Emotional Intelligence in the Development of Saudi English Majors' Emotional and Teaching Skills

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Abstract

The present study aimed at investigating the effectiveness of a training strategy based on the emotional intelligence in developing Saudi English language student teachers' emotional and teaching skills, at Imam Mohammed Bin Saud, Islamic University, Saudi Arabia. The study problem was identified in the difficulties Saudi English language student teachers' faced during their teaching practicum, as the researcher was a supervisor of the teaching practicum for many years; as well as their low grades on emotional intelligence test which were documented through the pilot study. Eight –level eight, Saudi English language student teachers, Imam Mohammed Ibn Saud Islamic University followed the training strategy based on emotional intelligence for an academic year, two hours, once a week to develop their emotional and teaching skills. An emotional intelligence questionnaire and an observation checklist designed by the researcher were administered to the study participants before and after the treatment. The students' performance on the emotional intelligence questionnaire revealed that they made significant progress in their emotional intelligence skills. Their performance on the observation checklist indicated great achievement on emotional and teaching skills while they were practicing their teaching practicum course. This could be attributed to the training strategy based on emotional intelligence followed by the study participants.

Keywords: emotional intelligence, emotional skills, teaching skills, Imam Mohammed Bin Saud, Islamic University, KSA, teaching practicum.

Introduction:

Emotions matter in learning, in teaching and in learning to teach. While the tradition in western countries has been to see emotions as dangerous and needing to be kept controlled by rational, the emotional revolutions in neurology, sociology and psychology over the last three decades have changed this perception. Now it is accepted that emotions play an important role in rational thinking and in positive social interaction. In school and classroom – based studies, the role of emotions -both positive and negative in teachers and pupils lives has been searched How student teachers develop the competence to work in and with these

emotions when they are learning to teach is the focus now (Tormey, 2012).

Fischer et al. (1996) suggest that the concept of emotional intelligence (EI) can contribute something important to a theory of emotions in teaching. While teaching and teacher education should be concerned with more than teacher competence or skills, developing such skills remains an important goal of teacher education. The EI framework of Mayer and Salovey provides a structure for thinking about such skills in teacher education and, given that there has been little research on whether or not student teachers actually have and can use such skills in learning to teach, it also provides a framework for researching emotional competence in pre- service teacher education.

For decades, a lot of emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers indicated the fact that IQ could predict to a significant degree academic performance and, to some degree, professional and personal (Rouhani, 2008). Some of those with high IQ scores were doing poorly in life; and communicating in a way that hindered their chances to succeed (Goleman, 1996). One of the major missing parts in the success equation is emotional intelligence, a concept made popular by Daniel Goleman, (1995) which is based on years of research by numerous scientists such as Peter Salovey, John Meyer, Howard Gardner, Robert Sternberg and Jack Block. They proved that people with high emotional intelligence tend to be more successful in life than those with lower emotional intelligence even if their classical IQ is average.

Bouchard (1994, p.93) In relating intelligence to second language learning, states that in the past it was conceived that "the greatest barrier to second language learning seemed to boil down to a matter of memory", in the sense that if a student could remember something he or she was exposed to, he or she would be a successful language learner because intelligence was traditionally defined and measured in terms of linguistic and logical-mathematical abilities.
However, Gardner (1983), in a rather different approach, advanced a controversial theory of intelligence, Multiple Intelligence, which

questioned the horizontal approach to intelligence and blew apart the traditional thoughts about monolithic general intelligence. In his MI theory, he initially described seven *intelligences* including intrapersonal and interpersonal intelligences which, in part, paved the way for uncovering other intelligences such as *emotional intelligence,* which is interchangeably known as *EI.* Emotional intelligence, as concerned with how an individual recognizes and regulates his or her emotions, has been in limelight quite recently.

Research shows that social and emotional skills are correlated to success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance (Sutten & Weatley, 2003; Brackett & Katulak, 2009). Although "regular" intelligence is important to success in life, EI is a key to relating well to others and achieving goals. Many people believe that it is at least as important as regular intelligence, and many companies now use EI testing to hire new staff. Generally, most of the studies indicate that emotional intelligence has a significant effect on learning a second \ foreign language (Petrides & Furnham, 2003; Pishghadam, 2008). Emotional intelligence is a different way of being smart. It includes knowing what one's feelings are and using one's feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when one has setbacks in working toward goals. It's empathy; knowing what the people around are feeling. And it's social skill—getting along well with other people, managing emotions in relationships, being able to persuade or lead others.

Based on the above, if emotional intelligence is important for anyone, it is extremely important for student teachers academically and professionally. Academically, mastering emotional intelligence skills helps them "to understand, and prepare to respond to everyday problems, decisions, and conflicts" (Elis& Clabby, 1988, P. 53). Professionally, student teachers will eventually teach in the way they were taught. Therefore, it is important early in their careers to be introduced to a wide array of skills. The role of teacher education then, becomes one of developing skills related to real life situations. The aim then is transferring these skills into classroom practices (Lim, 2006). It is not surprising that stress and poor emotion management continually rank as the primary reason why teachers become dissatisfied with the profession and end up leaving their positions. Research into various aspects of

teachers' emotions is becoming increasingly important not only because of the rising number of teachers leaving the profession, but also because of the implications of unpleasant emotions for the 'quality' of education (Schutz and Zembylas 2009). If emotions are an important part of teaching, this is likely to be seen nowhere as much as among novice and pre-service teachers.

The present study seeks to fill a small gap in the literature on emotional intelligence, together with teaching English as a foreign language. Recently more attention has been paid to the effect of emotional intelligence on academic success in education (Elias et al. 2003). However, as Brackett &Katulak (2009) state, quite a few studies have been conducted to explore this concept in contexts where English is spoken as a second or foreign Language (ESL/EFL), given the idea that the emotional intelligence serves both internal mechanisms and external environment in the process of language learning (Goleman 2000).

To shed light on what actually student teachers in Imam Mohammed Bin Saud, Islamic University, Saudi Arabia have of emotional intelligence, a preliminary investigation was made (an emotional intelligence test) see appendix (A). This investigation revealed that:
Fifty percent (50%) of students lack the ability to:

- **Self-Awareness\Well -Being** – They do not understand their emotions, and because of this, they let their feelings rule them. They lack self- confident – because they do not trust their intuition and let their emotions get out of control.
- **Self-Regulation\ Self-Control** – They lack the ability to control emotions and impulses. They make impulsive, careless decisions. They do not think before they act.
- **Motivation** – They are not willing to defer immediate results for long-term success. They lack motivation.
- **Empathy** – they lack is the ability to sympathy, to identify with and understand the wants, needs, and viewpoints of those around them.
- **Social Skills** – they lack social skills, they are not team players. They focus on their own success first.

The researcher supervised the Saudi English language student teachers, in Imam Islamic University in doing their teaching practicum for five years. The teaching practicum is administered throughout a whole academic semester, 5 days \

per week. It was observed that most of the student teachers lack the ability to: handle problem behavior in the class, manage and control their emotions, consider pupils' perceptions, take into account pupils' needs and abilities, use eye contact and facial expressions effectively, move round the class to help students and check comprehension, state behavioral objectives of the lesson, take responsible decisions, relate the previous lesson to the new one.

Based on the above, it was found that: there is an urgent need for developing Saudi English language student teachers' emotional and teaching skills through a training strategy based on emotional intelligence.

Statement of the problem:

The study problem identified in the difficulties Saudi English language student teachers' faced in teaching. This can be attributed to in sufficient training of the student teachers on emotional and teaching skills and to the poor emotional intelligence of the student teachers themselves. In order to overcome this problem, the present study tried to answer the following main question:

What is the effectiveness of a training Strategy based on Emotional Intelligence inDeveloping Saudi English Language students Teachers' Emotional and Teaching Skills?

From this main question, some sub- questions emerged:

1. What are the features of the training strategy based on emotional intelligence?
2. How far will the training strategy based on emotional intelligence develop Saudi English language student teachers' emotional skills?
3. How far will the training strategy based on emotional intelligence develop Saudi English language student teachers' teaching skills?

Hypotheses of the study:

1. There is a statistically significant difference between the mean ranks of the student teachers' scores on the pre- post administration of the emotional intelligence questionnaire (as a whole) in favor of the post administration of the questionnaire.
2. There are statistically significant differences between the mean ranks of students' scores on the pre- post administration of the emotional intelligence questionnaire in each sub- skill (well-being, self- control, emotionality, and sociability skills) in favor of the post- administration of the questionnaire.
3. There is statistically significant difference between the mean rank of the student teachers' scores on the pre- post administration of the

observation checklist on emotional and teaching skills checklist (as a whole) in favor of the post administration of the checklist.

4. There is statistically significant difference between the mean ranks of the student teachers' scores on the pre-post administration of the observation checklist on emotional skills in favor of the post application.

5. There is statistically significant difference between the mean of the student teachers' scores on the pre- post administration of the observation checklist on teaching skills in favor of the post administration.

Delimitation of the study:

This study was delimited to:

1. Eight –level eight, Saudi English language student teachers, Imam Mohammed Ibn Saud Islamic University, Saudi Arabia.

2. The following Emotional Skills:

    a.   Reducing confrontation.

    b.   Setting the framework for acceptable conduct

    c.   Responding to any misbehavior which occurs.

    d.   Developing social skills in a cooperative environment.

    e.   Developing responsible decisions decision making

3. The following teaching skills:

    a.   Setting the scene.

    b. Being student centered

    c. Acquaint yourself with each student's language level

    d. Assessing prior knowledge

    e. Getting students to participate

    f. Asking questions and dealing

    g. Checking understanding

    h. Using visual aids.

    i. Summarizing and closing a session.

Significance of the study

It is hoped that the present study would:

1. Emphasize the importance of developing emotional intelligence because it is the kind of intelligence that will be the most valuable and rewarding in the real world after school—both in work and in personal lives.

2. Develop a practical framework to implement emotions in teaching, as the existing research in the area of emotion in teaching is qualitative and descriptive.

3. Present to EFL student- teachers a training strategy based on emotional intelligence for developing emotional and teaching skills, and indicate how to implement it.

4. Be a springboard to a number of studies for using emotional intelligence in teaching different language aspects.

Variables of the study

- **Independent variable:** refers to the training strategy based on emotional intelligence used in the present study.

- **Dependent variables:** refer to the student teachers' performances on the emotional intelligence questionnaire and on the observation check list of emotional and teaching skills.

Theoretical background and related studies:

Reviewing the literature and related studies of the present study is divided into four main sections:

I.   **Emotions in Teaching and Teacher Education**
II. **Emotional Intelligence and its Characteristics**
III. **Teaching and Developing Emotional Intelligence**
IV. **Communication Skills and Rhetorical Techniques for Delivering Classroom Communication**

I.   **Emotions in teaching and teacher education:**

Hargreaves (2000) states that the ability to recognize, use and manage emotion in oneself and others is an important skill for teachers and that this aspect of Social and Emotional Learning (SEL) has a particular relevance for novice teachers and those in pre-service teacher education. He has put at the beginning of his book: "emotions are at the heart of teaching. Good teachers are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (p. 825). One of the reasons why there has not been more research on teacher emotions is that the 'emotion revolution' in psychology is quite recent, beginning only in the early 1980s (Sutton and Wheatly2003, p. 328). By the mid –to late 1990s this

had impacted on education. A number of studies have focused on the positive and negative emotions teachers experience while teaching (Sutton and Wheatly, 2003). Unfortunately, according to Emmer (1999), teachers experience negative emotions more often than positive ones. He refers to a kind of "emotional flooding and a sense of inadequacy, the bitter taste of failure, anger at the students, despair, and other dark emotions" that teachers experienced when asked to assess the outcomes of their own teaching. Helsing (2007) identifies that teacher's uncertainties and dilemmas are seen to increase negative emotional and lower the quality of instruction. She outlines that the reason why teachers experience uncertainties is often due to the complicated nature of their work, which involves "interpreting and assessing others' thoughts, emotions, and behavior" (Helsing, 2007, p.845). It is therefore not surprising that reports (Alliance of Excellent Education 2004) estimate as many as 50 percent of teachers leave the profession within five years of entering it (cited in Schutz and Zembylas 2009). Possible reasons for this include the emotional and stressful nature of teachers' work. Teachers' ability to regulate and manage their own and their students' emotions is often related to the stress that teachers experience, which has increasingly been recognized as an international phenomenon, as studies on teacher stress have been conducted in Canada (Klassen2010) and France (Santinello 2003). They regarded teaching as highly stressful. Hence, it is not surprising that stress and poor emotion management continually rank as the primary reason why teachers become dissatisfied with the profession and end up leaving their positions. Research into various aspects of teachers' emotions is becoming increasingly important not only because of the rising number of teachers leaving the profession, but also because of the implications of unpleasant emotions for the 'quality' of education (Schutz and Zembylas 2009). If emotions are an important part of teaching, this is likely to be seen nowhere as much as among novice and pre-service teachers. Positive and negative emotion experienced by beginning teachers has been well documented. According to Evelein et al. (2008), teachers "express feelings ranging from resistance, powerlessness, fatigue in teaching to no problems and self-confidence" (p. 137). Myer (2009) examines prospective teachers' emotions during the teaching practice experience through written

reflections from, and interviews with, student teachers. She outlines that student teachers are introduced to teaching in a highly controlled environment and frequently feel powerless at the same time they are being asked to assume more control. In addition, it is common for student teachers' university supervisors and classroom mentors to sympathize with the myriad of emotions being experienced. At the same time, it is also common for supervisors and mentors to urge prospective teachers to manage their emotions and conform to professional expectations (p. 74). This raises questions regarding how well pre-service teacher education programs deal with emotion. Schutz and Zembylas (2009) state that the negative emotions experienced by novice teachers could be as a result of the lack of preparation. They highlight the need to develop teachers' (including beginning and student teachers') strategies to manage the emotional challenges associated with their work. Here, lies the importance of the present study.

II.   Emotional intelligence, its characteristics and importance
Emotional Intelligence (EI)

There are different personalities, different wants and needs, and different ways of showing emotions. Navigating through this all takes tact and cleverness – especially if it is hoped to succeed in life. This is where emotional intelligence (EI) becomes important.

EI is "the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively" (Goleman, 1996, p. 53).

Goleman (1996) states that people with high EI are usually successful in most things they do because they are the ones that others need on their team. They make others feel good, they go through life much more easily than people who are easily angered or upset. EI is an awareness of one's actions and feelings – and how they affect those around him\her. It also means that one values others, listens to their wants and needs, and is able to empathize or identify with them on many different levels.

Characteristics of Emotional Intelligence (EI)

Daniel Goleman, an American psychologist and a pioneer of Emotional Intelligence, defines EI as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

"Emotional intelligence is the key to both personal and professional success (P.10)"; He also developed a framework of five elements that define emotional intelligence:

- **Self-Awareness\Well -Being** – People with high EI are usually very self- aware. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident – because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.

- **Self-Regulation\ Self-Control** – This is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

- **Motivation** – People with a high degree of EI are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

- **Empathy** – This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

- **Social Skills** – It is usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own

success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships (p. 13).

Goleman (1996) concludes that EI can be a key to success in one's life – especially in his\ her career. The ability to manage people and relationships is very important in all leaders, so developing and using one's EI can be a good way to show others the leader inside of him\her.

There is also a relationship between the emotional skills and academic success (Brackett ,M.& Caruso, D.2005). Those skills such as being able to resist impulsivity, or to delay gratification in pursuit of a long-term goal, are helpful in the academic arena. Research proved that through describing findings from the "marshmallow" study at Stanford. Preschool kids were brought in one by one to a room and had a marshmallow put in front of them. They were told they could eat the marshmallow now, but if they delayed eating it until the researcher came back from running an errand, they could have two marshmallows. About one-third of them grabbed the single marshmallow right away while some waited a little longer, and about one-third were able to wait 15 or 20 minutes for the researcher to return.

When the researchers tracked down the children 14 years later, they found this test was an amazing predictor of how they did in school. The kids who waited were more emotionally stable, better liked by their teachers and their peers, and still able to delay gratification in pursuit of their goals. The ones who grabbed were emotionally unstable, they fell apart under stress, they were more irritable, more likely to pick fights, not as well liked, and still not able to delay gratification. But the most powerful finding was that the ones who waited scored an average of 210 points higher on the SAT.

So, that is why some children whose emotional lives are more under control and better managed are able to learn more.

Learning and Teaching emotional intelligence

Emotional intelligence can be learned. The best data on this come from Jerome Kagan (2006), who studied shy kids. He found that a tendency can be identified toward shyness within the first two weeks of life, by looking at how much an infant startles to a noise or whether they

are likely to shy away from stimulating, new, novel, uncertain experiences. He followed kids from birth into childhood and teenage years and found that this is a remarkable predictor of shyness. But he also discovered that a sub-group of children whose newborn behaviors suggested they would be shy turned out not to be. Kagan found that the parents of this group treated them differently. Instead of catering to the children's shyness and protecting them from the world, these parents pushed them a bit into challenging situations. Not in a way that overwhelmed them but in a way that gave them the continued experience of mastering something new. And by the time they got to kindergarten, those kids were not shy. They were not the most extroverted, but they were not inordinately shy either.

The significance of these findings lies in they suggest something that, in theory: the brain is enormously malleable during childhood. The brain's regulatory centers for emotional response are among the last parts to become anatomically mature. They continue to grow into adolescence. This is vitally important, because we are finding that the repeated emotional lessons of a child's life literally shape the brain circuits for that response. So if a child learns to manage his anger well, or learns to calm, or to be empathic, that is a lifelong strength. That is why it is so critical to help children develop the skills of emotional intelligence (Kagan, 2006, p. 10).

The sooner children begin to learn appropriate emotional responses the sooner these responses can become a part of their repertoire. A child may have learned that when get mad, yell and hit. Someone has to help these children learn an alternative response that becomes stronger than the initial one. So, instead of yelling and hitting, the child will stop, calm down, and think before she\he acts, and so on. Children can learn healthier emotional responses (p. 11).

The literature on resilient children, those who have grown up in the worst circumstances and yet thrived, shows that what made the difference was not the terrible circumstance of their chaotic home life, but the fact that

one caring adult really got involved in their lives and helped them out; and oftentimes that person is a teacher.

Schools can foster emotional intelligence, and teach emotional literacy. A good example is the program developed in the New Haven schools: *The Collaborative for the Advancement of Social and Emotional Learning (CASEL, 2003)*, which goes from 1st through 12th grade and is developmentally appropriate. The program addresses the skills: empathy, how to calm down when feeling anxious, and so on. In some grades, lessons in emotional intelligence are taught as a separate topic three times a week. In other grades it is part of courses such as health, even math or study skills. All the teachers are familiar with the ideas and look for opportunities to teach them. So whenever a child is upset, it is an opportunity to make sure that they learn something from that experience that will help them.   In New Haven, they also use techniques that make healthy emotional responses a pervasive part of the school culture or environment. For example, a school had a "stoplight" poster on the wall of every room. It indicates to kids that whenever distressed or upset or have a problem, red light—stop, calm down, and think before acting. Yellow light—think about a number of different things could be done and what the consequences will be. Green light—picks the best one and tries it out. That is a wonderful lesson in impulse control, in soothing children, and in making the distinction between having the feeling and what they do, how they act when they have the feeling. These are crucial lessons and kids are really learning them. The results find that it works. They have found that students are better able to control their impulses, they have improved their behavior, and they have better conflict-resolution skills and skills in handling interpersonal problems. That is consistent with what is happening in other programs aimed at emotional literacy (Brackett, Rivers. & Salovey, 2006). It seems important that this emotional literacy curriculum is a school wide effort; it is not just isolating the kids who appear to have the worst emotional problems. Parents and teachers are very interested in bringing this sort of curriculum into the schools, because they see that children need it. When they understand that it can be done without taking any time from the basics—

which they have been able to do in New Haven—they are very supportive.

Emotional literacy

The promotion of emotional health and well-being in schools has been a concern for teachers for many years. A report by the UK government in 2005 linked the use of emotional intelligence learning materials provided nationally to two areas of education:

1. Promoting social and emotional well – being, to deal effectively with issues of pupils' mental health.

2. Pupils' behavior –kids do not necessarily know how to behave well. Some will not have had the opportunity to learn good behavior at home; others may be learning it, but their skills need reinforcing (Brackett & Katulak, 2009, p. 15).

The general significance of children being taught to be emotionally literate is clear. A child or student who is anxious, angry or depressed will not learn easily: people who are in these states do not take in information efficiently or deal with it well. When emotions overwhelm concentration, what is being swamped is the mental capacity that cognitive scientists call' working memory', i.e., the ability to hold in mind all the information needed, relevant to the task in hand. The impact of this can certainly be limiting for the development of skills and potential has also been to be encouraging a sense of disaffection with school, society at large and socially accepted norms of behavior.

Research into the role of emotional intelligence in shaping behavior at school found that pupils who scored higher in emotional intelligence were less likely to have difficulties at school. A number of studies suggest that lower emotional intelligence is implicated in unacceptable behavior, so on this basis, it seems reasonable to suggest that developing children's emotional intelligence will help to develop a more inclusive environment and reduce the number of children at risk of disaffection(Brackett & Katulak,,2009). In *Defying Disaffection*, American researcher Reva Klein (2000) set out an agenda for education which fits the model of emotional intelligence exactly: "We want our children to be able to learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow" (P. 32). This means helping all pupils, from the beginning of their education, to have purposeful goals, manage

strong feelings, play cooperatively, and be respectful, calm, optimistic, and resilient. Klein (2ooo) states that emotional intelligence can be taught and learned," emotional intelligence is a key factor in helping children to learn effectively and making their classrooms a clam and optimistic place for learning" (p. 32).

Teaching emotional intelligence

In both the UK and US, many teachers focus on five key aspects to learning social, emotional and behavioral skills:

1. Self – awareness 2. Managing feelings 3.Motivation 4.Empathy 5. Social skills

Following professional and government interest in emotional intelligence, many schools have structured programs for teaching these skills to children within the curriculum. But the setting in which schools operate are also important. Emotional intelligence is not something that can be taught in isolation. It needs to be caught from others. Children need to support their learning by practice in real –life situations and an emotional positive environment where emotional intelligence is modeled and children coached routinely and consistently (Klein, 2ooo).

Research, regarding the association between the emotional intelligence and academic success proved that learning emotional intelligence can benefit academic performance and behavior in schools. Research indicate a linear increase in students' EFL oral and written performance (Abdolrezapour and Tavakoli, 2012; Abdolrezapour, 2013). The results of these studies proved that the implementation of emotional intelligence in the EFL classroom was able to make students intra- personally and interpersonally active all along the class hour. Using emotional intelligence in the classroom made teacher\student relationship more and reduced class control problems. In addition to these results, introducing emotional intelligence as a pedagogical intervention had a positive effect on learners' level of writing performance. Aki (2006) states that what is important in language learning is not high intelligence values; it is being emotionally intelligent, that is, having the ability to recognize, employ, comprehend and manage emotions. A reader's emotional sensitivity enhances joining with both the reading teacher as well as with the author and characters throughout the reading process. Emotional intelligence can be a powerful skill for mastering any complex skill in social context such as the classroom or tutoring situation (p. 56). Students can comprehend the directions provided by the teacher better. Students are able to

understand the motives of characters being studied in English literature and history.

Research (Abdulla, et al., 2004; Alavinia, et al. 2012; Dormyei**,** **&**Kubanyiova, 2014) reveals that students who achieved high scores on emotional intelligence:

- exhibited fewer negative behaviors and emotions at school.
- were less likely to let their difficulties interfere with their peer relations and classroom learning.
- were generally obedient and worked well with authority.
- were less distracted, more able to concentrate, stay on task and think things through before acting.
- were more likely to form friendship and to be liked by peers.
- were rated by their teachers as being considerate of others' feelings.

In addition, children who achieved low scores on emotional intelligence, however, had more problems. They often complained of headaches, had many worries, were often unhappy, downhearted or tearful, and were nervous in new situations. They seemed not to have developed effective coping strategies to help them deal with school difficulties, challenging situations or any typical classroom or peer problems that might arise.

Research has led to teaching strategies which promote emotional intelligence in schools and the development of materials both for teacher training and for classroom (Brackett, & Katulak, (2009). Research states that emotional intelligence is seen as an important vehicle for promoting positive, collaborative behavior that will result in more effective and better creativity. Improved emotional intelligence can lead to improved levels of achievement across the whole curriculum. As described above, the importance of the ability to recognize, understand, handle and appropriately express emotions has become widely accepted in teaching. Curran (2008) discusses emotional literacy and the argument that, as their brains develop, children have to acquire increasing amounts of independence and resilience to support the growth of neural connections. Arguing for teaching methods which encourage more self- knowledge and control of their actions by pupils, he describes the growing awareness of emotional intelligence in teaching to be " the most important thing to have happened in education for the last hundred years" (p.10).

Emotional literacy and the emotional intelligence on which it is based can be of great importance for what teachers teach, how the curriculum is designed, the way lessons are delivered, the relationships teachers develop with their pupils and perhaps, the results that students are able to achieve. Walton(2012) states that in countries such as UK, where, since

2001, the need to develop emotional intelligence within the education system has been accepted at government level, guidance is provided for teachers and other school workers, focusing on helping children to :

- take responsibility for, and be able to manage, their own learning
- develop the habits of active learning
- know how to work independently , without close supervision
- be confident and able to investigate problems and find solutions
- be resilient in the face of difficulties
- be creative and inventive(p. 174).

Walton mentions that these outcomes are achieved by using skills such as identifying, handling and expressing emotions; anger and anxiety management; building self- esteem; and developing social skills through the friendship offered in classes and schools.

The key challenge for teachers is not how they organize specific emotional intelligence classes; rather, it is whether they can integrate learning about emotional intelligence into the teaching of their normal subjects for example, incorporating learning about self- awareness, managing emotions, empathy and other such skills into math, geography, science or language class. Based on the above, the present study tries to develop students teachers' emotional and teaching skills through following the training strategy based on emotional intelligence while teaching their pupils English as a foreign language.

Developing Emotional Intelligence in the Classroom:

   Disruptive behavior can seriously impede a student's academic progress. Teachers' objective is to enhance the academic and social progress of all students. In order to reduce classroom disruption and improve student time on-task, some teachers have adopted behavior modification strategies such as assertive discipline (Canter, 1999). However, Goleman (1996, p. 32) contends that focusing solely on academic development is not enough, because the inappropriate behavior of particular students is often due to a lack of emotional intelligence. Therefore, unless emotional growth and social skilling take place, students pass from teacher to teacher ill-equipped to deal with their problematic behavior.

Emotional intelligence includes empathy, knowing what others are feeling, managing emotions in relation to others, and being able to

persuade and lead others. Gardner (1993) as the pioneer of The Multiple Intelligences Theory, described these intelligences as intrapersonal and interpersonal, where intrapersonal intelligence ... "is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life. Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them"(p. 50).

Classroom Examples MacMullin (1994) found that students' social and emotional difficulties, and their inability to use socially skillful ways to gain teacher support, can result in low academic achievement. He mentioned that during teaching, teachers encountered numerous students who provide clear examples of the effect on learning of inadequately developed emotional intelligence. Despite having academic ability and sound literacy skills, their academic performance and classroom behavior nevertheless cause concern. They tend to display problems with general organization and presentation of work, and classroom behavior which interferes with the progress of other students. In their relationships with adults, they engage in arguments to justify their behavior or to avoid complying with a request. Despite their inadequate social skills, they may nevertheless express a strong need to be involved with others and, in rare cases, a threat to send them out of the class is sufficient to bring about an improvement in their behavior. Accordingly, the preferred teaching style involves students' conducting much of their work in structured cooperative groups. It aims to minimize off-task behavior in the short term and to promote students' social and emotional development skills in the longer term.

 Jordan & **LeMétais (2000**) state the following strategies, to be used to promote emotional growth and appropriate social skills:
1. **Setting the framework for acceptable conduct** at the start of each school year, the class is guided through an exploration of the students' and teacher's rights and responsibilities, as a prelude to establishing a clear framework of expectations or 'rules of behavior.
2.

 2. **Developing a non-confrontational teaching style by using** a quit and calm voice; a low-level interventions and walking around the classroom to maintain close proximity to students; and humor and distraction, where appropriate, to reduce the tension and help students recognize the need to match their conduct to the situation.

3**. Responding to any misbehavior which occurs by** keeping the focus of disapproval on the behavior rather than on the student. Strategies include; making a statement such as 'That's an interesting choice!' followed by a gentle reminder of the consequences of that choice; encouraging students to reflect on the consequences of their actions for themselves and others promotes the development of intra and interpersonal intelligence; allowing time for students to respond; providing an opportunity for the student to move beyond the incident and re-establish a positive relationship. This reinforces his/her understanding that the behavior, and not the individual, is unacceptable.

4. **Maximizing on-task behavior by** helping individual students to clarify the task in terms of specific, short-term goals within the overall objectives. These objectives may include social as well as academic goals; identifying, with each student, examples of his/her work which meet the standard ('work templates'), to serve as a guide. This procedure involves students in the (self-) evaluation process and develops their intrapersonal skills; helping students assess their needs by asking non-threatening questions ('any problems?' 'Need any help?') as the teacher moves around the class, which also provides an opportunity for students to develop the social skills of asking for help; helping them develop an awareness of their performance in relation to agreed objectives and expectations; jointly reviewing the performance of individual students. This helps them develop awareness of their achievements and strategies for building on their strengths and overcoming problems.

5. **Developing Social Skills in a Cooperative Environment by** involving students in setting social as well as academic expectations and targets, for individual and group activities; making students aware of how their behavior is perceived by others and how it affects others; helping students develop empathy and negotiating skills, to resolve conflict and promote their own and others; monitoring each student's behavior towards others, and their contribution to achieving collective objectives in the case of group work; relocating individual students to safeguard the overall learning environment. A teacher's ability to deal with problems firmly but with empathy reassures vulnerable students, whilst providing a model of acceptable, assertive interaction for the class as a whole. LeMétais (2000) concluded that a non-confrontational approach, which focuses on students' emotional as well as academic intelligence, has resulted in better task and person-related behavior. The more positive interpersonal relationships in

the classroom have also carried over into the playground and resulted in a more relaxed and productive environment for all**.**

V.   Communication   skills   and   Rhetorical   Techniques   for Delivering Classroom Communication:

21st Century Critical Learning and Innovation Skills Communication and Collaboration Learning is a fundamentally social activity—whether in schools, workplaces, or other environments. The communication and collaboration skill sets refer to the ability of individuals to communicate clearly, using oral, written, and non-verbal languages, and collaborate effectively   and   responsibly   with   diverse   populations.   Good communication is the foundation of emotionally intelligent relationships, both personally and professionally (Goleman, 2008).   Research shows that we communicate with much more than words; the majority of the messages we send are nonverbal. Nonverbal communication includes our facial expressions, gestures, eye contact, posture and, even more significantly, our tone of voice (Brackett, & Katulak, 2009).

Nonverbal communication and body language

Nonverbal communication is a natural, unconscious language that broadcasts true feelings and intentions in any given moment, and clues to the feelings and intentions of those around us. When we interact with others, we continuously give and receive wordless signals.   Johnson & Johnson(2010) mention that all of nonverbal behaviors — the expression on faces, the gestures are made, how fast or how loud people talk, how much eye contact are made — send strong messages. These messages do not stop when speech is stopped. Even when there is silence, people are still communicating nonverbally. One listens with both his\her ears and his\ her eyes; nonverbal communication is a channel for information about primary feelings and attitudes. The way one listens, looks, moves and reacts, tells the others whether or not he\she cares. When nonverbal signals match up with the words said, they increase trust, clarity and rapport. When they do not, they generate tension, mistrust and confusion. What we say and what we communicate through body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe one's verbal or nonverbal message, and, in most cases, they are going to choose nonverbal.

Psychologist and renowned expert in human communication Albert Mehrabian (1972) identified three aspects of this information channel which provide the cues for interpreting behavior.

- People move towards and things they like and avoid or move away from those they dislike. Immediacy cues (including eye contact, touching, leaning forward and smiling) communicate positive feelings, liking and pleasure.

- When one is interested in communicating with someone else, they tend to be more animated. Arousal cues (including varied vocal tone, animated facial expressions and movement in general) show levels of commitment.

- Beliefs about relative or perceived status, position, importance and power are communicated by dominance cues. (For instance, a person of high status will tend to have a relaxed body posture when interacting with a person of lower status.)

One reason why these cues are important is because it is difficult to control them all at once — with the result that it is difficult to portray something that is not true. It comprises a channel of highly reliable information which research suggests can be as much as 70 per cent of the messages we understand from other people. And there is also evidence that it is the most important, deeply held issues which trigger nonverbal communication of real feelings. . Johnson & Johnson (2010) state that it is important to pick up on the following cues to demonstrate empathy and emotional intelligence: Facial expressions; Body movements and posture; Gestures; Eye contact and Voice

Mehrabian (1972) mentioned rhetorical techniques for delivering classroom Communication:

Verbal techniques help audience understand what is being said; vary the speed & tone of the voice to keep the voice interesting to listen to; project the voice to be easily heard and to show confidence in what is saying; pause to gain attention, emphasize transitions in material, and allow students the opportunity to digest information.

Non-Verbal techniques help audience be receptive to what is saying; maintain eye contact with the audience and stand up straight to project confidence; smile to communicate that value what is saying; use movement to convey energy and enthusiasm but avoid excessive gesturing and distracting clothing, because they can divert attention from message; project excitement and energy to capture audience's attention; media helps to explain complex ideas; use it to enhance, not distract,

from message. A chalk board or dry-erase board can allow to be dynamic, and can be used to show a process unfolding or articulate the reasoning behind a derivation; slide presentations are useful for organizing a variety of visual, audio or animated information and can be used to emphasize key points and summarize ideas . Videos and animations can illustrate dynamic processes and provide a sense of scale; audio clips can introduce a new voice into the classroom (often from another time/place).

Commentary:

Reviewing the theoretical background and the related studies enabled the researcher of the present study to:

1. Recognize the importance of emotion in teaching, which highlights the intensely emotional nature of beginning and pre- service teachers, and the importance of those teachers having or developing the capacity to work effectively with their emotions and those of others.

2. Understand that social and emotional skills are associated with success in many areas of life, including teaching, learning, quality relationships and academic performance. Emotional skills training for teachers can create a more stable, supportive and productive environment.

3. Create an emotionally intelligent culture at classrooms that can have a number of positive benefits, including: minimizing negative outcomes experienced by students and teachers, increasing student commitment and learning, healthier social interactions among teachers and students, and increased job satisfaction and effectiveness among teachers.

4. Pick the following cues to demonstrate empathy and emotional intelligence: facial expressions, body movements and posture, gestures, eye contact and voice.

5. Develop the training strategy based on the emotional intelligence to develop student teachers' emotional and teaching skills.

6. Establish the observation checklist to assess student teachers' emotional and teaching skills.

Method:

I.   Design of the Study

The present study is partially experimental and partially analytical. It uses a pre-post emotional intelligence questionnaire and an observation

checklist on the emotional and teaching skills. It adopts the one group experimental design.

II.   Participants of the Study

Participants of the study were eight Saudi student teachers, level eight, in AL-Imam University. Their age ranged from 20-21 years old.

III.   Tools of the Study

The present study made use of the following tools:

1. Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF) as a pre- post questionnaire. (The TEIQue Short Form was developed by K. V. Petrides, PhD at the London Psychometric Laboratory in University College London (UCL).

2.   An observation checklist was developed by the researcher to measure student teachers' progress on the emotional and teaching skills.

1- The Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF):

- **Objectives and description of the questionnaire:**

This is a 30-item questionnaire designed to measure *global* trait emotional intelligence (trait EI). It is based on the long form of the TEIQue (Petrides & Furnham, 2003). Two items from each of the 15 subscales of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total subscale scores. This procedure was followed in order to ensure adequate internal consistencies and broad coverage of the sampling domain of the construct. Items were responded to on a 7-point Likert scale. The TEIQue has been constructed with the aim of providing comprehensive coverage of the trait EI domain (Petrides & Furnham, 2003).

2- A pre-post observation checklist to measure the effectiveness of the training strategy on student-teachers' emotional and teaching skills.

- **Purpose of the observation checklist:**

An observation checklist was designed for two purposes. The first purpose was to be used as a peer observation checklist for student-teachers to observe each other's performance. The second purpose was to be used by the researcher as a formative evaluation tool to measure the progress of student-teachers' emotional and teaching skills in each class.

- **Sources of the checklist:**

The checklist was designed in the light of the theoretical background and related studies to emotional intelligence, verbal & nonverbal communication, and emotional & teaching skills which are:

The emotional skills:

1. Reducing confrontation.
2. Setting the framework for acceptable conduct
3. Responding to any misbehavior which occurs.
4. Developing social skills in a cooperative environment
5. Developing responsible decision making

The teaching skills:

1. Setting the scene.
2. Being student centered
3. Acquaint yourself with each student's language level
4. Assessing prior knowledge
5. Getting students to participate
6. Asking questions and dealing
7. Checking understanding
8. Using visual aids.
9. Summarizing and closing a session

- **Description of the checklist**

A five-level rating evaluation checklist was designed in the light of the previously mentioned emotional intelligence characteristics and the teaching skills compatible with student- teachers teaching practicum program objectives. The observation checklist contained a rating scale containing five alternatives: excellent, very good, good, fair and poor. Each level of frequency was given an estimated value. The first level (i.e. excellent) took (5). The second level (i.e. very good) took (4). The third level (i.e. good) took (3). The fourth level (i.e. fair) took (2) and the fifth level (i.e. poor) took (1).

- **Validity of the checklist**

The checklist was submitted to a panel of jury specialized in the field of curriculum and methods of teaching English to determine its appropriateness to measure the previously mentioned emotional and teaching skills. The jury was composed of three specialists in the field of English language methodology, *(For the observation checklist and the names of the jury, see appendix C)*

- **Administration of the checklist**

   The pre-administration of the observation checklist took place in the beginning of October 2015 and that was during the second term of the academic year 2015-2016. The observation checklist was used as a peer observation checklist for student-teachers to observe each other and as a formative evaluation tool for the researcher to measure the progress of student-teachers' performance on emotional and teaching skills during the teaching practicum program. The post-administration of the observation checklist took place after the implementation of the suggested strategy in the beginning of May 2015.

The Teaching Strategy to Enhance Emotional and Teaching Skills
The strategy was divided into two main stages:

Stage one
This stage was implemented throughout the first semester of the academic year 2015\ 2016.

The learning objectives:
By the end of this stage, students would be able to:

1. Develop a lesson plan, write behavioral objectives and assess them.
2. Use the deductive, inductive and eclectic way for teaching grammar.
3. Present the new vocabulary items: the ostensive and linguistic ways, how to develop students guessing strategies and how to enlarge their vocabulary.
4. Develop reading skills: the difference between silent reading and reading aloud, the different reading activities (pre- reading, during reading and post reading activities).
5. Develop writing skills: the importance of the writing skill, the controlled and guided writing activities.
6. Develop listening skills through using different activities.
7. Manage the classroom: the challenges of teaching large classes, management strategies to overcome these challenges including helping students to be well-managed, well behaved and focused on learning.

8. Overcome problem behavior in classrooms: why problem behavior occurs, how to prevent and react to problem behavior and why students refuse to use the target language.

9. Develop language testing: the different types of tests, what are the criteria of a good test and how to test the different language skills.

Session one:
Time: 120 minutes.
The teaching procedures were as follows:
To achieve the first learning objective, which states that at the end of the session students would be able to: develop a lesson plan, write behavioral objectives to their lesson and assess them.

1. The researcher explained to the student teachers: what the components of a lesson plan are and how they can write behavioral objectives specifying what the teacher wants students to know or be able to do at the end of the lesson. Students have to know that their lessons' objectives should be noticeable and measurable by using action verbs that indicate actions that could be observed and measured e.g. translate, repeat, state, pronounce ….. Student teachers also learned how to assess their pupils' performance to determine what they have learned.

2. At the end of the session, there was a micro- teaching lesson about the learning topic students were taught for 30 minutes.

3. One of the students was nominated to be the teacher and her classmates to be the pupils and she made a demo-lesson for 15 minutes. The researcher agreed with the nominated student teacher for example: on *lesson plan*, on not telling her pupils about the behavioral objectives of the lesson, neither writing the objectives using action verbs nor relating the new lesson to the previous one.

4. The researcher distributed the observation checklist among her students to evaluate and write their comments on their colleague's teaching performance.

5. At the end of the micro- teaching lesson, the researcher started a discussion for 15 minutes about student teachers' grades and comments to know whether they discovered their colleague's mistakes or not.

(See appendix "E" for session two- session nine of stage one of the training strategy).

❖ It should be mentioned here that this stage of the strategy was carried out through an academic semester; once a week for four months. It was implemented throughout the first semester of the academic year 2015\ 2016.

Stage Two:
The learning objectives:
By the end of this stage, students would be able to:
1. Know what is meant by emotional intelligence, its importance and characteristics.
2. Recognize the emotional and teaching skills measured by the observation checklist.
3. Implement the observation checklist.
4. Join a group discussion with the researcher to mention points of weakness and strength in their colleague's teaching with giving examples and justify their grades and comments on the observation checklist.

Session one:
Time: 120 minutes.
The teaching procedures were as follows:
To achieve the first learning objective, which states that at the end of the session students would be able to know what is meant by emotional intelligence, its importance and characteristics, the researcher did the following:

   1. The researcher elicited information from student teachers about emotional intelligence: what is meant by emotional intelligence, one student said it is a type of intelligence related to feelings and emotions, my emotions and others'. Another one said it is different from the type of intelligence that is measured through IQ.

   2. The researcher told them that all these information is correct and gave Coleman's (1995) the definition of emotional intelligence.

   3. The researcher asked them why you think emotional intelligence is important: one student said as it relates to my emotions and others so it will help me to understand others feelings and establish good

relationships. Another one said it will help me to manage my emotions, anger, fear and stress.

   4. The researcher added to what they said and clarified the importance of emotional intelligence. **(See appendix C for session two- session five of the second stage of the training strategy).**

The implementation of the strategy using the observation checklist:
The researcher supervised the student teachers in doing their teaching practicum in two preparatory stage schools. There were four students in each school and the researcher met them once a week for four months.

❖ It should be mentioned here that goals of the teaching practicum program were to enable the trainees to:

   • Become familiar with the basic concepts of ELT terminology with a view to professionalism;

   • Become familiar with the different methodologies involved in teaching, and be able to select appropriate methodology when teaching a particular group;

   • Plan for effective teaching;

   • Create and make effective use of their own materials ;

   • Gain practical skills in teaching effectively;

   • Reflect on their own teaching as well as that of peers in a co-operative environment;

   • Learn to survive in and enjoy the EFL classroom by becoming more confident in their teaching.

   • Develop the ability to modify their teaching strategies in the light of self-evaluation.

The teaching procedures:
   1. The researcher told her students that each time one student will teach a lesson to her preparatory stage pupils and her colleagues will sit at the back of the class with the researcher and everyone will have an observation checklist to assess her teaching performance using the checklist.

   2. The researcher distributed the observation checklist among her students to evaluate and write their comments on their colleague's performance.

   3. After teaching each lesson, the researcher started a group discussion about their grades and comments. Each student teacher mentioned

points of strength and weakness in her colleague's teaching with giving examples. She had to justify her grades, asking herself questions as follows:

1. What went well, what didn't go so well (and why)?
    2. What modifications would you make if you were to teach this lesson?
    3. Were the learning objectives fully recognized by the teacher and by her students?
    4. Do the teaching procedures and activities help to achieve the learning objectives?
    5. Were any problems in the classroom management?
    6. The teaching methods and aids were effective or not.
    7. Something happened in the class which the teacher did not consider when developing lesson planning. The researcher also explained her own observations and comments on student's teaching performance mentioning how to avoid such mistakes. She discussed her grades and justified them.
    8. The researcher's observation checklist for each student and its grades were calculated to assess students' progress throughout implementing the strategy.
    9. There were two ways of implementing the observation checklist:

- **Peer observation:**

    Peer observation provided opportunities for student-teachers to view each other's teaching in order to expose them to different emotional and teaching skills to elicit critical reflection on their own teaching. An observation checklist was designed by the researcher to help student-teachers observe their peers. Each student-teacher both observed and was observed. For the observation checklist, see appendix (D).

- **Group discussion:**

    Each session four student-teachers explained four lessons. After the four teaching situations, the researcher led a group discussion with the whole group of student-teachers. In group discussion, student-teachers were encouraged to reflect on their emotional and teaching skills, and compare their performance with those of their colleagues. The emotional and teaching skills were the focus of the group discussion. Student-teachers analyzed and evaluated these teaching situations. The researcher

directed and managed the discussion. The four student-teachers' own responses on the observation checklists of their colleagues were used as a stimulus for group discussion.

❖ It should be mentioned here that this stage of the strategy was carried out through an academic semester; once a week for four months. It was implemented throughout the second semester of the academic year 2015\ 2016.

Statistical Analysis of Data and Discussion of Results:

It was the purpose of the present study to investigate the effectiveness of a training strategy based on emotional intelligence to develop Saudi English language student teachers' emotional and teaching skills.

The strategy was developed and experimented on eight Saudi English student -teachers, in Imam Mohammed Bin Saud Islamic University, in Riyadh, Saudi Arabia.

Participants of the study were administered a pre- post emotional intelligence questionnaire and an observation checklist. The students' scores on the two administration of the emotional intelligence questionnaire and the observation checklist were calculated and compared. The statistical analysis of the data and the results are interpreted in terms of the research hypotheses.

To test the first hypothesis which states that" there is a statistically significant difference between the mean rank of the students' scores on the pre-post administration of the emotional intelligence questionnaire (as a whole) in favor of the post application of the questionnaire", a Wilcoxon test which is non- parameter test was conducted to compare the student- teachers' performance on the pre vs. the post administration of the emotional intelligence questionnaire (see table 1).

Table (1)
Wilcoxon Test Results of Students' Performance on the Pre - Post Administration on The Emotional Intelligence Questionnaire as a Whole

Emotional intelligence characteristics	Differences rank direction	N	Mean Rank	Sum of Ranks	The value of calculated Wilcoxon T"	The value of table Wilcoxon		significance	effect Size $\eta 2$
						.01	.05		
	Negative Ranks	1^m	1.00	1.00					
	Positive Ranks	7^n	5.00	35.00		2	6	.01	.73
	Ties	0°			1.00				
	Total	8							

The above table shows that the value of the calculated Wilcoxon was 1.00 which is smaller than the value of table Wilcoxon which was 2.00, for student- teachers' overall performance on the emotional intelligence questionnaire. This Wilcoxon calculated value has statistically significant difference at 0.01 level in favor of the student-teachers' performance on the post application of the questionnaire. In addition, the estimated effect size value was 0.73 which indicated that the suggested strategy had a big effect on students' performance on the post application of the emotional intelligence questionnaire VS the pre application. Thus, one can conclude that the training strategy had a large effect on developing students' emotional intelligence. Hence, support was gained for the first hypothesis. The following figure shows the differences on students' performance on the post application of the emotional intelligence questionnaire VS. the pre-application of the questionnaire.
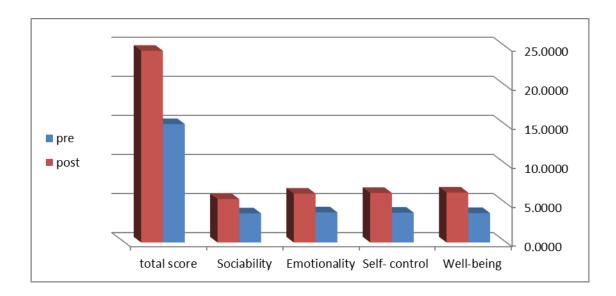

Figure (1)
The Differences of the Student - Teachers' Overall Performance on the Pre- Post Administration of the Emotional Intelligence Questionnaire

To test the second hypothesis which states that "there is statistically significant difference between the mean rank of students' scores of on the pre-application and post application of the emotional intelligence questionnaire in each sub- skill (well- being, self- control, emotionality, sociability skills) in favor of the post application of the questionnaire", a Wilcoxon test which is non- parameter test was

conducted to compare the student- teachers' performance on the pre- application VS. the post application of the emotional intelligence questionnaire in each sub- skill (see table 2). It revealed a statistically significant difference at 0.01level on well- being, emotionality, and sociability; while at 0.05 level on self- control. This is indicated in table (2).

Table (2)

Wilcoxon Test Results of Students' Performance on the Pre - Post administration on the Emotional Intelligence Questionnaire on Each Sub- Skill

Category	Differences rank direction	N	Mean Rank	Sum of Ranks	the value of calculated Wilcoxon T"	the value of table Wilcoxon .01	.05	significance	effect Size η2
Well- being	Negative ranks	0ª	0.00	0.00	0.00	2	6	.01	.73
	positive ranks	8ᵇ	4.50	36.00					
	Ties	0ᶜ							
	Total	8							
Self-control	Negative ranks	1ᵈ	1.00	1.00	1.00	2	6	.05	.55
	Positive ranks	7ᵉ	5.00	35.00	1.00	6	2	.05	.55
	Ties	0ᶠ							
	Total	8							
Emotionality	Negative ranks	1ᵍ	2.00	2.00	2.00	6	2	.01	.73
	positive ranks	7ʰ	4.86	34.00					
	Ties	0ⁱ							
	Total	8							
Sociability	Negative ranks	1ʲ	1.00	1.00	1.00	6	2	.01	.73
	positive ranks	7ᵏ	5.00	35.00					
	Ties	0ˡ							
	Total	8							

Table (2) shows that the second hypothesis is supported as all the values of the calculated Wilcoxon were smaller than the value of table Wilcoxon, for student- teachers' performance on the sub- skills of the emotional intelligence questionnaire. These Wilcoxon calculated values have statistically significant differences at 0.01 and 0.05 level in favor of the

student-teachers' performance on the post application of the questionnaire VS the pre- application of the questionnaire in each sub- skill of the emotional intelligence. In addition, the estimated effect size value was 0.73 and 0.55 which indicated that the suggested strategy had a big effect on students' performance on the post application of the emotional intelligence questionnaire VS the pre application in each sub- skill. The following figure shows the differences on students' performance on the post application of the emotional intelligence questionnaire VS. the pre- application in each sub- skill of the emotional intelligence skills.
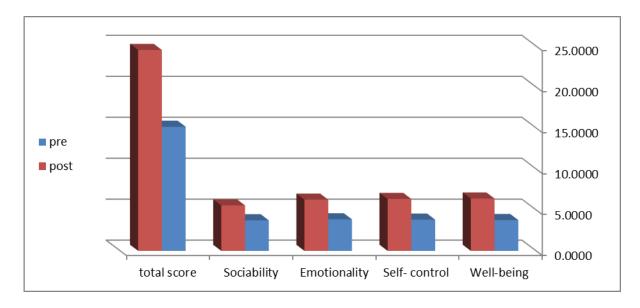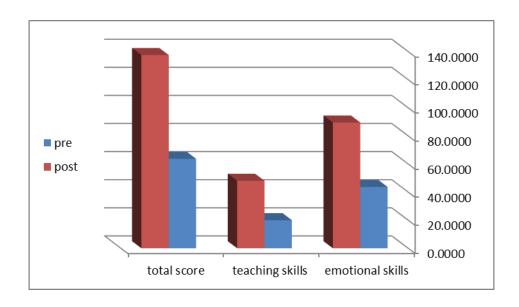

Figure (2)

The Differences of the Students' Performance on the Pre- Post Administration of the Emotional Intelligence Questionnaire in Each Sub- Skill

To test the third hypothesis which states that" there is a statistically significant difference between the mean rank of the students' scores on the pre-application and post application of the observation checklist (as a whole) in favor of the post application of the checklist", a Wilcoxon test which is non- parameter test was conducted to compare the student-teachers' performance on the pre- application VS. the post application of the observation checklist as a whole (see table 3).

Table (3)

Wilcoxon Test Results of Students' Performance on the Pre – Post administration on the Observation Checklist as a Whole

Observation checklist	Differences rank direction	N	Mean Rank	Sum of Ranks	the value of calculated Wilcoxon T""	the value of table Wilcoxon		significance	effect Size η2
						.01	.05		
Total scores	Negative Ranks	1[g]	1.00	1.00	1.00	2	6	.01	.73
	Positive Ranks	7[h]	5.00	35.00					
	Ties	0[i]							
	Total	8							

The above table shows that the value of the calculated Wilcoxon was 1.00 which is smaller than the value of table Wilcoxon which was 2.00, for student- teachers' overall performance on the observation checklist (as a whole). This Wilcoxon calculated value has statistically significant difference at 0.01 level in favor of the student-teachers' performance on the post application of the observation checklist. In addition, the estimated effect size value was 0.73 which indicated that the suggested strategy had a big effect on students' performance on the post application of the observation checklist VS the pre application. Thus, one can conclude that the suggested strategy had a big effect on developing students' emotional and teaching skills. Hence, support was gained for the third hypothesis. The following figure shows the differences on students' performance on the post application of the observation checklist (as a whole) VS. the pre-application.

The Differences of the Student - Teachers' Overall Performance on the Pre- Post Administration of the Observation Checklist as a Whole
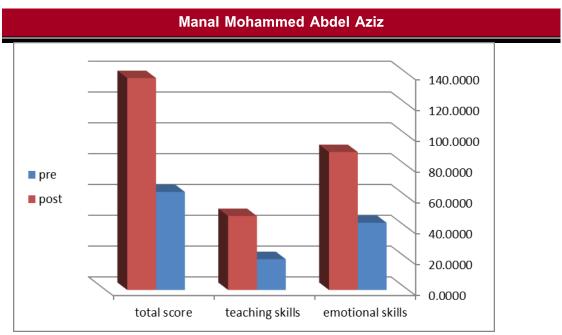
To test the fourth hypothesis which states that" there is a statistically significant difference between the mean scores of student teachers' performance on the pre-application VS the post application on the emotional skills of the observation checklist in favor of the post application of the checklist", a Wilcoxon test which is non- parameter test was conducted to compare the student- teachers' performance on the pre-application VS. the post application on the emotional skills of the observation checklist (see table 4).

Table (4)
Wilcoxon Test Results of Students' Performance on the Pre - Post Administration on the Emotional Skills of the Observation Checklist

Observation checklist	Differences rank direction	N	Mean Rank	Sum of Ranks	the value of Wilcoxon table "T"		the value of calculated Wilcoxon T""	significance	effect Size η^2
					.01	.05			
Emotional Skills	Negative Ranks	0^a	0.00	0.00	0	4	0.00	.01	.73
	Positive Ranks	7^b	4.00	28.00					
	Ties	1^c							
	Total	8							

The above table shows that the value of the calculated Wilcoxon "T" is smaller than the value of table Wilcoxon "T" of student- teachers' performance on the emotional skills of the observation checklist. This Wilcoxon calculated value has statistically significant difference at 0.01 level in favor of the student-teachers' performance on the post application of the observation checklist on the emotional skills. In addition, the estimated effect size value was 0.73 which indicated that the suggested strategy had a big effect on students' performance on the post application of the observation checklist VS the pre application. Thus, one can conclude that the suggested strategy had a big effect on developing students' emotional skills. Hence, support was gained for the fourth hypothesis. The following figure shows the differences on students' performance on the post application of the observation checklist on the emotional skills VS. the pre- application.

The Differences of the Student - Teachers' Performance on the Pre-Post Administration on the Emotional Skills of the Observation Checklist
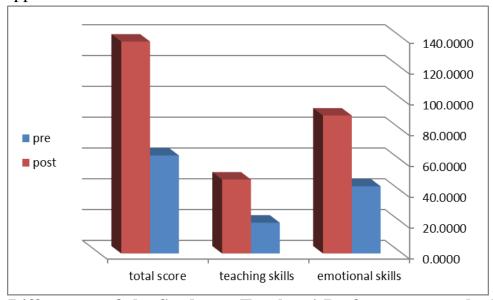
To test the fifth hypothesis which states that" there is a statistically significant difference between the mean ranks of student teachers' performance on the pre-application VS the post application on the teaching skills of the observation checklist in favor of the post application of the checklist", a Wilcoxon test which is non- parameter test was conducted to compare the student- teachers' performance on the pre- application VS. the post application on the teaching skills of the observation checklist (see table 5).

Table (5)
Wilcoxon Test Results of Students' Performance on the Pre - Post Administration on the Teaching Skills of the Observation Checklist

Observation checklist	Differences rank direction	N	Mean Rank	Sum of Ranks	the value of Wilcoxon table "T"		the value of calculated Wilcoxon T""	significance	effect Size η^2
					.01	.05			
Emotional Skills	Negative Ranks	0[a]	0.00	0.00	0	4	0.00	.01	.73
	Positive Ranks	7[b]	4.00	28.00					
	Ties	1[c]							
	Total	8							

The above table shows that the fifth hypothesis was supported as the value of the calculated Wilcoxon "T" is smaller than the value of the table Wilcoxon "T" at 0.01 level. This indicates that there is statistically significant difference between the mean rank of student teachers'

performance on the pre- application VS. the post application on the teaching skills of the observation checklist.

The following figure shows the differences on students' performance on the post application of the observation checklist on the teaching skills VS. the pre- application.

The Differences of the Student - Teachers' Performance on the Pre-Post Administration on the Teaching Skills of the Observation Checklist

To sum up, all the hypotheses of the study were supported. Students achieved great progress in their emotional intelligence skills after the implementation of the training strategy as compared to their performance before the training. Students' mastery of emotional and teaching skills improved after the implementation of the strategy as compared to their performance before the application of the training strategy.

Hence, the positive findings of the study proved the effectiveness of the training strategy that was based on the emotional intelligence on developing Saudi English student teachers' emotional and teaching skills.

Discussion of results

The study results are discussed in terms of the dependent variables: the Saudi English student teachers' performance on the emotional intelligence questionnaire &the observation checklist (emotional& teaching skills).

A. Students' performance on the emotional intelligence questionnaire

Results of the study showed that the English student teachers performed significantly better on the emotional intelligence questionnaire as a whole as well as on each sub skill as compared to their performance on the pre application of the questionnaire. Thus, it can be said that English student teachers through the training strategy based on the emotional intelligence developed their emotional intelligence with its sub skills. This might be attributed to several factors:

Firstly, the training strategy provided a means for students to develop their emotional intelligence. Emotional intelligence is not something that can be taught in isolation. It needs to be caught from others. Students need to support their learning by practice in real –life situations and an emotional positive environment where emotional intelligence is modeled and students coached routinely and consistently through the training strategy. Student teachers exhibited fewer negative behaviors and emotions at school as the researcher noticed their behaviors during the application of the strategy and through the micro- teaching lessons students did at the end of each session of stage one of the strategy. They were less likely to let their difficulties interfere with their pupils' relations and classroom learning. They were less distracted, more able to concentrate, stay on task and think things through before acting. This result is consistent with (Dormyei, **&**Kubanyiova, 2014**;**Alavinia, et al. 2014).

Secondly, student teachers through the training strategy were able to recognize, employ, comprehend and manage emotions. They were able to know their feelings and using them to make good decisions in their teaching. They can manage their moods and control impulses. They felt motivated and effectively overcoming setbacks in working towards goals. This result is consistent with (Dewaele,et al. 2008.Abdolrezapour, 2013; Abdolrezapour and Tavakoli, 2012;).

Thirdly, student teachers who gained high scores on the post application of the emotional intelligence questionnaire proved that the implementation of emotional intelligence in the EFL classroom was able to make students intra- personally and interpersonally active all along the class hour. Using emotional intelligence in the classroom made teacher\ student relationship more and reduced class control problems.

B. Student teachers' performance on the observation checklist

The study results revealed that the student teachers performed significantly better on the observation checklist as a whole (the emotional skills teaching skills) as well as on each skill as compared to their performance on the pre application of the checklist.

Consequently, these positive findings proved the effectiveness of the training strategy based on the emotional intelligence in developing student teachers' emotional and teaching skills. This progress might be attributed to some factors like:

Firstly, through the training strategy based on the emotional intelligence, student teachers learned to show self- confidence, interest and enthusiasm. They managed to communicate effectively with their pupils and speak comprehensible language at their language level. They can regulate their emotions and pupils' emotions through controlling the class well, taking things forward by saying Let's do this, rather than saying Don't do that, having good eye contact and moving around the class to help pupils and check understanding. They were trained to use movement to convey energy and enthusiasm but avoid excessive gesturing because they can divert attention from message. They created friendly atmosphere in the class and give their pupils equal care and interest. They created a code of conduct including what is permitted in the class and what is not to prevent problem behavior. They were trained to react to problem behavior focusing on the behavior not the pupil; taking into consideration, it is the behavior that matter not the pupil's character. They encouraged and motivated pupils to communicate and participate in their learning process through asking them to answer questions suitable to their ability level: yes\ no questions and true \ false statements for weak and shy pupils; WH questions for average; while inverted WH questions for cleaver ones.

Secondly, through the training strategy based on the emotional intelligence, student teachers were trained to decide responsible decision making: how to state behavior objectives of the lesson; state the different activities in the lesson taking into consideration the pupils' needs and interests; relate the new lesson to the previous one to build on knowledge.

Thirdly, through the training strategy, student teachers made their pupils aware of the objectives of the lesson to do their effort to achieve

them. They helped pupils to understand what they are doing and why they are doing it. They gave them clear instructions so that pupils understand exactly what they are supposed to do. Student teachers varied the teaching activities to attract their pupils' attention as they know that young pupils cannot concentrate for a long time. So, they changed the activity every 20-25 minutes. They gave pupils enough practice and avoided interrupting pupils while they were speaking or preparing to say something. They gave them many opportunities to speak during the lesson, trying not to interrupt pupils to correct errors, as this may discourage them from expressing themselves freely. They noted the errors pupils made and used them as teaching points in future lessons. Student teachers used visual aids often in their teaching because they were appreciated by students of all ages. Learners usually learn better when they both see and hear the language they are learning. Student teachers used judicious use of the mother tongue in their teaching (grammar explanations, checking comprehension, giving instructions and discussing classroom methodology). These are consistent with those of Curran, 2008; Walton, 2012; Domyei & Kubanyiova, 2014 who state that the key challenge f0r teachers is not how they organize specific emotional intelligence classes; rather, it is whether they can integrate learning about emotional intelligence into the teaching of their normal subjects for example, incorporating learning about self- awareness, managing emotions, empathy and other such skills into math, geography, science or language class.

Qualitative findings from the study participants

This section presents the main qualitative findings from eight interviews with student teachers (the study participants). The purpose of these interviews was to get students' reflection on the training strategy. The students highlighted increased capacity to perceive emotions in their pupils as a result of having participated in the training strategy. One of these students said that "for me it definitely was effective for teaching practice. At the start, I was thinking ' How well this work?' How it is going to change my way in teaching? And I said to myself, 'Well, if I learn one thing from it I will be happy', and I learned a lot from it, and it really did affect, compared to my previous performance of teaching.

Another one of the students was of the view that some of the activities relating to facial expressions, helped him in terms of recognizing pupils' facial expressions on teaching practice. This student said she was 'more aware of the pupils' facial expressions. She also reported paying more attention to facial clues of deceit which helped him to determine whether pupils were telling the truth or not. Another student explained how she distinguished one emotion from another. She mentioned the facial features and non- verbal cues (such as the pupils' eyes, smile and face changing color) helped her to determine the emotion being expressed.

In addition to their awareness of facial expressions, students also highlighted an increased awareness of other peoples' body language on teaching practice. For example, they reported paying attention to how pupils 'would put their head down', 'come upright in the chair and stare at you'. They also highlighted an increased awareness of the tone of voice and use of voice of others on teaching practice. The tone of voice, the force behind it convey a great deal of emotional information that can complement or contradict the meaning of the words used. Nonverbal information is often the basis for successful social interaction. This information consists of gestures, voice tone, and facial expressions. A number of students reported being aware of this and of using their body to ensure they conveyed the emotional messages they intended.

Most of the students believed that being involved in the procedures of the training strategy enabled them to be more competent in dealing with discipline issues in the classroom, since they had better information with to reach decisions on how to prevent and overcome problem behavior if it occurred. One student was of the opinion that understanding how pupils would react helped her to make decisions that avoided further disruptions.

During the interviews, the students indicated an increased awareness of how their emotions could enhance thinking. One student indicated that positive emotions helped her to manage the class more effectively and make decisions quickly to prevent further discipline issues. Another student said she considered how emotions impacted thinking during the planning stages of the lesson.

Many of the students indicated that the training strategy facilitated the development of the emotional skills. For example, one student said the

strategy helped to consider the pupils more and she tried to anticipate what 'moods they're going to be in'.

In general, the students showed some understanding of how emotions can impact upon thinking and how they can use that understanding in their teaching lives. This could be seen in their attempts to be empathetic, to manage the mood of the class, to match learning activities to the class mood and to plan taking into consideration what they expected to be the emotional climate of the class.

Some students indicated that the training strategy highlighted modifying and revising lesson plan, including activities in the lesson such as group work, writing objectives of the lesson on the board before the lesson and modifying language used. Others said they were very careful to be well prepared which helped them to anticipate problems in advance. Some students indicated that the training strategy gave them feeling of self- confidence while practicing teaching.

Challenges faced during the implementation of the training strategy

It is important to mention some difficulties that faced the researcher during the implementation of the training strategy. First, convincing student- teachers of the importance of emotional intelligence in their lives and careers took great effort on the behalf of the researcher. Second, at the beginning of the training strategy students found it difficult to apply what they have learned through the first stage of the strategy; but with the help of the researcher and her thoughtful guidance they could do it. It was very demanding strategy for both student- teachers and the researcher, as each student did peer observation for her colleagues and at the same time took care of their mistakes and errors of applying the strategy to avoid them in her teaching.

On the other side, the researcher observed each student – teacher's teaching performance and took notice of applying every skill (emotional & teaching) and at the same time held a meeting at the end of the training day to discuss and provide guidance for student- teachers' teaching performance.

Conclusions

1. The association between the emotional intelligence and academic success proved that learning emotional intelligence can benefit academic performance and behavior in schools. Research indicates that the implementation of emotional intelligence in the EFL classroom was able to make students intra- personally and interpersonally active all along the class hour. Using emotional intelligence in the classroom made teacher\ student relationship more effective and reduced class control problems.

2. What is important in language learning is not high intelligence values; it is being emotionally intelligent, that is, having the ability to recognize, employ, comprehend and manage emotions.

3. Research reveals that students who achieved high scores on emotional intelligence: were less likely to let their difficulties interfere with their peer relations and classroom learning; were generally obedient and worked well with authority; were less distracted, more able to concentrate, stay on task and think things through before acting; were more likely to form friendship and to be liked by peers; were rated by their teachers as being considerate of others' feelings.

4. The present study results revealed that English student teachers through the training strategy based on the emotional intelligence developed their emotional intelligence with its sub skills as well as their teaching skills.

5. Student teachers trained to decide responsible decision making: how to state behavior objectives of the lesson; state the different activities in the lesson taking into consideration the pupils' needs and interests; relate the new lesson to the previous one to build on knowledge.

Recommendations

1. The curriculum must expand to include information and activities that explicitly support student- teachers' emotional intelligence in learning and teaching.

2. As improved emotional intelligence can lead to improved levels of achievement across the whole curriculum, the teaching strategies which promote emotional intelligence should be imbedded for both teacher training and classroom use.

3. Emotional literacy and the emotional intelligence on which it is based can be of great importance for what teachers teach, how the curriculum is designed, the way lessons are delivered, the relationships teachers develop with their pupils and perhaps, the results that students are able to achieve.

4.   Incorporating learning about self- awareness, managing emotions, empathy and other such skills into math, geography, science or language class.

  Based on the above, the present study tried to develop students' emotional intelligence through teaching their pupils English as a second language.

Suggestions for further studies:

   1. Further research is needed to explore the effectiveness of teaching emotional intelligence in developing ESL students' other language aspects.

   2. More studies are needed with different student population in other areas with the purpose of investigating the effectiveness of similar strategies in developing pupils' social skills through the friendship in classes and schools.

   3. Further research is needed to investigate whether learning emotional intelligence can be integrated into the teaching of other subject matters.

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