

Emotional Intelligence in Foreign Language Teaching: The Teacher's Role

الذكاء العاطفي في تدريس اللغة الأجنبية : دور المعلم

L'intelligence émotionnelle dans l'enseignement des langues étrangères : le rôle de l'enseignant

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ملخص: تتناول هذه الورقة البحثية الدور المحوري للمعلم في تدريس اللغة الأجنبية، مع التركيز على الأبعاد النفسية-العاطفية في العلاقة التربوية. الذي لا يقتصر تعليم اللغة على المعرفة النحوية أو المعجمية فقط، بل يشمل تفاعلاً ديناميكياً بين المعلم والمتعلم، حيث يعمل المعلم كوسيط ومرشد ومحفز ونموذج يُحتذى به. كما تسلط الدراسة الضوء على أهمية الذكاء العاطفي، ولا سيما مكوناته المتمثلة في الوعي الذاتي، وإدارة الذات، والوعي الاجتماعي، وإدارة العلاقات، في تشكيل ممارسات تدريسية فعالة. اين تحدد المواقف الإيجابية، والاستماع النشط، والتشجيع، والتعامل البناء مع الأخطاء كمبادئ أساسية لتعزيز الدافع الذاتي للمتعلمين ومشاركتهم وجوده حياتهم. كما تؤكد الدراسة على أهمية السمات المهنية والشخصية للمعلمين من كفاءة لغوية وثقافية، وخبرة تربوية، وإبداع، وصبر في تعزيز النجاح الأكاديمي وخلق بيئات تعلم داعمة عاطفياً.

الكلمات المفتاحية: البعد النفس انفعالي؛ تدريس اللغة الأجنبية؛ دور الاستاذ؛ الذكاء العاطفي؛ المهارات الابداعوجية.

Abstract : This research paper addresses the central role of the teacher in foreign language teaching, focusing on the psycho-emotional dimensions in the educational relationship. Language teaching is not limited to grammatical or lexical knowledge, but involves a dynamic interaction between the teacher and the learner, where the teacher acts as a mediator, guide, motivator, and role model. The article highlights the relevance of emotional intelligence, particularly its components of self-awareness, self-management, social awareness, and relationship management, in shaping effective teaching practices. It identifies positive attitudes, active listening, encouragement, and constructive error management as essential principles to foster learners' intrinsic motivation, engagement, and well-being. The study also emphasizes the importance of teachers' professional and personal qualities—linguistic and cultural competence, pedagogical expertise, creativity, and patience—in promoting academic success and creating emotionally supportive learning environments.

Keywords:Psycho-emotional dimension;Foreign language teaching ;Teacher's role ;Emotional Intelligence; Pedagogical skills.

Résumé : Cet article de recherche traite du rôle central de l'enseignant dans l'enseignement des langues étrangères, en mettant l'accent sur les dimensions psycho-émotionnelles de la relation pédagogique. L'enseignement des langues ne se limite pas à la connaissance grammaticale ou lexicale, mais implique une interaction dynamique entre l'enseignant et l'apprenant, où l'enseignant agit comme médiateur, guide, motivateur et modèle. L'article souligne la pertinence de l'intelligence émotionnelle, en particulier ses composantes que sont la conscience de soi, la gestion de soi, la conscience sociale et la gestion des relations, dans l'élaboration de pratiques pédagogiques efficaces. Il identifie les attitudes positives, l'écoute active, l'encouragement et la gestion constructive des erreurs comme des principes essentiels pour favoriser la motivation intrinsèque, l'engagement et le bien-être des

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apprenants. L'étude souligne également l'importance des qualités professionnelles et personnelles des enseignants (compétences linguistiques et culturelles, expertise pédagogique, créativité et patience) pour favoriser la réussite scolaire et créer des environnements d'apprentissage favorables sur le plan émotionnel.

Mots clés : Dimension psycho-émotionnelle ; Enseignement des langues étrangères ; Rôle de l'enseignant ; Intelligence émotionnelle ; Compétences pédagogiques.

Introduction :

Teaching a foreign language, such as English, is not merely about grammatical or lexical knowledge. It is a complex process, in which the teacher plays a central role-not only as a transmitter of knowledge, but also as a coach, motivator, and role model. In the era of artificial intelligence, the teacher's affective and interpersonal roles have become more crucial than ever in foreign language instruction. As a matter of fact, cognitive and assessment-related tasks, such as explaining curricular content and evaluating students, are functions which are nowadays performed with increasing ease by artificial intelligence applications. Consequently, the development of teachers' emotional intelligence has emerged as a critical factor in fostering genuine human connections, motivating learners, and providing humanistic support that cannot be replicated by machines.

According to Meirieu (1996), this relationship goes beyond the simple transmission of knowledge; it involves a dynamic interaction, in which the teacher plays the role of mediator facilitating linguistic and cultural appropriation, and this is based on three pillars: (1) the student as the agent of their own learning, which is not limited to memorizing grammatical rules, but requires active involvement; (2) language acquisition through social interaction; (3) the teacher as a guide, whose role is to adapt methods to meet learners' needs, by encouraging authentic communicative situations.

The psycho-emotional aspect of this relationship, which is often underestimated, has a profound influence on learners' motivation, self-confidence, and commitment. Research shows that these emotional aspects of teaching, including attention, caring and personal rapport are at the heart of language trainers' work (Benesch, 2017) since they enhance intrinsic motivation and active engagement in language learning. As a result, students' self-efficacy, resilience, and overall well-being are enhanced. Besides, the quality of the relationship that teachers develop with their learners is a determining factor in learning success, since teachers who maintain a positive attitude in the classroom are more likely to observe academic progress. In fact, one of the factors predicting learners' marks is the quality of the relationship between teacher and learners (Curby and Ponitz 2009).

This paper explores the attitudes required of a foreign language teacher, using English as an example and analyzes how emotional intelligence shapes the pedagogical relationship and influences the learning progress. It first offers an overview of the fundamental skills and attitudes of the foreign language teacher; it then reviews the relevant theoretical frameworks emotional intelligence. Next, it examines the pedagogical approaches and practices that embody emotional intelligence in the classroom. Finally, discussion and implication are presented in the last section.

1- The Fundamental Skills and Attitudes of the Foreign Language Teacher :

Teaching a foreign language is a complex task involving varied skills and qualities beyond linguistic mastery. In addition to content knowledge, socio-cultural competence, pedagogical knowledge, and creativity, it requires relational and emotional intelligence. In this section, the fundamental skills and attitudes that foreign language teachers should develop to ensure an effective and inclusive learning experience are summarized.

1-1. Language and Cultural Skills:

A foreign language teacher must first and foremost have an excellent command of the language he or she is teaching. This includes an in-depth knowledge of grammar, vocabulary and pronunciation, as well as idiomatic expressions and cultural subtleties. The cultural dimension is essential: teaching English also means transmitting English-speaking cultures diversity, their values, traditions and ways of life. This cultural openness makes learning more lively and relevant, while developing pupils' curiosity and tolerance. Expert mastery of the target language is therefore the essential foundation of teaching competence in foreign language didactics, and this expertise must encompass two key aspects: (1) Systemic knowledge: i.e. mastery of complex grammatical structures (Chomsky, 1965), lexical and phraseological richness (Sinclair, 1991), and phonetic authenticity (Abercrombie, 1967); (2) Socio-cultural competence which is based on knowledge of idioms and language registers (Hymes, 1972), using civilizational references (Zarate, 1986), and having more diatopic variations (Kachru, 1985).

1-2. Pedagogy, Patience, and Adaptability:

Teaching is the art of passing on knowledge. A good teacher knows how to adapt his explanations, vary his methods and adjust to the level and pace of each student. Patience is an essential quality because learning a language is punctuated by difficulties, blockages, and mistakes. The teacher must know how to encourage, reassure and support each student, without judging or rushing which requires individualized guidance and positive error management (Bruner, 1983). Adaptability is also crucial: every class and every student is unique; therefore, teachers need to know how to diversify their approaches to meet various needs (Vogt and Rogalla, 2009). For this reason, teaching is a complex professional practice requiring both pedagogical expertise and strong interpersonal skills to effectively regulate learning and manage classroom heterogeneity (Perrenoud, 1996; Tardif, 1992).

1-3. Creativity and Innovation:

Modern language teaching needs to be dynamic and interactive. Teachers need to be creative in proposing a variety of activities: role-plays, games, songs, debates, projects, use of technology, etc. Innovative teaching methods keep students interested, stimulate their participation and make learning more concrete and motivating. This leads us towards an innovative, action-based approach to teaching modern languages, based on contemporary foreign language teaching methods which favor a dynamic and interactive approach (CEFR, 2001):

-Active teaching methods include project-based teaching, action-oriented approach, and drama techniques (Puren, 2002). Project-based teaching and the action-oriented approach involve collaborative learning in which students integrate language skills to work on real-world tasks. Concerning drama techniques, they refer to the use of theatrical activities such as plays, improvisations, mimes, and role-plays to help students develop their communication, skills, confidence, and creativity.

-Innovative multimedia supports involve the integration of ICT, the use of authentic resources and multi-sensory methods. The latter means encouraging students to use some or all of their senses

(visual, auditory, kinesthetic, tactile) through stimulating listening and visual reasoning, manipulating objects, playing games involving body movement, or clapping hands.

1-4. Classroom Management and Leadership:

Classroom management and leadership are two essential skills that foreign language teachers must have. Classroom management refers to the methods and strategies used to organize students, space, time, and materials to ensure successful learning (Wong, 1998). It includes the teachers' actions to enhance involvement, cooperation, and to maintain an organized productive environment (Kounin, 1970; Wong, 1998). A key factor to ensure classroom management is leadership. The latter provides the vision and direction necessary to implement classroom activities successfully, while also inspiring trust and respect among students. Research has shown that teachers who display leadership qualities such as empathy, adaptability, and the ability to inspire and motivate are more efficient in managing classroom dynamics and academic performance (Ratna et al., 2022). In sum, classroom management and leadership are determinant in guaranteeing a serene and reassuring climate that encourages students to take linguistic risks and progress easily .

2- Theoretical Framework of Emotional Intelligence:

While the previous section outlined the core competences of language teaching, technical expertise is not sufficient to sustain effective practice. Teaching depends equally on the emotional dimension, which shapes relationships and enhances learners' motivation. The next section introduces key frameworks of emotional intelligence as a foundation for examining their application in the foreign language classroom. Emotional intelligence has been widely studied as a psychological construct that highlights the role of emotions in human behavior and social interaction. Before exploring its implications for education, it is essential to clarify how the concept has been defined and theorized in the literature.

2-1. Definition:

The term emotional intelligence was first coined by Mayer and Salovey (1990) who initially described it as a type of social intelligence involving the ability to monitor one's own emotions and the ones of others, to distinguish between them, and to apply this awareness to guide one's own thinking and action. However, the concept became popular with Daniel Goleman's 1995 influential book "Emotional Intelligence: Why It Can Matter More Than IQ". Goleman defines it as the ability to recognize and understand one's feelings and those of others for the purpose of motivating ourselves and managing emotions in both personal and interpersonal contexts (Goleman, 1995). In other words, it is the ability to perceive, understand, manage, and regulate emotions in oneself and others so as to guide thinking, behavior, and interpersonal interactions (Salovey & Mayer, 1990; Goleman, 1995). It combines cognitive and emotional processes to navigate social environments effectively, foster empathy, collaboration, and adaptability. EI is critical in educational settings, where managing emotions directly impacts teaching efficacy and student outcomes (Kaplan, 2019).

The key components of emotional intelligence were outlined in two major models: Mayer and Salovey Ability Model (1990) and Goleman et al.'s Emotional Intelligence Model (2002). The two models are very similar but have a few varied structures.

2-2. Peter Salovey and John D. Mayer's Ability Model:

Salovey and Mayer (1990) developed the first emotional intelligence model that offers a solid foundation to understand the construct with its multiple key facets. Four central components are distinguished in this model, each reflecting a specific ability that defines emotional intelligence.

The first component concerns *emotion recognition*, it focuses on the importance of accurately detecting and identifying each of our emotions and those of others. This is considered as the first basic step towards building an overall understanding of the emotional realm (Mrisho et al., 2024). The focus of the second component is *understanding* which moves beyond the simple perception of emotions; rather, it involves the ability to grasp the elements that shape emotions and their impact on different contexts. The third component is *emotional regulation* which is about being able to manage and control one's own emotions effectively. It highlights the fluctuating nature of emotions and the importance of keeping an emotionally balanced state across different situations in order to insure a healthy relationship with oneself and others. Finally, the last component focuses on applying emotional intelligence on problem-solving and decision making. It involves the use of emotional information to guide thinking and decision processes. This final component stresses the key role of emotional intelligence in cognitive functions beyond interpersonal interactions. In short, Mayer and Salovey (1990) model describes EI as the ability to think intentionally about emotions. This includes accurately, recognizing, understanding, managing, and directing emotions to support clear thinking and promote both emotional and intellectual growth.

Although Mayer and Salovey (1990) initially defined emotional intelligence as a subset of social intelligence, their model primarily emphasizes internal emotional processes and self-regulation. In fact, this model is largely cognitive and does not offer a comprehensive framework for educational practice as it lacks the social and interpersonal dimensions that are essential in teaching. These aspects are more fully addressed in the following model.

2-3. Goleman, Boyatzis, and McKee's Emotional Intelligence Framework:

Following Mayer and Salovey (1990), Goleman (1995) claimed that emotional intelligence outweighs intelligence quotient in predicting career achievement and success. He argued that while many workers possess great potential, they often do not reach productivity and fulfillment because of their limited emotional management which leads to misunderstandings, reduced job satisfaction and work efficiency. In Goleman et al.(2002) model, two main distinctions are made to outline emotional intelligence. The first division is the distinction between personal abilities, such as, self-awareness, from the social ones like empathy. The second distinction lies in the difference between awareness of emotions and their management. For example, noticing a student's anxiety before a presentation is the first step corresponding to awareness; while the second step is being able to respond with appropriate reassurance and encouragement which corresponds to management and regulation. In fact, both the recognition of emotional cues and the ability to respond constructively are essential components of EI. The four mentioned components; namely, self-awareness, social-awareness, self-management, and relationship management were outlined and clarified in a subsequent model as shown in the following figure:

Table 1: The Primal Leadership(Realizing the Importance of Emotional Intelligence).

Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	Social-Awareness Empathy Organizational Awareness Service
Self-Management Emotional Self-Control Transparency Adaptability Achievement Initiative	Relationship Management Influence Inspirational Leadership Developing others Change Catalyst Building bonds Conflict Management Teamwork and Collaboration

Source: Goleman, D., Boyatzis, R. & McKee, A. (2002).

The figure is composed of four domains each of which has several connected competences. The first domain, entitled self-awareness, is composed of: *emotional self-awareness, accurate self-assessment, and self-confidence*. It basically means the ability to accurately read one's own moods, emotions, understand our strengths and limits, and develop the kind of confidence that comes from honest self-assessment (Goleman, Boyatzis, & McKee, 2002). The second component, self-management, refers to one's capacity to regulate difficult emotions and impulses and to pause and reflect before reacting. This component also includes *transparency, adaptability, achievement, and initiative*. Transparency means behaving in line with one's values, which builds trust through honesty and moral consistency. In addition, Adabtability enables leaders to remain flexible in the face of uncertainty and change. Concerning, achievement, it refers to the inner drive to reach or surpass set goals, while initiative involves taking proactive steps when faced with challenges or opportunities (Goleman, Boyatzis, & McKee, 2002).

It is worth noting that the first two components in Goleman's model -*self-awareness* and *self-management*- closely align with the first three components in Salovey and Mayer's framework; namely, *emotion recognition, understanding, and regulation*. However, Goleman significantly expands on these dimensions; especially in self-management by introducing the aforementioned sub-components. In addition to this elaboration, Goleman's model introduces two broader interpersonal dimensions: *social awareness* and *relationship management*.

The third and fourth domains: *social awareness* and *relationship management* broaden the concept of emotional intelligence to include social and leadership contexts. *Social awareness* includes three main capacities: *empathy, organizational awareness, and service orientation*. Empathy is the ability to perceive and relate to others' emotional experiences which supports trust building, conflict resolutions, and inclusive leadership. *Organizational awareness* is about understanding how things function beneath the surface, knowing the power structures, how decisions are made, and recognizing the emotional atmosphere within an organization. As for *service orientation*, it reflects a genuine willingness to support and respond to others' needs, whether they are colleagues, students, or clients, which is essential in any context that values collaboration and care for others (Goleman, 1998; Mayer, Salovey, & Caruso, 2004). The final domain of Goleman's emotional intelligence model, *relationship management*, reflects the ability to apply emotional skills effectively in social interactions. It includes competencies such as inspirational leadership, influence, coaching others, managing conflict, fostering change, and promoting teamwork. Together, these skills enable individuals to build strong

relationships, navigate group dynamics, and lead with empathy and purpose (Goleman et al., 2002; Cherniss, 2010).

These four domains and their related competencies offer a powerful framework for developing emotional intelligence in teaching. While Salovey and Mayer's ability-based model provides the theoretical foundation of emotional intelligence as a cognitive skill set, Goleman et al. (2002) framework offers a more practical orientation. Its four domains—self-awareness, self-management, social awareness, and relationship management—align closely with the emotional and interpersonal demands of foreign language teaching. For this reason, Goleman et al. (2002) model proves particularly relevant to the EFL classroom. An important aspect emphasized by Goleman and his colleagues is that these traits are not innate and fixed; instead, they can be nurtured through self-reflection, constructive feedback, and intentional practice. In the classroom, teachers who demonstrate strong emotional intelligence are more likely to create a supportive and trusting learning environment, foster student engagement, and encourage collaboration. In today's educational landscape, emotional intelligence is not just an added asset; it is an essential component of effective and inspiring teaching.

3- The Emotionally Intelligent Foreign Language Teacher:

The varied tasks expected from a teacher makes it one of the most stressful professions. Beyond delivering content, teachers are expected to act as role models and to contribute to the personal and emotional growth of their learners. In the EFL context, Goleman et al. (2002) model of emotional intelligence offers a useful perspective of how these demands can be met. When applied in the foreign language classroom, emotional intelligence is not an abstract theoretical ideal; rather, it is a practical resource that is displayed in the teacher's daily interactions, attitudes, and decisions. An application of the four domains of emotional intelligence to EFL teaching is discussed in the following section illustrating their relevance to both instructional practice and psychological climate.

3-1. Self-Awareness in the ELT Classroom:

The foundational domain of EI is *self-awareness*. In the context of foreign language teaching, it refers to teachers' ability to monitor their own emotional states, to understand the impact of this state on their teaching behavior, and to reflect on their strengths and limitations. This domain consists of three sub-components. The first one, *emotional self-awareness*, allows teachers to observe and name their emotional reactions to common classroom struggles- such as student disengagement, intercultural misunderstandings, or the teacher's own performance anxiety-so as to respond thoughtfully rather than in a reactive manner. The second sub-component, *accurate self-assessment*, enables teachers to honestly evaluate their classroom interactions and pedagogical decisions in order to ensure professional growth (Farrell, 2015). Finally, *self-confidence* empowers teachers to act with grounded assurance and authority while maintaining a safe classroom that encourages learners who are afraid of making mistakes, or lack confidence in their language abilities

Cultivating self-awareness among pre-service and in-service teachers can be achieved by integrating structured reflective activities into professional development programs. Practices such dialogic journals, guided self-observation, peer feedback, and guided self-reflections on moments of miscommunication can help teachers understand how their emotions and sense of identity shape their teaching. In addition to fostering emotional insight, these tools improve teachers' decision-making and relational competence in the long term (Mercer, 2016). When teachers are more aware of their

emotions without being overwhelmed by them, they can respond to challenges with more balance. This would help learners to feel safe enough to take linguistic risks. In fact, by modeling openness, trust, and composure self-aware teachers not only enhance their personal quality, they also contribute in the creation of emotionally responsive and pedagogically effective classrooms.

3-2. Self-Management for Effective Classroom Leadership:

The second stage, following emotional awareness and recognition, involves self-management or regulation. It refers to the ability to intentionally guide the perceived emotions towards constructive and goal-oriented action (Goleman, 2001). This skill is particularly crucial for a foreign language teacher who is often confronted to situations that may provoke frustration, or anxiety.

Self-management begins by *emotional self-control* which allows teachers to remain calm when unexpected challenges occur. For example, technology related disruptions such as a malfunctioning audio during a listening task or intercultural misunderstanding that may lead to a tense exchange during discussions are situations in which the teacher should maintain a balanced state of mind under pressure. As Goleman (2001) put it, ‘Self-control means managing disruptive emotions and impulses- the ability to suspend judgment and to think before acting’ (p.317). In other words, instead of displaying visible frustration or responding impulsively, the teacher should pause to take a measured breath and consider the situation as a problem-solving opportunity by prioritizing learner needs over personal irritation. *Emotional self-control* results from a sustained awareness of one’s physiological stress signals; such as increased heart rate or muscle tension. Through a conscious regulation of these signals with grounding techniques, teachers can redirect their energy toward constructive action.

In addition to *emotional self-control*, *transparency* is another crucial element that reinforces the sense of trust and safety in the classroom (Bar-on, 2006). When the teacher’s verbal and non-verbal responses are aligned with their stated values, learners would perceive the learning space as fair and predictable which encourages participation. For instance, providing clear explanations for assessment decisions and ensuring that the grading criteria are consistently applied is essential to guarantee transparency in the evaluation process. Another self-management sub-component is *adaptability* which allows teachers to be flexible and adjust their plans and strategies to their learners’ needs, such as using humor or asking targeted questions to restore attention and focus. Finally, *achievement orientation* and *initiative* operate together in self management: the former keeps the focus on high standards, while the latter drives proactive action to meet emerging needs (Boyatzis et al., 2000). An effective teacher sets ambitious goals and independently takes targeted steps; such as revising materials, adding practice tasks, or adjusting routines so as to address learning gaps.

3-3. Social Awareness to Support Learners:

While the two first main components focus on the teacher’s own emotional awareness and regulation, the subsequent components, *social awareness* and *relationship management*, are more external by addressing the ability to shape positive relationships and create an emotionally supportive classroom climate.

Social awareness in the ELT context means recognizing the emotions and social dynamics among learners and responding to them appropriately. The first sub-component, *empathy*, refers to the teachers’ capacity to observe and acknowledge the feelings experienced by their learners; such as, anxiety, disengagement, or frustration. As argued by Wang et al. (2023), teachers with high EI foster student empathy by modeling it themselves. When teachers examine attentively their learners’ non-

verbal reactions and respond in ways that encourage reassurance and a sense of being understood, learners are more likely to feel safe and engaged. The second aspect in *social awareness* is *organizational awareness* which involves the subtle identification of power dynamics within the classroom. For example, when some learners dominate group work and discussions while others withdraw; a socially aware teacher would notice such tendency and adjust the activities to promote a more balanced participation. The final *social awareness* element is *service orientation* which refers to the teacher's commitment to support learners beyond the basic lesson delivery. By genuinely investing themselves in finding ways to uplift their learners, teachers with a service orientation mindset support learners' confidence, motivation, and achievement (Wentzel, 2016; Hattie & Timperley, 2007). For instance, they may offer personalized assistance and formative feedback that not only corrects errors but also points to learners' strengths and progress.

Rather than a fixed trait, *social awareness* is a practical skill that can be consciously improved (Nelis et al, 2009; Dolev & Leshem, 2017). Practicing *empathy* in the classroom can be developed through active listening that focuses not only on words but also on intonation and body language. Besides, keeping short reflections about learners' behavior and emotions allows teachers to be aware of subtle social cues that might have been overlooked. In turn, *organizational awareness* can be strengthened in the classroom by weekly observing participation patterns. This skill can be enhanced by intentionally identifying who speak the most, who participate occasionally, and who seems marginalized in order to adjust grouping structures to ensure more balance (Pianta et al., 2008). Finally, cultivating a *service orientation* mindset can be achieved through professional development that re-centers the role of teachers as facilitators of growth rather than simple transmitters of knowledge.

3-4. Relationship Management in ELT Contexts:

The last component in Goleman's framework is *relationship management*. Interaction is a central part in the foreign language teachers' lives as they constantly manage a range of relationships not only with their learners but also with colleagues, parents, and administrators. However, the classroom remains the central space in which managing interactions successfully is essential. Sub-components such as *influence* and *inspirational leadership* allow teachers to motivate learners, not merely by authority but through vision and encouragement. For example, a teacher who models enthusiasm for language learning and connects lessons to students' real-world goals inspires sustained engagement. Similarly, *developing others* involves recognizing individual student strengths and weaknesses and providing targeted feedback or scaffolding, which fosters learner autonomy and resilience (Coombe, Bouslama, & Hiasat, 2020). Teachers also serve as *change catalysts* by introducing innovative practices, such as technology integration or collaborative tasks, to adapt to students' evolving needs.

Effective *relationship management* also involves creating a supportive and harmonious social environment. On the one hand, *building bonds* involves nurturing trust with learners through affective warm-ups, remembering personal details, and maintaining inclusive communication. On the other hand, *Conflict management* plays a key role in relationship management, encompassing mediation of classroom tensions, such as group-work disputes or plagiarism incidents, through restorative dialogue and clear behavioral norms. This approach extends beyond the classroom, for instance, when resolving misunderstandings or concerns with parents, teachers facilitate open

communication and empathy to reach mutual understanding, helping maintain positive home-school relationships. Such practices help de-escalate conflicts and support a collaborative educational environment. Finally, *teamwork and collaboration* extend beyond student group work to the teacher's professional network, which strengthens the teaching community and fosters shared responsibility for learners' success (Luca & Tarricone, 2001).

Teachers can become more skilled at managing relationships by engaging in peer coaching and collaborative reflective practice, which provide feedback on interpersonal strategies and help surface unconscious relational patterns (Farrell, 2015). Video-based self-observation, where teachers analyze recorded interactions, is particularly powerful for identifying missed relational cues and communication breakdowns (Sherin & van Es, 2009). Additionally, reflective practices—such as analyzing past conflicts to identify emotional triggers and evaluate resolution strategies—can lead to greater self-awareness and behavioral adjustment. Over time, these strategies enable teachers to maintain a balanced authority, mitigate tension, and model respectful dialogue—foundational to a collaborative and emotionally intelligent learning environment.

4- Discussion and Implication :

Most of the literature on emotional intelligence focuses on its impact on learners' academic achievement and motivation. For example, a study exploring the role of EI in students' scores in reading, writing, and listening indicates that second language learning positively correlates with many emotional intelligence components (Pishghadam, 2009). In addition, it was found that learners of English with higher EI are better at speaking, reading, and intrapersonal skills (Zarezadeh, 2013). More recently, MacCann et al. (2020) showed that EI plays a significant role in predicting students' motivation and academic achievement across disciplines. Similarly, Ghanizadeh and Moafian (2010) highlighted that Iranian EFL learners with higher EI levels were more motivated and achieved better results in their language studies. While these studies emphasize the benefits of EI for learners it is important to note that fostering such skills in students requires teachers who themselves demonstrate high levels of emotional intelligence. Teachers not only influence classroom dynamics but also serve as role models, and their ability to radiate emotional intelligence directly influence their learners' socio-emotional growth. However, despite this critical role, research on teachers' own emotional intelligence and its impact on their teaching practices remains limited in the EFL context literature.

Recent research on teaching and EI has confirmed its many benefits. For instance, studies suggest that teaching performance is associated to enhanced EI; particularly in managing group activities and solving problems (Kaufhold & Johnson, 2005). Besides, it is reported that emotionally intelligent coaches and leaders can identify their own areas of strengths as well as recognize the strengths of others (Neale et al., 2011). In the teaching process, such ability can foster learners' educational development (ibid). In addition to increased performance, preventing struggles with students and maintaining positive relationships with colleagues are also outcomes of higher emotional intelligence, as it equips teachers with effective strategies to find easy solutions (Hargreaves, 2000).

These findings indicate the key role of emotional intelligence in both learners' achievement and teachers' effectiveness; however, the lack of research on how to practically develop EI among teachers highlights the need for some recommendations to guide educational practice. Even though teachers are usually perceived as the most important factor in determining students' success, there are other elements that must not be overlooked; such as the learners themselves, textbooks, institutional policies, learning environments, and teacher training. Emotional intelligence can provide

a valuable framework for both teachers and learners by helping them develop essential language skills through enhanced self-awareness, empathy, and relationship management.

Accordingly, it is necessary to further investigate EI awareness among teachers and learners through systematic studies across all educational levels in Algeria, including primary, middle, secondary, and university settings. Such investigations could involve quantitative surveys to measure emotional intelligence components, qualitative interviews to explore teachers' and learners' perceptions and experiences, and classroom observations to examine the practical application of emotional skills. Additionally, comparative studies could be conducted to identify variations in EI development across age groups, subject areas, and institutional contexts, providing a comprehensive understanding of the role of emotional intelligence in the Algerian educational landscape.

In addition, EI components should be integrated in teacher training programs to ensure that instructors are well prepared to apply these constructs in their classrooms. Besides, curriculum and textbook designers should consider including EI into learning materials so as to foster not only linguistic proficiency but also emotional competencies. In fact, reconsidering current ELT methods and approaches from the perspective of EI may also encourage the development of more effective practices and materials that align with the demands of contemporary language education (Tuncay, 2003). Integrating EI competencies into ELT curricula is crucial so that learners to acquire not only linguistic knowledge but also the emotional and interpersonal skills necessary for meaningful communication in the target language.

Conclusion:

To conclude, teaching a foreign language such as English requires much more than linguistic and pedagogical skills. It is a profoundly human profession in which teachers need to be trained to enhance their ability to recognize and manage their emotions as well as the ones of their learners. In fact, emotions are an integral part of the teaching process; hence, constructs such as self-awareness, self-managements, social awareness, and relationship management should be integrated in teaching training programmes, curriculums, and textbooks.

When teachers develop their emotional intelligence, they are able to understand and relate to learners who seem troublesome, anxious, disengaged, or shy. This empathy along with the adequate self-management and relationship strategies would foster a climate of trust, autonomy, and authentic communication in the classroom. Investing in the psycho-emotional dimension of the teaching relationship enables learners to overcome their fears, unlock their potential, and improve their academic performance.

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