15 mnts)

Teacher/tutor will ignite a discussion with students about the following:

- What do you know about leadership?
- How can someone be a leader?
- What is the difference between a boss and a leader?
- Can you name some leaders that you know in your own society (Algerian society)? How did they exercise leadership?

Listening phase 1: what is leadership?

Students will listen to the first video about the meaning of leadership ([What is Leadership? Leadership Explained - YouTube](#)).

While-listening activity

Every student will be taking notes and will come up with a simplified definition of leadership. They will be asked to choose the summary that best describes the video from the following options:

1. In the video, various definitions of leadership are explored, highlighting the diverse nature of leadership styles and skills. The importance of creating a clear vision of the future, engaging others to work towards that vision, and delivering results is emphasised as key aspects of effective leadership. Leaders are expected to possess a range of skills such as motivation, coaching, delegation, feedback, and influence to successfully guide their teams towards achieving goals.

2. In the video, the focus is on the concept of leadership and the essential skills required to be an effective leader. It explores the different types of leaders, ranging from CEOs to political figures, and the variety of leadership styles that exist. The video also discusses the importance of emotional intelligence, resilience, and adaptability in overcoming obstacles and achieving success as a leader.

3. In the video, it's suggested that leadership can be defined in multiple ways, showcasing the complexity of the role. The process of creating a vision, engaging others, and delivering results is presented as a straightforward approach to effective leadership. Different leadership styles and skills are mentioned, indicating the need for leaders to possess a diverse set of qualities. Overall, the video touches on the challenges and rewards of being a leader, highlighting the importance of continuous learning and development in this role.

Listening Phase 2: Leadership skills and what makes a good leader?

Students will listen to the video ([WHAT MAKES A GOOD LEADER? \(Leadership & Management Skills Training!\) - YouTube](#)) about what makes a good leader and deduce leadership skills.

While-listening activity

After students listened carefully to the video, they will deduce leadership skills and the qualities of a good leader.

Listening Phase 3: Leadership styles

Students will listen to the video ([Top 8 Leadership Styles - Definitions & Examples | Indeed Career Tips - YouTube](#)) and comment on it. They will discuss the different styles of leadership.

While-listening activity

After students have listened to the video, they will do the following task:

Task instruction: Write the phrases in the correct group and transcribe the words according to their pronunciation in the video

can cause high levels of stress to the leader, motivate the team, Focussing on goals, focus on details, enough room for creativity and innovation, sharing ideas, authoritarian, supportive, inspire employees, Can achieve high respect from the team members, can be adopted in military, works with well-trained team members, focussing on performance, autonomy, optimistic, can experience work burnout, self-confidence, the total providing regular feedback, opposite to the authoritarian style, can be time-wasting, innovative, help companies to grow, skilled in building employees' morale, make decisions alone, prefers to set rules, and give instructions, based on delegation, hands-off, does not promote creativity, considering the opinion of others before making decisions, driving fast results, assist in setting goals, Expect team members to religiously follow the rules, Recognising the strength of others, excellent communication skills

Visionary	Servant	Autocratic	Laissez-faire	Democratic	Pacesetter	Bureaucratic	Coach

Post-listening Phase

Leadership Games: Group & Individual work (can be added to the continuous assessment of students / TD mark)

At this stage, students will use the knowledge and skills they learned in order to exercise leadership. Taking into consideration the size of the group and the classroom, the teacher can choose one or two of the following tasks. These tasks will help the teacher notice to what extent students have mastered the theoretical / conceptual knowledge they were exposed to and how they are using it.

Game One: Minefield (Stepshift, 2016)

Aim: This activity aims at building trust and improves communication skills between team members.

Description: One partner will need to be blindfolded or keep his/her eyes closed and will not be allowed to talk. The other partner is allowed to see and talk to guide their blindfolded partner but is not allowed to touch the other person.

Game Two: Brainstorming for change (Stapleton, 2018)

Aim: developing communication skills and problem-solving skills.

Description: The teacher puts students into groups of 4 or 5. The goal is for students to come up with possible solutions to social, political or economic problems in their own

context. Working together, students brainstorm both small and large-scale solutions to a given problem topic.

Once the groups have finalised their list of detailed solutions, the teacher facilitates a discussion with the whole class, and together they examine which of the identified solutions could be a viable option and why.

Game Three: You are a Poet! (Landau, 2018)

Aim: The aim is to consider leadership in creative ways to find new perspectives.

Description: To boost creativity and reflect on leadership concepts, one activity for adults is to write a poem. This activity can be done individually or in small groups.

Key answers

Listening phase One:

Definition of leadership: leadership can be defined as the act of motivating a group of people to take actions towards achieving a common goal.

The passage that best summarised the video is : number 1

Listening Phase 2: Leadership skills and what makes a good leader?

Leadership skills or What makes a good leader?:

- A good leader has a clear vision
- A good leader sets action points for the team to complete and to, therefore, achieve the vision
- A good leader will delegate tasks to team members based on their strength
- A good leader will always lead by example and set high expectations from the start
- A good leader always develops their team
- A good leader always praises good work.
- A good leader understands the benefits of diversity and inclusion

Listening phase Three: Leadership styles

Visionary /ˈvɪʒ.ən.ri/	Servant /ˈsɜː.vənt/	Autocratic /ˌɔː.təˈkræt.ɪk/	Laissez-faire /ˌleɪ.sɪˈfeər/	Democratic /ˌdem.əˈkræt.ɪk/	Pacesetter /ˈpeɪs.setər/	Bureaucratic /ˌbjʊə.rəˈkræt.ɪk/	Coach /kəʊtʃ/
inspire employees, optimistic, innovative, help companies to grow,	Can achieve high respect from the team members, skilled in building employees' morale, the team, can experience work burnout,	Authoritarian, can be adopted in military, making decisions alone, preferring to set rules and give instructions, having self-confidence, Can cause high levels of stress for the leader	hands-off, autonomy, the total opposite of the authoritarian style, works with well-trained team members, based on delegation,	excellent communication skills, sharing ideas, can be time-wasting, considering the opinion of others before making decisions, enough room for creativity and innovation,	Driving fast results, focussing on performance, Focussing on goals,	Expect team members to religiously follow the rules, focus on details, not promote creativity,	Recognising the strength of others, assisting in setting goals, providing regular feedback, supportive,

Unit Four: Developing Emotional & Social Intelligence Skills

Time required

- 06 hrs (4 Teaching sessions)

Aims of this unit

This unit focuses on students' emotional and social intelligence which are important for their growth as individuals. The content of this unit also aims at creating language classrooms where interactional and interpersonal skills are enhanced through "group dynamics" (Dörnyei and Murphey, 2003: 1).

By the end of this session students will be able to:

- Identify and openly speak about different emotions.
- Feel safe when speaking about their emotions in front of their classmates.
- Feel included within an inclusive learning environment.

Required Teaching Materials

- Videos
- Handouts

Language: New Vocabulary

Emotional Intelligence, Social Intelligence, Social Skills

Warm-up discussion: (10 to 15 mnts)

Students will be provided with a list of adjectives that they will use to describe themselves first and then they are asked to anonymously select a classmate to describe them. Please check the list provided in appendix 2.

This activity will encourage openness among EFL students to speak about themselves and their emotions.

Before starting the listening phase, students will be encouraged to discuss the following:

What do you think emotional intelligence is?

How can we be emotionally intelligent?

Do you think you are good at controlling your emotions? How do you do it?

Listening phase

Listen to the following videos and discuss them with your students

[Developing Emotional Intelligence \(youtube.com\)](#)

[The art of managing emotions | Daniel Goleman | WOBI \(youtube.com\)](#)

[Social Intelligence and Leadership \(youtube.com\)](#)

Post-Listening Phase

Activity One:

Define and discuss what are the main domains of emotional intelligence suggested by Daniel Goleman.

Activity Two: It is Time to reflect!

Students will be provided with a list of beliefs about emotions amongst which they will choose the ones that best relate to them. Please refer to Appendix 3 as a reference. After students finish this activity, they will be invited to discuss the following:

- How did you feel about this exercise?
- What was easy or difficult about the exercise?
- What insights have you gained about your beliefs about emotions?
- How do you think we can boost our emotional intelligence?

Key answers

Emotional intelligence is the art of managing ourselves and our emotions. The four main domains discussed by Daniel Goleman are: Self-awareness, Emotional self-management, Empathy, and Social skills.

Unit Five: Empowering Mental Health

Time required

06hrs (4 Teaching sessions)

Aims of this unit

Unit Four of this course is closely related to unit three because it works towards the recognition and the wise management of our emotions. Due to cultural and societal barriers, individuals in Algeria are not always encouraged to speak about their emotions and their mental health in a safe and inclusive environment. Instead, they always have to face bullying when doing so. As such, this unit attempts to create a friendly, safe, and inclusive environment for EFL students to speak about their mental health and the experiences they went through in their lives. This helps them embrace the emotional changes that all individuals can go through during different stages in their lives and will help them manage and empower their mental health.

Required Teaching Materials

- Videos
- Handouts

Language: New Vocabulary

Students will be able to make a difference between Illness, Syndrome, and Disorder.

Pre-Listening Phase

Warm-up Discussion (15 -20 mnts):

1. Watch the video below:

https://www.youtube.com/watch?v=mAFs_tPU7Ws

Comment on the scene!

- What do you think was wrong with the employee?

- Comment on the employee's mental state, what can you say about it?

2. Discuss:

Have you ever experienced mental health issues? If yes, how do you speak about them with your friends and family members? Do you usually seek help from specialised doctors?

What can you say about how people with mental health issues are perceived in our society? Why do you think this stereotype is built about them?

Why do you think we can now see more people experiencing mental health problems compared to twenty or thirty years ago?

What do you know about mental health disorders ? Can you list some examples ?

What do they affect ?

What can you say about the spike of mental health disorder cases in the world during Covid-19 Pandemic ?

Have you ever experienced any ? When ?

Do you usually seek help to handle mental health issues / disorders ? If yes, what kind of help do you usually seek ?

Do you think a mental health problem is an emotion or an illness, or is it a part of one's personality?

Listening Phase

To enrich students' lexis, the teacher mentions and discusses the following examples of mental health issues with an emphasis on how these terms are pronounced:

Panic attack

/ 'pæn.ɪk ə ,tæk/

Depression /

dɪ 'preʃ.ən/

OCD (Obsessive-

Compulsive Disorder)

/ ,əʊ.si: 'di:/

Schizophrenia

/ˌʃkɪt.sə'friː.ni.ə/

bipolar disorder

/baɪ'pəʊ.lə dɪ'sɔː.dər/

Please note that teachers can choose three of four videos as learning materials depending on their focus in this unit. The warm-up discussion defines the selection of the videos. The chosen videos will serve as theoretical knowledge which will help students unpack different mental health problems and will help them do a Problem-Based Task at the end of this unit.

[\(3\) What is bipolar disorder? - Helen M. Farrell - YouTube](#)

[How sugar affects the brain - Nicole Avena - YouTube](#)

[\(3\) What is depression? - Helen M. Farrell - YouTube](#)

[Debunking the myths of OCD - Natascha M. Santos - YouTube](#)

[\(3\) How the food you eat affects your brain - Mia Nacamulli - YouTube](#)

[\(3\) What you are missing while being a digital zombie | Patrik Wincent | TEDxStockholm - YouTube](#)

[Anees Bahji: Why are eating disorders so hard to treat? | TED Talk](#)

[Joelle Rabow Maletis: The psychology of post-traumatic stress disorder | TED Talk](#)

[\(3\) The surprisingly dramatic role of nutrition in mental health | Julia Rucklidge | TEDxChristchurch - YouTube](#)

[\(3\) How stress affects your body - Sharon Horesh Bergquist - YouTube](#)

[\(3\) The Stress Response- Fight or Flight - YouTube](#)

[\(3\) What causes insomnia? - Dan Kwartler - YouTube](#)

[\(3\) How stress affects your brain - Madhumita Murgia - YouTube](#)

[How not to take things personally? | Frederik Imbo | TEDxMechelen - YouTube](#)

[How to stay calm under pressure - Noa Kageyama and Pen-Pen Chen - YouTube](#)

[How to manage your time more effectively \(according to machines\) - Brian Christian - YouTube](#)

[The psychology of post-traumatic stress disorder - Joelle Rabow Maletis - YouTube](#)

[How to stop your thoughts from controlling your life | Albert Hobohm | TEDxKTH - YouTube](#)

Post Listening Phase

Oral presentation/discussion

1. **Teacher-student discussion:** Teachers will open a discussion based on the chosen videos mentioned in the section above and displayed in the session.
2. **Problem-Based Task:** At the end of this unit, students will be asked to work in groups. They will be provided with 12 different real-life situations (check Appendix 4) that discuss different mental health issues. Students will be asked to identify the issue (s), think of the causes, and provide authentic solutions for the problems.

Wrapping up

Before the teacher wraps up this unit, pieces of advice should be shared with students. Please check Appendix 5 for reference.

Unit Six: Active Citizenship and Environmental Citizenship

Time required

- 06 hrs (4 Teaching sessions)

Aims of this unit

This unit aims to raise awareness among students about what citizenship means and about the importance, if not the need, to being a good / active citizen in Algeria in the 21st century. This unit also introduces students to the history of Algerian citizenship during the French colonisation and after independence. With a focus on active citizens and environmental citizenship, this unit will teach students how a real change can happen from / through us, as citizens, and to us.

By the end of this session, students will have:

- Developed the knowledge and skills when it comes to citizenship.
- Understood the meaning of citizenship and its dimensions (civil, legal, and social) and its types (active citizenship, environmental/ecological citizenship).
- Learned different ways about how they can engage into their own communities to bring up a real change and how to get involved into decision-making.
- Learned different ways about how they can be active and responsible citizens in their own society through volunteering, showing good behaviour and conduct, and opening discussions about cultural awareness. This means that students will learn and master new skills by doing.
- Been encouraged to act as environmental citizens in their society to protect the environment.

Required Teaching Materials

- **Videos**

[Citizenship - Bridget Anderson \(youtube.com\)](https://www.youtube.com/watch?v=...)

[Civic life, private life, politics, and government | Citizenship | High school civics | Khan Academy - YouTube](#)

[The Education for Environmental Citizenship \(EEC\) Pedagogical Approach \(youtube.com\)](#)

- **Pictures**



Warm-up Discussion (20 – 25mnts)

The teacher will discuss the following questions with the students:

- What do you know about citizenship? What about the sense of belonging?
- What are the types of citizenship that you know about?
- What do you know about Algerian citizenship? Its history?
- What about active citizenship? What do you know about it?
- How can someone be an active citizen in Algeria?

Picture-based discussion Task:

After discussing the questions, students will be exposed to the picture added above and will be asked to comment on it. The use of this picture is important because it gives us an idea about how citizens were recognised in colonial Algeria.

Acquisition of Theoretical Knowledge:

Once students finish guessing what the above picture may be about, they will be exposed to the historical background knowledge of Algerian citizenship. The teacher will have to cover the following ideas in order for students to understand the real meaning of Algerian citizenship:

- a. **During the colonial era (1830-1962):** cultural / religious and nationalistic reaction to what the French coloniser tried to obliterate via citizenship laws and the national education system (Ferkache, 2020).

The French national education system in Algeria focussed on the education of girls because they are the core of the society. Their aim was to teach them the French language and about Christianity in an attempt to obliterate their linguistic and religious identity (Ferkache, 2020)

French citizenship law in Algeria –Senatus Consulte- in 1848: Algeria was declared an integral part of France and Algerians were obliged to be naturalised providing that they renounce / give up on their Muslim status. For those who did not accept to give them on their Muslim identity, they were named French subjects and did not enjoy their social, political and civil rights (in Ferkache, 2020).

b. Independent Algeria 1962

Algerian citizenship law in French Algeria was a reaction to what the French tended to obliterate. Thus, only Muslims or whose father was a Muslim received their Algerian citizenship which made non-Muslims either convert to Islam or leave the country. Independent Algeria invested in the national education system to boost the national pride and named Islam as the religion of the state (in Ferkache, 2020)

Important: An exception has been made to those who fought for Algeria. Pierre Audin was named Algerian in 2020 for what his father Maurice Audin (a French activist / teacher of Mathematics at the university of Algiers) did for Algeria during the French colonial period (in Ferkache, 2020).

- c. **Conclusion:** The quick travel to history tells us a lot about Algerian citizenship which is all about showing **loyalty to the Algerian nation** rather than living in the country for an X period of time (Ferkache, 2020). Unlike in the UK, one can receive citizenship just because they have lived in the UK for some time. Algeria's conceptualisation of citizenship has nothing to do with this.

Listening Phase

1. Students will listen to the following video and discuss its content

Video 1: [Citizenship - Bridget Anderson - YouTube](#)

2. Students then will listen to the second video that introduces them to active citizenship and which will be the core of their final project for this semester.

Video 2: [Civic life, private life, politics, and government | Citizenship | High school civics | Khan Academy - YouTube](#)

3. After discussing Videos one and two, students will watch the 3rd video that introduces them to the importance of actively acting in their local communities to make real changes for the good of their own society and environment.

Video 3: [The Education for Environmental Citizenship \(EEC\) Pedagogical Approach \(youtube.com\)](#)

Post-listening Phase

Watch and Answer: When listening to video 2, students will discuss the following questions and find answers to them:

- What is the difference between private life and civic life?
- How can individuals participate in solving community problems in civic life?
- Can you explain the concept of politics as described in the video transcript?
- What does government encompass according to the speaker?
- Give an example of an activity that falls under civic life.
- How does the political process help people reach agreements within a group?
- Provide an example from the video transcript that illustrates involvement in politics

Watch Video 3 and answer the following questions:

1. What is the goal of education for environmental citizenship?
2. How does the pedagogical approach to environmental citizenship empower students?
3. What are the six stages proposed in the EEC pedagogical approach?
4. Can the entry point for the pedagogical approach be flexible?
5. What are some examples of steps that can be carried out in each stage?
6. How can the education for environmental citizenship approach be adapted based on different factors?
7. How does the pedagogical approach aim to enrich curricula and empower environmental citizens?

Key answers

What does the illustration represent?

The picture illustrates Cardinal Lavignerie who was a French Catholic cardinal and was appointed by the French government to spread Christianity in different villages

of Algeria. He was the true illustration of the French policy of making Algerians denounce their Muslim identity in order to receive French citizenship which would allow them rights and privileges in colonial Algeria.

Post-Listening Phase activity

Video 1

Correct answers

1. What is the difference between private life and civic life?

Private life involves pursuing happiness through personal relationships, hobbies, or jobs, while civic life involves participating in solving community problems.

2. How can individuals participate in solving community problems in civic life?

Individuals can participate in solving community problems in civic life by volunteering in civil society, making rules or laws, or serving in a government body.

3. Can you explain the concept of politics as described in the video transcript?

Politics encompasses how people reach agreements in a group through negotiating, compromising, or voting.

4. What does government encompass according to the speaker?

Government encompasses institutions like the supreme court or city council which make and enforce laws, as well as the people who serve in those institutions.

5. Give an example of an activity that falls under civic life.

An example of an activity that falls under civic life is providing food and shelter for the homeless community during winter to keep them out of the cold.

6. How does the political process help people reach agreements within a group?

The political process helps people reach agreements within a group by negotiating, compromising, or voting, even if they may not initially agree with each other.

7. Provide an example from the video transcript that illustrates involvement in politics

An example from the video transcript illustrating involvement in politics is when Jeffrey reaches out to Senator Rodriguez to provide information on a bill impacting senior citizens, hoping to secure support when the bill reaches the Senate.

Video 2

Correct answers

1. The goal of education for environmental citizenship is to empower students to understand the impact of their decisions and actions on environmental challenges, recognize their capabilities for change, and become agents of positive environmental and social changes.
2. The pedagogical approach to environmental citizenship empowers students by equipping them with the necessary knowledge, skills, values, attitudes, behaviours, and competencies to address environmental issues and make a difference.
3. The six stages proposed in the EEC pedagogical approach are inquiry, planning actions, civic participation, networking and sharing, sustaining environmental and social change, and evaluation and reflection.
4. Yes, the entry point for the pedagogical approach can vary and does not have to follow a specific linear order.
5. Examples of steps that can be carried out in each stage include data collection and analysis, mapping controversy, student activism, community actions, network development, addressing structural causes, and assessment.
6. The education for environmental citizenship approach can be adapted based on the environmental problem under study, the level of education, and the educational settings to meet specific needs and requirements.
7. The pedagogical approach aims to enrich curricula by providing an innovative, integrated, and holistic perspective that combines competencies with potential actions and behaviours, breaking down barriers between schools and society to empower environmental citizens.

End of semester assessment: Realisation of the Final Project of S1

P.S. Please note that this Problem-based Task can be added to students' continuous evaluation (TD) or be considered as a final examination of S1.

As a part of students' final assessment for this semester, they will be involved in *an environmental project* in order to make a real change in their community. This project can take place within the university setting provided that the head of the department agrees and authorises this. Students may organise a cleaning campaign or a tree planting campaign during which they will practice their social intelligence skills and leadership skills to attain the objective of this project. For this to be successful, students will vote for group leaders, and at the end, each group will provide a report of their tasks, activities and achievements for evaluation. Based on the report provided by students, the teacher will assess their achievements and will grade their performance based on the demonstration of different skills they saw during S1.

Semester Two: Developing Criticality

While S1 units focussed on self-development, S2 offers themes to help students develop their criticality and enhance their creative skills. Similar to S1, the content of S2 discusses themes that aim at developing interdisciplinary knowledge and skills by shedding light on real-life topics that are often not discussed in our context such as stereotypes. By designing this content, I am aiming to encourage EFL students to always have *questions to critically think about them rather than having answers*. The latter will create passive students; while the first will create active students who are able to participate within the learning process by reflecting on their own thinking, questioning things, doing research and sharing their own ideas which will enrich oral discussions and generate new thoughts.

Similar to S1, the second semester includes **six** main units to discuss different critical topics such as: stereotypes, social media, False Reality on social media, digital identities, storytelling, and film reviews. Just like S1, S2 will end with a semestrial problem-based task as a demonstration of the main teaching approach adopted for this course which is PBL.

S2 Calander

Unit One: Shattering Stereotypes

Unit Two: Social Media: The Good, The Bad and the Ugly!

Unit Three: Debunking False Reality about Social Media

Unit Four: Digital Identity: Why Does it Matter?

Unit Five: Storytelling

Unit Six: Film Review

Unit One: Shattering Stereotypes

Time required

- 6 hrs (4 Teaching sessions)

Aims of this unit

This unit represents one of the most debatable; yet less discussed, topics that can be discussed in an EFL classroom and through which students can develop a variety of skills, build knowledge, reshape mindsets and realities. Through the design of this unit, I aim for:

- The re-shaping of EFL students as *critical thinkers* who are empowered with knowledge and self-confidence to debunk false realities about different topics in the 21st century.
- The encouragement of tolerance and the acceptance of differences. This is important especially because the University of Tlemcen is a place where a diversity of countries, nations, and cultures come together to study.
- Raising the awareness of students about cultural and social biases that shape our reality and our understanding of the world.

Required Teaching Materials

- Videos
- PowerPoint Presentation

Pre-listening Phase

Warm-up discussion (10-15 mnts)

- a. The teacher asks students how do they feel about the following positive and negative Algerian stereotypes.
 - Algerians are nationalists!
 - Algerians are hot-tempered!

- Algerians are close-minded people!
- Algerians do not explain their emotions.
- Algerians are big complainers!
- All Algerians love football!
- Algerians are friendly and hospitable.

P.s. Please note that the teacher is responsible for moderating a student-student and teacher-student discussion. Students try to unpack these stereotypes and think about where they came from. and what reality they build about Algerians at a national and an international level.

- a. The teacher can now ask students to think about What stereotypes, social constructs, and cultural standards are.

Listening Phase

Students will watch the following video which speaks about stereotypes built about Muslim women in Western culture.

[Muslim Women Confront Common Stereotypes | ELLE \(youtube.com\)](#)

[Middle Eastern and Muslim Stereotypes in Media : Eefa Shehzad at TEDxYouth@ISBangkok \(youtube.com\)](#)

Post-listening Phase

After students finish watching the video, pair group discussions and a group discussion are raised around the following questions:

What are the stereotypes built about Muslim women in the West?

Why do you think Muslim women are perceived the way they are in Western culture?

Where do you think this social reality of Muslim women in the West came from?

Discuss the political, cultural and social biases?

What can you say about the role of media / social media, politics, power, globalisation ... in re-shaping realities and creating social standards or stereotypes?

Speaking Task: Oral production

Prepare an oral production project about stereotypes, their background / roots and their explanation in the Algerian context. Students can choose from the list: **Body image (men / women), Beauty standards, Manhood, Motherhood, Marriage, Gender, Parenting, Success, Feminine / masculine behaviour.**

This speaking task allows students to think critically about the topics stated above and think about how different factors can shape today's reality.

Unit Two: Social Media: The Good, the Bad, and the Ugly!

Time required

03 hrs (2 Teaching sessions)

Aims of the unit

This unit aims at developing students' criticality and speaking by inviting them to critically think about the use of social media and to what extent it can be good or bad for its users.

Required Teaching Materials

- Videos

Vocabulary and New Language

In this unit, students will enrich their lexis and learn new vocabulary associated with the theme of social media such as:

Millennials: people who were born between 1981-1996

Generation Z: people who were born between 1997 and 2012

Generation Alpha: people born since 2013 until now

Pre-listening Phase

Warm-up discussion (10-15mnts)

Students- Teacher Discussion:

- Are you active on social media platforms? If yes, which platforms do you use?
- Do you think that social media has become a part of our lives? Why?
- Do you think social media is often used wrongly? How do you think we can use social media for our good?
- What do you think of social media influencing nowadays?
- How do you think today's world is changing rapidly due to social media?

Listening Phase

Part One: Is social media good or bad for you?

During this phase, students will watch the following videos and comment on them.

[Social media isn't bad: you're just using it wrong | Eva Amin | TEDxCherryCreekWomen \(youtube.com\)](https://www.youtube.com/watch?v=...)

[The dark and light of social media | Farzana Qasimi | TEDxCasey \(youtube.com\)](https://www.youtube.com/watch?v=...)

While-listening activities:

Task One: Watch video 1 and complete the following script as you listen carefully:

Well, (1)..... groups of people you should be following. The first: (2)....., (3)....., and positive (4)..... Now I truly mean positive, because so often I'll hear someone say: "I(5).....", but then you'll go on their (6)..... and (7)..... Who they're following. [mnt 04:17]. The second group: (8)..... Now for me, my future goal is to (9)..... so the type of people I follow are people who started (10)

Task two: Now, watch the 2nd video and choose the passage that best summarises the video

Summary 1: In the video, the narrator highlights the impact of choosing to follow people who positively influence and inspire her. She explains how this simple change in her social media habits led to a significant improvement in her overall happiness and self-esteem. By unfollowing negative influences and embracing positivity, she was able to find true contentment and self-love.

Summary 2: In the video, the narrator discusses her struggle with social media and the pressure to compare herself to influencers. She talks about how she initially tried to give up social media but later realized that wasn't the solution. Instead, she found that surrounding herself with positive influences helped her become happier and more content with her life.

Summary 3: In the video, the narrator shares her journey of unfollowing negative influences on social media and focusing on positivity. She emphasizes the importance of surrounding oneself with people who uplift and inspire. By making a conscious effort to curate her social media feed, she was able to experience a positive transformation in her life.

Part Two: Socia Media and Mental Health

Listening Phase

Students will watch the following video and depict the important ideas discussed by the speaker by speaking about how social media can impact our mental health.

[This is your brain on social media | Connor LaRocque | TEDxKanata - YouTube](#)

[Impact of Social Media on Youth | Katanu Mbevi | TEDxYouth@BrookhouseSchool \(youtube.com\)](#)

[Chronically Online: The Epidemic of The Century | Alana Lintao | TEDxBayonne \(youtube.com\)](#)

Writing Activity (Group work): Let's exchange ideas!

Students will be divided into small groups of 4 or 5 depending on the group size and will discuss the questions below. Each group will then be asked to produce a written paragraph of no more than 150 words which discusses the questions below and share it with the whole class. This activity encourages the exchange of ideas and criticality among group members.

Instruction: Describe how our brains are affected by the addictive use of social media.

Post-listening Phase: Lead-in activities

The teacher can choose one of the three options of lead-in activities. These activities will create a more engaging environment where critical thinking is encouraged and appreciated.

Option One: Ask students to share their personal experiences with social media. Encourage them to discuss the different platforms they use, the reasons for their use, and any notable positive or negative impacts it has had on their lives.

Option Two: Split the class into small groups and provide each group with a set of statements about social media, some positive and some negative. Ask them to discuss the statements and decide whether they agree or disagree, providing reasons for their views. Afterward, have the groups present their discussions to the class.

Option Three: Show the students a selection of social media posts or headlines and ask them to identify any persuasive language or techniques used, such as exaggeration, emotional appeals, or logical fallacies. Discuss how these tactics can be used to influence people's beliefs and behaviours.

Key Answers:

While-listening activities

Task One:

- | | | | |
|--------------------------|--|--------------------------------|-------------------------------------|
| 1. There are four groups | 4. Positive acquaintances | 6. Instagram | 8. People who align with your goals |
| 2. Friends | 5. I don't like this person, they're so mean to me | 7. Guess who they're following | 9. Create my own business one day |

10. Their own
businesses

Task Two:

The passage that best describes the video is Summary 2

Unit Three: Debunking False Realities about Social Media

Time required

- 3hrs (2 Teaching sessions).

Aims of the unit

This unit aims at developing students' speaking performance by encouraging them to build discussions and critically think about how social media is faking reality. This aim can be achieved by:

- Debunking the realities of social media and discussing how different certainties in our society have changed over time due to social media content.
- Shedding light on the importance of being safe when navigating different social media platforms.

New Vocabulary and Language

By the end of this unit, students will learn new vocabulary and phrases such as:

Debunking realities: expose the falseness

Faking reality: falsifying reality

Shaking social certainties: changing/doubting social certainties

Required Teaching Material

- Videos

Pre-listening Phase

Warm-up discussion

Pair work

In pairs, students share perspectives by discussing the following:

What do you think can shape our realities today?

What do you think the role of social media is? Does it shape or re-shape our identities? if yes, how?

To what extent does social media make us social or unsocial?

Then, each pair of students can share their brainstormed ideas with the rest of the class.

Listening Phase

The teacher plays the following video and starts a discussion with students about its content and reflection on ideas.

[The Fake Reality of Social Media: Accepting Yourself | Sophia Shi | TEDxYouth@GranvilleIsland \(youtube.com\)](https://www.youtube.com/watch?v=...)

Post-listening Phase

- 1. Writing Activity:** summarise the video in 100 words.

- 2. Speaking activity: Students will be asked to create oral presentations by reflecting on the following questions**
 - How has social media influenced your life and self-perception?
 - Have you ever felt pressured to live up to the standards set by influencers on social media?
 - Do you think social media platforms promote unrealistic beauty standards?
 - Have you ever used editing apps to enhance your photos before posting them on social media?

- What do you think about the impact of social media on mental health, especially among young people?
- What role do you think social media plays in shaping societal norms and values?
- How do you think social media contributes to the formation of online communities and subcultures?

Unit Four: Digital Identity: Why Does it Matter?

Time required

- 03 hrs (Two teaching sessions).

Aims of this unit

This unit aims to teach students to critically question their second lives, virtual lives, that construct their digital identities. This unit also encourages students to review their practices in the virtual world and think about protecting their identities from online fraud. This unit will develop students' listening, speaking, and writing skills through a variety of activities that serve the purpose of S2: developing critical thinking.

Pre-listening Phase

Warm -up discussion (10-15 mnts):

Teacher-student interaction: as a teacher, discuss the following questions with your students

What do you think the term 'second life' means?

Do you know what a digital identity means? What can you say about your digital identity? Does it reflect your real identity? how can you describe it?

Listening Phase

Listen to the following TEDx Talk and discuss the main ideas by reflecting on the following questions

[How Social Media Shapes Identity | Ulrike Schultze | TEDxSMU - YouTube](#)

'While listening' Reflections:

1. How does the speaker describe the relationship between humans and technology?
2. What role does the virtual body or avatar play in shaping identity within Second Life?

3. What are discourses, as explained by the speaker, and how do they manifest in technology like Second Life?
4. Can you explain the significance of different discourses embedded in technology, using the example of a flood discussed by the speaker?
5. How does the use of specific discourses in technology influence identities and possibilities for action?

Post-listening

Oral Production

Each student should prepare a **critical oral presentation (10 -15mnts)** by reflecting on how they construct their digital identities on social media platforms and why does it matter to protect their identities on social media.

Unit Five: Storytelling Skills

Time required

- 03 hrs (two Teaching sessions).

Aims of this unit

Storytelling is a learner-centred approach which gives opportunities for EFL students to speak confidently in front of an audience: their classmates. The implementation of storytelling is deemed useful and beneficial for EFL students to improve their speaking skills and oral performances (Ellis, & Brewster, 1991; British Council, 2016).

This unit aims to make students:

- Develop their fluency and coherence by building congruency between thoughts and speech.
- Develop their listening comprehension and skills and enhance their ability to visualise objects.
- Boost their self-confidence by retelling stories and narration
- Improve their pronunciation and intonation.

Required Teaching Material

- Handout

Pre-listening Phase

Warm-up Discussion (up to 5mnts)

What is the story that you like the most? and why?

Storytelling Procedure: The teacher should explain the process of storytelling and explain this to students. One can follow the steps suggested by Samantaray (2014: 42):

- The teacher prepares the outlines of stories ² and writes them separately on coloured papers and make them visible to students
- Divide your class into groups of 5 depending on the size of your class.
- Each group will choose a paper.
- Based on the given outline, each group will try to develop a story.
- Students will be asked to narrate the story to their classmates.

P.S. Please note that students should be provided with a printed version (handout) of these steps as a reference for them.

Storytelling Assignment:

The teacher explains the following options of storytelling activities suggested by Samantaray (2014: 42) and students will be free to choose any of the following scenarios to perform as a part of their oral production:

- **Scenario 1: Tell a story and make us laugh.**
- **Scenario 2: Tell a story and keep the mystery till the end.**
- **Scenario 3: Tell us a story and take us to a fairly-land.**
- **Scenario 4: Tell us a horror story.**
- **Scenario 5: Tell us a story with a moral at the end.**

Please note that this assignment will be graded and the mark will be added to students' semestrial evaluation (TD marks).

² For the story's outline, please note that it can be chosen by the teacher.

Unit Six: Film Review

Time required

- 06hrs 4 Teaching sessions).

Aims of the unit

This unit aims at:

1. Developing critical thinking among students.
2. Teaching students how to review a film (Not film analysis) by assessing its quality.
3. Giving the opportunity to students to bring teaching material to the classroom (they need to be approved by the teacher first). This will demonstrate the level of trust that the teacher gives to their students which will leave a great impact on students themselves by enhancing their self-confidence.

Required Teaching Materials

- Videos
- Handouts (teachers can use this handout [Movie-Review-Editable-Handout-2023.pdf \(apsu.edu\)](#))

Pre-listening Phase

Warm-up discussion (10-15 mnts)

What's your favourite film?

What lessons did you learn from it? Do you recommend it to a friend?

What do you think a film Review is? what are the important points that a reviewer should focus on?

Listening Phase

Make your students watch the following short film

<https://www.youtube.com/watch?v=vkmnkbVc7iM>

It Is Time to Reflect!

- What do you think the short film was about?
- What happened to the girl on her first day at school?
- What were the perceptions built about people of colour?

Language / Acquisition of New Vocabulary

Explain the following

- Comply with:
- School uniform:

Post-listening Phase

In-class task:

In pairs, write your review of the film you have watched. Use the following points to help you write your written production

- Introduce the film (time, language, director)
- What are the main events of the film?
- What is the moral lesson(s) you received from the film

At-home task (+ in-class discussion):

Watch the movie of Animal Farm at home and try to understand its story.

[Animal Farm film 1999 - YouTube](#)

While watching, do the following tasks:

Task 1: Stop the video at 9:38 and listen to the conversation

- What did the farmer in the party ask the man about?
- What do animals want to do in minute 10 of the video?
- Why would they like to do that?
- What do we mean by ‘free’?

Task 2: Stop the video at 24:50mnts and answer the following questions

- How did Bill call the animals’ reactions to the farmer?
- What are the animals demands?
- Who is the leader in the animal farm?

Task 3:

- Stop the video in 49:29mnts and answer the following question

Why was Snowball banished?

- Stop the video in 57mnts and answer the following questions

Which change did the farm witness?

Are the revolution goals persistent after the change of the animals’ leader?

Task 4:

- Write 200 words about the following:

How did Napoleon secure his position as a leader?

Task 5: Language Acquisition

As you watch the film try to find the correct meaning of these words and phrases

1. It’s on me:

2. Harnesses:
3. Outrage:
4. Uprising:
5. You've done enough (phrase):
6. Anything of interest:
7. What goes around comes around:
8. To look upon:

It Is Time to Write Your Film Review!

Make students write a 500-words film review by answering the following questions:

1. Introduce the film
2. Who is the director and what is the real story of 'Animal Farm' film?
3. Who are the characters in the film?
4. What is the story about?
5. Who gains power?
6. How can power be displayed?

Oral presentation: End of Semester Story Telling + Film Review

For the sake of evaluating students' skills and abilities to review films, students will be asked to choose *culturally / religiously appropriate* short films (no more than 5 mnts long) and prepare their oral presentation/film review. This oral performance marks the end of S2 programme.

N.B. Please note that students should share the short film with the teacher before they bring it to the classroom in order to avoid any inappropriateness.

Please also note that the teacher is free to make decisions about either adopting this semestrial storytelling activity as either a final examination or adding it to students' TD marks.

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Appendix 1

Useful vocabulary and phrases for debating

From: [\(1\) How to debate in English: Vocabulary and Phrases - YouTube](#)

- **Bullet point your ideas using**
 - a. Listing words: first, second, third Finally.
 - b. Words to indicate importance: Primarily

- **Giving examples:**
 - a. there are many examples of this, for instance...
 - b. In fact, you can find many examples in real life, just think of ...
 - c. There are similar cases such as
 - d. So, in this example we can clearly see ...

- **Summarising and linking the argument**
 - a. So, as you have seen in my argument

- **Responding to the other team's ideas:**
 - a. I see what you think, but I believe / think that
 - b. Yes, I understand but my opinion is that
 - c. That's all very interesting, but the problem with that is
 - d. I am afraid I cannot fully agree with your point of view ...
 - e. I think I have got your point, now, let me respond to it ...
 - f. We can see what you are saying but here is my reply ...

- **Concluding and finishing your statement:**
 - a. Here are the main points...
 - b. To recap, the main points are ...

- c. Let's sum up where we stand in this debate
- d. Let me summarise our position in this debate
- e. In summary, I want to point out that ...
- f. Let's take stock³ of where we stand in this situation ...

- **Adverbs of degree to indicate importance and intensity:**

Slightly, significantly, particularly, far more, far better ...

1. ³ **Take stock** means when you step back from the argument and look at the information that you have and what it means.

Appendix 2

Communicating self-discovery

Understanding, respectful / courteous, focussed, analytical (involves logical reasoning...), critical thinker, procrastinator, ambitious, sincere, responsible, sophisticated, modest, energetic, sociable, attentive, gentle, polite, punctual, trustworthy, cheerful, easy-going, well-behaved, calm, rigorous, carless, emotional, overthinker, impulsive, generous, optimistic, shy, harsh, loving, open-minded, leader, oppressive / dominating, criticism-open, judgemental, friendly, creative, childish, honest, moody, lazy, quick-tempered, stubborn, confident, insecure, deep thinker, self-aware, interesting, positive

- **Step 1**

1. Ask students to select from seven to ten that best describe them, and ask them why they chose those adjectives
2. Use some of them to describe your classmate and then ask them to share in pairs. After sharing this in pairs, ask them to express if they are surprised for being described in a particular way.

- **Step 2**

1. Ask students to write about something they are good at (help your peer to think of something they did well)

Questions that you can ask your peer about to collect information:

What are you good at?

Think about free-time activities you like and/or you are good at that could be good ideas

Student-student interaction:

Now match adjectives you have used to describe your pair with what your pair is good at..... (can be three things)

Now, put pairs in groups (group of 6), and each student shares what their pair is good at, while listening to one another try to remember something you are good at, and write it down)

Student-teacher interaction:

Students will reflect on the following question to be able to discuss their activity with the teacher

- How difficult was it to think of things you were good at?
- Did working with a partner help you? Why (not)?
- Were you too confident or not confident enough about the things you are good at?
- During the activity, did you discover new skills that you didn't know you had?
- How do you think you could build more skills or improve the ones you have?

Appendix 3

Reflection and deep connection with the self

Emotional Intelligence: Identifying False Beliefs about Emotions

Read through the below list of common false beliefs about emotions and see which resonate most with you.

- If I lose control of my emotions in front of others, they will think less of me.
- I should be able to control my emotions and should not show them to others.
- If I allow myself to feel this emotion, I will become overwhelmed by it, and I cannot handle it.
- If I tell others how I feel, they will use it against me.
- If I tell others how I feel, they will think I am weak.
- Other people don't feel this way. There must be something wrong with me.
- Only an immature person would get so emotional, strong adults do not do this.
- I should be able to cope with difficulties on my own without turning to others for support.
- To be acceptable to others, I must keep any difficulties or negative feelings to myself.
- This emotional state is not a normal response; I have to get rid of it.
- A happy / strong person would not feel this way.
- That person responded differently than I did, therefore my emotional reaction is wrong.
- If I let myself feel this pain, people will think I am stupid
- Letting myself feel bad would mean falling to pieces and being a total mess.
- If I show signs of weakness then others will reject me.

- Being an adult means not getting carried away by emotion; I'm supposed to be rational!
- Showing my emotions to others makes me look like a "drama queen."
- I'm stupid for feeling this way.
- I should not let myself accept these feelings.
- Other: (Suggest any others)

Appendix 4

Situation 1: Identify the mental health issue (s) / disorder, discuss and suggest help

Lina was diagnosed with breast cancer, and she fell into depression. Although her husband and family are supportive, she is still suffering. Her suffer is not because she is a cancer patient; it comes out of her thinking about the future of her small family: husband and kids, without her. Discuss and suggest how you can help Lina.

Situation 2: Identify the mental health issue (s) / disorder, discuss and suggest help

Imad comes from a wealthy family. His parents are very busy: his father is a doctor, and his mom is a university lecturer. He is the only child to his parents, so you can imagine how spoiled Imad is. You may think that Imad was happy, but the thing that prevented him from enjoy his life is that he felt that he had everything and at the same time he did not have anything. Imad felt alone and started looking for solutions. He found his only refuge: eating, to the point that he developed a disorder. He now feels ugly and obese but still the only refuge he could find was eating. Discuss this and suggest how you can help Imad.

Situation 3: Identify the mental health issue (s) / disorder, discuss and suggest help

Razane and Ahmed construct a very lovely couple. They have been married for over 5 years but could not have kids. They just recently did, and the married couple was thankful for this blessing. Since having their daughter, their life was even joyful. However, this bliss came to an end, and they lost their daughter. She was poisoned when she drunk bleach. Since then, the couple's life turned into an unbearable life. Ahmed has continuously blamed his wife for not being a good enough because she was not able to take care of her daughter. Consequently, Razane started to have negative thoughts and started thinking of suicide. Discuss and suggest how you can help the married couple overcome this.

Situation 4: Identify the mental health issue (s) / disorder, discuss and suggest help

Since childhood, Achwak used to witness daily conflicts of her parents over small details and silly things. Being a witness of domestic violence, when Achwak grew up,

she could not start a family because she is terrified and traumatised of what she had lived in her childhood. Discuss and see how you can help Achwak.

Situation 5: Identify the mental health issue (s) / disorder, discuss and suggest help

Malak is 17 when she received a scholarship to move to the USA for studies. When covid hit, Malak's mom passed away, and she could neither accept the situation nor could she come back home to see her mom before she was buried. Malak was stuck in the USA and her mom is now 3 years since she passed away. Since then, Malak has neglected her studies and could not focus on her life anymore. Although she has been on medication to fight her depression, she could not overcome this. Discuss and suggest how you can help Malak.

Situation 6: Identify the mental health issue (s) / disorder, discuss and suggest help

Rita is a mom of four kids. Besides her responsibilities as a mom and a wife, she has been working days and nights for the last couple of years without taking care of herself, her sleep or eating habits in order to save some money to start her small project. Without the help of her husband, Rita managed to start her small business and she succeeded in it. However, recently, Rita started to lose her passion and feels now alone and lost. She neglected her business and her income started to decrease. She also feels unhappy as a wife and as a mom because she did not find anybody to return to seek help when she was in urgent need. Discuss and see how you can help Rita in this situation.

Situation 7: Identify the mental health issue (s) / disorder, discuss and suggest help

Rayane and Djalil were best friends. Before the day of his graduation, Rayane invited Djalil to be the first one to attend and share this special moment with him. Rayane gave Djalil a call at night and confirmed that he will attend. One the day of his graduation, Rayane received the news that his best friend did an accident on his way to university to attend the graduation ceremony. Since then, Rayane could not forgive himself and feels that it was his fault. Discuss and suggest how you can help Rayane.

Situation 8: Identify the mental health issue (s) / disorder, discuss and suggest help

Abeer has always been obsessed with cleaning and using chemical products to clean her house. Since COVID hit the world, Abeer was over doing this and took it to the extreme. She used over 3 bottles of Dettol and over 5 bottles of sanitisers a day. Her husband and kids started to feel uncomfortable with this behavioural disorder. One day, Abeer and her husband had a serious discussion of the financial situation that they reached due to Abeer's obsession and the challenging health issues such as skin and respiratory allergies that Abeer has been dealing with. After their discussion, Abeer started reading about this and she discovered that what she is going through is a behavioural and a mental disorder called OCD (obsessive-compulsive disorder). Discuss this and see how you can help Abeer does self-fixing especially if you know that Abeer feels ashamed and is against going to a psychologist to get a professional help.

Situation 9: Identify the mental health issue (s) / disorder, discuss and suggest help

Samy has always been brilliant in his studies. He used to be among the top-ranking students. When the BAC exam approached, Samy was afraid that he won't have good marks to achieve his parents dream and do medical sciences as studies at university. During the first trimester, Samy got 13/20 and his parents were shocked because he used to get 18/20. Samy's grades continued to decrease and were not satisfying to his parents. He got 11 and 10 out of 20 during his second and third trimester, respectively. Samy's issue was not that he was not good enough to get good grades: he used to revise and learn everything by rote on the night of the exam, but on the day of the exam he used to forget everything. Now that the BAC exam is approaching, how can you help Samy? + discuss the problem

Situation 10: Identify the mental health issue (s) / disorder, discuss and suggest help

Naela has been called to attend a birthday party which was taking place two days later. Since then, Naela has been feeling excited, but also extremely nervous. She had been experiencing faster heartbeats and feeling something in her stomach almost similar to heartbeats. She felt something holding her back from getting happy to attend the party because she was thinking: what if I won't find anybody to talk to? what if none at the part would like to talk to me? what if something bad will happen? Would people at the

party think I am weird and ugly? Naela remembered the last time she attended a party and someone that she did not know approached her and started talking to her.... she panicked, was sweating and her heart started pounding... Having all these thoughts in mind, Naela felt utterly defeated and decided to stay at home. She did not go to the party although she was excited to attend ... Discuss and suggest how you may be able to help Naela with this.

Situation 11: Identify the mental health issue (s) / disorder, discuss and suggest help

Sofia's friends could not fully understand her and have been thinking that she is weird. Most of the time Sofia is extremely depressed and not happy at all, and sometimes she is extremely happy to the point that she is impulsive: she talks faster, laughs out louder, spends lots of money to make her friends happy... Sofia once was with her best friend at the shopping mall, they went to do some shopping and Sofia happily paid for all her friend's shopping. But just at a sudden, Sofia got depressed, started crying and started to have negative thoughts. Nobody said something bad to Sofia at that moment, things just popped up out of the blue and she suddenly felt down. Discuss the disorder that Sofia is going through and suggest how Sofia can be supported in this situation.

Situation 12: Identify the mental health issue (s) / disorder, discuss and suggest help

Talia is a manager at a company and a social media addict. She has been following beauty and travel influencers and wishes that one day she could live their "ideal" lives. Her daily ritual is to scroll through Instagram and Facebook and tries to imitate what beauty influencers have built as a new meaning and conceptualisation about what beauty means in the 21st century. Talia got deeply influenced and started doing plastic surgeries to try to look like her favourite influencers. Although Talia paid a lot of money to try to look like them, she is always not happy about what she has and does not feel satisfied about her life and her physical appearance. Because Talia felt she could not reach that "perfection" that social media influencers show on their pages, she started to feel demoralised, miserable, and depressed because she convinced herself that she is worthless, not beautiful enough, and her life means nothing compared to "perfect life"

of social media influencers. Talia was not self-conscious to the fact that she was turning into a social media SLAVE / ZOMBIE. Discuss and suggest how Talia should solve this.

Appendix 5

Possible suggestions and solutions / ways on how one can overcome mental issues:

1. Strengthen your connection with Allah / religion.
2. Self-awareness: read about this and try to see how others succeeded to overcome mental issues similar to what you are going through. Remember reading builds knowledge and knowledge is power. If you read about the issue and be able to identify it, you will feel empowered.
3. Embrace the emotion and allow yourself to accept it as natural thing which may happen to anybody not just you.
4. Self-management: always talk to yourself with kindness and positivity and stop blaming yourself in order to feel empowered because remember if you keep beating yourself you will end up beaten.
5. Accept the differences: we as human beings are born different. One has to accept that we are all different. How someone reacts to an event may not be necessarily the same way you react to it.
6. Keep yourself busy but at the same time allow yourself to relax and take time for yourself.
7. Stay away from toxicity in your life, instead connect to real life and focus on your objectives. Do not get distracted by influencers' "ideal" life and toxic people. Do a digital detox / social media detox !
8. Prioritise mental health talks
9. Practice emotional hygiene: get rid of toxic emotions; refresh and re-energise yourself
10. Do not ignore what you feel, have a deep connection with yourself and try to identify the problem to find your way out.
11. Construct your coping strategies. Remember what works for others does not necessarily work for you
12. Focus on healthy nutrition; daily exercises, you deserve some rest, regulate your sleep (sleep hygiene), daily sunshine exposure, trust in yourself and in

others (I do not mean that you trust strangers or anybody but believe me one cannot live a life full of doubts).

13. Protect your self-esteem: Appreciate what you have and reward yourself.

Celebrate your achievements!

14. Stop ruminating⁴: stop thinking about negative scenes that happened to you.

For instance, your teacher yells at you and you spend days and nights just thinking about the fact that he screamed at you. If you feel like you are ruminating about a scene, get yourself distracted by an activity and you will see how you will forget and your mind will not get back to it... make it a habit !

Always remember, the past is a place for learning not a place of living !

15. Be nice to others and find excuses.

16. Seek help whenever needs be !

17. Stop taking things personally !

18. Change your mindset, you will change the game !

⁴ Literally, to ruminate means to chew over. This is what cows, for instance, do when they eat their food. But contextually it means when you replay scenes that happened to you previously and you live in the past experiences.