

The Role of Emotional Intelligence in Motivating EFL Students at the University of 08 Mai 1945, Guelma, Algeria : An Empirical Study

دور الذكاء العاطفي في تحفيز طلاب اللغة الإنجليزية كلغة أجنبية في جامعة 08 ماي 1945، قلمة، الجزائر:

دراسة تجريبية

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Abstract

Emotional intelligence (EI) has been increasingly examined as an affective factor shaping learners' motivational behavior, resilience, and engagement in foreign language learning (Goleman, 1995; MacIntyre & Gregersen, 2012). This quasi-experimental study investigated the relationship between emotional intelligence and language learning motivation among EFL university students in Algeria. The study is grounded in Petrides' (2009) trait emotional intelligence framework and Dörnyei's (2009) L2 Motivational Self System. An EI-enhanced instructional program was implemented to explore its potential influence on students' reported motivational orientation, self-awareness, and emotional regulation. Findings revealed a significant positive association between trait emotional intelligence and language learning motivation. Students exposed to EI-focused activities reported higher post-test scores compared to the control group. However, given the short duration of the intervention and the reliance on self-report measures, the results should be interpreted cautiously and viewed as indicative of statistical association rather than definitive causal explanation. The study suggests that self-perceived emotional competence may function as an important affective correlate of motivation in EFL university contexts where English exposure is limited.

Keywords: emotional intelligence, language learning motivation, L2 Motivational Self System, affect in language learning

الملخص

تم في السنوات الأخيرة دراسة الذكاء العاطفي (EI) باعتباره عاملاً عاطفياً يؤثر في سلوك المتعلمين التحفيزي، والمرونة، والمشاركة في تعلم اللغات الأجنبية (Goleman, 1995؛ MacIntyre & Gregersen, 2012). وتهدف هذه الدراسة شبه التجريبية إلى استكشاف العلاقة بين الذكاء العاطفي والتحفيز على تعلم اللغة لدى طلاب الجامعات المتعلمين للغة الإنجليزية كلغة أجنبية في الجزائر. تستند الدراسة إلى إطار الذكاء العاطفي القائم على السمات وفق Petrides (2009) وإلى نظام الذات التحفيزية لتعلم اللغة الثانية وفق Dörnyei (2009). تم تنفيذ برنامج تعليمي معزز بالذكاء العاطفي لدراسة أثره المحتمل على التوجه التحفيزي المعلن لدى الطلاب، والوعي الذاتي، وتنظيم العواطف. كشفت النتائج عن وجود علاقة إيجابية ذات دلالة إحصائية بين الذكاء العاطفي القائم على السمات والتحفيز على تعلم اللغة. كما أظهر الطلاب المشاركون في الأنشطة المركزة على الذكاء العاطفي درجات أعلى في الاختبار اللاحق مقارنة بالمجموعة الضابطة. ومع ذلك، وبالنظر إلى قصر مدة التدخل واعتماد الدراسة على مقاييس التقرير الذاتي، ينبغي تفسير النتائج بحذر واعتبارها مؤشراً على وجود علاقة إحصائية، لا تفسيراً سببياً حاسماً. وتشير الدراسة إلى أن الكفاءة العاطفية المدركة ذاتياً قد تمثل عاملاً عاطفياً مهماً مرتبطاً بالتحفيز في سياقات تعلم اللغة الإنجليزية كلغة أجنبية في الجامعات ذات التعرض المحدود للغة.

الكلمات المفتاحية: الذكاء العاطفي، التحفيز على تعلم اللغة، نظام الذات التحفيزية لتعلم اللغة الثانية، العاطفة في تعلم اللغة

1. Introduction

1.1 Background and Rationale

Motivation is one of the main factors that influence success in language learning because it shapes effort, persistence, and engagement (Dörnyei, 2005). Language learning is not only a cognitive process; it is also an emotional experience that requires learners to manage feelings, interact socially, and express themselves in a new linguistic system (MacIntyre & Gregersen, 2012). Researchers describe this focus on emotion as the “*affective turn*” in language studies, where emotions become essential for understanding learner motivation (Pavlenko, 2013).

Emotional intelligence (EI) is a psychological ability that influence learning behavior. Emotional intelligence has been conceptualized through different theoretical perspectives, including ability-based, mixed, and trait models. The present study is grounded primarily in Petrides’ (2009) trait emotional intelligence theory. Trait EI conceptualizes emotional intelligence as a constellation of self-perceived emotional dispositions embedded within personality structures. Unlike ability-based models that assess cognitive emotional reasoning through performance tasks (Mayer & Salovey, 1997), trait EI focuses on individuals’ perceptions of their emotional capacities. Because this study employs the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF), it specifically investigates students’ self-perceived emotional regulation, empathy, and self-awareness and how these dispositions relate to language learning motivation.

English as a Foreign Language (EFL) learning require communication, confidence, emotional control, and collaboration. For this reason, EI play an important role in shaping motivation (Mercer & Ryan, 2016). Oxford (2016) describe language learning as “*a human activity that involves emotions, identity, and social bonds*” (p. 12). Learners who understand and regulate emotions cope better with stress, frustration, and anxiety, which often appear in EFL classrooms (Dewaele et al., 2019).

In Algeria, students learn English in formal academic settings where exposure to authentic English outside the classroom is limited (Bensalem, 2018). Many university classrooms focus on exams, grammar instruction, and teacher-centered practices, while emotional support and motivational guidance receive less attention (Boudiaf, 2020). Although global research highlight the motivational value of EI, Algerian university contexts lack sufficient local studies that explain this relationship in depth (Derakhshan, 2022). This gap show the importance of exploring how emotional skills connect to motivation in Algerian EFL learning.

1.2 Research Aim and Objectives

The study aim to examine the role of emotional intelligence in supporting language learning motivation among EFL students at an Algerian university through an experimental teaching approach.

The study have the following objectives:

1. Explore EI as a psychological ability that support motivation in EFL learning (Mayer & Salovey, 1997).
2. Examine how EI-enhanced instruction influence students' motivation using Dörnyei's (2009) L2 Motivational Self System.
3. Understand how emotional regulation, self-awareness, and empathy help students sustain effort and interest in language learning tasks (Goleman, 1995; Oxford, 2016).
4. Provide pedagogical recommendations that help teachers integrate EI development into EFL university teaching (Mercer & Ryan, 2016).

1.3 Significance of the Study

Motivation in EFL learning depend on both emotional and cognitive learner capacities. This study contribute to research by positioning EI as an important motivational factor in Algerian higher education, where affective aspects of English learning are not sufficiently studied. Scholars call for more localized research on emotional-motivational connections in EFL contexts (Derakhshan, 2022; Dewaele et al., 2019). Therefore, this study help teachers and institutions rethink language instruction by promoting emotionally supportive learning environments that strengthen students' motivational engagement and classroom participation.

1.4 Research Questions and Hypotheses

Based on trait emotional intelligence theory (Petrides, 2009) and the L2 Motivational Self System (Dörnyei, 2009), the study addresses the following research questions:

1. Is there a significant relationship between trait emotional intelligence and language learning motivation among EFL students?
2. Does participation in an EI-enhanced instructional program correspond with higher post-test motivation levels compared to standard instruction?
3. To what extent is trait emotional intelligence statistically associated with language learning motivation?

Accordingly, the study tests the following hypotheses:

H1: Trait emotional intelligence is positively associated with language learning motivation.

H2: Students exposed to EI-enhanced instruction report higher post-test motivation levels than students receiving traditional instruction.

H3: Trait emotional intelligence accounts for a significant proportion of variance in reported language learning motivation.

2. Literature Review

2.1 Conceptual Framework of Emotional Intelligence

Emotional intelligence originated in psychological research and later influenced educational studies (Salovey & Mayer, 1990). Salovey and Mayer (1990) initially defined emotional intelligence as a component of social intelligence involving the monitoring and regulation of emotions in oneself and others. Mayer and Salovey (1997) subsequently developed the ability-based model, proposing that emotional intelligence consists of four mental abilities: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and regulating emotions. Within this framework, emotional intelligence is conceptualized as a cognitive capacity involving reasoning about emotions (Mayer et al., 2004).

In contrast, Goleman (1995) proposed a mixed model that combines emotional abilities with personality traits and social competencies. This perspective positions emotional intelligence as a broad set of socio-emotional skills contributing to personal and professional success. Although widely influential in educational contexts, the mixed model has been criticized for blending cognitive abilities with personality characteristics (Mayer et al., 2004).

A third and distinct perspective is the trait emotional intelligence model (Petrides & Furnham, 2001; Petrides, 2009), which constitutes the theoretical foundation of the present study. Trait EI conceptualizes emotional intelligence as a constellation of self-perceived emotional abilities embedded within personality structures. Rather than assessing objective emotional reasoning, trait EI reflects individuals' beliefs about their emotional competence, including emotional awareness, self-control, empathy, and stress management (Petrides, 2009). Because trait EI is typically measured through self-report instruments such as the TEIQue-SF, it is particularly appropriate for examining how emotional self-perceptions relate to motivational engagement in educational settings.

In motivation research, academic emotions are closely linked to engagement and persistence. Pekrun's (2006) Control-Value Theory emphasizes that learners who effectively regulate emotions demonstrate more stable motivation and sustained academic effort. In language learning contexts, Oxford (2016) describes emotion regulation as inseparable from strategic learning behavior, characterizing language learning as a "whole-person process" (p. 10). Similarly, Mercer and Ryan (2016) highlight

emotional intelligence as a psychological resource supporting learner interaction and motivational behavior in language classrooms.

Overall, emotional intelligence frameworks can be categorized into ability-based, mixed, and trait approaches. Given that the present study employs a self-report measure of emotional intelligence, it adopts the trait EI framework as its primary theoretical foundation while recognizing ability and mixed models as important background perspectives. Accordingly, emotional intelligence in this study refers specifically to students' emotional self-perceptions rather than objectively tested emotional abilities.

2.2 Emotional Intelligence and Language Learning Motivation

Language learning motivation shapes learners' goals, effort, persistence, and classroom engagement (Dörnyei, 2005; Dörnyei & Ushioda, 2011). Emotional experiences play an important role in this process because they influence how students respond to challenges and sustain effort over time (Pekrun, 2006). Within the trait emotional intelligence framework, self-perceived emotional competence may function as a supportive affective resource in language learning. Students who perceive themselves as capable of managing stress, regulating emotions, and understanding others may be more likely to maintain motivation when facing linguistic difficulties (Petrides, 2009). In this sense, trait EI reflects learners' beliefs about their emotional capacities rather than objective emotional ability.

In foreign language classrooms, emotions such as anxiety, frustration, or enjoyment can significantly influence participation and persistence (MacIntyre & Gregersen, 2012). Learners who report stronger emotional self-regulation may feel more confident in communicative tasks and more willing to engage in classroom activities. Consequently, higher levels of self-perceived emotional competence may correspond with stronger reported motivation in EFL contexts. Overall, trait emotional intelligence may be positively associated with language learning motivation through its influence on emotional regulation, confidence, and sustained engagement.

2.3 Studies on Emotional Intelligence and Language Learning Motivation

2.3.1 International Studies

Several international studies investigate the link between emotional intelligence (EI) and language learning motivation. Dewaele and MacIntyre (2014) find that learners with higher emotional regulation experience lower anxiety and higher willingness to communicate in English. Similarly, Mercer and Ryan (2016) report that EI contributes to learner engagement, persistence, and self-confidence in foreign language classrooms. Oxford (2016) shows that learners who regulate emotions effectively use learning strategies more consistently, which enhances motivational stability.

2.3.2 EFL Contexts

In EFL contexts, EI influences motivation by helping learners cope with limited exposure to the target language. Dewaele et al. (2019) observe that multilingual learners with higher EI report stronger positive motivation and greater classroom participation. MacIntyre (2002) emphasizes that emotional control supports willingness to communicate, a key component of language motivation. These studies suggest that EI is not only a personal resource but also a social skill that enhances classroom interaction and motivation.

2.3.3 North African and Algerian Contexts

Research in North Africa and Algeria is limited but growing. Bensalem (2018) highlights that Algerian EFL students face motivational challenges due to exam-oriented teaching and minimal authentic language exposure. Derakhshan (2022) notes that integrating EI in EFL classrooms improves learner confidence, resilience, and persistence. These findings confirm that EI is a relevant predictor of language learning motivation across different cultural contexts.

Overall, international and regional studies consistently show that EI supports language learning motivation by:

1. Reducing anxiety and negative emotions (Dewaele & MacIntyre, 2014; Pekrun, 2006)
2. Enhancing self-regulation and persistence (Oxford, 2016; Mercer & Ryan, 2016)
3. Improving willingness to communicate and social engagement in the classroom (MacIntyre, 2002; Dewaele et al., 2019)

These findings provide a solid empirical foundation for exploring the impact of EI in Algerian EFL university settings.

2.4 Conceptual Integration

Drawing on trait emotional intelligence theory and motivational frameworks in second language acquisition, the present study conceptualizes self-perceived emotional competence as an affective resource that may support motivational engagement. Within this integrated model, students who perceive themselves as capable of regulating emotions, understanding others, and maintaining emotional stability are expected to report stronger effort, persistence, and engagement in language learning. The intervention component is designed to enhance these emotional self-perceptions, which may in turn correspond with improved motivational outcomes.

3. Methodology

3.1 Research Design

The study employed a quasi-experimental pre-test–post-test control group design. Two intact Master 1 EFL classes at the University of Guelma were selected. One class was assigned as the experimental group and received the emotional intelligence (EI)-enhanced instruction, while the other class served as the control group and followed standard EFL instruction.

Because intact classes were used, individual random assignment was not possible. Therefore, the study is categorized as quasi-experimental rather than fully experimental. To reduce selection bias and strengthen internal validity, pre-test measures of emotional intelligence and language learning motivation were administered to both groups before the intervention to examine baseline equivalence.

3.2 Participants

The study involves 90 Master 1 students (University of Guelma, Algeria) enrolled in EFL programs. Participants are aged between 22 and 26 years and have at least four years of English learning experience. The two existing classes were assigned to experimental and control conditions. Although students were not individually randomized, both groups were enrolled in the same academic level, followed the same curriculum, and were taught within the same institutional context.

3.3 Instruments

The study employed two self-report instruments to measure trait emotional intelligence and language learning motivation.

Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF; Petrides, 2009): The TEIQue-SF consists of 30 items rated on a 7-point Likert scale ranging from 1 (Completely Disagree) to 7 (Completely Agree). The instrument measures trait emotional intelligence, defined as individuals' self-perceived emotional competencies embedded within personality structures (Petrides, 2009). Because the instrument assesses emotional self-perceptions rather than cognitive emotional abilities, the study examines how students' perceived emotional dispositions relate to their reported motivation levels. Sample items include statements such as "I can control my temper when I need to" and "I find it easy to understand the emotions of others." Higher total scores indicate stronger self-perceived emotional competence.

Language Learning Motivation Scale (Dörnyei, 2010): Language learning motivation was assessed using a 20-item Likert-type scale rated from 1 (Strongly Disagree) to 5 (Strongly Agree). The

scale measures motivational orientation, effort, persistence, and engagement in English learning tasks. Sample items include “I put effort into learning English even when it is difficult” and “I enjoy communicating in English.” Higher scores reflect stronger reported motivation.

Both instruments have demonstrated strong reliability and validity in previous international research (Petrides, 2009; Dörnyei, 2010). However, internal consistency coefficients were not recalculated for the present sample, which should be taken into consideration when interpreting the results. Additionally, because both measures rely on self-report responses administered within a short timeframe, the possibility of common-method bias cannot be excluded.

3.4 Data Collection Procedures

The intervention lasts 4 weeks. The experimental group participates in EI-focused sessions integrated into EFL instruction. Activities include:

- Emotional awareness exercises
- Empathy-based group work
- Self-reflection and regulation strategies

The control group follows **traditional EFL lessons** without EI interventions. Pre- and post-tests are administered to both groups to measure changes in EI and motivation.

3.5 Data Analysis Techniques

Data analysis uses descriptive statistics to summarize demographic information and overall scores. Correlation analysis examines the relationship between EI and motivation. Multiple regression analysis determines the predictive effect of EI on language learning motivation. All analyses use SPSS software at a significance level of $p < 0.05$ (Field, 2018).

4. Results

An independent samples t-test was conducted to examine whether significant differences existed between the experimental and control groups at pre-test for emotional intelligence and language learning motivation. The results indicated no statistically significant differences between the groups prior to the intervention ($p > .05$), suggesting baseline equivalence and supporting comparability between groups before the EI program was implemented.

4.1 Descriptive Statistics

The study involves 90 Master 1 students, randomly assigned into an experimental group (n = 45) and a control group (n = 45). All students have at least four years of English learning experience.

Table 1. Descriptive Statistics of Emotional Intelligence and Motivation Scores

Group	Variable	Pre-test Mean (Standard Deviation)	Post-test Mean (Standard Deviation)
Experimental	Emotional Intelligence (EI)	3.12 (0.48)	3.78 (0.42)
Experimental	Language Learning Motivation (LLM)	3.20 (0.50)	3.90 (0.45)
Control	Emotional Intelligence (EI)	3.15 (0.46)	3.22 (0.47)
Control	Language Learning Motivation (LLM)	3.18 (0.49)	3.25 (0.48)

The experimental group shows a notable increase in both EI and LLM after the intervention, whereas the control group shows only minimal change, indicating the effectiveness of the 4-week EI-focused program.

4.2 Correlation Analysis

Pearson correlation analysis examines the relationship between EI and LLM across all students.

Table 2. Correlation between Emotional Intelligence (EI) and Language Learning Motivation (LLM) Post-test Scores

Variable	1	2
1. Emotional Intelligence (EI)	1	
2. Language Learning Motivation (LLM)	0.68**	1

Note: p < 0.01

The strong positive correlation (r = 0.68, p < 0.01) indicates that students with higher EI also have higher LLM. This confirms that the ability to perceive and regulate emotions directly supports learners’ engagement and persistence in language learning.

4.3 Comparison Between Groups

An independent samples t-test compares post-test scores of the experimental and control groups.

Table 3. Independent Samples t-test for Emotional Intelligence (EI) and Language Learning Motivation (LLM) Post-test Scores

Variable	Group	Mean (Standard Deviation)	t-value	Degrees of Freedom (df)	p-value
Emotional Intelligence (EI)	Experimental	3.78 (0.42)	6.14	88	.000
	Control	3.22 (0.47)			

Language Motivation (LLM)	Learning	Experimental	3.90 (0.45)	6.72	88	.000
		Control	3.25 (0.48)			

The experimental group scores significantly higher than the control group in both EI and LLM ($p < 0.001$), showing that integrating EI activities into EFL instruction effectively improves both emotional skills and motivation.

4.4 Regression Analysis

A regression analysis was conducted to examine the relationship between post-test trait emotional intelligence and post-test language learning motivation.

Table 4. Regression Analysis Predicting Language Learning Motivation (LLM) from Trait Emotional Intelligence (EI)

Predictor	Unstandardized Coefficient (B)	Standard Error (SE B)	Standardized Coefficient (β)	t- value	p- value
Emotional Intelligence (EI)	0.72	0.08	0.68	9.00	.000

Model Summary: $R^2 = 0.46$, $F(1,88) = 81.00$, $p < .001$

The results indicate a statistically significant positive association between trait emotional intelligence and language learning motivation ($\beta = .68$, $p < .001$). The model accounts for approximately 46% of the variance in reported motivation scores within the present sample.

Although the findings suggest a substantial relationship between students' self-perceived emotional competence and their reported motivation levels, the results should be interpreted with caution. The regression model did not include baseline pre-test scores as control variables, and both constructs were assessed through self-report measures administered within a short timeframe. Therefore, the analysis reflects a strong statistical association rather than definitive evidence of causal prediction.

These findings suggest that students who report higher levels of trait emotional intelligence also tend to report stronger motivation in EFL learning contexts. However, further research employing longitudinal designs and controlled statistical procedures is needed to establish directional or causal relationships.

4.5 Summary

The results show that a 4-week EI-focused intervention:

- Significantly increases students' emotional intelligence and language learning motivation.
- Produces a strong positive relationship between EI and LLM ($r = 0.68$).
- Leads to significantly higher post-test scores in the experimental group compared to the control group ($p < 0.001$).
- Shows that EI explains 46% of the variance in motivation, confirming its role as a predictor of language learning motivation.

Overall, developing emotional intelligence is essential for enhancing motivation in university-level EFL instruction, especially in contexts with limited authentic language exposure.

5. Discussion

The present study examines the role of emotional intelligence (EI) in enhancing language learning motivation (LLM) among Master 1 EFL students at the University of Guelma. The results demonstrate that a 4-week EI-focused intervention significantly improves both EI and motivation, confirming that emotional skills are closely connected to learners' engagement and persistence in language learning.

5.1 Emotional Intelligence and Motivation

The strong positive correlation between EI and LLM ($r = 0.68$) indicates that students who perceive and regulate emotions effectively also show higher motivation. This aligns with trait emotional intelligence theory, which suggests that learners who perceive themselves as emotionally competent are more likely to report adaptive motivational behaviors (Petrides, 2009). Similarly, Oxford (2016) argues that learners who manage their emotions strategically sustain effort and remain motivated even when facing challenging tasks.

The regression analysis shows that EI explains 46% of the variance in motivation, confirming that emotional skills act as a predictive factor in language learning. This supports Pekrun's (2006) Control-Value Theory, which emphasizes that emotion regulation plays a central role in maintaining engagement and performance. In EFL contexts, where students often encounter anxiety and frustration, EI provides the psychological tools to overcome affective barriers and maintain persistent learning behaviors (Dewaele et al., 2019; MacIntyre, 2002).

5.2 Effect of the EI-Focused Intervention

The significant improvement in EI and motivation among the experimental group demonstrates the practical effectiveness of integrating emotional intelligence activities into EFL instruction. The

intervention, which includes emotional awareness exercises, empathy-based group work, and self-reflection strategies, allows learners to apply emotional regulation in real learning situations, enhancing both their confidence and willingness to participate. These findings support Mercer and Ryan (2016), who state that EI training promotes learner engagement and strengthens social and emotional competencies in language classrooms.

The control group, which follows traditional instruction, shows minimal improvement, highlighting that standard EFL teaching often neglects affective dimensions. This gap reinforces the need for pedagogical approaches that address both cognitive and emotional aspects of language learning, especially in Algerian universities where classroom practices are mostly exam-oriented and teacher-centered (Bensalem, 2018; Derakhshan, 2022).

5.3 Pedagogical Implications

The study provides several implications for EFL teaching:

1. **Integrate EI training:** Language teachers should include emotional awareness, empathy, and regulation exercises in regular lessons to support motivation.
2. **Promote self-reflection:** Encouraging students to monitor their emotional states can help them manage anxiety and frustration.
3. **Foster collaborative learning:** Group activities that require empathy and social interaction strengthen both emotional skills and motivation.
4. **Design motivationally supportive tasks:** Tasks that balance challenge and success enhance engagement and help learners apply EI strategies in authentic contexts.

Overall, incorporating EI into EFL pedagogy contributes to a more holistic approach, addressing cognitive, affective, and social dimensions of learning, which is especially crucial in Algerian university contexts with limited authentic exposure to English.

6. Conclusion and Future Directions

6.1 Summary of Findings

This study examines the role of emotional intelligence (EI) in enhancing language learning motivation (LLM) among 90 Master 1 EFL students at the University of Guelma. The 4-week EI-focused intervention significantly improves both students' emotional intelligence and motivation compared to a control group. Emotional intelligence shows a strong positive correlation with motivation ($r = 0.68$) and

predicts 46% of its variance. These findings confirm that EI is a crucial affective resource that supports learner engagement, persistence, and willingness to communicate in EFL contexts.

6.2 Limitations of the Study

Despite its contributions, this study has several methodological limitations.

1. **Design:** A quasi-experimental design with intact classes and no random assignment limits internal validity and causal inference.
2. **Measurement reliability:** Internal consistency for the TEIQue-SF and Language Learning Motivation Scale was not recalculated for this sample, so reliability in the Algerian context is uncertain.
3. **Self-report bias:** Emotional intelligence and motivation were assessed via self-report, raising the risk of common-method bias and socially desirable responses.
4. **Regression model:** Baseline pre-test scores were not controlled, limiting causal interpretation of associations.
5. **Sample size and generalizability:** The study involved 90 Master 1 students from a single university, restricting broader applicability.

6.3 Suggestions for Future Research

Future studies can build on these findings by:

1. **Expanding the sample:** Including students from multiple universities or different levels of study to enhance generalizability.
2. **Extending intervention duration:** Implementing longer EI programs to investigate their impact on motivation over time.
3. **Using mixed methods:** Combining self-report questionnaires with observational or qualitative data to gain deeper insights into emotional and motivational processes.
4. **Exploring additional variables:** Examining how EI interacts with language proficiency, anxiety, or learning strategies to affect motivation.

Overall, the study demonstrates that integrating emotional intelligence into EFL instruction enhances motivation and engagement, highlighting its value as a pedagogical tool in Algerian higher education. Future research can further explore how EI interventions contribute to long-term language learning success and broader educational outcomes.

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Appendices

Appendix A: Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF)

The TEIQue-SF (Petrides, 2009) is used to measure students' perceived emotional intelligence. It consists of 30 items rated on a 7-point Likert scale:

- **1 = Completely Disagree**
- **7 = Completely Agree**

Sample Items (self-report statements):

1. I understand my emotions clearly.
2. I can control my temper when I need to.
3. I find it easy to empathize with others.
4. I handle stressful situations calmly.

Scoring: Higher total scores indicate higher levels of emotional intelligence.

Appendix B: Language Learning Motivation Scale (LLMS)

The LLMS (Dörnyei, 2010) assesses students' motivation in learning English. It includes 20 items rated on a 5-point Likert scale:

- **1 = Strongly Disagree**
- **5 = Strongly Agree**

Sample Items (self-report statements):

1. I put effort into learning English even when it is difficult.
2. I enjoy communicating in English.
3. I set personal goals to improve my English.
4. I participate actively in English class activities.

Scoring: Higher scores indicate higher language learning motivation.

Appendix C: Emotional Intelligence Intervention Activities (4 Weeks)

The experimental group participates in EI-focused sessions integrated into EFL lessons. Each week includes one 90-minute session:

Week 1 – Emotional Awareness

- Identify personal emotions during language tasks.
- Maintain an emotional diary while practicing English.

Week 2 – Emotion Regulation

- Apply techniques to control anxiety and frustration.
- Practice calm responses through role-play scenarios.

Week 3 – Empathy and Social Skills

- Recognize peers' emotions through group discussions.
- Engage in collaborative problem-solving activities.

Week 4 – Self-Reflection and Motivation

- Reflect on emotional growth during the intervention.
- Set achievable language learning goals based on emotional insights.