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Ascertaining the Influence of Emotional Intelligence on Learners' Learning Styles: Middle School Learners' in Tiaret as a Samole

Dissertation submitted to the department of English as a partial fulfilment of the requirements for the degree of Master in Didactics.

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DEDICATION

We dedicate this work to our parents whose love strengthen our will and are the source of encouragement and inspiration. They supported us in every single minute in our life.

To our sisters and brothers

To our friends with whom we shared the university life with its lights and shadows,

To all the teachers we have met in our career,

To all those who love us

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ABSTRACT

Learning is undoubtedly always affected by multiple factors such as intelligence, incentive, adequate environment, family and social parameters, quality of school and education, educator etc. Emotional intelligence is one of the variables which are tightly related to learners' learning styles. It has been described as skill, knowledge, and understanding, which can guide learners' incentives to be successful in their studies, in *stricto senso*, and their future lives, in *lato senso*. On the other hand, learning styles involve learners' methods for processing information in learning new concepts. The main goal of this dual-focused descriptive-interpretive study is to ascertain the influential relationship between these two variables, viz. emotional intelligence and learning styles, as regards the learning process. Differently couched, the pivotal aim behind such a premise is to check to what extent these aforementioned variables may affect the teaching-learning process. It should be noted that emotional intelligence which is a psychological aspect is assumed to be ancillary and peripheral. To conduct this study, a mix method is adopted; a questionnaire directed to 50 middle school learners and an interview conducted with 15 EFL teachers. The gleaned data reveal that emotional intelligence has an undeniable influence on learners' learning styles.

Keywords: Emotional intelligence, learners, learning styles, social intelligence, self-regulation

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General Introduction

General Introduction

Emotional intelligence as a concept and as a theory has become a popular topical subject in the worldwide development. According to many recent scholarly researches, today's fast developments and life competencies require new researches, which have to answer those difficulties in life and career. Especially those daily raised problems in having an increased level of communication and interaction with the other. According to many psychological researches, in order to create more solid relationships, as far as an individual is able to deal with his inner world or at least to control his negative emotions, he will achieve many aims in the society. Emotional Intelligence therefore has come to its primary aim; it helps an individual to gain more stability in his life, and more proficiency in his career. Despite the fact that there are several articles, related to educational systems, that dealt and still improve emotional intelligence and effective learning styles, in addition to successful results of many scholarly researches. A large part of today's EFL teachers and learners, living in the world's recent competencies, besides the educational, and social developments, still have a lack in understanding their emotions, followed by a big lack of self-awareness; which is considered as a key element in developing the learning styles and learners' self-confidence.

Being emotionally intelligent helps create a better classroom atmosphere as well as good and healthy relationships with learners, where a teacher would notice and observe the student's development, so that they would easily achieve and accomplish their aims. Deep learning occurs, and that help teachers to have a daily energy which enables him to be professional in his career, hence to move forward with the daily changes and challenges.

The aim of this research is to understand emotional intelligence and learning styles effectiveness as being two recent fundamental concepts, to analyze and acknowledge how a teacher benefits from emotional intelligence in managing the classroom.

Statement of the Purpose

It is observed that learners and their emotional dimensions appear to be overlooked, which frequently undermines the achievement of the intended outcomes of the teaching-learning process. Despite being the second major direct influence on learners' learning next to biology, learners' psychological features are usually taken for granted. This is

particularly the case in learner-centred approaches, which concern themselves exclusively with learners and their learning styles. Hence, the current work undertakes to explore and explain the relationship between middle school learners' emotional intelligence and their learning styles.

Objectives of the study

The purpose behind the present study is to ascertain the influence of emotional intelligence on learner's learning styles among middle school learners at Tiaret. This endeavor may help both teachers and learners better understand the effects of this psychological feature on teaching and learning. The outcomes may draw practitioners' and learners' attention to and raise care of the firm relationship that exists between emotional intelligence (psychological feature) and learning success (holistic development), which entails in quality teaching and learning. This awareness of the unavoidable mutual influence of emotions on learning styles can only be beneficial for a successful educational endeavor.

Research Questions

The present study endeavours to address a battery of questions which, as planned a well as expected, will give the whole work focus, drive and purpose. It should be noted, however, that the forthcoming questions are framed and arranged so as to reflect the two broad axes of our investigation: emotional intelligence axis and the learning styles axis. The first main descriptive question (umbrella question), aiming at probing the expanse of the emotional intelligence variable with FL learners, is worded as follows:

Q1: To what extent does Emotional Intelligence exert influence on the learners' learning styles?

For the sake of narrowing and providing the scheme around which the researcher should glean accurate data to answer the main research question, the two following sub-questions are written out:

Q1: What is the relationship between learning styles and the branches of emotional intelligence?

Q2: How can emotional intelligence and learning styles mutually impact middle school learners' learning?

The above sub-questions have been submitted to improvement and refinement after referring to some details provided by secondary and primary sources.

Research Hypotheses

Hypotheses are by definition a supposition of the causes and effects of the phenomenon under investigation. The researcher is required to identify the problem, explore it from different facets, demonstrate its worth and value, and eventually propose at best adequate solutions and at worse entail recommendations. It is noteworthy to put forward that hypotheses are not necessarily true all the time; they may prove to be false, in which case they do not whatsoever denigrate the value and worth of the research. Along those lines, Bentley (2006: 26) considers academic hypothesis as a theory which requires evidence to prove or disprove it. Being testable propositions and predictive statements about the possible outcomes of the current study, the two following hypotheses have been put forward.

1. We hypothesize that emotional intelligence has a high influence on learners' learning styles.

2. We assume that emotional intelligence impacts middle school learners' learning styles and vice-versa

Research Methodology and Design

It is commonly acknowledged that various academic methodologies serve various goals and purposes of research. Lynch (1997: 14) urges those who intend to conduct research on a serious issue to be well-aware of the two symbiotic perspectives; on the one hand, the ontological perspective (i.e., what can be known?) and, on the other hand, the epistemological perspective (i.e., how they know what they claim to know?). Differently stated, while the ontological perspective investigates the nature of the existing phenomena and eventually classifies them, the epistemological perspective seeks to determine the justifications thereof. A priori, these two basic perspectives define and guide the choice of the methodology and directly affect its process to attain the set objectives: identification of the issue of study and define its related components in a comprehensive framework. We

have seriously taken these two yardsticks while ascertaining the influence of emotional intelligence on learners' learning styles. The premise is not only to attempt to ascertain the impact that the emotional intelligence exerts on learners' learning styles, but also to check the mutual interplay of these human features, viz., emotional intelligence and learning styles on academic achievements.

The very nature of the current research guided by Lynch's perspectives sets the choice and tone of the descriptive-interpretive method to achieve our objectives which are to fundamentally a) discerning and b) interpreting the underline reasons behind such emotion-learning based influence. To attain the objectives expected and confirm or disconfirm our hypotheses, we opted for the mixed method; a questionnaire directed to 50 middle school learners, and a structured interview conducted with 10 middle school teachers.

Motivation

The motive behind such enterprise derives from the fact that such psychological/emotional features seem to be either ignored or neglected by the practitioners. Besides, a personal curiosity and satisfaction nurture our endeavor to embark on such investigation, aiming at disclosing the truth underpinning such mutual influence. Besides,

Structure of the Dissertation

This dissertation is structured in a way that attempts to reflect the subject matter under investigation as well as the methodology adopted. Consequently, the very nature of this master dissertation is twofold: theoretical and empirical. The first part provides the conceptual framework of the investigation all the more reviewing the relevant literature, while the second part is a fieldwork survey and discussion of the questionnaire and unstructured interview conducted among the teaching-learning middle school community.

Chapter One: It is within the scope of the current chapter to provide as thorough an overview as possible on both English learners' and teachers' emotional intelligence. It is, however, prompted by a good number of premises most salient of which are: the corroboration of whether the Algerian English learners and their teachers are aware of the impact of such psychological aspects on teaching styles and learning strategies. It is of an

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overriding importance to attempt to disclose such covert issue, relating to emotion and intelligence. We have every reason to maximize the importance of collecting possibly verifiable and reliable secondary data, shedding light on such complex and frequently delicate interweaving variables that undoubtedly impact the teaching and learning of foreign languages, namely English.

Chapter Two: The upcoming chapter, as its title clearly indicates it, attempts to tackle the learning strategies and styles, as regards their definitions, types and theories; an additive theoretical insightfulness in connection with the issue under investigation. The corollary of that would shed light on the overlapping of psychological features that undoubtedly impact both teachers' teaching and learners' learning styles. It should be highlighted that for better or worse, teachers' and learners' awareness of the emotional intelligence has not yet been appropriately explored in our educational context.

Chapter Three: The third chapter undertakes to analyse the questionnaire which has been specifically designed and administered to a sample of middle school learners to verify whether the latter are emotionally self-aware of the impact that such intelligence may exert on their learning strategies or not. For the sake of insightful data collection, a structured interview has been assigned to Middle school English teachers in the province of Tiaret, seems to corroborate what most of the other respondents' have asserted about the issue of emotional intelligence and its effects on knowledge dispenser and recipient.

Chapter I

Chapter One

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Introduction

For EFL teachers and learners, being emotional means having an increased level of interaction with each other. By understanding these unknown emotions, by perceiving to reframe bad situations in the classroom. This would easily achieve by taking steps away from stress, through managing anger and simplifying things for each other.

Recently, educational researchers have been working on modern, ways in which teachers and learners improve their teaching skills. Many of them highlight the importance on the side of the teacher and the learner. In addition to the everyday atmosphere in the classroom.

The upcoming chapter is devoted to a comprehensive overview as regards the issue under survey, viz, the probable influence of the emotional intelligence on learner's learning styles. Besides the title of the current dissertation contains certain terminology that necessarily requires conceptual framing and definition for the special context where in it has been used. In other words, it was judged essential to contextualize it so that confusion is ultimately eschewed.

Finally, the conclusion of this chapter offers an idea of the general concept and proposes strategies to simplifying the application of emotional intelligence, and to enhance the learner's learning styles.

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I.1. Definition of Intelligence

At present, the education system is strongly influenced by rapid divergence in the field of science, communication and information technology, in addition to the current perception of political, social, economic and cultural issues. In the competitive world, the explosion of science and technology creates a need for a person to be skilled in searching, analyzing and applying information in respective field, in order to implement this task, it is necessary that the person has cognitive skills as well as excitement and social skills for education (Sharifi, 2007). As per Gardner's notion, each and every one has different intelligence level and hence, in the process of learning they can able to interact and compete with one another.

There are many human virtues that are not sufficiently rewarded in our society, such as kindness in human relationships and talents in music, painting and dance, to call them intelligence does not do justice either to theories of intelligence or to the personality traits and special talents that lie beyond the consensual definition of intelligence. nor does calling all human virtues intelligence readjust social rewards, the goal toward which I believe such theories are pointed. (Scatt,1889, p,78).

I.1.1. Intelligence Multifarious definitions

Despite a long research and debate course, no standard definition of the concept of 'intelligence' has been definitely assigned. This has led some to believe that intelligence may be approximately, but cannot be fully defined. Though there is no single standard definition, surveying the many proposed definitions reveals some obvious similarities between many of them. In many instances, the various definitions suitably interpreted, actually say the same thing but differently. Here, the opportunity is taken to present some of the collected definitions. Intelligence is a word which we commonly use in our general conversation about any particular child or individual. These observations are mostly derived from the performance or the behavior of the individual, interest attitude the desire of knowledge, communicative skill is all responsible of a person's behavior. The first formal definition of intelligence was given by (Edwin boring, 1923.) which says,'' intelligence is whatever intelligence tests measure.'' Mainly the definition of intelligence categorized in three parts:

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- first category of definitions is based on the basis of ability to adjust in the environment.

- second based on the ability to learn

- the third one is based on the basis of ability to carry out abstract reasoning

As regards the above definition that splits intelligence up into three categories, it mainly focuses on three different abilities, viz., adjustment, learning and reasoning. In fact, all abilities require personal change and flexibility in both behavior and cognitive aspects. That is to say, intelligence consists of a composite of several functions; a combination of the capacities to think and generate adaptive behaviors, solve novel problems and reason appropriately in a concrete situation, for functioning intelligent systems cannot be operational outside an environment.

For Piaget (1952), known by his work 'theory of cognitive development' *Intelligence is the ability to adapt one's surrounding."* In fact, Piaget analyses intelligence from a different optic via which a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait and viewed cognitive development as a process that occurs due to biological maturity and interaction with the environment.

Therman states that *"an individual is intelligent in the proportion that he is able to carry on abstract thinking."* (1921). For him, a person can be regarded as intelligent if he is able to understand concepts which are not directly related to concrete physical objects and experiences, i.e., lacking physical or perceptual referents such as, to cite only few, ideas, freedom, love, vulnerability etc. the latter are often defined as being "entities that are neither purely physical nor spatially constrained." (Barsalou & Weimer-Hastings, 2005).

However, later on psychologists realised that all these definitions are lacking something in common. In other words, each definition is addressing only one aspect of intelligence and this was against common observation that intellectual behaviour includes much more than the above-mentioned qualities. Thus, Wechsler, best known with his intelligence tests came out with a new definition of intelligence. He stated that *"Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment."* (1944). Relying on the results of his tests, he pointed out that other factors other than the intellectual ability are involved in intelligent behaviour.

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All in all, intelligence can be termed as an umbrella term describing a property of the mind including related abilities, such as the capacities for abstract thought, reasoning, planning, problem-solving, communication, and learning.

I.1.2. Types of Intelligence

At. the beginning of the Century theories emphasizing the general factor of intelligence (stern, spearman) dominated the field of psychology, however in 1914 Thorndike pointed out the pitfalls of perceiving intelligence as a general factor. He defined intelligence as a sum of individual elements of which each one represents a detailed ability. Any mental act includes a number of these detailed elements which operate together. The general ability, as described in sterns and spearman's theory does not exist in reality, what does exist are highly specific acts whose number depends on the type of classification. Some mental activities have several common elements which can be compiled into three general clusters:

I.1.2.1. Social Intelligence

By social intelligence we mean the ability of a person to understand others and get along well with them. Such people enjoy good social relations due to higher social skills. Usually, social intelligence is reflected in abundance among leaders.

I.1.2.2. Abstract Intelligence

It refers to a person's ability to understand verbal and mathematical signs and codes and is able to properly interpret them. Painters, artists, mathematicians often show higher levels of abstract thinking.

I.1.2.3. Concrete Intelligence

It refers to the ability to understand concrete things/ objects, to use them deftly in different situations. Such type of intelligence is required in business and other professions Robinson & Robinson defined intelligence as, *"Intelligence refers to the whole class of cognitive behaviours which reflect an individual's capacity to solve problems with insight, to adapt himself to new situations, to think abstractly and to profit from his experiences."* He, in fact, valued the role of the cognitive behaviour and adaptation to new unpredictable situations, benefiting from one's previous experiences.

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I.1.3. Emotional Intelligence as a Concept

The following paragraph represents a conceptual definition of emotional intelligence with regard to the recent scholarly researchers' explanations. Additionally, overviews about different other concepts that are related to the general topic.

I.1.3.1. Definitions

People have different personalities, wants and needs, and different ways to show and express their emotions. Getting through it all requires skillfulness and sharp intelligence, especially if a successful life is hoped, whence emotional intelligence becomes a must.

Generally speaking, emotional intelligence is defined as being the person's ability to recognize one's emotions, understand what they dictate to him, and realize how his emotions affect people around him. It evenly implicates one's perception of others, once he seizes how they are feeling, this allows him to manage his relationships more effectively. People with high emotional intelligence generally succeed in almost all things they do.

To cite some of the definitions assigned to the EI, we refer to Goleman & al. who stated that the EI, at the most general level, refers to the abilities to recognize and regulate emotions in ourselves and in others. Besides, he defines emotional intelligence as "*understanding of one's own feelings, empathy for the feelings of others, as well as the regulation of emotions in a way that enhances a person's personal life and career, as it helps to build healthy relationships.*" (1995: 06)

Scientifically speaking, any individual's emotions are responsible for his own reactions. Genetically this causes an operation of sending signals to "Amygdala°1", which is part of the mind that controls his *reactions* and responsible for his emotions. (Ekman, P et al 1994:126). Additionally, Goleman in (1995) stated, "the amygdale houses memories and response repertoires that we enact without quite realizing why we do so, this fast response could be life-saving in desperate situation". (Culver, D. & al .1997:2)

Recent researchers, scientists and psychologists, have worked for this theory in many fields and social experiments.

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According to many of them, the concept increases self-awareness and improves the personality of individuals, at the same time, plays an important role in self motivation to succeed in management and academia

Goleman (1995) state that emotional intelligence was useful in establishing and maintaining a harmonious relationship with others. Human life is filled with various people having different understanding as well as different managing emotions, that would affect their adaptation to different life situations. In such context's learners require emotional intelligence to overcome the challenges and problems of real life (Ghuman,2011)

I.1.3.2. Characteristics of Emotional Intelligence

Emotional intelligence is said to be characterized by the following features. Psychologists developed a framework that encompasses five elements, namely self-awareness, self-regulation, motivation, empathy and social skills.

I.1.3.2.1. Self-Awareness

Self-awareness involves being aware of different aspects of the self, including, traits, behavior and feelings. Highly emotionally intelligent people are generally self-aware. They firstly understand their own emotions, and owing to this, they do not let their feelings dominate them. They feel confident for they trust their intuition and they never let their emotions get out of hand. Besides, they are also ready to have an honest look at themselves. They are familiar with their own strengths and weaknesses, and work on the latter to improve their performance. As a matter of fact, and as it is believed by many researchers, self-awareness is the most feature of emotional intelligence.

I.1.3.2.2. Self-Regulation

Self-regulation is the ability to monitor and manage one's energy states, impulses, emotions, thoughts and behaviors in ways that are satisfactory and entailing into positive outcomes such as well-being, loving relationships and learning. These self-regulated persons eschew jealousy, anger and impulsive careless decisions. In fact, they take enough time before acting. They can read and regulate their own emotions while intuitively grasping how others feel and gauging their emotional state. These characteristics allow them to be attentive, cozy in coping with change and morally righteous.

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I.1.3.2.3. Motivation

People endowed with high emotional intelligence are generally very motivated. They are disposed to delay immediate results to attain long term success. They are very creative; they cherish defiance and prove efficiency in all things they undertake.

I.1.3.2.4. Empathy

Being considered as the second most important feature of the EI, people who are equipped with empathy are capable of detecting others wants, needs and viewpoints. These empathetic people excel in recognizing others persons' feelings, even when the latter are not explicitly manifested. Consequently, they are talented in sustaining and handling relationships, listening and correlating with others. Generally speaking, they are open-minded, and deliberately abstain from stereotyping and judging others.

I.1.3.2.5. Social Skills

It is commonly acknowledged that social skills are fundamental skills for humans' effective both verbal and non-verbal communication and harmonious coexistence. These skills render easy people's contact, thoughts exchange and disputes managing. The process of learning these skills is called socialization. Deficiency in such social skills can be a source of social awkwardness.

It is quite certain that EI can be considered as an essential ingredient to success in one's life, particularly career. The ability to manage people and relationships is essential for humans, in general, especially for those who are pretending to be leaders, in particular. All in all, emotionally intelligent persons are both self-aware and self-regulated.

I.1.4. Developing Emotional Intelligence (DEI)

The pertinent question is 'where does EI come from?' The management literature (and even common sense) suggests that both nature and nurture feed EI. Part genetic predisposition, part life experience, and part old-fashioned training, emotional intelligence emerges in varying degrees from one person to another. According to psychologists, EI can be learned and improved at any age. People can improve their EI if they are provided with the appropriate information, guidance and support.

There are two widely known theories regarding EI development. The first one is that like IQ, denoting that you are at your maximum capacity, and cannot develop EI. The second

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one postulates the ability to develop EI through various channels of practice, one being self-reflection, and the other is experience.

Goleman (1995) mentions that the EI study has some in value, mainly from those who firmly view IQ as the best of success.

When Lambert and Gardner (1956) began their research, it was generally agreed that learning a language involved intelligence and verbal ability, concepts like attitudes, motivation and anxiety were not considered to be important at all. Dorney, (1998 :117). According to Weiner, (1990 :64) the concept of motivation was searched and explained n the basis of how behavior was understood; Weiner (1990) refers to the concept as 'what moved a resting into a state of activity 'and movement is justified by four main causes: instinct, drive, need and stimulus. In the cognitive development theory laid down by Piaget (in the oxford and Shearin, 1994: 23), motivation is perceived as a 'built-in unconscious striving towards more complex and differentiated development of the individual's mental structures' and with the development of cognitive approaches, the concept acquired more implication to the domain of educational psychology (Weiner 1990). More focus is then put on learner's learning choices instead of the manner or the time needed to fulfill the learning process.

I .1. 5.Emotional Intelligence Models

In the firs, the performance –based ability model, EI is viewed as a form of intelligence that is based on emotional aptitudes, and is regarded as a mental ability that involves reasoning about our emotions, which is focused on hot information (Mayer et al., 2016. Within this framework

Emotional intelligence is evaluated by solving emotional problems through performance tests that include a set of correct and incorrect responses. The most representative instrument of this model is the "Mayer- Salovery- Caruso. Emotional intelligence test ''(MSCEIT;Mayer et al.,2002). The second model is the self- report ability model, which, like the performance-based ability model, views EI as a combination of emotional aptitudes; in this case, however, self – report instrument is used, where participants must estimate their own EI in a subjective manner (Fernandez- Berrocal and Extremera, 2008). Thus, there are no correct and incorrect responses in the self-report ability model, the <trait

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Meta – Mood scale > (Salovery et al, 1995) being a widely used instrument for this approach. The self- report mixed model does not consider EI to be a form of intelligence but instead views it as a broad concept that includes (among others). Motivation, interpersonal and intrapersonal abilities, empathy, personality factors and well- being (Mayer et al.,2008). Again, this model employs self – report instruments that evaluate the subjective perception of participants; the ''Bar on Emotional Quotient Inventory'' (EQI) – named after its creator, Bar-On (2004) is a commonly employed test for this model. however, some researchers have questioned the self- report mixed model, arguing that it is unhelpful to conceptualize EI in terms of old concepts since, such an approach fails to provide any new information (Locke, 2005) in addition, although the three models essentially assess the same construct, any correlations between them appear to (Goldenberg et al.,2006; webb et al., 2013 Cabello and Fernandez- Berrocal,2015).

 The three major models of EI, Goleman's EI performance model, Bar-One's EI competencies model, and Mayer, Salovey, and Caruso's EI ability model resulted from decades of research, analysis, and scientific investigations. Those EI models focused on the individual's cognitive and non cognitive competencies, skills, and abilities, with the purpose of understanding what emotions drive human behavior.

These skills and competences focus on four capacities: self-awareness, relationship management, self management and social awareness.

These four EI skills are the basic for twelve EI subscales which include emotional awareness, emotional self-control, adaptability, success orientation, positive outlook, influence coaching empathy, conflict management, teamwork, organizational and inspiring leadership.

According to Bar-on, EI is an arrangement of behaviors interconnected by emotional and social skills that influence performance and behavior.

Bar-on's EI model focuses on five EI scales: self-perception, self- expression, interpersonal, decision making and dealing with stress and 15 subscales:

 self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationship, empathy, social responsibility,

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problem-solving, reality testing, impulse control, flexibility, stress tolerance, and optimism, driving human behavior and relationships.

The last one, Mayer salovery,and Caruso, the EI model focuses on the perception of and management of emotions, and the use of these to facilitate thinking and guide our decisions.

Their framework EI emphasizes four branches of humans: perceiving emotions, facilitating thought, understanding and managing emotions strive to improve the advancement of a new and a smarter way of building trusting relationships.

Figure 01: Emotional intelligence models

I.1.6 Emotional intelligence measures

In the most elementary explanation, the measure of EI begins with what we called the Quotient, or EQ. Mortiboys (2005), Goleman (1995), and Ghani Zadeh and Moafian (2010) agree That a teacher's EQ reveals how effective he will be in the classroom and how he will experience job satisfaction

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There are a certain number of ways to measure QE of individuals and many workshops, trainings and focused on development of QE on the basis of an initial inventory composite scores evaluation of the EQ. This rating is a commonly used scientific measure called emotional quotients, EQ-I

The EQ-I was developed to assess the EI based on the Bar –on model and is a self-report measure.

It consists of 133 items, and when completed it is intended to give an overall EQ score. (Bar-on,2006)

It would be remiss not to briefly discuss multiple intelligences. (1983)

Garden highlights the dilemma between EQ and intelligence quotient and the extend of the gap between the two. He proposes, 'when it comes to interpreting intelligence tests, we are faced with a taste problem or rather than a problem on which the scientific closure is likely to be reached'' (Gardner, 1983.p 17). Goleman (1995) disagrees, arguing that EI and IQ are two categorically different types of intellect, and that one is not a better test than the other for predict the success. Goleman (1995) states that both are necessary to accurately predict the success of an individual in all intellectual and, therefore, to test only one or offers insufficient evidence, and not inaccurate evidence. EQ is a best predictor of success when "soft" skills measured when an IQ test is interested in measuring skills that have been identified to be only cognitive (Goleman,1995)

As Goleman (1995) pointed out, the categorical difference between IQ and EQ is in what is tested. The IQ test is much less laborious than the EQ test, which leads us operationalize IE measurement where 133 questions are not sufficient.

Since this project is not interested in teacher's QE, but rather the development of development will be measured by a word counting system and an analysis of narratives, without use the QE-I inventory or other similar questionnaires.

4.5 Positive emotions as a feedback mechanism

Many psychologists have improved the fact that the emotions are enough to take a successful step, in order to engage with society. Individuals in this manner are able to capture the world, to develop successfully their capacities in the society. To be effective

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and academically professional in life career. In addition, to achieve a magnificent overall positive spirit, will affect others.

Here, an increased level of emotional intelligence can be achieved successfully when an individual takes a step away from his negative situations and feelings towards a more successful career life.

In the present tense, knowing how to grow, is knowing how to take advantage of bad and good circumstances, trying to make it feasible for self-interest what let it happen without blaming anyone.

For this, the person who knows how to change, invents to train the mind to accept things as they are. Trying to find solutions to a bad situation. this is why such people seem to be more emotionally intelligent. They just understand how to go from a negative space to a more positive space.

The feedback mechanism can be improved and changed an individual knows how to deal with his inner world of emotions. In the theory of emotional intelligence, the mechanism means anything that the mind can capture and the brain response for. Everything that allows and fans human capacities. the best example of this is that any individual's life is full of events, if he considered it a laboratory for doing experiments, he would examine and easily how he reacts according to his own emotions such as "the purpose of life".

4.6 Emotional intelligence in practice

According to recent researchers, such as Goleman 1998, the process of emotional intelligence is learned throughout life experiences. Both on a personal and professional level. So that the individual knows what to do, when to do it, with who and why.

In 1998, Goleman coined the concept of emotional intelligence, spelling out certain strategies in relation to the process of adopting emotions to make difficult situations achievable for oneself for others.

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4.7 The process of "think before act"

The ability to perceive, understand and regulate emotions helps to foster personal growth, further facilitate thoughts. To better meet environmental requirement. Robotin in 2011 said that neuroscience proves that an individual processes emotion faster than any cognitive.

The theory of emotional intelligence shows that an individual's emotions affect his actions and reactions and how are noticed in his daily interactions. The foundation of emotional intelligence therefore helps to cultivate in a way that forces everyone to think before.

4.8 Emotional instability at work

All individual's emotions are a process for their own reaction, so they need to know about their deeper impacts before any interaction. Globalized workplace, emotional climates are constantly on the surface as we traverse cultures, languages and time zones on a daily basis. Learning to effectively manage our emotions is no longer a "nice to have but a need to know how" with reference to recent neuroscience, Rabotin shares some proven techniques on how to deal with emotions in difficult times and how we can our emotional intelligence as solution to instability in emotions work.

Rabotin 2011, shares some proven techniques on how to deal with your emotions in difficult times and how we can use our emotional intelligence as solution to emotional instability at work.

- ✓ 27% mistakes purposely hide from boss.
- ✓ 33% confess to not putting maximum effort.
- ✓ 25% takes longer breaks.
- ✓ 15% takes sick time off when not ill.

When an individual does not use his own emotions in a way and intelligently interacts, at work, he makes absenteeism and insecurity increase. In which an employee would face a chance his own management and self-confidence. somehow another, they have no control over their emotions, which is why the emotional intelligence foundation provides strategies for employees to help create a positive on work place.

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5. Express emotional intelligence

5.1 Emotional intelligence as a psychological theory

Psychologically speaking, in as researchers, we see that with the concept of emotional intelligence, individuals can act better than the usual, if they take into consideration the new concepts brought to the knowledge. Everything start with desire to ideas, then into actions, today's research is more concerned with making and learning fields of experience. Salovery and Mayer developed this theory in 1997.they try to find solutions to make this process more efficient and more enjoyable. According to Mayer and Salovery in 2004, the most important psychological ones are:

5.2 Intrapersonal skills

It refers to the ability to be aware of and understand emotions, feelings and ideas as well as self-esteem, emotional intelligence, emotional self- awareness, self- assertion, independence and self- realization (Mayer, j and salovey, p et al 2004:19).

5.3 Interpersonal skills

Refers to the ability to be aware and of the emotions, feelings and ideas in which includes sub- factor empathy, social responsibility and interpersonal relationships. (ibid).

5.4 Adaptability

This refers to the ability to be open to an individual's feelings in depending on the situation, which in turn includes the flexibility of reality testing and problem solving (ibid).

5.5 Stress management

refers to the ability to copy stress from controlling emotions and this includes learning stress, impulse control lastly (ibid).

5.6 General mood

Refers to the ability to feel and express positive emotions as well as to be optimistic. By mixing these concepts together, we would find that the social conscience model is a central model of emotional intelligence. (ibid).

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Conclusion

In this chapter the researchers discuss a conceptual definition of intelligence and emotional intelligence, as it examines some related points to the main topic such as: Developing emotional intelligence, emotional intelligence models, emotional intelligence measures, positive emotions as a feedback mechanism and emotional (EI) in practice. This was by providing some researcher's ideas definition of emotional intelligence (EI). Moreover, it examined the main factors of Emotional intelligence.

Chapter II

Chapter Two

Learning Strategies and Styles

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Introduction

Learning theories are theoretical frameworks that show how information is acquired, prepared, processed, and retained during the learning process. Learning happens inside an individual's heads in the mind, and it is a tremendously multifaceted and complex procedure. Information about learning can be gathered by logical techniques when such information is satisfactorily checked. It tends to be communicated as learning standards. learning is a procedure, which empowers the educator to perceive that learning has occurred when they note a conduct change in the student and when they note the steadiness of this change. Learning occurs in stages, and at each stage, understudies learn in various manners. Troubles that emerge in-home tutoring are frequently because of contrasts in learning styles. This chapter provides clear information about at an introductory level on the learning theories most commonly referred to. An understanding of some learning theory is of crucial importance for effective teaching and learning processes. It clarifies the most useful aspects of theories from many different fields of knowledge, like psychology, philosophy, linguistics and information technology. Useful tips and ideas are offered from a wide range of schools of thought.

II.1. Definition of Learning

Learning is something about which we all have understanding and in which we have all participated (Bouton, 2007; Schwartz, Wassermann, & Robbins, 2002). Learning takes place in different ways, and has been and explained by many scholars and opinion formers for many years. It is possible to find a range of definitions of the learning process.

- Learning is a change in behavior as a result of experience or practice.
- The acquisition of knowledge.
- Knowledge gained through study.
- To gain knowledge of, or skill in, something through study, teaching, instruction or experience
- The process of gaining knowledge. a process, by which behavior is changed shaped or controlled.
- The individual process of constructing understanding based on experience from a wide range sources (Pritchard, 2013, p.1)

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Cambridge advanced learner's dictionary defines learning to:

- To get knowledge or skill in a new subject or activity.
- To make yourself remember a piece of writing by reading it or repeating it many times.
- To start to understand that you must change the way you behave
- To be told facts or data that you did not know (p.15)

Many multifarious theories, has defined the term of learning in numerous ways, while universal agreement on one single definition is non- existent, numerous definitions employ common statements, the following definition by (Schrunk, 2000, p.2 as cited in Royer, p. 279) involves these main ideas: "Learning is an enduring change in behavior or in the capacity to behave in a given fashion, which results from practice or other forms of experience''.

II.1.1 Learning Styles as a Concept

The topic of learning styles has drawn a great deal of attention and generated a wide variety of approaches to stylistic differences among learners. Learning styles can be defined as the different approaches that used by students to learn, dealing with knowledge and solving problems (Doganay & Karip, 2006).

According to Kolb (1984), learning styles is a preferred method that varies from person to person in the process of perception and gathering information. When we look at the common points of definitions in literature, we see that the style of learning consists of individual differences in the acquisition, the processing and interpretation of information.

Learning styles is a general term covering one of modalities, inclinations and procedures by which the individual processes and reacts to circumstances and information resulting in learning. The style of learning is characterized as "the confusing manner and conditions under which students effectively and most adequately view the procedure, store and strive to learn".

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manner and the conditions under which students see the most effectively and adequately the procedure, store and what they strive to learn."

Learning styles research began to develop several decades ago in several directions. These included early studies on cognitive growth, the areas of the brain related to intelligence and behavior, and the influence of school environmental and social factor on student (American association of school administrators (1991).

Learning styles can be defined, categorized and identified in different ways. In 1921 Carl Jung emphasized learning from human personality types (Jung, 1971). Benjamin bloom (1956) emphasized learning from cognitive, affective, and psychomotor skills.

Antony Gregorc (1978) based learning on perceptual preferences, concrete and abstract and ordering preferences, sequential and random. David Kolb (1984) defined the way people learn through "feelings" or through "thinking".

In 1956, Benjamin Bloom, in *Human characteristics and school learning*, propose a theory on interdependent factors which explain differences in learners learning. Bloom described three areas of learning factors: cognitive, affective and psychomotor (Bloom, 1956). The cognitive domain is composed of skills or mental. This field involves the development of knowledge and intellectual skills. The affective domain consists of a growth of feelings, emotions or attitudes. The effective domain involves the way a person deals with things emotionally. The psychomotor is made up of physical or manual skills. This area includes physical movement or the use of motor skills. According to Bloom's theory, each domain must be before the next can take place. (Bloom, 1956).

In the 1970s, Anthony Gregorc started working on his theory of mind styles. He based his learning styles on researching the cerebral hemisphere. The style represents two types of preferences: concrete and abstract preferences, and ordering preference, sequential and random. Concrete quality allows to enter and mentally record data through direct use and application of physics. Abstract quality makes it possible to conceive of ideas, and to understand or believe that you cannot actually see. You use your imagination intuition.

The sequential quality allows your mind to organize itself lineally, step by step. When a person has a plan, they follow it instead of relying on impulse the random quality allows the mind to organize information by chunk in no order. sometimes a person can skip

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steps and produce desired results. A person may also prefer to act on impulse rather than having it planned (Gregorc, 1984).

People can have both and abstract capacities, as well as sequential and random to an extent. Most people are generally more comfortable with one primary ability than the other. No one has one style, but each of us has a unique combination of natural strengths and abilities. By recognizing what their strengths are, individuals can learn to use them to the best of their ability in order to enhance their knowledge (Gregorc, 1984).

David Kolb defined learning as "the process whereby knowledge is created through the transformation of experience." (Kolb, 1984, p. 38). In order to understand learning, we must understand the nature, forms of human knowledge and the processes by which that knowledge is created. In Kolb's experimental learning theory model (ELT), Kolb defined three stages of a person's development: specialization and integration. Acquisition occurs from birth through adolescence and the development of basic learning abilities and cognitive skills. The specialization ranges from formal education and/ or career training to early adulthood work experience and personal life and involves the development of learning style specialized particular shaped by educational, organizational and socialization. Integration occurs from mid- career through later life and involves the expression of a non dominant learning style in work and personal life (Kolb, 1984).

Kolb described learning style preference as the product of two distinct choices that we make, how a task, through reflective observation or active experimentation, and our emotions respond to the experience, through a conceptualization or a concrete experience. Reflective observation involves watching others involved in the experience and then focusing on understanding the things that happened in the experience. Active experimentation consists of diving directly into the experience and simply doing it. Abstract conceptualization is acquiring new information by reflecting, analyzing, or planning. The concrete experience consists in experiencing the concrete, tangible, qualities felt in the world. Kolb than developed the Kolb learning styles which identified four types according to of the way learners process and perceive information: assimilators, diverges, accommodators, and converges.

Learning and cognitive styles are the best example of second language learners' differences, they are defined as "the patterns that give general direction to the learning

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behavior" (Cornet 1983: 09). Thelen (1954) referred to the LS to describe group dynamics. (In Ehrman & al., 2003:201), while' cognitive styles were proposed by Allport (1937) to describe "ways of living and adapting modulated by personality''. Learning styles is often used to mean learners' natural and habitual preferences in learning. Cognitive styles are generally defined as the preferences in brain activity (Dornyei, 2005: 123). Furthermore, the learning styles refers to personality criteria; they are often used interchangeably with personality type, sensory preference, modality, and others (Ehrman et al, 2003: 314) which leads us to conclude that the learning style refers basically to personality while the cognitive style refers to ability and performance prediction.

These definitions agree on the fact that different learners can achieve a task while learning in different ways and that the style is intuitive not learnt, which follows Kinsella, (1995: 171) idea that the concept of learning and cognitive styles offers a "value neutral approach for understanding individual differences among linguistically and culturally diverse students."

II.1.2.Types of Learning Styles

Although there is a wide acceptance of the concept of learning styles in educational psychology, there is, however, disagreement on how to classify and measure it. Different theories used several models and instrument to identify the concept. Learning focusing on the fact that LS are not dichotomous as stated by Ehrman, in Oxford, 2003:03 "learning styles generally operate on a continuum or in multiple, intersecting''. These dimensions are presented in the table below:

Dimensions	Learners' categories
Sensory Preferences	1- visual: Learn through visual simulation 2- Auditory: learn by listening 3- Kinesthetic: learn through movement 4- Tactile: learn by touch
Personality Types	1- Introverted Vs extroverted 2- intuitive random Vs sensing sequential 3- thinking Vs feeling

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	4- judging Vs perceiving
Desire of Generality	1- Global: are learners who do not pay attention to details (eg grammar), feel good even if they do not have all the information 2- Analytic: concentrate on details and a not produce free linguistic flow.
Biological Differences	1- Biorhythms: by reference to the period of the day when the learner feels best; morning, afternoon…. 2- Sustenance: learner who cannot learn being in need of food, … 3-Location: the learning environment features like temperature, light

Table 1: Dimensions and categories of learning styles: Oxford (2003:03-7)

Despite the categorization of learning styles, other scholars conducted a number of studies to determine their models. Different theories used several models and instrument to identify the concept. Dozens of dimensions of learning styles have been identified in the field of SAL by educators and psychologist. Among these dimensions, there are: VAK and VARK learning style models, Kolb's Experiential learning model, Honey and Mumford's model, Dunn and Dunn's model.

II.1.2.1.VAK and VARK Learning Style Models

In VAK model learning style, learners are classified into four types of learners namely visual, auditory, kinesthetic, and tactile ones (Dunn and burke, 2008; Reid, 1987; Scarcella, 1994).

Each learner prefers to expose him/her self to the language through the mode which helps him/her to concentrate better and consequently to learn better (Chiya, 2003). It states that information is processed by the senses and as such focuses on how the learner receives the information. According to Brown (2000) visual learners prefer reading, studying charts, making drawing. However, auditory learners tend to use their auditory senses in learning, store knowledge by listening Kinesthetic learners they prefer to use all their body parts to store the information, they are more active and cannot stay still in place.

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On the other hand, VARK learning style model was developed by Fleming (Eom, Wen & Ashill, 2006). this learning style is modified by classifying learners to four different modes: VARK stand for Visual, Aural, Read / write and kinesthetic. VARK under a different angle is about the way information perceives, or the dominant way of understanding and learning, by seeing, by hearing and discussing, by reading and writing or by doing. (Alghamdi, 2009). It is a model that supplies learners with a sketch of their learning preferences. Researchers like Sarasin (2006) Pritchard (2009) and Walsh (2011) have been identified the main characteristics of visual, auditory, reading and kinesthetic learners as follow:

II.1.2.1.1. Visual Learners (V)

Visual learners refer to individuals who "rely on their sight to take in information'' (Renou, 2009, p. 03). They commonly use different colors and highlighters when processing information and are encouraged to use diagrams, drawing or recall pictures to reinforce information. They get nothing from merely hearing information. In a classroom setting, they appreciate most written information on the chalkboard along with printed materials in textbook (Reid, 1998).

Visual learners fall into two categories: visual verbal and visual-non verbal learners visual verbal learners are also called 'print- oriented' because they like to read printed materials as well as textbooks, handouts, and their notes (Marcia, 1995) these learners are generally the kind of 'bookworm' individuals who read just for fun (Davis, 2007). On the other hand, visual- nonverbal learners transfer information into a mental picture in order to absorb the presented data (Marcia, 1995) in short, visual-verbal learners perceive written materials whereas visual- nonverbal learners perceive the drawn one.

II.1.2.1.2 Auditory Learners (A)

These types of learners prefer to learn through spoken lessons, talking and discussion; they understand more when the learning material is explained to them, and thus excel more when traditional teaching methods are used. They also learn best by attending lectures, tutorials, and discussions (Fleming, 2006; Tennent, 2006).

Auditory learners prefer to process and learn by hearing and discussing information (Le Fever, 2011). They prefer to have information presented to them verbally instead of,

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or in addition to, in writing. They learn by listening to others explain, debate, summarize, or discuss information about topics they are studying. Auditory learners, however, are not passive. Auditory learners like to talk and listen as they learn. They learn by explaining information in their own words, expressing their understanding or opinions, and providing comments and feedback to other speakers.

II.1.2.1.3. kinesthetic Learners: (K)

Kinesthetic learners are the movers of the educational world. They learn best when actively engaged in doing or touching something. They need to sense that they are physically involved in the learning task (Marcia, 1995). They need to walk around or stand up while working. They retain information "primarily through the performance of body movements" (Bennouna, 1999, p. 04) they enjoy physical activities, field trips, manipulating objects and hands-on experience. They enjoy doing artwork, laboratory experiments, building models and "Tracing words and pictures'' (Reid, 1998; Davis, 2007 p.47) they benefit from vivacious activities such as field trips, role playing.

II.1.2.1.4.Reading (R) Learners (R)

Reading learners are those who prefer to obtain information via the use of printed words and text, lists, glossaries, textbooks, lecture notes, and circulation appeal to them. (Murphy & al., 2004). They study better through note taken from lecture or from difficult reading materials.

II.1.2.1.5 Holistic Learners

Holistic learners are the multimodal learners who do not have a strong preference for any single learning style (Shah K et al. 2013). They rather learn via two or more of the modalities. Multimodal learners thus are sub- classified as bi- modal (VR, VA, VK, RK), tri- modal (VRK, VAK, VAR, ARK) and quad modal (VARK) learners who have a preference for any one of these learning modalities (unimodal learners).

II.2. Learning Styles Models and Theories

Here are some of the classification systems that scholars have devised because there are so many different ways to look at learning style. (Reynolds, Caley & Mason, 2002).

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Research in learning styles demonstrates a number of theories.

II.2.1. The Myers- Briggs type Indicator (MBTI)

This model classifies students according to their preferences on scales derived from psychologist Carl Jung's theory of psychological types (Bayne, 2004). It measures individual's personality differences over four dimensions, and is often used by psychologists in career ounseling and group dynamics analysis. The four dimensions are outline as follows:

II.2.1.1*Extraversion/ Introversion*: The Extravert/Introvert preference of a person reflects how he or she gathers energy. Extraverts are energized by people and activities in the world outside of themselves. Introverts, on the other hand, get their energy from their own internal world of thoughts, ideas, and perspectives.

II.2.1.2.*Sensing/ Intuition:* A sensor notices and attends to details, sensors respond best to facts, actualities, and react to exactly what was said rather than implication. On the other hand, intuitors are big picture people. They notice patterns, like to make sense of complexity, and read between the lines.

II.2.1.3.*Thinking/ Feeling:* Individuals' utilization of information in decision-making is described by the thinking/feeling qualities. When making decisions, the Thinker considers values, beliefs, and how actions influence other people, whereas the Feeler considers values, beliefs, and how actions affect other people. The Thinker is more likely to be objective, whereas the Feeler is more likely to be biased.

II.2.1.4.*Judging/ Perceiving:* The judging/ Perceiving dimension describes how people organize their live. Judgers manage their time by defining schedules and using "to- do" lists. Being on time is important to the judge, and they prefer to make decisions quickly in order to achieve closure. The perceiver prefers spontaneity, likes to leave their options open, and tends to be less effected when faced with unexpected events (Bayne, 2004, p.47).

The MBTI type preference *can* be combined to from 16 different learning styles. For example, one student may be an INFJ (introvert, intuitor, feeler and judger). Another student can be an ESTJ (extravert, sensor, thinker, and perceiver) and another may be an

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INFJ (introvert, intuitor, feeler, and judger). The MBTI is a widely used in both education and business to explore leadership styles. Teaching/ learning styles and communication styles. A learner may use all four functions at different times; however, each learner prefers using one perception or judgment function (Amory, 2012).

II.2.2. Hermann Brain Dominance Instrument (HBDI)

Depending on the task-specialized functioning of the physical brain, this model categorizes learners into four different modes based on their relative preferences for thinking. (Field& field, 2007, p.33). The four modes or quadrants in this classification scheme are:

> **II.2.2.1Quadrant A (left brain, cerebral):** Logic, analytical, quantitative, factual, and critical.
>
> **II.2.2.2.Quadrant B (left brain, limbic):** Sequential, organized, planned, detailed, and structured;
>
> **II.2.2.3Quadrant C (right brain, limbic):** Emotional, interpersonal, sensory, kinesthetic, and symbolic;
>
> **II.2.2.4Quadrant D (right brain, cerebral):** Visual, holistic, innovative (Field & Field, 2007, p.33).

According to Hermann (1995 educators should be aware that students with similar preferred thinking styles will find it simpler to communicate and understand one another than students with opposing thinking styles. It's also worth noting that, despite having nearly identical profiles, two people will think differently and have distinct abilities and competences due to cl. (Hermann, 1995).

II.2.3. Kolb's learning style Inventory:

The Kolb Learning Style Inventory is a tool that may be used to determine a learner's learning style and identify their strengths and shortcomings. Knowing one's learning style is a step toward empowering the learner, which permits the learner to achieve high goals throughout their educational career (Kolb,1976). Kolb's model (1984), The "abstract-concrete dimension" and the "active-reflective dimension," as depicted in Figure 1 below, combine two bipolar characteristics of cognitive development that many psychologists are familiar with. The phrases "concrete" and "abstract" refer to how the learner receives

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knowledge, while "active" and "reflective" allude to how they process it. (Kolb,1984). Those polar limitation are used by Kolb to set a four-stage of learning. It starts with gaining concrete experience (CE), which is followed by reflective observation (RO) of that experience. Theory creation, also known as abstract conceptualization (AC), takes place on this foundation. The thoughts are subsequently put to the test in the form of active experimentation (AE). This cycle, through its experimentation, acquiesces new real experiences, knowledge and understanding (Sharlanova, 2004). Kolb classified styles into the four categories shown in Figure 1 below, which are based on two cognitive dimensions:

II.2.3.1. Divergers: They show experiences based on many senses, i.e., CE and RO strength. They process information in two ways: concretely and reflectively. They are referred to as imaginative learners because they connect their experiences with their own selves and require personal involvement in the learning process**.**

II.2.3.2 Assimilators: On the basis of their experiences, they construct a hypothetical structure, RO and AC. They abstractly see information and actively process it. They're pragmatists, to put it that way.

II.2.3.3Convergers: They put the theory into practice, which includes AC and AE. They process information in a reflective manner after abstractly perceiving it. They pay close attention to the smallest details.

II.2.3.4 Accommodators: They used those findings to create two new learning processes: CE and AE. They process information in a concrete and active manner. They are daredevils who thrive on change and flexibility.

According to the Kolb model, learning is an eternal loop – a never-ending process. Because each phase leads to the next, a learner can begin at any point in the cycle. For example, a student might start with phase 2, which is concerned with gathering knowledge and reflecting on it before drawing any judgments. These four stages of Kolb's model are interconnected in a way that aids the learner "experience '', "review'', "conclude'' and "plan'. Kolb's learning styles gave examples of how one might teach to them: 1) for the concrete experience: offer labs, field work, observations or videos. 2) for the reflective observer: use logs, journals or brainstorming. 3) for the abstract conceptualize: lectures,

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papers and analogies work well. 4) for the active experimenter: offer simulations, case studies and homework. It involves doing something in the external world with the information to discuss it or explain it or test it in some way.
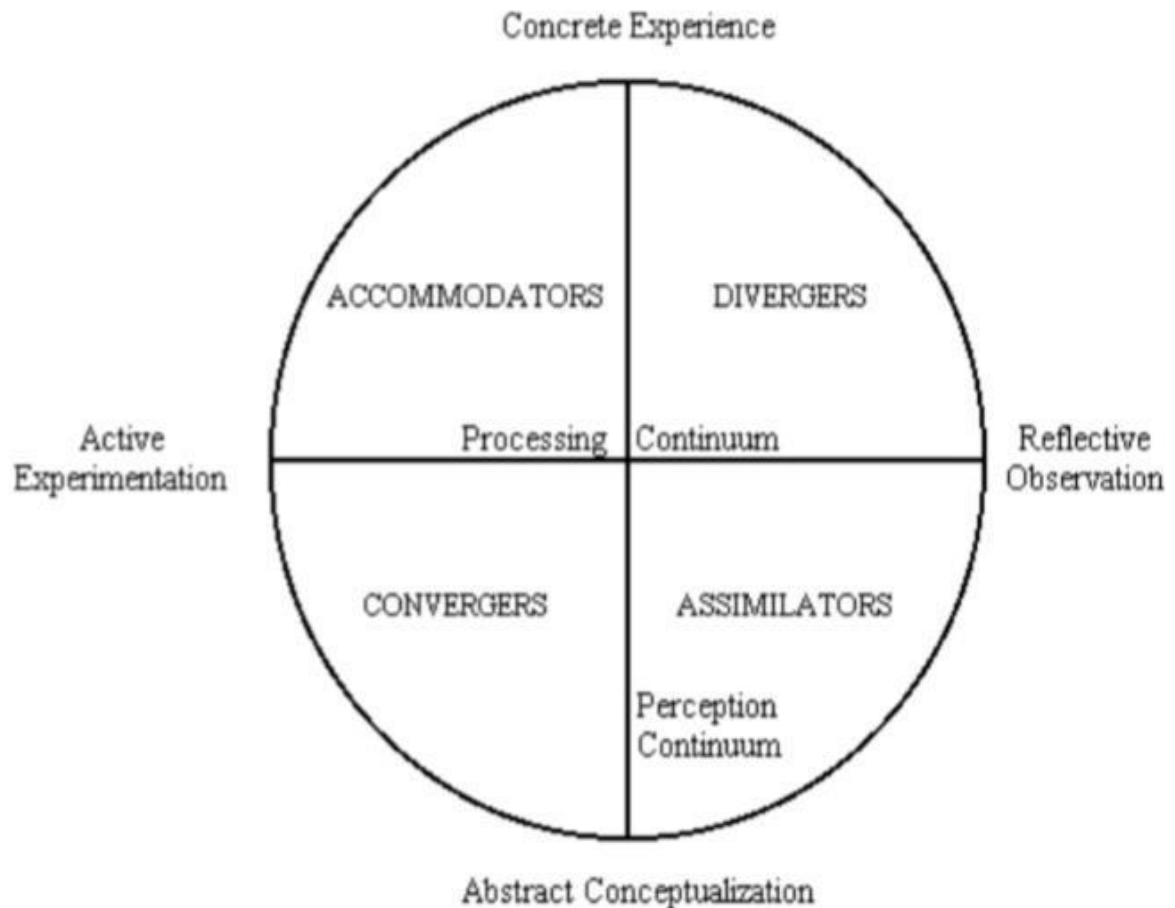
Figure 2: Kolb's model

II.2.4. Honey and Mumford's model

The "Theorist," "Activist," "Reflector," and "Pragmatist" approaches were handled in Honey and Mumford's model. It looks at how to interact with the learning (Honey & Mumford, 1992). Kolb's model is more complicated than Honey and Mumford's. In contrast to Kolb, who described the four styles (figure 2) as elements of the learning cycle stages, Honey and Mumford refer to them as four distinct learning styles. (Kinshuk, 1996).

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They believe that no single style has an overwhelming advantage over the other; each has strengths and flaws. From this, they established the four main styles which are discussed in greater detail below.

II.2.4.1. Theorists

Commentaries are adapted and integrated by theorists into diverse but reasonably sound theories. In a sensible style of thinking, they detect difficulties. They have a perfectionist mindset, in which they will not be at ease until a logical condition is achieved. Their objectives are to examine, evaluate, and create. "If it's rational, it's good," they believe, referring to logical thinking and decision-making.

II.2.4.2. Pragmatists:

Pragmatists are keen to try out new ideas and put them into practice right away. They desire to put a notion into practice after they've grasped it. They are enthusiastic about putting their knowledge into practice and conducting the first experiment in order to obtain results. They are also extroverts that are always looking for something new, applying any theoretical ideas, and believing in themselves and what they value. They are also open–minded and solution–oriented.

II.2.4.3. Activists:

Activists learn best from activities that allow them to attempt new things and take on new difficulties.

They favor problem-solving assignments that are brief. Activists learn the least and may react negatively to activities in which they have a passive role (lectures, instructions, reading) or in which they must ingest, analyze, and evaluate a large amount of 'messy' data. They don't like it when you practice the same thing over and over.

II.2.4.5. Reflectors:

To participate in events, reflectors require patience or encouragement. Before acting, they need time to contemplate and examine what they've learned. When it comes to producing analysis or reports, they take great care. Furthermore, if they are not under time constraints or must satisfy 54 deadlines, they can make decisions. When reflectors are forced to learn,

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they learn the least. If they haven't been given any information, they find it challenging to make decisions.

Figure 3: Honey and Mumford's learning style

II.2.5. Dunn and Dunn's learning style model:

This model is based on specific assumptions, according to Dunn and Dunn (1992, p.6). First, most people can learn; second, instructional contexts, resources, and approaches react to a variety of learning styles' strengths; and third, instructional contexts, resources, and methods respond to a variety of learning styles' strengths. Third, everyone has strengths, but each person's strengths are completely different. Individual teaching preferences do exist, and they may be reliably measured.

The Dunn and Dunn learning style model is divided into five categories known as stimuli (Dunn & Dun, 1992), each of which contains components that have a direct impact on an individual's capacity to master new or difficult knowledge or abilities. Each of these factors can have an impact on how a person reacts. Depending on how the student interprets them. This paradigm is based on cognitive and behavioral science. (Honigsfeld & Dunn, 2006).
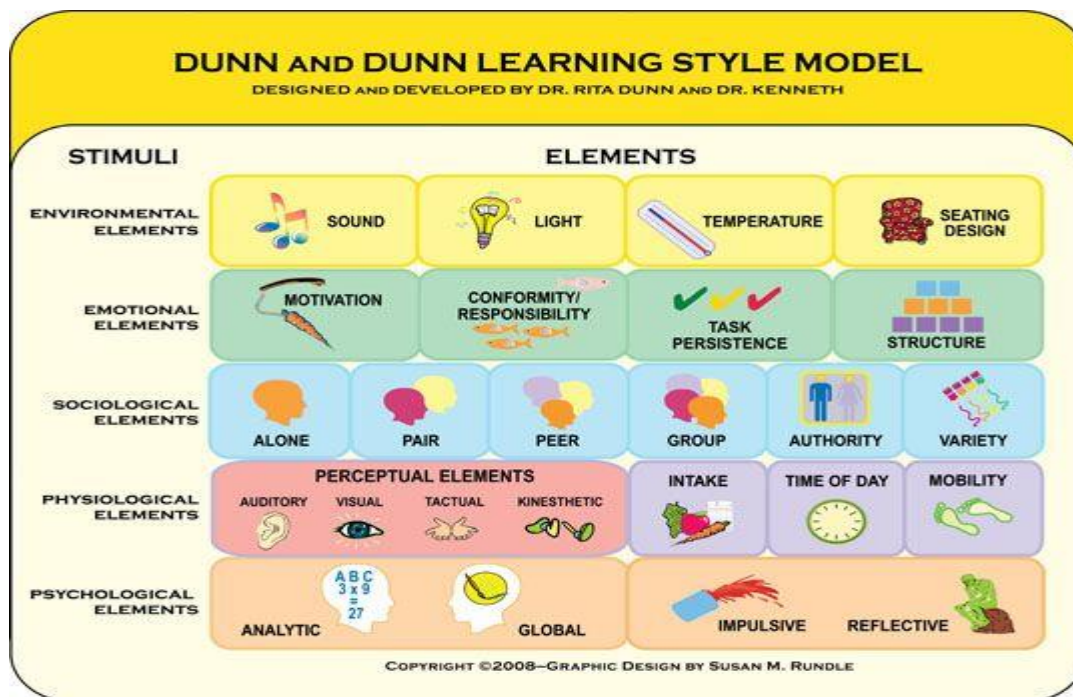
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Figure4: Dunn and Dunn – learning styles' Model

Dunn and Dunn's learning styles model (1990) gained a lot of traction around the world. Learning styles are separated into five major strands, or stimuli, according to this model: (1) environmental, (2) emotional, (3) sociological, (4) physiological, and (5) psychological.

a. Environmental preferences: Light, sound, temperature, and the view of the surroundings are all-natural phenomena. Some students prefer to study in a chilly, quiet setting, while others are unable to tolerate it. Some people can study while listening to music, while others are unable to do so.

b. Emotional preferences: Concern yourself with motivation, inspiration, perseverance, and structure. Some students are required to begin a new project before the previous one is completed, while others choose to multitask.

c. sociological preferences: handle individualized or group gathering as well as teaching links. This means some learners tend to learn alone or with peers. Others have a habit of learning in a systematic way.

d. Physiological preferences: They are based on ideas and address perceptual, temporal, and mobility preferences. Some people are more energetic at night, while others are more energetic during the day.

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e. psychological preferences: address the hemispheric and analytic modes. The hemispheric learner addresses the left and right brain, processing the impulsive versus reflective style. This describes how some people react emotionally rather than rationally (irrational people). Others, on the other hand, scrutinize each and every detail before proceeding.

II.2.6. Gregorc learning style Model:

Gregorc's Learning Styles Model focuses on two fundamental characteristics of how people receive information: 1) whether they like to work on a concrete or abstract level, and 2) whether they prefer to examine issues in a sequential or " random " fashion (for example, by taking a holistic approach or emphasizing one's intuitions or emotions). These measurements result in four types of people /learners.

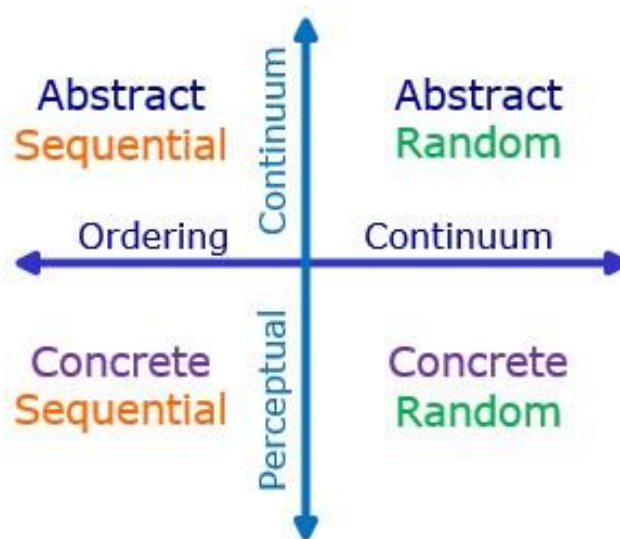**Figure 5: Gregorc 's (1995) learning styles Model**

Concrete sequential (CS) learners, according to Gregorc's Model, prefer working with the physical environment revealed by their often-sharp senses. They enjoy hands-on activities and are satisfied by real-world products and outcomes. Step-by-step linear analysis is preferred. They are meticulous and deliberate in their approach. They're looking for proof

through their senses. They have a proclivity for paying attention to details and being precise.

Abstract sequential (AS) share the deductive approach to problems of CS learners, but feel more comfortable dealing with theories and models than with the "real world''. this combination of traits yields a person who is intellectual, logical and analytical. AS types love to debate, often with precise, polysyllabic language, and are inclined to be absent minded. Rather than concentrating on physical objects and material reality, the AS individual focuses on knowledge, concepts and ideas. These are patient learners who feel most comfortable when they follow traditional procedures and have time to learn material thoroughly. Like CS folk, AS individuals tend to be neatly dressed but to prefer moderate colors. Drawbacks include a tendency to be sarcastic and opinionated, traits that can make it difficult for an AS type to participate cooperatively in group discussions. AS people might have verbalizing emotion in a constructive way and, like CS sorts, can experience difficulty writing creatively and taking a risk. (Newton et.al, 2001, pp.106).

II.2.7. Multiple Intelligence Theory and Learning

This theory of human intelligence, developed by psychologist Howard Gardner, looks at how each of us comprehends, examines, and responds to outside stimuli in order to solve a problem or predict what will happen next; it shifted the focus from the static measure of "How smart learners are" to the dynamic question "How are learners smart?" (Livo, 2000). Gardner has developed educational strategies, based on his original intellectual capacities, to improve learners' learning. Gardner labels each of these ways a distinct 'intelligence' – in other word, a set of skills allowing individuals to find and resolve genuine problems they face. Gardner's seven intelligence (Armstrong,2009) are:

Verba- linguistic- The ability to use words and language

Logical- Mathematical- The capacity for inductive and deductive thinking and reasoning, as **well the use of numbers and the recognition of abstract patterns (Armstrong ,2009, p.123).**

Visual- spatial- the ability of objects visualization and spatial dimensions, and make internal images and pictures.

Chapter Two: Literature Review

In terms of classroom education, Gardner's Theory of Multiple Intelligence has various implications for teachers. According to the view, "all intelligence is required to operate productively in society, and teachers should see all intelligence as equally important" (stockyard,2001, p.167). This is in stark contrast to the traditional instruction framework in many ways. development and use of verbal and mathematical intelligences (Jackson,2006). Hence, the Theory of multiple intelligences indicates that teachers ought to recognize and teach to a broader range of abilities and aptitudes (Gardner& Hatch,1989).

Conclusion

The field of language acquisition is, without a doubt, a complicated one. It varies depending on a variety of factors relating to the four primary pillars of the field: the student, the teacher, the learning setting, and the target language. Many theories of learning with principles have been developed in order to grasp this subject and comprehend how people acquire languages. These rules are applied to select appropriate learning tools and tactics during the learning process Furthermore, language learners differ in every aspect of cognitive ability, including learning styles, which influence how people display language learning success.

Chapter III

Chapter Three

The Field Work: Data Collection and Analysis

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Chapter Three: The Field Work: Data Collection and Analysis

III.1. Introduction

This chapter presents the experimental part of the study. It provides a description of the study, the setting and the sample population. It also includes a description of the research instruments used, namely a students' questionnaire, a survey and an interview for teachers. The data gathered in this chapter are analysed both qualitatively and quantitatively. Then, the results are summarized and related to the research question put by the researchers to check its validity. Finally, some suggestions and recommendations are put forward on the influence of the emotional intelligence on the learners' learning styles.

III.2. Aim of the Study

The current study is carried out to have a bird's eye view on the influence of emotional intelligence on the learning styles.

III.3. Methodology

The present research is about the influence of emotional intelligence on the learners' learning styles. Since the emotional intelligence and the learning styles which are the main variables of this study, teachers and learners are integrated in this study. So, their views and opinions are very crucial to test the stated hypothesis. Therefore, data analyses relied on quantitative and qualitative methods. The former helped to give statistics, yet the latter provided explanations and answers according to the context. In this vein, combining both methods in a mixed approach was needed to get a complete view of the issue raised before.

Three research instruments are chosen in this study; a questionnaire, a survey and a semi structured interview because they are less time consuming, as they allow questioning a large number of informants in a relatively short period of time anonymously.

III.3.1. Student-addressed Questionnaire

The learners' questionnaire was administered to pupils from different middle schools in Tiaret. It was designed of sixteen (16) questions, varied according to the competencies that are classed in it. The questions were organized in two sections; the first section was devoted to the personal information including the gender, the age and the school's name while the last part was to test learners' emotional intelligence. The

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questionnaire is set to gauge the learners' emotional intelligence in different middle schools in Tiaret. The following is a brief description of each section.

III.3.1.1. Questionnaire in details

The questions are different experiences or engagements that can occur in the life of an individual. So, the learner is going to answer according to what extent the learner experiences.

Emotional intelligence can be thought of as a wide set of competencies that are organized into a few major clusters which are in turn organized into four clusters:

- Self-Awareness
- Self-Management
- Social Awareness
- Social Skills.

1- **Self- awareness**: is the ability to accurately sense and identify personal feelings, along with the ability to understand and evaluate them. the questions one, two, three and sixteen have relation with this competency.

- I have a good understanding of my own emotions.
- I really understand what I feel.
- I always know whether or not Iam happy.
- I can tell if someone has upset or annoyed me.

2- **Self-Management**: is the ability to understand your emotions and then use that understanding to turn situations to your benefit. The questions five, six, seven, and ten are related to this competency.

- I always set goals for myself and then try my best to achieve them
- I always tell myself I am a competent person.
- Iam able to control my temper and handle difficulties rationally.
- Iam a self-motivated person.

3- **Social Awareness**: refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The questions four, nine, fourteen and fifteen are used to talk about this competency.

Chapter Three: The Field Work: Data Collection and Analysis

- I always know my friends' emotions from their behaviour.

- Iam sensitive to the feelings and emotions of others.

- I love to meet new people.

- I like to ask questions to find out what it is important to people.

4- **Social Skills**: refers to a proficiency at suggesting desirable responses in others. The questions eight, eleven, twelve and thirteen are about this competency.

- I generally build solid relationships with those I work with.

- Iam excellent listener.

- I never interrupt other people's conversations.

- Iam good at adapting and mixing with a variety of people.

III.3.1.2 The Questionnaire Sample

For the present study, we deal with a sample of 50 learners from Tiaret. The questionnaire was conducted at different middle schools in Tiaret. The informants have been randomly chosen to respond to the research instrument addressed to them. They represent the whole population and they are the reflection of middle school in Tiaret.

III.3.1.3 Pilot Study

The questionnaire has been administered at different middle schools in Tiaret. during three days. The learner-addressed questionnaire has been handled at the end of the course. We have administrated it in our presence, to make sure that all the learners understand the questionnaire and avoid as well as ambiguity that may hinder our work in order to obtain clear and full responses, we have been given learners 30 minutes to answer the questionnaire.

III.3.1.4 Questionnaire Results

The questionnaire aims at testing learner's emotional intelligence. Each question will be analyzed and discussed in different cluster that are listed in different emotional intelligence's competencies which are mentioned before.

Chapter Three: The Field Work: Data Collection and Analysis

Part one: General Information

Demographic Gender Distribution

Gender	Number of learners	Percentage
Male	**20**	40%
Female	**30**	**60**%
Total number	**50**	**100%**

Table 02: Respondents' Demographic Gender Distribution

From the above table, out of 50 participants 40% are male and 60% are female.
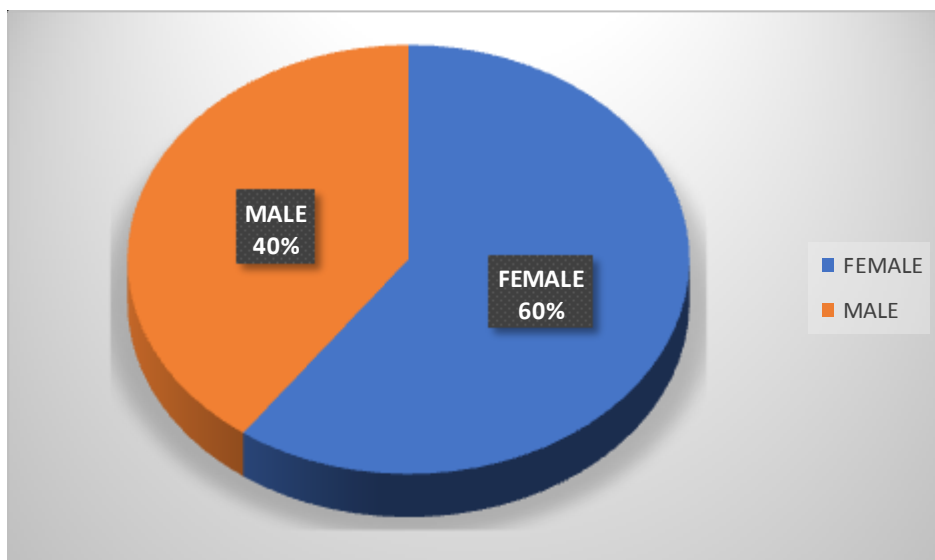
Figure 06: Respondents' Demographic Gender Distribution

Demographic Age Distribution

Age	Number	Percentage
11-13	**30**	**60**%
13-16	**20**	**40**%
Total number	**50**	**100**%

Table 03: Respondents' Demographic Age Distribution

The above data in table 1 reveal that 40% (n=20) of the total number are males, whereas 60% (n=30) are females.

Chapter Three: The Field Work: Data Collection and Analysis

It is worth-noting that the gender demographic of the English language learners is heavily female-dominated at the level of the middle school education. In fact, the socio-demographic data published by the Ministry of National Education (cf. Appendix____) reveal that most of the middle school goers are girls. This explains the rise of females in the sector of education (cf. Appendix __

The results obtained from answers revealed that their ages vary from 11 to 16, and the majority of participants were female.
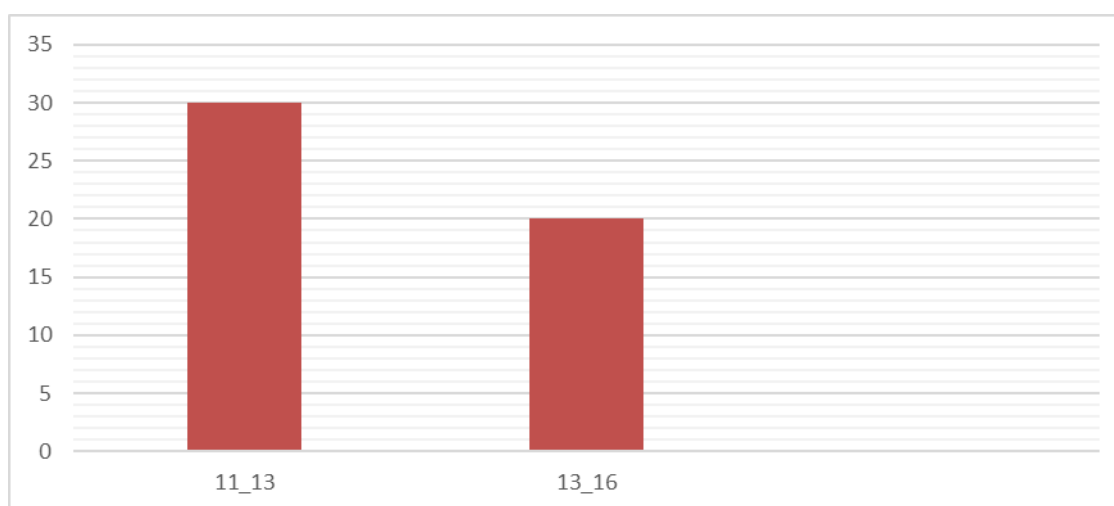

Figure 07: Respondents' Age-Demographic Distribution

The results obtained from answer 2 reveal that the respondents' ages are split up into two brackets. The first one is between 11 and 13 for thirty students, representing 60%, and the second one is between 14 and 16 for 20 respondents, representing 40%.

These age ranges are of course arbitrary. The age demographics of the respondents is relatively too young as the majority's age ranges from 11 to 13 years old. The age-appropriate learning is often associate cognitive abilities that are important for maintaining functioning independence such as learning new skills. All in all, younger learners are more likely to feel motivated to learn new things.

Part Two: Informants' Emotional Intelligence

Questions were designed in the form of attitude statements with a 5-point Likert scale. These statements are designed to test their emotional intelligence and the results are analyzed in this table.

5-9	Make this area a development priority.
10-14	Giving attention to where you feel weak.
15-20	This area is a strength for you.

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Table 04: Emotional Intelligence Measurement Standards

	Strength	Needs attention	Development priority
Self-awareness	5%	65%	30%
Self-management	3%	42%	55%
Social awareness	12%	70%	18%
Social skills	10%	40%	50%

Table 05: Respondents' Emotional Intelligence Competencies

As presented in the above table, the percentages are as follows; five percent (5%), self awareness strength, sixty-five (65%) that needs attention and thirty (30%) for its development priority. As regards self management,

Referring to the above results, it can be highlighted that the overwhelming defect as regards emotional Intelligence competencies is the one requires much attention. In other words, self awareness, self management, social awareness and social skills need scaffolding on the part of the teachers and other stakeholders.

III.3.1.5. Preliminary Readings in the Questionnaire Results

Learners' questionnaire was used as research instrument in this work in an attempt to test their emotional intelligence. It has been noticed that the majority of learners are not aware of their emotions neither to manage them. Another reason that the questionnaire aimed to explore is the way learners deal with others and if they aware of their peers' feeling. The obtained result from this questionnaire revealed that learners like to work with others.

III.3.2. The Survey in Details as regards....

The learners' survey was designed to assess the general approach to learning for learners from different middle schools in Tiaret. It indicates the overall style preferences. There are eleven major activities representing twelve different aspects of the learner's learning style. Each learner has his/ her own method in the process of perception and gathering information.

This survey consists of eleven parts, each part consists of statements that talk about activities can face in real life.

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Part one: The use of physical senses.

Part two: Exposing different learning situations

Part three: Handling possibilities

Part four: Dealing with ambiguity and deadlines

Part five: Reception of information

Part six: Processing information

Part seven: Committing material to memory

Part eight: Dealing with language rules

Part nine: Dealing with multiple inputs

Part ten: Dealing with response time

Part eleven: Facing reality

III.3.3.1 Student-addressed Survey

The survey was addressed to 50 learners from different middle schools in Tiaret province, similarly to the same targeted sample of the questionnaire. It consists of eleven parts. This survey was given to learners at the end of the course. The learners were excited to answer the survey especially the youngest learners. It should be mentioned that the survey was translated into Arabic.

III.3.3.2 The survey results

The heavy majority, i.e., 75% (38) of the respondents preferred the visual learning style. No one has one style but each of us has an interesting combination of normal strengths and abilities. So, in this survey, many pupils have a combination of some styles but the majority of them preferred the visual style as cited in the table below:

LEARNING STYLE	Learners' percentage
Visual	75%
Auditory	23%
Tactile / kinesthetic	40%
Extraverted	45%
Introverted	27%
Random-intuitive	30%
Concrete sequential	24%
Closure-oriented	30%

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Open	20%
Global	40%
Particular	52%
Synthesizing	29%
Analytic	30%
Sharpener	26%
Leveler	40%
Deductive	47%
Inductive	55%
Field independent	20%
Field dependent	30%
Impulsive	39%
Reflective	40%
Metaphoric	53%
Literal	20%

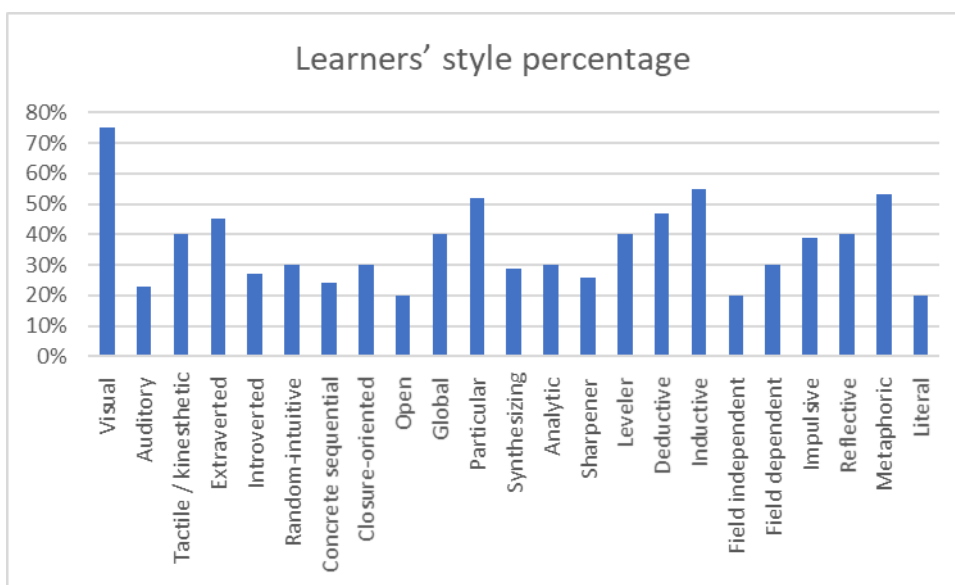**Table 06: Learners' Preferred Learning Styles**

Figure 08: Respondents' Preferred Learning Styles

Since the survey was distributed to young learners whose ages range from 11 to 16, the heavy majority (70% n=38) prefers the visual learning style to easy memorize and understand the new dispensed information. The other learning styles gained less

percentages than the first one, viz., Auditory 23%, Tactile and Kinesthetic 4%, Extroverted 45%, Introverted 27%, Random-intuitive 30%, Concrete sequential 24%, Closure-oriented 30%, Open 20%, Global 40%, Particular 52%, Synthesizing 29%, Analytic   30%, Sharpener 26%, Leveler   40%, Deductive 47%, Inductive 55%, Field independent 20%, Field dependent 30%, Impulsive 39%, Reflective 40%, Metaphoric   53%, and Literal 20%,

From the outset, it should be highlighted that respondents could choose more than one learning styles, strategies, preferences and multiple intelligences among the 23 ones provided list above. It is well-acknowledged that age factor plays an overriding role as regards learning strategies and styles. The above choices reveal that most of the targeted learners are visual processors. The gleaned percentage of visual style is in perfect concordance with world statistics which state that 65% of the world learners are visual (Social Science Research Network). In the era of ICTs, most people are visually dependent nowadays. Visuals help people, in general and learners, in particular, in many ways; store information for a long-term memory, where they get indelibly etched. They also make communication quicker and simpler thanks to the brain swift processing and the eye capacity to register huge number of messages every hour; 36,000. They aid better comprehension, i.e., learners grasp concepts easily stimulating imagination and affecting their cognitive capacities. They act as stimulators for emotions, i.e., emotions and visual information are processed in the same part of the human brain. They drive learners' motivation, i.e., captivating images, engaging videos, interesting info graphics, etc. help learners fight the boredom and motivate them to do better.

III.3.2. Teacher-Addressed Interview

In the research at hand, we used an interview that consists of eight direct questions addressed to 15 English middle school teachers as a selective sampling. The purposes behind the interviews were to find out if teachers are aware enough of the emotional intelligence and its influence on the learners' learning styles. Moreover, the focal aim is to discover the strategies and techniques used in class by teachers for helping students to improve their learning.

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III.3.2.1. Interview in Details

The interview consists of eight open and close-ended questions which seek to gather enough data as regards emotional intelligence and its impact on learners' learning styles.

Question one asks the interviewees about their teaching experience.

Question two enquires about the factors that are to be considered while planning the lesson.

Question three investigates the interviewees' strategies used in the class.

Question four seeks interviewees' perceptions of the 'good' learners.

Question five inquires about the most dominant learning style in the class.

Question six solicits the interviewees to express their ideas about the variety of learning styles in the class.

Question seven investigates the interviewees' emotional intelligence.

Question eight enquires about the emotionally intelligent learners' learning styles.

III.3.2.2. Interview Results

This section will report the results of the teachers` interview qualitatively. Although the obstacles met during this research, there were some helpful teachers.

III.3.2.2.1. The Teaching Experience

The teachers being interviewed had some experience in teaching the English language in middle schools. Four of them, representing 40%, have accumulated a professional experience of 5 years. Similarly, four others, representing also 40%, have an experience of two years. The latter are ENS graduates. Only one of the interviewees, representing 10%, has been teaching English for 17 years, and the last interviewee, standing for 10%, has been teaching English for seven years.

Despite substantial evidence that teachers' effectiveness and efficacy vary considerably, for political and cultural reasons teachers are treated like "widgets" with equivalent performance. Teachers' professional capitals play an important role in boosting up of the classroom performance. These capitals refer to the knowledge and the skills that teachers develop during the pre- and in-service training courses and the experience acquired in the field. Teacher's personal and/or collective capital contribute efficiently in teachers' pedagogical decision taking, and enhance their thorough thinking about how to

teach well their students. One (1) teacher among the subjects targeted by this study has a professional experience of 17 years. Such experience should enable them acquire a strong sense of professional identity and experience in a large measure of professional capital. In fact, this capital is expected to develop teachers' efficacy which represents an important school property. (Bandura 1993 & 1997)

The average collective experience of the respondents is around 3.1%. It represents a professional capital which can be used as an asset to construct collective efficacy. Bandura argued that: "One powerful construct that varies greatly among schools and that is systematically associated with students' achievements is the collective efficacy of teachers within a school." (1993 & 1997)

In fact, this collective efficacy can be realized provided that it is invested to create the interactive dynamics of the staff members.

III.3.2.2.2. Lesson Planning Factors

The informants mentioned that the students' level is one of the most important factors to be considered while planning their lesson plans. The majority of them (%) agrees that learners' needs and interests are necessary criteria to think about before taking any pedagogical decision. They also state that the content and the objectives are another factor that they take into account when preparing their lessons contents and procedures. Time factor, students' abilities and materials availability are also mentioned by the teachers among the factors to be aware of.

III.3.2.2.3. Teachers' Teaching Strategies

All of the interviewees believed that teachers should use games, group work and videos to explain their lessons. They also mentioned graphic organizers, body gestures and listening scripts.

The classroom is a dynamic environment, bringing together learners from different socio-cultural backgrounds with various abilities and personality traits. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to cater for learners' individual needs.

Whether you've been teaching two months or twenty years, it can be tough to know which teaching strategies will work best with your learners. As a teacher there is no

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'one size fits all' solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice.

Among the effective teaching strategies which can be used to respond to learners needs and interests, we can list down these:

a) Visualisation: the integration of visuals helps learners learn new things easily and swiftly. The use of the interactive whiteboard to display photos, play audio clips and videos can motivate your learners.

b) Cooperative Learning: inciting learners to work together by promoting small groups or whole class activities. Through verbal interaction learners respond to one another, they develop their self-confidence and esteem. In so doing, they enhance and hone their critical thinking skills. The latter are vital throughout life.

c) Inquiry-based Instruction: Teachers via asking stimulating questions inspire their learners to think for themselves and become autonomous learners. Doing so, learners are encouraged to ask questions and conduct their own investigation as regards their own ideas, helping them develop their problem-solving skills and gaining an insightful understanding of academic concepts.

d) Differentiation: Teachers are supposed to implement differentiation pedagogy, i.e., differentiate the teaching style so as to comply with learners' abilities to ensure that no one is left behind.

e) The Integration of ICTs in the Classroom: The use of these new technologies of information and communication into classroom daily practicum foster learners' active engagement, especially as it can be noticed that digital media are surrounding young generation nowadays.

III.3.2.2.4. Dealing with Good Learners

Our informants maintained that they encourage and motivate them. They reward their learners by giving them some gifts. Some teachers suggested giving them some pieces of advice. Some others reclaimed that they utilize these learners to clarify the new

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aspects for the powerless ones. One teacher said that she ignores them since they are gifted pupils.

Undoubtedly, no homogenous class can exist nowadays, especially with the world human mobility. Thus, teachers are compelled to adapt their lesson contents and use a variety of methods/techniques to meet all learners' abilities, learning pace, interests, etc., a type of education in which no one is harmed; both good and struggled ones.

III.3.2.2.5. Dominant Learning Style

As clearly stated by the respondents, visual learning style is the dominant style in the middle school since the learners are young. Pictures, flashcards videos attract them more than anything else.

In fact, it is estimated that 80% of what we do learn is through our vision. The hegemony of the new technologies has both imposed and facilitated learners' learning visual style. Due to all accessible sites and platforms, both teachers and learners have the tendency to bias towards those colorful and shining videos.

III.3.2.2.6. Variation of Learning Style

The majority of the teachers being interviewed argues that planning different activities, using different methods and strategies are the best ways to deal with different learning styles. Some of the interviewees confessed that they have no idea about the learning styles.

Teachers are required to accommodate all different learning styles. The peculiarity which can make things hard to manage being the same effective teachers is that every learner has a different preferred learning style, especially in overcrowded classes as it is the case of the Algerian educational context. However, by trying to diversify and integrate various methods into their teaching, teachers may be able to reach the majority of the learners.

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III.3.2.2.7. Learners' Emotional Intelligence

According to the informants, the emotionally intelligent learners are known from their reactions, their behaviors and their participation in the class. Some teachers said that they have no idea about the emotional intelligence.

Generally speaking, the emotionally intelligent learners are identified thanks to a set of characteristics, viz., self-awareness, self-regulation, empathy, motivation and social skills. Self-awareness is the ability to accurately recognize one's emotions, strengths, weaknesses, actions and understand how these affect others around them. Self-regulation permits learners to wisely manage their emotions and impulses. Empathy means learners are able to identify and understand others' emotions. Motivation enables learners to enjoy what they are doing, being interested in working towards attaining their goals. Social skills involve learners' management the relationship in such a way that benefits the entire group. Yet, depicting such emotions among learners requires teachers' awareness of these above emotional features.

III.3.2.2.8. Emotionally Intelligent Learning Styles

Two among the interviewees suggested that their learners' learning styles are varied. Some others claimed that it is hard to know what their learning styles are. The rest replied that they don't know.

Referring to the above answers, we may deduce that around 20% of the interviewed teachers seem to be aware of the learners' diversified learning styles. For the rest, these emotionally intelligent learning styles appear to be unfamiliar features. The unfamiliarity of such learning styles is not beneficial for both teachers and learners, as these learning styles impact both positively or negatively teaching strategies and learning styles.

III.4. Correlation between Emotional Intelligence and Learning Styles

Analysis of data collected reveals that there are common characteristics between emotional intelligence competencies and Kolb's model. These characteristics are explained in the table below:

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Emotional intelligence competencies	Characteristics	Learning style	Characteristics
Self-awareness **Social awareness** **Relationship Management**	Able to link between emotion and what was thought, done and said) Have a guiding awareness of values and goals Reflective, learn from experience Open to feedback and new perspectives listen well *Teamwork and Collaboration*	Diverger	Learn by feeling or sensing Judgments are based on emotions Learn through feedback and working with peers Aware of meanings and values A listener
Self-awareness **Self-management**	They are self-confident Able to stay composed and positive; think clearly and focused beneath pressure *(Emotional self- control*	Assimilator	Stand firm by the theories and can disregard facts Learn by observation and logical thinking and not influenced by emotions Good at inductive Reasoning that requires focus
Self	Able to stay composed and positive; think clearly and focused under pressure *(Emotional self-control)* *(Achievement orientation*	Converger	Focus on solving specific problems with single solution Unemotional and

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management			impersonal Concern about practical Application of ideas
Self-awareness Self management Relationship Management	Open to new perspectives Flexible in handling changes (adaptability) Result-oriented; willing to take risks Teamwork and collaboration Recognize the require for Change	Accommodator	Learn by doing; turning plans into real experiences Risk takers Adapt quickly to new situations Action-oriented Team work

Table 07: Correlation between emotional intelligence and leaning styles

Although the relationship between emotional intelligence and the learning styles is not very strong, it is clearly that emotional intelligence influences the learning styles. This means that emotional intelligence could be an important factor to determine the effectiveness of each learning style and the learning outcomes. Each phase of learning requires certain components of emotional intelligence. The ability to develop and nurture specific emotional intelligence properties at different phases of learning could help to increase the intensity and depth of one's learning experience.

III.5. Conclusion

The chapter was devoted to a description of the empirical phase; three research instruments were used. the questionnaire and the survey were addressed to 50 middle school students and the interview was addressed to 15 EFL teachers in different middle schools in Tiaret. The main findings revealed that learners` emotional intelligence influence the learners learning style. These results were related to the hypotheses put forward before.

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III.6. Suggestions and Recommendations

Relying on the results obtained, checking the influence of emotional intelligence on the learning styles in middle schools of Tiaret. Results from research in this study enable us to put forward the following suggestions and recommendations.

- ➢ More consideration and value should be given to professional development. It is one way to improve teachers' skills and in turn, boost students' outcomes.
- ➢ Teachers should use different strategies and methods while preparing and presenting their lessons.
- ➢ More time should be allotted to pair work and group work.
- ➢ Teachers need to show respect to their learners' thoughts and opinions, teach them to say things, never hide and feel freedom and comfort whenever they want to express themselves.
- ➢ Teachers should be aware of the new techniques and methods.
- ➢ Teaching should be focused on language authenticity. With language authentic activities, the teacher can create a motivational learning environment where the learner notices new language and exploits it in an authentic way.
- ➢ Learners had better to learn how to set goals and to be resilient in the face of challenges.

General Conclusion

General Conclusion

This work set a clear objective from the very onset: ascertaining the influence of the emotional intelligence on learners' learning styles with the intent to enhance the educational performance of both EFL teachers and learners. The researchers in this dissertation attempted to check the extent of the Emotional Intelligence influence on learning, trying to draw attention to and raise awareness as regards learners' emotions throughout the teaching-learning process.

The success or failure of any teaching-learning endeavour depends primarily on the emotional aspects to be an efficient part in the attainment of the pre-determined outcomes. The teachers' and learners' involvement in the teaching-learning process requires a psychological predisposition that ensures learners' intellectual, emotional, social, spiritual and ethical development. In case ignored or neglected, they might lead to learners' struggle to understand and monitor their emotions. They might also endure unexpected emotional outbursts that seem to overblown and uncontrollable.

Throughout this study, we have attempted to verify the middle school English teachers' and learners' cautiousness or incautiousness of the firm impact of the emotional intelligence on teaching and learning process and its outcomes. It is unbelievable for most surveyed teachers to come to realize how little they know about their learners' emotional aspects. Apparently, a pathetic interest in the learners' emotional aspects has been always considered as a second priority though within new teaching approaches they came at the fore the priorities before the teaching materials contents (what to teach) and methods selection (how to teach).

The present dissertation outlines two hypotheses that touch upon the emotional intelligence aspects that impact EFL learners' learning in Algerian middle schools. The first hypothesis assumes that emotional intelligence has a high extent influence on the learners' learning styles, in the sense that it enables learners to develop self-awareness by becoming mindful of their learning styles, learning habits and critical thinking patterns. The second hypothesis supposes that the EI also impacts teachers' teaching strategies. This impact can be visible in teachers' friendly interactions, following more centred approach, providing comfortable and relaxing environment, support and encouragement, all together leading to autonomous learning.

General Conclusion

The findings of the investigation unveil that most of the middle school teachers of English nurture ignorant attitude toward such EI influence though showing awareness and recognition of its fulcrum importance for a successful teaching and learning process. A priori, the cumulative scarcity of knowledge on the emotional aspects of teachers may explain the feeling of ineffectiveness and alienation of teachers. Therefore, teachers need to be equipped not only with the necessary hard skills (i.e., learned knowledge and expertise), but also with emotional skills that allow them function appropriately in the daily practicums.

These daunting results prove that the hypotheses, which were previously couched in the General Introduction, are true and valid. Therefore, emotional intelligence has an important dual impact on styles and teachers' teaching strategies. Thus, it is expected that awareness as regards emotional competencies should be a subject of insightful reflection and thoughtfulness so as to draw the teachers' attention to such covert psychological aspects which account enormously for the success of learners. Last but not least, we should remind practitioners that they have to capture and heed learners' emotions before even teaching them.

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Appendices

Appendix

Appendix A : Learners` Questionnaire
Learners` Questionnaire

Dear pupils,

This questionnaire is designed for the purpose of providing data for a BA research aim at investigating the learners' emotional intelligence. Your ideas and contributions are important for this study attainment. There are no right or wrong answer:

Thanks.

Section one: Informants' Biographical Data

1. Gender

Male ☐   Female ☐

2. Age ☐

3. School name: ……………………………………………….

Section Two: Instructions

You are going to answer according to the situation you live or you experience in your real life by choosing a number 1; 2 ;3;4 or 5.

Questions	Not much at all	Not much	little	Very much	very, very much
1- I have good understanding of my own emotions.	1	2	3	4	5
2- I really understand what I feel.	1	2	3	4	5
3- I always know whether or not I am happy.	1	2	3	4	5
4- I always know my friends" emotions from their behavior	1	2	3	4	5
5- I always set goals for myself and then try my best to achieve them	1	2	3	4	5

6- I always tell myself I am a competent person.	1	2	3	4	5
7- I am able to control my temper and handle difficulties rationally	1	2	3	4	5
8- I generally build solid relationships with those I work with	1	2	3	4	5
9- I am sensitive to the feelings and emotions of others	1	2	3	4	5
10- I am a self-motivated person.	1	2	3	4	5
11- I am an excellent listener	1	2	3	4	5
12- I never interrupt other people's conversations	1	2	3	4	5
13- I am good at adapting and mixing with a variety of people	1	2	3	4	5
14- I love to meet new people	1	2	3	4	5
15- I like to ask questions to find out what it is important to people	1	2	3	4	5
16- I can tell if someone has upset or annoyed me	1	2	3	4	5

Thank you for your cooperation

Appendix

Appendix B : Learning Style Survey:

Assessing Your Own
Learning Styles

The Learning Style Survey is designed to assess your general approach to learning. It does not predict your behavior in every instance, but it is a clear indication of your overall style preferences. For each item, circle the response that represents your approach. Complete all items. There are eleven major activities representing twelve different aspects of your learning style. When you read the statements, try to think about what you generally do when learning. It generally takes about 30 minutes to complete the survey. Do not spend too much time on any item – indicate your immediate feeling and move on to the next item.

For each item, circle your response:

0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Always

Part 1: HOW I USE MY PHYSICAL SENSES

1. I remember something better if I write it down.	0 1 2 3 4
2. I take detailed notes during lectures.	0 1 2 3 4
3. When I listen, I visualize pictures, numbers, or words in my head.	0 1 2 3 4
4. I prefer to learn with TV or video rather than other media.	0 1 2 3 4
5. I use color-coding to help me as I learn or work.	0 1 2 3 4
6. I need written directions for tasks.	0 1 2 3 4
7. I have to look at people to understand what they say.	0 1 2 3 4
8. I understand lectures better when professors write on the board.	0 1 2 3 4
9. Charts, diagrams, and maps help me understand what someone says.	0 1 2 3 4
10. I remember peoples' faces but not their names.	0 1 2 3 4

A - Total _____

11. I remember things better if I discuss them with someone.	0 1 2 3 4
12. I prefer to learn by listening to a lecture rather than reading.	0 1 2 3 4
13. I need oral directions for a task.	0 1 2 3 4
14. Background sound helps me think.	0 1 2 3 4
15. I like to listen to music when I study or work.	0 1 2 3 4
16. I can understand what people say even when I cannot see them.	0 1 2 3 4
17. I remember peoples' names but not their faces.	0 1 2 3 4
18. I easily remember jokes that I hear.	0 1 2 3 4
19. I can identify people by their voices (e.g., on the phone).	0 1 2 3 4
20. When I turn on the TV, I listen to the sound more than I watch the screen.	0 1 2 3 4

B - Total _____

Appendix

21. I'd rather start to do things, rather than pay attention to directions.   0 1 2 3 4
22. I need frequent breaks when I work or study.   0 1 2 3 4
23. I need to eat something when I read or study.   0 1 2 3 4
24. If I have a choice between sitting and standing, I'd rather stand.   0 1 2 3 4
25. I get nervous when I sit still too long.   0 1 2 3 4
26. I think better when I move around (e.g., pacing or tapping my feet).   0 1 2 3 4
27. I play with or bite on my pens during lectures.   0 1 2 3 4
28. Manipulating objects helps me to remember what someone says.   0 1 2 3 4
29. I move my hands when I speak.   0 1 2 3 4
30. I draw lots of pictures (doodles) in my notebook during lectures.   0 1 2 3 4

C - Total _____

Part 2: HOW I EXPOSE MYSELF TO LEARNING SITUATIONS

1. I learn better when I work or study with others than by myself.   0 1 2 3 4
2. I meet new people easily by jumping into the conversation.   0 1 2 3 4
3. I learn better in the classroom than with a private tutor.   0 1 2 3 4
4. It is easy for me to approach strangers.   0 1 2 3 4
5. Interacting with lots of people gives me energy.   0 1 2 3 4
6. I experience things first and then try to understand them.   0 1 2 3 4

A - Total _____

7. I am energized by the inner world (what I'm thinking inside).   0 1 2 3 4
8. I prefer individual or one-on-one games and activities.   0 1 2 3 4
9. I have a few interests, and I concentrate deeply on them.   0 1 2 3 4
10. After working in a large group, I am exhausted.   0 1 2 3 4
11. When I am in a large group, I tend to keep silent and listen.   0 1 2 3 4
12. I want to understand something well before I try it.   0 1 2 3 4

B - Total _____

Part 3: HOW I HANDLE POSSIBILITIES

1. I have a creative imagination.   0 1 2 3 4
2. I try to find many options and possibilities for why something happens.   0 1 2 3 4
3. I plan carefully for future events.   0 1 2 3 4
4. I like to discover things myself rather than have everything explained to me.   0 1 2 3 4
5. I add many original ideas during class discussions.   0 1 2 3 4
6. I am open-minded to new suggestions from my peers.   0 1 2 3 4

A - Total _____

7. I focus in on a situation as it is rather than thinking about how   0 1 2 3 4

it could be.

8. I read instruction manuals (e.g., for computers or VCRs) before   0 1 2 3 4
using the device.

9. I trust concrete facts instead of new, untested ideas.   0 1 2 3 4
10. I prefer things presented in a step-by-step way.   0 1 2 3 4
11. I dislike it if my classmate changes the plan for our project.   0 1 2 3 4
12. I follow directions carefully.   0 1 2 3 4

B - Total _____

Part 4: HOW I DEAL WITH AMBIGUITY AND WITH DEADLINES

1. I like to plan language study sessions carefully and do lessons   0 1 2 3 4
on time or early.
2. My notes, handouts, and other school materials are carefully   0 1 2 3 4
organized.
3. I like to be certain about what things mean in a target language.   0 1 2 3 4
4. I like to know how rules are applied and why.   0 1 2 3 4

A - Total _____

5. I let deadlines slide if I'm involved in other things.   0 1 2 3 4
6. I let things pile up on my desk to be organized eventually.   0 1 2 3 4
7. I don't worry about comprehending everything.   0 1 2 3 4
8. I don't feel the need to come to rapid conclusions about a topic.   0 1 2 3 4

B - Total _____

Part 5: HOW I RECEIVE INFORMATION

1. I prefer short and simple answers rather than long explanations.   0 1 2 3 4
2. I ignore details that do not seem relevant.   0 1 2 3 4
3. It is easy for me to see the overall plan or big picture.   0 1 2 3 4
4. I get the main idea, and that's enough for me.   0 1 2 3 4
5. When I tell an old story, I tend to forget lots of specific details.   0 1 2 3 4

A - Total _____

6. I need very specific examples in order to understand fully.   0 1 2 3 4
7. I pay attention to specific facts or information.   0 1 2 3 4
8. I'm good at catching new phrases or words when I hear them.   0 1 2 3 4
9. I enjoy activities where I fill in the blank with missing words I hear.   0 1 2 3 4
10. When I try to tell a joke, I remember details but forget the punch line.   0 1 2 3 4

B - Total _____

Part 6: HOW I FURTHER PROCESS INFORMATION

1. I can summarize information easily.   0 1 2 3 4
2. I can quickly paraphrase what other people say.   0 1 2 3 4
3. When I create an outline, I consider the key points first.   0 1 2 3 4

4. I enjoy activities where I have to pull ideas together.   0 1 2 3 4
5. By looking at the whole situation, I can easily understand someone.   0 1 2 3 4

A - Total _____

6. I have a hard time understanding when I don't know every word.   0 1 2 3 4
7. When I tell a story or explain something, it takes a long time.   0 1 2 3 4
8. I like to focus on grammar rules.   0 1 2 3 4
9. I'm good at solving complicated mysteries and puzzles.   0 1 2 3 4
10. I am good at noticing even the smallest details regarding some task.   0 1 2 3 4

B - Total _____

Part 7: HOW I COMMIT MATERIAL TO MEMORY

1. I try to pay attention to all the features of new material as I learn.   0 1 2 3 4
2. When I memorize different bits of language material, I can retrieve   0 1 2 3 4
these bits easily – as if I had stored them in separate slots in my brain.
3. As I learn new material in the target language, I make fine distinctions   0 1 2 3 4
    among speech sounds, grammatical forms, and words and phrases.

A - Total _____

4. When learning new information, I may clump together data by   0 1 2 3 4
    eliminating or reducing differences and focusing on similarities.
5. I ignore distinctions that would make what I say more accurate   0 1 2 3 4
    in the given context.
6. Similar memories become blurred in my mind; I merge new   0 1 2 3 4
    learning experiences with previous ones.

B - Total _____

Part 8: HOW I DEAL WITH LANGUAGE RULES

1. I like to go from general patterns to the specific examples in   0 1 2 3 4
    learning a target language.
2. I like to start with rules and theories rather than specific examples.   0 1 2 3 4
3. I like to begin with generalizations and then find experiences that   0 1 2 3 4
    relate to those generalizations.

A - Total _____

4. I like to learn rules of language indirectly by being exposed to   0 1 2 3 4
    examples of grammatical structures and other language features.
5. I don't really care if I hear a rule stated since I don't remember   0 1 2 3 4
    rules very well anyway.
6. I figure out rules based on the way I see language forms behaving   0 1 2 3 4
    over time.

B - Total _____

Part 9: HOW I DEAL WITH MULTIPLE INPUTS

1. I can separate out the relevant and important information in a given context even when distracting information is present.	0 1 2 3 4
2. When I produce an oral or written message in the target language, I make sure that all the grammatical structures are in agreement with each other.	0 1 2 3 4
3. I not only attend to grammar but check for appropriate level of formality and politeness.	0 1 2 3 4
	A - Total _____

4. When speaking or writing, a focus on grammar would be at the expense of attention to the content of the message.	0 1 2 3 4
5. It is a challenge for me to both focus on communication in speech or writing while at the same time paying attention to grammatical agreement (e.g., person, number, tense, or gender).	0 1 2 3 4
6. When I am using lengthy sentences in a target language, I get distracted and neglect aspects of grammar and style.	0 1 2 3 4
	B - Total _____

Part 10: HOW I DEAL WITH RESPONSE TIME

1. I react quickly in language situations.	0 1 2 3 4
2. I go with my instincts in the target language.	0 1 2 3 4
3. I jump in, see what happens, and make corrections if needed.	0 1 2 3 4
	A - Total _____

4. I need to think things through before speaking or writing.	0 1 2 3 4
5. I like to look before I leap when determining what to say or write in a target language.	0 1 2 3 4
6. I attempt to find supporting material in my mind before I set about producing language.	0 1 2 3 4
	B - Total _____

Part 11: HOW LITERALLY I TAKE REALITY

1. I find that building metaphors in my mind helps me deal with language (e.g., viewing the language like a machine with component parts that can be disassembled).	0 1 2 3 4
2. I learn things through metaphors and associations with other things. I find stories and examples help me learn.	0 1 2 3 4
	A - Total _____

3. I take learning language literally and don't deal in metaphors.	0 1 2 3 4
4. I take things at face value, so I like language material that says what it means directly.	0 1 2 3 4
	B - Total _____

Understanding your totals

Once you have totaled your points, write the results in the blanks below. Circle

the higher number in each part (if they are close, circle both). Read about your learning styles starting below.

Part 1:
A_____Visual
B_____Auditory
C_____Tactile / Kinesthetic

Part 5:
A_____Global
B_____Particular

Part 9:
A_____Field-Independent
B_____Field-Dependent

Part 2:
A_____Extraverted
B_____Introverted

Part 6:
A_____Synthesizing
B_____Analytic

Part 10:
A_____Impulsive
B_____Reflective

Part 3:
A_____Random-Intuitive
B_____Concrete-Sequential

Part 7:
A_____Sharpener
B_____Leveler

Part 11:
A_____Metaphoric
B_____Literal

Part 4:
A_____Closure-Oriented
B_____Open

Part 8:
A_____Deductive
B_____Inductive

*Author's Note: The format of the Learning Styles Survey and a number of the dimensions and items are drawn from Oxford's Style Analysis Survey, 1995, in J. Reid (Ed.),*Learning styles in the ESL/EFL classroom*(pp. 208-215). Boston: Heinle & Heinle/Thomson International. Other key dimensions and some of the wording of items comes from Ehrman and Leaver's E&L Questionnaire, 2001. For more information on this questionnaire, see the Resources Section of this Guide

Appendix C: Teachers` Interview

Dear teacher,

You are kindly requested to answer the following questions that aim to investigate the influence of emotional intelligence on the learners' learning styles in the middle school. Your contributions are of a great importance to the fulfillment of the present study.

1- How long have you been teaching English?

2- What are the factors that you take into consideration while planning your lessons?

3- What are the strategies that you use to explain the lesson?

4- How do you deal with good learners?

5- According to you, what is the dominant learners' learning style?

6- How do you deal with different learning styles?

7- How do you know the pupils who are emotionally intelligent?

8- What do you think about their learning styles?

استبيان الذكاء العاطفي

تـم تصـميم هـذا الاسـتبيان لغـرض تـوفير البيانـات مـن أجـل مـذكرة الماسـتر التـي تهـدف إلى المعرفـة الـذكاء العـاطفي للمتعلمـين. أفكـارك ومسـاهماتك مهمـة لتحقيـق هـذه الدراسـة. لا توجد إجابة صحيحة أو خاطئة:

القسم الأول: بيانات السيرة الذاتية

1. الجنس : ....
2. العمر:................
3. المؤسسة التي تدرس فيها:...............

القسـم الثـاني: التعليمـات سـتجيب وفقًـا للموقـف الـذي تعيشـه أو الـذي تواجهـه فـي حياتـك الواقعية باختيار رقم 1، 2،3،4أو5.

السؤال	ليس كثيرًا على الإطلاق	ليس كثيرا	القليل	كثيرا جدا	كثير جدآ جدآ
1-لدي فهم جيد لمشاعري.	1	2	3	4	5
2- أفهم حقًا ما أشعر به.	1	2	3	4	5
3- أعرف دائمًا ما إذا كنت سعيدًا أم لا.	1	2	3	4	5
4- أعرف دائمًا مشاعر أصدقائي من سلوكهم	1	2	3	4	5
5- أنا دائما أضع الأهداف لنفسي ثم أبذل قصارى جهدي لتحقيقها	1	2	3	4	5
6- أقول لنفسي دائمًا إنني شخص كفء.	1	2	3	4	5
7- أنا قادر على التحكم في أعصابي والتعامل مع الصعوبات بعقلانية	1	2	3	4	5
8- أقوم عمومًا ببناء علاقات متينة مع من أعمل معهم	1	2	3	4	5
9- أنا حساس لمشاعر وعواطف الآخرين	1	2	3	4	5
10- أنا شخص لديه دوافع ذاتية.	1	2	3	4	5
11- أنا مستمع ممتاز	1	2	3	4	5
12- أنا لا أقاطع أحاديث الآخرين	1	2	3	4	5
13- أنا جيد في التكيف والاختلاط مع مجموعة متنوعة من الناس	1	2	3	4	5
14- أحب أن ألتقي بأشخاص جدد	1	2	3	4	5

	5	4	3	2	1	
	5	4	3	2	1	15- أحب طرح الأسئلة لمعرفة ما هو مهم للناس
	5	4	3	2	1	16- أستطيع أن أعرف ما إذا كان شخص ما قد استاء أو أزعجني

استبيان:

الجزء 1: كيف أستخدم حواسي المادية

1.أتذكر شيئا أفضل إذا كتبته. 0 1 2 3 4

2.أأخذُ مُلاحظاتَ مفصّلةَ أثناء المحاضراتِ. 0 1 2 3 4

3.عندما أستمع ، أتصور الصور ، الأرقام ، أو الكلمات في رأسي. 0 1 2 3 4

4.أفضل التعلم بالتلفاز أو الفيديو بدلاً من وسائل الإعلام الأخرى. 0 1 2 3 4

5.أنا أستخدم ترميز الألوان لمساعدتي كما أتعلم أو أعمل. 0 1 2 3 4

6.أنا بحاجة إلى توجيهات مكتوبة للمهام. 0 1 2 3 4

7.أنا يَجِبُ أَنْ أَنْظرَ إلى الناسِ لفَهْم الذي يَقُولونَ. 0 1 2 3 4

8.أفهمُ المحاضراتَ أفضل عندما الأساتذة يَكْتبونَ على السبورة. 0 1 2 3 4

9.المخططات والخرائط تساعدني على فهم ما يقوله شخص ما. 0 1 2 3 4

10.أتذكر وجوه الناس ولكن ليس أسمائهم. 0 1 2 3 4

المجموعA

11.أتذكّر الأشياءَ أفضل إذا ناقشتها مَع شخص ما. 0 1 2 3 4

12.أنا أفضل التعلم من خلال الاستماع إلى محاضرة بدلا من القراءة. 0 1 2 3 4

13.أنا بحاجة إلى توجيهات شفهية لمهمة. 0 1 2 3 4

14.صوت الخلفية يساعدني على التفكير. 0 1 2 3 4

15.أحب الاستماع إلى الموسيقى عندما أدرس أو أعمل. 0 1 2 3 4

16.أستطيع أن أفهم ما يقوله الناس حتى عندما لا أستطيع رؤيتهم. 0 1 2 3 4

17.أتذكر أسماء الناس ولكن ليس وجوههم. 0 1 2 3 4

18.أتذكر بسهولة النكات التي أسمعها. 0 1 2 3 4

19.وبوسعي أن أحدد هوية الناس بأصواتهم (على الهاتف على سبيل المثال4 3 2 1 0 .)

20.عندما أشغل التلفاز ، أستمع للصوت أكثر مما أشاهد الشاشة . 0 1 2 3 4

المجموعB–

21.أفضل أن أبدأ بعمل الأشياء ، بدلا من الاهتمام بالاتجاهات. 0 1 2 3 4

22.أحتاجُ استراحات متكررةَ عندما أَعْملُ أَو أَدرسُ. 0 1 2 3 4

23.أحتاجُ لأكْل الشيءِ عندما أَقْرأُ أَو أَدرسُ. 0 1 2 3 4

24.إذا كان لدي خيار بين الجلوس والوقوف ، أفضل الوقوف. 0 1 2 3 4

25.أُصبحُ عصبيَ عندما أَجْلسُ طويلَ جداً. 0 1 2 3 4

26.إنني أفكر على نحو أفضل حين أتحرك (على سبيل المثال الركض 4 3 2 1 0.

27.ألْعبُ أو أعْضُّ على أقلامِي أثناء المحاضراتِ. 0 1 2 3 4

28.التلاعب بالأشياء يساعدني على تذكر ما يقوله شخص ما. 0 1 2 3 4

29.أنا أحرك يدي عندما أتحدث. 0 1 2 3 4

30.لقد سجلت الكثير من الصور في دفتري أثناء المحاضرات. 0 1 2 3 4

المجموعC

الجزء 2: كيف أعرض نفسي لحالات التعلم

1.أتعلّمُ أفضل عندما أَعْملُ أَو أَدْرسُ مَع الآخرين مِنْ لوحدي. 0 1 2 3 4

2.أقابل أناس جدد بسهولة بالبدء بالمحادثة. 0 1 2 3 4

3.أتعلّمُ أفضل في الفصلِ مِنْ مَع معلم خاص. 0 1 2 3 4

4.من السهل علي الاقتراب من الغرباء. 0 1 2 3 4

5.التفاعل مع الكثير من الناس يعطيني الطاقة. 0 1 2 3 4

6.أنا أجرب الأشياء أولا ثم أحاول فهمها. 0 1 2 3 4

المجموعA

7.لقد تم تنشيطي من قبل العالم الداخلي (ما أفكر فيه في الداخل4 3 2 1 0 .)

8.أفضل الألعاب والأنشطة الفردية أو الفردية. 0 1 2 3 4

9.لدي بعض الاهتمامات ، وأركز عليها بعمق. 0 1 2 3 4

10.بعد العمل في مجموعة كبيرة ، وأنا منهكة. 0 1 2 3 4

11.عندما أكون في مجموعة كبيرة ، أميل إلى التزام الصمت والاستماع. 0 1 2 3 4

12.أريد أن أفهم شيئا جيدا قبل أن أحاول. 0 1 2 3 4

المجموع B–

1.لدي خيال إبداعي. 0 1 2 3 4

2.أحاول إيجاد العديد من الخيارات والإمكانيات لسبب ما يحدث 0 1 2 3 4

3.أخطط بعناية للأحداث المستقبلية01234 .

4.أحب أن أكتشف الأشياء بنفسي بدلا من أن أحصل على كل شيء 0 1 2 3 4

5.أضيف العديد من الأفكار الأصلية أثناء المناقشات الصفية01234.

6.أنا منفتح على اقتراحات جديدة من أقراني. 0 1 2 3 4

المجموعA

7.أركز على الوضع كما هو بدلا من التفكير في كيفية يمكن أن يكون01234.

8.قرأت كتيبات التعليمات (على سبيل المثال ، لأجهزة الكمبيوتر أو (VCR قبل ذلك01234

باستخدام الجهاز .

9.أنا أثق بالحقائق الملموسة بدلاً من الأفكار الجديدة غير المختبرة. 0 1 2 3 4

10.أنا أفضل الأشياء المقدمة خطوة بخطوة. 0 1 2 3 4

11.أنا لا أحب إذا زملائي غيروا خطة لمشروعنا. 0 1 2 3 4

12.أنا أتبع الاتجاهات بعناية. 0 1 2 3 4

المجموعB–

الجزء 4 – كيفية التعامل مع الغموض والمواعيد النهائية

1.أحب أن أخطط لجلسات دراسة اللغة بعناية وأقوم بالدروس في الوقت المحدد أو في وقت مبكر 0

1 2 3 4.

2.ملاحظاتي ، صدقاتي ، ومواد مدرسية أخرى هي بعناية منظمة 10 2 3 4

3.أحب أن أكون متأكدا مما تعنيه الأشياء بلغة الهدف. 0 1 2 3 4

4.أحب أن أعرف كيف تطبق القواعد ولماذا. 0 1 2 3 4

المجموعA

5.أَترُكُ المواعيد النهائيةَ تَهْبطُ إذا أَنا مُتورّطُ في الأشياءِ الأخرى4 3 2 1 0 .

6.تركت الأمور تتراكم على مكتبي لتكون منظمة في نهاية المطاف4 3 2 1 0 .

7.أنا لا أَقْلقُ حول فَهْم كُلّ شيءٍ4 3 2 1 0 .

8.أنا لا أشعر بالحاجة للوصول إلى استنتاجات سريعة حول موضوع4 3 2 1 0 .

المجموع−B

الجزء 5: كيف أتلقى المعلومات

1.أفضل الإجابات القصيرة والبسيطة بدلاً من التفسيرات الطويلة. 0 1 2 3 4

2.وأتجاهل التفاصيل التي لا تبدو ذات صلة بالموضوع. 0 1 2 3 4

3.من السهل علي أن أرى الخطة الشاملة أو الصورة الكبيرة. 0 1 2 3 4

4.أحصل على الفكرة الرئيسية ، وهذا يكفي بالنسبة لي. 0 1 2 3 4

5.عندما أقول قصة قديمة ، أميل إلى نسيان الكثير من التفاصيل المحددة. 0 1 2 3 4

المجموعA

6.أحتاج إلى أمثلة محددة جدا لكي أفهم تماما01234.

7.أنتبه إلى حقائق أو معلومات محددة. 0 1 2 3 4

8.أنا جيد في حفظ عبارات أو كلمات جديدة عندما أسمعها. 0 1 2 3 4

9.أتمتّعُ بالأنشطة حيث أَمْلأُ في الفارغِ بالكلماتِ المفقودةِ أَسْمعُ. 0 1 2 3 4

10.عندما أحاول أن أقول نكتة ، أتذكر التفاصيل ولكن ننسى خط لكمة. 0 1 2 3 4

المجموع−B

الجزء 6 – كيفية مواصلة معالجة المعلومات

1.يمكنني تلخيص المعلومات بسهولة. 0 1 2 3 4

2.يمكنني بسرعة إعادة صياغة ما يقوله الآخرون. 0 1 2 3 4

3.وعندما أضع الخطوط العريضة ، فإنني أعتبر النقاط الرئيسية أولا. 0 1 2 3 4

4.أتمتّعُ بالأنشطة حيث أنا يَجِبُ أَنْ أَسْحبَ الأفكارَ سوية. 0 1 2 3 4

5.من خلال النظر إلى الوضع كله ، أستطيع أن أفهم بسهولة شخص ما. 0 1 2 3 4

المجموعA

6.لدي صعوبة في فهم عندما لا أعرف كل كلمة. 0 1 2 3 4

7.عندما أقول قصة أو أشرح شيئا ، يستغرق وقتا طويلا. 0 1 2 3 4

8.أحب التركيز على قواعد القواعد. 0 1 2 3 4

9.أنا جيد في حل الألغاز والألغاز المعقدة. 0 1 2 3 4

10.أنا جيد في ملاحظة حتى أصغر التفاصيل فيما يتعلق ببعض المهام. 0 1 2 3 4

المجموع‏B–

الجزء 7: كيفية إلحاق المواد بالذاكرة

1.أحاولُ الانتباه إلى كُلّ سمات المادةِ الجديدةِ كما أتعلّمُ. 0 1 2 3 4

2.عندما أحفظ أجزاء مختلفة من المواد اللغوية ، يمكنني استرجاع هذه القطع بسهولة كما لو كنت قد خزنتها في أماكن منفصلة في دماغي.0 1 2 3 4

3.بينما أتعلم مواد جديدة باللغة المستهدفة ، أتميز بشكل جيد بين أصوات الكلام والأشكال النحوية والكلمات والعبارات. 0 1 2 3 4

المجموع‏A

4.عند تعلم معلومات جديدة ، يمكنني جمع البيانات بواسطة 0 1 2 3 4 وإزالة أو تقليل الاختلافات والتركيز على أوجه التشابه.

5.أتجاهل الفروق التي من شأنها أن تجعل ما أقوله أكثر دقة 0 1 2 3 4 في السياق المعين.

6.وتصبح الذكريات المماثلة غير واضحة في ذهني ؛ أدمج جديد 0 1 2 3 4 وتعلم الخبرات مع التجارب السابقة.

المجموع‏B–

الجزء 8 – كيفية تعاملي مع قواعد اللغة

1. وأود أن أنتقل من الأنماط العامة إلى الأمثلة المحددة في هذا المجال. 0 1 2 3 4 تعلم لغة مستهدفة.

2. أحب أن أبدأ بالقواعد والنظريات بدلا من أمثلة محددة.01234

3. وأود أن أبدأ بالتعميمات ثم أجد خبرات تتعلق بتلك التعميمات. 0 1 2 3 4

المجموع A

4. أحب أن أتعلم قواعد اللغة بشكل غير مباشر من خلال التعرض لها01234 أمثلة للهياكل النحوية وغيرها من السمات اللغوية.

5. لا يهمني حقا إذا سمعت قاعدة ذكرت بما أنني لا أتذكر.01234 قواعد جيدة جدا على أي حال.

6. أكتشف القواعد بناء على الطريقة التي أرى بها أشكال اللغة تتصرف01234 مع مرور الوقت

الجزء 9: كيف أتعامل مع المدخلات المتعددة

1.ويمكنني أن أفصل بين المعلومات ذات الصلة والمهمة في تقرير الأمين العام. 0 1 2 3 4 بالنظر إلى السياق حتى عندما يكون هناك تشتيت للمعلومات.

2.عندما أنتج رسالة شفوية أو مكتوبة باللغة المستهدفة ،01234 أحرص على أن تكون جميع الهياكل النحوية متفقة مع بعضها البعض.

3.أنا لا أحضر القواعد فحسب ، بل أتحقق من المستوى المناسب01234. من الشكليات والأدب.

Aالمجموع

4.عند التحدث أو الكتابة ، التركيز على القواعد سيكون في01234 –حساب الانتباه إلى محتوى الرسالة.

5.ومن التحديات التي تواجهني أن أركز على الاتصال في الكلام01234. أو الكتابة مع الاهتمام في الوقت نفسه بالاتفاق النحوي (مثل الشخص أو العدد أو التوتر أو نوع الجنس.)

6.عندما أستخدم جمل طويلة بلغة مستهدفة ، أحصل على01234 وإهمال جوانب القواعد والأسلوب.

الجزء 10: كيف أتعامل مع وقت الاستجابة

1.أنا رد فعل سريع في حالات اللغة4 3 2 1 0 .

2.أَذهبُ بغرائِزِي في اللغةِ المستهدفةِ4 3 2 1 0 .

3.أَقْفِزُ في ، يَرى ما يَحْدثُ ، ويَجْعلُ التصحيحاتَ إذا يَحتاجُ4 3 2 1 0 .

المجموعA

4.أنا بحاجة إلى التفكير في الأمور من خلال قبل التحدث أو الكتابة4 3 2 1 0 .

5.أحب أن أنظر قبل أن أقفز عند تحديد ما 4 3 2 1 0

أن أقول أو أكتب بلغة مستهدفة.

6.أحاول إيجاد مواد داعمة في ذهني قبل أن01234

الجزء 11: كيف حرفيا آخذ الواقع

1.أجد أن بناء الاستعارات في ذهني يساعدني في التعامل مع اللغة (على سبيل المثال ، النظر إلى اللغة وكأنها آلة تحتوي على أجزاء من المكونات يمكن تفكيكها.(

2.أنا أتعلم الأشياء من خلال الاستعارات والجمعيات مع الآخرين 40 33 22 11 0 4

أشياء أجد القصص والأمثلة تساعدني على التعلم.

المجموعA

3.آخذ لغة التعلم حرفيا ولا أتعامل مع الاستعارات01234.

4.أُأخذُ الأشياءَ في القيمةِ الظاهريةِ ، لذا أَحُبُّ مادةَ اللغةِ التي تَقُول ما يعنيه مباشرة. 0 1 2 3 4

المجموعB-

Summary

Summary

The current study attempts to investigate the extent influence of emotional intelligence on the learning styles. Hence, a descriptive correlational research was conducted with middle school pupils in Tiaret. To this end, three types of instruments were used: a questionnaire for students, a survey and unstructured interview with teachers. The findings of this study reveal that the emotional intelligence competencies have an effective impact on learners learning style.

Key words: Emotional intelligence, learning styles

ملخص:

حاولـت الدراسـة الحاليـة تحقيـق مـدى تـأثير الـذكاء العـاطفي علـى أسـاليب الـتعلم. ومـن ثـم ، تـم إجراء بحـث وصـفي ارتبـاطي مـع تلاميـذ المرحلـة المتوسـطة فـي تيـارت. ومـن أجـل ذلك تـم اسـتخدام ثلاثـة أنـواع مـن الأدوات: اسـتبيان للطـلاب ومقابلـة مـع الأسـاتذة. كشـفت نتـائج هـذه الدراسـة عـن تـأثير كفـاءات الـذكاء العـاطفي على أسلوب تعلم المتعلمين.

الكلمات المفتاحية: الذكاء العاطفي، أساليب التعلم.

Résumé :

La présente étude tente d'étudier l'étendue de l'influence de l'intelligence émotionnelle sur les styles d'apprentissage. Ainsi, une recherche corrélationnelle descriptive a été menée auprès des collégiens de Tiaret. À cette fin, trois types d'instruments ont été utilisés : un questionnaire pour les étudiants, une enquête et un entretien non structuré avec les enseignants. Les résultats de cette étude révèlent que les compétences en intelligence émotionnelle ont un impact efficace sur le style d'apprentissage des apprenants.

Mots clés : Intelligence émotionnelle, styles d'apprentissage