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***The Influence of Emotional Intelligence on
Constructing and Expressing Knowledge: Case of
EFL Teachers and Students at the University of
Tlemcen***

**Extended Essay Submitted to the Department of English In candidacy
of The “Master” Degree in LC.**

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Dedication 1

This work is dedicated to all whom I know with a special emphasis on:

My beloved father and mother

My dear sisters and brothers and sweet nephews

To all my friends

To my partner, who supported me and motivate me with pieces of advice without

which I could not reach the end of this work.

Chikh Fatima zahra

Dedication 2

To my dear mother and Father

To my dear Sisters and Brothers.

To my Brothers-in-law.

To all my Friends.

To my partner, who accompanied me during

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Abstract

With the advance of the 21st century, many disciplines witnessed several changes. The educational domains are not an exception. Recently, educational psychology is hugely seen as a fundamental concept in both teaching and learning. This discipline brought significant concepts, which play extremely a significant role in empowering learning and teaching qualities with various abilities, skills and competencies. The main objectives of this research are to recommend this theory to EFL teachers and learners, and apply it as a daily basis. Moreover, to explain the need for a psychological theory like Emotional Intelligence that can help in prospective teachers' preparation. Additionally, to facilitate the academic achievements, as well as to guarantee an effective teaching and learning. To fulfill all the objectives, a case was used as a research design. Besides, data were collected using a questionnaire for both EFL teachers and students. Moreover, a classroom observation was conducted to have insight on real life situation. When it comes to the analysis of the results, a combination of the qualitative as the quantitative approaches was used. The main result revealed that Emotional Intelligence is highly needed to enhance the quality as well as sustainability of EFL teaching and learning.

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List of Acronyms.

EA Emotional Awareness.

EI Emotional Intelligence.

EFL English Foreign Language.

IQ Intelligence Quotient.

SPSS Statistical Package for Social Sciences.

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General Introduction

Emotional intelligence as a concept and as a theory has become a popular topic in the worldwide development. According to many recent scholarly researches, today's fast developments and life competencies require new researches, which has to answer those difficulties in life and career. Especially those daily raised problems in having an increased level of communication and interaction with the other. According to many psychological researches, in order to create more solid relationships, as far as an individual is able to deal with his inner world or at least to control his negative emotions, he will achieve many aims in the society. Emotional Intelligence therefore has come to its primary aim; it helps an individual to gain more stability in his life, and more proficiency in his career.

Despite the fact that there are several articles, related to educational systems, that dealt and still improve emotional intelligence and effective EFL teaching. In addition to successful results of many scholarly researches. A large part of today's EFL teachers and learners, living in the world's recent competencies, besides the educational, and social developments, still have a lack in understanding their emotions. Followed by a big lack of self-awareness; which is considered as a key element in developing the EFL teachers and learners' self-confidence.

To practice this career in an effective way, any EFL teacher's main need to be well cultivated to work effectively for his own interest as well as that of the students. If a teacher for instance loses control over himself and connection as well as his eye contact with his learners. As many things are going to be more difficult, here the student would automatically notice the teachers' actions and reactions through the

missed behavior and the non-organized manner; that is why self-control is a very essential standard in effective teaching, since it takes a central role in the teachers' well-being.

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

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

Equally important to demonstrate emotional intelligence as being an important resource for enhancing person's level to gain effectiveness and have a healthy relationship with the student in the classroom. Apart from this, the significance of this study is to understand the concept of Emotional Intelligence by developing self-awareness from one side, and reorganize the learners' emotions to finally build an acceptable atmosphere in the classroom.

From the mentioned problematic situation, the following research questions were formulated:

Qu1:- What is the relationship between Emotional Intelligence and effective teaching and learning?

Qu2:- What are the dimensions of emotional intelligence?

Qu3:- In which ways an individual should deal with his Emotions Intelligently, and is the awareness of emotions will be a solution for advancing effective teaching?

Thus, the formulated hypothesis are as follows:

Hyp1:- The existence of an influence of Emotional Intelligence as theory on teaching and learning.

Hyp2:- Self-management, self-awareness, and effective social skills as an important dimensions enhanced by Emotional Intelligence.

Hyp3:-Effective teaching and learning can be improved throughout the help of Emotional Intelligence.

Regarding the general layout of the work, it contains three chapters; the first chapter serves as an introduction to the current research paper, consists of definitions of the main concepts in relation to the topic. Additionally, an overview of the meaning of emotional intelligence. Followed by a definition of the process of acquiring and expressing EI in EFL classes.

The second chapter is considered as the most important one, since it discusses the experimental part of this research work. Here the EFL teachers and learners will be questioned about their using of EI. Additionally, a relevant questionnaire is distributed for both, EFL teachers and learners in order to examine their own levels of EI in the classroom. This will be followed by an attendance in the classroom to observe EFL teachers and learners behaviors, as to examine their interaction towards each other. From the other side, is to improve an increased level of EI in EFL teachers and

learners and the way they do acquire and express EI in their daily classroom attendance.

In the third chapter, a relevant discussion will be opened about the different findings, which are shown and drawn from this study. Besides an analysis of the main findings. In addition to a summary of the results.

Chapter one: Definition of the main concepts

1.1. Introduction

For EFL teachers and learners, being emotionally intelligent means having an increased level of interaction towards each other. Through understanding those unfamiliar emotions, trying to reframe bad situations in the classroom. This would easily be achieved by taking steps away from stress, through managing anger and simplifying things for each other. Recently, educational researchers have worked for modern systems, based on how teachers and learners improve their educational skills. Many of them shed light on how the psychological side of the teacher and the learner matters. Additionally, to the daily atmosphere in the classroom.

In this chapter, as researchers the work is going first to introduce a conceptual definition of the general topic. Followed by a brief explanation of some notions that are in relation to the term EI. In the following point, a presentation of the concept of acquiring and expressing knowledge, by using Emotional Intelligence (EI) as a theory, in order to facilitate the process of teaching and learning. Then, as a third point, an overview about the application of this new study for EFL teachers and learners. Finally, the conclusion of this chapter proposes a clear idea about the general concept, and provides some strategies to simplify more the application of EI, for enhancing EFL teaching and learning qualities.

1.2. Emotional Intelligence as a Concept

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

1.2.1. Definitions

Goleman in 1995 stated that Emotional intelligence (EI), at the most general level, refers to the abilities to recognize and regulate emotions in ourselves and in others. . Besides, he defines emotional intelligence as *“understanding of one’s own feelings, empathy for the feelings of others, as well as the regulation of emotions in a way that enhances a person’s personal life and career. As it helps to build healthy relationships”* (Goleman et al 1995:06).

Scientifically speaking, any individual’s emotions are responsible for his own reactions. Genetically this causes an operation of sending signals to “Amygdala¹”, which is part of the mind that controls his *reactions* and responsible for his emotions. (Ekman, P et al 1994:126). Additionally, Goleman in 1995 stated, “the amygdala houses memories and response repertoires that we enact without quite realizing why we do so, this fast response could be life-saving in desperate situation”. (Culver, D et al 1997:2).

1.Amygdala:Ganglion of the limbic system adjoining the temporal lobe of the brainand involved in emotions of fear and aggression.

Recent researchers both scientists and psychologists worked for the application of this theory in many fields and many Social experiments. According to many of them, the concept increases self-awareness and improves individuals' personality. At the same time, plays a significant role in motivating oneself to achieve a successful management and an academic performance.

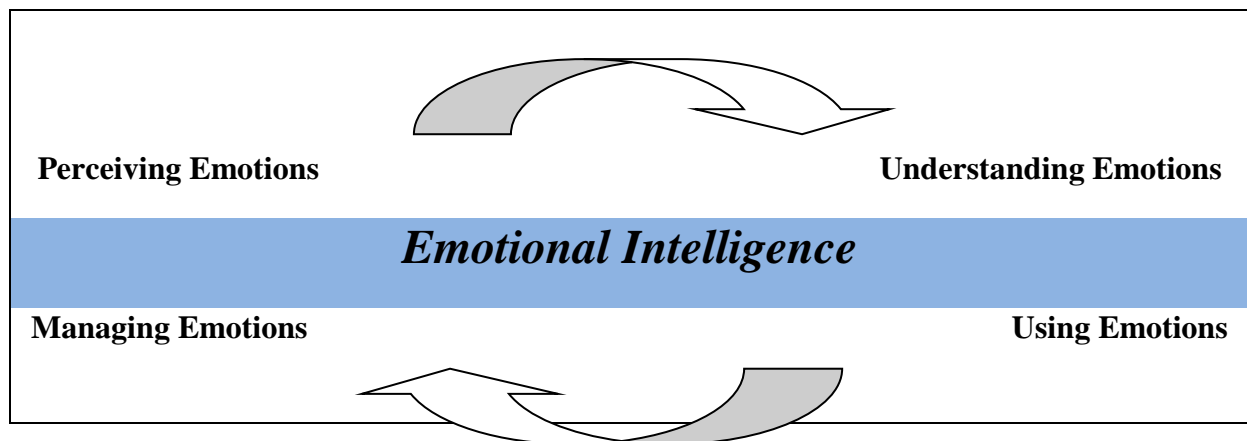


Figure 1.1: Adopted from: *Weaving Emotional Intelligence into the culture and structure of your school* (Altrocochi, S et al 2014:18).

1.2.2. Mood Meter:

Likewise, emotional intelligence *components simplify many* things for any individual prefers being effective and own more self-control on the inner process of emotion “**Mood Meter**”. According to Brackett in 2013 mood meter is a concept developed to offer opportunities for being self-ruler, as it enables individuals to recognize emotions in one before the others.

2. Mood Meter: A psychological project developed by Yale center for Emotional Intelligence.

Equally important, the understanding of both causes and consequences of emotional sources, helps to label them accurately, express them appropriately, and then to regulate emotions effectively. Moreover, identifying emotions in oneself and others, by interpreting facial expressions, body language, and vocal tones physiology. Emotional intelligence simply *enriches* the mind as it constructs the brain to work in a harmony and effectively with the individual's inner feelings, in which, it enables everyone to have a great mental responsiveness and *awareness*, to be more productive and expressive, as well as to have a faster cohesion and gain more satisfaction with team communication.

Additionally, mood meter is a recent project developed by Rosalind Picard in 2012. It is an alternative installation scattered in different locations of the MIT campus (Picard et al 2012:303). As" *it consists of four cameras with laptops with software, able to analyze the recorded images, recognizing "smiles" appearing on the screen"*. (Fabrizi, L et al 2014:14). This research has a relationship with this kind of projects; it is relevant, in which it answers the general topic question about understanding causes of emotional responses. Thence, how to repair them in an intelligent way.

1.2.3. Social Environment and Growth

For any individual, in order to receive social support, ultimately his emotions need to be as educated as his intellect. It is important to know how to feel, and how to respond. Besides this, growth is genetically setup, as human development has a relationship with both, the body as well as behavior. In today's time, many recent scholarly researchers pay more attention to human behavior, especially in how

individuals should react and behave correctly in a given situation. Before going further, this research is more concerned with the people's environment, in which it plays a central role and has a huge impact on how individuals perceive the world and others as well. It is the basic layer in building individuals' personality, as well as constructing their own mentality.

It is well known that the individuals' way of living effects their growth. Apparently, this process of growth is part of a systematic organization for many individuals. However, those individuals' differences change this fact. Everyone has his own way of thinking and living, what makes each one unique from others, likewise, each culture contains specific set of elements, according to its background environment and people. By which, human beings experience the same case, so that family compassion, friends and the surrounding people make a difference. Some of them increase interaction as well as integration among society, to have an effective and more social skills. While others do not, some of them are living in an unstable world, they face a daily change in lifestyle that in turn change their way of thinking.

1.2.4. Emotions as Inner Defense

In any individual's daily life, emotions play a significant role. Many recent psychologists provably support this idea. Goleman for example in 1998 stated that any Individual's reactions based on a set of feelings. If those feelings were moving more positively and in a correct manner, anyone is able to easily size up many hard situations, and then behave according to it, without any difficulties.

Moreover, in everyday existence humans conceive of an emotion; anger, despair, joy, grief, as a feeling in an inner state. Plutchik in 2001 confirmed that the internal experience of emotions is highly personal, and often confusing. Particularly, because several emotions may be experienced at the same time (Plutchik, R et al 2001:344). Additionally, emotions underneath an individual's defense mechanisms, resulting in healthier ways of acting. (Namka, L et al 2011:07).

According to Plutchik, a psychologist as his psycho-evolutionary theory of emotions was his most influential approach for general emotions responses. He stated that the challenge of developing a theoretical approach is important, because emotions are an essential part of whom we are and how we survive. Emotional distress impels people to seek help, and indeed, the primary concern of psychotherapy is the repair of emotional disorder. (Ibid).

This concept has an important relation to this research, since the focus is that human beings are in a need to think out of the box, where they can find themselves dealing more effectively with their inner process of emotions. According to educational researchers, the world today is a central source of several experiences in learning process. In other words, the learner builds his own background knowledge according to what he learns from his experiences. By doing so, he will achieve a defense to face the real world with self-confidence, self-control as well as self-management.

1.2.5. Positive emotions as Feedback Mechanism

Many psychologists have improved that having control over emotions is enough to take a successful step, in order to engage with society. Individuals in this manner are able to capture the world, to develop successfully their capacities in the society. To be effectively and academically professional in life and career. Additionally, to achieve a magnificent global positive mind, that will affect others. Here, an increased level of emotional intelligence can be successfully achieved when an individual take a step, away from his bad situations, and his negative feelings toward a more successful life and career.

In the present time, to know how to grow up is to know more about how to take advantages from both bad and good circumstances, trying to make it workable for oneself interest whatever happen without blaming any one. For that sake, the person who knows how to change, he invents solutions in order to train the mind to accept things as it is. Trying to figure out solutions from a bad situation. That is why such kind of persons are seem to be more emotionally intelligent. They simply comprehend how to move on from a negative space to a more positive one.

Feedback mechanism can be improved and changed if an individual knows how to deal with his inner world of emotions. In emotional intelligence theory, feedback mechanism means everything the mind can capture and the brain response for. All things that allow and disembowel human capacities. The best example of this is that any individual's daily life is full of events, if he consider it as a laboratory to do some experiences, he would easily examine and observe how he react according to his own emotions, such as « Life purpose».

1.2.6. Vocation as an Intelligent Motivation

Human beings do not have or at least share a purpose each day. However, according to Hyland 2006, a person who has an increased level of emotional intelligence, create for himself a daily purpose, trying to achieve motivation in order to have a new fact that would make the brain work and refresh, and develop each day. Another one my work for healthy relationships to achieve effective social skills. Speaking about teachers and learners, Hyland 2006, stated, “*Vocational education should be designed to build confidence. As he argues against the notion of that, vocational education is too concerned with building self-esteem and emotional intelligence*” (Hyland, K et al, 2006: 303).

Moreover, health has a relationship with both, peoples’ mentality and physical care, so that an individual finds himself in need to pay more attention to how he size up those feelings then translate it into positive actions. Here a person who deals with his emotions intelligently goes a step further to help himself with positive energy. Apart from this, what makes this concept relevant to this research is that, vocation in general includes all the above mentioned examples, in which anyone achieve a healthy life if for ones he experiences how to treat emotions positively, trying to control them in a more healthy way. Taking significant steps towards achieving a successful self-management as well as an increased level of Emotional Intelligence.

1.2.7. Emotional Intelligence in Practice

According to recent scholarly researchers, such as Goleman 1998, the process of emotional intelligence is learned throughout life experiences. In both personal as

well as professional levels. So that, an individual is able to know what to do, when to do it, with who and why. In 1998, Goleman invented the concept of emotional intelligence, as he stated some strategies in relation to the process of adopting emotions to make difficult situations workable for oneself and others.

1-2-8- The Process of “Think before act”

The ability to perceive, understand as well as regulate emotions help to promote personal growth, moreover to facilitate thoughts. To be more successful in dealing with the environmental demands. Rabotin in 2011 stated that Neuroscience today proves that an individual process emotions faster than any cognitive processes. Emotional intelligence theory shows that any individual’s emotions affect his actions and reactions and how they are noticed in his daily interactions. Emotional intelligence foundation therefore helps to cultivate the mind in a way that forces any individual to think before act.

1.2.9. Emotional Instability at Work

Any individual’s emotions are a process for his own reaction, so that he needs to know more about its deeper impacts before any interaction. Globalized workplace, emotional climates are constantly being brought to the surface as we cross cultures, languages and time zones on a daily basis. Learning to manage effectively our emotions is no longer a 'nice to have' but a 'need to know how'. With reference to recent research in neuroscience, Rabotin 2011 shares some proven techniques on how to handle your emotions in challenging time and how we can use our emotional intelligence as a solution for instability of emotions at work. The neuroscientist Rocco

2011 supported this idea by stating some statistics when there is emotional instability at work.

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

When an individual do not use his own emotions appropriately and interact in an intelligent manner at work, he would face an increase of absenteeism and insecurity. In which an employee would face a lack in his own self-management and self-confident. In a way or another they have no control over their emotions, thus emotional intelligence foundation provide strategies for employees to help them to create a positive atmosphere at the work place .

1.9.1. Rocco's Result

Negative emotions would easily change a person's emotional output, and create negative feelings. This would turn into negative choice, which in turn would become a bad habit. Neuroscience therefore improves that any individual needs about three positive comments to remove one negative comment. (Ibid).

1.9.2. Rocco's Solution

Increase Emotional Intelligence (EI) by a feedback; ask a coworker and listen carefully to his comment then finish the question with "thank you". Do not justify yourself instead of that write privately everything you felt during the situation.

Organize your justification. Ask yourself what would be your reaction if the same situation happens again, preparing the self to regain a positive emotional reaction and gain more effectiveness at the workplace. According to Carolyn Sterns 2014, leading with Emotional Intelligence (EI) in the work place, needs hiring self-health system as instruction tool, increase emotion stability at work ,and that conclude Self-regard, assertiveness, social responsibility, impulse control, flexibility.

On the authority of Sterns the better, a person understand his emotion the better professional and personal lives he will have. (Ibid).

1.3. Acquiring Emotional Intelligence

Goleman 1998 was one of those most interested by this study, as he still poses new competencies and challenges in the modern scholarly researches, he said:

“This mapping of Emotional Intelligence offers a challenge to those who describe to a narrow view of intelligence, arguing that IQ is a genetic given that cannot be changed by life experiences.....I would argue that the difference quit often lies in the abilities called EI ” (Goleman 1998 : xi-x-ii).

Goleman with his quotation argued that an individual can develop himself and improve his abilities even if his intelligence is genetic, and this is because of the developed EI component “self-awareness and self-management”; the idea that confirms that Emotional Intelligence (EI) can be acquired.

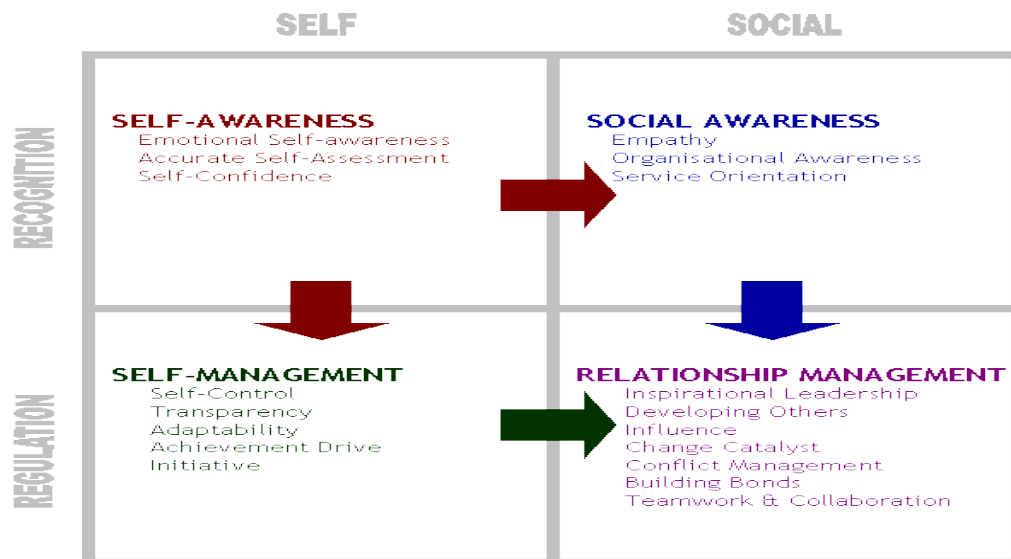


Figure 1.2 Working with Emotional Intelligence (Daniel Goleman 1995).

1.3.1. Self-Awareness

It means how a person understand and assesses his own emotions state, as it consists of confidence, sense of humor, as the awareness of self-impression on the others (read and examine the others' reactions to know how a person is perceived). In addition to self-assessment, that includes understanding of a person's own strengths and weaknesses. (Pollack, D et al 2015:01).

1-3-2-Self-Management

It means a person's ability to control and redirect his own emotions. Being adaptable and favorable to change, control anger and realize that when someone expresses anger, he is often just anger and wont to take it out of someone else. What is most important is to take responsibility over oneself needs. (Ibid)

1.4. Expressing Emotional Intelligence

The main factors to express Emotional intelligence are through enhancing emotional awareness and developing social skills. Society is the fundamental factor that helps individuals to construct their personality and knowledge. In which, it is considered as their largest collective reference of information that enriches their lives. Where any individual can find that, each element and experience is a key success for any skill improvement.

Moreover, individuals would develop their intellectual growth and reconstruct their minds to value their ideas and knowledge, and construct it at three phases, socially, professionally and culturally. Here the professional phase takes a central role, because when an individual owns social skills and adopts how to instruct his knowledge to work for his interest in every situation along with different cases. Then he would go far to accomplish best achievements in life and career. In which for this research we can find that several life settings are mostly relevant for this new study.

1.4.1. Benefits of Life Experiences

According to many recent researchers, life is any individual's biggest learning environment, before any academic institution, it gives him a learning process. Some experiences in life strongly affect how an individual sees himself. Negative events that are upsetting can distort his identity. (Namka, L et al 2011:03).

Throughout different experiences, any individuals can discover themselves and aim to change what holds them from fulfilling their own dreams and achievements. Besides this, unresolved issues from the past, with high emotions, still affect how an individual reacts today. (Ibid). Therefore, many psychologists argue that individuals are capable to

create their own world of ideas, to live in and believe in, with many concepts in the head and many thought in the brain. When it comes to teachers, here if any teacher benefits from his own experiences, he will obtain a highly level of interact easily and effectively with his students in a positive way, taking significant steps away from his high negative emotions.

1.4.2. Neuroscience

According to Neuroscience the individuals brain as human beings is able to cope with things even if it is not accomplish yet. So that the individuals feelings of success send signals to his mind and this process transform into gestures and behaviors. Then into actions before it happens. Recently neuroscientists such as Jack Panksepp in 2003 have viewed emotions as expressions of inherited programs for action in specific situations that have been of importance to humans and related species for millions of years.

This positive energy motivates oneself to enrich the mind with more positive ideas about success and embellished what is known by failure. For this purpose, we can notice that neuroscience here is raising fundamental questions about the complexity of emotions, the way they function and how they have to be reframed in a positive and an effective way.

1.4.3. Emotional Intelligence as a Psychological Theory

Psychologically speaking, as researchers we see that according to the concept of Emotional Intelligence (EI), individuals can act better than the habitual, if they put in their consideration the new concepts that knowledge brought. Everything start with

desire to ideas, then into actions, research today is more concerned to make teaching and learning fields of experiences. Salovey and Mayer developed this theory in 1997. Trying to figure out solutions to make this challengeable process, more effective and enjoyable. Moreover, according to Mayer and Salovey in 2004, the most important psychological factors are as follows:

1.4.3.1. Intrapersonal skills

It refers to the ability of being aware and understand emotions, feelings and ideas in the self, as well as it includes self-regard, emotional intelligence, emotional self-awareness, assertiveness, independence and self-actualization. (Mayer, J and Salovey, P et al 2004:19).

1.4.3.2. Interpersonal skills

Refers to the ability of being aware and understanding emotions feelings and ideas in the others and that includes, sub factor empathy, social responsibility, and interpersonal relationship. (Ibid).

1.4.3.3. Adaptability

It refers to the ability of being open to change an individual's feelings depending on the situation that in turn includes **reality-testing** flexibility, problem-solving. (Ibid).

1.4.3.4. Stress management

Refers to the ability to copy stress and control emotion and that includes stress to learn, impulse control lastly. (Ibid).

1.4.3.5. General Mood

Refers to the ability of feeling and expressing positive emotions as well as being optimistic. Because of mixing those concepts, we would find that model of social awareness is a central model of emotional intelligence. (Ibid).

1.5. EFL Teachers and learners

The Application of Emotional Intelligence (EI) in EFL teaching needs professional standards, in order to adapt the main strategies as well as for any teacher to coach oneself. At the same time develop and motivate teaching skills using an increased level of Emotional Intelligence (EI), freedom from doubt, belief in the self and its ability, self-assurance, improve adapting self-regulation and coaching. Indeed, for this current study we see that this helps oneself to take any given situation in order to make it workable for its interest. Even using humor, sometimes sense humor affects the learner positively and enhances the atmosphere to be better and enjoyable. This help positively to gain behavioral and motivating skills.

1.5.1. The Ability to Identify EFL Learners

Another important feature that can be taken into consideration is the ability to identify and support students. Teaching process means guiding and instructing all the time and doing so needs an ability to identify students' needs, and support them, i.e. self-regulating and self-control enhance the teacher to adhere the difficulties among the divers personal circumstance.

1.5.2. EFL Teacher's Personal Development

What supports this strategy is the internal motivation that enhances understanding teaching. Each EFL teacher has an internal tool, which helps him to construct his knowledge and then send it back effectively. These in turn enhance any teacher's personal development in teaching and learning. Besides, "*The activities of improving teacher effectiveness i.e. professional development and teacher evaluation help teachers to develop not only knowledge, skills and attitudes but also critical minds, self-reflection and self-management skills of emotional intelligence*" (Cheung and Cheng, et al 1996:21).

1.6. Conclusion

In this chapter the researcher discusses a conceptual definition of Emotional Intelligence, as it examines some related points to the general topic such as: mood meter, social environment and growth, emotions as an inner defense, positive emotions as a feedback mechanism, vocation as a n intelligent motivation, and Emotional intelligence (EI) in practice. This was by providing some researchers' ideas such as Daniel Goleman definition of Emotional Intelligence (EI). Additionally, an explanation of the process of acquiring and expressing Emotional Intelligence (EI). Besides a brief description of its components, related to the process of acquiring Emotional Intelligence (EI). Moreover, it examined the main factors of Emotional Intelligence (EI).

To conclude, we can say that for an effective teaching, Emotional Intelligence (EI) has come to its central purpose. For this new study, many educational researchers

as well as psychologists have tried to work for modern systems of teaching and learning processes. Together went on to improve programs for enhancing emotional intelligence. Through what is discussed above, it plays a significant role in effective EFL teaching and learning. This theory helps to reframe bad situations, as it directs emotional reactions. Additionally, it motivates, encourages, and gives them the challenge to meet new students each year. Equally important, its theory acts as a reminder for those teachers and learners in an academic way.

Chapter Two: Research Design and Procedures

2.1. Introduction

The current chapter attempts to describe the research design, as it states the rationale behind using EFL teachers as a case study. Besides, it gives moreless clear idea of the application and the influence of Emotional Intelligence (EI) as a psychological theory. Moreover, mentioning the important of the use of both questionnaire and observation as instruments to introduce and analyze Emotional Intelligence (EI) from a cultural perspective, used by EFL teachers and learners in order to transform its strategies from theory into practice.

2.2. The Research Design

In today's educational systems, various ways of teaching and learning are found in the classroom as everywhere. Emotional Intelligence (EI) as a recent study has answered many of the current questions and difficulties, that EFL teachers and learners

face today. So that a case study is developed, as it is considered as the appropriate for such cases. The primary focus here is to enhance and improve effective teaching and learning by using Emotional Intelligence (EI).

The role of the case study that is involved in this research, which is about the application of a psychological theory EI in the field of teaching and learning, as it aims to analyze the prescribed case, and presents the interpretation of both teachers and learners toward this theory. In which, as a training tool it helps to improve the hypothesized questions of this research, in order to collect different teachers' and learners' views and assumptions.

2.2.1. Data Collection

In order to collect data, the instruments that are seen more appropriate for this current study are both, questionnaires for both teachers and students .In addition to classroom observation ,in order to have a bird eye view to examine Emotional Intelligence (EI). Thence to examine the teachers' levels of two fundamental psychological aspects, and considered as main components of Emotional Intelligence (EI) proposed by Goleman in 1995, self-awareness and self-management. Equally important, the classroom observation is best used as a tool for this case study, to examine the level of interaction between teachers and students in both cases, their use of emotional intelligence (EI). As well as in the contradictory, case (their lack of using emotional intelligence).

2.2.3. Sample Population

The subjects of this case study are Master 1 and Master 2 students of English Department University of Tlemcen, during the academic year (2015/2016). With whom we attended two sessions with Master 1 and two sessions with different teachers in Master 2. In order to observe the teachers' and the students' behavioral responses, for whom the questionnaires were distributed, both for teachers and students, to express their point of view in using and having an increased level of emotional intelligence in effective teaching and learning.

2.2.2. The Questionnaires

This part of the research points to identify the application of the psychological theory Emotional Intelligence in EFL teaching and learning, to do so a brief overview of a questionnaire, which highlight the main aim of this research.

According to many scholarly researchers, the questionnaire is an effective instrument in collecting data and gathering information about a given problematic, in which it consist of several questions. For any questionnaire in order to be completed, there are two fundamental ways: first with the absence of researcher i.e. the respondents are free to answer the questionnaire without the help of the researcher. Second for the presence of researcher, i.e. interview.

The questionnaires compose of several aims that are seen as the most relevant for this research. The teacher's questionnaire aims to identify the emotional strengths and weaknesses, which are encountered during the teacher's daily performances in EFL classes. Besides, it attempts to examine the EFL teachers' major qualities, and their daily level of interaction with students in the classroom. Moreover, it aims to make the

teacher value the students' emotional responses, in order to achieve a positive emotional atmosphere in EFL classes.

EFL students alike, quit often suffer in their daily learning, sometimes to achieve a successful understanding of the teacher's daily mood in the classroom. For this sake, the students' questionnaire aims to explore their learning skills. Besides, to investigate the learners' emotional awareness and self-control while debating in taboo topics. Moreover, the questionnaire aims to express their views about having an increased level of Emotional Intelligence (EI), and the way they express their emotions while learning.

For this reason, 40 questionnaires were distributed to two different groups of Master 1 and Master 2 EFL students, 4 for EFL teachers of English Department University of Tlemcen, and to 3 teachers from Tlemcen high school. About 40 students and 7 EFL teachers' questionnaires were handed back. So that, the majority of teachers and students preferred to complete the questionnaires at home, others resend them back by the e-mail addresses.

2.3. Descriptions of the Questionnaires:

An open-ended questionnaire consists of two main parts, as follows:

Part one:

Consists of general information about teaching and learning with EI, in order to both, enhance teaching and gaining more proficiency, as well as to improve EI skills in teaching and learning, and the most important thing is to benefit from the use of EI in acquiring and expressing knowledge, as inside and outside teaching and learning environments.

Part two:

It simply consists of four questions:

-For teachers:

- ✓ The first question seeks information about the teachers' most common skills in their daily teaching practice in the classroom,
- ✓ The second sub question includes the most commonly used phrase by teachers in the teaching practice. In addition to another sub question about the teachers' greatest skills.
- ✓ The second part includes a question that shed a light on the idea that if a teacher already uses EI in their teaching practice, with multiple choices.
- ✓ The third part seeks information about the teachers' own views about EI.

-For Students:

The same questionnaire was delivered for the students, examining their level of EI, in their interaction with teachers in the classroom, and their greatest learning skills. Expressing their views about the idea of using EI as learners and as future teachers and leaders.

2.4. Classroom Observation

A classroom observation is considered as a formal or an informal observation of teaching performance, while is taking place in a classroom or other learning environments. Typically, it is conducted by following teachers, administrators, or instructional specialists. In which, this task is often used to provide teachers with

constructive critical feedback that is aimed at improving their classroom management and instructional techniques. School administrators also regularly observe teachers as an extension of formal job-performance evaluations.

2.4.1. Procedures

The following passages explain and describe the sessions that were attended during the research. This helps to construct the research as well as observe the techniques that were obtained by EFL teachers and students, in order to evaluate their performances in the classroom.

2.4.1.1. First Teaching Session

The session held by teacher 1, the topic was “*cross-cultural communication*”. The teacher aims in this session to maintain a successful technique or an effective method, to make the students comprehensibly deal with the topic, as in order to deliver his course in a comprehensible way. For this, the teacher provides the students with a handout consist of a story, so that he used to apply “story telling” as a method to explain the story.

2.4.1.2. Second Teaching Session:

The second session held by teacher 2, the topic was “*Feminism as a philosophy*”. For this session, the teacher had the task of providing the students with quotes about the concept of Feminism. At the same time, the students gave their views about the topic. Here the teacher used to open a discussion and a debate, trying to make the students interact in the session.

2.4.1.3. Third Teaching Session:

The sessions held by teacher 3, the attendance here was for two sessions with the same teacher, since the module was creativity and performance. The teacher has a task of making students create subjects and obtain a set of techniques for successful performances in front of the teacher and the colleagues. In a way, that she evokes the best from her them.

2.5. Data Analyses:

For any research, an investigator needs to refer to a preferable way of data analysis, which is relevant to the phenomena that is under study. For him/her, in order to analyze data there are two fundamental ways as follows:

2.5.1. Quantitative Data Analysis:

It is a systematic approach to investigations, during which numerical data is collected, as it describes a situation or a given event. (Kruger 2003:18). Additionally, a quantitative approach is often concerned with finding evidence to either support or contradict a hypothesized idea an investigator might have. (Ibid).

Most often, when the investigator is interested in hypothesis testing, he will conduct an experiment in order to gather data. Therefore, he could take a sample students for example, ask them to find specific information. Then ask another sample to search for specific information. In order to examine which group did better, through a variety of different measures, some objective and others subjective. (Ibid).

According to O'neill 2008, aims to provide the researcher with summaries of data that support generalizations about the phenomena under the study. For this purpose, according to Robson 2002, the SPSS (originally statistical Package for Social sciences) enables the researcher to analyze data more fully, then using a spread head program. In quantitative analyses, the data is worked on using menus to provide output (tables, graphs, statistics) in a separated window.

2.5.2. Qualitative Data Analysis:

According to Kruger 2003, in contrast to quantitative data, qualitative data does not count things. Rather it is a way of recording people's attitudes, feelings, and behaviors in greater depth. So that, qualitative data analysis is often based on grounded theory practice and pays attention to individual cases. (Kruger 2003:19).

Moreover, it can be gathered in a variety of ways: a) questionnaires: a series of questions for gathering information. B) Interviews: a conversation between two or more people, (i.e. the interviewer and the interviewee). In order to obtain data from interviewee. (Ibid).

Its fundamental aim is to provide the researcher with depth and details. Create openness by encouraging people to expand on their responses, and open up to new topic areas not initially considered. (Braiman 2006:67). Here, if the researcher is dealing with large amounts of data, the categorizing, coding, and analyzing data is done manually. The manual in turn includes post notes, highlighter pens, and paper division into categories and sub categories. (Ibid).

For the current research, a combination of quantitative and qualitative way of analyzing the main findings is seen as the appropriate for such cases. In which, numerical data are collected in order to describe the situation, which is the application of Emotional Intelligence in EFL teaching and learning. Therefore, a sample of EFL teachers and learners are taken into consideration, in order to raise specific set of questions in formulated questionnaires, to examine their views toward this study. For this sake, a set of statistics are counted followed by drawn graphs, in order to analyze the main findings and obtain the different designed interpretations of the current research. Moreover, create openness by encouraging EFL teachers and students to expand on their responses toward this psychological theory.

2.6. Conclusion

The second Chapter aims to collect the analyses of the first chapter, seeking to benefit from the application of Emotional Intelligence (EI) as a psychological theory that were described in the first chapter. From cultural perspective, the primary task in this research is to analyze this theory throughout classroom observation. Besides, an examination of multiple responses from the open-ended questionnaire of both teachers and student. This chapter points to serve the indication of the design and the procedures that the research went through, in order to make this theory productive at the level of EFL teaching and learning. In which, it discusses the obtained research design, which includes; data collection, sample population, and the questionnaires. In addition to, data analysis that consist of the manner, the results of the current research are going to be developed, weather quantitatively or qualitatively. To conclude with clear ideas that help guiding the analysis of the research.

Chapter Three: Data Analysis and Interpretation

3.1. Introduction

This part of the research is to discuss the results that were obtained from offering Emotional Intelligence as a psychological theory. Moreover, as an important feedback mechanism in both teaching and learning effectiveness, this reflects some consequences throughout observation and highlights very important effects through the current questionnaires. This chapter demonstrates the principal aims and goals behind explaining and introducing this concept to academic EFL teaching and learning in English Department at the University of Tlemcen. Here are the different results obtained from both EFL teachers and learners.

3.2. Teachers Questionnaire

An open-ended questionnaire was delivered to 4 EFL teachers English Department University of Tlemcen, and to other 3 teachers from Tlemcen High School. About 7 questionnaires were handed back, So that, the majority of teachers preferred to complete the questionnaires at home, others resend them back by the e-mail addresses.

3.2.1. Procedures

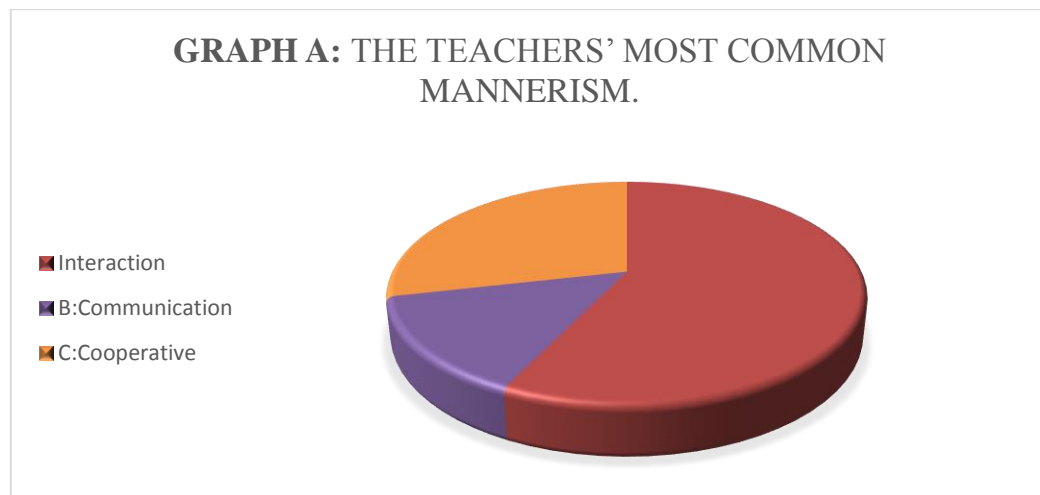
As it has been shown above, the teachers' questionnaire consists of three fundamental questions in relation to the teacher himself. Questions explore information about different EFL teachers' skills that are practiced in their daily teaching performance. The following paragraphs include graphic organizations of each

part of the current questionnaire as follows: Part one which intern consists 4 sub questions ; question 1 The most EFL teachers common mannerism, question 2; The mostly used phrase by EFL teachers in the classroom, question 3; The EFL teachers greatest skills. Then, question 4; one thing EFL teachers and learners could do more of. In addition to Part 2 that includes one question, which is; Do EFL teachers and already use Emotional Intelligence (EI) in their daily teaching practices. Moreover, part 3 includes one separated question, which is expressing EFL teachers' views about Emotional intelligence (EI) as a fundamental theory for teaching processes.

3. 2. 1. Results:

The following section is about the results that have been drowning from the teachers' questionnaire, which in turn are relevant for the current research.

- **Part 1 / question1:** The teachers' most common mannerism

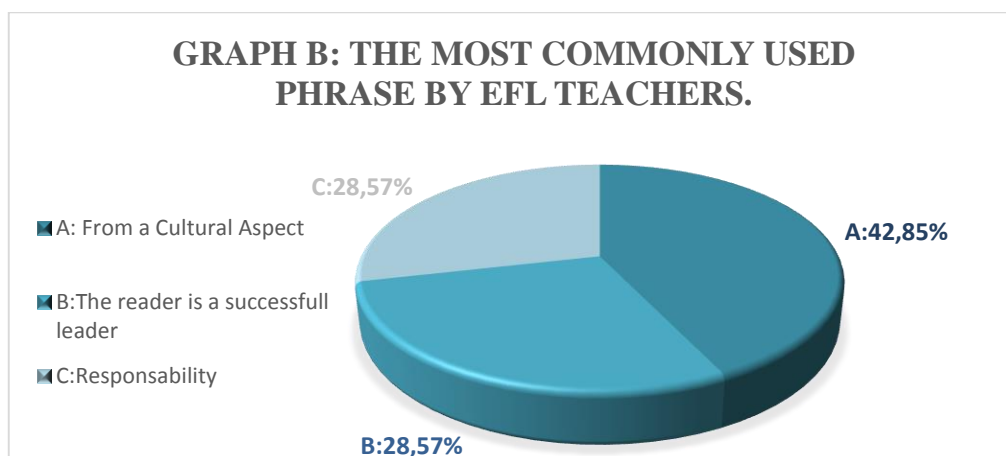


-Graph 3.1: The teachers' most common mannerism.

For this question, the graph shows that, the majority of EFL teachers gave importance to the process of interaction 57.14%, rather than any other mannerism.

Whereas, others preferred cooperation 28.57%, as a fundamental process in EFL teaching practice. For many of them, while teaching EFL students a high degree of cooperation may force the learner to engage more in classes. Moreover, EFL teachers argued that, though EFL teachers interact in a good manner, many of them failed to reach a cooperative and collaborative teaching. Additionally, despite that the aim behind this analysis is to examine EFL teachers common mannerism while teaching performance, very few of them gave importance to communication 14.28%, which is a very fundamental teaching quality, in order to obtain more exchange of deferent point of views, as examine students responses toward various subjects in the classroom.

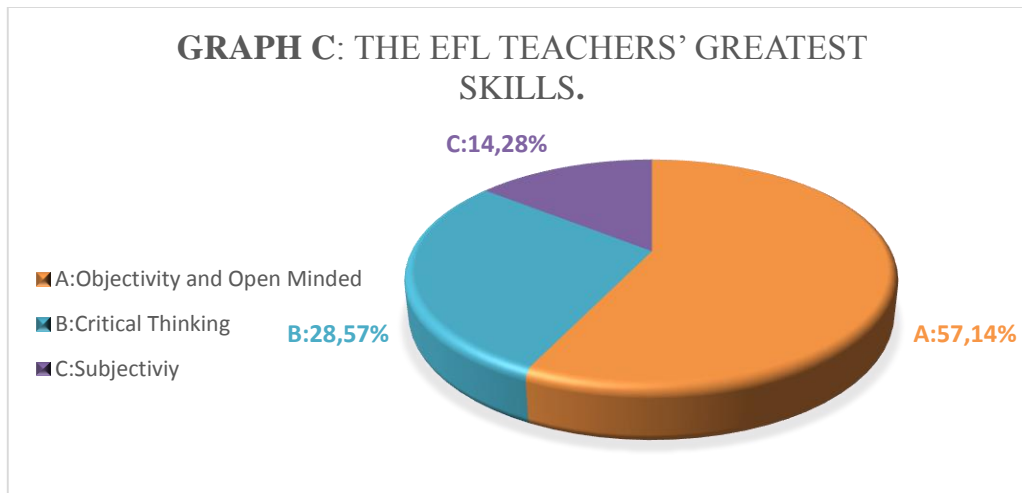
- **Part 1/ question 2:** The most commonly used phrase by the EFL teacher.



-Graph 3.2: The most commonly used phrase by EFL Teachers.

In this part, as it is shown above the most commonly used phrase by EFL teachers in the classroom is A “from a cultural aspect”, which takes 42.85%. this may refers to the daily use of their cultural background .on the other hand ,the graph shows that the EFL teachers used of two phrases “ Reader is a leader” “Responsibility” are expressed equally 28.57%.

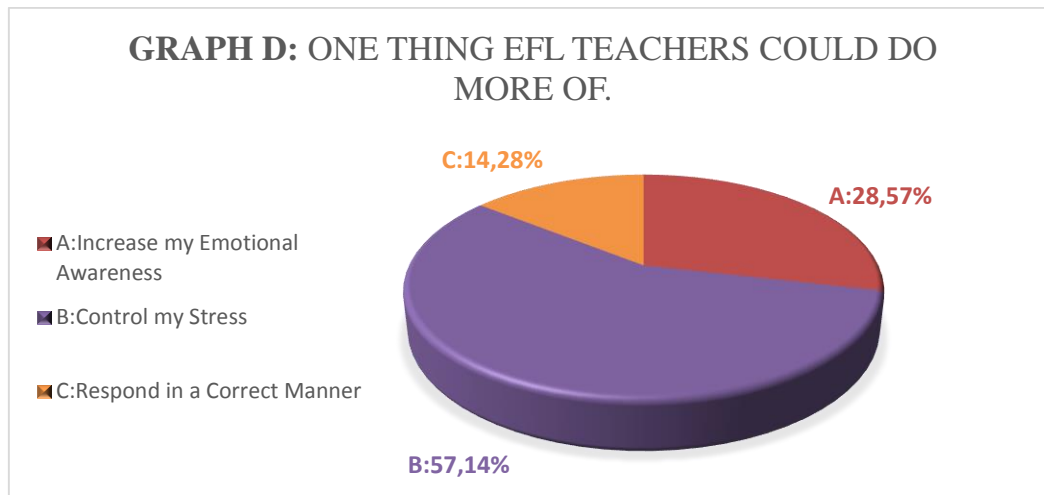
- **Part 1 /question 3:** The EFL teachers' greatest skills.



-Graph 3.3: The EFL teachers' greatest skills.

The second graph introduces the EFL teachers' greatest skills in their daily teaching performances. According to many of them, objectivity and open-mindedness are essential teaching qualities which take 57.14%. They see that being objective is more close to reality, as being open to the possibilities. This may help EFL teachers to obtain an updated mind. Whereas, the percentage of the two other teaching skills vary between 28.57% for critical thinking, and 14.28% for subjectivity.

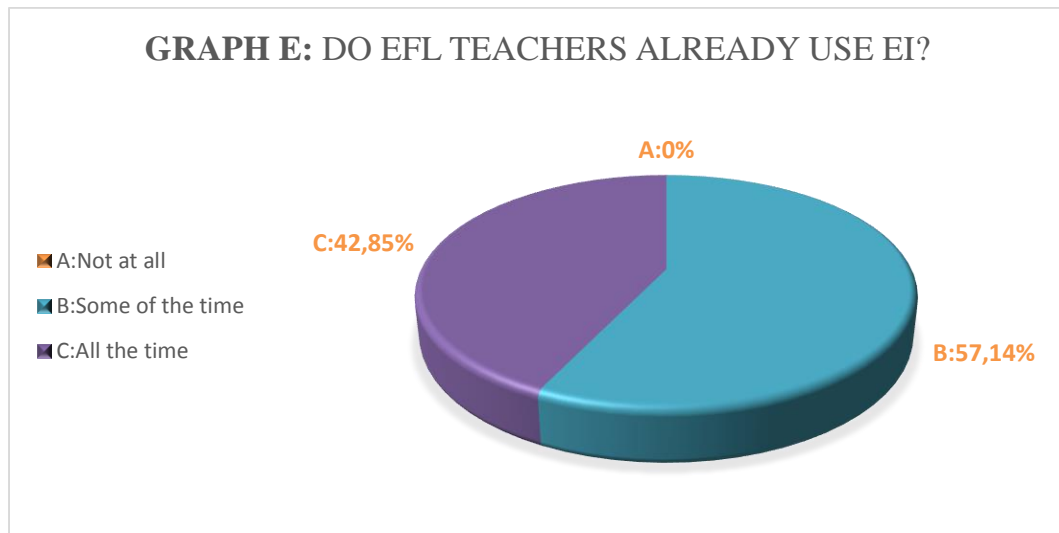
- **Part 1 / question 4:** One-thing EFL teachers could do more of.



Graph3.4: One-thing EFL teachers’ could do more of.

The third graph represents the possible extra features that can be improved and developed through EFL teaching performance. On the authority of the majority of them, for any EFL teacher taking a significant step away from being stressed in the classroom is crucial. What makes the second feature B “Control my stress in the classroom”, takes 57.14% as a big average for this section. In addition to this, a percentage of 28.14% can be also considered as important effort EFL teachers’ could do more of, since it helps EFL teachers to increase their process of emotional awareness. However, for them an EFL teacher responds automatically in a correct manner 14.28%, simply because of their previous teaching experiences.

- **Part 2:** Do EFL teachers and learners already use Emotional Intelligence (EI).



-Graph3.5: Do EFL teachers already use Emotional Intelligence?

According to the graph shown above, and the given information in the graph, we can notice that the majority of EFL teachers utilize most of the time Emotional Intelligence (EI) in their daily teaching practice 57.14%. Whereas, the rest of EFL teachers in English Department of Tlemcen University, use it all the time 24.58%, because they consider it as part of their persona.

- **Part 3:**

For this part of our research, the EFL teachers were asked another important question, which is about expressing their views about Emotional Intelligence (EI), as a fundamental and an important psychological theory for their academic teaching practice. Consequently, we have noticed mixed views; many of EFL teachers from English Department University of Tlemcen supported the idea and thought about it as a significant process to enhance EFL teaching qualities. As it increases the potentials for more effective and professional career. While, even after our explanation of its theory, some EFL teachers said that it could be better if our educational researchers

work for systems that are more effective. For this view, they say that a careless educational system causes difficulties for both teachers and learners.

3.2.2. Student's Questionnaire:

An open-ended questionnaire was delivered to 40 EFL students English Department University of Tlemcen. About 40 questionnaires were handed back, So that, the majority of EFL students preferred to complete the questionnaires at home, others resend them back by the e-mail addresses.

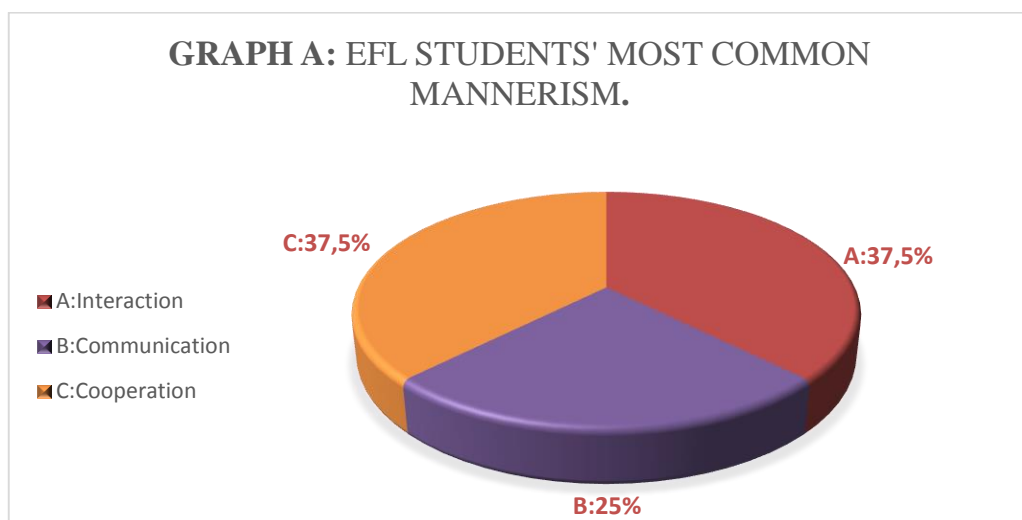
3.2.2.1. Procedures

It has been shown above that, the students' questionnaire consists of three fundamental questions in relation to the student himself. Questions explore information about different EFL students' skills that are practiced in their daily learning practice. The following paragraphs include graphic organizations of each part of the current questionnaire as follows: Part one which intern consist 4 sub questions ; question 1 The most EFL students common mannerism, question 2; The mostly used phrase by EFL students in the classroom, question 3; The EFL students greatest skills. Then, question 4; one thing EFL students could do more of. In addition to Part 2 that includes one question, which is; Do EFL students and already use Emotional Intelligence (EI) in their daily learning practices. Moreover, part 3 includes one separated question, which is expressing EFL students' views about Emotional intelligence (EI) as a fundamental theory for learning processes.

3.2.2.2. Results

The following sections are results that have been drawn from the students' questionnaire, which in turn are relevant for the current research.

- The first question: Complete the following choices in relation to you as an EFL student.
- **Part 1/ question 1:** The Students' most common mannerism:

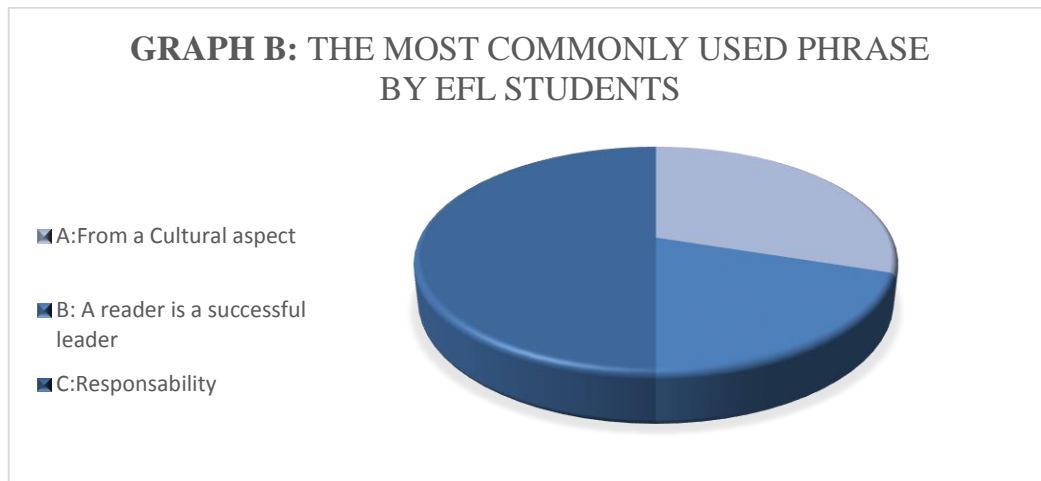


-Graph3.6 EFL student's common mannerism.

In order to examine EFL students' most common mannerism, we have asked them to choose one between three major mannerisms, which is more close to their personality as being an EFL student from English Department, University of Tlemcen. About 15 of them see that they are more able to interact with their teachers in the classroom 37.5%. Thence, other 15 EFL students argued that the process of cooperation might help them to be more engaged in the daily-organized sessions 37.5%. Whereas, about 10 EFL students say that communication is still a very important mannerism for any academic learner, concerning the modern educational

systems 25%. This means that the minority of EFL students gave importance to communication, although it is considered as an essential mannerism and an important social skill in relation to Emotional Intelligence components.

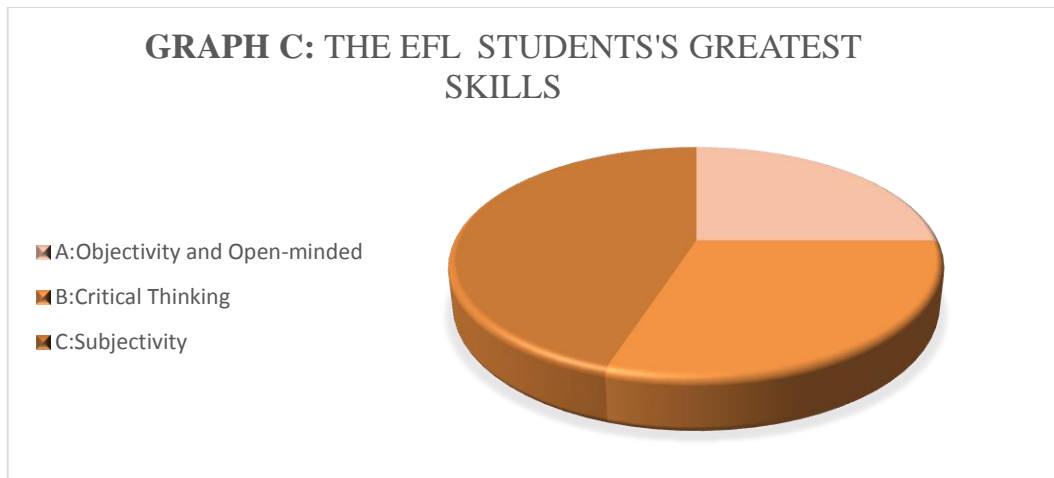
- **Part 1/question 2:** The most commonly used phrase by the EFL students.



-Graph3.7: The most commonly used phrase Students.

The graph indicates that, 20 EFL students from English Department University of Tlemcen; think about “Responsibility” as the first thing that has to come in the mind of any student 50%. They see that being responsible helps them to achieve self-control and self-management. Additionally, for any lay student who think about it as an important step, he could be more aware of his own capacities, both strengths and weaknesses, and this in turn helps a lot in developing oneself in present times and even in the future careers. Other 12 EFL students treat many things from their own cultural backgrounds 30%, for them it is a very important to put the deferent cultural aspects into consideration, in order to be more aware and well cultivated in the background knowledge. However, only eight EFL students gave importance to the process of reading for a successful future 20%.

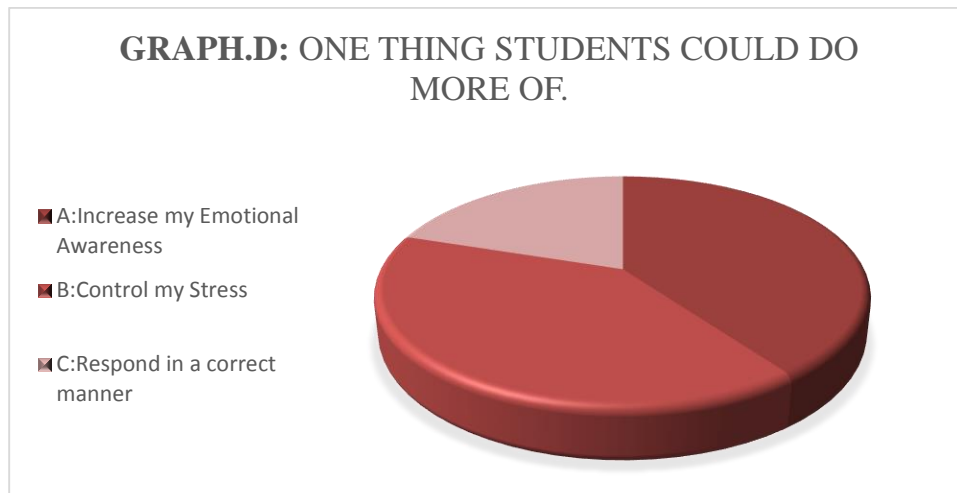
- **Part 1/ Question 3:** The greatest EFL Students' skills:



-Graph3.8: The EFL students' greatest skills.

From the above drawn graph about 18 EFL students see being subjective as their significant skill, they prefer more “Subjectivity” rather than expressing their own views in the classroom 45%. Other 12 EFL students gave importance to “Critical Thinking” as being a major skill in their way of learning 30%, since it helps to achieve a constructive criticism. Whereas, the minority of EFL students 10 see “Objectivity and open-minded” their fundamental skill in the classroom, since they already obtain high levels of education 25%.

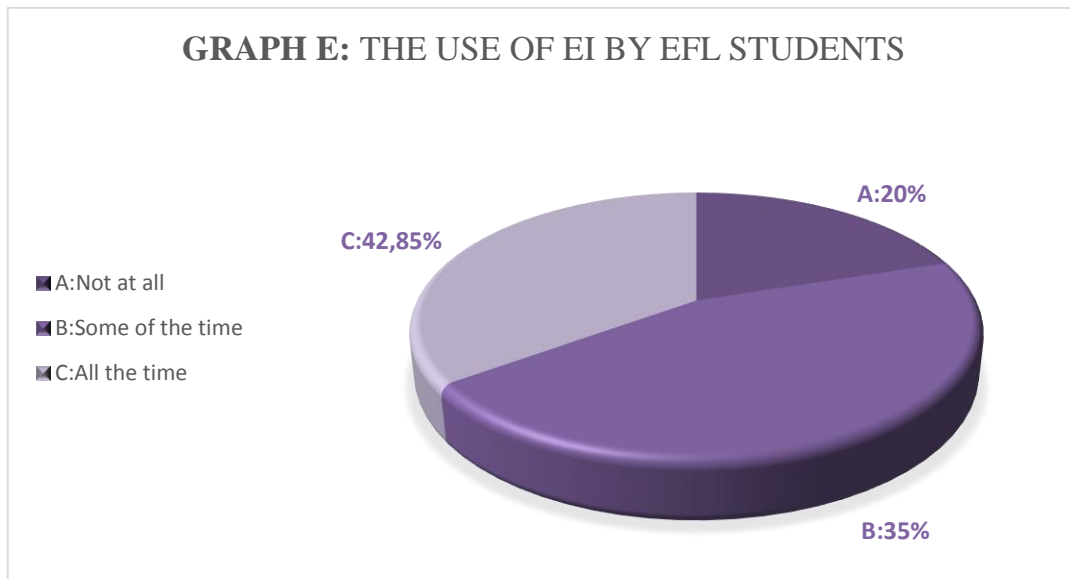
- **Part 1/ question 4:** If there is one-thing EFL students can do more of.



-Graph3.9: One-thing EFL students can do more of.

The graph 3.9 presents whether EFL students can do extra efforts for their academic studies. We have noticed that 16 EFL students gave importance to the awareness of their own emotions. They confirm that an increased level of emotional awareness is considered as a key element to obtain and maintain self-confidence 40%. The same percentage was for other 16 EFL students, many of them preferred to control more their stress in classes, especially while discussing subjects that are difficult to understand, and made them lose concentration. While the rest of EFL students, opted for the correct response 20%. These results confirm that the majority EFL students gave importance to their levels of emotional awareness as controlling stress in order to develop their behavioral responses. Whereas the minority gave less importance to their emotions, or even decrease stress, they say that responding in a correct manner helps to achieve respect with teachers as well as colleagues.

- **Part 3/ question** is about how much Emotional Intelligence is used by students in their daily practice.



-Graph3.10: The use of Emotional Intelligence by EFL students.

For the main objectives of our research, we have asked EFL students whether they are emotionally intelligent in acquiring and expressing knowledge. The results are as follows; 18 EFL students say that sometimes they refer to utilize their emotions intelligently 45%. Others see themselves emotionally intelligent, because they simply value the process of acquiring and expressing knowledge, as they say that it is important for their further studies 14%. However, about eight EFL students do not use it at all 20%, since they find it less necessary to use it.

- **Part 3/question:**

The same question was delivered for EFL students English Department University of Tlemcen, trying to examine their responses and attitudes toward Emotional intelligence (EI) theory. Their views vary between deferent ideas; some of them see it as fundamental as any other learning skill, as it helps a lot to increase levels of interaction and the understanding between teachers and students in the

classroom. As it even helps in developing oneself personality. Others think about it as an extra energy, and takes time to co-exist with it, since it is centered on psychology.

3.4. Classroom Observation

For this part of the research, in order to better explore the situation, which is examining the use Emotional Intelligence by EFL teachers in English Department University of Tlemcen, a classroom observation was seen as the appropriate research instrument for such cases. To do so, the researchers attended three sessions, with different teachers. The observation was by taking notes while the teachers were holding the lectures. Taking into consideration, the teachers' level of interaction, self-management, what is important; the investigation of levels of emotional responses between the teachers and their students in the classroom.

3.4.1. Procedures

Figure 3.11: Examining EFL teachers using of EI in the Classroom.

	Interaction	Self-Management	Positive Emotional responses	Negative Emotional responses
Teacher 1	X	x	X	
Teacher 2	X	X	X	
Teacher 3		X		X

3.4.2. Findings

In the first session, the “story telling” technique that was used by teacher 1 caused a positive dynamic atmosphere in the classroom, in which until now all the student identifies this topic by remembering the story. Teacher 1 use his emotional intelligence to achieve student awareness and gain their interest in an effective way ,and what is important is that knowledge occur successfully and the module became enjoyable from a cultural perspective.

During the session and while explaining the lecture, the teacher 1 own self-confident and management, as he succeeded to increase the level of interaction in the students. At the same time, he gave them chance to interpret and evaluate the situation, as they like. What led to positive emotional responses to the topic for both the teacher and the students. So that the teacher 1 already used an increased level of Emotional Intelligence and successfully achieved a positive classroom climate.

The same thing was seen for the teacher 2, the session was enjoyable as well as contains kind of an opened discussion between male and female minds and women vs men achievement from the past until nowadays. Consequently, the philosophy of feminism was taught from cultural perspective rather than passive information, which led to a successful session. That is to say that, the teacher 2 allows his levels emotional awareness to occur, as he led the session with self-confident, and skillfully attain student’s interest. As result to this, positive emotional responses were clearly notice in the teacher’s behavioral responses. The idea that led to a highly increased interaction between teacher 2 and his students.

Whereas, for teacher 3 the observed results were a bit different. The first session was boring, because it contained only the teacher's performance and her express of knowledge. In addition to some other examples of the teacher's presentation about different techniques and strategies in presenting a thought. In which knowledge was only received and not acquired, this led to a passive learning, as if the students are not there, their role was just to listen without any engagement or express. Even if the students have given chance to interpret, it was in an indirect way. Besides, the atmosphere lack positive responses, as the session lack reciprocal reaction, interaction, and what is more important is the lack of flexibility.

However, in the second session the teacher 3 tried to convince her student to do something personal, in which they were supposed to be creative and original in one work, one presentation such as story, a song. This gesture gave the teacher more power to lead the session because the interaction was dynamic and the atmosphere became full of positive energy.

3.5. Discussion and Interpretation of the main results

According to the above drawn results, the EFL teachers' and learners' responses about using Emotional Intelligence (EI) in acquiring and expressing knowledge are all most positive. Due to the statistics we have analyzed, EFL teachers and learners not only become aware of the importance of the immediate application of such psychological theories, they find it necessary and fundamental for academic teaching and learning. Statistically, this shows a significant positive effect, and an existence of an influence of Emotional Intelligence (EI) principals on effective teaching and

learning. Through the general average of the main statistics, and according to the positive responses to the current research, the EFL teachers' and learners' desires for an effective enhanced for teaching and learning levels are clearly shown.

Though the minority of EFL teachers and learners gave less importance to this psychological theory, their responses toward obtaining proficiency was positive. Additionally, the majority of EFL teachers and learners from English Department University of Tlemcen; shed careful views about the main Emotional Intelligence (EI) dimensions. They clearly state that for any academic career, it is very essential self-management and work more for an increased level of self-awareness. Thus, the statistical results of this research confirm the advance of teaching and learning through those dimensions.

Consequently, this indicates that for an effective teaching and learning and through a well-structured educational system, that consists of such effective psychological theories. As it is indicated statistically, our Universities will come up with much professional teachers and brilliant future leaders.

3.6. Conclusion.

The current statistical analysis of this research clearly shows, and improves a significant existence of a relationship between Emotional Intelligence (EI) theory and effective teaching and learning. Through this study, it is indicated that academic EFL teaching and learning rely on an increased of self- management and self-awareness, in addition to positive emotional directions and correct reading of those unfamiliar responses, in order to reframe carefully the encountered bad situations, providing a positive classroom climate. Statistically, the hypothesized questions for this research are confirmed. In other words, the EFL teacher effectiveness can be achieved through the regulation of their behavioral responses in the classroom. Indeed, EFL students are more likely to cope with such theories, in which they are in an immediate need to achieve high levels of interaction, as well as work for self-confidence, with in turn can be increased by self-awareness. This makes Emotional Intelligence (EI) theory very fundamental in acquiring and expressing knowledge.

General Conclusion

This research aimed to examine the application of emotional intelligence (EI) as a psychological theory. In order to enhance the educational performance of both EFL teachers and learners. The researchers in this thesis attempted to define and introduce a prominent topic in the worldwide development, by the influence of Emotional Intelligence on EFL teaching and learning, trying to accomplish a high level of professional performance for both EFL students and teachers.

This was done by trying to understand EFL teachers and learners behavioral responses in the classroom, as to improve a highly level of interaction, guiding them to achieve solid relationships between EFL teachers and learners, and even those with colleagues. It was clearly noticed that the research stands for a serious problematic in the area of EFL teachers and learners English Department University of Tlemcen.

At this point, the researchers used a case study research design, a questionnaire and classroom observation as research instruments, hoped to clarify the application and the benefits of such theory. Additionally, the research aimed to discuss the dimensions that are related to the process of acquiring and expressing (EI). Besides, recommendations to assist the EFL teacher learners to highly express it. The whole work was to put this psychological-term (EI) into practice in order to enhance EFL teaching and learning. Taking its theories as fundamental tools to develop teaching and learning processes pushing them toward a brilliant future with highly and an improved educational system.

Regarding the general layout, the research composed of three main chapters: Chapter one served as an introduction to the current research paper, provided conceptual definitions that are in relation to the general topic. In addition to, a review of previous studies about Emotional Intelligence as a psychological theory, among them: Mood Meter, were a clarification of the application of emotional intelligence was exposed, with the underlying definitions related to the concept of this theory. Besides, notions related to the process of acquiring and expressing EI, along with EI components or dimensions for effective EFL teaching and learning. Concluded with a general and clear idea about the topic.

Chapter two was the most important part of this research, so that it discussed the used experimental tools of it. Basically, it described the research design, data collection and procedure, with giving a clear idea about the rationale behind this case study. Additionally, a presentation of a review of quantitative and qualitative approaches, followed with a clear explanation of the obtained method for this research, in order to analyze data. Moreover, a description of the served questionnaire and classroom observation that were used as essential tools to examine the validity of the designed research.

The third chapter was served to investigate the results and the analysis; in order to debate, the different drawn interpretations. This was followed by a full qualification of the adopted methods that were seen as the appropriate for this research. Besides, the exposed results of the both adopted questionnaire and classroom observation. A detailed discussion was followed in order to end up with a relevant reflection on the

raised questions and an investigation of the hypotheses, to conclude with the relevant objectives of this study.

Essentially, this research was introduced to test the use of a fundamental psychological theory Emotional Intelligence, in acquiring and expressing knowledge for EFL teachers and learners English Department University of Tlemcen. This was clearly examined by following a given method in order to analyze data, so that the obtained findings and interpretations confirm the three hypotheses that were formulated in this research. In other words, the influence of Emotional Intelligence (EI) can have positive effects on enhancing EFL teaching and learning, by which this research was improved statistically, providing EFL teachers with more qualities to obtain proficiency. Moreover, it carefully shows that the theory of (EI) acts as a remainder for those teachers and learners in academic.

Despite the main aims and goals behind the present research, EFL teaching and learning suffered and still preoccupied with many difficulties followed by a tremendous presence of the so-called the missed-understanding behavioral responses between the teachers and learners themselves, in addition to giving less importance to the psychological side of both. The idea that caused an accumulation of negative effects followed by an ill-organized educational systems, with a big retraction of students' educational level. For this regard, many questions can be raised and addressed for any future research: What are the underlying and the followed manners for the supervision of teachers and learners in EFL classes? What are the effective and studied methods to deal with the psychological side of the student in the classroom? How the recent educational researchers gave less importance to the necessity of

developing the teachers and the students' behavior in the classroom, and how a teacher can deal with the complex situations without expressing violence, which in turn might cause psychological disease followed by the retrogression of future educational levels.

Overall, the purposes behind such researches is to cam up with improved results, looking for and taking steps toward formulating professional teachers and successful future leaders. In which for such cases Emotional Intelligence has come to its main principals and aims to help and participate in improving effective teaching and learning.

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Appendix 1

Teachers' Questionnaire

The way teachers shape and handle their own feelings and those of their learners is central to the success of learning. Teaching with Emotional Intelligence shows how to manage, develop, and use their emotional intelligence to enhance their teaching and their students' learning. Teachers want to evoke the best from themselves and from the learners they work with. They want to be effective throughout the day when they are guiding their knowledge, making decisions, negotiating with others and getting their daily work done. Understanding how the inner process of emotion works and improving emotional intelligence skills can help teachers do this, see the world from a different angle and take advantage from the different concepts that life brings through time. Our goal is to figure out the association between emotional intelligence and teachers and learners efficiency

Knowing yourself as a teacher

1 .Complete the following choices in relation to you as a teacher:

-My most common mannerism is

- A. Interaction
- B. Communication
- C. Cooperation

-The phrase I most commonly use is

- A. "From a cultural aspect"
- B. "Reader is a successful leader"
- C. "Responsibility"

-My greatest skill as a teacher is

- A. Objectivity and open minded
- B. Critical thinking
- C. Subjectivity

-If there is one thing I could do more of, it is

- A. Increase my emotional awareness
- B. Control my stress in the classroom
- C. Respond in a correct manner

2. How much do I already use Emotional Intelligence (EI) with my learners?

- A. Not at all
- B. Some of the time
- C. All of the time

3. According to your personal point of view, what do you think about Emotional Intelligence (EI)?

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Thank you so much for your help

Best regard

Appendix 2

Students' Questionnaire

The way teachers shape and handle their own feelings and those of their learners is central to the success of learning. Teaching with Emotional Intelligence shows how to manage, develop, and use their emotional intelligence to enhance their teaching and their students' learning. Teachers want to evoke the best from themselves and from the learners they work with. They want to be effective throughout the day when they are guiding their knowledge, making decisions, negotiating with others and getting their daily work done. Understanding how the inner process of emotions and improving emotional intelligence skills can help teachers do this, see the world from a different angle and take advantage from the different concepts that life brings through time. Our goal is to figure out the association between emotional intelligence and teachers and learners efficiency

Knowing Yourself as a Student

1 .Complete the following choices in relation to you as a student:

-My most common mannerism is

D. Interaction

E. Communication

F. Cooperation

-The phrase I most commonly use is

D. "From a cultural aspect"

E. "Reader is a successful leader"

F. "Responsibility"

-My greatest skill as a learner is

- D. Objectivity and open minded
- E. Critical thinking
- F. Subjectivity

-If there is one thing I could do more of, it is

- D. Increase my emotional awareness
- E. Control my stress in the classroom
- F. Respond in a correct manner

2. How much do I already use Emotional Intelligence (EI) with my teachers?

- A. Not at all
- B. Some of the time
- C. All of the time

3. According to your personal point of view, what do you think about Emotional Intelligence (EI)?

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Thank you so much for your help

Best regard.