

Nina BARŁOŻEK
Uniwersytet Opolski

QUANTITATIVE EVALUATION OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL ENGLISH TEACHERS

Abstract

The emotional state of students must not escape their teachers' attention. It appears that cognitive intelligence is not the only fundamental factor which shapes the academic success of students. Emotional intelligence (EI) is an influential concept, which has gained significantly more prominence since the 90s. EI as a concept has been scrutinized due to the fact that emotional competencies may significantly reduce undesired behaviour in social and educational settings. Additionally, if learners' emotions are treated as a central part of the learning process it follows that their personal and academic outcomes will be improved (Kusché & Greenberg, 2006). Yet, emotional competencies of students should not be overly emphasized. Teachers must demonstrate a high level of emotional intelligence in order to be able to enhance the emotional abilities of their students. The article illustrates the impact of teachers' level of emotional intelligence by the manners in which those teachers are assessed by their students. For this purpose 20 teachers of English completed the test of emotional intelligence known as the: the TIE 1.0 test. 493 students expressed their opinion on those teachers by means of a questionnaire in which the teachers' emotional competencies were questioned. The results highlighted the fact that the teachers demonstrating higher levels of emotional intelligence have significantly better relationships with their students, which determines the level of students engagement and involvement in the process of learning a foreign language. The teacher, in order to be successful, must treat students in a holistic way by taking students' emotions into account rather than concentrating purely on the material which needs to be taught.

1. Introduction

Words and language are indispensable tools for human communication. The more advanced and sophisticated vocabulary is, the greater the possibility for mental development. Kwiatkowska and Szybisz define communication as "the exchange of information, feelings and meanings" (1997: 5). Everything that matters and has

a deep human meaning depends on whether one is capable of talking to each other, negotiating and reaching a compromise. Individuals' unskillful communicating – unfortunately – destroys interactions and fills the speakers with anxiety (ibid.). Hence, the way individuals convey a message influences the final outcome. The lack of ability to articulate oneself may lead to apprehension and disappointment. It also refers to the school environment where the quality of a teacher-student dialogue in the classroom is reflected in the broad-spectrum of the students' success. Zawadzka (2004) asserts that the way the teacher conveys his or her message differs from a typical communication in a natural situation. The educator, among other things, is obliged to possess accurate knowledge, the ability to teach and apply – adjustable to students' age and learning conditions. Therefore, effective communication is constructed on the choice of suitable vocabulary which enables the speaker to achieve the intended objective. And this objective does not necessarily have to deal only with school results but also with the individuals' attitudes toward school and teachers. To investigate this matter, the present study made an attempt to shed light on the relationship between teachers' level of emotional intelligence and their students' perception about them in terms of the teachers' emotional competences.

2. Communication in a Foreign Language Classroom

It is undisputable that communication serves a specific function during a foreign language lesson. In the book entitled *Teachers of foreign languages in times of transformation* Zawadzka (2004) enlightens the reader as to the role of communication in a foreign language classroom. She explains that the language is not only taught but serves as a vehicle for communication. The teacher is not a typical communicator but also a person who gives clues and hesitates, who encourages to initiate discussion but interrupts at the same time with the purpose of correcting a student. The communicative strategies utilized in such a classroom are eliminated because the teacher disapproves of using paraphrase, replacement, simplification or structure substitution with the aim of evaluating grammatical correctness. Fortunately, the awareness of communicative significance has been raised and at present the ability to get the message across has become the primary goal for the teacher of a foreign language. What actions should be taken so as to achieve students' communicative efficiency?

Enabling students to communicate in a target language may be challenging at times. One of the main assumptions of *The Communicative Approach* is the fact that knowledge of linguistic structures and vocabulary is crucial but not sufficient in the learning process due to the reason that students may be familiar with all the grammatical rules and yet will not necessarily put them into practice. Learners apply the new rules in order to negotiate the meaning and consequently the teacher's role in this approach is to provide the students with the opportunity to express their indi-

viduality. This way of teaching compels students to express themselves and share their opinions with others. For this reason, students feel the need “to integrate the foreign language with their own personality and thus to feel more emotionally secure with it” (Littlewood, 1981, in Larsen-Freeman, 1986:133).

The study conducted by Łęska (2010) proves that it is the teacher who is in charge of his or her students’ achievements. The influence of the teacher’s personality on learners’ foreign language development (the title of the article) was investigated by observing three male teachers over a period of one year. The hypothesis, which stated that a teacher’s personality is one of the crucial components affecting L2 students’ achievements, was confirmed. The researcher explains that the teachers’ personality “influences the classroom emotional climate, teacher-student relationships and the way in which interaction patterns are used. It is also connected with students’ positive and negative attitudes towards learning, their perception of the learning environment and the ultimate success” (Łęska, 2010: 217). Gordon (1995) stresses the meaning of a student-teacher relationship in emphasizing its basic prominence. A positive classroom atmosphere should be maintained in the case of teaching anything: each school subject, all the content and skills, values or beliefs for effective teaching to take place. Correspondingly, Brearley (2001) further underlines the role of the contemporary school portraying three broad features of a successful school. The primary goal of such an institution is to engage motivation which is decisive in the process of learning. Another aspect is connected with reducing learners’ imposed inhibitions while learning. The final objective refers to the expansion of deep-seated beliefs about the potential students’. Hence, effective learning combines feelings and thinking. Individuals’ feelings are tightly linked to the way they think and what they think. Brearley (2001: IV) refers to it as “a powerful and irrepressible partnership” whose consequence is either intelligent or unintelligent behaviour. These emotions determine what we learn and how we learn. And emotions together with cognition make up emotional intelligence.

3. The emergence of emotional intelligence

It appears that the primary goal and undertaking of the contemporary education is interpersonal communication. Its impact on the learning process was clearly highlighted by Howard Gardner in 1983. In the theory of multiple intelligences he emphasized different learning styles and potentials. In the division of eight intelligences there appear interpersonal and intrapersonal types. The first one refers to “the ability to understand, perceive and discriminate between people’s moods, feelings, motives, and intelligences” (Nolen, 2003: 118). People who demonstrate the second type of intelligence – intrapersonal one – “understand themselves, their inner side and utilize this knowledge to handle their life” (Dyrda, 2004: 26). According to the creator of the theory, those are the intelligences which make people interact effort-

lessly with others, overcome practical life obstacles, contribute to the abilities to understand themselves and are capable of managing others. Such people demonstrate the ability to differentiate motives, intentions and others' thoughts (Dyrda, 2004). What is highlighted in those definitions are mainly the ability to interact with others, understand them and their emotions. Interestingly, both definitions of these intelligences refer to the abilities included in the definition of emotional intelligence. What is emotional intelligence then and why has there been so much attention given to it?

Initially the field of emotional intelligence began in the scientific context. However, after some time it was popularized and acknowledged by psychologists, educators, psychiatrists, among others. The consequences of that resulted in the emergence of diverse definitions and approaches to measure it. Two of the most popular and recognized models are *the ability model* and *the mixed models*. Those responsible for the first model, who began their work on the construct in the late 1980s, are Mayer, Salovey and Caruso. They maintain that emotional intelligence is a common, traditional intelligence which consists of precise, interrelated abilities concentrating on the interaction of emotion and intelligence as traditionally characterized. It has been emphasized that EI is viewed as a standard intelligence meeting traditional criteria for intelligence (Brackett, Lopes, Ivcevic, Mayer, and Salovey, 2004). Mayer, Caruso and Salovey's definition states that: "Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis on them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them" (2000: 167). From the definition it can be deduced that emotional intelligence refers to the ability to perceive emotions, understand and manage them in order to benefit from one's own actions. This model, which initially was defined as a subgroup of social intelligence, highlights an individual's efficiency in distinguishing emotional information and performing abstract reasoning with the help of this emotional information. An analysis of the definition of emotional intelligence highlights that the authors present four different abilities or skills, which they call *branches* (Caruso, Mayer & Salovey, 2002), and which are divided into: perception and expression of emotion, assimilating emotion in thought, understanding and analyzing emotion as well as reflective regulation of emotion.

Daniel Goleman (1995) expressed his fascination with brain and emotion while he was working as a journalist at the *New York Times*. The best-selling book that he published was the outcome of encountering a scientific article written by Mayer and Salovey. Goleman bravely named emotional intelligence a 'disparate kind of wisdom' claiming that the construct is the basic condition for the existence of traditional intelligence as only after possessing certain emotional competences, are we fully able to develop our own intellectual potential. His *mixed model* of emotional intelligence depicts a complex conception of intelligence embracing mental abilities,

other dispositions and traits (Mayer, Salovey, and Caruso, 2000). While describing the term of emotional intelligence, Goleman declares that it consists of such abilities as "...being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995: 34). In a way, Goleman's concept connects various aspects of cognition, personality, emotion and intelligence; hence the name *the mixed model*. Unfortunately, Goleman is very often criticized because his model is claimed not to be a scientific theory but as being constructed from a journalist's viewpoint (in order to reach the wider public he "distils" and simplifies the facts). To some extent the criticism is valid but on the other hand, thanks to Goleman and his clarification of EI, ordinary people have had the opportunity to learn more about EI.

There are different models of emotional intelligence and they are markedly different when it comes to depicting various personality dispositions; nevertheless, those are the people who develop diverse theories according to their needs and beliefs. Furthermore, theories are not internally consistent and they vary in terms of making meaningful use of the technical language and making predictions. There also appear to be scientists who question not only the credibility of emotional intelligence but also its existence. However, such an extreme reaction may be a turning point for those searching for the ultimate truth and trying to prove the beneficial power of the construct concerned.

4. The Impact of EI on Everyday Life

Does emotional literacy mean a successful lifestyle? What should children be taught at school so as to flourish in life? Is our fate determined by the knowledge we possess about emotional intelligence? The list of partly answered enquiries seems to be expanding. The popular version of EI, which every now and again is believed to be a remedy for everything, appeals to a wide range of people. Knopp (2010) declares that the so called 'cult of success' rules our life, hence, what people are interested in nowadays is how to achieve success rapidly and enjoy a successful lifestyle. As it emerges, emotional intelligence appears to be in the right place and right times.

Recent decades, however, have more than ever shed light on the unlimited potential of the construct of interest and it would be difficult to disagree with Goleman (1995) who declares that the most reliable predictor of success in life and school is emotional intelligence. Aziz (2004: X) claims that "It takes more than just having a high intelligence quotient (IQ) to be successful" adding that the greatest factor which distinguishes a successful person from a less successful one is the construct in question. Recent research highlights the prominence of emotional intelligence not only referring to a personal success but also to a professional accomplishment. Goleman (1995) further mentions the gravity of mastering and modify-

ing one's feelings as it appears to be essential to lifelong success. Achievement in school and professional life is also associated with emotional well-being (Cobb & Mayer, 2000).

As it appears, the knowledge and wisdom of emotional education seem to be a decisive factor in many cases of human existence and no one is likely to question it. Also, one may also speculate that the construct of emotional intelligence has become a remedy for current times being the fundamental predictor for life and professional success. Besides, Cherniss and Goleman (2006) highlight the fact that for a fulfilled employee what matters the most are the social-emotional competencies which determine their performance. Many years of empirical research have proved the fallibility of traditional intelligence in life success. According to Knopp (2010) the concept of EI goes beyond the theory of academic intelligence and for this reason the conditions needed for successful life achievements are better specified in terms of EI. In addition, policy experts were rapid in recognizing emotional intelligence as an ability that leads to life success (Cobb & Mayer, 2000). Mayer & Salovey (1995) define emotionally intelligent people as those who "regulate their emotions according to a logically consistent model of emotional functioning." Therefore, those equipped with this crucial ability to govern their emotions in a logical way have greater chances for life success. But it is not only about life success. In a number of academic publications one can read that the high level of emotional intelligence is crucial in achieving mental well-being, school or professional success, happiness in family life and social contacts, as well as high social status (Knopp, 2010).

5. From an Emotionally Intelligent Teacher to a Successful Learner

According to Elias (2003), success in school and life depends on emotional intelligence. The lack of this ability makes a person "emotionally illiterate" and, as Matthews, Zeidner, and Roberts (2002: 134) explain: "...those who are 'emotionally illiterate' blunder their way through lives marked by misunderstandings, frustrations, and failed relationships." Consequently, the life success will never be reachable. Hence, possessing efficient emotional intelligence competence means having greater possibilities not only to achieve academic success but also to create a fulfilling and satisfactory existence. Training EI in schools may indeed improve a child's problems in terms of dealing with stress and assignments, or communicating with peers at school. Students with high level of EI demonstrate greater motivation, self-control, and efficient self-regulation, along with better achievements in the classroom (Zeidner, Matthews, & Roberts, 2009). Nevertheless, in order to incorporate emotional education into the teaching process, the emotionally intelligent teacher is indispensable. Kremenitzer (2005: 4–5) analyses the early childhood educator on the basis of emotional intelligence and presents a list of questions divided into

branches (based on the Mayer and Salovey revised model of emotional intelligence) that each educator ought to reflect upon so as to judge their emotional abilities. The following questions are presented in Table 1:

Table 1. Reflections on a teacher's emotional abilities (Kremenitzer, 2005)

Branch One: Perception, Appraisal, and Expression of Emotion — Am I good at identifying how I am feeling? — Am I good at identifying how my students are feeling? — Would most people I know consider me to be perceptive regarding my emotional state and theirs? — Am I able to notice when my students are angry, sad, bored, etc.? — What can I begin to do to increase my perception of emotions?
Branch Two: Emotional Facilitation of Thinking — Am I good at identifying emotional swings in myself and in others? — Am I able to counsel myself in delaying important decisions if I am in a negative state? — Do I try to do creative and interesting projects when I am in a highly positive and motivated state? — Can I also identify optimal times for my students to work on certain projects?
Branch Three: Understanding and Analyzing Emotions — Am I good at finding the right word(s) to use to express my feelings? — Can I help my students to use words appropriately to express themselves both at positive and negative times? — Am I good at understanding what causes students to feel and behave in a certain way? — Am I good at reminding myself about the different developmental stages and that sometimes students act in a more „mature” or „immature” manner and to see the „whole child” in perspective and not just an isolated event?
Branch Four: Reflective Regulation of Emotions — Am I good when I am „caught off-guard” and good at responding to an unexpected event? — Am I able to self-regulate my behaviour even under very difficult circumstances? — Can I model good self-regulation for my students and use this as a „teachable moment” for how they could similarly regulate in the future?

A deep analysis and reflection on the questions listed above might serve as a baseline for every teacher who cares about their learners and their school performance. Each branch can be treated and evaluated separately. The awareness of certain aspects, which ought to be developed, will enable the teacher to make his or her approaches and techniques utilized during the lesson more adjustable and beneficial for the students. Consequently, this teacher will set an example when it comes to appropriate behaviour.

6. The study

The connection between emotional intelligence and academic success is constantly investigated. For some researchers emotional intelligence does not have any impact on education, while others claim that there is a positive link associated with it. The

conducted study indicates the significance of a teacher's emotional intelligence. What was examined was the teachers' level of emotional intelligence and its influence on a teacher-student relationship. The following questions were investigated:

1. Are the teachers with a higher level of emotional intelligence better perceived by the students they teach?
2. What do the students value most in their English language teachers?

6.1. Participants

The first group of participants that the researcher investigated consisted of 20 secondary school experienced teachers of the English language working full-time in the most popular secondary schools in Częstochowa. There were 19 women and 1 man, aged between 26 and 53 years old.

The second group of participants was represented by 493 students of the secondary schools taught by the examined teachers: 332 women and 161 men aged between 16 and 18 years old.

6.2. Instruments

The study utilizes quantitative method. There were two instruments utilized in the research. The first one was applied in order to measure the teachers' level of emotional intelligence – the TIE 1.0 test created by Śmieja, Orzechowski and Beauvale (2007). It is a performance test based on the ability model of emotional intelligence formulated by Mayer and Salovey adapted to the Polish context, which evaluated the four abilities of emotional intelligence: perception, understanding, assimilation, and management of emotions. The test, which consists of 24 items, is divided into two parts and contains questions which are answered on a five-point Likert scale ranging from 1 = very much unable to 5 = very much able, and takes approximately 20–25 minutes to complete. In the first part, which refers to identifying emotions and understanding emotions, a respondent's task is to imagine a wide array of life situations and decide how the characters in each situation would feel, e.g.:

Last night Agata was assaulted on the street. Luckily she managed to escape an aggressive assailant. The following day, while meeting her friends, she behaves in an easy-going way, she even smiles. Do you think that:

the assault did not make any difference to her

1 2 3 4 5

she tries to deal with damming the emotions up

1 2 3 4 5

she has already overcome the stress

1 2 3 4 5

The second part of the TIE 1.0 test, which pertains to using and regulating emotions, concerns life situations in which the respondents are asked to assess the most appropriate actions together with their positive or negative emotions, e.g.:

Again Iza's job offer has been rejected. She is tired with these fruitless attempts to find a job.
How should she spend the afternoon so as to get back a good mood?

to go for a drink with her friends

1 2 3 4 5

once again concentrate and work on improving her CV and letters of application

1 2 3 4 5

watch TV

1 2 3 4 5

Higher scores indicate higher levels of emotional intelligence.

The second instrument utilized was a questionnaire and dealt with students' attitude towards a certain teacher in terms of the teachers' display of emotional competence (Appendix 1). There were 18 questions with a five-point response scale where 1 meant 'strongly disagree' and 5 'strongly agree'. The questionnaire statements were created on the basis of the characteristics of an emotionally intelligent teacher analysis presented in the book entitled "Teaching with Emotional Intelligence: A step-by-step guide for higher and further education professionals" (Mortiboys, 2005).

6.3. Data collection

In October 2012, five state secondary schools took part in the examination. The researcher, after receiving permission from the headmasters, asked 20 English teachers of those schools to complete the EI test. The teachers took the tests home and returned the tests the following day. Simultaneously, the students of the above mentioned teachers were asked to assess their teachers by filling in the questionnaire at school during the lesson, which took them from 20 to 35 minutes on average. They were eager to contribute to the research once they had been informed of the purpose of the data collection as well as being assured of remaining anonymous.

7. Data analysis

The main aim of the research was to establish a correlation between the teachers' level of emotional intelligence and its effects on the students' relationship with those teachers in terms of emotional abilities. For this purpose, first, arithmetical means of the results of the students' questionnaires were counted. Then, these outcomes together with the outcomes of the teachers' EI level were applied and en-

tered into the STATISTICA 10 programme, by means of which the calculations were conducted. Emotional intelligence, apart from the general score, was analyzed in four subscales including: perception, understanding, assimilation, and management.

In order to decide which method should be used to do the calculations, the achieved outcomes had to be compared to the normal distribution. To do so, the Shapiro-Wilks test was applied. It appears that all the scales (variables), apart from the Understanding scale, are in accordance with the normal distribution. For this reason, the parametric statistics can be used, nevertheless they will be additionally verified by nonparametric tests. In order to examine if any significant relationship between the teachers' level of EI and the way they are assessed by their students exists, the Pearson and Spearman correlations were computed.

Results

The primary purpose of the research was to investigate the teacher-student relationship in terms of emotional intelligence. To do so, the teachers completed the TIE 1.0 test.

Table 2. The teacher's level of emotional intelligence. Number (N), Means (M), Standard Deviation (SD)

Variable	N	M	Minimum	Maximum	SD
Perception	20	8.44	4.88	10.62	1.67
Understanding	20	7.80	4.43	9.85	1.66
Assimilation	20	7.28	4.94	9.94	1.35
Management	20	6.91	5.52	8.42	0.85
Total	20	30.45	21.43	36.98	4.75

The table above presents the outcomes of the teachers' emotional intelligence examination.

As the results show, the highest score was obtained in the ability to perceive emotions (Means = 8.44). The lowest outcomes referred to the sphere of management of emotions (Means = 6.91), which indicates that the teachers are much better at perceiving emotions rather than managing them.

The next step was to examine the students' perception of their teachers of English by means of the questionnaire.

Table 3. The students' perception of their English teachers. Number (N), Means (M), Standard Deviation (SD)

	N	M	Minimum	Maximum	SD
The results of the questionnaire	20	63.86	53.61	73.63	6.12

Table 3 shows the results of the questionnaire which the students completed. The students evaluated their teachers on 63.86 points. That is the average score in the questionnaire in which the answers are provided on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The result comprises the indicator of the teachers' evaluation by the students. The lowest result equals 53.61 points and the highest 73.63 points. The lowest possible score that can be achieved is 18 points and the highest one 90 points. The points division achieved here is between 53.61 and 73.63 points.

The final step in the research was to examine the correlation between the utilized instruments.

Table 4. The relationship between the instruments. **X** (the value of a teacher-student relationship), **Y** (the teachers' global level of emotional intelligence examined), **p** (p-value)

Summary	The value of the correlation	
	R (X,Y) Pearson	p
Perception	0.50*	0.02
Understanding	0.45*	0.04
Assimilation	0.53*	0.02
Management	0.35	0.12
Total	0.55*	0.01

* a significant correlation which takes the value of $p < 0,05$

Table 4 depicts the value of the correlation between the quality of a teacher-student relationship and the teachers' global level of emotional intelligence examined in four skill areas: perception, understanding, assimilation, and management. The data was obtained via the TIE 1.0 test on EI and the applied questionnaire designed by the researcher.

The significant correlation in terms of perception, understanding, assimilation and the general score of EI is visible and it takes the value $p < 0,05$. The management scale does not correlate, however, the overall results indicate the correlation between the teacher's EI and their relationships with the students.

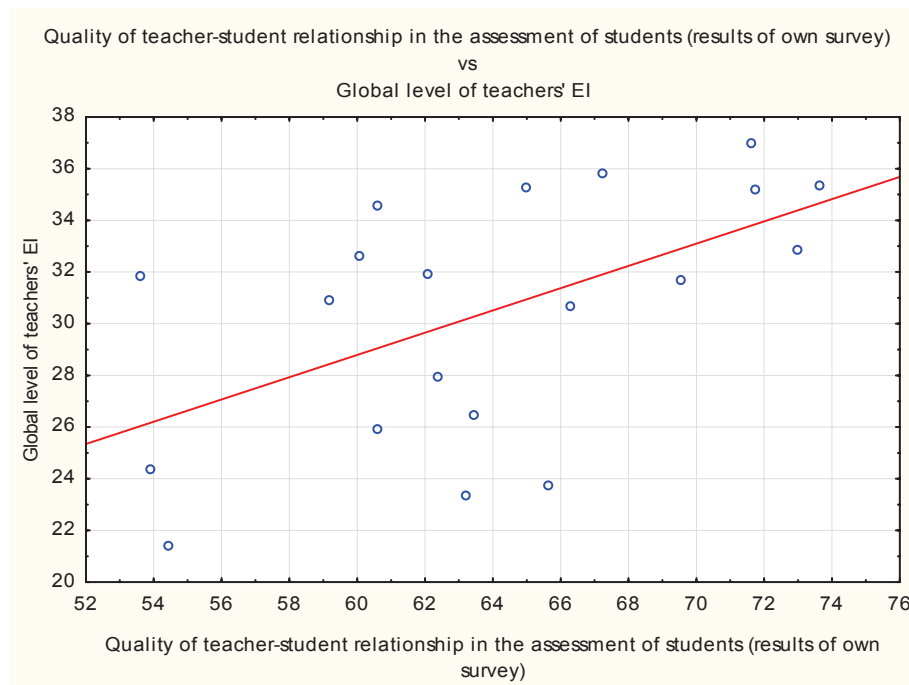


Figure 1. The linear interrelationship between the teachers' EI and the way they were assessed by their students

Figure 1 also indicates the correlation between the teachers' EI and the relationships with their students. This linear interrelationship shows that the teachers with higher level of emotional intelligence have emotionally better relationships with their students. Moreover, the higher the teachers' level of emotional intelligence, the better they are assessed by their students. Those teachers who possess a higher level of emotional intelligence have positive relationships with their students showing better-quality communicative and interpersonal abilities.

8. Discussion

The researcher tried to investigate the role of a teacher-student relationship by means of a teacher's level of emotional intelligence and the students' reflections upon the examined teachers. The primary objective was to measure a teacher's level of emotional intelligence and investigate its correlation with the data revealing those teachers' assessment given by their students. The outcomes of the study depict the link between the students' positive opinion of a given teacher and those teachers' level of emotional intelligence. The results indicate a relationship between teachers' level of emotional intelligence and the way they are assessed by their students. Ac-

According to the results, the higher the teacher's level of emotional intelligence, the higher they are assessed by their students. The general outcomes in the Pearson and Spearman test are equal; hence, the researcher's hypothesis was confirmed and the interrelationship between the teachers' level of EI and the way they are assessed by their students takes place. The positive relationship between the teachers' level of EI and the way they are evaluated by their students indicates that learners' success is partly determined by the teacher and his or her attitude towards learners. The results of the study confirm the thesis that learners' performance depends on the way the teacher treats the learners. Consequently, teachers who manifest a higher level of EI seem to be much more successful in their profession. In such a case, the realization of the above mentioned issue requires a deeper analysis of the whole classroom experience. The questionnaire completed by the students reveals interpersonal relationships with the teacher and their friendly and approachable attitude. They also value: a better contact with teachers, assistance inside and outside the classroom, encouragement, motivation, respect, ability to express their feelings and emotional states, free and open discussion during the lesson, empathy, fairness – all the aspects which an emotionally intelligent teacher should demonstrate. In such a case, the emotional abilities of teachers and educators should be verified and if needed, trained and improved. The level of emotional intelligence that is displayed by a teacher is crucial for creating an adequate relationship with a learner, which determines greatly the learner's academic success.

Similar research was conducted by Ghanizadeh and Moafian (2010) whose primary goal was to investigate the correlation between the EFL teachers' level of emotional intelligence on the basis of their success at work. Teachers' level of emotional intelligence was measured and the students of the above-mentioned teachers evaluated them by means of a questionnaire entitled 'Characteristics of successful EFL teachers.' The results revealed that EFL teachers are more likely to achieve success in their profession if they possess a higher level of emotional intelligence. Such teachers will only then be able to instill and foster certain emotional abilities in students because, as Kayaoglu (2011: 307) claims, '...enhancing emotional intelligence therefore can enable students to guide their thinking and actions, and can ultimately increase the quality of their relationships with other humans.' Hence, teachers' emotional literacy is essential for creating a satisfactory learning environment.

9. Conclusions

The results of the present study indicate that a teacher-student relationship appears to be meaningful in the process of learning a foreign language. Consequently, teachers' awareness of the enormous potential of emotional intelligence, not only among the students but teachers themselves, must be emphasized. A teacher, in order to be successful, ought to take into account not only what learners know, but

also how they feel and whether they are ready to comprehend and fully participate in a lesson. By means of a positive emotional climate, recognition of feelings, listening skills, acknowledgement of students' expectations, a teacher may influence their academic achievement. All of the abovementioned characteristics determine the process of appropriate communication with students. If the teacher pays attention to all these aspects, foreign language learning will develop faster. For this reason, teachers and educators ought to receive specialized training as a means to improve the abilities connected with identifying emotions, using as well as understanding and managing them, so as to facilitate the process of learning a foreign language, because integrating emotional intelligence with cognitive abilities is crucial if one desires to function effectively in life (Damasio, 1994, Gardner, 1993). Therefore, educational institutions are obliged to equip teachers with necessary guidance so as to allow teachers to augment their emotional intelligence in order to gain significant knowledge of how to handle and manage emotions, utilize emotions to achieve desired results, maintain fulfilling relationships, as well as express empathy and understanding towards the students.

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APPENDIX

Questionnaire

Age..... Sex.....

Characteristics of the teacher-student relationship

Respond to the following statements using the scale from 1 to 5 where: 1 equals – ‘strongly disagree’ and 5 – ‘strongly agree.’

		1	2	3	4	5
1.	I have got a good contact with my teacher.					
2.	I would like to have a better relationship with my teacher.					
3.	The teacher devotes his / her attention equally to all of the students.					
4.	The teacher is of his / her assistance inside and outside the classroom.					
5.	The teacher encourages and motivates students to learn a foreign language.					
6.	The teacher eagerly listens about the students’ problems.					
7.	The teacher has a friendly and warm approach to the students.					
8.	The teacher talks to the students in an appropriate way.					
9.	The teacher treats the students with respect.					
10.	The teacher takes an interest in the students.					
11.	The teacher lets the students freely express their thoughts and feelings.					
12.	The teacher takes the initiative in showing appropriate interest in a student’s private life.					
13.	The teacher takes into account the student’s opinion.					
14.	The teacher tries to assist the students who need help.					
15.	The teacher displays empathy towards the students.					
16.	The teacher is receptive to a constructive criticism.					
17.	The teacher treats fairly all the students.					
18.	The teacher permits ‘a free discussion’ to take place during the classes.					

Thank you for completing the questionnaire ☺