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**Exploring the Effects of Emotional Intelligence and Self - awareness on Teachers' Teaching Styles and Learners' Learning Performance: A Case Study of MA 01 DIDACTICS Students at Univesity of Ibn Khaldoun- Tiaret**

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*Dedication*

*This dissertation is dedicated to my dear parents who have always been encouraging me to finish my studies. To my brothers: Moussa, Tarek and Rafik.*

*My friend BOUSSEMAT Fatiha for her support and encouragement,*

*And for my dear husband Khaled for being for me all the way.*

*Boukhlif*

*Dedication*

*I dedicate this work to my family and my friends. A special feeling of gratitude goes to my loving mom SOLTANI Aicha whose words of encouragement and push for tenacity ring in my ears.*

*My brothers: Walid, Mounir, Nadir and my beautiful sister-in-law Milinda, who have never left my side.*

*I would like to thank my friends who have supported me throughout the process.*

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*Reguieg*

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## Abstract

The current, dual-focused descriptive-interpretive study, purports itself to investigate the emotional intelligence attitudes and self-awareness of both postgraduate students and teachers. This research stems from and is articulated around a predominant assertion: namely that the teaching-learning process rests on a solid psychological foundation. In other words, the aim of the study is to explore the students' and teachers' emotional intelligence and self-awareness and the extent to which these can affect their engagement in the teaching-learning process. It should be noted that these psychological attitudes, beliefs, emotions and values of both students and teachers usually seem underexplored to the point that psychological aspects are assumed to be incidental at best or non-existent at worst. Initially relying on relevant secondary literature, the investigation was carried out based on both qualitative and quantitative approaches; emotional intelligence test and questionnaire respectively. The gleaned data revealed that most of the targeted sample is not well-versed and insufficiently informed about the impact of these psychological effects on teaching/learning process.

**Keywords:** Emotional intelligence, self – awareness, psychological attitudes, teaching styles, learning strategies

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## **List of Abbreviations and Acronyms**

EFL: English Foreign language

EI : Emotional Intelligence

ESA: Emotional Self – awareness

ESAT: Emotional Self – awareness Test

ESI: Emotional Social Intelligence

EQ.I: EmotionalQuotient. Inventory

IQ: Intelligence Quotient

MSCEIT: Mayer – Salovey – Caruso – Emotional Intelligence Test

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# *General Introduction*

## General Introduction

Human intelligence has always been the interest of researchers; previous studies reveal that there is an interesting relationship between academic success and the different types of intelligence. However, in recent years, attention was shifted from learners' abstract intelligence which was considered as the one and most element for success in the academic field to the role of emotional intelligence as a key factor in predicting and influencing academic success. Researchers as Daniel Goleman insists on the importance of emotions and their effects on daily practices, he believes that the concept of Emotional Intelligence explains why two people of the same IQ can attain vastly different levels of success. Emotionally intelligent people have a unique way in dealing and managing situations, they are able to effectively manage, personal, social and environmental changes, emotional Intelligence as an ability defines how we manage behaviors. These various aspects of Emotional Intelligence led to an enormous interest in its role in the academic field. As a matter of fact, Emotional Intelligence is strongly related to academic success, that it has become increasingly popular as a measure for predicting future success. Nowadays, Emotional Intelligence plays a crucial role in improving individuals' academic career; it represents human behaviors as distinct from of individuals' intellect. Emotional intelligence can very often predict future academic success through the accurate application of its components, in which intelligence alone is insufficient to guarantee success. Emotional self-awareness is probably the most crucial academic skill, it paves the way for accurate implementation of the other emotional competencies; individuals' emotional self-awareness develops better self-knowledge and improves wellbeing. Emotional self-awareness is a fundamental to effective learning, thus the influence of emotional intelligence on teachers' styles and learners' behavior in the classroom is very important. Emotionally intelligent teachers tend to maintain harmony in their classrooms and create a sense of self-confidence, while learners with high EQ are more likely to manage and control their learning. They can identify their feelings and others' and how these emotions can affect performance. The shift from stressing on IQ to Eq. I led to the increasing interest in the correlation between education and psychology. Emotional intelligence as a part of educational psychology has a close relationship with teachers' styles and learners' strategies. Teachers are described as models inside their classes; they have a significant effect on their learners. Teachers' styles are a reflection of teachers' knowledge, artistry and intentions. Teachers' with good styles have the ability to deliver accurate and

well-grounded knowledge using their skillfulness, creativity and carefulness, moreover, they have good attention toward their learners and their job as well, to say, teachers who work on their styles and try to improve. Teachers' effectiveness depends on the immediate actions and the appropriate approaches they take to fit in each classroom are the most significant factors in deciding their learners' academic success. Purposeful learning involves both the teaching process and learners' awareness of the importance of different learning strategies. Learning strategies have a strong bound with learners' emotional intelligence. Learning strategies are derived from students' emotional intelligence; they are skills that are strongly related to learners' motivation and awareness of their importance for academic success. Yet, a high EI level is needed for learners to select appropriate learning strategies and to know how to use them accurately.

### **Statement of the Purpose**

Intelligence is a very broad term that reflects individuals' capability to reason, plan, and solve problems. Emotional intelligence is a part of intelligence that has been studied since the last century, it attempts to explain the different levels of success among individuals and their abilities to flexibly deal with others and manage different situations. The various aspects of emotional intelligence led to an enormous interest in it are the role in the academic field. There is a strong correlation between emotional intelligence and academic success that it has become increasingly popular as a measure for predicting future success the popularization of emotional intelligence led to an increasing interest in its role in academic settings and its effects on teachers' performance and learners' achievement. EQ can very often predict future academic success through the accurate application of emotional intelligence skills, in which intelligence alone is insufficient to guarantee success. Teachers who possess emotional intelligence skills are more likely to motivate their learners and to create a suitable learning atmosphere. Self-awareness is one of the five main skills of emotional intelligence that the psychologist Daniel Goleman has set.

### **Motivation**

In recent years, researchers' attention was shifted to the role of emotional intelligence in the academic field; they suggest that emotional intelligence competencies are more importance in predicting future success than IQ. Emotional intelligence is a recent term that has not been well known for all teachers and learners in Algeria. In this work, we attempt to

explore teachers' and learners' familiarity with the concept of emotional intelligence, and how do they use their emotional intelligence to achieve academic progress.

## **Purpose of the Study**

The study aimed to explore the effect of emotional intelligence on teachers' teaching styles and learners' learning strategies. The study was conducted to identify the influence of EI on teachers' styles and behaviors and how emotionally intelligent teachers affect their learners in the ELT department, then to determine the relationship between EI and learners' learning strategies, and how do learners perceive their teachers' emotional intelligence.

## **Research Questions**

As a result, this study is set out to answer the following research questions. The first main descriptive question (umbrella question), aiming at probing the expanse of the emotional intelligence and self-awareness variable with FL learners, is worded as follows:

- Q1: To what extent do emotional intelligence and self-awareness influence teachers' teaching styles and learners' learning strategies?

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:

- *Sub-question 1.* How do emotionally self-aware teachers use their EI to influence their learners in the English language environment?
- *Sub-question 2.* Do learners use their emotional intelligence in learning English as a foreign language?
- *Sub-question 3.* What are learners' perceptions of teachers' emotional intelligence and self-awareness?

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

## **Hypothesis**

Being testable propositions and predictive statements about the possible outcomes of the current study, the following hypotheses have been put forward.

- We hypothesize that emotional intelligence has an influence on teachers' teaching styles and learners' learning strategies.
- We assume that emotionally self-aware teachers use their EQ unwillingly to influence their learners.
- We also surmise that emotional intelligence has a vital role in improving learning English as a foreign language, thus contributing to learners' academic success.

## **Delimitation of the Study**

The current study is primarily about the issue of emotional intelligence in the university context, it tends to explore to what extent teachers of English and Master students of English language at Ibn Khaldoun University–Tiaret are familiar with concept of emotional intelligence and in what sense emotional intelligence influences teachers' teaching styles and learners' learning strategies. Therefore, it develops exclusively along the aforementioned lines. We mindfully purport to study a sample of master 1 students and teachers at the department of English and more precisely in the Wilaya of Tiaret. It is worth of note to mention that the surveyed students are from the provinces of Tiaret and Tissemsilt. Hence, investigating a small sample from first year Master students may be a genuine representation of all enrolled students. Besides, the two areas have specific characteristics as regards weather, landscape, socio-economic status, linguistic properties, school organization, and students' behaviour, etc. All these aforementioned factors undoubtedly affect one way or another both the teachers' and students' perceptions, self-awareness, beliefs and attitudes vis-à-vis the whole teaching-learning process of the academic year 2020\2021.

## **Research Structure**

The current study 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 practical. 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 emotional intelligence test conducted among the teaching-learning 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 and self-awareness. 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 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 portray the implemented research design, its setting and targeted population, data collection instruments and the implemented procedure. The corollary of that would shed light on the multifarious opaque facets of such not displayed psychological features that undoubtedly impact both teachers' teaching and learners' learning. 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 analyze the questionnaire which has been specifically designed and administered to a sample of Master 1 English student to verify whether the latter emotionally self-aware of the impact that such intelligence may exert on their learning strategies or not. For the sake of founded data collection, an emotional self-awareness test has been assigned to Master 1 students enrolled at Ibn Khaldoun university of Tiaret. In addition, a structured interview, conducted with some of the surveyed teachers, 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 One**

## **Literature Review**

### **Conceptualization and Reframing**

# Chapter One:

## Literature Review

### Conceptualization and Reframing

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## *Chapter One*

### **Literature Review**

### **Conceptualization and Reframing**

#### **Introduction**

The upcoming chapter presents firstly the origins of the concept, then the definition of Emotional Intelligence, continues to present models of EI, and the measures for the emotional intelligence models. Finally, the chapter presents the relationship between Emotional Intelligence and other variables (teachers' teaching styles and learners' learning strategies).

#### **I. Emotional Intelligence**

Intelligence is a complex ability of the human brain that grabbed researches' attentions. Emotional intelligence is a part of intelligence that is different from the abstract intelligence.

##### **I 1. Origins of the Concept**

Over the past decade, the theory of social intelligence and emotional intelligence has gained a wide interest in the world. Emotional Intelligence is considered a new concept, but its roots go back to the beginning of the twentieth century, with the movement of Intelligence testing. Since the beginning of the last century, many thinkers started investigating the link between the two components and their effects on human beings if these two concepts were joined. The relationship between intelligence and emotion is a long-lasting and controversial topic at the societal as well as the scientific level (Karl & Heribert, 2005) Emotional Intelligence is the integration of feeling and reason in individuals' daily practices, Reuven bar-On states that: "a term that joined emotions and intelligence could well be considered an oxymoron because emotions convey the idea of unreasonableness" (Bar-On & Parker, 2000, p: 93). The integration of emotions and intelligence seems to many people as a contradiction; it is a common belief that using feelings reflect irrationality and they may mislead decision-making.

Edward Lee Thorndike was among the firsts to study "Intelligence" and its aspects in 1920; he believes that: "*Intelligence is the ability to understand and manage men and women, boys and girls to act wisely in human interaction.*" (Goleman & Cherniss, 2001 p: 16). Thorndike's view suggests that "*an individual possesses an array of capacities that can help them be vivid parts of society; he defines social intelligence as a set of abilities related to how people try to make sense of the world around them.*" (Bar-On et al., 2000). Based on this idea,

Thorndike developed a test of intelligence that consisted of completion, arithmetic, vocabulary, and directions test, which was intended to measure intellectual level on an absolute scale. The logic underlying the test predicted elements of test design that eventually became the foundation of modern intelligence tests.

In 1983, Howard Gardner introduced his theory of multiple intelligence, which has a huge influence on the EI theory development. Gardner's framework "Multiple Intelligence" includes eight types of intelligence that every individual possesses to some extent. Interpersonal intelligence is one type of Gardeners' theory of Multiple Intelligence, he clarifies:

*Multiple Intelligence entails the capacity of the young child to discriminate among the individuals around him and to detect their various moods, permits a skilled adult to read the intentions and desires—even when these have been hidden—of many other individuals and, potentially, to act upon this knowledge—for example, by influencing a group of disparate individuals to behave along with desired lines individuals and potentially to act upon this knowledge.”(Gardner, 1983, p253)*

Interpersonal Intelligence deals mainly with the relationships among individuals, this relationship involves both verbal and non-verbal communication and individuals' ability to relate, understand each other, and control relationships among people. Interpersonal intelligent people have some characteristics that define them as being able to motivate others and understand their needs and be vivid parts of society. Previous literature reveals that in 1986 Wayne Leon Payne used the term "emotional intelligence" in his doctoral thesis: "A Study of Emotion: Developing Emotional Intelligence", to be the first to introduce the term, he believes that emotional intelligence to be a skill that involves a creative relationship with the states of fear, pain, and desire. (Rada-Florina& al.). In Payne's view, emotional intelligence is a special ability that combines feelings and individuals' ability to manage them. Payne had a predictive view, many years earlier he thought of the "emotion – intelligence" combination and its effects on the academic field, he believed that in coming years' emotional intelligence would be taught in schools in terms of emotional responses. (Bar-On & Parker, 2000, p: 93)

Bar-On (1988) was among the pioneers to study the concept of emotional intelligence, his model is divided into two parts: first, the conceptualization of the term, second the measurement of EI as ability. Bar-On defines emotional intelligence as "an array of

interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior” (Bar-On, 2013). Emotional social intelligence is the set of correlated social and emotional abilities that enables individuals to understand and manage feelings according to the current situation and taking into account social factors. Emotional intelligence has a remarkable tie with society in general; it enhances positive social relationships and diminishes negative behaviors. Bar on developed perhaps the first attempt to assess EI in terms of a measure of well-being. In his doctoral dissertation, he used the term Emotional Quotient long before it gains popularity as Emotional Intelligence. (Goleman et al., 2001 p: 17). The emotional quotient was originally constructed as an experimental instrument designed to examine the concept of emotional and social functioning (Bar-On, 2000) emotional quotient inventory a scale for measuring emotional and social competencies and behaviors. EQ. I was the first scientific – validated instrument in the world to emotional – social abilities.

Peter Salovey and his colleague Mayer made remarkable contribution in studying emotional intelligence, they were influenced by Gardner’s theory of Multiple Intelligence, they claim that *“Emotional Intelligence is a form of Social Intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action.”* (Virkus, Emotional Intelligence 2009), according to Salovey& Mayer definition individuals possess the ability to process information about their emotions’ and others and manage behaviors and attitudes.

Salovey& Mayer's idea of Emotional Intelligence is distinct from other EI theories since it is purely cognitive. Salovey& colleagues view emotional intelligence as mental ability, which requires processing, manipulating, and reasoning knowledge.

## **I. 1.2. Definition of Emotional Intelligence**

Human intelligence is one of the most studied fields of psychology. Emotional intelligence and its various aspects of emotional intelligence led to an enormous interest in the role of emotional intelligence and its effect on daily practices, that it has become increasingly popular as a measure for predicting future success. Nowadays, researchers and laypeople's attention is directed to emotional intelligence and its influence on academic and career achievement. It taps into a fundamental element of human behavior that is distinct from individuals’ intellect, emotional intelligence as an ability defines how we manage behaviors, navigate social complexities and make a personal decision that achieves positive

results (Bradberry & Greaves, 2005, p: 24), many people want to understand how the human mind processes, and what are the derives and the outcomes of their feelings.

Peter Salovey and John Mayer theorized the term “Emotional Intelligence” in 1990. They were influenced by Gardeners’ theory of multiple intelligence, they believed that Emotional Intelligence is a type of social intelligence that involves having the ability to take control of one’s feelings and others’ as well, (Mayer & Salovey, 1993). Emotional intelligence enables a person to understand and take control over his own and other people’s emotions, as well as the capacity of using the information which guides his actions and thoughts, Salovey and Mayer main work was to emphasize the relationship between emotions and intellect and how can different levels of emotional intelligence influence people Salovey and Mayer aimed to distinguish the concept of Emotional Intelligence from other types of intelligence, they state:

*Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and to guarantee feelings when they facilitate thought, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions to promote and regulate growth.*

*(as cited: Bar-on & Parker, 2000)*

Salovey and Mayer’s definition reveals that Emotional Intelligence refers to a set of interrelated abilities that can help an individual manage, recognize, understand, and evaluate ones’ and other’s emotions (Peter Salovey & John Mayer 1990), by this token, to be emotionally intelligent, an individual must possess the four basic skills which represent the ability model: perception of emotion, emotional facilitation, understanding emotions, and management of emotions- that emotional intelligence is a mental – cognitive ability. Say, emotions have an influence on individuals’ cognitive processes including processing information; guide thinking and behaviors, Caruso and his colleagues clarify:

*Emotional Intelligence includes the ability to engage in sophisticated information processing about one’s own and others’ emotions and the ability to use this information as a guide to thinking and behavior. That is, individuals high in emotional intelligence pay attention to, use, understand, and manage emotions, and these skills serve adaptive*

*functions that potentially benefit themselves and others.*(Mayer &al., 2008)

Bar-on and James Parker consider Emotional Intelligence to be a general construct encompassing, emotional, personal, and social abilities that influence one's overall capability to effectively cope with environmental demands and pressure (Bar On., et al 2000 p:123). They explain emotional intelligence in terms of emotional and social abilities that provide people with the capability to understand and successfully interact with other members of society. Bar-On explains the similarities and differences of his work from Salovey/Mayer's claiming that both ideas insist on the belief that emotional intelligence is not a personality trait, however, Salovey and Mayer focus on emotional intelligence and its relation with behaviors, while Bar- On emphasizes on intelligence in terms of social and emotional behaviors and abilities. Bar-On thought of EQ as representing a set of social and "Emotional and social Abilities" that help individuals cope with the demand of daily life and societal practices. He views Emotional Intelligence as a reflection of our ability to deal successfully with others and the surrounding environment, thus he developed "The Emotional Quotient Inventory" (EQ.i) which was the first scientifically developed and validated measure of Emotional Intelligence.

By the beginning of the twenty-first century the term "Emotional Intelligence" has become a standard concept in psychology and education due to Daniel's Goleman best-selling book: *Why It Can Matter More Than IQ*, which was published in 1995 in the USA. Daniel Goleman views Emotional Intelligence as a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively. (Cole, 2019), this means individuals are generally aware of their emotions and their effects behaviors and other people (positively and negatively) emotionally intelligent people know what they're feeling, what their emotions mean, and how these emotions can affect other people; thus, emotional intelligence is essential for predicting future success. Goleman argues that Emotional Intelligence can be only observed in an individual who possesses the four competencies, he states: "Emotional Intelligence is observed when a person demonstrates the competencies, Emotional Intelligence is viewed as an actual intelligence consisting of four relating abilities" (Caruso &Salovey, 2004 p: 25) this model focuses on personal and social competencies divided into five dimensions that constitute EI: self-awareness, self-management, social awareness, and social skills" Goleman argues that the four skills define our ability to

recognize and understand emotions as well as our ability to use this awareness to manage our behavior and our relationships (Bradberry& Greaves, 2003. p:20)

The ability-based model considers feelings as sources of knowledge that enables one to make sense of his thoughts and others' and the environment as well. The model proposes that individuals differ in terms of their ability, and information processing. as Daniel Goleman insists on the importance of emotions and their effects on daily practices, he believes that the concept of emotional intelligence explains why two people of the same IQ can attain vastly different levels of success (Bradberry& Greaves, 2005, p: 24) he argues that EQ can very often predict future academic success through the accurate application of emotional intelligence skills, in which intelligence alone is insufficient to guarantee success.

### **I.1 .3. Emotional Intelligence Models**

Research done in the field of emotional intelligence suggests four distinct models: ability model, mixed model, bar – on model and trait model. These models are described in terms of interrelated abilities and competencies.

#### **I.1.3.1 The Four-branch Model**

Studies in the field of emotional intelligence shows that emotional intelligence could be well studied in the form of measurement. Ability model refers to four essentials abilities that have a fundamental role in understanding and expressing feelings and thoughts. Salovey and his colleagues developed a framework labeled as “The Ability Model’, which is comprised of a set of branches. Each branch encompasses several mental abilities that allow for appraisal, expression, and regulation. The model proposed by peter Salovey suggests that emotional intelligence is a set of interrelated abilities (Caruso &Salovey, 2004, p:25) According to Mayer and colleagues:

*Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access and to guarantee feelings, when they facilitate thought, the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote and regulate growth.(as cited: Bar-On & Parker, 2000)*

The four branch model of emotional intelligence describes four skills or abilities that agreeably define emotional intelligence as a set of correlated abilities. More specifically, this model defines emotional intelligence as involving the abilities to:



### **I 1.3.1.1 Perceiving Emotions**

Perceiving emotions is the ability to read People and identify Emotions: This refers to the ability to identify accurately how you, and those around you, are feeling and your ability to express these feelings. More than awareness, this ability stresses the accuracy of awareness.

By this token, perceiving emotions involve the skills to read other's facial expressions and to detect and decode signals, it is an individual's ability to identify their feelings and others' through facial expressions and body language. Perceiving emotions enables individuals to accurately express their emotions, to discuss and understand emotional needs physical and emotional state.

### **I. 1.3.1.2. Using Emotions and Facilitating Thoughts**

Get in the Mood—Use Emotion: This special ability helps you determine how emotions help you and how they work in harmony with thinking. Your ability to use emotions changes your perspective, allowing you to see the world in different ways and to feel what others feel.

Facilitating emotions means being able to identify, analyze and record emotional information, correctly. This ability helps individuals direct their thinking and attention to present feelings, and to relate to their experiences and others' through accurately understanding their feelings.

### **I. 1.3.1.3. Understanding Emotions**

Predict the Emotional Future—Understand Emotions: Emotions have their language, and they have their logical moves. The ability to understand emotion means that you can determine why you feel the way you do and what will happen next.

This ability refers to the capability to recognize different emotions and to understand the transition among them, to say, to be able to determine different emotions and moods and recognize relations among them. Understanding emotions means the skill to understand how an individual might feel in different conditions.

### **I 1.3.1.4. Managing Emotions**

Do It with Feeling—Manage Emotions: Emotions convey important information, so it is valuable to be open to our emotions and to use this information to make informed decisions. Emotional intelligence, then, consists of these four abilities: to identify how people feel, to use.

Managing emotions is the ability to control and manipulate ones' feelings and others. It means being intelligent in dealing with emotions, engage with pleasant and helpful emotions and monitor emotional reactions.

“Ability Model” is a framework that helps individuals deal accurately with their feelings and manage them effectively, in other words, this model enables a person to think about emotions to enhance their reasoning skills through demonstrating the four skills. The ability model conceptualizes emotional intelligence as a set of interrelated- cognitive abilities which encompass various aspects of individuals' emotional and personal knowledge.

### **I.1.3.2 Mixed Model**

Goleman's mixed model is another emotional intelligence framework that was designed mainly to identify individuals' capacities in relation to personality features. The term mixed describes the fact that EI is viewed as a collection of (partially already well-known) abilities and non-ability traits (Karl&Heribert, 2005). The Mixed Model is an “Emotional Intelligence” framework, introduced by Daniel Goleman deals with Emotional Intelligence skills and aspects that are related to a personality trait. It is the combination of competency and ability. This model reflects how individual's potential for mastering the skills of self-awareness, self-management, social-awareness and relationship management. (Goleman&Cherniss, 2001, p: 27). In other words, the mixed model includes a set of competencies that determine how effectively can an individual manage their feelings and understand other's as well, as Goleman defines: *“emotional competency is a learned capability that is based on emotional intelligence and results in outstanding performance.”* (Goleman, 2001, p: 27). Emotional competence is a set of personal and social skills to recognize and respond to emotions in oneself and others, it determines one's ability to effectively and successfully lead and express. Bar-On quotes: *“Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways insufficient frequency to be effective in their situation.”* (Bar-On et al., 2000, p: 344). The model suggests four areas of emotional intelligence divided into two categories intrapersonal and interpersonal, each competency is a learned ability that contributes to academic and career performance. Within each cluster, there are a set of abilities that define individuals' level of emotional intelligence and improvement. The Mixed Model outlines five essential Emotional Intelligence constructs involves:

1.4.1.1 Table01: Daniel Goleman' Mixed Model

Competency	Description	Sub – competencies
Self-Awareness	Knowing what we feel, and using emotions to guide decision making; having a sense of self-confidence.	Emotional self-awareness Accurate self-assessment Self-confidence
Self-Management	Using emotions to facilitate thinking, decrease emotional distress.	Self-control Trustworthiness Conscientiousness Adaptability Achievement orientation Initiative
Social Awareness	Being aware of what other people are feeling and understand them.	Empathy Organizational Awareness Service Orientation
Social skills	Skills facilitating interactions with other members of society.	Influence Leadership Developing Others Communication Change Catalyst Conflict Management Building Bonds, teamworkand Collaboration

The framework presented by Daniel Goleman focuses on emotional intelligence as a set of interrelated competencies, he argues that the five dimensions are essential features of an emotionally intelligent individual; these competencies present personal and social characteristics that enable individuals to cope with the environmental circumstances.

### **I 1.3.2.1 Emotional Self-awareness**

Emotional self-awareness may be a particularly important or primary component of emotional intelligence. It may be the foundation for the successful implementation of other components of emotional intelligence (Bar-On et al., 2000 p: 171) it is the ability to understand your own emotions and their effects on your performance. You know what you are feeling and why—and how it helps or hurts what you are trying to do. You sense how others see you and so align your self-image with a larger reality. You have an accurate sense of your strengths and limitations, which gives you realistic self-confidence. It also gives you clarity on your values and sense of purpose, so you can be more decisive when you set a course of action. As a leader, you can be candid and authentic, speaking with conviction about your vision (Burnison&Goleman, 2021).

According to Harvard Business School Self-awareness is defined as “having a deep understanding of one’s emotions, strengths, weaknesses, needs and drives.” Harvard (Buckingham & al., 2019, p: 03). It is an ability that makes people focus and understand their feelings and evaluate them as well. Self-aware people can recognize their feelings and their effects on different aspects of life. In this sense, Goleman argues that people who possess self-awareness have a good sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them. (Cherry, 2021)

Emotional self-awareness plays a vital role in academic settings, it provides both teachers and learners with skills that allow them to accurately identify and analyses emotions; furthermore, it clarifies the link between emotions and the factors that influence them. Emotional Self- awareness is a capacity that allows individuals to realistically assess their strengths and weaknesses.

Emotional Self-Awareness is a continual endeavor, a conscious choice to be self-aware. The good news is that the more you practice it, the easier it becomes. It's knowledge of what is going on in the body.” Tuning in more to the body’s signals is one practical way of developing self-awareness (Goleman, 2017). Emotional awareness is a key factor in implementing the other competencies. It enables individuals to Recognize emotions and their effects. Emotionally aware people know exactly which emotions they are feeling and why they can realize the links between their feelings and what they think, do, and say.

### I.1 .3.3 Bar - On Model

In contrast to Mayer and Salovey's ability model, bar-on' model does not refer only to EI in terms of emotion or intelligence. Bar on research on emotional intelligence led him to believe that emotional intelligence is the combination of personality characteristics and social–emotional abilities that might predict success in professional and everyday domains. He defines emotional-social intelligence as: “emotional-social intelligence is cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (Bar-On, 2006).

Bar-On's model emphasizes the importance of emotional expression and the effect of personality characteristics and emotional–social intelligent behavior on one’s and others’ life, consequently he identified five broad dimensions subdivided into 15 subscales as key factors of EI. They are:

1.4.2.1.1Table02: Bar - On Emotional Social Intelligence Model (Karl &Heribert, 2005)

ESI competencies	ESI skills
Intrapersonal skills	<ul style="list-style-type: none"> <li>• self-regard: being aware of, understanding and accepting oneself.</li> <li>• emotional self-awareness (being aware of and understanding one's emotions).</li> <li>• assertiveness (expressing one's emotions, ideas, needs, and desires).</li> <li>• actualization (realizing one's potential capacities)</li> <li>• independence (being self-directed, self-controlled and free of emotional dependency).</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• empathy (being aware of and understanding others' emotions).</li> <li>• social responsibility (demonstrating oneself as a constructive member of one's social group).</li> <li>• interpersonal relationships (forming and maintaining intimate relationships).</li> </ul>

Adaptability	<ul style="list-style-type: none"> <li>• problem solving (solving personal and social problems constructively).</li> <li>• reality testing (validating one's thinking and feelings).</li> <li>• flexibility (adjusting one's feelings, thoughts, and behavior to changing conditions).</li> </ul>
Stress management	<ul style="list-style-type: none"> <li>• stress tolerance (actively and positively coping with stress).</li> </ul>
	<ul style="list-style-type: none"> <li>• impulse control (resisting or delaying an impulse or drive, and controlling one's emotions).</li> </ul>
General mood	<ul style="list-style-type: none"> <li>• happiness (feeling satisfied with one's life).</li> </ul>
	<ul style="list-style-type: none"> <li>• Optimism (maintaining positive attitudes).</li> </ul>

In the view of Bar-On emotional intelligence is considered as a set of non-cognitive skills that affect an individual's ability to deal successfully with environmental situations. Consistent with this model, AN emotionally and socially intelligent person can understand and express his feelings, and relate well with others, and successfully cope with daily demands, challenges, and pressures. Being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings, and needs, effectively manage personal, social, and environmental change.

#### **I. 1.3.4. Trait Model**

The emotional intelligence trait model is one of the major theoretical areas in the study of emotional intelligence. Trait model is an emotional intelligence model introduced by Konstantin VasilyPetrides in 2001. EI Trait model describes Ones understanding and perception of their emotions and others' as well, according to Petrides: *“Trait emotional intelligence (trait EI) describes our perceptions of our emotional world: what our emotional dispositions are and how good we believe we are interms of perceiving, understanding,*

*managing, and utilizing our own and other people's emotion.*”(Petrides& al., 2018). Trait model constitutes of 15 items, they are as follows: Adaptability, Assertiveness, Emotion expression, Emotion perception, Emotion regulation, Low impulsiveness, Relationships, Self-esteem, Self-motivation, Social-awareness, Stress management, Trait empathy, Trait happiness, and Trait optimism. The 15 facets are grouped into the following four factors and their definitions: Emotionality, Self-control, Sociability, and Well-being. The trait approach was one of the first systematic attempts to study the effect of emotions on human behaviors; it is mainly based on understanding individuals' personality. In fact, trait model relies on personality features to assess someone's' emotional intelligence level since there is a clear relationship between EI and personality characteristic. Trait model follows self-report measures through which, it is possible to recognize the difference in personality characteristics and emotional responses which may be positive in certain situations, but may not for other situations. There is no wrong or right Petrides (2011) believes that there is not one set of trait EI skills that automatically label a person to be successful. Trait EI theory asserts that during an emotional situation, certain emotional profiles may be more favorable over other profiles.(Finnigan&Maulding-Green, 2008)

### **I.1.4 Emotional Intelligence Measures**

Emotional intelligence is defined in terms of correlated abilities, skills and competencies that can be measured through different emotional intelligence tests. Taking emotional intelligence tests can help individuals indicate their points of strength and weaknesses, it also enables them develop and improve their areas of weaknesses.

#### **I.1.4.1 Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)**

MSCEIT is an emotional intelligence test introduced by John Mayer, Peter Salovey and David Caruso, this model tends to evaluate individuals' emotional intelligence through questioning different emotional intelligence aspects. Mayer – Salovey – Caruso's emotional intelligence test is an ability test was designed to assess emotional intelligence and to evaluate the four branches of the ability model. MSCEIT tends to predict important outcomes such as academic and job performance, leadership, stress, and well-being. MSCEIT Scoring test consists of 141 items, divided into four branches, (Karl&Heribert,2005) they are:

*1. Branch I: perceiving emotions: consists of four tests that measure the ability to identify emotions in faces, music, designs, and stories.*

**2. Branch II:** *using emotions and facilitate thoughts comprise two tasks designed to measure the ability to assimilate emotions into perceptual and cognitive processes.*

**3. Branch III:** understanding emotions: consists of four tasks assessing the ability to reason about and understand emotions.

**4. For Branch IV:** managing emotions: two tasks measure the participants' abilities to manage their own emotions and the emotions of others

MSCEIT uses several interesting and creative tasks, it tests an individual's ability to perceive, facilitate, understand and manage feelings. Ability test is different from other measures of EI or personality test because it is based on how individuals perform in any certain conditions. (maximal performance)

#### **I.1.4.2 The Emotional Quotient –inventory – Bar-on Model**

The Emotional Quotient –inventory is a self-report measure of emotionally and socially intelligent behavior was designed to assess levels of emotional intelligence published by the psychologist Reuven Bar – on that provides an estimate of emotional-social intelligence. The EQ-i was the first measure to evaluate emotional intelligence competencies. The EQ-i instrument organizes emotional intelligence into categories that can translate to psychological competencies. An individual can enhance his or her sense of mastery of these competencies by flexing his or her type preferences Using the Bar-On Emotional Quotient Inventory (Bar-On, 2006)

Emotional quotient inventory and MSCEIT are two scientifically validated and popular tests; they both aim to provide useful feedback on individuals' level of emotional intelligence, and can be used in a variety of contexts. Emotional intelligence measures have an interesting role in enabling individuals to identify their feelings accurately and enhance social relationships.

#### **I.1.2. Teaching Styles**

Effective teaching means setting clear objectives and finding ways to accomplish them and develop learners' strategies and skills through using their styles. According to Cambridge Dictionary: *"A style is a particular procedure by which something is done."* Moreover, Webster's dictionary defines style as *"a manner or mode of acting or performing, a distinctive or characteristic, or a manner or tone assumed in discourse."* Thus a style can be defined as a



way or a method that a person follows to accomplish a task. A teaching style is a combination of the two concepts, in this sense, teaching styles reflect teachers' personal qualities in teaching. According to Anthony Grasha:

*The teaching style represents those enduring personal qualities and behaviors that appear in how we conduct our classes. Thus, it is both something that defines us, that guides and directs our instructional processes, and that has effects on students and their ability to learn. (Grasha, 2002, p. 01)*

Accordingly, a teaching style could be well defined as a set of techniques or procedures that involves the teacher's characteristics in the way he manages his classroom, it guides teachers' process of teaching and has an effect on teachers – learners' relationship.

Grasha believes that if a style is what a teacher is, then there is potential as many different styles as there are teachers (Grasha, 2002, p: 01). Grasha notes that their various types of teachers as long as there many styles that affect the teaching process, he argues that understanding our teaching styles would be enhanced if we had a list of the elements of style that we use as a basis for examining ourselves, thus he sets several elements to categorize teachers based on their personality traits, he states:

*Characteristics found in a formal theory of personality are used to describe the styles of college teachers. Or, the outcomes of observations and/or interviews cluster faculty members into groups with similar characteristics. Such dispositions help us to understand the differences that exist among instructors. (Grasha, 2002, p. 02)*

Teaching styles can vary according to the subject being taught, and learners' types and differences. Students are the most important factor in the teaching process thus it's important to use an effective and suitable teaching method to engage students and to develop effective classroom management skills.

Anthony Grasha identified the five teaching styles: expert, formal authority, personal model, facilitator, and delegator. that can be adopted by teachers as effective strategies in delivering knowledge and that can affect learners; to, teachers who adopt the most suitable style for them, they can present a lesson more comfortably and influence learners positively Table 1 contains five clusters; each cluster reflects a set of personal qualities that are dominant.

I.2.1. Table 03: The Five Teaching Styles (Grasha, 1994)

Style	Description
Expert	Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.
Formal Authority	Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things."
Personal Model	«Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
Facilitator	Emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement.
Delegator	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

This categorization aims at improving teaching and making teachers reflect upon their way of teaching, it also serves as an important function in the classroom according to the style of each teacher, to say, teachers' possess knowledge, provide feedback, guide and facilitate learning according to their learners' needs, they also develop their learners' ability to be autonomous.

*Teaching styles are linked to a teacher's educational value system and stem from your philosophy of education. Being aware of your teaching style (or styles) can help you improve your teaching methods, and encourage more student engagement and, ultimately, student outcomes. It's the pattern of your teaching based on a set of strategies used within the classroom that you believe help your students learn the material most effectively. (Persaud, 2021)*

The goal for any teaching style is to achieve teaching goals, engaging students of all levels and abilities. One teacher style be dominant over the, yet not all students respond well to a particular style, this leads to teachers to vary their styles so they can meet learners' interest.

### **I.1.3.Learning Strategies**

Recently, much emphasis has been put on investigating the role of learning strategies in the field of English Language teaching and learning. Learners differ from one another, each learner has his way of thinking, reflecting, and approaching things. Recently, the term strategy has come to refer to the implementation of a set of procedures for accomplishing something, thus a learning strategy is a sequence of procedures for accomplishing learning tasks, and the specific procedures within this sequence are called learning tactics (Schmek, 1988), learning strategies are ways, methods, and approaches that learners may use to accomplish a learning objective or to understand and store information. As defined by Oxford (1981) "learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information". Learning strategies enhance and assist foreign language learning by enabling learners to figure areas of weaknesses and strengths in themselves they are steps taken by learners to enhance their learning, they are seen as measures of success in the academic field, Wenden defines learning strategies as the various operations that learners use to make sense of their learning (A Hardan, 2013), Researches have shown that students do apply learning strategies while learning the English language for the vital role these strategies can play in enhancing learners' academic success. they support effective learning, and

enhance autonomy in learners. Learning strategies are an important part of developing autonomy.” Students who are capable of using adequate strategies are more likely to be active learners. Learning strategies are crucial for retention and deep understanding, and students can be taught these strategies (Glogger&al., 2012) learning strategies have a significant role in improving learners’ performance through accessing, organizing, and synthesizing new information. Teachers are generally aware of the fact that their learners possess some strategies and employ them, they consider that the choice of a strategy is based on learners’ preferences; however, students can use a wide range of strategies. Strategy instructions enhance learners’ independent learning and autonomous learning and help learners to take responsibility for their learning.

#### **I.1.4. Relationship between Emotional Self-awareness and Teaching Styles**

Emotional Intelligence and self-awareness in teaching EFL are important since they have a remarkable influence on teachers’ styles. Emotionally self-aware teachers tend to understand their learners’ feelings, behavioral and psychological states; they will show empathy toward learners and their parents. EQ helps teachers to make decisions wisely, solve problems, and to manage stressful situations; teacher’s self-awareness probably exceeds most of ours. He watches himself, with *“other eyes, his teaching modeled a commitment to interdisciplinary reach as well as disciplinary depth.”*(Weltzien, 1994, p 126). The use of strategies is of fundamental importance in language learning. The achievement of autonomy in the learning of a foreign language cannot be considered as an innate ability or behavior pattern (according to authors such as Little (1991) or Holec (1981). Above all, it is a skill acquired naturally with time, through personal experience or formal, systematic, deliberate training. Thus, language and its acquisition require a hugely complex process.

#### **I.1.5. The Relationship between Emotional Self-awareness and Learning Strategies**

Learning is a complicated process that is affected by many factors such as emotional intelligence and self-awareness. Emotional intelligence is defined as an ability that allows individuals to understand, regulate, and manage feelings. Learners with a high level of Emotional Intelligence can easily understand and manage themselves and others; they know exactly what learning strategy suits them and how it can work in their favor, this ability helps learners develop self-motivation and learning skills and strategies. Emotionally self-aware

learners are good communicators; they do things with more confidence. Conversely, lacking emotional self-awareness harms individuals; it will lead to struggles in understanding emotions and poor communication. According to Weinstein & Mayer, the reason of using learning strategies is that *“it affects the emotional and motivational state of the learners or how learners select, acquire or provide ordering new information.”* Mirghasempour & Rajabpour (2016) learning strategies have a significant role in helping learners achieve greater objective and possibility of tasks being completed on time and increase discipline among learners.

### **I.1.6. Relationship between Teachers’ Teaching Styles and Learners’ Learning Strategies**

There is a significant relationship between teachers’ teaching styles and learners’ learning strategies. Teachers have a crucial role in predicting their learners’ future success their academic achievement and their way of learning English as a foreign language. Learners tend to be more interested in teachers’ styles of teaching, to say, an appropriate teaching style triggers learners’ attention and perception of learning, it fosters learners’ self-esteem and reinforces their motivation through encouraging learners to be part of the instructional process.

#### **Conclusion**

Along this chapter, we have attempted to review the previous literature that is in tight connection with the issue under investigation, viz. emotional intelligence and self-awareness. We have perceived that psychologists suggested that there is a correlation between teaching/learning and psychological pre-disposition on both dispenser and recipient. These were the main points through which the chapter intends at providing a clear image into our concepts.

# **Chapter Two**

## **Research Design and Methodology**

## Chapter Two

### Research Design and Methodology

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## Chapter Two

### Research Design and Methodology

#### Introduction

This chapter aims to present the research methodology applied in the current study, it also tends to explain the choice of the selected research methods for the study. It contains mainly nine parts: research design, research questions, research setting and population of the study, data collection instrument, data collection procedure, piloting the instruments and data analysis procedures and conclusion.

#### II.1. Research Design

The study was correlational in nature, employing mixed-methods research. The present study follows a quantitative - qualitative method in order to gain statistical data concerning the relationship between emotional intelligence and learners' learning strategies and to gain new insights and knowledge about teachers' behaviors, attitudes, and opinions toward the integration of emotional intelligence and self-awareness in teaching English as a foreign language. The research design involves collecting data on three variables: the independent variable "emotional self-awareness" and two dependents variables: teachers' teaching styles and learners' learning strategies.

##### II.1.1. Overall Research Design

The aim of this study was to suggest a descriptive research design for university teachers and learners. This work follows a non – experimental descriptive study employing three tools guided by a blend of quantitative – qualitative research method in order to identify behaviors and attitudes that are measures.

##### II.1.2. Descriptive Research

Almost all research designs are descriptive because it is important to determine what a phenomenon is prior to understanding why it is so, or what might be (Allison, 1995). Descriptive research can be said to fall into non-experimental designs, which cannot have control either on irrelevant variables or the environment under their study to decide on causal relationships as do experimental and quasi-experimental classes, in spite of the diverse degrees of their certainty (Marczyk, DeMatteo&Festinger, 2005). It has continuously gained a



valuable position especially in education, for its description of events with the complexities and the most likely uncontrolled variables of human nature, which is a typical element to educational research (Knupfer&McLillan, 2001). Unlike laboratory studies, educational investigation is carried out in realistic situations where unrelated parameters cannot be controlled and where the human component of educational enquiries influences findings (ibid.). Adopting descriptive research, researchers are supposed “*to seek accurate and adequate descriptions of activities, objects, processes and persons.*”(Allison, 1995: 19). The latter quote can be an argument for opting for descriptive research, because the incentive behind conducting this study is simply to practically demonstrate what the suggested programme is and how it unfolds along the process of its planning, enactment and evaluation/follow-up. Following Allison’s (1995) proposal, it is a description of a series of activities as well as the process they undergo using different methods. It goes without saying that descriptive studies primarily focus on investigating what issues are by providing realistic descriptions that help to explain and generate future prescriptions of educational events (Knupfer&McLillan, 2001). Describing what happens along the process of this programme design would inform and, therefore, direct decision making. Lastly, within the realm of constructivist paradigm, descriptive research fits well case studies, and can be either qualitative or quantitative (ibid.).

## **II.2. Quantitative**

The quantitative component of the study employed two distinct surveys: an adapted emotional self-awareness questionnaire and a learners’ questionnaire. The purpose of using the emotional intelligence questionnaire was to collect statistical data concerning learners’ level of emotional self-awareness. The learners’ questionnaire was mainly designed to investigate learners’ use of language learning strategies and to what extent does emotional intelligence influence learners’ performance and their relationships with teachers.

## **II.3. Qualitative**

The qualitative component of the study was conducted using a structured interview that was mainly directed to teachers. Generally, interviews help the researcher explore new insights, opinions, and experiences.

## **II.5. Research Setting and Population of the Study**

The target population for this research includes the English language teachers and postgraduate learners at the English section – foreign languages department, Ibn khaldounTiaret, Algeria.

This qualitative-quantitative study tends to investigate the influence of emotional intelligence on teachers and learners. Participants in this study were fifty (50) undergraduate students at Ibn Khaldoun University – Tiaret, Algeria. All participants were chosen from the Department of languages – English section at Ibn Khaldoun University. The participants were selected by using a random simple sampling method. The reason for choosing undergraduate students as participants was due to the assumption that they have a high level of emotional intelligence, and to determine the influence of emotional intelligence and self-awareness on academic outcomes. The majority of participants were 36 females and 14 males.

Among thirty teachers at English – section at Ibn Khaldoun University – Tiaret, six teachers (06) were selected to be interviewed. Teachers' participants were selected by using the convenience sampling method. The reason for selecting teachers was to investigate their familiarity with the concept “emotional intelligence” and to collect data about teachers with high EI behaviors in ELT classes.

### **II.5.1. Participants’ Identity and Representativeness**

This section identifies the participant group and clarifies the degree of their representativeness to the wide population of one hundred twenty (120). Table 1 below sums up and provides information about the participants’ number, gender, age and their loci of studies.

### **II.5.2. Participants’ Number**

the participants who took part in all stages of this research (i.e. planning / needs analysis, implementation and evaluation/follow-up) were only 14 teachers in spite of the fact that at the early beginning, we were informed that the targeted group was composed of 50 students. Although we admit that the number of the target participants is meagre due to sanitary requirements imposed by CoVid 19.

## II.6. Data Collection Instrument

In this study, three instruments were used for collecting data, the emotional self-awareness questionnaire, learners' questionnaire, and teachers' interview. The first instrument was an adapted version of an emotional intelligence test that was designed to assess individuals' level of emotional intelligence; only items that were addressed to investigate emotional self-awareness were selected. The second instrument was a self-assessment questionnaire which was directed to learners at the English section, IbnKhaldoun University. The third instrument was a structured – interview was designed to gather data about teachers' opinions, behaviors, and styles in relationship to emotional intelligence and self-awareness.

### II.6.1. Emotional Self - awareness Questionnaire

In this study, the emotional intelligence questionnaire is an adopted version, the original version includes 30 items, and only 10 were selected to measure individuals' level of emotional self-awareness.

The items in the inventory were in 5 Point-Likert scale response, they were:

- (1) Indicates that the statement does not apply at all.
- (3) Indicates that the statement applies about half the time.
- (5) Indicates that the statement always applies to you.

Responses were calculated to get the final results, scores from 35 to 50 reflect individuals' areas of strength, which means people who get results from 35 to 50 are more likely to be emotionally aware, while scores from 18 to 34 refer to individuals with a medium level of emotional self-awareness. Scores from 10 to 17 reflect people's low level of emotional intelligence.

### II.6.2 Learners' Questionnaire

The second tool was the learners' questionnaire; it was designed to investigate learners' learning strategies with their levels of emotional intelligence. The questionnaire contains 16 items is divided into three sections:

The first section *Informants' Personal Perception of Emotional Intelligence* contains five items: four closed-ended questions and one open-ended question. Section one seeks to

investigate learners' level of familiarity with the concept, and how do respondents perceive and recognize emotional intelligence. In the second section: *Informants' dealing with Emotional Intelligence*. Tends to study emotional intelligence and learners' learning strategies at the same level, it contains nine items: six closed-ended items and three open-ended items. At this level, learners are required to answer questions that deal with how they use learning strategies and in what sense do emotions affect these strategies. The third section: *Informants' and Teachers' Relationship and Influence*, contains two main items: one open-ended and one close-ended, it deals mainly with learners – teachers' relationship in EFL classes.

### **II.6.3. Teachers' Interview**

The third tool is a structured teachers' interview; it contains 10 items. The interview was designed mainly to investigate teachers' knowledge and perception of emotional intelligence. The main objective of the interview was to collect data about emotionally intelligent teachers' opinions and behaviors in EFL classes.

## **II.7. Data Collection Procedure**

Data were collected in the academic year 2020/ 2021, starting with the adopted version of the emotional self-awareness scale and the administered questionnaire which was distributed to MA1 English language learners. The interview was designed and directed to teachers at the English section – IbnKhalidounTiaret.

## **II.8. Piloting the Questionnaire**

The learners' questionnaire was pretested on six respondents in the English section. All of them answered the questions and no single question was changed following the pretest.

## **II.9. Data Analysis**

The descriptive, interpretative analysis of quantitative data was used to gather detailed information about the relationship between emotional intelligence and EFL learners. Moreover, it attempts to explore the effect and level of emotional intelligence on learners' learning strategies and academic performance.

The interpretative analysis of quantitative data tended to gain a deep understanding of emotionally intelligent teachers' behaviors, and attitudes in dealing with learners and teaching EFL; it also aims to get deep insights concerning teachers' opinions, experience and beliefs, and styles.

The descriptive-interpretative analysis of qualitative data was used to gather detailed information about emotional intelligence's influence on teachers' attitudes, behaviors, and opinions. Additionally, it attempts to explore the effect of emotionally intelligent teachers on their learners' motivation and performance and the EFL learning atmosphere.

## **Conclusion**

This chapter focused on the methodology that was used in this study. An explanation of qualitative research as a method for data collection and analysis was given. Measures followed during the data collection were discussed in this chapter and the information about the sample was provided.

# **Chapter Three**

## **Data Analysis and Interpretation**

## Chapter Three

### Data Analysis and Interpretation

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## Chapter Three

### Data Analysis and Interpretation

#### Introduction

This chapter comprises the presentation, analysis, and interpretation of the findings resulting from this study. The analysis and interpretation of data is carried out in two phases. The first part, which is based on the results of the questionnaires, deals with a quantitative analysis of data.

#### III.1. Phase One: Quantitative Analysis and Interpretation of the Results

In phase one, we attempt to introduce the quantitative side of the research through introducing the quantitative tools: emotional self-awareness questionnaire and students' questionnaire. The analysis of the quantitative data follows a descriptive – explanatory method.

##### III.1.1 Emotional Self – awareness Questionnaire

The first instrument was an adopted version of emotional self-awareness questionnaire, which was designed and directed for MA learners at IbnKhalidoun University, English Section – Languages Department. Fifty (50) students were given the questionnaire to answer, the subjects' responses for each individual question were added together to find the highest frequency of occurrence (i.e. the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form. The current questionnaire provides the present research with numerical data about learners' level of emotional self-awareness. The responses to the questions are summarized in the tables below.

Question – item 01: *I realize immediately when I lose my temper*

Option	frequency	Percentage
1	03	06%
2	06	12%
3	18	36%
4	08	16%
5	15	30 %

Table 04: Respondents' Temper Loss Frequency



The statistics gleaned from question – item 01 show that thirty-six percent (36%) of the respondents sometimes lose their temper. Thirty (30%) percent of the respondents think they that always realize immediately when they lose their temper, followed by sixteen (16%) percent who state that they often realize immediately when they lose their temper. Twelve (12%) percent of the respondents believe that they immediately lose their temper, yet only six percent (06%) of the respondents said that they never realize when they lose their temper.

From table one we can notice the significant relationship between emotional self-awareness and temper lose frequency. Anger is a powerful emotion, very often, it affects individuals' behaviors in a negative way and lead to the creation of unhealthy relationships. Although, losing temper and anger is a natural human act, immediate loss of temper is a sign of learners' low self-awareness which must be dealt with. As anger is in fact is an emotion, that can be managed and control through the right application of emotional intelligence, to say, learners' must learn how to use different emotional intelligence abilities and skills to reduce the frequency of anger.

Question – item 02: *I know when I am happy*

Option	frequency	Percentage
1	01	02%
2	00	00%
3	07	14%
4	06	12%
5	36	72%

Table 05 : Respondents' HappinessFrequency

The statistics gleaned from question – item 02 indicates that only two percent (02%) of the respondents say that they never know when they feel happy. Only twelve percent (12%) individuals state that they often know when they feel happy. Among the total population fourteen percent (14%) respondents believe that they sometime recognize their feeling of happiness the majority of respondents seventy – two percent (72%) say that they always know when they feel happy.

Referring to table 03 we can say that understanding happiness in individuals reflects learners' level of emotional intelligence. In fact, there is a positive correlation between learners' happiness, emotional intelligence and their performance in EFL classes. The

majority of respondents declare that they know when they are happy; this reflects the fact of learners' awareness of the emotion of happiness, and the reasons behind this feeling. When learners understand happiness they are more likely to be productive in classroom, in a way this feeling pushes learners to do their best.

Question - Item 03: *I usually recognize when I am stressed*

Option	Frequency	Percentage
1	13	26%
2	05	10%
3	03	06%
4	08	16%
5	21	42%

Table 06: Respondents' Feeling of Stress Frequency

Statistics obtained from question – item 03 show that forty – two percent (42%) of the respondents claimed that they always recognize their feelings of stress. Twenty – six percent (26%) of the total population revealed that they never know when they feel stressed. Few of them represented by sixteen percent (16%) revealed that they often know when they feel stressed. Only six percent (06%) stated that they sometimes recognize feeling stressed.

Stress management is key factor that reflect learners' level of emotional intelligence. Learners' stress is a common issue in EFL classes, it can lead to negative students' outcomes, learners' low confidence and self-esteem, it also causes negative learner – teacher relationship, and negative learning atmosphere. in fact, stress management is an emotional intelligence ability that can be developed in learners through the help of their teachers' support, and wellbeing.

Question – item 04: *When I am being 'emotional' I am aware of this*

Option	Frequency	Percentage
1	08	16%
2	03	06%
3	16	32%
4	12	24%
5	11	22%

Table 07: Respondents' Emotional Awareness Frequency

Statistics extracted from question – item 04 confirmed that the majority of participants represented by thirty – two percent (32%) revealed that they are sometimes aware of their emotional states. Out of fifty respondents only (24%) think that they are often aware of their different emotional states, followed by (22%) of the respondents who said that they are always aware when they are being emotional. Sixteen percent of the respondents declared that they are never emotionally aware, while only six percent said that are rarely aware when they being emotional.

Data obtained from table 04 reveals that only few students are emotionally aware. Emotional – awareness has a lifelong effect on learners, it has a considerable influence in helping learners manage stress, develop positive relationships with peers and teachers, and enhance the ability to understand others. Being unaware of one’s emotions, reflects unskillfulness in learners. Emotionally unskilled learners face difficulties in understanding feedback from their teachers’ and learners, they may have difficulties in dealing with others or having good relationships.

Question – item 05: *When I feel anxious I usually can account for the reason(s)*

<b>Option</b>	<b>frequency</b>	<b>Percentage</b>
<b>1</b>	11	<b>22%</b>
<b>2</b>	06	<b>12%</b>
<b>3</b>	13	<b>26%</b>
<b>4</b>	06	<b>12%</b>
<b>5</b>	14	<b>28%</b>

Table 08: Respondents’ Anxiety Frequency

From statistics gleaned from question – item 05 we notice that among the total number of participants (28%) assume that they are always able to account for the reasons behind feeling anxious. Followed by twenty-six percent 26 of the respondents, who state that they can sometimes account for the reasons for feeling anxious. twenty – two percent (22%) of the population think that they never know or understand the reasons for feeling anxious, while only (06%) said that they rarely understand why they feel anxious.

Statistics obtained from table 07 show that there is a negative correlation between anxiety and learners' outcome. Anxiety has a very remarkable influence on learners' performance and academic progress, thus being emotionally intelligent learner is very important to manipulate anxiety. Learners' emotional intelligence helps them recognize the reasons for feeling anxious and manage this feeling.

Question – item 06: *I always know when I'm being unreasonable*

<b>Option</b>	<b>frequency</b>	<b>Percentage</b>
<b>1</b>	10	<b>20%</b>
<b>2</b>	06	<b>12%</b>
<b>3</b>	15	<b>30%</b>
<b>4</b>	08	<b>16%</b>
<b>5</b>	14	<b>28%</b>

Table 09: Respondents' Unreasonableness Frequency

Statistics gleaned from question – item 06 illustrate that thirty percent (30%) represent the population, who believe that they sometimes recognize when they act unreasonably, followed by twenty – eight percent (28%) of the target population, who think that they always recognize when they act unreasonably, while twenty percent (20%) of the respondents said that they never recognize when they act unreasonably. Only sixteen percent (16%) said that they often know when they are unreasonable. Among the total population, only twelve percent (12%) assumed that they rarely know when they act unreasonably.

From the table above we can say that learners at the English language department – Tiaret are in fact aware of the negative relationship between unreasonableness and their academic progress. Learners understand that feeling unreasonable can be a real obstacle for learning and it can affect their academic performance and achievement.

Question – Item 07: *Awareness of my own emotions is very important to me at all times*

Option	frequency	Percentage
1	02	04%
2	03	06%
3	13	26%
4	07	14%
5	25	50%

Table 10: Respondents' Emotional Awareness Frequency

The statistics displayed in table 7 shows that fifty percent (50%) of the target population assume that being aware of their emotions have a high importance, yet twenty – six percent (26%) of the participants see that awareness of emotions is sometimes important., while the rest (07%) said that they often think of the importance of emotional awareness. Among the total population (06%) do not consider awareness of emotions as an important element in their lives, only (04%) said that awareness of emotions is not that important.

Statistics shown in table 09 reveal that Learners' emotional awareness means being conscious of one's own feelings and others'. As data in table 07 shows, learners know exactly the influence of their emotional awareness as the majority said that they are emotionally aware, they are better at addressing relationships and better communicators. High level of emotional awareness guarantees success.

Question - Item 08: *I can tell if someone has upset or annoyed me*

Option	frequency	Percentage
1	07	14%
2	02	04%
3	14	28%
4	03	06%
5	24	48%

Table 11: Respondents' Upset and Annoyance Frequency

From the statistics obtained from question – item 08, we notice that the majority of respondents represented by forty – eight percent (48%) think they can always tell if someone upsets or annoys them. Only fourteen percent (14%) of the population can tell when someone annoys them, yet two percent (02%) said that they rarely feel annoyed by others. Fourteen percent (14%) of the respondents stated that they sometimes feel annoyed or upset by others, only three percent (03%) said that they often feel annoyed.

From table 11, we can understand that in an English foreign language learning and teaching, learners can be irritated or annoyed at any given moment by many factors. Feeling annoyed is a serious issue in EFL learning environment; it distracts learners from focusing on what is important for their learning

Question – item 09: *I can let anger 'go' quickly so that it no longer affects me*

<b>Option</b>	<b>frequency</b>	<b>Percentage</b>
<b>1</b>	18	<b>36%</b>
<b>2</b>	04	<b>08%</b>
<b>3</b>	13	<b>26%</b>
<b>4</b>	05	<b>10%</b>
<b>5</b>	10	<b>20%</b>

Table 12: Respondents' Anger Frequency

The results obtained from question – item 09 indicate that, the majority represented by thirty – six percent (36%) of respondents admit that they can never let anger go quickly and that it does affect them. Among the total population, twenty – six percent (26%) assume that they cannot control their anger; they think that it does affect them. From the table we notice that twenty percent (20%) of the target population state that they can never take control over their anger, thus it always affects them. Ten percent (10%) believe that they often let anger go quickly, while only eight percent (8%) of the total population said that they can rarely let their anger go.

Results displayed in table 11 show that there is negative correlation between anger and learners' academic achievement. The way learners express anger may negatively influence their academic. Anger does not allow learners to focus on their learning; rather, anger makes

learners concentrate more on their anger. Emotional self-awareness is an important factor in reducing anger that helps learners control it and manage it.

Question - item 10: *I know what makes me happy*

Option	frequency	Percentage
1	05	10%
2	01	02%
3	08	16%
4	05	10%
5	31	62%

Table 13: Respondents' Happiness Feeling Frequency

The statistics presented in table 10 reveal that the majority of respondents sixty – two percent (62%) always know exactly what makes them feel happy; however, only ten percent (10%) think that they often know what makes them feel happy. Among fifty respondents only eight percent (8%) learners admit that they sometimes know the reasons for being happy, yet only two percent (2%) can rarely realize what makes them feel happy. Finally, ten percent (10%) of the respondents said that never know what makes them feel happy.

Referring to data presented in table 12, we can say that the majority of participants know what makes them feel happy. This means that learners at the English section have a sense of emotional self-awareness that makes understand and account for the reasons that make them feel joy.

### III.2.2. Learners' learning strategies Questionnaire

The second tool instrument was questionnaire that was designed and directed for MA learners at IbnKhalidoun University, English Section – Languages Department. Fifty (50) students were given the questionnaire to answer. These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in charts form. The current questionnaire provides the present research with numerical data about learners' level of emotional self-awareness and emotional intelligence in connection with learners' learning strategies. The responses to the questions are summarized below.

## Analysis of the results

### Background Information

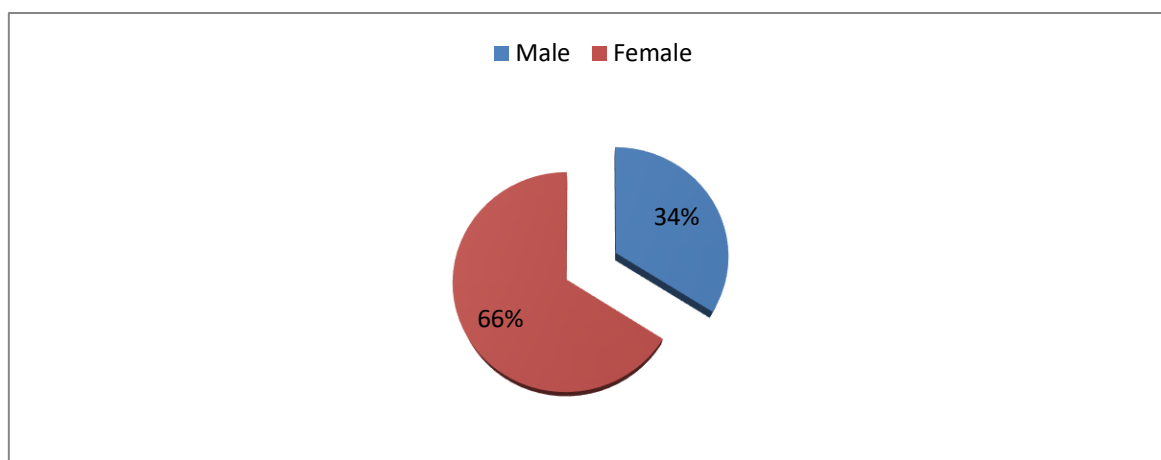


Figure 01: Students' Gender

Statistics gleaned from item 01 illustrated the respondents' gender, it reveals that the majority of participants were female represented by sixty – six percent (66%), while the average of males' respondents was thirty – four percent (34%).

### Section one: Informants' Personal Perception of Emotional Intelligence

Question – item 01: Are you familiar with the concept “Emotional Intelligence”?

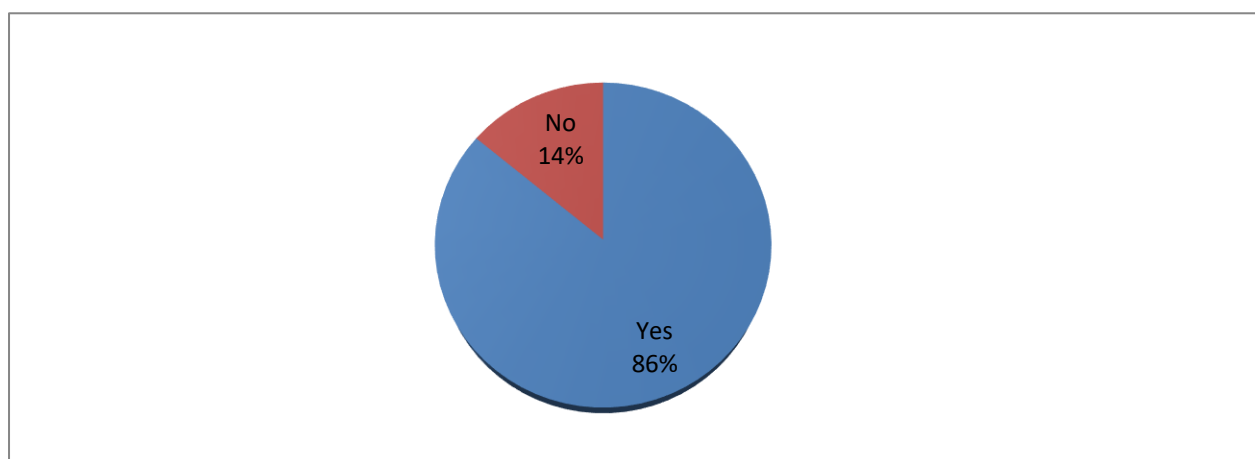


Figure 02: Learners' Familiarity with the Concept of Emotional Intelligence

Statistics extracted from figure 02 shows that eighty percent (80%) of the respondents at IbnKhalidoun University are in fact familiar with the term Emotional intelligence and know



what the concept means, while fourteen percent (14%) declare that they do not know what emotional intelligence means.

Referring to data presented in figure two we can say that learners' familiarity with the concept of Emotional Intelligence means that they are aware of the importance of emotional intelligence and self-awareness and its effect on their academic progress. Understating the importance of emotional intelligence in EFL setting affect learners view toward learning and it can lead learners to self-improvement.

Question – item 02: Do you think that you are an emotionally intelligent person?

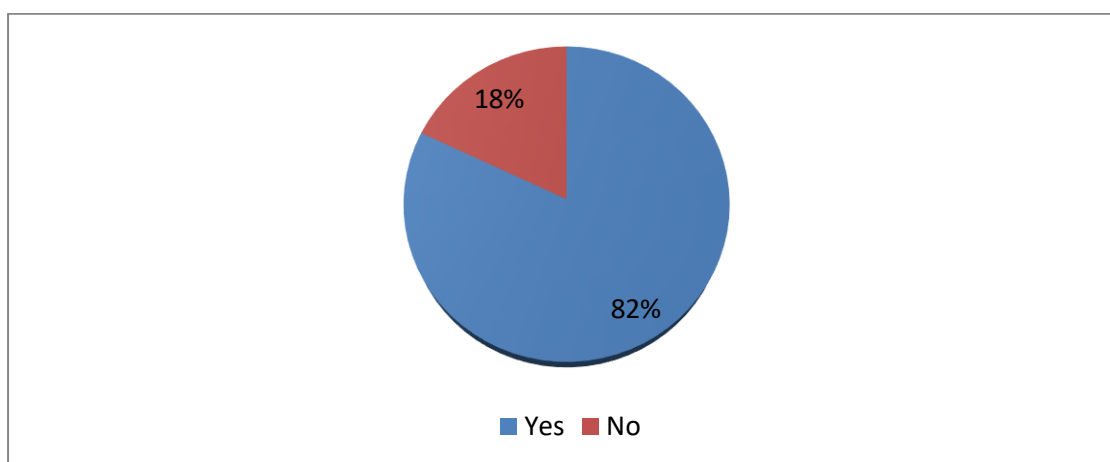


Figure 03: Respondents' Emotional Intelligence

The statistics obtained from figure 03 reveals that eighty-two percent (82%) of the respondent think that they are emotionally intelligent, while only eighteen percent (14%) of the respondents believe that they are not emotionally intelligent.

From figure 03 we can notice that the majority of respondents declare that they think they are emotionally intelligent learners, this lead us to think that learners at the English section – Tiaret do in fact possess the different skills and abilities that are associated with emotional intelligence as: self-awareness, self-regulation, or problem – solving skills. Possessing different emotional skills helps learners boost their ability to make decisions, be good citizens, have a sense of communication and most importantly, they can be intrinsically motivated.

Question – item 03: Do you think that your emotions affect you?

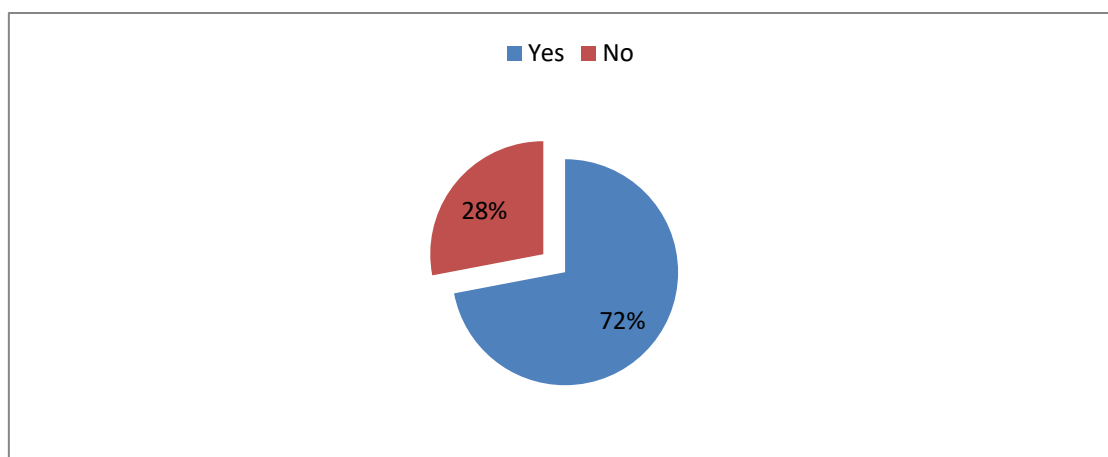


Figure 04: Emotions' Effect on Learners

The statistics obtained from figure 04 illustrate emotions' effect on learners in an EFL setting. Figure 01 shows that seventy – two percent agree that emotions do affect them while learning, while twenty – eight percent (28%) of the respondent view that emotions have no influence on them.

Referring to figure 04 we understand that learners are aware of the role of emotions, as they have a major influence on learners' learning progress. The role of emotions in influencing learners is undeniable, since they have a major effect on individuals' mental processes, attention, and memory. Both positive and negative emotions can be reflected in learners' behaviors through body language or facial expression, thus claiming that emotions have no effect on individuals cannot be always true.

Question – Item 04:

A) Do you make decision based on your emotions?

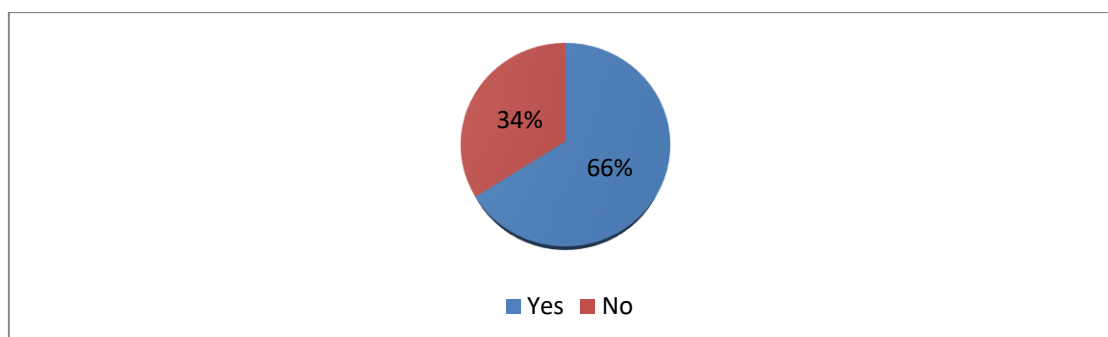


Figure 05: Emotions' Effect on Learners' Decision Making

The statistics obtained from figure 05 shows that the majority of respondents represented by sixty – six percent (66%) agree that their emotions do effect their decision, however the rest represented by thirty – four percent (34%) think that their emotions have no effect on their decision making.

B) If yes, how?

Learners, who believe that emotions affect their decisions, declare that they trust and follow their intuition and feelings.

C) If no, how?

Learners who do not follow their emotions in decision making said that they prefer relying on logic and reason, they claim that emotions are not stable for decision making. From statistics presented in figure 05 we can say that there is a positive connection between emotions and decisions making. Though, it is commonly believed that decisions are best made when based on rationality, the majority of respondents declare that they make decision based on their feeling, they claim that they trust their intuition so they make decision, accordingly. Reliance on intuition and emotions when making decision affects the nature of decisions and the speed of making them.

*Question – Item 5:* In your opinion, do emotions have a role in developing your English language?

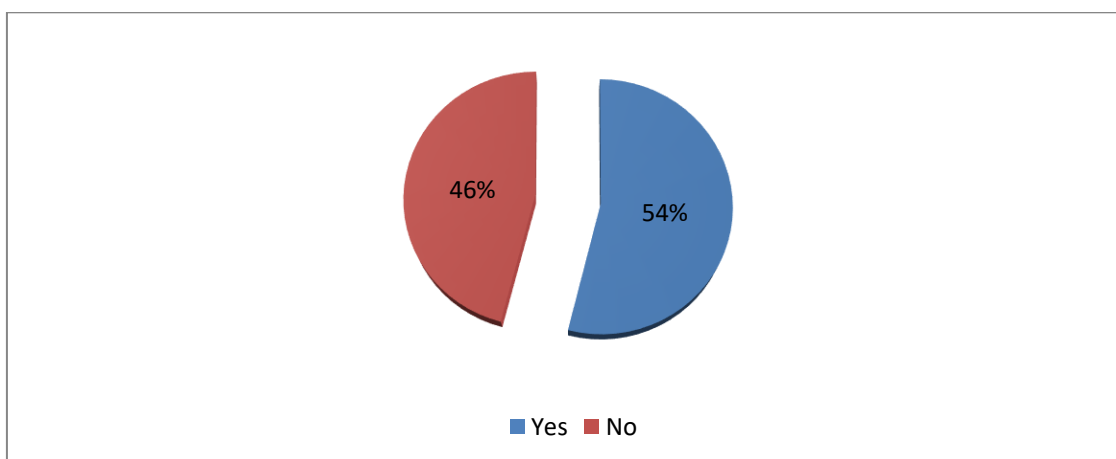


Figure 06: Emotions' Role in Developing Learners' English Language

The numerical data gleaned from figure 06 reveal that fifty – four percent (54%) of the participants' state that they strongly believe that emotions affect the way they learn and

develop their English. While forty – six percent (46%) of the respondents said that emotions has no role in developing English language learning.

Taking into account data displayed in figure 06, we understand that there is a strong correlation between emotions and English language learning. Emotions are regarded as positive and motivational factors in enhancing learning English as a foreign. Learners' who possess a high level of emotional intelligence are more likely to be intrinsically motivated, since motivation is an important skill of emotional intelligence that is considered as a predictive factor for learners' future success.

## Section two: Informants' dealing with Emotional Intelligence

Question – item 06: What strategies do you use in learning?

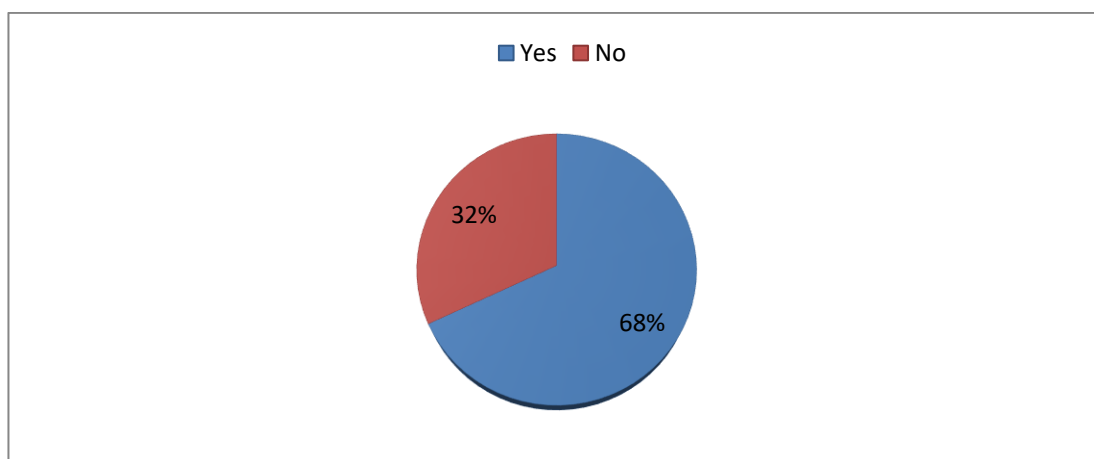


Figure 07: Learners' Learning Strategies

The data gleaned from figure 07 show that sixty – eight percent (68%) of the participants use different learning strategies in learning English as a foreign language, while only thirty – two percent of the respondents said that they do not use any kind of learning strategies.

The data presented in figure 07 show that students do understand the importance of learning strategies in learning English as a foreign language. English language learners prefer to use learning strategies in order to get a sufficient academic progress. Additionally, different learning strategies are important tool for self-regulation, and autonomous learning, and they help in developing learners' proficiency, self-reliance and communicative skills.

Question – item 7: Do you feel pleased with the materials you use?

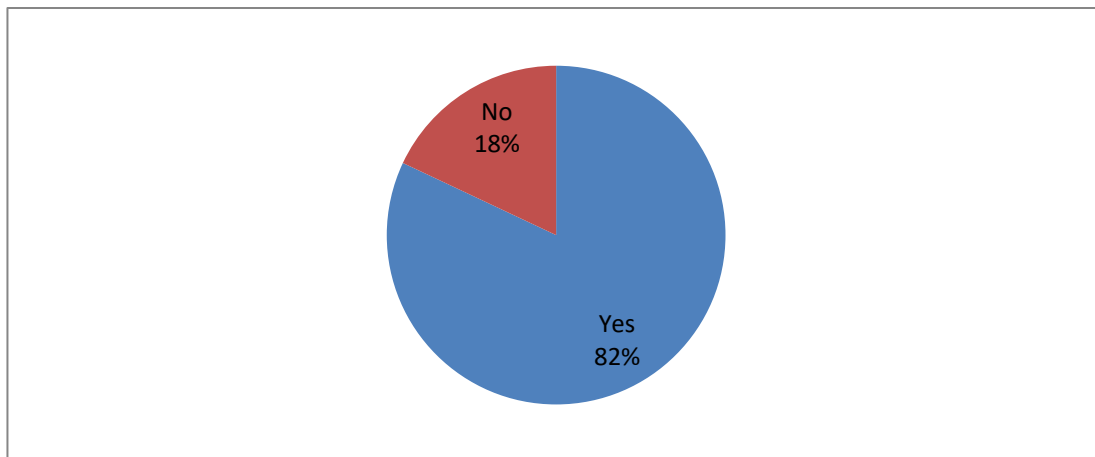


Figure 08: Learning Strategies' Materials

The data obtained from figure 08 show that eighty – two percent (82%) of the respondents feel pleased and enjoy using different learning materials as part of learning strategies in learning English as a foreign language. Only eighteen percent (18%) of the participant state that they do not feel pleased or enjoy using different learning strategies.

Referring to Statistics obtained from figure 08 we can say that using the right materials as part of learning strategies make learners enjoy and feel pleased with their learning outcomes. Learning materials make learning easier and purposeful, because they can increase student achievement by supporting student learning.

Question – item 08: Are you usually interested in what you are studying?

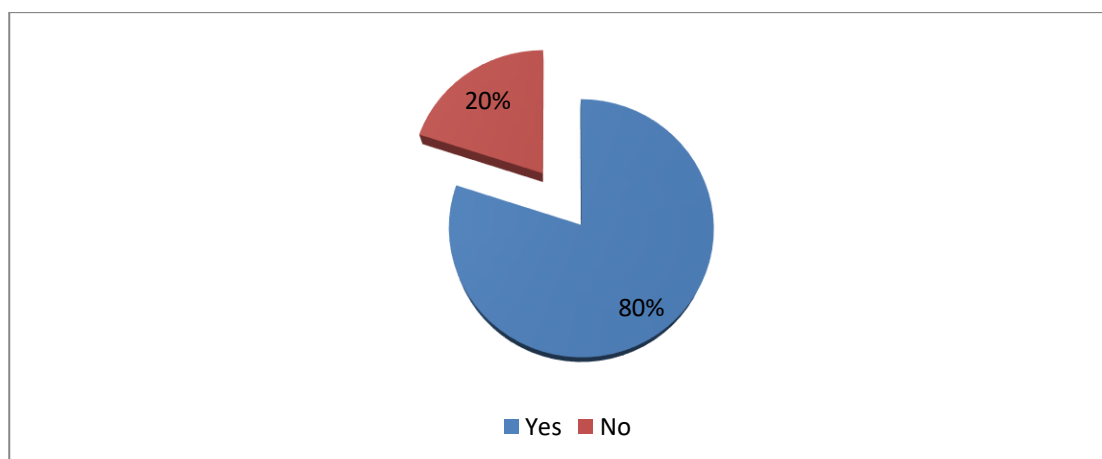


Figure 09: Respondents' Frequent Interest in Studying

The statistics extracted from figure 09 reveal that eighty percent (80%) of the respondents said that they are usually interested in what they study. The rest represent by

twenty percent (20%) of the participants said that they have no interest in what they are studying.

The data presented in figure 09 reveal that learners usually study English as a foreign language because they are interested in the language itself and its culture. Being interested in what learners are learning is considered as a crucial motive that helps learners set clear goals and seek more knowledge, thus it can be said “interest” is a type of learning strategies that can be developed in learners to make them seek knowledge beyond what they deal with in classroom.

Question – item 09: While studying, do you focus on the most enjoyable part?

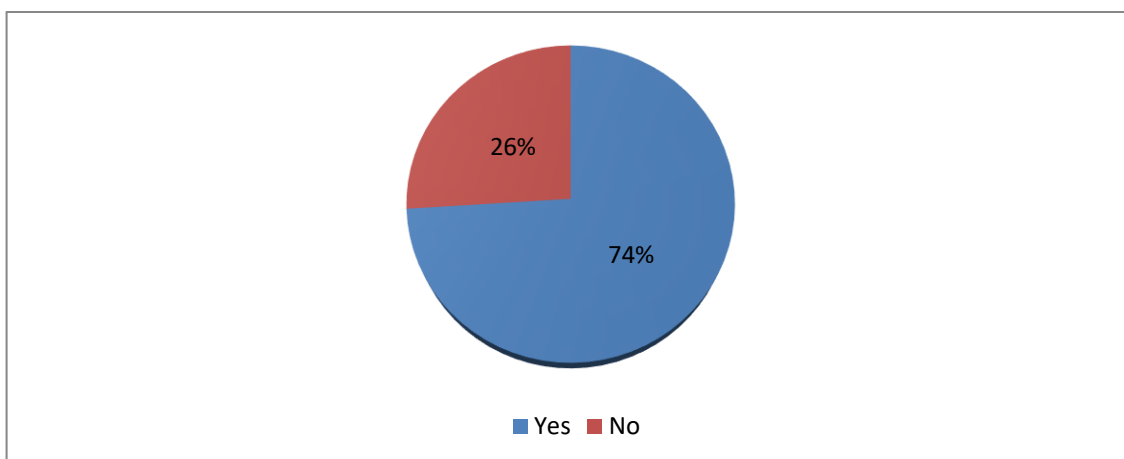


Figure 10: Respondents' Focus on Enjoyable Studying Parts

The numerical statistics obtained from figure 10 show that the majority of the respondents represented by seventy – four percent (74%) said that while learning focus on the most enjoyable part; however, twenty – six percent (26%) of the respondents said that they do not focus on the enjoyable part of the subject they are studying

The results show that there is a significant relationship between emotional intelligence and English language learning and teaching. Learners enjoy some aspects of the lesson more than others, taking into account learners' preferences in a way some learners enjoy learning through seeing while others enjoy learning through touching.

Question – item 10: Do you relate what you study to things in connection with your personal experience?

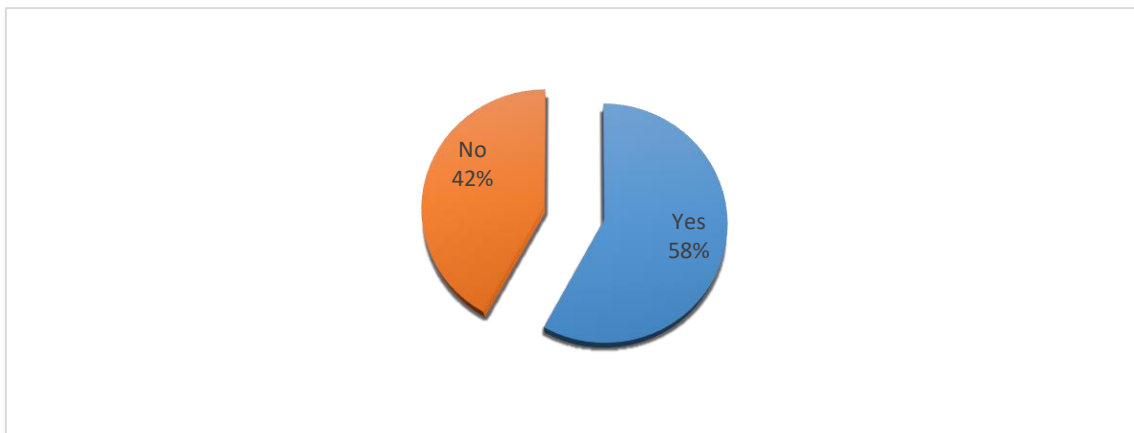


Figure 11: Respondents' Relationship Setting

The gleaned statistics from figure 11 illustrate that fifty – eight percent (58%) of the respondent relate what they learn to personal experiences, while forty – two percent (42%) of the participants said that there is no connection between learning and personal experiences.

Learning is a personal experience that has a strong relationship with emotional intelligence. Learning is a lifelong process; it develops and improves learners' level of emotional intelligence and self-awareness, to illustrate: students may encounter many emotions and different feelings that strengthen their way of dealing with different situations. Integrating personal experiences in learning develops a sense of exploration and digging for more knowledge.

Question – item 11: A) Do you relate topics you study to your interest?

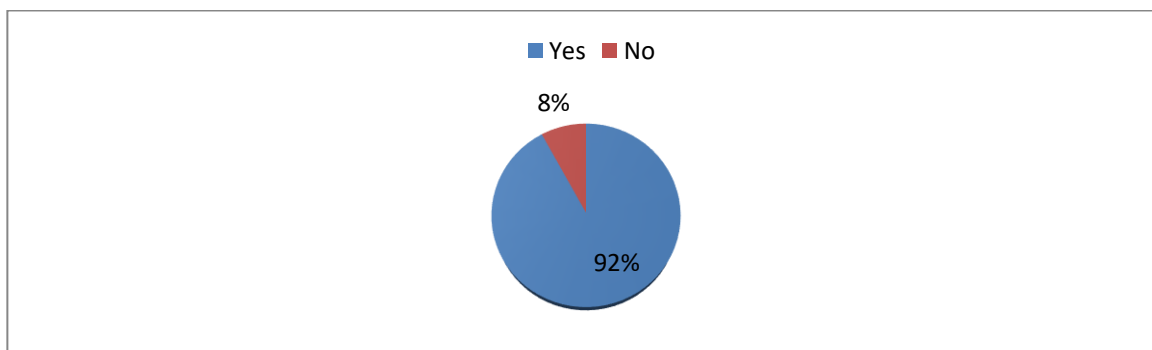


Figure 12: Respondents' Topic Relating to their Own Interest

Statistics gleaned from figure 12 illustrate that ninety – two percent (92%) of the respondents relate the topic they deal with in learning English to their interest. Only eight percent (08%) of the participants said that they see no connection between what they study and their interest.

A) If yes, how?

Some learners study English because they want to live abroad, while other study English in order to focus on the things that they can relate to their personal experiences to make learning easy and enjoyable.

From figure 12, we can notice that interest has a huge influence on learners, it is a motivational process that is very essential for academic success. Relating personal interest to learning English pushes learners to enjoy what they do and learn easily and purposefully.

Question – item 12: Do you consider the importance of the topic you are studying?

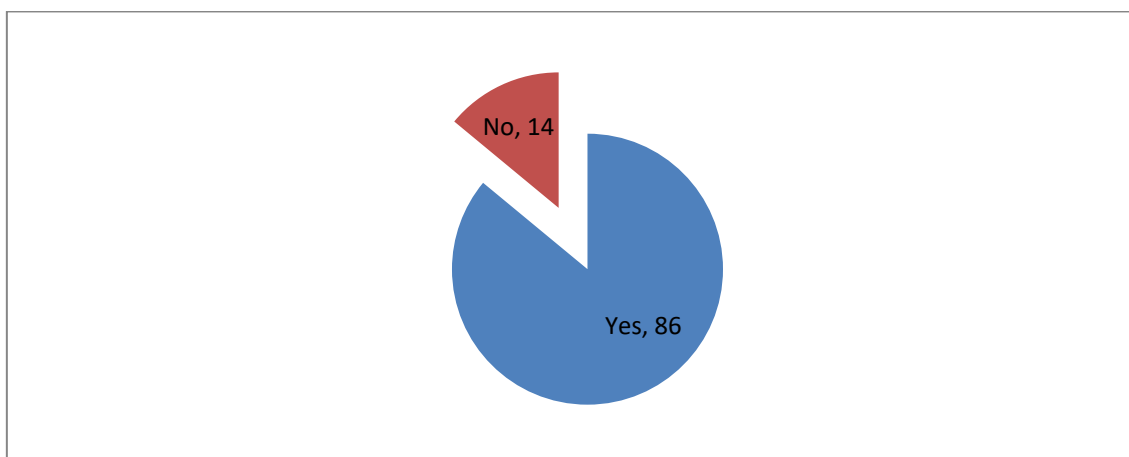


Figure 13: Respondents' Consideration of the Studied Topic' Importance

The statistics obtained from figure 13 show that eighty – six percent (86%) are aware and understand the importance of the topics they are studying; while only fourteen percent (14%) of the participants said that they do not consider the importance of what they are studying.

It is worth mentioning that understanding the importance of the subject being learnt increases learners' potential to succeed, it increases learners' self-confidence, competence and reduce anxiety.



Question – item 13: Do you set goals to motivate yourself?

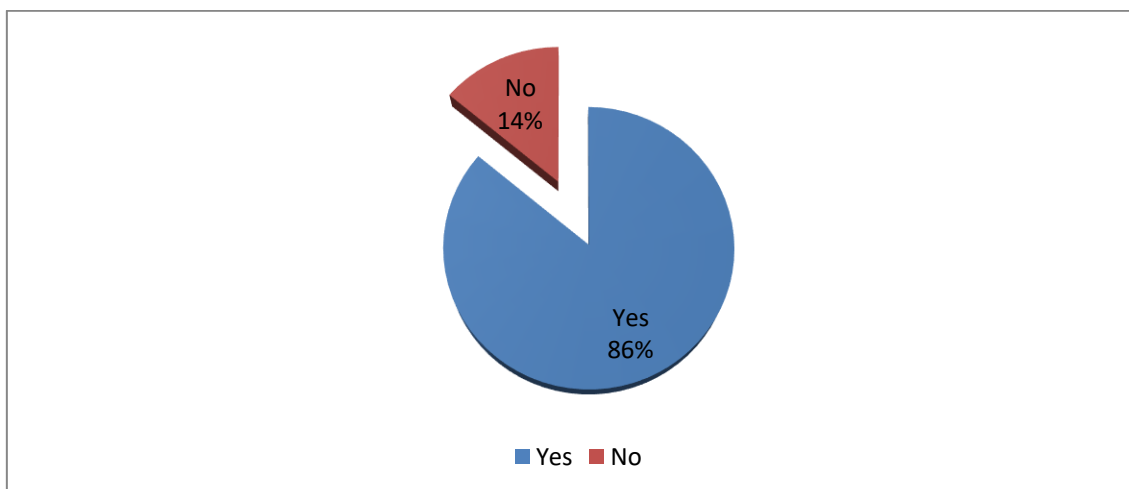


Figure 14: Respondents' Self - motivation

The statistics extracted from figure 14 show that eighty – six percent (86%) of the participants set goals to motivate themselves in learning EFL, while fourteen percent (14%) said that they do not set any goals to motivate themselves.

From figure 14, we notice that the majority of learners set goals and predetermined objective to reach academic progress. Motivation as an emotional intelligence skill is created when learners set goals, it boots learners' confidence and provide them with a clear mind toward what they aim to accomplish.

Question – item 14: Do you encourage yourself?

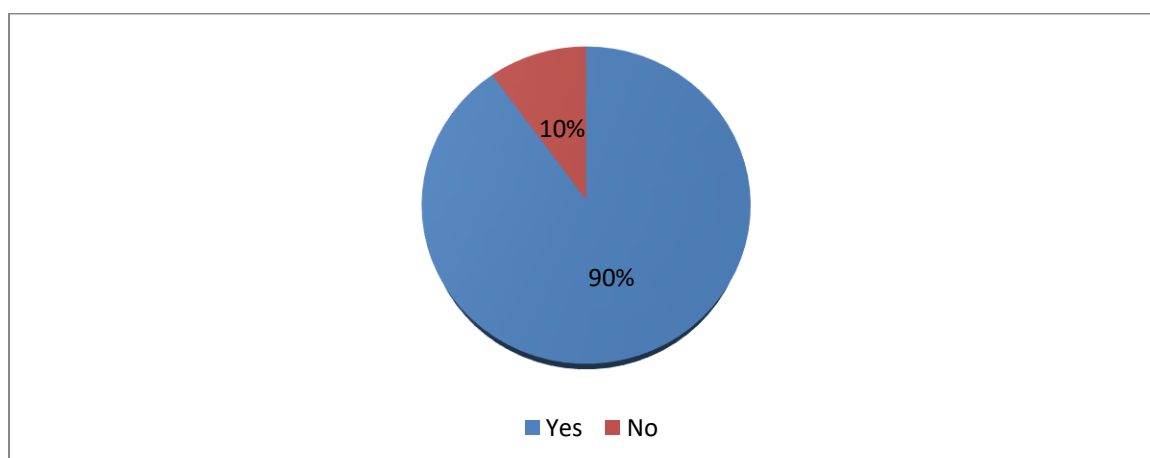


Figure 15: Respondents' Self - encouragement

The statistics obtained from figure 15 illustrate that the majority of respondents represented by ninety percent (90%) said that they usually encourage themselves for more achievement in learning English while only ten percent (10%) said that they do not encourage themselves.

Self-encouragement can be explained in terms of the words or behaviors that reinforce learners' motivation. Self – encouragement reflects emotional intelligence in learners, it is learners ability to use certain words or behaviors as motives to enhance their self confidence in their classes. The statistics displayed in figure 15 show that learners do encourage themselves through setting clear goals and objectives, cheering themselves up, or reward themselves when getting good grades.

### **Section three: Informants' and Teachers' Relationship and Influence**

Question – item 15: Do you have a good relationship with your teachers?

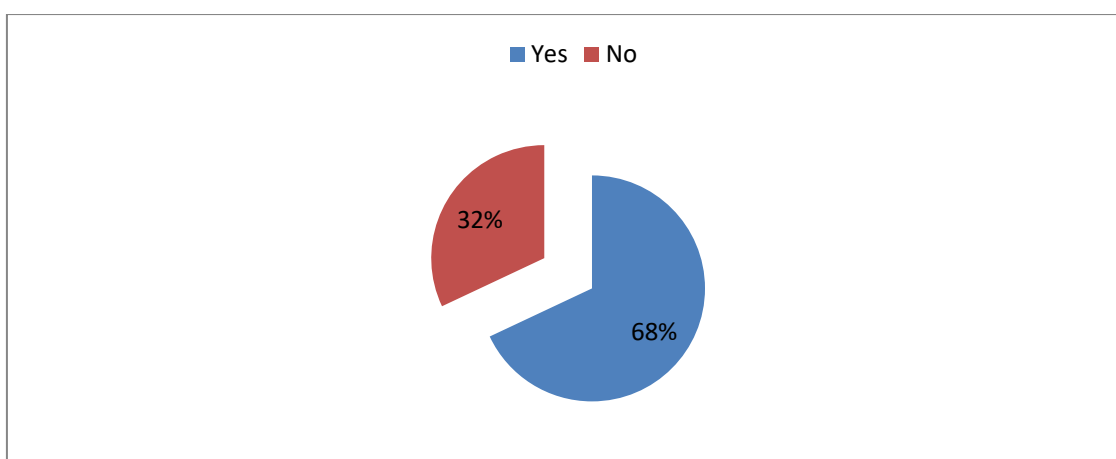


Figure 16: Teacher – Learner' Relationship

The data obtained from figure 16 show that sixty – eight percent (68%) of the respondent said that they have good relationship with their teachers, while thirty – two percent (32%) said that they do not have good relationships with their teachers.

Establishing a positive teacher – learner relationship in EFL classes helps learners feel comfortable and safe. When learners have good relationships with their teacher they are more likely to participate and engage in learning.

Question – item 16: Do teachers influence you?

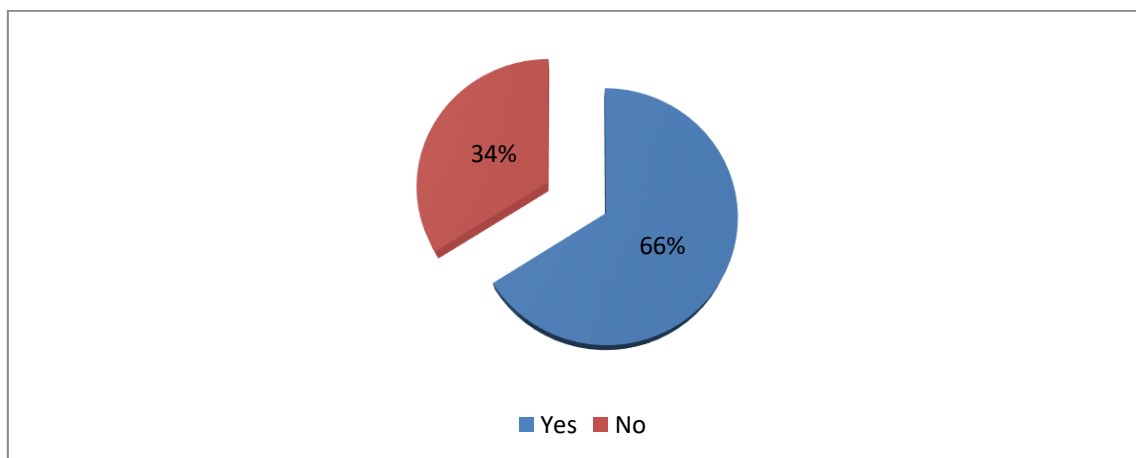


Figure 17: Teachers' Influence on Learners

The results gleaned from figure 17 illustrate that sixty – six percent (66%) of the participants said that they are influence by their teachers. Thirty – four (34%) of the respondents said that their teachers have no influence on them.

Teachers have a lifelong influence on their learners, whether they are good or not, teachers always remain models in their learners' eyes. Emotionally intelligent teachers tend to understand their learners' thoughts and behaviors. They have a remarkable influence on their students; this influence involves academic skills which learners acquire during a lesson.

### **III.3. Phase Two: Qualitative Analysis and Interpretation of the Results**

#### **III.3.1. Teachers' Interview**

The third distributed instrument was a structured interview that was designed and directed to English language teachers at IbnKhalidoun University, English Section – Languages Department. Six (06) teachers were interviewed. The gathered responses to the questions are sorted and analyzed. The present interview provides the present research with data about teachers' level of emotional intelligence and self-awareness and how emotionally aware teachers can influence their learners. The responses to the questions are summarized below:

Question 01:

1. *Have you heard of the term emotional intelligence (EI) before?*

*a. If so, what does it mean to you?*

*b. If not, what do you think it means?*

Question one tends to investigate interviewees' familiarity with the concept of emotional intelligence. Among five participants four interviewees said that they are already familiar with the term emotional intelligence. All interviewees agree that emotional intelligence refers to the ability to control one's emotions and others, and to know how to manage emotions with intelligence. The respondents believe that emotional intelligence as a capability means understanding, using and managing emotions positively to achieve pre – set goals and to reduce stress in classroom. Emotional intelligence plays a crucial role in enhancing effective communication.

Question 02:

*How would you describe your ability to “perceive accurately” the emotions of learners?*

Question two attempts to gather data about teachers' ability to accurately perceive their learners' emotions. The interviewees agree on the fact that perceiving their learners' emotions accurately cannot be easy all the time but it is possible. Some teachers see their learners as an open book, to say, some learners' emotions can be easily read and detected, yet, as mental operations they can be complicated and unclear. Sometimes teachers fail to identify their learners' feelings as they differ according to the backgrounds they come from.

Question 03:

*Provide an example showing how do you struggle to perceive or understand what a learner might experience emotionally?*

The third question requires teachers to give examples of their own experiences telling how they in understanding their learners' emotions. The interviewed teachers assume that being constantly in touch with learners make understanding learners' emotional experiences easier, and beneficial for learners' psychology and learning process.

Question 04:

*What emotions are you most comfortably expressing?*

Question four aims at knowing what feelings teachers are most comfortably expressing. The interviewed teachers agree that they are comfortable when they express positive feelings as: satisfaction, happiness, love and interest. Trust and joy are emotions that make teachers comfortable and easy to express, since it contributes in building a positive teacher – learner relationships, and it helps in boosting learners' self-confidence.

Question 05:

*What emotions are most difficult for you to express? How do you most commonly express your emotions?*

Question five aims at knowing what are the feelings that teachers find difficulties in expressing them. Answers for the sixth reveal that teachers may struggle in expressing negative feelings as guilt, sadness, anger or jealousy. Very often teacher' negative emotions can affect learners' negatively; such feelings may decrease learners' self-confidence because they are hard to handle.

Question 06:

*How do you interpret or understand their emotions when working or interacting with learners?*

The present question tends to know how teachers understand and interpret their learners' emotions. From interviewees' response we can detect that teachers can understand feelings through learners' feedbacks, reactions, body language or facial expression. However, interpreting learners' emotions is a challenging task, since interpreting feelings is personal that it can be wrong or judgmental.

Question 07:

*How would you describe your ability to control or regulate your emotions?*

Question 07 aims at collecting data concerning teachers' ability to control and regulate their emotions. The interviewed teachers agree that negative emotions can be difficult to

control or regulate. Further, they believe that regulating one's emotions is very crucial, for their effects on learners' psychology and performance. Teachers suggest that using appropriate strategies to control emotions is important to make sure that learners are not affected by their teachers' negative and uncontrolled feelings.

Question 08:

*Does your ability to control or regulate your emotions ever interfere with your teaching or learners' learning? Explain.*

Question 08 seeks to investigate teachers' emotional experiences interference with the teaching activity. Teachers admit that being neutral and objective while teaching EFL is hard, since every learner comes from a completely different background, and emotions may sometimes determine how we interact with others. Yet, teachers must regulate their emotions to create an appropriate teaching – learning atmosphere and to reduce learners' anxiety.

Question 09:

*Do you think that you have an influence on your learners? Explain.*

In question 09, teachers are asked whether they have an influence on their learners or not.

Teachers agree that they have a lifelong influence their learners' self – esteem and social – skills.

## **Data Triangulation:**

### **Students' Emotional Self-awareness**

Emotional intelligence is very crucial to students' mental health and academic career; it is recognized for predicting learners' future success. Emotional intelligence and self-awareness allow college learners to communicate effectively and well negotiate with others, in a way self-esteem and self-respect are well enhanced. Learners with a high level of emotional self-awareness are more likely to succeed academically. A high EI level helps learners do what they want and need. Emotional self-awareness is the main component of emotional intelligence that enables students to improve academically and to gain social integration, it also plays a vital role in improving interpersonal skills that contributes to refine the quality of teachers – learners and learners – learner relationships, to say, relationships among individuals in the academic context are influenced by individuals' emotional

intelligence, in a way emotionally intelligent people can encourage, support and influence others. Emotional intelligence is very important in the educational field as a key factor for academic success.

### **Students' Emotional Self-awareness and Learning Strategies**

Learning strategies are important factors that contribute to learners' academic success. In fact, all information that can be delivered in classroom or lectures is available on the internet or books which are considered as sources of knowledge that can help learners well prepare before coming to class or discuss what they learn thoroughly with their teachers and peer. Using different learning strategies there is a significant relationship between students' total emotional intelligence and learning strategies emotional intelligence and self-awareness abilities are reflected in the way learners learn and behave in classroom; moreover, it assists learners select appropriate strategies

### **Teachers' Emotional Self-awareness**

Emotional intelligence has become a very important part of the instructional process. Emotional intelligence and self-awareness have a remarkable on the teaching-learning environment as it influences teachers' styles, behaviors, teachers' effectiveness and learners' performance and achievement in EFL classes. Teachers meet many mentalities and different ways of thinking, thus it is important for teachers to recognize and understand learners' emotions, which may be experiencing different social, emotional, or family problems, or come from different backgrounds. Emotional intelligence helps teachers manage relationships and read their learners' minds. Academically, there is a need to integrate feeling with teaching, to gain learners' trust, to manage relationships, and to motivate learners. Self-awareness reflects teachers' ability to cope and manage different behaviors and attitudes, and to know their learners' strengths and weaknesses, being emotionally self-aware means that teachers are effective and are able in managing disruptive behaviors in EFL classes. It also enables teachers to lead, influence, control, and motivate their learners.

### **Conclusion**

As the study's main concern was to find out if there is an emotional intelligence influence on teachers' teaching styles and learners' learning strategies, this chapter offers key findings of the practical side of the study.

## Limitations

Similar to any academic research, the current one may have some shortcomings, obviously it was a complicated effort since we encountered multiple challenges, particularly in the current pandemic circumstances. Among these barriers, the time constraints were the primary impediment to our research, and because of this, we were unable to complete our task, which undoubtedly had a significant impact on the intended outcomes. Therefore, we had to study a lot about the subject and perform web-based research, and choose the materials to provide more accurate secondary data.

Participants showed reluctance to complete the questionnaire, possibly because the written questions are inflexible in design prohibiting us from direct and personal interaction as well as verification of opinions and emotions. Additionally, we found that students looked unconcerned about being serious in their responses to our inquiries since they were afraid to discuss about this susceptible subject that is highly abstract and personal.

Furthermore, we wanted to conduct direct face-to-face interviews, unfortunately the COVID19 pandemic forced everyone to remain in lockdown which imposed several sanitary restrictions concerning the learning process namely studying online and abstaining from being present in classrooms all these together prevented us from achieving expected results. Since this study is limited to a small sample of EFL learners and teachers, it cannot be generalized to all EFL students and teachers.

As a result, identical studies may be conducted in other contexts with a large-sized sample. It's worth noting that the majority of the sources used to accomplish this study were Secondary and tertiary sources found online. This study has a number of limitations, including a lack of original sources. Finally, empirical research on the subject is very limited.



## Recommendations

Recently, the term “emotional intelligence” has gained increasing popularity in the fields of psychology and education. The study of emotional intelligence is one of the major fields of study in the academic settings. Some people are gifted with this skill; however, many people face daily difficulties because they have a very low emotional intelligence. Previous literature review revealed that emotional intelligence has a major influence on people’s lives and those around them, it empowers the mind and improves emotional relationships among people, it enhances communication skills, enables learners and teachers to understand nonverbal language and interaction, manages stress. Academically emotional intelligence has a major role in predicting academic and professional success. Learners spend much of their time inside classes; the process of learning does not only involves exchanging knowledge, but also involves behaviors, attitudes, and mindsets as well. Teachers' high EQ levels influence learners’ perception of learning and performance. Teacher EI is reflected in the way they devote energy, time for their learners. EI can be learnt, taught, and improved, in the educational field of emotional intelligence and self-awareness’ role. As teaching requires many abilities such as: attentiveness, stress management, being approachable, motivation, teachers need to possess a degree of emotional intelligence to cope with the changes inside classes and with learners’ different mentalities.

This study utilized single tests of emotional intelligence measure to test English learners at the IbnKhalidoun University – Tiaret level of emotional intelligence and self-awareness. Findings show that the majority of participants (teachers and learners) believe that they are emotionally self-aware, but only few understand the importance of emotional intelligence in the academic setting.

In educational institutions, emphasis is laid on training teachers for effective classroom management as well as effective content delivery. Despite frequent personal development training of teachers, students are still found to be demotivated in the classrooms, resulting in low participation and engagement. Appropriate emotional intelligence training is required and could be well applied in order to educate teachers the importance of understanding the role of emotional intelligence in influencing and predicating future academic success.

Additionally, it is of high importance to include the emotional intelligence and self-awareness skills and abilities implicitly in the educational program for elementary, middle and secondary school.

# General Conclusion

## General Conclusion

Emotional intelligence is a key factor for learners' academic success and teachers' professional career improvement. Emotional intelligence and self-awareness are of a paramount importance in EFL teaching and learning environment, i.e., the teachers' and learners' emotional and psychological intellect are no less important than abstract intelligence. Emotional intelligence can be described as an umbrella term for a variety of skills and competencies that contributes to individuals' career and success achievement.

The focus of this study is mainly put on exploring the influence of emotional intelligence and self-awareness on teachers' teaching styles and learners' learning strategies. Referring to the gleaned primary data, the quantitative findings indicate that learners who have taken the ESA test are indeed emotionally aware. Besides, the second part of the empirical evidence reveals that English learners at IbnKhaldoun University - Tiaret are familiar with the concept of emotional intelligence; and are always employing EI skills unwillingly; however, their awareness of its importance needs to be made felt, developed and guided.

The qualitative part of this study was designed to investigate to what extent teachers have an influence on their learners. Results reveal that teachers at IbnKhaldoun University are in fact emotionally aware, they possess the ability to understand, manage and regulate their own feelings and their learners' feelings as well. The interviewed teachers declare that it is a difficult task to guess their learners' covert feelings since they come from different social, cultural, economic, etc. backgrounds and have changing moods every day. Further, the collected results show that teachers have the willingness to make learning a lifelong process.

Learners' spend most of their time learning, interacting and dealing with their teachers. Teachers' effects on their learners' are significant and inevitable; they have a very crucial, lifelong effect on their learners. These effects can have a positive impact on learners and make them ready and self-willed to learn more; however, very often, teachers represent a bad image for their learners. Generally speaking, those teachers with low emotional intelligence are more likely to struggle while doing their jobs, thus having a negative effect on their learners.

Teachers – learner relationship goes beyond a classroom task or a lesson delivering. Differently couched, beyond those academic knows, teachers are concerned with raising

learners' learning achievements through a well-organized and powerful approach, allowing them acquire skills through real life hands-on activities. Though teachers are assessed on the basis of their way of explaining and delivering knowledge to their learners, being inspirational and a good model for learners is a key factor for the success of teachers and learners. College learners are at a very sensitive age, facing many struggles and difficulties, where they need support from their instructors. The teachers' role here is very important, emotionally intelligent teachers can understand, manage and even control the feelings of their learners through supporting them and enhancing their self confidence, self esteem.

The present research findings support the previous literature' claims that suggest that emotional intelligence can predict future success and affect job performance positively. Nowadays, educationalists focus more on the humanistic side of the teaching – learning process. Emotional intelligence has to be included in the teachers' training and implicitly in the educational programs at all levels (elementary – middle – and high school) since emotional intelligence can be taught, learnt and developed. Teachers should learn how to perceive their learners' emotions accurately, and also take into account the different backgrounds; learners come from and act accordingly.



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# *Appendices*

## Appendix 01

### *Emotional Self – awareness Questionnaire*

Please tick (✓) the appropriate answer for you.

Item	Question	Never	sometimes	Often	A lot
01	I realize immediately when I lose my temper				
02	I know when I am happy				
03	I usually recognize when I am stressed				
04	When I am being 'emotional' I am aware of this				
05	When I feel anxious I usually can account for the reason(s)				
06	I always know when I'm being unreasonable				
07	Awareness of my own emotions is very important to me at all times				
08	I can tell if someone has upset or annoyed me				
09	I can let anger 'go' quickly so that it no longer affects me				
10	I know what makes me happy				

Heather. (2014, February 6). (EI) Emotional Intelligence Questionnaire. Leadership Toolkit.

## *Appendix 02*

### *Students' Questionnaire*

This questionnaire tends to investigate the influence of Emotional Intelligence and Self-awareness on learners' learning strategies, and on the relationship between learners and teachers in EFL classes.

NB: There are no rights or wrong answers.

---

Age: .....

Gender: .....

Level: .....

#### **Section one: Informants' Personal Perception of Emotional Intelligence**

1) Are you familiar with the concept "Emotional Intelligence" (Yes)  (No)

2) Do you think that you are an emotionally intelligent person? (Yes)  (No)

3) a) Do you think that your emotions affect you? (Yes)  (No)

b) If yes,  
how?.....

c) If no, how? .....

4) Do you make decision based on your emotions? (Yes)  (No)

5) In your opinion, do emotions have a role in developin (Yes)  (No)

English language?

**Section two: Informants' dealing with Emotional Intelligence**

6) a) What strategies do you use in learning? (Yes)  (No)

b) If yes, what are they?

.....  
.....

7) Do you feel pleased with the materials you use? (Yes)  (No)

8) Are you usually interested in what you are studying? (Yes)  (No)

9) While studying, do you focus on the most enjoyable part? (Yes)  (No)

10) a) Do you relate what you study to things in connection with your personal experience?

(Yes)  (No)

b) If yes,

how?.....

.....  
.....

11) a) Do you relate topics you study to your interest? (Yes)  (No)

b) If yes, provide an example:

.....

2) Do you consider the importance of the topic you are studying? (Yes)  (No)

13) Do you set goals to motivate yourself? (Yes)  (No)

14) a) Do you encourage yourself? (Yes)  (No)

b) If yes, how? .....

.....

**Section three: Informants' and Teachers' Relationship and Influence**

15) Do you have a good relationship with your teachers? (Yes)  (No)

16) a) Do teachers influence you? (Yes)  (No)

b) If yes,

How?.....

.....



## **Appendix 03**

### *Teachers' Interview:*

1. Have you heard of the term emotional intelligence (EI) before?
  - a. If so, what does it mean to you?
  - b. If not, what do you think it means?
2. How would you describe your ability to “perceive accurately” the emotions of learners?
3. Provide an example showing how do you struggle to perceive or understand what a learner might experience emotionally?
4. How would you describe your ability to “express emotions”?
5. What emotions are you most comfortably expressing?
6. What emotions are most difficult for you to express? How do you most commonly express your emotions?
7. How do you interpret or understand their emotions when working or interacting with learners?
8. How would you describe your ability to control or regulate your emotions?
9. Do you think that you have an influence on your learners? Explain.

تهدف الدراسة الوصفية التفسيرية الحالية المزدوجة التركيز إلى التحقيق في مواقف الذكاء العاطفي والوعي الذاتي لكل من طلاب الدراسات العليا والاساتذة . ينبع هذا البحث من تأكيد سائد وتام : أي أن عملية التعليم والتعلم تقوم على أساس نفسي متين. بعبارة أخرى ، الهدف من الدراسة هو استكشاف الذكاء العاطفي والوعي الذاتي للطلاب والمعلمين ومدى تأثير ذلك على مشاركتهم في عملية التدريس والتعلم. وتجدر الإشارة إلى أن هذه المواقف والمعتقدات والعواطف والقيم النفسية لكل من الطلاب والمعلمين عادة ما تبدو غير مستكشفة لدرجة أن الجوانب النفسية يُفترض أنها عرضية.

#### Abstract

La présente recherche, à double objectif descriptive-interprétative, se propose d'étudier les attitudes en matière d'intelligence émotionnelle et la conscience de soi des étudiants de troisième cycle et des enseignants. Cette recherche découle et s'articule autour d'une affirmation prédominante: à savoir que le processus d'enseignement-apprentissage repose sur un solide fondement psychologique. En d'autres termes, l'objectif de l'étude est d'explorer l'intelligence émotionnelle et la conscience de soi des élèves et des enseignants et la mesure dans laquelle celles-ci peuvent affecter leur engagement dans le processus d'enseignement-apprentissage. Il convient de noter que ces attitudes, croyances, émotions et valeurs psychologiques des élèves et des enseignants semblent généralement sous-explorées au point que les aspects psychologiques sont supposés être au mieux accidentels ou inexistantes au pire.