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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

RESEARCH PROJECT

“EMOTIONAL INTELLIGENCE IN ENGLISH TEACHING”

As a prerequisite to obtain a:

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LANGUAGES**

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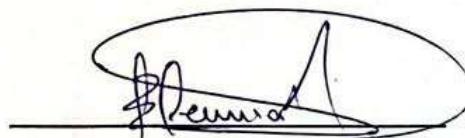
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La Libertad, July 22th, 2026

Advisor's Approval

In my role as advisor of the research paper and title “ **EMOTIONAL INTELLIGENCE IN ENGLISH TEACHING**” prepared by **Panimboza Roca Bryan Alexander** and **García Gómez Xiomara Anahí** undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in black ink, enclosed within an oval-shaped stamp. The signature appears to be "Niola Sanmartín".

Niola Sanmartín Rosa Elena, MSc.

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Statement of Authorship

We, Panimboza Roca Bryan Alexander with ID number 0928021765 and García Gómez Xiomara Anahí ID number 2450587700, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education and Languages, as a prerequisite, to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in my role as author of the research “EMOTIONAL INTELLIGENCE IN ENGLISH TEACHING”, certify that this work is of my authorship, except for the quotes and reflections in this research paper.



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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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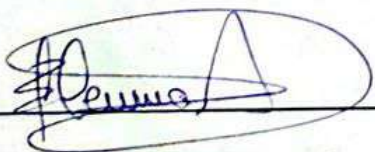
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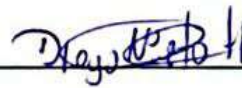
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Acknowledgment I

I wish to express my deepest and most sincere gratitude to UPSE University, as the institution that has defined a turning point in my academic and professional journey. The quality of its education, the commitment of its teaching staff, and the growth opportunities it provides have been fundamental to my personal and professional development.

I want to extend special thanks to the PINE teachers. Throughout my studies, I not only gained solid, practical knowledge in my field, but was also immersed in an environment that inspired curiosity, critical thinking, and continuous improvement. I am deeply grateful to the faculty of PINE: to Miss Sarita Reyes, Eliana León, Tatiana García, Roxana Vera, Verónica Limones, Ketty Vergara, Sandra Camaño, Gabriela Gándara; and to Mr. Leo Chávez, Diego Nieto, Rudy Párraga, Ítalo Carabajo, and Javier Almeida. With their vast expertise, patience, and genuine vocation for teaching, they were invaluable guides.

Their dedication to sharing their knowledge, answering our questions, and encouraging us to aim higher has left an indelible mark on us; without them, we would have fallen by the wayside, as so many others did. I thank them wholeheartedly for their unwavering support and professionalism, for reaching out to help us keep moving forward and not be left behind.

Thanks to the education I received at UPSE, and specifically through the PINE major, I feel fully prepared and confident to face the challenges of the professional world. This experience has also allowed me to strengthen personal qualities and skills that I had long wished to develop. I thank you sincerely for all the support, guidance, and motivation you have given me. It has been an honor to be part of this community.

- García Gómez Xiomara Anahí

Acknowledgment II

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- Panimboza Roca Bryan Alexander

Dedication I

I dedicate this achievement to my parents Jaun Panimboza Catuto and Maribel Roca Arica, and my brother José Panimboza Roca, for being present throughout this journey.

I also dedicate it to my grandparents José Roca, Julio Vera, Lorenza Arica, Amada Catuto, and my cousins Josue Roca Velez, José Roca Ladines, Jean Pierre Revelo, Jessica Roca Mateo and Shirley Maldonado, for the moral support they process. I also dedicate this triumph to my friends, “Los Rezagados 2.0” who, with effort and courage, are also achieving this goal with us, and that means a great deal.

I dedicate this achievement to all of you because I did it with sacrifice, and each one of you deserves it.

- With love, Panimboza Roca Bryan Alexander

Dedication II

I those who are my constant driving force: I dedicate this to my family my sanctuary where my strength is renewed and the assurance that I never walk alone; to those who placed their trust in me even when I doubted myself; and to the ideals that, though once seemingly distant or hard to reach, have now become reality.

This work presents not merely academic achievement, but the fruit of your unconditional love, patience and every effort made for my education.

With a heart full of gratitude, I dedicate this result to you it belongs as much to you as it does to me.

-With love, García Gómez Xiomara Anahí

Abstract

English is widely acknowledged as a lingua franca, serving as the primary means of communication worldwide. In higher education, students studying English often encounter challenges such as low academic performance, lack of engagement, and anxiety, which are significant concerns within EFL education. This research investigates the significance of Emotional Intelligence in English language instruction. This phenomenological study examines the beliefs and experiences of EFL educators regarding Emotional Intelligence in the classroom. Employing a qualitative methodology, semi-structured interviews were conducted with five PINE educators. The findings affirm the importance of Emotional Intelligence in the teaching process; these emotional competencies enable educators to manage students' emotions and address their concerns related to the English language. The study concludes that the challenges faced by EFL teachers include students' limited Emotional Intelligence and the necessity for professional development to address such issues effectively. PINE educators utilize student-centered, communicative language teaching strategies to foster Emotional Intelligence, including cooperative learning, peer assessment, and problem-solving activities. It is recommended that higher education institutions and teacher training programs formally incorporate modules on Emotional Intelligence.

Keywords: Emotional Intelligence, English language teaching, affective filters, foreign language anxiety, qualitative research methodology.

Resumen

El inglés es ampliamente reconocido como lengua franca y sirve como el principal medio de comunicación a nivel mundial. En la educación superior, los estudiantes de inglés a menudo enfrentan desafíos como el bajo rendimiento académico, la falta de compromiso y la ansiedad, que representan preocupaciones significativas en la enseñanza del inglés como lengua extranjera (EFL, por sus siglas en inglés). Esta investigación indaga en la importancia de la inteligencia emocional en la enseñanza del idioma inglés. Este estudio fenomenológico examina las creencias y experiencias de los educadores de EFL sobre la inteligencia emocional en el aula. Empleando una metodología cualitativa, se realizaron entrevistas semiestructuradas a cinco educadores de PINE. Los hallazgos confirman la importancia de la inteligencia emocional en el proceso de enseñanza; estas competencias emocionales permiten a los educadores gestionar las emociones de los estudiantes y abordar sus inquietudes relacionadas con el idioma inglés. El estudio concluye que los desafíos que enfrentan los profesores de inglés incluyen la limitada inteligencia emocional de los estudiantes y la necesidad de desarrollo profesional para abordar dichos problemas de manera eficaz. Los educadores de PINE utilizan estrategias de enseñanza de idiomas comunicativas y centradas en el estudiante para fomentar la inteligencia emocional, que incluyen el aprendizaje cooperativo, la evaluación entre pares y las actividades de resolución de problemas. Se recomienda que las instituciones de educación superior y los programas de formación docente incorporen formalmente módulos sobre inteligencia emocional.

Palabras clave: inteligencia emocional, enseñanza del idioma inglés, filtros afectivos, ansiedad por el idioma extranjero, metodología de investigación cualitativa.

Index

Advisor's Approval	1
Statement of Authorship	2
Declaration	3
Board of Examiners	4
Acknowledgment I	5
Acknowledgment II	6
Dedication I	7
Dedication II	8
Abstract	9
Resumen	10
Introduction	15
Chapter I	16
The problem	16
Research topic	16
Research title	16
Problem statement	16
Problem formulation	18
Research question	18
Specific questions	18

General objective	19
Specific objectives	19
Justification	19
Chapter II	21
Theoretical framework	21
Background	21
Pedagogical basis	23
Humanism	23
Cognitivism	24
Metacognitivism	24
Theoretical basis	25
Affective filter	25
Table 1	25
Foreign Language Learning Anxiety	26
Figure 1	27
Emotional Intelligence	27
Table 2	28
Emotional Intelligence Strategies for English teachers	29
Legal basis	30
Constitución de la República del Ecuador	30

Chapter III	32
Methodological framework	32
Qualitative methodology	32
Phenomenological study	32
Table 3	34
Chapter IV	36
Analysis of Findings	36
Brief analysis of findings	36
Interpretation of findings	36
Table 4	41
Chapter V	44
Conclusions and Recommendations	44
Conclusions	44
Recommendations	45
References	47
Annexes	54
Annex A: Certificate of Antiplagiarism	54
Annex B: Compilatio certificate.	55
Annex C: Questionnaire	56
Annex D: Transcripts	56

Table Index

Table 1.....	24
Table 2.....	27
Table 3.....	33
Table 4.....	40

Figure Index

Figure 1... ..	26
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Introduction

English language is widely known as a lingua franca, the main language for communication with the world. Having a great command of the English language ensures professional opportunities to expand knowledge and networking. Besides, Alam et al. (2022) mentioned common obstacles experienced by teachers in the teaching process due to variables related to students' English proficiency and teaching practices.

Therefore, traditional methods may not adequately support language development; however, students tend to react positively when teachers employ collaborative activities and supportive attitudes. During English language learning (ELL) in higher education, students face challenges such as low grades, lack of engagement, and anxiety, which is a major problem in English as a Foreign Language (EFL) education. Besides, English teachers must possess Emotional Intelligence to deal with students and demonstrate positive responses that students can emulate.

In the local context at Universidad Estatal Peninsula de Santa Elena (UPSE), focusing on the Pedagogy of National and Foreign Languages (PINE), Lainez and Macias (2025) conclude that teachers need to use emotional approaches to understand students' issues with English-language performance. Furthermore, students often experience increased anxiety, low self-esteem, and a lack of motivation, which are considered affective filters that reduce willingness to engage in activities in the EFL classroom. The purpose of the research is to describe the importance of Emotional Intelligence in the classroom. Thus, PINE teachers' perspectives will be analyzed to determine the challenges and recommendations for managing and developing Emotional Intelligence in the classroom.

Chapter I

The problem

Research topic

Emotions and the English language

Research title

Emotional Intelligence in English Teaching

Problem statement

English language is widely known as a lingua franca, the main language for communication with the world. Having a great command of the English language ensures professional opportunities to expand knowledge and networking. English language is mandatorily taught at all levels of education, including higher education, to meet expectations in international communication and the globalization process (Andayani, 2022).

Alam et al. (2022) mentioned common obstacles experienced by teachers in the teaching process due to variables related to students' English proficiency and teaching practices. Therefore, traditional methods may not adequately support language development; however, students tend to react positively when teachers employ collaborative activities and supportive attitudes, which engage the classroom. Learning the English language demands hours of practice, which can be conducted using educational technologies, emotional approaches, and other innovative tools.

During the process of English language learning (ELL) in higher education, students face challenges with English learning, such as low grades, lack of engagement, and anxiety, which is a major problem in EFL education. Besides, English teachers must possess Emotional Intelligence to deal with students and demonstrate positive responses that students can emulate;

however, they sometimes burn out teaching students how to act properly when they are disrespectful (Babanoğlu, 2025).

In the local context at Universidad Estatal Peninsula de Santa Elena (UPSE), focusing on Pedagogy of National and Foreign Languages (PINE), Lainez and Macias (2025) concluded that teachers need to integrate emotional approaches to address students' issues with English language performance. This includes providing constructive feedback and teaching students to regulate themselves by drawing on emotional aspects to prepare them for future challenges.

Furthermore, students often experience increased anxiety, low self-esteem, and a lack of motivation, which are considered affective filters that reduce willingness to engage in activities in the EFL classroom. Affective filters highlight the critical influence of the learner's emotional state in the process of English language learning (Peng, 2025).

Based on experiences across semesters, the researchers have noticed that PINE educators often focus on teaching strategies to develop English skills rather than addressing affective filters that prevent the development of English language skills; these strategies rely on systems that train the brain to acquire the language as a mechanical process. Therefore, teachers should employ strategies to boost students' motivation, attitude, and other intellectual components (Borbor & Aquino, 2026).

On the other hand, the researchers also observed English as a Foreign Language (EFL) teachers swamped with workload related to grading, planning, resources, and other duties. However, this is considered another factor because it makes teachers focus on delivering academic classes while overlooking the emotional aspects that trigger issues with their teaching techniques. Lemarchand-Chauvin (2023) stated that teachers often face situations that result in emotional turbulence from external factors, such as high volumes of assessments, administrative

expectations, and the demand to maintain student motivation in the classroom. These factors hinder language development by affecting students' emotions, so it is important to reduce them in tough situations where students struggle with the English language. For these reasons, exploring the role of Emotional Intelligence in English teaching is relevant for raising concerns and identifying socio-emotional aspects to improve before improving students' English skills. They could analyze students' Emotional Intelligence to effectively design lessons and improve English language teaching (ELT) practices.

The purpose of the research is to describe the role of Emotional Intelligence in the classroom. Thus, PINE teachers' perspectives will be analyzed to determine the challenges and recommendations for managing and developing Emotional Intelligence in the classroom. Educators' insights will elaborate on experiences and concerns regarding Emotional Intelligence; theories and teaching perspectives will guide the interpretation of findings to grasp the phenomenon of Emotional Intelligence in English teaching.

Problem formulation

Research question

- What is the role of Emotional Intelligence in English language teaching?

Specific questions

- What are the perceptions and experiences of EFL teachers regarding the role of Emotional Intelligence in the students' learning process?
- What challenges do EFL teachers face when applying Emotional Intelligence strategies in language classrooms?
- What strategies do EFL teachers use to support students' Emotional Intelligence in their learning process?

Objectives

General objective

- To explore the importance of Emotional Intelligence in English language teaching through EFL educators' beliefs and experiences

Specific objectives

- To describe the perceptions of PINE teachers about the role of Emotional Intelligence in English language education.
- To determine the challenges of Emotional Intelligence in the English language teaching process.
- To analyze PINE educators' insights into the use of strategies to support Emotional Intelligence in the classroom.

Justification

English serves as a global lingua franca; at the third level of education, it is important to develop solid language proficiency. However, language acquisition is closely connected to affective processes, not just relying on knowledge acquisition. According to Zhang (2022), when higher education students face low academic achievement or feel disconnected from ELL, they often develop severe foreign language anxiety and want to drop their studies. This emotional distress causes them to withdraw from classroom participation or exhibit disruptive behavior. These breakdowns impact classroom management, disrupt class flow, and trigger rapid teacher burnout.

Overcoming these challenges requires incorporating Emotional Intelligence into teaching practices to ensure students learn adequately. EFL teachers cannot rely on teacher-centered activities; they must run affective strategies targeted to praise, generate empathy, and terminate

the language barrier (Abdyeva, 2026). These techniques improve students' Emotional Intelligence by avoiding affective filters, encouraging active language learning, and helping educators manage behavioral issues calmly without compromising lesson delivery.

Despite classroom challenges, this study investigates the lived experiences and strategies of PINE teachers to understand the role of Emotional Intelligence in EFL teaching. It offers alternative solutions to mitigate language anxiety in students and protects educators from emotional burnout. This research will provide insights into how managing the classroom's emotional climate is just as crucial as delivering the knowledge; strategies will also offer guidance on understanding students' low proficiency by focusing on their affective filters and other factors. Overall, it is expected to provide insights into using Emotional Intelligence correctly in the classroom.

Chapter II

Theoretical framework

Background

Prior studies determined that imparting knowledge is not enough to embark on and succeed in English language learning. Besides, emotional aspects and psychological approaches are crucial for developing strong English language skills. In higher education, Emotional Intelligence is defined as the ability to recognize and reflect on emotions and use this awareness to manage behaviors and relationships (Qanwal & Ghani, 2023).

Suprayogia and Andestia (2023) noted that students display optimal performance when they control emotions caused by external and internal situations. Managing affective reactions and stress helps to develop self-confidence. Therefore, Emotional Intelligence promotes communicative skills among students and teachers so that teachers can mitigate anxiety and other affective filters in students' mindsets.

Moreover, Jin et al. (2021) concluded that senior high school students experience anxiety throughout the process of language learning. The authors employed reminiscing to reflect on life lessons and an Emotional Intelligence strategy to elicit confidence in students who rely on peers' English language skills. This technique was effective in tackling anxiety, and Students who generate positive thoughts and manage situations properly tend to overcome and regulate negative emotions. As emotions are processed, students must gain greater control of their emotions through Emotional Intelligence in English teaching.

Gao et al. (2025) mentioned the relevance of Emotional Intelligence in English as a foreign language. The authors conducted a study that involved students' Emotional Intelligence and emotional challenges. Individuals with Emotional Intelligence demonstrated potential in

English language learning, fostering growth in English skills; besides, other students could not manage emotions properly, causing stagnation in ELL. Using Emotional Intelligence influences better language acquisition during classroom activities.

Furthermore, Khoso et al. (2022) explored the importance of Emotional Intelligence in English teachers at the third level of education. They determined that the learning process must be conducted by using strategies to motivate students and regulate negative inputs. Educators are advised to develop Emotional Intelligence to directly impact academic engagement and motivation levels, fostering bonding with the English language.

According to the findings of Al-Obaydi et al. (2022), English university teachers agreed that Emotional Intelligence is an important social skill for developing self-reflection in classroom management; EFL teachers should have prior training to understand the benefits of applying it in the classroom. Researchers recommended implementing Emotional Intelligence in teachers to promote the development of solid emotional management; this implementation is related to guaranteeing teachers' and students' enjoyment of the English language.

Moreover, Su et al. (2022) conducted a study that aimed to determine the role of teachers' Emotional Intelligence in teaching for creativity. Findings demonstrated the relevance of Emotional Intelligence in teachers in improving their motivation to design attractive lessons, which cultivate creativity in students. Teachers using Emotional Intelligence are expected to generate positive emotions, enhance teachers' well-being, and promote better teaching performance.

Pedagogical basis

Humanism

Maslow A. and Rogers C created humanism around the 1950s. They founded humanistic theory, focusing on psychological aspects and personality theories. Humanistic theory and education work together to nurture students with knowledge to perceive and respond properly to stimuli (Syafira et al., 2023).

According to Kumari (2024), humanistic theory was developed by Maslow, who developed the Maslow hierarchy of needs based on motivation and self-regulation in different environments. In addition, Rogers created the unconditional Positive Regard, which emphasizes accepting and valuing students regardless of any condition. The core principles of humanism were a philosophy that relied on worth, dignity, and the development of human potential. Thus, people are considered independent learners using a self-dependent approach to their knowledge acquisition rather than passive learners focusing on a knowledge reception process instead of deeper grasping of knowledge.

Furthermore, Herdita (2026) views humanism in education as encompassing cognition, emotions, and other spiritual dimensions. This belief in human capacity for growth and positive change is fundamental to humanistic education. Humanism fosters a warm and supportive environment that makes students feel emotionally engaged; humanistic principles include: the intrinsic worth and dignity of each individual; the importance of personal growth and self-fulfillment; the value of personal responsibility and self-direction; the necessity of a supportive and nurturing educational environment; the recognition of the interconnectedness of cognitive, emotional, and social aspects of learning (Wang, 2023).

Cognitivism

Ikhsan (2026) analyzed cognitivism theory developed by Jean Piaget; the focus of cognitivism is to analyze stimuli through active mental processes, including skills, memory, perceptions, understanding, and problem-solving. This approach supports meaningful learning and knowledge transfer. Furthermore, cognitivism is divided into four stages: sensorimotor, preoperational, concrete operational, and formal operational.

Furthermore, Imawan et al. (2026) stated that the cognitive approach allows learners to apply self-regulation when analyzing information, a common process of the cognitivist approach. Without a cognitive foundation, language instruction could rely only on memorization rather than analysis, evaluation, and effective use of the language.

Metacognitivism

Fahrni et al. (2025) stated that Metacognitivism is a component that focuses on learners' ability to plan, monitor, and evaluate brain processes related to knowledge acquisition. Thus, students navigate complex problems by applying critical thinking with self-regulation. These peer reflections project engagement, active communication, collaboration, and creativity, achieving learning outcomes.

The metacognitivist approach in EFL is important to develop thinking skills to understand the English language. Instead of focusing on English language knowledge, Metacognitivism focuses on self-reflection of students and teachers about their teaching practices. Students use their skills to express deep ideas about topics, permitting the development of English skills (Wongdaeng and Higgins, 2023).

Based on the principle of metacognitivism, Emotional Intelligence connects with managing emotions through self-reflection. Critical thinking skills are present when individuals

deal with stressful situations where emotional control and supportive attitudes play an important role. The metacognitive approach allows students to self-reflect on English language learning and improve their weaknesses, and for teachers, it provides insights to analyze students' emotions and use activities or one-on-one sessions to discuss issues and understand students' concerns.

Theoretical basis

Affective filter

Krashen developed the affective filter in the 1980s; the author stated that other existing variables influence language learning. Negative emotions or high affective filters can affect students' motivation and language development. However, affective filters can easily help or hinder students' emotions when they are learning a new language. Moreover, the presence of affective filters leads to resistance from students and results in bad behaviors during the activities. The affective filters serve as indicators for teachers to address emotional issues or social skills related to English language learning; teachers have to apply strategies to release that weight and allow peers to learn the foreign language (Al-Mutairi, 2024).

or failure of language acquisition efforts, as they directly impact the learner's ability to process and internalize new language input.

Table 1

Affective filters

Affective filters		
Self-Confidence	Motivation	Anxiety

High confidence encourages risk-taking and active class participation. Conversely, a lack of confidence makes learners hesitant to practice, limiting their language proficiency.	A major predictor of learning success. Both intrinsic (internal desires) and extrinsic (external rewards) motivation compel learners to engage deeply with tasks, consistently leading to better overall outcomes.	A barrier that creates a fear of communication, making mistakes, and negative evaluation. This anxiety causes cognitive interference, which actively hinders a learner's ability to process and produce the language effectively.
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Note. Arenillas and Quezada (2025) described the affective filters and explained their influence.

According to Arenillas and Quezada (2025), the most relevant affective filters were anxiety related to behavior and negative thoughts; having low anxiety provides comfort to the student. Motivation is considered the driver of success in learning goals; low motivation can make learners stop learning. Lastly, self-confidence operates as a psychological enabler or constraint to learning the English language. These factors directly affect individuals' commitment to learn the English language; these variables play a crucial role in determining success in English teaching.

Foreign Language Learning Anxiety

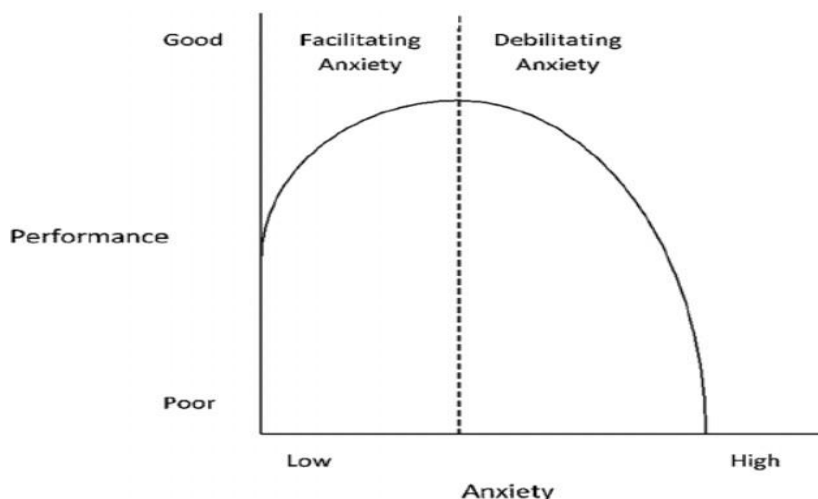
He and Haji-Othma (2024) defined anxiety as an immediate emotion produced by external or internal factors; the feelings perceived are apprehension, nervousness, and autonomic nervous system without self-regulation. Anxiety is a reaction to specific stimuli in EFL classroom activities such as oral presentations or a final test.

Foreign Language Learning Anxiety is triggered by language acquisition of a foreign language, where learners experience problems during English language learning; the effect of anxiety decreases motivation in the classroom. Foreign language learning is complex and full of self-perceptions, postures, emotions, and conduct related to classroom language learning. (Prakash,

2024). For example, FL learners who suffer from high anxiety, low self-confidence, and a lack of authenticity would benefit from teachers focusing on their grit and perseverance, strengths, hope, optimism, and courage (Dewaele et al., 2023).

Figure 1

Relation of anxiety and student performance



Note. Inverted “U” relationship between anxiety and performance (He and Haji-Othman, 2024).

Emotional Intelligence

According to Anwar et al. (2021), Emotional Intelligence was developed in the twenties and highly popularized by Goleman’s best-selling book in 1995. The main conceptualization of Emotional Intelligence is defined as embracing complex situations using correct management of emotions. Emotional Intelligence is a thinking skill that allows students and teachers to digest intricate situations by using self-regulation and critical thinking skills to understand how to react during these events.

Emotional Intelligence is the ability to manage emotions through modulation processes to respond appropriately to stimuli or situations. Moreover, students have to control their emotions and solve conflicts by generating sensible responses and embracing complex situations. It is

assured that managing challenging or disruptive situations promotes better language acquisition (Lasekan et al., 2025).

Wang (2023) stated that Emotional Intelligence is a mechanism that joins the ability to perceive, comprehend, and manage emotions; these factors allow students to provide sensible responses by acknowledging others' emotions. Moreover, Emotional Intelligence fosters students' engagement, creates bonds with English language learners, and, for teachers, improves understanding of students' needs and emotions and connects with students; these practices are aimed at overcoming the struggles experienced in the process of language learning (Yang and Duan, 2023).

Syam (2026) suggested that Emotional Intelligence functions as a form of affective labor, a conscious effort to manage our emotions in front of diverse situations. An example described in her study noted that during an oral presentation, a student who usually battles with speech anxiety stood up firmly, maintained solid eye contact, and used elicitation through hand gestures to deliver a decent speaking assessment confidently.

Table 2

Emotional Intelligence Quadrant

Emotional Intelligence Quadrant	Application to the EFL Teacher
Self-Awareness	Recognizing your own emotional triggers (e.g., when a student is disruptive or disrespectful) before reacting.
Self-Management	Regulating stress and modulating behavioral responses calmly when facing classroom disruptions.
Social Awareness	Having empathy to read the classroom's emotional climate and noticing hidden foreign language anxiety or engagement drops.

Relationship Management	Using constructive feedback, praise, and bonding strategies to inspire, motivate, and guide students through language challenges.
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Note. Goleman's Emotional Intelligence Performance Model

Emotional Intelligence supports adaptive classroom management, constructive teacher–student interactions, and professional resilience Aldrup et al., 2024). Recent empirical studies show that higher teacher Emotional Intelligence is associated with greater psychological well-being and organizational commitment, and that Emotional Intelligence relates to practical outcomes (e.g., reflective practice and innovative behaviors) via proximal mechanisms such as emotion regulation and empowerment.

Emotional Intelligence Strategies for English teachers

According to Roslaini and Ilyas (2026), cognitive reappraisal is an effective strategy for managing negative emotions, particularly in response to student behavior, and it contributes to maintaining a positive classroom environment. Teachers who adopted this strategy were better able to maintain their emotional composure and continue engaging with students constructively, despite facing challenges. In addition to cognitive reappraisal, teachers also reported using mindfulness techniques and relaxation exercises as strategies to manage stress and anxiety. These methods, including deep breathing exercises, meditation or praying, and taking short breaks during the day, allowed teachers to calm their minds and reduce feelings of overwhelm. Mindfulness practices were particularly helpful in moments of emotional intensity, such as when teachers were dealing with classroom disruptions or when they felt emotionally drained. The use of these techniques aligns with the research question by illustrating that mindfulness and relaxation strategies can mitigate the negative emotional impact of stressful classroom situations.

Legal basis

Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad y de la inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional.

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizarán el acceso universal, la permanencia, la movilidad y el egreso sin discriminación alguna, así como la obligatoriedad en los niveles inicial, básico y de bachillerato o su equivalente. Es un derecho de toda persona y de toda comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles y gratuita hasta el tercer nivel de educación superior inclusive.

Art. 29.- El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior y el derecho de las personas a aprender en su propia lengua y en su ámbito cultural. Las madres y los padres, o sus representantes, tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

Art. 356.- La educación superior pública será gratuita hasta el tercer nivel.

El ingreso a las instituciones públicas de educación superior se regulará mediante un sistema de nivelación y admisión, definido en la ley.

La gratuidad se vinculará a la responsabilidad académica de las y los estudiantes.

Con independencia de su carácter público o particular, se garantiza la igualdad de oportunidades en el acceso, la permanencia, la movilidad y el egreso, con excepción del cobro de aranceles en la educación particular.

Chapter III

Methodological framework

Qualitative methodology

Qualitative methodology is used in education because it explores subjective data related to behaviors, experiences, perceptions, philosophical postures, and other interactions among teachers and students. Qualitative research supports the deep analysis of human arguments; categorizing indicators and classifying qualitative data makes it easier to infer (Bhangu et al., 2023). Researchers will gather perspectives and opinions of PINE educators; this data will be non-numerical, which led researchers to select a qualitative methodology to investigate Emotional Intelligence in English Teaching.

Phenomenological study

Manen and Manen (2021) defined the phenomenological study as research on phenomena addressed in the social sciences; the phenomenological approach supports the analysis of human beliefs, capturing important details of characters, and generating a unique idea that blends all qualitative data.

Emotional intelligence in EFL teaching is a social skill that focuses on emotional connection and filters that determine dynamics in the teaching process. It involves characters such as teachers and students experiencing improvement in the development of students' English skills due to effective delivery of knowledge by teachers using emotional strategies. To understand the essence of Emotional Intelligence in English teaching, PINE educators will elaborate on their experiences and moments of reflection about managing emotions adequately

during the class. Researchers must elaborate on instruments to gather valuable information and generate valid research outcomes.

Data collection technique

Semi-structured interview

Semi-structured interviews are a way of extracting thoughts from candidates; opinions and perspectives are collected through a questionnaire of specific questions to respond to researchers' questions. The outcomes of semi-structured interviews are open to adapting to interviewee perspectives, avoiding rigidity during the session, so they feel confident expressing their reflections.

The semi-structured interview will have a one-on-one model, establishing confidence among researchers and educators. The interview session will be with English teachers; the instrument will be administered in PINE classrooms in face-to-face modality, and for the other educators, the Zoom platform will offer flexibility to conduct the semi-structured interview. The use of open-ended questionnaires will allow teachers to share experiences and perceptions of Emotional Intelligence.

Data collection instrument

Questionnaire

Widely used in qualitative research, the questionnaire is a data collection instrument focused on assessing and extracting perceptions and experiences of participants. Questions must be solid and clear; additionally, they must align with the study's objectives. This ensures that researchers collect data related to the study and supports a clear interpretation by reflecting a clear level of understanding and high consistency in the responses to the questionnaire. Ultimately, Questionnaires can be administered in several ways, such as paper, digital, or using

platforms; this can be objective or designed to ensure reliability, validity, and minimal bias (Reina-Parrado et al. 2024).

Researchers design a series of open-ended questions to gather information from participants; this questionnaire is planned to be used during the semi-structured interviews. Participants will reflect on the questions, providing accurate information about their teaching perspectives on Emotional Intelligence in the classroom.

Type of questions

Open-ended questions

Mirattanaphrai and Srikoon (2025) stated that open-ended questions help to promote critical thinking; these questions are used in inquiry-based learning by asking questions, leading experiments, and building new knowledge through processes like prototyping. A rigorously validated questionnaire allows researchers to analyze educators' perceptions, experiences, and outcomes of research variables. Based on eight open-ended questions using wh-questions to allow English teachers to elaborate on detailed ideas, the questions were created to align with research objectives, which include variables of investigation such as Emotional Intelligence and English teaching based on individuals' thoughts.

Data collection, processing, and resources

Table 3

Data Collection, Processing, and Resources

Questions	Explanations
What?	Semi-structured interview
Where?	Zoom platform and in-person modality
When?	July, 2026

How? The instrument questionnaire will be administered through one-to-one interviews with eight open-ended questions.

For what? To explore the role of Emotional Intelligence in English language education

Note. The following table organizes the data processing of variables to launch the instrument of investigation.

Population and Sample

Casteel and Bridier (2021) defined the population and sample and explained how to scope them. Population refers to a group of individuals with shared characteristics, demographics, or skills related to specific factors. A sample focuses on narrowing, selecting, and classifying subjects of investigation based on specific characteristics of participants; these can be skills, experiences, or other important variables of investigation.

The researchers determined the population by focusing on the Major Pedagogy of National and Foreign Languages (PINE) teachers at UPSE. A specific group was selected based on shared characteristics, such as years of experience as university teachers in the major. Additionally, the sample was narrowed to five PINE teachers with experience teaching subjects such as educational psychology, classroom management, leadership, and school administration. They were carefully chosen to provide solid perceptions of the influence of Emotional Intelligence in English teaching.

Chapter IV

Analysis of Findings

Brief analysis of findings

After validating the questionnaire and obtaining approval from PINE educators, the semi-structured interviews were conducted on the Zoom platform and in a face-to-face modality. The educators' answers were pondered to generate solid statements that recap and provide important thoughts about Emotional Intelligence in English teaching. The questions revealed categories of interest, which connected to educators' answers; these answers were analyzed to connect with researchers supporting the educators' perspectives and experiences.

The findings aligned to set the crucial role of Emotional Intelligence in the teaching process; these emotional skills allow teachers to regulate students' feelings and concerns related to the English language. Self-regulating students allows them to develop maturity and wisdom by knowing how to react to different situations during the English learning process. Furthermore, the challenges were complex due to students' psychological profiles, so educators have to use strategies to promote proper teaching practices and ensure language acquisition.

Interpretation of findings

The relationship between Emotional Intelligence and effective teaching

Educators highlighted that English teaching goes beyond passing knowledge and modeling English skills; Emotional Intelligence was mentioned as a foundation in English education because the teaching process requires understanding students' needs and emotions to manage students' attitudes correctly. By applying Emotional Intelligence, educators can remain patient and tolerant, which in turn models positive behavior for students and fosters a supportive environment.

These perceptions aligned with the study developed by Al-Obaydi et al. (2022), which concluded that Emotional Intelligence is a vital social skill for teachers to manage classrooms effectively. Furthermore, Su et al. (2022) confirmed that a teacher's Emotional Intelligence enhances their overall well-being and allows them to deliver better teaching performance and creativity. These statements highlight the role of Emotional Intelligence in the classroom as an essential emotional component for every English teacher to design interactive activities that support student development within a monitoring system.

Challenges in incorporating Emotional Intelligence

Based on extended experience, Educators have experienced multiple challenges primarily triggered by the lack of Emotional Intelligence training in their own professional preparation and defiant students who push teachers' tolerance to the limit. This leaves them navigating emotional issues intuitively, using common sense. Additionally, they struggle to support students when they have to adhere to the demanding curriculum while needing to address issues in the class such as lack of self-control, empathy, or emotional maturity. It is important to provide individual feedback to students to understand their concerns and affective filters.

These challenges are linked; Lemarchand-Chauvin (2023) identified that high volumes of assessments and administrative demands cause emotional turbulence for teachers. Babanoğlu (2025) also noted that teachers risk burning out when dealing with disrespectful or emotionally unregulated students without proper support. Despite the challenges, teachers do their best to establish a balanced classroom, supporting and understanding students regardless of bad behavior and other internal factors, such as a lack of training for managing severe cases.

Integration of Emotional Intelligence in English teaching

The interviewed teachers described the integration of Emotional Intelligence not as an isolated subject, but as a natural part of communicative language teaching. By using cooperative strategies, collaborative projects, and reflective discussions, teachers provide students with the opportunity to practice empathy and active listening while simultaneously developing their linguistic skills.

Alam et al. (2022) support this view, noting that traditional methods fall short, but collaborative and supportive activities heavily engage students. Qanwal and Ghani (2023) also confirm that in higher education, integrating Emotional Intelligence helps students manage their relationships and academic behaviors effectively.

Emotional Intelligence and mitigating learner anxiety

Teachers agreed that foreign language anxiety is a barrier for English language education. They use Emotional Intelligence to mitigate this by normalizing mistakes and assuring students that errors are a natural part of the learning process. By demonstrating empathy and creating a safe environment, teachers lower students' affective filters, increasing their willingness to communicate.

Arenillas and Quezada (2025) identified anxiety and lack of self-confidence as primary affective filters that hinder language processing. Furthermore, Suprayogia and Andestia (2023) found that when teachers help students manage stress through Emotional Intelligence, it develops their self-confidence and mitigates anxiety.

Using Emotional Intelligence to address classroom issues

After reviewing effective teaching strategies, teachers have to address behavioral or learning issues that hinder learning in English language learning; the educators stated they rely heavily on active listening and private conversations. Instead of public feedback, they observe

body language and patterns to talk to students after class to understand the root cause of the behavior.

Consequently, Lasekan et al. (2025) emphasized that resolving conflicts through emotional regulation promotes a welcoming classroom for English language learning. Moreover, Lainez and Macias (2025) also concluded that emotional approaches and constructive feedback are necessary to help students regulate themselves. Moreover, Emotional Intelligence supports the identification of filters based on behavior. This subsequently lowers these disturbances in the process of English acquisition.

Facing challenges with students lacking Emotional Intelligence

Educators used to encounter students with low Emotional Intelligence, creating clashes with rules and directions, so students have to regulate their emotions themselves through sensible teachers' responses. They act calmly, change the dynamics of group work, and offer guidance to help students reflect on the teacher's real role. In severe cases where a student cannot manage their emotions, teachers rely on institutional support, referring students to professional welfare departments.

Gao et al. (2025) studied Emotionally Challenged (EC) students, noting that their inability to manage emotions causes stagnation in language learning. In addition, Roslaini and Ilyas (2026) suggested that teachers use cognitive reappraisal to remain calm and composed when dealing with such disruptions. These facts suggest that teachers must remain professional by preserving Emotional Intelligence during conflicts; their role is to support and pass on knowledge, taking issues and unethical behaviors into account.

Enhancing student Emotional Intelligence in practice

Educators shared that they promote rapport and Emotional Intelligence by presenting themselves in a friendly way or being approachable guides rather than strict authority figures. As academic acquaintances and supportive subjects, teachers play a crucial role in English language education. They promote peer assessment and pair work so students can practice without feeling embarrassed in front of the classroom.

Wang (2023) explained that Emotional Intelligence fosters strong teacher-student bonds and student engagement, creating a positive learning atmosphere. Khoso et al. (2022) added that when educators implement motivational strategies, they impact academic engagement and help students connect with the English language.

FL learners who suffer from high anxiety, low self-confidence, and a feeling of lack of authenticity would benefit from teachers focusing on their grit and perseverance, strengths, hope, optimism, and courage (Dewaele et al., 2023). Approaching students when they are experiencing bad moments in language learning or personal issues helps students to embrace situations and overcome them using Emotional Intelligence.

Feasible strategies for Emotional Intelligence and English language learning goals

The teachers recommended strategies that focus on cooperative learning, project-based tasks, and problem-solving activities, which make students use their social skills during these activities. Moreover, they highlighted the importance of an alternative plan for reading or scanning the classroom's emotional climate and changing the lesson plan if students are emotionally dysregulated or unfocused; teachers should use dynamic activities to help them feel empowered in English language learning.

Jin et al. (2021) demonstrated that using Emotional Intelligence strategies elicits confidence and helps overcome anxiety. Syam (2026) further noted that this form of affective

labor by the teacher manages emotions and supports students in high-stress situations like public speaking. Teachers recommended working in groups, balancing strengths and weaknesses so the group can work together and assign roles or duties. Furthermore, the focus is to monitor activities and work with students affected by filters.

Reviewing the categories and connections of educators' answers and authors, it was determined that the role of Emotional Intelligence in English language education is triggered by anxiety and boredom; these filters must be lowered by using emotional strategies. Encouraging students to participate and listening to them in private seems to be the correct strategy. Teachers cannot overlook students' language proficiency issues; they have to address the problems to overcome them.

Table 4

Interpretation of English teachers' answers connected to studies.

Questions	Answers	Authors
Q1: How do EFL teachers perceive the relationship between their own Emotional Intelligence and effective teaching practices?	Educators agreed that a close relationship is important, stating that teaching requires more than linguistic competence. Emotional Intelligence helps them understand students' emotions, adapt strategies, and build supportive environments.	Al-Obaydi et al. (2022) noted that Emotional Intelligence is an important social skill to develop self-reflection. Su et al. (2022) stated that Emotional Intelligence improves motivation and teaching performance.
Q2: What challenges do you perceive when incorporating Emotional Intelligence in the classroom?	Challenges include a lack of formal Emotional Intelligence training for teachers, time constraints, demanding curricula, and dealing with students who lack self-control and emotional awareness.	Lemarchand-Chauvin (2023) stated that teachers face turbulence from external factors like administrative expectations. Al-Obaydi et al. (2022) mentioned that teachers need prior training or

		advice about Emotional Intelligence.
Q3: How do you describe the integration of Emotional Intelligence within English language teaching practices?	Emotional Intelligence should be naturally embedded through communicative teaching, collaborative learning, role plays, and active listening, rather than being treated as a separate subject.	Alam et al. (2022) stated that students react positively to collaborative activities. Qanwal and Ghani (2023) defined Emotional Intelligence as managing behaviors and relationships.
Q4: How do you perceive the role of Emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?	Emotional Intelligence reduces anxiety by creating safe environments where mistakes are viewed as learning opportunities. This builds student confidence, making them more willing to participate.	Arenillas and Quezada (2025) highlighted anxiety as a barrier that hinders communication. Suprayogia and Andestia (2023) noted that Emotional Intelligence mitigates anxiety and builds self-confidence.
Q5: What are your experiences regarding the use of Emotional Intelligence to address classroom issues?	Teachers address issues by listening actively, identifying concerns through body language, and using private dialogues instead of public disciplinary measures to maintain a positive climate.	Lasekan et al. (2025) stated that managing disruptive situations promotes better language acquisition. Lainez and Macias (2025) emphasized using emotional approaches for student issues.
Q6: How do you face challenges with students with a lack of Emotional Intelligence in the classroom?	Educators model emotional regulation, vary activities, and have private conversations. If unresolved, they may refer students to institutional welfare departments (Bienestar Universitario).	Gao et al. (2025) studied Emotionally Challenged students and filters causing stagnation in the learning process. Roslaini and Ilyas (2026) noted that cognitive reappraisal manages negative emotions.
Q7: How do you enhance the development of	Teachers function as friendly figures, avoiding strict reliance on textbooks to observe students' faces.	Wang (2023) stated that Emotional Intelligence fosters engagement

Emotional Intelligence in students as part of your classroom practices?	They use peer assessment, pair work, and problem-solving to build confidence without embarrassment.	and creates bonds. Khoso et al. (2022) advised strategies to impact academic engagement directly. Furthermore, FL learners who suffer from high anxiety, low self-confidence, and a feeling of lack of authenticity would benefit from teachers focusing on their grit and perseverance, strengths, hope, optimism, and courage (Dewaele et al., 2023).
Q8: What strategies do you perceive as feasible to promote the development of Emotional Intelligence and achieve English proficiency goals?	Recommended strategies include cooperative learning, project-based tasks, and using an alternative plan to adapt the methodology dynamically based on the students' emotional readiness.	Jin et al. (2021) stated that Emotional Intelligence strategies elicit confidence. Syam (2026) suggested that Emotional Intelligence functions as affective labor to manage emotions in diverse situations.

Note. Teachers' perceptions of using Emotional Intelligence: opportunities, challenges, and recommendations for implementation.

These findings will support the answer to the inquiry into the research project, as delimited by the objectives of investigation. Overall, the results confirm that Emotional Intelligence is crucial in the teaching practices of English language education; also, emotional aspects become primary in learning English because they influence the willingness to practice and engage in the classroom. The next chapter will present the conclusion and recommendations, which are the outcomes of the investigation.

Chapter V

Conclusions and Recommendations

Conclusions

After analyzing the results and exploring the role of Emotional aspects in English language teaching, Emotional Intelligence was considered an essential teaching skill for managing students' emotions during the learning process. Emotional aspects go beyond the traditional linguistic instruction focus on improving English skills, overlooking emotional factors such as feelings and perspectives. Emotional Intelligence allows educators to create a safe environment where affective filters such as anxiety and motivation are lowered and controlled.

Teachers described experiences and beliefs regarding the positive outcomes of employing emotional intelligence to overcome classroom situations, perceiving it as an important skill that educators must cultivate during the teaching service. The role of emotional intelligence includes tolerance and wisdom when responding to students, focusing on identifying internal factors that affect English language learning rather than punishing behavior.

The study concludes that the challenges faced by EFL teachers include a lack of Emotional Intelligence in students and the need for teacher training to manage these situations adequately. Teachers are forced to navigate emotional turbulence, unmotivated students, and curriculum goals. Furthermore, managing large classrooms with diverse levels of emotional maturity demands high cognitive and emotional regulation from the teachers themselves to prevent professional burnout.

PINE educators utilize student-centered approaches and communicative strategies to build Emotional Intelligence in the classroom. Strategies such as cooperative learning, peer-assessment, and problem-solving allow students to practice language without public

embarrassment. Fostering empathy and normalizing errors as part of the learning process, without dismissing feedback, supports effective language learning. Teachers increase students' self-confidence and willingness to communicate in the target language using Emotional Intelligence. Additionally, the ability of a teacher to read the classroom and employ an alternative plan, adapting or abandoning a lesson plan when students are emotionally disconnected, proves to be a crucial strategy in regulating classroom emotions and ensuring meaningful learning of the English language.

Recommendations

It is highly recommended that higher education institutions and teacher training programs explicitly incorporate Emotional Intelligence modules into their curricula. Future educators must be formally trained in cognitive reappraisal, conflict resolution, and affective filter management so they do not have to rely solely on intuition. They have to apply professionalism and ethics when facing these issues.

Implement alternative plans to provide flexibility to students without dismissing learning objectives. Teachers should be encouraged to prioritize students' emotional readiness over strict adherence to lesson plans. If a classroom is visibly anxious or disconnected, educators should pause grammatical instruction and use conversational, empathy-driven prompts to reset the classroom climate.

When using private corrective feedback to manage behavioral issues or emotionally challenged students, teachers should avoid public disciplinary actions that raise affective filters. Instead, they should utilize active listening and private, one-on-one sessions after class to understand the root causes of the student's behavior.

The investigation suggested using Emotional Intelligence as a regulation process for students and teachers in the struggles of English language learning. However, due to limitations in population and focus, it is recommended to conduct research focusing on students to inquire about their experiences of Emotional Intelligence, analyze teachers' actions when bad behaviors occur, and reflect on Emotional Intelligence and its importance for both parties.

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Annexes

Annex A: Certificate of Antiplagiarism

En calidad de tutor del Trabajo de Integración Curricular denominado **“EMOTIONAL INTELLIGENCE IN ENGLISH TEACHING”** elaborado por los estudiantes **García Gómez Xiomara Anahi y Bryan Alexander Panimboza Roca** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal de Península de Santa Elena, me permito declarar que una vez finalizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con el 6% de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Niola', is written over a horizontal line.

Lcda. Niola Sanmartín Rosa Elena, MSc.

Tutor

Annex B: Compilatio certificate.



Certificado de análisis
Compilatio Studium

Emotional Intelligence in English Teaching 98 - compilatio

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Annex C: Questionnaire

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?
2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?
3. How do you describe the integration of emotional Intelligence within English language teaching practices?
4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?
5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?
6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?
7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?
8. What strategies do you perceive as feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Annex D: Transcripts

PINE Educator #1

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?

Okay, so from my experience, emotional intelligence is crucial to effective English language teaching. So, teaching a foreign language requires more than linguistic competence.

Furthermore, I can say that it also involves understanding students' emotions from the beginning, because to work with the content of our subject, we need to know them very well. We need to know their different learning styles. All right, so we also need to know a student's emotions. We can respond empathetically to their needs. Furthermore, in this way, we can create a supportive learning environment. So, teachers with well-developed emotional intelligence tend to communicate more effectively. They can also manage classroom interactions more successfully. In this way, we can also establish stronger relationships with our students. So, these qualities contribute to increasing students' motivation and participation in overall learning.

2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?

One of the main challenges is keeping a balance between students' emotional needs and academic demands, particularly when working under time constraints or following a demanding curriculum. Another challenge is that not all students have the same level of emotional awareness or interpersonal skills. This is something we can address because we can see that not all students have the same level of this. So, it makes it difficult to address their individual needs equally. So, in addition, some teachers may not have received formal training in emotional intelligence, which can limit their confidence in integrating emotional learning into daily classroom practice.

3. How do you describe the integration of emotional Intelligence within English language teaching practices?

Well, emotional intelligence is an integral part of language teaching rather than an additional component. So, it can be incorporated through collaborative learning activities by applying cooperative learning strategies. To boost respectful classroom communication, teachers can use reflective discussions, projects, cooperative learning, and opportunities for students to

express their ideas and emotions in English. Teachers can also model this empathy, active listening, emotional regulation, and respectful interaction. In this way, we can help students develop both language skills and socio-emotional competencies simultaneously.

4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?

Emotional intelligence plays an important role in reducing language anxiety, which is a major challenge in our classroom. So, this is one of the most common barriers to successful language learning. So, when teachers create an emotionally safe environment where students feel valued and heard, they feel more comfortable. So, where mistakes are treated as natural learning opportunities, at the beginning of the class, at the beginning of a course, I always tell my students they should not feel afraid of mistakes, because we learn a lot from them. So, we have to applaud our mistakes because we are learning. So, in this way, students become more willing to participate and take risks in communication. So, by demonstrating this empathy, providing opportunities for constructive feedback, and encouraging mutual respect, I tell my students, you are not going to laugh or make fun of others because every one of you can make a mistake; that happens. In this way, we can build the confidence that they need. We can increase engagement and participation. So, they can participate more actively in classroom activities.

5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?

Well, throughout my teaching experience, I found emotional intelligence to be highly effective in managing classroom challenges, such as conflicts and low motivation. So, rather than immediately applying disciplinary measures, I try to understand the process of students' behaviors through dialogue and active listening. This helps them feel valued, appreciated, and

listened to. This approach often leads to more positive outcomes and can also improve classroom relationships and promote a respectful learning environment where students feel understood and valued.

6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?

Well, when students struggle with emotional intelligence, I focus on creating opportunities for them to develop self-awareness, empathy, and interpersonal skills. So, I encourage reflection through guided discussions and collaborative activities. I provide constructive feedback. So, I also model respectful communication and emotional regulation during classroom interactions. So, in this way, we can build trust, which is essential. Students are more receptive to developing these skills when they feel supported rather than judged.

7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?

From the beginning, when I have English classes, online or face-to-face, I can start my class with a case, all right, with a problematic situation. I intentionally integrate activities that can promote reflection, collaboration, and communication. For example, instead of starting my class with the grammar point, I try to ask a question to let the students figure out what the grammar point is. In this way, we can promote communication. So, individually or in paid work, group work. After this, we can apply role play, problem-solving tasks, and peer feedback once they have to collaborate with peers or work in groups. Also, once we work with journals, I really like to use exit tickets because students can develop this investigative, research culture. This also encourages students to recognize their emotions, appreciate different points of view and perspectives, and start to communicate respectfully. So, I also provide opportunities for students

to discuss real-life situations that can require empathy and cooperation, while using English as the medium of communication. This happens not only in English classes, but also in other subjects, such as teaching very young learners, English and Spanish, comparative analysis, and other subjects.

8. What strategies do you perceive feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Well, I believe that emotional intelligence in language proficiency can be developed simultaneously through communicative and student-centered approaches and methods. So, strategies such as cooperative learning, project-based learning, problem-based learning, and social-emotional learning activities encourage both linguistic and emotional development. In addition, providing constructive feedback, recognizing students' achievements, and fostering a positive classroom environment help learners feel confident, motivated, and willing to communicate English. So, professional development for teachers involved in emotional intelligence and socioemotional learning is also crucial to implement these practices successfully.

PINE Educator #2

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?

From my perspective, emotional intelligence is closely connected to effective English language teaching. An EFL teacher is not only responsible for teaching grammar, vocabulary, or communication skills but also for creating an environment where students feel confident using a foreign language. Teachers with high emotional intelligence tend to understand their students' emotions, respond empathetically to their needs, and build positive relationships that encourage participation. In my experience as an educator and director, emotionally intelligent teachers

demonstrate greater classroom management skills, provide constructive feedback, and adapt their teaching strategies according to students' emotional and academic needs. Consequently, emotional Intelligence contributes to creating experiences that help manage emotions and improve students' language performance.

2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?

One of the main challenges is that many teachers have not received formal training in Emotional Intelligence as part of their professional preparation. As a result, they often prioritize linguistic outcomes over students' emotional development. Another challenge is the limited time available within the curriculum to develop socio-emotional competencies while intentionally meeting language learning objectives. Additionally, large class sizes, diverse student backgrounds, and varying levels of emotional maturity make it difficult to address individual needs consistently. Despite these challenges, integrating emotional Intelligence does not necessarily require additional class time; rather, it requires intentional pedagogical practices embedded within daily instruction.

3. How do you describe the integration of emotional Intelligence within English language teaching practices?

I consider Emotional Intelligence to be naturally integrated into communicative language teaching. Language learning is fundamentally a social process that requires interaction, collaboration, empathy, and effective communication. Teachers can integrate emotional Intelligence by designing activities that promote reflection, teamwork, active listening, conflict resolution, and intercultural understanding. Classroom discussions, role plays, collaborative projects, and peer feedback sessions provide excellent opportunities for students to develop both

their English proficiency and emotional competencies simultaneously. Therefore, emotional Intelligence should not be viewed as an additional component but rather as a pedagogical approach that enriches language instruction.

4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?

Learner anxiety is one of the greatest barriers to successful foreign language acquisition. Students often fear making mistakes or being judged when speaking English. Emotional Intelligence plays a crucial role in reducing these feelings by creating a psychologically safe classroom environment where mistakes are viewed as part of the learning process. Teachers who demonstrate empathy, patience, and emotional awareness encourage students to take risks and participate more actively. As students feel emotionally supported, their confidence increases, leading to higher engagement, stronger motivation, and greater willingness to communicate in English.

5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?

Throughout my experience in higher education, I have observed that many classroom issues originate from emotional rather than academic factors. Situations such as conflicts among students, lack of motivation, anxiety before assessments, or resistance to participation can often be addressed through emotionally intelligent communication. Instead of relying solely on disciplinary measures, I encourage teachers to practice active listening, identify students' concerns, facilitate respectful dialogue, and provide individualized support when necessary. These approaches help maintain a positive classroom climate while promoting students' personal growth alongside their academic development.

6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?

When students demonstrate limited emotional intelligence, it is essential to approach the situation as a developmental opportunity rather than a behavioral problem. Teachers should model emotional regulation, respectful communication, and empathy through their own interactions. Classroom norms should explicitly promote collaboration, mutual respect, and responsible decision-making. Additionally, reflective activities and cooperative learning help students become more aware of their own emotions and the impact of their behavior on others. Continuous guidance and positive reinforcement are more effective than punitive approaches in fostering emotional growth.

7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?

Developing Emotional Intelligence should be embedded throughout everyday classroom activities rather than taught as an isolated topic. I encourage teachers to incorporate collaborative learning, peer assessment, self-reflection journals, group discussions, problem-solving tasks, and project-based learning. These methodologies allow students to practice empathy, self-awareness, emotional regulation, and interpersonal communication while simultaneously improving their English language skills. As future language teachers, our students must develop not only linguistic competence but also the emotional competencies necessary to create positive learning environments for their own future learners.

8. What strategies do you perceive as feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Several strategies can simultaneously promote Emotional Intelligence and English proficiency. These include communicative language teaching, cooperative learning, project-based learning, role-playing, debates, storytelling, reflective journals, and formative assessment practices that provide supportive feedback. Technology and artificial intelligence can also facilitate personalized learning experiences while encouraging self-regulation and learner autonomy. From an institutional perspective, teacher training programs should explicitly incorporate Emotional Intelligence into curriculum design and pedagogical preparation. Preparing emotionally intelligent teachers contributes to better student engagement, improved classroom environments, and higher levels of English language proficiency.

PINE Educator #3

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?

EFL teachers often perceive a strong relationship between emotional intelligence and effectiveness. Keep practicing teaching. Personally, I try not to mix both. I try to keep them separated. Remember that teaching English, as I understand it, is not limited to teaching grammar, vocabulary, and idiomatic expressions. Teaching English also involves managing classroom emotions. The way the students come to the classroom every day. They have emotions. So, I have to go and study the way my students are every single day. Okay.

2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?

Emotional intelligence, the way that I incorporated it in the classroom, I can personally tell you is very valuable. However, it also involves challenges. Every time a teacher tries to study or manage students' emotions, it is going to be very challenging. OK, because it is not about

teaching students to recognize and manage emotions. It also means helping them to learn to build Empathy, because sometimes when students do not manage emotional intelligence, they do not feel empathy for anybody; they do not have control. They are not motivated. So, we as teachers need to manage that and separate it from teaching English. We also have to teach them how to control their emotions. Okay.

3. How do you describe the integration of emotional Intelligence within English language teaching practices?

To answer this question, as I said before, emotional intelligence in English language teaching means that the teacher does not focus only on grammar. It does not focus only on vocabulary, on reading or writing. Also, as teachers, we need to pay attention to how students feel while they are learning. How is their body language? For example, if we know that one particular student always sits in the front and participates all the time. Moreover, one day, that student decides to sit in the back and not participate; we, as teachers, need to focus on these scenarios and understand the students. Moreover, we need to communicate with them. Okay.

4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?

Yes, this is something I experienced from the very beginning, starting in the first semester. One of the issues that English learners, in this case, my students, feel is that they do not know what to speak. Moreover, they do not want to speak because they are afraid to make mistakes, number one. They are afraid that other students may laugh at them. Okay, #2. Moreover, the most important thing is that some of them are very shy. Even if they know English, they are shy, and they do not want to participate because of that. Okay, in this context, we teachers need to learn about these different behaviors. Okay. Moreover, we have to let them

know that making mistakes is part of the learning process. In fact, a student who does not make mistakes is not learning anything. Okay. So, this is how I mitigate that learning excitement on the part of the students.

5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?

Yes, I was going to ask you. I was reading about these questions, and it is difficult because it says to address classroom issues. This is an open question. In a classroom, we can have many different issues: learning issues, behavioral issues, participation issues. Okay, so what I am going to focus on is learning issues. Okay, on the learning issues. Within the learning issues, I will also explain behavior. Okay. So, from my perspective, when I apply emotional intelligence, it means that I am trying to understand what is behind the students' thinking. Besides seeing him face to face, I also need to know what the student is thinking, why the student is losing concentration, and why the student is behaving differently. I need to understand that, okay. So, in one of my experiences, when I see this type of behavior, what I do is sometimes try to speak with the students, but not in front of the whole classroom. I wait until the end of the class, at the end of the hour, and then I call the students and try to talk to them. Moreover, many times, this has worked for me. So that is one of the experiences that I have had addressing classroom issues.

6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?

Yes, this one is difficult because, remember, in a classroom we have between 40 and 50 students. So how can we identify? How can we identify that? Okay, but now, based on my experience, I have learned to see their faces. I do not know if you remember when you were my students. I even remember where the student sits. Where the student sits, and behind somebody, in front of

somebody. Moreover, I know exactly, at the beginning of the class, who is missing and who is not missing and who has been moved from one place to another. OK, so to answer your question, that is it. What I do is that I try to bring my emotional intelligence into the classroom in a positive way, because students see that if the teacher comes in early in the morning with a positive environment, with positive thinking in a positive way, the students' way of thinking is going to change also in a positive way, a positive and motivational way.

7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?

Yes, it is- how can I tell you this? The way that I am, I try to motivate the way I try to enhance emotional intelligence in my students by developing it through the way I teach. You guys know me. You guys have been in my classes for many semesters. So, for example, I never bring books. OK, I do not read books. I never bring notes. I never. However, I do write a lot of stuff on the whiteboard. What I am trying to do is to connect with the students. I need to see their faces while I am teaching. Okay. I need them to understand that what they have in front of them is not just a teacher; it is also a friend, a friend that they can come to anytime. I am trying to speak. In fact, you already know that my students do not call me teacher. They call me Leo all the time. So, these are the ways I try to motivate them, and I try to enhance their emotional intelligence so they can bring that emotional intelligence to the classroom.

8. What strategies do you perceive feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Yes, well, there are many different strategies to bring to the classroom. Moreover, I try to bring different strategies for different scenarios. I believe that if a teacher prepares a lesson plan, that is a strategy. That is a strategy. I have a lesson plan to teach certain grammar points. However,

when I arrive in the classroom, I notice that my group of students is very disengaged. Their motivation somehow is not there. They are not listening to the teacher. So, in that regard, based on my experience, if I see that I am not going to teach anything, because you know what is going to happen, no matter what I say, no matter what methodology I apply, the students are not going to learn. Okay. So, what I am going to do is what I always say: use Plan B. Okay. Plan B is to change the strategy. I forget about me teaching English, and I start talking to them and start asking a small question. You remember many times that I used to ask you, have you had lunch already? Have you had breakfast already? Okay. Moreover, your mind starts traveling and coming back to the classroom. Because you guys, as human beings, were not ready to start learning. That particular day. So, the teacher needs to read those faces and change the strategy, change the methodology, and try to become more friendly with the students.

PINE Educator #4

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?

It is not easy to perceive the relationship between emotional Intelligence and effective teaching because teachers must know how to avoid carrying their personal problems into the class. When a teacher loves his/her profession, they learn how to manage emotions.

2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?

There are many challenges, but the main one is self-control. A teacher should know how to manage the classroom in the different situations they have to face every day.

3. How do you describe the integration of emotional Intelligence within English language teaching practices?

There are many activities we can do with our students to help them manage their emotions and learn. For instance, cooperative learning can help build relationships with their classmates. This encourages them to develop self-confidence.

4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?

Managing emotional Intelligence is helpful for learning. Creating a friendly environment can help students diminish their fears and develop their learning. For me, the role of emotional Intelligence is essential in the classroom; teachers must know how to use it and help students learn. Teachers must also identify students' attitudes. This helps us understand whether they are learning or facing personal problems.

5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?

Well, in my experience as an EFL teacher, I have tried to make my students feel comfortable in my classes. When they show they are not learning or when the activity is confusing, I have changed the activities to help them. If there are discipline problems, stopping the activity and giving them some advice has worked.

6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?

This is not easy. It helps to start the class with some advice, but when students demonstrate a lack of emotional intelligence, it is necessary to talk to them outside the class. It also helps to vary the activities and the members of the group's work. This helps students socialize with others and understand that they can work and make friends.

7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?

Activities like pair and group work, peer feedback sessions, and self-assessment activities are good to enhance emotional Intelligence. Recognizing students' efforts, encouraging them to be better every day, and helping them identify how to manage frustration, such as by telling them stories of how other people have succeeded.

8. What strategies do you perceive as feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Cooperative learning, project-based learning, role-playing, reflective writing, and problem-solving activities are effective strategies for developing both emotional intelligence and English proficiency. Communication is also essential, giving students confidence to tell you what is happening to them. This will help you, as a teacher, identify and prevent problems; it also helps identify effective learning activities.

PINE Educator #5

1. How do EFL teachers perceive the relationship between their own emotional Intelligence and effective teaching practices?

Okay. Teachers perceive a strong relationship. When we talk about emotional intelligence and effective teaching practices. Because they believe that being conscious and aware of how to manage emotions helps teachers stay patient and confident in the classroom, and that is positive because students also understand how emotions work, right? Being a positive teacher helps maintain good relationships with students. So that creates a supportive learning environment.

2. What challenges do you perceive when incorporating emotional Intelligence in the classroom?

Well, I think that the challenges that all teachers face are, for example, having students who do not have emotional intelligence or who do not know how to work with their emotions. Moreover, our challenge is to keep a nice environment in the classroom so students feel comfortable and trust the teacher so that they can be confident at any time. Moreover, I think the biggest challenge we face is finding students in the classroom who cannot control their emotions.

3. How do you describe the integration of emotional Intelligence within English language teaching practices?

Well, we can say that integrating emotional intelligence into English language teaching practice can be described as an intentional use of emotional awareness. We can talk about empathy, especially to support teaching and learning, right? So, by controlling emotional intelligence, teachers can foster respect in the classroom, right? Moreover, it encourages open communication, so students feel that the teacher has enough empathy to understand their needs.

4. How do you perceive the role of emotional Intelligence in mitigating learner anxiety and enhancing student engagement during lessons?

Emotional intelligence is very important for reducing anxiety. It helps students increase engagement during English classes by demonstrating empathy and open communication, and it helps teachers create a supportive classroom environment. So, the students feel comfortable using the language. So, they can feel confident making mistakes, right? Moreover, it helps them work with students who sometimes feel frustrated when they cannot speak fluently, for example, right? So, it gives them the confidence to work with them and gives the students the correct feedback, right? So, they can participate more in the classroom activities.

5. What are your experiences regarding the use of emotional Intelligence to address classroom issues?

Well, I think I have had positive experiences because I always listen to the students. I always try to understand them. I always tell them that if they need help, they need to communicate that. For example, if they are having problems with the classes or they are having other types of problems. For example, when they are absent some days from the classroom or when they do not send their assignments. So, I always tell them it is not necessary to have low grades. If they tell me what the problem is, I can help them. So, it is not necessary to wait until the last moment or until the end of the semester. Sometimes they ask for help. So, I am always open to listening to them. I show them empathy so they can be confident all the time. So, in that situation, it has been easy for me to have good relationships with my students, right? So, I know that they have to be very responsible, but also if they have any problem or any difficulty, they can tell me, and that is all I need. So, they feel that the teacher understands them, okay?

6. How do you face challenges with students with a lack of emotional Intelligence in the classroom?

Well, unfortunately, I have not had those types of problems, but if I ever had, I think that the solution has to be to try to ask them to calm down, to take their time to explain something if they are not, if they do not agree with something, or they are having a problem with other students. I would try to be calm and talk to the student, not in front of the other students. I would have a private conversation with them to find out what the problem is and try to solve it. If I do not have the solution, I will send them to Bienestar Universitario. So, they have professionals who can help them control their emotions.

7. How do you enhance the development of emotional Intelligence in students as part of your classroom practices?

The best way is to make them feel that they have a friend in me, that they have somebody whom they can trust, and that if they need help, I can provide it. Moreover, what I usually do is to have my students participate in class. However, in a way that they do not feel embarrassed. I try to make them work, for example, in pairs and use strategies so they can build confidence to speak, for example, English with their partners and use different strategies so they can develop confidence. To work in class and also develop their communication skills, right? I do not like my students to feel embarrassed in front of the class. So first, I like them to collaborate with their partners. I think that way, with activities like a peer assessment, they feel more confident talking to their classmates, so they can also enhance their confidence.

8. What strategies do you perceive feasible to promote the development of emotional Intelligence and achieve English proficiency goals?

Some strategies we can apply to promote the development of emotional intelligence include creating a positive environment in the classroom, encouraging collaborative learning and activities, and having students reflect on their own learning. We can use role-plays, discussions, problem-solving, and activities. So, they work with other students. As I said before, they feel more confident when they work together and collaborate with their peers, with their classmates, right? Moreover, after they have collaborated with their partners, they are prepared to work in front of the class, right? So always showing them respect helps them feel supported, too. Moreover, it helps them develop language skills at the same time.