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The Effect of Teacher's Emotional Intelligence on Reducing the Psychological Barriers of the EFL Students: A Case Study of 4th Year Students at Medea private Schools

A Dissertation Submitted in Partial Fulfillment of the Requirements of a Master Degree in Applied Linguistics

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Dedication

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence, Success is no accident. It is hard work, learning, studying, sacrifice, and most of all. This work is especially dedicated to my family members who carried me throughout this journey. I dedicate this to my parents, for their constant love and support. My parents are like a guiding light who takes me to the light path whenever I get lost. They stood by me during the hardest times and paved the way to success. Thank you for being such wonderful parents, I appreciate your effort and love in bringing me up to become a better person. As for my sister Mina, She always had faith in me even when despair was all I could see, she pick me up every time I fell down. So, I wanted to be sure and tell you how special you are and how much I love you. It is not always easy to put how we feel into words especially when talking to a brother. My brothers are my strength, my shield you are like sunshine in my gloomy days and truly a wonderful gift in my life. I just want to thank myself for being strong enough to overcome all my challenges and congratulate myself for being the way I am.

NihedBoukteb

Dedication

Studying is a hard mission to accomplish but with our beloved ones 'support and guidance, we could reach a step that was one day far to fulfill. On this joyful occasion, I dedicate this work to my parents, I would never have been whom I am today without their endless love, motivation, and prayers that accompanied me throughout my entire educational career. To my sister whose words of encouragement and push for tenacity ring in my ears, she is my idol and the source of my inspiration. My brother never left my side on this journey, he facilitated my life, and gives it meaning, to all those who have been supportive, caring, and patient.

Rania Sidi Moussa

Dedication

In the name of Allah, the most merciful, the most compassionate

My work is dedicated:

To my parents, my shield and biggest supporters throughout every step of my Life. I'm beyond proud to have you in my life and I love you so much. To my dearest uncle Abd EL Aziz, I highly value his motivation and daily words of affirmation since I remember. To all my big family members, their words of encouragement helped whenever I needed them the most, and the biggest thanks to my best friends: Nada, Nessrine, Hakima, Selma, Sabah, Ilhem, Nabila, and Nawel for the moral support unconditional love, and guidance you are a true gift to my life I am forever grateful for the memories we are leaving at every corner of the University, we shared miles and wiped tears together and even though our educational journey came to its end our friendship will never fade

Nassimaboukhelkhal

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Abstract

The educational path of learners may be fraught with various obstacles particularly when it comes to learning a foreign language, it is the responsibility of the teachers to take charge and employ and seek solutions and strategies to address and overcome these challenges.

The present research aim is to explore how the implementation of teachers' emotional intelligence techniques can effectively enhance the academic performance of students. Therefore, a case study was carried out with 2 groups of fourth-year middle school students of English, Toumache, and LTS language schools in Medea. This study used a mixed method in collecting and describing the data which examined the use of emotional intelligence tools and methods used by teachers for their students to obtain reliable results. The findings shed light on the emerging discipline of EI as a subject study that assists learners in overcoming psychological barriers such as stress, lack of motivation, and shyness.

In conclusion, it has been established that the emotional intelligence of teachers serves as an effective solution to the aforementioned barriers and it is a powerful tool that fosters an interactive environment, promotes collaborative learning, and establishes a strong teacher-student bond.

Keywords: Emotional intelligence, psychological barriers

List of Abbreviations

-***EFL***: English as a Foreign Language

-***EI***: Emotional Intelligence

-***EQ***: Emotional Quotient

-***IQ***: Intelligence Quotient

-***ESI***: Emotional-Social Intelligence

-***FLA***: Foreign Language Anxiety

-***EQI***: Emotional Quotient- Inventory

List of Tables

Table2.1: Teacher's time for students' understanding……52

Table 2.2: Teacher's motivation to pupils……..53

Table 2.3: Student's motivation preferences…….53

List of Graphs

Graph 2.1: Students' gender……..42

Graph 2.2: Students' relationship with the teacher……....43

Graph 2.3: Teacher's group organization…….....44

Graph 2.4: Teacher's listening ability……44

Graph 2.5: Teacher's anger in the Classroom……45

Graph 2.6: Students' feelings recognition……46

Graph 2.7: Students' state recognition……..47

Graph 2.8: Students' engagement in the classroom…….....48

Graph 2.9: Teacher's support of student's goals and hobbies……...49

Graph 2.10: Teacher's creation of a positive atmosphere……..50

Graph 2.11: Gender distribution……54

Table of Contents

Dedication I

Dedication II

Dedication III

Acknowledgments IV

Abstract V

List of Abbreviations VI

List of Tables VII

List of Graphs VIII

Table of Contents IX

General Introduction 1

1. Statement of the problem: 2

2. Aim of the study 2

3. Research Questions: 3

4. Research Hypotheses 3

5. Significance of the Study 4

6. Dissertation Structure: 4

Chapter 1: Literature Review 6

Introduction 7

1.1 Emotion 7

1.2 Intelligence: 7

1.3 Emotional Intelligence 8

1.4 Elements of Emotional Intelligence 9

1.4.1 Self-awareness 9

1.4.2 Self-Regulation 10

1.4.3 Social Skills 10

1.4.4 Empathy 10

1.4.5 Motivation 10

1.5 Models of Emotional Intelligence: 10

1.5.1 Ability Model: Mayer & Salovey 11

1.5.2 Mixed Models 12

1.5.2.1 Golemans' Classifications 12

1.5.2.2 Bar-on Competencies 15

1.6 The affective filter Hypothesis by Stephen Krashen: 17

1.7 The Psychological Barriers: 18

1.7.1 Anxiety 18

1.7.1.2- Foreign Language Anxiety: 19

1.7.2- Shyness: 20

1.7.3- Lack of Self-Confidence: 21

1.7.4- Lack of Motivation: 22

1.8The Role of Emotional Intelligence in Second Language Teaching and Learning: 23

1.9 Emotional Intelligence and Academic Success: 24

1.10 Characteristics of an emotionally intelligent teacher: 25

1.11 Emotional Intelligence Teaching and Learning in EFL classroom techniques: 27

1.12 Emotional Intelligence of Teachers and effective classroom management: 29

1.13 Gender Differences in Emotional Intelligence: 29

1.4 The Importance of Emotional Intelligence in Education 31

Conclusion 32

Chapter Two: Methodology and Data Analysis 35

Introduction: 35

2.1 Research design: 35

2.2 Research Methodology: 35

2.3 Population and Sampling 36

2.3.1 Population 36

2.3.2 Sampling 37

2.3.3 Participants' Profile 37

2.3.3.1 Students'Profile 37

2.3.3.2 Teachers' Profile 37

2.4 Research Instruments 37

2.4.1 The Interview 38

2.4.2 Questionnaire 38

2.4.2.1 Students' Questionnaire 39

2.5 Data Analysis 42

2.5.1 Students' Questionnaire Analysis 42

2.5.2 Teachers' Interview 53

2.6 Discussion of the Main Findings 58

2.6.1 Questionnaire Findings 58

2.6.2 Interview Findings 59

2.7 Research Implications 61

2.8 Limitations of the Study 61

Conclusion..... 62

General Conclusion 63

Bibliography 65

Appendices..... 79

ملخص 85

General Introduction

The period of early adolescence is generally considered to be a time of rapid change and development. During this time, young people experience physical, cognitive, social, language, and emotional changes that shape their sense of self and worldview. A component of social intelligence known as emotional intelligence is the ability to comprehend and manage emotions to distinguish between them and utilize this knowledge to influence one's thoughts and behaviors (Mayer & Salovey, 1990).

The root of Emotional Intelligence stems from the concept of "social intelligence" which was introduced by Thorndike in 1920 as "the ability to understand the individuals and deal with them within the human relations" (Al-Tamimi & Al-Khawaldeh, 2016). The term "emotional intelligence" was first used by Peter Salovey and John Mayer in their research paper published in 1990, and then was further popularized by Daniel Goleman in his 1995 book «Emotional Intelligence: Why It Can Matter More Than IQ (Mehta & Singh ,2013). There is typically a significant increase in emotional intelligence as young people improve their capacities to regulate their emotions and become more conscious of both their own emotions and others' emotions. In EFL classes, proficiency in speaking and expressing one's ideas and opinions is essential, and necessary to become a good communicator. However, the existence of feelings such as; anxiety, shyness, lack of self-confidence, self-esteem, and motivation are entirely considered usual issues that most EFL students face. Some learners learn a second language easily while others find it more difficult, there are numerous factors that contribute to second language success such as; attitude, personality types, and motivation and it appears that one essential factor is the degree of intelligence that a learner

possesses to succeed in language learning. Generally, most of the studies demonstrate that Emotional Intelligence can have a significant impact on learning a second or foreign language. (Petrides et al, 2000 as cited in Zafari & Biria, 2014). In relating Emotional Intelligence (EI) to second language learning, numerous studies have demonstrated how well it can reduce the psychological barriers which are thought to impede progress in language learning, especially in speaking classes. This study seeks to investigate the effect of the teacher's Emotional Intelligence to overcome or at least minimize these barriers and it is hoped that its findings will be beneficial for learners to develop more positive attitudes to create better language learning conditions.

1. Statement of the problem:

When it comes to expressing one's ideas and emotions, it is crucial to shed light on various problems associated with it. Indeed learners in the field of education find themselves in a constant need to resolve these problems. Emotional barriers can be considered as mental block that affects how people perceive actions and prevent them from clearly communicating their feelings. Psychological barriers (anxiety, shyness, lack of self-confidence, self-esteem motivation, anger, embarrassment etc…) are often the result of low teachers' emotional intelligence. Thus, exploring the extent to which teacher's emotional intelligence affect the academic progress of the EFL student.

2. Aim of the study

This study emphasizes the positive influence of teachers' emotional intelligence on the EFL learners in minimizing psychological obstacles to recognize the critical role of emotions in the teaching profession and identify ways to enhance teaching practices, improve student outcomes, and create a positive and conducive learning environment. It highlights the importance of

emotional competencies in education and provides insights to support the personal and professional growth of teachers.

3. Research Questions:

Based on the background provided earlier, this study attempts to answer the following fundamental questions:

1- What are the strategies used in emotional intelligence?

2-What obstacles block the EFL students in learning the English language?

3- How does teacher's emotional intelligence affect EFL learners?

4- Does teacher's gender influence students' performance?

4. Research Hypotheses:

Based on our questionnaires, interview, and the aims of this research, we seek to investigate the following hypotheses.

1- Self-awareness, self-regulation, empathy, motivation and social skills can be the strategies used by teachers.

2- Anxiety, stress, shyness, and lack of motivation could be the block that EFL learners encounter during long learning

3- The level of EI demonstrated by teachers could have a significant impact on language learning outcomes

4- Gender of a teacher does influence students' academic performance

5. Significance of the Study

The study focused on explaining the effect of teachers' emotional intelligence on EFL students. The outcome of this research is expected to hand both theoretical and practical contributions. Theoretically, the findings of this research tend to clarify the notion and the significance of teachers' emotional intelligence. Practically, this research will give an explicit vision for people to control their emotions and raise their awareness of their own and other people's emotions, especially for teachers when teaching a second language to create a positive and supportive environment that fosters the emotional and social development of their students.

6. Dissertation Structure:

This work is divided into a general introduction, two main chapters, and a general conclusion. The general introduction contains the problem of the study research questions, objectives, and significance of the study. The first chapter of this dissertation reviews literature related to Emotional Intelligence it provides the different definitions of EI, its importance, characteristics, role, models, and competencies in addition to EI skills and techniques along with the previous research undertaken here and there to show its effect on EFL classrooms.

The second chapter is associated with the methodology followed in conducting this research. It presents the research design, population, sampling and data collection tools. It explains in detail the data collected from both the questionnaire and the interview. It displays the results, and finally analyzes and discusses them .Eventually, it proves the impact of teachers' Emotional intelligence on the EFL students.

Chapter One:

Literature Review

Chapter 1: Literature Review

Introduction

1.1 Emotions

1.2 Intelligence

1.3 Emotional Intelligence

1.4 Elements of Emotional Intelligence

1.5 Models of Emotional Intelligence

1.5.1 Ability Model

1.5.2 Mixed Models

1.6The affective filter Hypothesis by Stephen Krashen

1.7 The Psychological Barriers

1.8 The Role of Emotional Intelligence in Second Language Teaching and Learning

1.9 Emotional Intelligence and Academic Success

1.10 Characteristics of an emotionally intelligent teacher

1.11 Emotional Intelligence Teaching and Learning in EFL classroom techniques:

1.12 Emotional Intelligence of Teachers and effective classroom management

1.13 Gender Differences in Emotional Intelligence

1.14 The Benefits of Emotional Intelligence

Chapter One: Literature Review

Introduction

This Chapter explores the literature review related to the effect of teachers' emotional intelligence on EFL students, tackling its importance, role skills, and techniques in academic performance, regarding teaching and learning processes. This will be followed by highlighting the concept of emotional intelligence with its elements and models that have to be applied in the educational domain to prevent psychological obstacles relying on previous studies.

1.1 Emotion

Mayer and Salovey (1990) defined emotions as a response to an internal or external event that has a positive or negative valence for the individual, emotions, and mood are two different closely related concepts that are shorter and quite intense and the response of emotions is viewed as adaptive and has the potential to transform social and personal interaction into an enriching experience. (p.186). According to Larousse dictionary(1990), as cited in Cabanac (2002) emotion is defined as unexpected trouble, transient arousal caused by a severe experience of fear, surprise, and happiness. Emotions such as happiness, fear, and anger, as well as mood, physical state, and preferences, all have an impact on how people think, accomplish various tasks, and make decisions (Forgas& Moylan, 1987; Mayer & Bremer, 1985; Salovey& Birnbaum, 1989, as cited in Atrous 2017).

1.2 Intelligence:

(Bingham, 1937) said that" We shall use the term intelligence to mean

The ability of an organism to solve new problems" (p.36) that is focusing on problem-solving as a key role of intelligence .In other words, (Gardner, 1983) formulated a definition of intelligence as the capacity of solving problems or creating products valued in one or more cultural contexts. (Snow,1986 as cited in Sattler, 2018) considered intelligence as a component of the internal environment through the interaction between an individual and their external environment as a feature of mental and cognitive task demands. (Thorndike ,1920) discovered three types of intelligence: Mechanical intelligence, Social intelligence, and abstract intelligence (as cited in Faltas 2016). Put differently "Intelligence is not a single, unitary ability, but rather a composite of several functions, the term denotes that combination of abilities required for survival and advancement within a particular culture" (Anastasi, 1992, .p613).This highlights that intelligence is a blend of various functions shaped by different cultures in which it is applied.

1.3 Emotional Intelligence

The term "Emotional Intelligence "was first used by professors of psychology John Mayer and Peter Salovey, who are considered to be the real pioneers of emotional Intelligence. The first official definition of emotional intelligence appeared in Mayer and Salovey's 1990 academic paper as: "a subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). This definition highlights the skills of being emotionally intelligent to monitor various emotions and use emotional information to influence one's thoughts and behaviors. (Mayer, Caruso, and Salovey ,1990) defined "Emotional Intelligence as involved in the capacity to perceive emotions, assimilate

emotion-related feelings, understand the information of those emotions, and manage them" (p.267) (Mayer and Salovey ,1993) as cited in (Kurdi & Hamdy ,2020) extended and take into consideration the concept of EI as "A form of social intelligence which includes the ability to perceive the emotions of the individual and others, to distinguish between them, and to use the emotional information to direct the thinking and actions of the individual"(p.365). People are able to recognize and comprehend the emotions of others by using the emotional information effectively to enhance social interactions and guide people's decisions. (Handley, 1997 as cited in Chaidi & Drigas ,2002) defined emotional intelligence as a set of non-cognitive skills and abilities that influence individuals for coping with pressures and environmental demands.

1.4 Elements of Emotional Intelligence

(Goleman, 1998) introduced five elements of Emotional intelligence that are considered fundamental and essential « meta-abilities » for the development of other emotional competencies, these elements include self-awareness, self-regulation, Empathy, social skills, and motivation.

The five elements of emotional intelligence were defined by the psychologist Daniel Goleman in the following manner:

1.4.1 Self-awareness

Self-awareness is considered to be the cornerstone of emotional intelligence lies in the capacity to acknowledge feelings as they occur. Individuals who are more certain about their feelings tend to have better control regarding personal decisions.

1.4.2-Self-Regulation

The ability to manage our emotions effectively to facilitate the task being achieved instead of interfering with it, it involves being conscientious, delaying gratification to achieve objectives, and taking intentional actions to cope with stress. Self-regulated individuals manage their emotions and control their impulsive feelings as well as the emotions that are disturbing, are able to remain calm and composed, even under pressure can think clearly and stay focused.

1.4.3- Social Skills

It is to skillfully manage emotions within relationships, accurately interpreting social situations and networks, interacting with others in a smooth manner in addition to apply these skills to convince and guide others, resolving conflicts, promote cooperation and team work.

1.4.4-Empathy

Empathy can be defined as the ability to perceive and grasp the emotions of others as well as their perspectives, also cultivating strong connections with a variety of individuals.

1.4.5- Motivation

It involves using individuals 'deepest desires, preferences to motivate themselves toward their goals in order to overcome challenges and obstacles.

1.5 Models of Emotional Intelligence:

There are three models of Emotional Intelligence: Golemans' Classification, Baron's EI competencies and Mayer, Salovey, and Caruso models .They specifically emphasize the cognitive and non-cognitive competencies,

skills, and abilities of individuals. Their objective is to obtain a deeper understanding of the emotions that influence human actions and choices. (Faltas, 2017, p.2)

1.5.1 Ability Model: Mayer & Salovey

The four-branch model of emotional intelligence, also known as the Mayer-Salovey model was proposed by Peter Salovey and John Mayer in 1997 describes four different areas of emotional intelligence as a set of abilities that enable individuals to perceive, understand use, and manage emotions effectively (Mayer, Caruso, Salovey 2016).According to (Salovey and Mayer ,1997) as cited in (Pasha, 2016) “arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion".

(Pasha, 2016) identified the four branch models of Emotional Intelligence as follows:

1-Percieving Emotions: Is entirely can be considered the first step in understanding emotions that are being expressed by others, it involves paying attention to nonverbal cues such as facial expressions and body language.

2-Reasoning with emotions: (facilitating thought), Using emotions in a strategic way to promote thinking and cognitive activity. Emotions play an important role to prioritize things that capture our attention.

3-Understanding emotions: the ability to comprehend complex and mixed emotions, as it involves the ability to accurately identify and label different

emotions that others may experience by recognizing cultural differences and understanding how a person might feel. (Mayer, Caruso, Salovey, 2016).

4-Managing emotions: The capacity to control, regulate and respond to others' emotions effectively is an essential part of emotional intelligence.

1.5.2 Mixed Models

1.5.2.1 Golemans' Classifications

Goleman classified the five skills of Emotional Intelligence into four main constructs with 20 competencies: self-awareness, self-management social awareness, and relationship management Summarized below (Cherniss & Goleman, 2001).

Self-awareness:

- Emotional self-awareness is the competence of recognizing one's emotions and the way they affect performance.
- Accurate self-assessment is the ability to evaluate strengths and weaknesses, acceptance of feedback, learn through making mistakes, and improve their performance when collaborating with others.
- Self-confidence: having a strong and deep sense of personal worth and abilities.

Self-management :

- Emotional Self-control: the potential of being calm under stressful situations or when dealing with rude people.
- Trustworthiness is allowing and accepting being open to others, trusting them, and revealing feelings, values, and intentions to them.

- Conscientiousness appears in being careful, self-disciplined, and meticulous when having predetermined responsibilities.

- Adaptability is thinking outside the box, being at ease with anxiety, applying creativity, and taking risks in applying new ideas to accomplish better outcomes.
- Achievement drive is the ability to improve performance via being optimistic and persistent.
- Initiative refers to taking action without being forced to do to avoid problems or seizing opportunities before anyone else.

Social Awareness:

- Empathy: is to accurately read others' needs and intentions and emotional currents through non-verbal cues for example voice tone or facial expression.
- Service orientation is the capacity to identify and meet the individual's needs with suitable services or products
- Organizational awareness is the ability to read the emotions and political realities of a group of people without the distorting lens of their assumptions or biases to react properly and effectively. (Boyatzis, 1982, as cited in Goleman, 2001).

Relationship management :

- Developing others: involves recognizing the developmental needs of individuals and enhancing their skills.

- Influence: the ability to persuade, and negotiate with others by using a variety of techniques such as attentive listening, impression management

  And a dramatic argument, this competence requires them to be authentic, and avoid putting personal interests over collective goals, or else it becomes manipulation.

- Communication: requires listening, communicating, and share-receive information.
- Conflict management: the ability to reduce negative consequences in a specific situation by calming both oneself and others involved, accepting discussions, negotiations, and debates for better performance.
- Visionary leadership: the use of personal skills to guide others to collaborate and work together to accomplish a common goal.
- Change catalyst: to work with more effectiveness by demolishing barriers, challenging the status quo, and fatalistic thinking, and encouraging change
- Building Bonds: Kaplan (1991), as cited in Golman (2001) said that building bonds are achieved by selecting experts and people with particular skills to work together and build trust and mutually beneficial relationships.
- Collaboration and teamwork: it is to work effectively, in a harmonious positive team group. (Barsade& Gibson, 1998, as cited in Golman, 2001).

1.5.2.2 Bar-on Competencies

Spielberger(2004) asserted that « The Bar-On mixed model which describes EI as an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior »(as cited in Hoadjili & Bouazid,2021. p.80).

In simpler terms, the bar-on mixed model of EI involves a combination of emotional and social abilities that can be enhanced by learning and practicing which emphasized the idea that intelligence exceeds cognitive skills and includes different competencies that are mentioned below:

The bar-on model is classified into 5 core skills « Intrapersonal (comprising Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization); Interpersonal (comprising Empathy, Social Responsibility, and Interpersonal Relationship); Stress Management (comprising Stress Tolerance and Impulse Control); Adaptability (comprising Reality-Testing, Flexibility, and Problem-Solving); and General Mood (comprising Optimism and Happiness »each one them comprises facilitators and competencies summarized below (Bar-on,2006, P.15):

The first skill is '**Intrapersonal'** which relates to (self-awareness and self-expression) it is defined as «the ability to recognize, understand and express emotions and feelings »

- Self-regard: the ability to perceive, accept and comprehend oneself.
- Emotional self-awareness: being aware and understanding the feelings of a person.
- Assertiveness: the ability to express themselves and others' emotions effectively.

- Independence: being less dependent on others.
- Self-actualization: setting, and achieving personal goals and actualizing their full potential.

The second skill is '**Interpersonal'** which relates to (Social awareness and interpersonal relationship) « the ability to understand how others feel and relate with them »

- Empathy: the ability to acknowledge the feelings of others.
- Social responsibility: identifying with social groups and cooperating with others.
- Interpersonal relationships: forming mutually satisfying relationships and interacting well with others.

The third skill is '**stress management'**: which relates to (Emotional management and regulation) « the ability to manage and control emotions »

- Stress tolerance: effectively managing emotions.
- Impulse control: effectively controlling emotions.

The fourth skill is '**Adaptability'** which relates to (change management) « the ability to manage change, adapt and solve problems of a personal and interpersonal nature »

- Reality testing: validating objectively feelings and thoughts with the use of external reality.
- Flexibility: adjusting one's thinking and feelings to a whole new situation.
- Problem-solving: successfully solving problems and issues of both personal and interpersonal nature.

The last skill is '**General mood'** which relates to (self -motivation) « the ability to generate positive affect and be self-motivated. »

- Happiness: the feeling of being happy with oneself, other people, and life.
- Optimism: having a positive outlook and focusing on the bright side.

1.6 The affective filter Hypothesis by Stephen Krashen:

The affective filter is an imaginary wall inside the brain which prevents language acquisition when it rises language acquisition blocks. However, when it is lowered the language acquisition occurs successfully.

According to Krashen who is an American linguist and a professor at the University of Southern California; was considered the most significant researcher in second language learning and brought a complete model of second language acquisition in 1985 through many practices and investigations; which is known as Monitor Model. The acquisition learning hypothesis, the monitor hypothesis, the input hypothesis, the natural order hypothesis, and the affective filter hypothesis are its five essential hypotheses. The last one has attracted more attention which is supposed to be crucial in acquiring a second language. Dulay and Burt were the first who proposed the concept of the Affective filter in 1977.It focuses on explaining the affection of the process of learning a foreign language by emotional factors. They defined an emotional Filter as an interior processing system that can also block the learner from assimilating language based on factors called « emotions » by psychologists. (Zheng, 2021, p. 1518).

The number of learners' acquisition of comprehensive input is influenced by the affective filter, such as motivation, self-confidence, anxiety, etc. On

another side, the effect of language learners is influenced by their emotional factors. (Krashen1982, as cited in Anonymous, 2016). The affective filter hypothesis believes that affective variables do not affect language acquisition in a direct way. However, it avoids the input from reaching the language acquisition device; which is the responsible part of language acquisition in the brain. If the acquirer suffers from anxiety, has low self-esteem, or does not consider him or herself as an active, potential, member of the group that speaks the language.(Krashen,2013,p.4)

1.7 The Psychological Barriers:

Everything that blocks, reduces, and consequently lowers the effectiveness of learning, Education and self-growth is embraced by the psychological barrier pedagogy.((Вербицкая, 2003 ,as cited in ,Riviera & Hermàndez ,2014).Psychological barriers arise as an issue in the educational process, which students are working on resolving these educational problems that causes them to perform poorly in their classroom activities ended up causing dissatisfaction with the way educational process is shaped. It also prevents the satisfaction of cognitive and others' needs. (Riviera & Hermàndez, 2014)

1.7.1 Anxiety

Anxiety is an arousal of the autonomic nervous system, and a feeling of tension, uncertainty, nervousness, and worry.(Horwitz,Michael,Horwitz,joann cope ,1986).

Anxiety has been found to interfere with several types of learning but when it is associated with learning a second or foreign language it is coined as „second/foreign language anxiety".(Lucas,Miraflores,Go ,2011)

1.7.1.2- Foreign Language Anxiety:

Language anxiety occurs when a learner is expected to perform in a foreign language. This anxiety is specifically related to speaking the target language not simply a general performance anxiety. Language anxiety arises due to some factors that influence language learning whether learning is in both formal and informal environments (Hu &wang, 2014). Horwitz et al (as cited in Lucas, 2011) define foreign language anxiety as a different complex of self-perceptions, thoughts, emotions, and habits associated with academic learning in the classroom which arises from particularities of the language learning process. These phenomena can be caused by: the fear of communication and interaction with others; which is known as (communication apprehension),Test anxiety that is known as (the fear of exams, participation in quizzes, and other activities of self-competence evaluation),also Negative evaluation which makes the learner terrified about how others see him while speaking.

Foreign language anxiety can be identified by two approaches (Horwitz, 1991, as cited in Kràl'ovà, 2016):

-**Transfer approach**: where FLA is considered as a manifestation of various types of anxiety.

-unique approaches: where foreign language achievements are not related to other forms of anxiety, but connected to FLA foreign language anxiety

Horwitz et al (as cited in, Kràl'ovà 2016) identified three corresponding situation-specific performance anxieties:

-Communication apprehension

It is about the fear to communicate with people encompassing both the production apprehension which is about talking in front of a group of people and the reception apprehension that occurs in responding to and receiving spoken messages. In addition to that Communication apprehension causes both fear of speaking, and fear of not understanding the speech of others.

Test Anxiety

It is about the fear of failure in performing; it can occur due to the high expectations that learners put on themselves to be ideal masters of the foreign language.

Fear of Anxiety

This kind of anxiety leads the learner to feel nervous, and afraid to be negatively evaluated by others. (Worde, 2003 as cited in Kràl'ovà, 2016).

1.7.2- Shyness:

Shyness is an emotional state that is experienced by FLA students when they are asked to speak, shyness can cause a problem in students' learning activities in speaking classes. As a result, it is crucial to take this aspect into consideration to help students putting more efforts into their speaking performance in the classroom. (Gelbhard, 2000, as cited in, Juhana, 2000).

Less shy students tend to perform better than those who are shy in way of fluency, expressing vocabulary, and even in classroom discussions.

There are many causes of being shy and the majority of English learners tend to feel shy while speaking in English due to the fear of making mistakes

.They are also afraid of being laughed by their class mates.(Saurik,2011,as cited in ,Arévalo&Flores,2018).

Another reason is that some learners are shy by nature because they are quiet and calm. In this case, this kind of learner has a lack of confidence since most of them find speaking English in front in front of their mates, and teachers to be extremely scary.(Bowen & Robby, as cited in, Arévalo & Flores,2018)

1.7.3- Lack of Self-Confidence:

Self-confidence has both social and psychological components. Low self-confidence may negatively impact learning a foreign language with many other interesting topics. Lack of self–confidence can cause several psychological issues such as a sense of insecurity, worry, anxiety, and antisocial behaviors.

(Rubio, 2007, as cited in, Tunçel, 2015). Rubio (as cited in, Tunçel, 2015) asserts that there is a connection between classroom atmospheres and learning a foreign language. Self-confidence must be promoted in Foreign Language Learning classrooms. Students' self-confidence will be improved in classroom environments where they can feel comfortable, speak up freely, and answer questions without being afraid of making mistakes or being negatively evaluated by the teacher even when they make mistakes this will promote their self-confidence.(Tunçel,2015).

Lack of confidence is generally caused by a pupil's poor Language speaking skills. In this case, many students believe that their English is bad and that they cannot fluently speak English. (He&Chen, as cited in, Juhana, 2012). Ahsan Asgher, Hussain (2020) stated that a lack of confidence occurs when

the student thinks their communicative peers do not understand their message. In such a situation they will keep silent while others carry on their discussions showing that students lost their confidence in speaking.

The absence of encouragement from the teacher is one of the causes that affect students' lack of confidence (Brown,2001,as cited in Juhana,2012).Students will find out that learning English is not motivating because some teachers do not think that encouraging students that they are capable to speak is an important thing.(Juhana,2012).

1.7.4- Lack of Motivation:

The concept of motivation is different, and it relates to the process of learning a language. It represents efforts and desires to realize the aim of language learning, with it positive attitudes. It is believed that the motivation to learn a second language refers to the extent to which an individual works on learning the language due to a desire to learn and satisfaction while learning a language. (Gardner, 1985). In addition to that students who have a high motivation are likely to speak English freely, and in a fluent way, they also seek to achieve their aims in speaking both in the classroom and on the outside .However, those who lack motivation tend to have a fear of interaction with their pairs while speaking in English due to their negative beliefs and low of ability in speaking.

According to Gardner (1999, as cited in, Juhana, 2012) the reasons for students' lack of motivation are; uninspired teaching, boredom, lack of perceived relevance of materials, and ignorance of the aims of the instructional program. Lack of motivation may be also caused by physical, mental problems or external factors like family circumstances.

1.8 The Role of Emotional Intelligence in Second Language Teaching and Learning:

(Dewaele, 2015) emphasized that « Emotions are at the heart of the foreign language learning process Without emotion, boredom would reign and very little learning would take place » (p.14) in his perception learners' emotions are like « wild Horses » that they can use the strength of their emotions with the assistance of a good teacher and little of dexterity the learner can absorb both FL and culture easily.

That is to say those emotions are crucial and contribute to foreign language learning and without them, learners may get bored and engage less when learners emotionally connect emotions to the language they are studying, it can increase their engagement, and are more likely to make more effort in language learning.

As explained by Hargraves, (2017) Maamari &Majdalani, (2019), as cited in Valente et al.(2020) having academic knowledge is not enough for teachers, they also must have emotional knowledge and emotional intelligence as a core stone for positive relationships and functioning well in school. (As cited in Valente, Lourenco, Alves, Dominguez-Lara, 2020).

Mayer & Tuner (2007) then added that emotions not only can influence the interaction between the teacher-student relationship but also shape the classroom environment.(as cited in Valente et al.2020). In this sense, Sutton and Wheatley (2003) (as cited in Hen & Sharabi-nov 2014) indicated that students' behavior, cognition, and motivation are mainly influenced by teachers' emotions and would therefore be a part of their preparation. In addition, Zeinder, Matthews & Roberts (2021) asserted that there are studies suggesting that individuals with high EI are capable of effectively and

adaptable handling pressures and challenges that arise from various areas of life.

1.9 Emotional Intelligence and Academic Success:

The practicality of Emotional intelligence in the classroom setting becomes highly valuable when students are struggling academically, teachers can use practices and implement emotionally intelligent strategies that help students' improvement by evaluating the students' EI before and after the class. Thus enhancing their language skills as well as their interpersonal relations, will ultimately lead to improved academic achievement and development, Sucaromana (2012).Moreover,Barchard (2003) and Fallahzadeh (2011) stated that establishing a positive relationship with an emotionally intelligent teacher can reduce the chances of a student rebelling against classmates and staff and also lowers academic and social problems. (As cited in Romeu, 2021). In the same vein (kremenitzer and miller,2008, also highlighted that teachers' emotions play a crucial role in the aspect of the teaching and learning process, stating that teachers' emotional competence is essential to their performance since it influences their behavior, motivation, and cognition.(as cited in Ismail Saud,2019).

Mortiboys (2005) indicated that the learning process regardless of the context whether in a classroom or any other setting may involve a range of challenges, frustration, excitement, or thrill, within public or formal classrooms where interactions occur between teachers and students and among the learner themselves the emotional dynamics of learning are heightened by the prospect for both success and failure as a result teachers must acknowledge and address student's emotions that it should be used to support and help their learning journey.

1.10 Characteristics of an emotionally intelligent teacher:

Studies have found that one of the most important factors in determining student achievement is teacher competence, teachers who are knowledgeable about teaching and learning and work in environments that enable them to get to know their students well are critical components of successful learning. (Darling-Hammond, 1997, Lordamoglou (2007), as cited in Khani and Ghasemi (2019), revealed that high-level emotionally intelligent teachers are more likely to be effective leaders in understanding and managing their own emotions as well as the emotions of their students and They are better able to deal with difficult situations, such as students' anger, and assist them in adapting to various situations.

Socially and emotionally competent teachers according to (Jennings &Greenberg, 2009) are characterized by the following:

- High self-awareness; they are aware of their emotions, emotional patterns, and tendencies in addition to a high social awareness; being aware that emotional expressions have an effect on their interaction with others as well as culturally sensitive which is understanding the different perspectives that arose when interacting with students or colleagues or parents, this can build strong relationships through cooperation and mutual understanding.

- The ability to create and use emotions such as happiness and enthusiasm into motivating themselves and others' learning process.
- They understand their capabilities and are aware of their emotional weaknesses and strengths.

- Teachers take responsibility for their actions and make responsible decisions based on how they may affect them and others too.
- Healthily regulate their emotions to encourage positive outcomes also allowing students to try and figure things out with a level of ambiguity they are comfortable with.

Christison (1997) stated that when EFL teachers manage well their emotions that enables them to cultivate better relationships with both students and colleagues resulting in success, satisfaction, and happiness in their lives outside the educational context (as cited in Yeşilbursa, 2016).In relation to that the competencies of EI are highly relevant for a teacher-student relationship as Çakır (1996), as cited in Yeşilbursa, 2016) applied these five components of emotional intelligence to the teacher's point of view summarized below:

1. Knowing one's emotions: teachers should realize that they are human beings and should identify their emotions, strengths, weaknesses, and values.
2. Managing emotions: the ability of FL teachers to be careful with their reactions so as not to disturb students' emotional security.
3. Motivating oneself: an important factor that leads to success, in a motivated FL teacher's behavior is his desire to improve his knowledge and teaching skills and aspects.
4. Recognizing emotions in others: empathizing with his students' reactions to the concerns of learning a foreign language, and understanding the cognitive and the emotional states create a cooperative atmosphere.

5. Handling relationships: the importance of balancing autonomy and mutuality, while learner autonomy is desirable, it should not be elevated at the cost of sharing relationships.

1.11 Emotional Intelligence Teaching and Learning in EFL classroom techniques:

Goleman (1995) points out that "a new vision of what schools can do to educate the whole student, bringing together mind and heart in the classroom" (Aristotle's challenge section)

In brief, combining both the heart and the mind of the student is a new insight into the schools' education process, for that In the book *Emotional Rollercoaster of language teaching* pointed out that the teacher can be reinforced by the increase in their self-awareness and their students' emotions, then helping them in developing techniques that prevent stress and reduce the risk of burnout in the long –term (King et al. as cited in Dewaele, Chen, Padilla.2019). In this sense, Tevdovska (2017) in her research suggested many teaching strategies that can enrich the development of EI areas for successful language learning.

First of all, is developing self-awareness through several types of activities for example including oral communication and vocabulary that is related to feelings and emotions, dialogues, and role-play in addition to writing tasks such as essays and paragraphs, working on a reading text, character analysis, debates, personal description, and expressing a point of view on a specific topic, all these activities can facilitate and develop self-awareness.

Second of all is self-regulation in which the teacher is required to set problem-solving and task-based activities as well as group or pair work which helps the learner to engage and assume the roles for example a group leader, this last allows them to be responsible, collaborative with their group members and provide solutions in practical situations.

Third of all, in developing motivation, the teacher aims to boost students' motivation and Emotional Intelligence, by selecting topics and activities that interest the students, addressing their objectives and goals along with allowing them to personalize and identify with particular lessons.

Fourth of all, Empathy development can be via tackling topics such as ethical issues, debates, discussions, and character analysis.

The last area is developing social skills, this aspect is developed through the students' interaction with each other, it requires tasks such as delivering presentations on any topic, giving feedback on each other's performance and making interviews, having discussions, and solving conflicts between two members these activities can enhance their knowledge, know how to carry out research taking into account body language, content, and their expressions.

Darn(n.d) emphasized that Emotional intelligence formation in the classroom is via activities that encourage idea-sharing and communication by setting a range of tasks that maintain individual interest and allow various learning approaches and personal learning styles, adding tasks such as: .ice-breaking, warmers are helpful to become acquainted with one another and mingle activities.

1.12 Emotional Intelligence of Teachers and effective classroom management:

Classroom management "refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur" Martin and Sugarman (1993, p. 19, as cited in Hamidi & Khatib 2016) .This implies that a positive classroom environment is crucial since it involves strategies and techniques established by teachers to their students so they can promote efficiency and educational progress. Hammond (1997), cited in Rust (2014) stated that the classroom teacher is certainly one of the most influential factors in students' academic achievement outside of their home environment. . (Cited in Rust, 2014)

According to (Scrivener,2012) the choices a teacher makes in their classroom atmosphere can affect greatly how students feel in that space whether positive and engaging or tedious , unresponsive, and not an interesting educational setting. Al-Hamdan (2007) indicated that effective classroom management is a crucial aspect of creating a positive learning environment and it involves more than supplying knowledge to students. It includes: minimizing tension in the classroom, moderating students' behavior, encouraging them, listening to their complaints, and being serious if necessary.

1.13 Gender Differences in Emotional Intelligence:

It is noted that gender is of paramount interest to the general populace. (Akiri & Ugborugbo, 2008, as cited in, Clifford & Akpochafo, 2015). Studies have shown that that teacher's Academic performance and his competencies are determined by various factors. (Akpochafo, 2003, as cited in, Clifford & Akpochafo, 2015).

According to Ahmed, Bangash, Ahmed khan (2009), the gender is not respected by emotional intelligence. The popular belief is that, women are not more emotionally intelligent than men. On the other hand, they are emotionally intelligent but in a distinctive way. The studies show that women are more aware of their feelings because they are empathic and socially skilled. However, men are self-confident, optimistic, and more adaptable. It was discovered that men have the ability to control stress more than women can. Some men are empathetic just like sensible women, and some women can handle stress the same as men.

According to the Bar-on model of emotional-social intelligence (2006).There are no differences between males and females in overall ESI, but statistically significant gender differences exist for a certain factor of the EQ-I. However, the effects are generally small. Bar-on (1997) added that males seem to have low interpersonal skills compared to women who have stronger ones. However, males have a high intrapersonal capacity; they are way better at handling emotions and are more responsive than females. Particularly, the Bar-on model illustrates that women are more emotionally aware, show more empathy, possess better interpersonal relationships, and are more socially responsible than men.

The Baron model shows that Females are more aware of their emotions compared to males who are good at controlling emotions, and there are no notable differences in emotional-social-intelligence between groups that have been examined in North America (Bar-on, 2009).

There is no doubt that women and men differ from each other in their way of teaching; it is known that females are generally good at mastering

languages. In addition to those studies that have shown both genders have emotional intelligence and the only difference is in competencies which vary for men and women.

1.4 The Importance of Emotional Intelligence in Education

Various studies from different researchers indicated the impact of emotional intelligence. In this respect, De la Serna (2018) stated that the significance of EI resides in its capacity to deal with elevated levels of stress and maintain good relationships with other individuals, concerning the social role emotional intelligence enables the ability to recognize if someone is experiencing or feeling sad, concerned, or happy. By the same token Huang, Ryan, Zabel, and Palmer (2014) assess that emotionally intelligent students can motivate themselves effectively, handle pressures, and can sustain a positive outlook, additionally can identify negative emotions on the other hand students who are intellectually passionate are more likely to demonstrate motivation and perseverance in their studies also less likely to experience anxiety resulting from academic pressures. (As cited in Verma, Jain, Sethi, 2021). Mayer (2004) indicated that emotionally intelligent individual, in general, possesses enhanced capacities in recognizing emotions more effectively and then using them in thought, comprehending their significance, and regulating these emotions compared to others also likely to require less effort to resolve emotional problems. As for teachers, Hassam et al.,(2015) stated that EI can greatly aid the performance of teachers as it provides guidance for effective communication, leading others, and fostering productive interactions at work or in personal lives (as cited in Asrar-ul-Haq, Anwar, Hassan,2017). Finally MacCann, Jiang, Brown, Buchich, Double, Minbashian (2020) believed that « It is not enough to be smart and

hardworking to have the added edge for success, students must also be able to understand and manage emotions to succeed at school" (p.174).

Conclusion

This chapter dealt with the key aspects of emotional intelligence including its elements, models and the affective filter hypothesis which emphasized the obstacles caused by psychological barriers in addition to highlighting the role of emotional intelligence in second language teaching, learning and classroom managements. In a later part, this chapter tackled and drew attention to the benefits and the importance of emotional intelligence. It also shed light on gender differences in emotional intelligence and its effects on the learner.

Chapter Two:

Methodology and

Data Analysis

Chapter 2: Methodology and Data analysis

Introduction

2.1 Research Design

2.2 Research Methodology

2.3 Population and Sampling

2.3.1 Population

2.3.2 Sampling

2.3.3 Participants' Profile

2.3.3.1 Students' Profile

2.3.3.2 Teachers' Profile

2.4 Research Instruments

2.4.1 The Interview

2.4.2 Questionnaire

2.4.2.1 Students' Questionnaire

2.5 Data Analysis

2.5.1 Students' Questionnaire Analysis

2.5.2 Teachers' Interview Analysis

2.6 Discussion of the main findings

2.6.1 Questionnaire Findings

2.6.1 Interview Findings

2.7 Research Implications

2.8 Research Limitation

Conclusion

General Conclusion

Chapter Two: Methodology and Data analysis

Introduction:

This chapter presents the research methodology adopted in this survey. It focuses on the methods employed to conduct this research as well as the procedures followed. It first deals with the selection of the research design. It describes the target population, sampling, and the area where the study was conducted and statistical methods followed in analyzing the study results.

2.1 Research design:

The choice of research method is a crucial phase in carrying out a research study. A case study is defined as" an intensive, systematic investigation of a single individual, group community or some other unit in which the researcher examines in-depth data relating to several variables". (Woods, and Calanzaro, 1988) .A case study involves investigating a particular phenomenon in a highly organized and in –depth manner, besides examining comprehensive data concerning multiple variables.

The current study was carried out at the private schools LTS and Toumache at Medea. It was addressed to 4th year middle school pupils, in addition to EFL teachers of Toumache and LTS middle school .It used mixed –methods which entails gathering analyzing and integrating both qualitative and quantitative data. Two main research instruments were employed to gather data for the research: questionnaires and interview.

2.2 Research Methodology:

Research methodology refers to the systematic approach those researchers use to investigate a research problem. It can be interpreted as the discipline that examines the process of conducting scientific research (kothari, 2004). Among

the different approaches of research such as; the mixed approach was used in this survey to collect and analyze data. The quantitative approach along with the qualitative approach, the researchers combined quantitative and qualitative techniques to provide a broader picture of the phenomenon being studied.

(dornyei, 2007) Defined the two approaches as follow:

Quantitative method" involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. Typical example: survey research using a questionnaire, analyzed by statistical software such as SPSS". Quantitative method involves utilizing statistical and mathematical techniques to analyze numerical data. Qualitative method" involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. Typical example: interview research with the transcribed recording analyzed by qualitative content analysis". Thus, Qualitative method emphasizes comprehending and analyzing non-numerical data.

2.3 Population and Sampling

2.3.1 Population

The population is the research's target individuals that are being studied in which their experiences serve as the basis and the findings of the study (Broeck, Sandøy, and Brestoff, 2013). Hence the population of this study is EFL students at Medea private schools.

2.3.2 Sampling

Sampling is the procedure of selecting a representative sample regarding individuals of the population in a non-random way. (Gay, Mils, Airasian, 2012) So, the population of this research is EFL middle school students of TOUMACH and LTS private schools of Medea, and the sampling was (40) students of 4th-year middle school, divided equally based on their gender. Thus (20) of them were males and (20) are females.

2.3.3 Participant's Profile

2.3.3.1 Students' Profile

The respondents of the present research are relatively small, as it addressed the 4th year EFL students of English aged between thirteen to fifteen years old 20 of them are males and 20 are females.

The research took place in the "LTS" private school, and Toumache Language School private school the reason these schools were chosen is their familiarity with the English language which allows them to understand, participate and cooperate with our study objectives.

2.3.3.2 Teachers' Profile

The participants were English teachers at Toumache language school; they were eight (8) teachers, four (4) males, and four (4) females with experience of three (3) to five (5) years.

2.4 Research Instruments

Research instruments are tools used in research to gather data and also lead in formulating credible and convincing respond(s) (Adosi, 2020). The purpose behind these instruments is helping researchers to come up with

reliable solutions and conclusions. Based on this context, two instruments were used: an interview directed to only middle school teachers and a questionnaire directed to middle school students.

2.4.1 The Interview

An interview is a method used in qualitative research that is based on a set of questions asked by the interviewer to gather data and can involve two or more individuals. (Tegan, 2022). Interview is a crucial method in data collection which includes verbal communication between the subject and the research. Interviews are frequently used in descriptive studies as well as survey designs.

Thus the current research is designed to demonstrate the key concepts of emotional intelligence in teachers and provide the answers needed to serve the objectives of this study, as mentioned before eight (8) EFL teachers of Toumache Language School were interviewed in person, and asked to answer the questions, it consists of four questions and seeks to fathom out teachers' strategies for dealing with different emotions in different situations regarding teaching students with emotional intelligence, notes were taken and the researchers made sure not to reveal much about the concept to demonstrate quality and credibility.

2.4.2 Questionnaire

A questionnaire consists of a set of questions designed to elicit answers from respondents and is usually presented in a predetermined order to answer these same set of questions (DeVaus,2002 as cited in Akinci&saunders,2015). It is one of the most common ways of conducting surveys in different fields of study such as academic research, business

organizations, and public institutions. It may seem a simple process initially; however, the responses can be very different or even unpredictable to cause many challenges in the procedure (Taherdoost, 2022).

2.4.2.1 Students' Questionnaire

The questionnaire contains 4 sections directed to EFL students of English. Each section contained different questions described as the following:

The first section contains **personal information**, participants were asked about their gender.

The second section is **Rating-scale questions**, participants were asked to rate their middle school English teacher. The students were asked to rate the first question based on their experience as learners this year 2021/2022.

A: excellent B: very good C: good D: weak

As for the rest, the students were asked to rate the nine (9) questions from 1 to 5; 1: Never 2: Rarely 3: Often 4: Sometimes 5: Always

Question one (1): how strong is your relationship with your teacher?

This question aims to indicate the bond shared between the students and their teachers.

Questions two (02) and three (03):

2- The teacher organizes groups in the classroom

3-the teacher includes activities like role plays, discussions, and presentations

These two questions are designed to find out whether the teacher implicates such activities in the classroom to enhance communication and collaboration among students

Question four (04): The teacher listens and pays attention to my needs.

This question aims to know the teacher's capacity of listening to his students' problems and conflicts

Questions five (5), six (6), and seven (7)

5-The teacher gets angry in the classroom

6- The teacher recognizes when I am not feeling well

7- The teacher takes care of the state of the student's (health, social life, and friend circle)

These questions aim to evaluate the teacher's empathy toward the learners

Questions eight (8) and nine (9)

8-The teacher always allows us to bring new ideas

9-The teacher supports our goals and hobbies

These two questions seek on figuring out whether the educator encourages and gives personal attention to his student's interests

Question ten (10): - The teacher provides a positive atmosphere in the classroom.

The last question points out how comfortable and positive the classroom is based on the teacher's classroom management.

The third section is the **open questions**: three questions for the participants to answer freely without restrictions

Question Eleven (11): how do you recover from negative emotions like failure or stress?

This question aims to determine if pupils are self-aware of their emotions, specifically the negative ones like failure and stress, and how they handle and deal with these kinds of feelings.

Question twelve (12): When your teacher is happy and excited, does he/she share his emotion with students? How does that make you feel?

The purpose behind this question is to determine if pupils empathize with their teachers and recognizing their emotions especially when they are happy and how they act when understanding such feeling

Question thirteen (13): How do you know when the teacher is angry or not?

This question seeks to ascertain whether students possess self-awareness regarding the negative emotions of others.

The fourth section **is close-ended questions**: from four to six to answer with a yes or No, since they give options to the participants to choose and answer shortly and specifically.

Question fourteen (14): Does your teacher devotes more time to students that require more attention to ensure they understand?

This question's aim is to understand if the teacher allocates additional time to support students who may need extra assistance to ensure their comprehension.

Question fifteen (15): Does your teacher motivate you in the classroom?

This question's aim is to determine if the educator motivates his students or not.

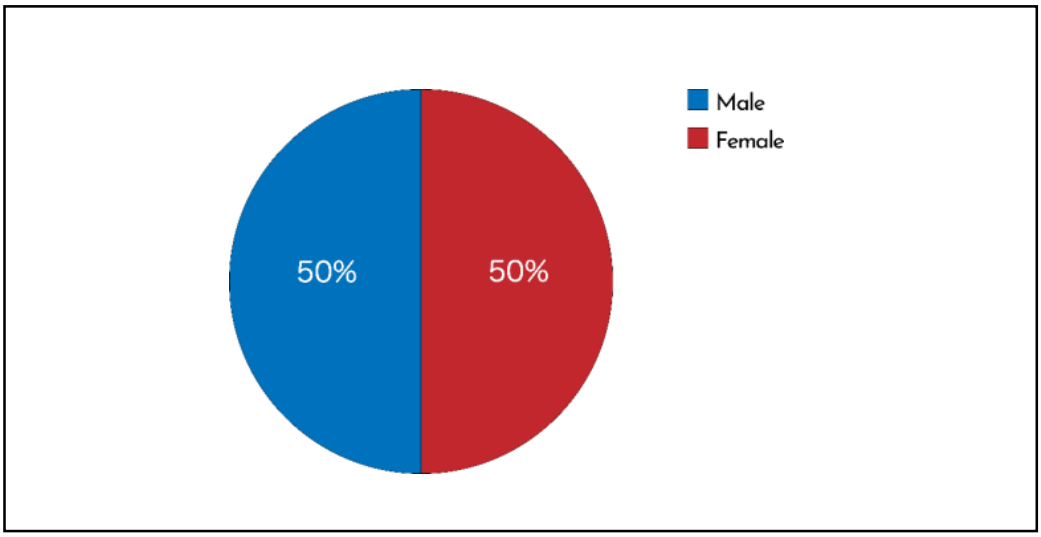
Question sixteen (16): if yes how?

The sort of motivating strategies the teacher uses for instance verbal praise, personal attention, giving bonus points, or others.

2.5 Data Analysis

2.5.1 Students' Questionnaire Analysis

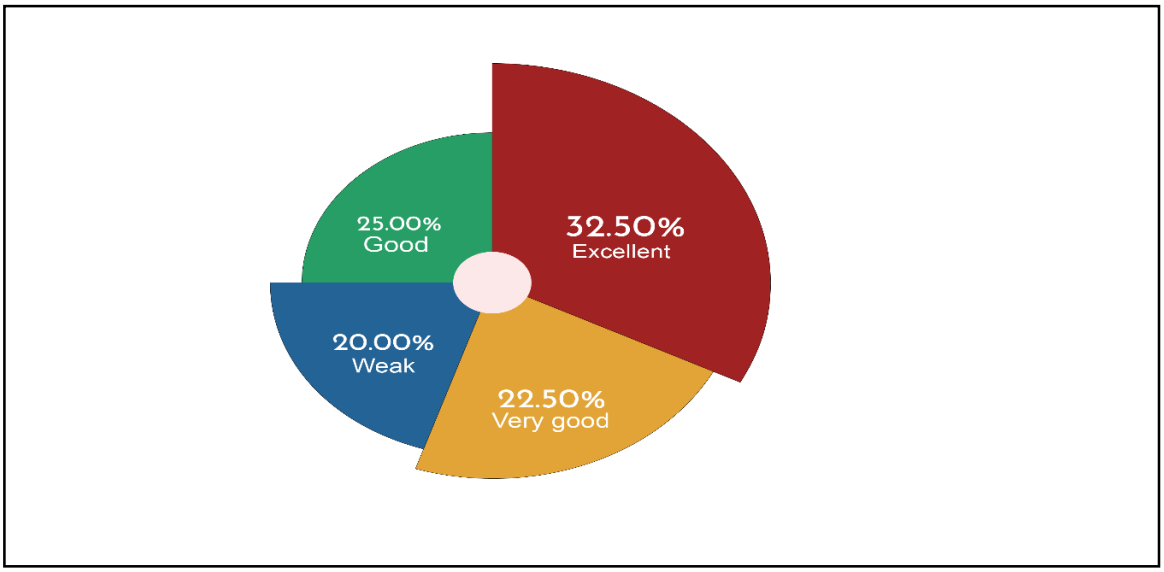
Q1- Students' gender



Graph 2.1: Students' Gender

The data gathered shows that 50% are males and the other 50% are females; this indicates that the number of participants of 4th-year students is equal.

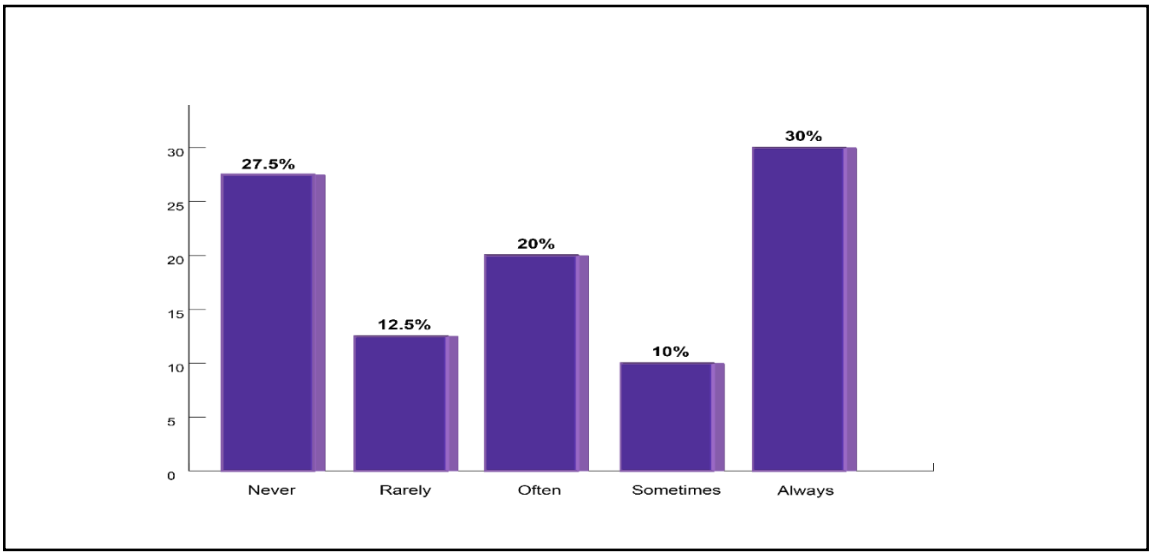
Q2: How strong is your relationship with your English language teacher?



Graph 2.2: Students' relationship with the teacher

When asking students about the type of relationship they share with their teacher of English, (32.50%) seem to have an excellent relationship with their teacher, (22.50%) described it to be very good, (25%) believe it is good, and (20%) shared a weak bond with their English language teacher.

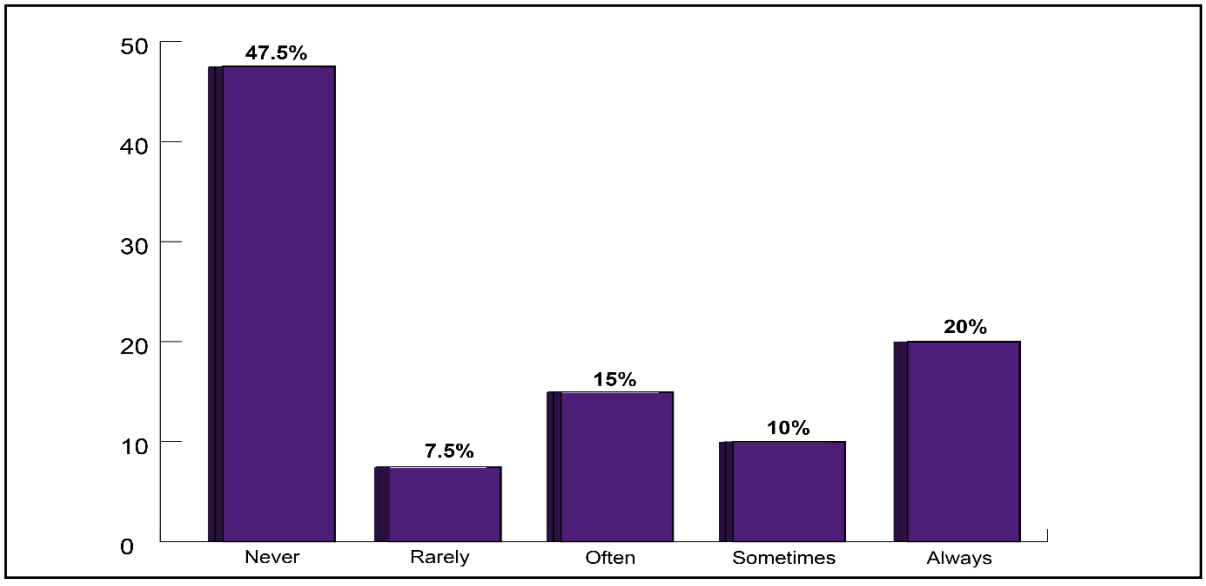
Q3: The teacher organizes groups in the classroom.



Graph 2.3: Teacher's group organization

The results show that (27.5%) of the subjects claimed that the teacher never organizes groups, only (12.5%) said that their teacher rarely forms groups in the classroom, (20%) of them believed that the teacher often classifies group work, (10%) said sometimes,(30%) seems to always have group tasks organized by their teacher.

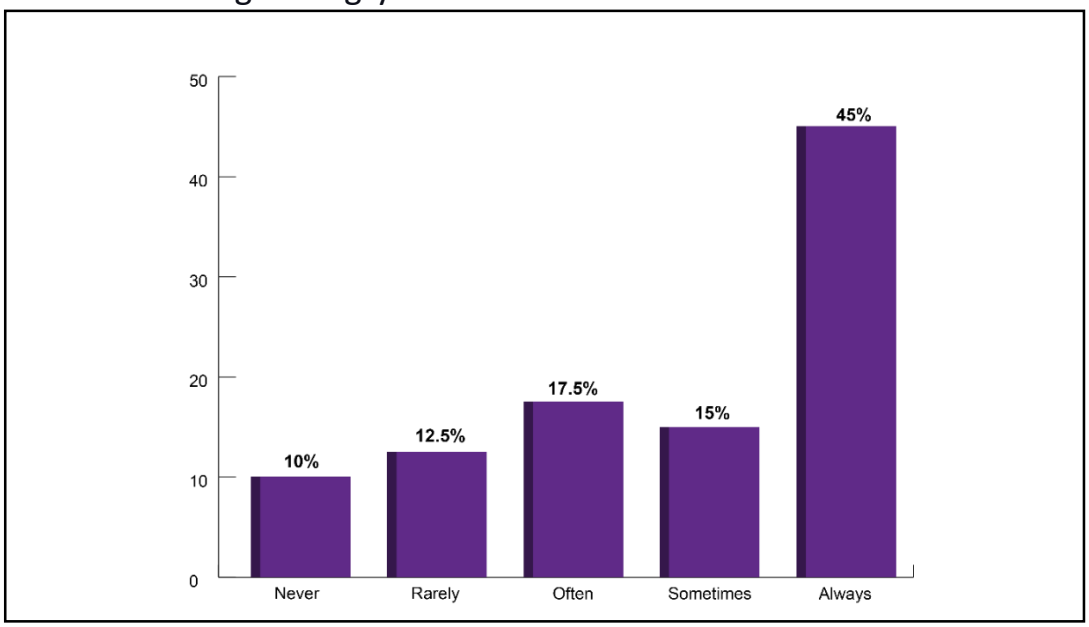
Q4: The teacher listens and pays attention to my needs



Graph 2.4: Teacher's listening ability

Among the total number of participants (20%) agreed that their teachers always pay attention and listen to their needs, (10%) said that agreed that their teachers listen to them sometimes, (15%) agreed that their educators often listen and pay attention to their needs, and only (7.5%) also agreed that it is rarely used while the majority of the participants (47.5%) agreed that the teacher never listen or pay attention to their necessities at all.

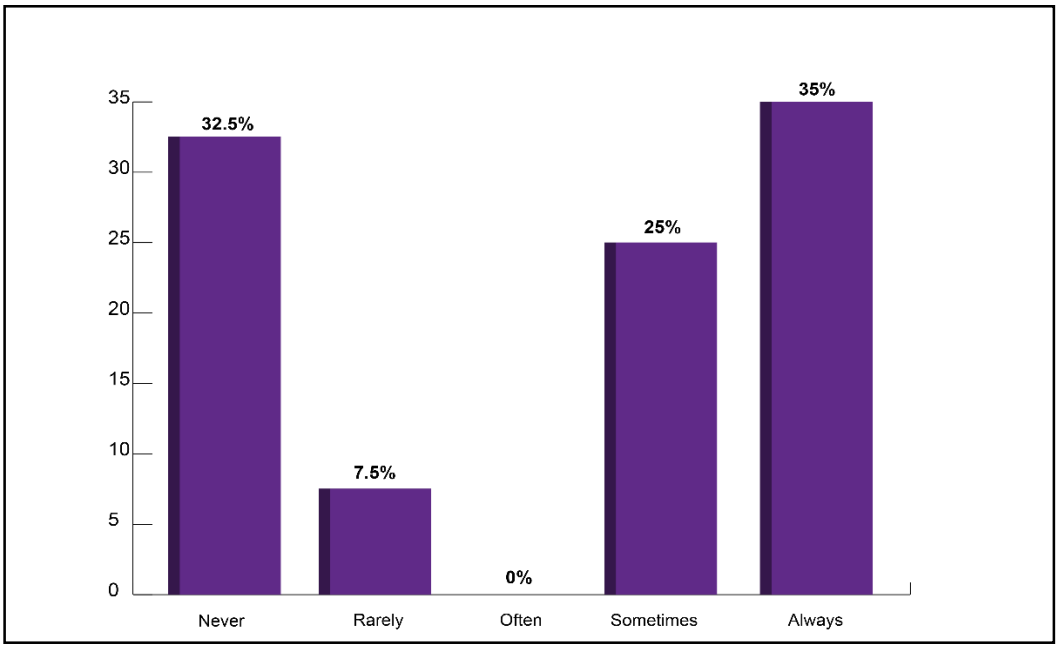
Q 5: The teacher gets angry in the classroom.



Graph 2.5: Teacher's anger in the classroom

The obtained results show that the majority (45%) of the students said that their teacher always gets angry in the classroom, (15%) claimed that sometimes happens that the teacher gets angry, (17.5%) of them said that the teacher often gets angry in the classroom, (12.5%) believed that rarely happens however (10%) agreed that their teacher never gets angry in the classroom.

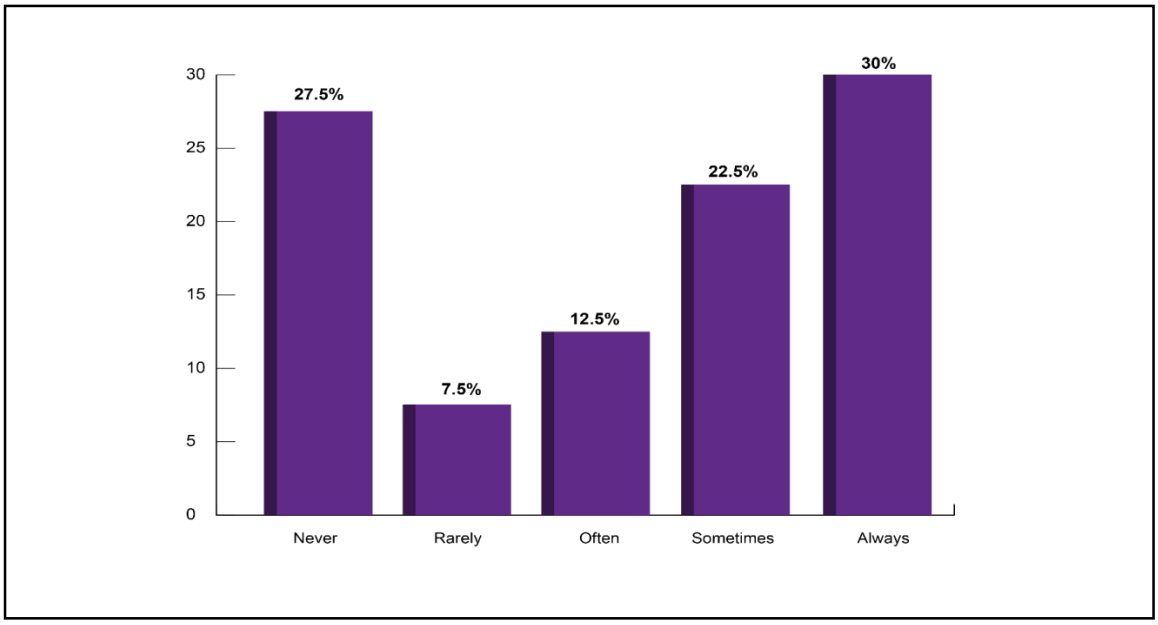
Q6: the teacher recognizes when I'm not feeling well



Graph 2.6: Students' feelings recognition

According to the participants' answers (32.5%) claimed that their teacher never recognizes when they are not feeling well, (7.5%) rarely while none of them said the teachers often do recognize when they do not feel well,(25%) agreed with this claim and stated that sometimes their tutor does while the majority (35%) agreed that teacher always recognizes when not feeling well.

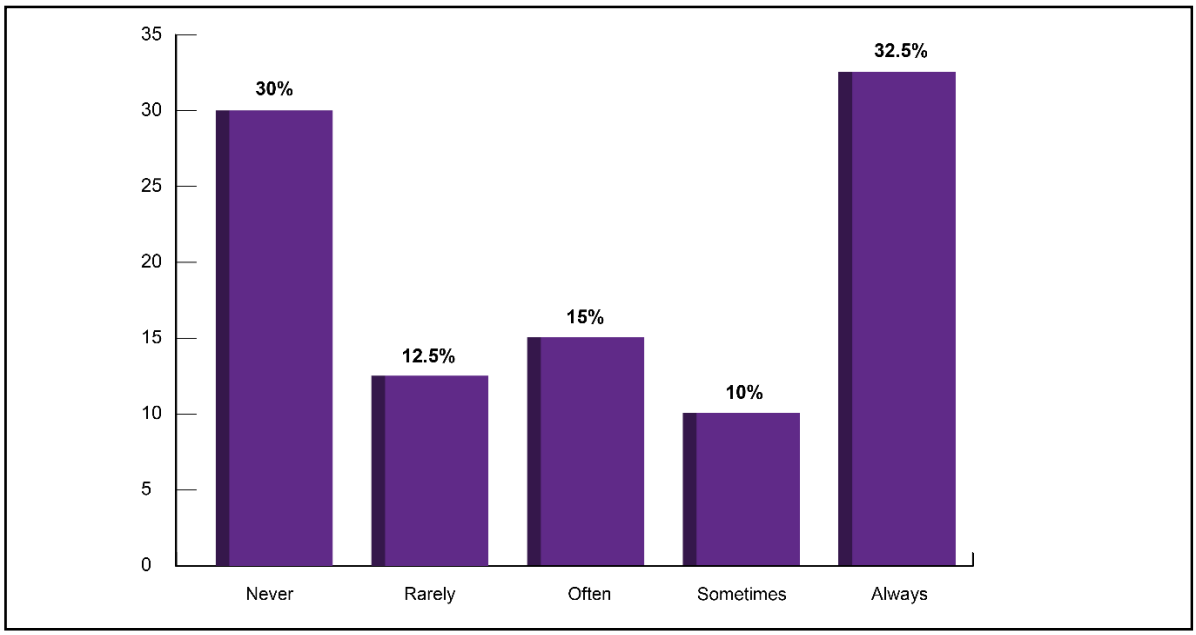
Q7: the teacher takes care of the student's state (health, social life, friend circle)



Graph 2.7: Students' state recognition

Answers showed that (27.5%) of students affirmed that their instructors never take care of their state, (7.5%) assert that the teacher rarely cares about their state, (12.5%) said that the teacher often cares about their state while (22.5%) stated that their educator sometimes cares about student's state and the majority of the learners (30%) affirmed that their teacher always takes into account his student's state (health, social life, friends circle).

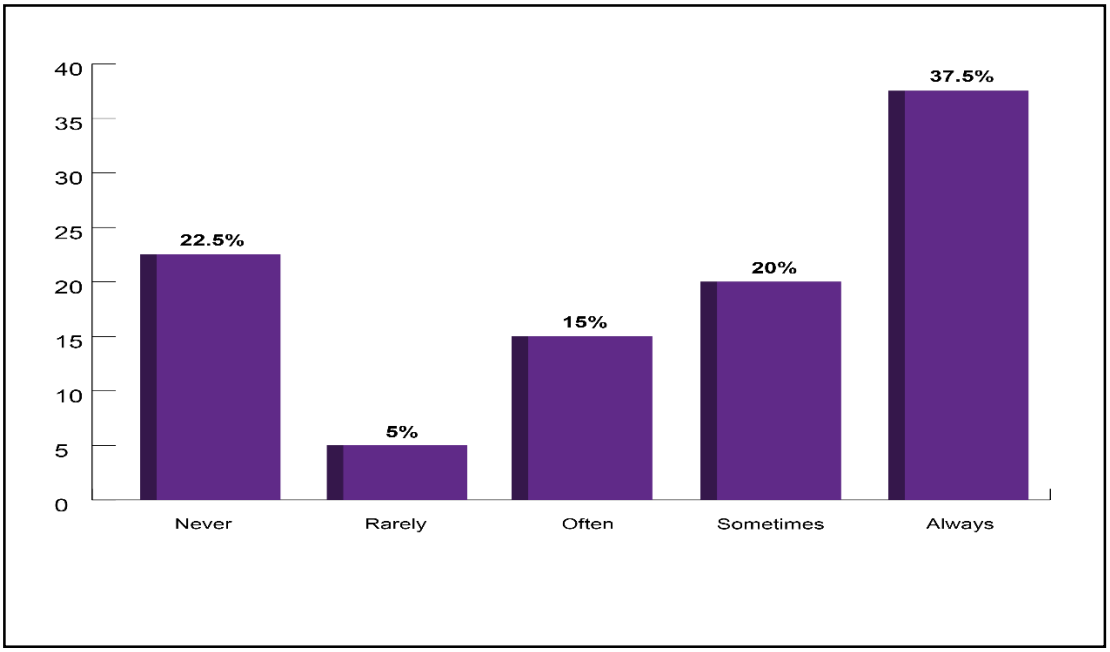
Q8: the teacher always allows us to bring new ideas



Graph 2.8: Students' engagement in the classroom

The results demonstrate that student's responses show that a greater number of pupils (32.5%) have always been allowed to bring new ideas into the classroom, (10%) stated that the teacher sometimes allows his students to bring new ideas,(15%) of them replied that teachers often let them bring new ideas and (12.5%) said the teacher rarely allows them to do so, finally (30%) disagreed and claimed that the teacher never allows them bringing new ideas.

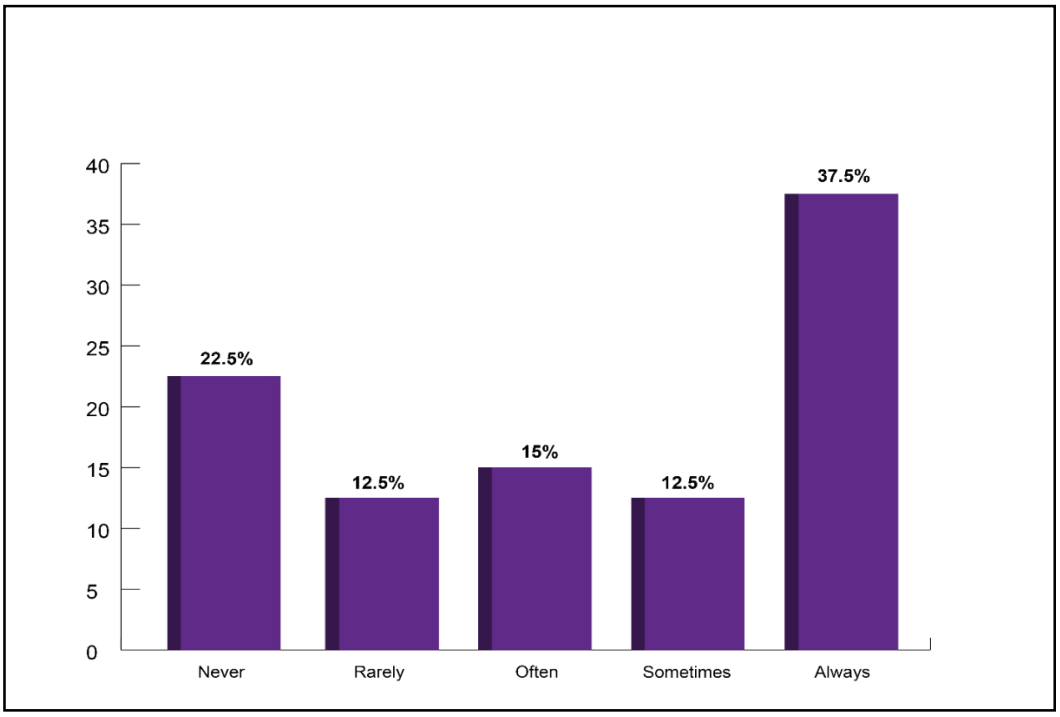
Q9: the teacher supports our goals and hobbies



Graph 2.9: Teacher's support of students' goals and hobbies

As shown in statistics half of the participants (37.5%) agreed that the tutor always supports their goals and hobbies, the other answers are divided into (20%) who said sometimes the teacher supports their hobbies and goals,(15%) said often and only (5%) claimed that it rarely happens and (22.5%) set claim that their teachers are never supportive towards their goals and hobbies.

Q10: the teacher provides a positive atmosphere in the classroom.



Graph 2.10: Teacher's creation of a positive atmosphere

Analyzing the results obtained reveals that (22.5%) of contributors assume that the teacher never provides a positive atmosphere in the classroom, (12.5%) of them said the teacher provides a positive atmosphere inside the classroom rarely, while (15%) of them said often and another (12.5%) agreed that sometimes their instructors create a positive classroom environment, finally the rest and majority of the students with the percentage of (37.5%) answered that their teachers always provide a positive atmosphere in the classroom for them.

Q11: how do you recover from negative emotions like failure or stress?

The answers to this question varied differently, according to some respondents, recovering from negative emotions can be done through the encouragement of their teachers to try again in the upcoming chances, discussing it with their closest friends, encouraging themselves each time they feel stressed and one pupil said 'I use humor and jokes to overcome stress' and another participant stated that 'whenever I stress about a lesson I did not understand I remind myself that I'm smart and can revise it at home and after

that, I don’t feel stressed anymore because I trust my abilities’ another participant emphasized about his ability to optimize whenever he is being controlled by negative feelings, it is worth mentioning that some students answers were quite similar to each other in this context ten pupils stated that they feel uncomfortable with these emotions and they try to let these emotions out as quick as possible by (reading, drawing and writing their feelings down).

Q12: when your teacher is happy and excited, does He / she shares these emotions with students? How does that make you feel?

The purpose behind this question is to determine if pupils empathize with their teachers and recognizing their emotions especially when they are happy and how they act when understanding such feeling. The answers to this question received a variety of responses; some respondents claimed that when noticing that their teacher is happy it gives them a huge amount of positive energy and excitement which makes them fruitful and productive in the classroom. Another group of students said that when the teacher shows his happiness he starts to tell them jokes and act cool, as a result they create a humorous atmosphere and feel optimistic so that they interact freely without boundaries with the teachers .Another participant stated that « whenever I see the teacher happy, I feel happy too, and that his happiness puts me in a good mood the whole day ».

Q13: How do you know when the teacher is angry or not?

The responses to this question exhibited a diverse range of variation; based on the consensus of most participants, knowing the teachers’ anger can be inferred from his facial expression as the tightening or furrowing of the

eyebrows, his face becomes red and he does not smile. Another participant stated that “the teacher starts asks us to answer hard questions and punish us when we fail. Out of the total participants, 9 individuals mentioned that when the teacher is angry, he maintains complete silence throughout the entire class. In contrast, 5 participants stated that during such instances, their teacher refrains from explaining the lesson and instead focuses solely on writing. Most of the respondents indicated that their teachers resort to shouting and raising their voices when angry, often resulting in disciplinary actions such as taking students outside the classroom and deducting points.

Q14: Does your teacher devote more time to students that require more attention to ensure they understand?

Options	Student’s answers	Percentage
Yes	28	70%
No	12	30%
Total	40	100

Table2.1: Teacher’s time for students understanding

When asking participants whether their teachers devoted more time to students that require more attention to ensure they understand, the majority (70%) answered with a ‘yes’ while (30%) disagreed.

Q15: Does your teacher motivate you in the classroom?

Options	Student’s answers	Percentage
Yes	27	67.5%
No	13	32.5%
Total	40	100%

Table 2.2: Teacher's motivation to pupils

The table above represents the student's answers on if their teacher motivates them in the classroom, the majority of them (67.5%) responded with a 'yes' while (32.5%) responded with a 'No'.

Q16: if yes, how?

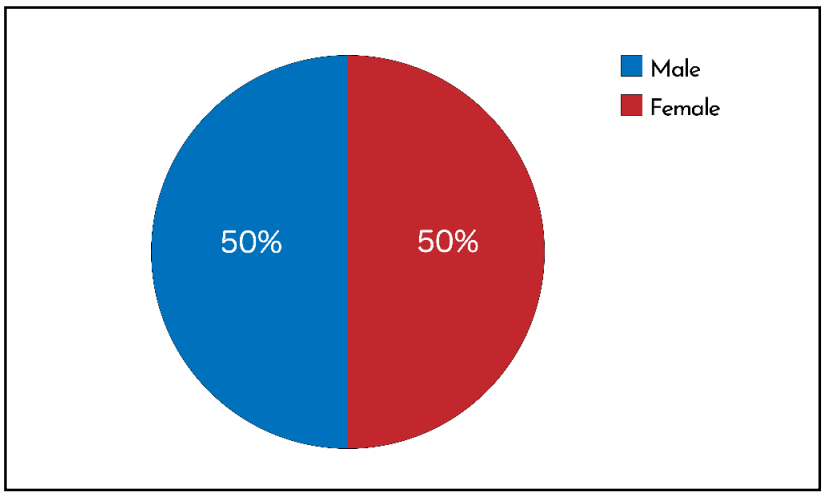
Options	Student's answers	Percentage
Verbal praise	20	50%
Personal attention	5	12.5%
Give bonus points	13	32.5%
Others	2	5%

Table 2.3: Students' motivation preferences

As an answer to this question half of the participants (50%) said that their teachers used verbal praise to motivate them,(12.5%) answered with personal attention, (32.5%) believed that their teacher motivates them by giving them bonus points, for the other (5%) of pupils claimed that their tutor offers them rewards and take them into field trips.

2.5.2 Teacher's Interview

Q1: Teacher's Gender



Graph 2.11: Gender distribution

Q2: what do you do when you are angry in the classroom and how do u act?

This question aims to determine how teachers tend to behave with their students when they feel angry in the schoolroom.

According to the four (4) female teachers' responses, two of them said that they tend to leave their negative emotions, especially anger outside the classroom door and that whenever things are out of control stating that 'once I start teaching I engage in the lesson and ignore my negative feelings, the responsibility of teaching makes me forget it", "I avoid eye contact and try to calm myself so I don't create tense or anxiety for my students, they can think of the worst scenarios about doing something wrong that made me angry" the third teacher claimed that her anger won't serve the lesson, not the student and that the students are her priority adding that the reactions and facial expressions must be controlled, the last interviewee said that " I try to interact with my students in a non-threatening body language, and I think the best way to avoid being caught in that state is to take a deep breath, breath some air and try to give cheerful and fun activities".

According to the other four (4) male teachers have declared procedures to deal with negative emotions, one teacher said 'I always try to pave a way out of that state, generally I do a game or an activity that engages me and my students" the second teacher claimed on not showing it aggressively but more communicatively, the third participant stated that 'teacher naturally may lose his temper, especially with provocative students, I take a time out or include "chit chat" to distract myself" the forth teacher asserted that he uses a technique created by himself which consist of humorous jokes and the one who laughs first get to make the whole class laugh claiming " it's a win-win for us both, I got to cool myself out, and my students get to have fun".

Q3: What are your strategies when dealing with students that are:

Stressed, unmotivated and shy?

The aim of this question is to recognize the different procedures which are applied by middle school teachers in the classroom on stressed, unmotivated, and shy students ,and to know if the teacher is aware about the importance of using such strategies to overcome learner's psychological barriers .

The answers to this question were approximately similar at some points however each one has his own method. Two female teachers claim that whenever they see students put under stress the first thing they do is to calm them, and put them under a comfortable state by discussing their emotions, and support them with strong positive words. A male teacher added that Students get stressed in the exam period so he tries to do fun games for the entire session, and watch several educative videos so that it release their stress .Other male teacher believed that pair or group work fun activities are beneficial because the student get stressed when the air seems to be serious

so they create a friendly space to prevent stress. For unmotivated students a female teacher says that « to motivate a student I start to make him do a simple activities so that I make him involved for instance: cleaning the board, borrowing things from administration, or writing the date ».Another male teachers agrees that using clapping, high five, and rewarding unmotivated student when answering a question is necessary even when the answer is irrelevant. Another male teacher added that dealing with unmotivated students is by recognizing the main reason behind such a feeling, then he come up with funny challenges so that they compete with each other to win. The answers concerning shy students vary differently. Male teachers said that they deal with shy students through figuring out their interests so that they use them in an educational way to attract their attention. Females added that giving them a special treatment is a must especially when asking them about something it is better to be in person not in front of their mates and since they are generally introverts a teacher added that he gives them their space and not obliging them for participation. The last teacher said that « I always call shy students by their names so that I boost their self- confidence. »

Q4: What do you think about creating a positive classroom atmosphere? Why?

The purpose of this question is to determine teachers' thoughts on the importance and impact of fostering a positive learning environment in a classroom setting.

Based on the perspectives of four (4) female teachers, the presence of a positive atmosphere has a beneficial impact on learners. The first teacher stated that" creating a positive learning environment in the classroom is

essential to facilitate effective learning .therefore, students feel comfortable, supported they are more likely to participate in discussion and share their ideas" .Two teachers placed significant emphasis on the imperative of fostering a positive atmosphere "I think it is necessary to create a positive atmosphere for learning to occur, students can't receive and process info when their emotional state isn't well, they should be at ease to fully capture and remember info"," having a good atmosphere affects the learners in a positive way they become more productive, they give better average and improve their levels" . The final interviewee stated that "creating a positive atmosphere is the best way for all students to love the English class first then the teacher so that they do their best to improve and practice the language".

According to the four (4) male teachers, their perspective can be summarized as follows: two teachers talked about the benefits of creating a positive environment for the students through their experience they said it supports students feel comfortable, engaged and motivated and it fosters respect, collaboration and facilitates aspects of interaction between students and the teacher. The third teacher stated that " when my students feel comfortable , they will be able to take risks in speaking and expressing new ideas ".The fourth participant asserted that he tries to pay attention to this point " well that's a must , since nobody wants to wake up in the morning and go somewhere where they know they will hate every second that passes, I try to make the class as appealing as I can remembering what classes I used to love as a student and try to replicate that in my classroom"

Q5: what group learning activities do you ask students to participate in when teaching English?

This question looks out for discovering different group activities used by English teachers.

Female answers varied and all fell into the same river, answers included group activities such as pair work dialogues, writing activities, listening triangles, and role plays except for one teacher who said " I don't make group works because it takes time and I can't have a balance between the lesson and learning activities".

As for the male answers were quite similar and as follows: "I include playing games in two teams or more and role plays mostly", "most loved one by my students are debate sessions, where I bring out different topics and they got to choose or suggest and everyone gives their opinion and defend their argument, there is also team activities such as storytelling, where each team is asked to create s story using a predetermined set of words and the best and most engaging story, wins", "projects where they got rewarded for the most creative one', " group discussions, presentations, guessing the word by its definition and jigsaw activity is my student's favorite, especially with long complicated lessons".

2.6 Discussion of the Main Findings

2.6.1 Questionnaire Findings

Based on The data obtained from questionnaire administered to the students, the findings revealed that the majority of respondents have an excellent relationship with their teachers, most participants' in the realm of pedagogy have consistently noted that teachers frequently prioritize group activities. However, teachers neglect the crucial act of actively listening and fail to give proper attention to their needs and the majority of students

indicated that their teacher is always angry in the classroom which indicates the lack of self-control among their teachers but they show empathy and deeply take care of their personal and social life situations in addition to implementing their hobbies and interests that enhance the students' motivation as well as classroom positive atmosphere.

Concerning the open questions, where the students were allowed to express their opinion freely, it has been found that students are aware and can express their negative emotional barriers such as stress and fear of failure successfully which shows self-awareness and self-regulation of students' behaviors and reactions towards their surroundings in addition to teacher's positive and negative feelings such as; happiness, excitement and anger throughout his facial expressions and body language that has a significant impact on student's psychological engagement and academic achievements.

The close-ended questions limited the students' responses to choose from different options, the findings from the study suggest that a considerable proportion of teachers tend to allocate greater attention and focus to the students who encounter or struggle with difficulties in understanding or are simply slow learners. Furthermore the study highlights that a predominant number of students are being motivated by their educators who employ verbal praise and bonus points, teachers acknowledge and affirm students' achievements, boosting their self- confidence and fostering a positive learning atmosphere.

2.6.2 Interview findings

The outcomes obtained from the teacher's interview were remarkably encouraging and positive; teachers of both genders are emotionally intelligent

when it comes to effectively managing their anger. They employ a variety of strategies and techniques to regulate and control their emotions and avoid expressing anger so that students won't feel stressed, proving the teacher's empathy with his pupils. In this context, it clearly supports the hypothesis that teachers' use of emotional intelligence strategies reduces the emotional barriers faced by EFL students, and the hypothesis that a teacher's awareness of emotional intelligence may enhance student's willingness in learning English is approved to be efficient since they weren't familiar with the term but managed to answer successfully the questions given about managing stressed, shy and unmotivated students which leads to the conclusion that teacher's awareness of emotional intelligence enhances his desire to learn the English language.

As for the answers of the research questions, we have found that teachers use a set of strategies including self-awareness, self-regulation, empathy, motivation and social skills to enhance their teaching methods. The primary challenges encountered by English as Foreign Language learners predominantly revolve around lack of self-confidence, motivation, shyness, and anxiety. Emotional Intelligence of teachers can have a significant impact on EFL learners to prevent psychological barriers by demonstrating empathy, building confidence and creating a safe classroom where students feel comfortable, expressing themselves and actively. Finally, the influence of the educator gender on students' performance is complex and has many different aspects according to our study we have found that both male and female who possess emotional intelligence have an influence on students' performance in reducing psychological obstacles. We have noticed also that

female teachers are more open about expressing their feelings to their students.

2.7 Research Implications

The results of this study suggested a variety of implications that are summed up as follow:

- The level of teachers' emotional intelligence can have a complete influence on students' academic performance.
- Teachers with high emotional intelligence can create an active learning atmosphere that helps students reduce shyness and language anxiety.
- Teachers who are emotionally intelligent have an ability to comprehend and regulate their own emotions and those of others.
- The presence of emotional intelligence can help learners create a positive relationship with their classmate and succeed academically.

2.8 Limitation of the Study

While pursuing this research several obstacles contributed to making this study:

First, the difficulty in finding male teachers because the majority of every school we encountered were female teachers.

Second, the explanation of the students' questionnaire consumed plenty of teachers' classroom time.

Finally, since the topic conducted was novel we encountered challenges in obtaining the original sources as lack the necessary funds to obtain them, an additional observational class was in the research instruments plan but it was canceled due to the delay in obtaining authorization from the university administration.

Conclusion

The presentation of the research methodology in this research was the primary focus of this chapter. The stages of the gathered data processes were attempted to be elicited by the researchers. First of all, it discusses the methods of the research and the setting where this study took place, and the description of each data collection instruments used to realize this work. In particular, the researchers selected the previously mentioned methodology, in addition to answering the research questions, discussing the findings put forward through analyzing students' questionnaires and teacher's interview.

General Conclusion

It is clear that communication is the key concept of any foreign language learner, and there is no doubt that the high priority is to engage the students and use the activities and methods in order to transform their perception of learning from a must-do into something desirable and enjoyable. However, many EFL pupils come across different emotional barriers such as stress, anxiety, shyness, and lack of motivation that can prevent the language learning process .Thus, it is the teachers' job to use emotional intelligence as a solution to this problem and to design a supportive learning environment to morally, intellectually and emotionally develop EFL learners.

The present research consisted of two chapters, the first chapter highlighted the key areas of the study, initiating the different models of emotional intelligence and the emotional barriers that impede language acquisition, and the second chapter which is the practical part that presented the data collection consists of pupils' questionnaire designed on the basis of Goleman's model and the second source was the interview of EFL middle school teachers which their answers were crucial for validating the hypotheses put by the researchers.

These research findings accentuated the effectiveness of teachers' emotional intelligence in reducing the emotional barriers of EFL pupils. Results exposed that the emotional intelligence of the teacher and the strategies used are able to reduce stress, lack of motivation, and shyness, furthermore it enhances a positive learning environment, builds a strong student-teacher relationship, and contributes to their performance. In addition, results proved that both genders are emotionally intelligent but the slightest difference is that female teachers tend to be more social and communicative about their

feelings and with their students in class rather than male teachers, it is important to critically study how the benefits of teachers' emotional intelligence concerning their professional performance regarding teaching and learning process.

In conclusion, more appreciation and importance should be given to the effective strategy of emotional intelligence in minimizing negative barriers and their outcomes on EFL pupils.

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Appendices

Appendix I

Students' Questionnaire

Dear Students,

You are kindly requested to participate in this questionnaire which is being conducted as a part of a Master's dissertation in applied linguistics; it is intended to investigate the effect of teachers' emotional intelligence on EFL students.

The data gathered will be used for academic purposes and the privacy of your answers will be guaranteed.

Thank you in advance. Your cooperation will be highly appreciated.

Section 1: Personal information:

- ✓ Specify your gender

Female ○

Male ○

Section 2: rating scale questions

Part 1:

Choose A, B, C, or D. Answer according to how far you agree with the following question

How strong is your relationship with your English language Teacher?

A. Excellent ☐

B. Very good ☐

C. Good ☐

D. Weak ☐

Part 2:

✓ Rate your English teacher from 1 to 5 in the table below

1= never

2= rarely

3=Often

4=Sometimes

5:=Always

		1	2	3	4	5
1	The teacher organizes groups in the classroom					
2	The teacher includes activities like role plays, discussions, and presentations					
3	The teacher listens and pays attention to my needs					
4	The teacher gets angry in the classroom					
5	The teacher recognizes when I am not feeling well					

6	The teacher takes care of the state of the student's (health, social life, and friend circle)					
7	The teacher always allows us to bring new ideas					
8	The teacher supports our goals and hobbies					
9	The teacher provides a positive atmosphere in the classroom					

Section 3: Open Questions

Answer the following questions:

1) How do you recover from negative emotions like failure and stress?

……

……

……

……

2) When your teacher is happy and excited, does He/Her share these emotions with students? How does that make you feel?

……

……

……

……

3) How do you know when the teacher is angry or not?

……

……

……

……..

Section 4:

Answer with yes or No (circle your answer)

4) Does the teacher devote more time to students that require more attention to ensure they understand?

Yes No

5) Does your teacher motivate you in the classroom?

Yes No

6) If yes, how?

a) Verbal praise
b) Personal attention
c) Give bonus points

d) Others :

……

……

Appendix II

Teachers' Interview

1- What do you do when you are angry in the classroom? And how do you act?

1- What are your strategies when dealing with students that are stressed, unmotivated, and shy?

3-What do you think about creating a positive classroom atmosphere? Why?

4- What group learning activities do you ask students to participate when teaching English?

ملخص

قد يكون المسار التعليمي للمتعلمين محفوفًا بالعقبات المختلفة خاصةً عندما يتعلق الأمر بتعلم لغة أجنبية ، فمن مسؤولية المعلمين تولي المسؤولية والبحث عن حلول واستراتيجيات لمواجهة هذه التحديات والتغلب عليها.

يهدف البحث الحالي إلى استكشاف كيف يمكن لتطبيق تقنيات الذكاء العاطفي للمعلمين أن يعزز الأداء الأكاديمي للطلاب بشكل فعال. لذلك ، تم إجراء دراسة حالة مع مجموعتين من طلاب LTSالإعدادية في السنة الرابعة من مدارس اللغات الإنجليزية ، وتوماش ، في المدية. المرحلة

استخدمت هذه الدراسة طريقة مختلطة في جمع ووصف البيانات التي فحصت استخدام استراتيجيات الذكاء العاطفي والأساليب التي يستخدمها المعلمون لطلابهم للحصول على نتائج موثقة. سلطت النتائج الضوء على الانضباط الناشئ في الذكاء العاطفي كدراسة موضوعية تساعد المتعلمين في التغلب على الحواجز النفسية مثل الإجهاد، ونقص الحافز، والخجل.

في الختام، لقد ثبت أن الذكاء العاطفي للمعلمين بمثابة حل فعال للحواجز المذكورة أعلاه وهو أداة قوية تعزز بيئة تفاعلية ، وتعزز التعلم التعاوني ، وتؤسس رابطة قوية بين المعلم والطالب.

الكلمات المفتاحية: الذكاء العاطفي، الحواجز النفسية.