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**A Gender Analysis of Factors Influencing Emotional Intelligence in
EFL Classes**

**The Case Study of Second –Year Students at the Department of
English, University of Abbès Laghrou- Khenchela**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements
for the Degree of Master in Language and Culture.*

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Dedication

All praise to Allah the Almighty, who gave me and still gifting me all kinds of hope,
patience, and strong faith in my abilities.

My sincere thanks and gratitude go to my dear parents for their unconditional love, guidance,
support, and help.

To my role model and great professor NabilaYOUSFI, a woman with tremendous potentials,
knowledge, and massive amount of motivation that inspired me during my three last years.

To my dear colleague and mate Oussama, who gave his best to accomplish this work
successfully.

Maha nor elhouda

Dedication

This study is wholeheartedly dedicated to the Almighty God, thank you for the guidance, strength, power of mind, protection and skills, and for giving us a healthy life.

To my beloved parents, who have been my source of inspiration and who gave me strength when I thought of giving up and provided their spiritual ,emotional ,and financial support.

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Abstract

Emotional intelligence has currently emerged as a vivid field of study that should be investigated from different perspectives. This study examined the relationship between emotional intelligence(EI) and gender in EFL classes in order to comprehend the fostering factors lying behind the learners' EI. This study was conducted using mixed methods research. A questionnaire was addressed to 80 second-year students of English as an attempt to diagnose factors affecting males and females' emotional intelligence. Besides, an observation method was used to evaluate students' interaction during Oral Expression courses and ascertain which community (males or females) is more emotionally intelligent. The findings revealed the effects of the social surrounding and classroom atmosphere on the thoughts and behaviors of the learners as they contribute in renovating learners' sentiments when treating a given topic in EFL classes. Results also demonstrated that there was a substantial difference between the genders' scores when measuring their emotional intelligence, for females scored higher than males considering elements like self-awareness, interpersonal relationship, self-regard, and empathy. This research's findings can illuminate teachers' choice of topics and activities in their EFL classes.

Keywords: Emotional intelligence, gender, English as a foreign language

List of Abbreviations and Acronyms

EFL English as a foreign language

EI Emotional intelligence

EQ Emotional quotient

IQ Intelligence quotient

L2 Second Language

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General Introduction

Background of the study

Emotional intelligence (EI) is becoming a rich area of investigation in the field of applied linguistics. It is defined as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189). EI in EFL classes emerges as an essential concept in helping teachers and learners to reveal the impactful elements in the learning process and to discover each learner’s emotional quotient (EQ) under certain standards like age and gender. Scholars and educators examined particular factors that might help to foster EI in EFL classes highlighting the role of gender as an element affecting learners’ emotional intelligence on one hand and their language performance on the other.

This area of interest has attracted thousands of scholars who attempted to study the relationship between emotional intelligence and other factors like age, gender, academic achievement... Mayer and Salovey (1990-1993) gave birth to EI as a useful concept in teaching, learning, and monitoring one’s communication with others. Learners in EFL classes are categorized according to their abilities and capacities, which are examined by their teachers. University students, in particular, are more mature, cultured, and each tries to prove his /her own emotional intelligence using different strategies. Despite the fact that certain theorists came up with different labels and definitions of emotional intelligence (like social intelligence and academic and scientific intelligence), the twentieth century marked those labels being all poured in one cup registered as EI.

Currently, many researchers are investigating the role of gender in EFL classes conceptualizing who scores higher EQ and knowing how it affects their learning process. Goleman (1998) introduced a framework of emotional intelligence in which he spoke about how an individual's skills and the individual's competences can relate to his / her self –awareness and self-management, clarifying the idea that emotional intelligence mainly studies the social and personal factors psychologically .

Other studies (Emig, 1997; Haley, 2004; Hamurlu , 2007) found that English as a foreign language can be successively an intrusive element towards enhancing students' level and increasing their emotional intelligence gradually pointing to the cultural background as a factor that may change some concepts like self –confidence, well-being and the ability to assert their feeling to create a sociable persona on the stage. Many researchers (e.g., Elias et al., 1997; Greenberg et al., 2003; Stein & Book, 2000; Haskett, 2003; Drew, 2006; Bora, 2012) conclude that EI is linked to learning, academic achievement among students, and effective teaching practices.

2. Statement of the Problem

Learning a foreign language is a complicated process that needs both self-confidence and a strong presence on the stage. An interactive learner in the classroom with a noticeable emotional intelligence would undoubtedly learn better and faster. However, at the University of Abbas Laghrour, students and teachers belonging to the English department usually underscore the cultural background linked to gender role in the English classes as well as the attributes related to gender like emotional intelligence. Students are clueless when it comes to presenting their ideas and comprehending how to unlock the door of emotionality during classes. And since only few

attempts have been made to study the relationships between the two concepts, the proposed solution is raising awareness of all sustained factors of EI as a way to congeal the difficulties of understanding gender emotional differences. This study is an attempt to investigate the extent to which males and females at the English department are emotionally intelligent as well as the factors influencing emotional intelligence for both genders.

3. Research Questions

The present research attempts to address the following questions:

- Which gender community is more emotionally intelligent? Males or females?
- What are the central factors influencing emotional intelligence in EFL classes?

4. Objectives of the study

Based on previous studies, this research aims to discover the level of emotional intelligence for females and males. Besides, this work has in view uncovering and studying the factors controlling EI and the way (s) these factors differ when the gender varies. The ultimate objective is to help teachers design their courses taking into regard the factor of gender and how it influences emotional intelligence

5. Significance of the Study

This research does not only target EI at the educational level, but it also extends to touch upon social, personal, and psychological areas. Within the rise of the new technological platforms we are surrounded by, this research paper highlights the value of investigating how learners' emotional intelligence impacts their daily life skills, which can be a further step towards enhancing learners' interpersonal skills ,cognitive abilities at both personal and at professional

levels. The educational system should book EI as a fundamental subject in all schools and universities. Moreover ,it focuses on breaking down the ambiguity of gender in relation to emotional intelligence, which is a debatable topic among practitioners in the field of applied linguistics, sociolinguistics, and psycholinguistics. Doing so, the designed syllabus will be more selective in terms of designing the courses convenient for both genders and their respective emotional intelligence.

6.Research Methodology

6.1. Research Design

This study is conducted using a mixed methods approach .It includes collecting and analyzing both quantitative and qualitative data in a single study, which establishes a strong understanding and interpretation of the findings. Also, it helps the researcher to gain diverse insights while using various methods to ease the process of tackling the research problem from the in-depth.

6.2. Research Tools

The research paper is based on the implementation of two investigation tools as ways to answer the two questions being advanced. The qualitative tool, which is the observation method, is carried out to investigate and examine the learners' behavior and emotional interactions in oral expression sessions so as to detect which gender community is more emotionally intelligent. Simultaneously, the questionnaire, which is the quantitative tool, is used to interpret the views of second-year students about the factors influencing EI taking into account learners' gender.

6.3. Population of the Study

The data is all collected from second-years students at Abbess Laghrour University, Khenhela. The research's sampling population involves 80 students(including 20 male and 60 female) who belong to three different groups (group 1, group 2, and group 4) .

2.Structure of the Study

This research is dichotomized into three chapters: two theoretical chapters and one practical chapter. The first chapter is denoted as an entrance towards the different peculiarities of emotional intelligence including its definition, types, and historical background .The second chapter, however, tackles the focal point of the research, which is the importance of gender in EFL classes and how EI intervenes as a contributing factor. The third chapter is concerned with the analysis and interpretation of the qualitative data gathered from the observation grid and the calculated statistics gained from the questionnaire.

Chapter One

Emotional intelligence in EFL Classes

Introduction

Emotional intelligence is becoming an area that induces huge interest among scholars and psychologists, and each had brought his own definition of the concept particularly and eventually framed EI as the ability to monitor feelings and emotions intellectually based on certain conditions and systematic methods. Associating emotions with intelligence denotes the idea of helping individuals control their interpersonal and intrapersonal skills successfully. This chapter approaches the definition and the historical overview of the development of emotional intelligence a notion of investigation as well as its place in the educational arena in general and EFL classes in particular. The chapter also digs into the types, brunches, and models of EI along with its importance and the factors influencing its development.

1.1. Definition of Emotional Intelligence

Diverse definitions were attributed to emotional intelligence. Although many would define EI as combination between emotions and intelligence, Salovey and Mayer (1990) define EI as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (p.189). Therefore, the two scholars have pinpointed the significance of mental processes to cope with feelings and emotions in an adaptive way.

Another comprehensive definition was provided by Goleman. Goleman (1999) defined EI as ‘the capacity for understanding our feelings and those of other’s for motivating others and ourselves whilst using leadership, empathy, and integrity (p.78). That is to say, EI is the ability to

recognize and monitor our feelings positively or negatively and to understand the emotions of others. According to these definitions EI plays a pivotal role in enhancing learners' competences in different areas of investigations, especially teaching and learning a foreign language, which is considered as a challenging task that requires the presence of different types of intelligence.

This new concept has become more than a term translated in few lines, but a new field that can be taught and learnt. The ability to use emotions appropriately in different situations is one distinct type of intelligence that can help individuals to improve at different levels and solve problems of varying importance (Goleman, 1999).

1.2. Historical Overview of Emotional Intelligence

The historical overview of emotional intelligence demonstrates the development of the concept from theory to practice. The two researchers Peter Salavoy and John Mayer gave birth to the term 'Emotional Intelligence' in the journal 'Imagination, Cognition, and Personality' in the 90s .Later in 1996, Dan Goleman popularized the term in his book *Emotional Intelligence*. However, the idea itself has been discussed before differently by various linguists and educators without referring to it as "emotional intelligence". Gardner (1983) proposed the existence of EI through underscoring what is known currently as "personal intelligence". Edward Thorndike (1930) presented the notion of social intelligence as the ability to comprehend the motives and behaviors of oneself and others' internal state as well, which paved the way to investigate the real workings of one's emotions. In fact, attempts to understand the intellect, the psyche, and the feelings of someone have never stopped (Priyam & Sharma, 2016). Table 1 illustrates the different stages of developing emotional intelligence as a research area in itself.

Table 1

Emotional Intelligence Historical Background(Priyam & Sharma, 2016, p. 54)

1.3.Elements Comprising Emotional Intelligence

According to Goleman (1999), a successful person can be distinguished from others through certain criteria that he stated in his researches. He declared that there exist five key elements

David Wechsler (1940)	Introducing non-cognitive intelligence as a central factor for success in human's life
Abraham Maslow (1950)	Proposed a theory about strengthening one's emotions
Howard Gardner(1983)	Intrapersonal and interpersonal importance
Keith Beasley (1987)	The first who coined the term 'emotional quotient'

comprising emotional intelligence.

1.3.1. Self-awareness

Self-awareness is defined as the ability of knowing and interpreting one's feelings and actions. Doing so may definitely impact him/her and the people around. Being aware and conscious enough about the social position and its value allows him/her to have a crystal clear picture of his/her weaknesses and strengths.

Self regulation also means behaving with humility. For instance, if a person spends few minutes each day pointing his/her thoughts and goals, this can gradually increase the degrees of self-awareness (Genç et al., 2016).

1.3.2. Self –regulation

Self-regulation stands for the process of being flexible under any situation or condition. This necessitates that the individual can control his/her actions, thoughts, behaviors, and feelings. This management of the self helps one to know the value of being rational and to have a substantiated logic. Generally, students who regulate themselves rarely make rushed decisions, stereotype people, or underestimate others' perspective (Goleman, 1995).

1.3.3. Motivation

People who are endowed with emotional intelligence are always intrinsically motivated. Taking the example of educational settings, for instance, motivated students set their goals in the front page of their persona; they work only according to the priorities of the team to which they belong.

Due to its complex and abstract nature, motivation cannot be defined thoroughly. Goleman(1999)defined it as the ability to maintain positive and hopeful attitudes towards life even in the face of adversity. Basically, motivation has been taken as a critical skill because it helps to discover all types of learners and the extent to which they are emotionally intelligent.

1.3.4. Empathy

This can be explained as the ability to be aware and comprehend others' sentiments .Empathetic people appreciate others' feelings and care about people's interests, especially those they care about. Having this noble characteristic enables a person to put himself /herself in others' situations without feeling menaced because the very act of sharing ideas with family, friends, fellows and close people is a helping factor to increase their trust and confidence towards that person (Jahandar et al., 2012).

1.3.5. Social skills

This interpersonal element emanates the role of establishing an enjoyable community that includes mutual satisfactions and solid relationships. Seyedi (2012) states that any social skill is ‘characterized by giving and receiving warmth and affection and conveying intimacy’ (p.03). This social emotional intelligence studies the way (s) a student establishes a strong relationships at schools and universities in order to enhance his/ her academic and personal performance.

1.4. Emotional Intelligence Models

Due to the role and impact of emotional intelligence, many research papers tried to manifest certain model that helps in designing strategies for students to develop their talent area. Emotional intelligence models administer individuals’ feelings and help them to learn from their experiences (Sayedi, 2012).

1.4.1. Mayer-Salovey-Caruso Ability Model

The work Peter Salovey and John Mayer is based on Gardner’s perception of intrapersonal intelligence. They are known as the first scholars to propose the term emotional intelligence in the field of education. To give more details about it, they divided EI into four branches .The first branch is called emotional perception; it deals with the ability to differentiate between accurate and inaccurate behaviors, feelings, and actions and between good and bad emotional expressions. The second , labeled emotional assimilation, is the ability to identify which feeling precisely influences the thoughts of a person through addressing selected information that transform his/her emotional mood from pessimistic to optimistic. The third branch, emotional understanding, is the ability to grasp the most complicated emotions then identify someone’s

transitions from sadness to happiness or satisfaction to shame. The last branch, emotional management, is the ability to take control of pleasant and unpleasant reactions in terms of tolerance, acceptance, and expected feelings (Dhani & Sharma, 2016).

1.4.2. Goleman's Competency Model

After publishing his landmark book *Emotional Intelligence*, Goleman became the Godfather of this study in 1995. Emotional Intelligence for him is the ability to understand one's feelings with regard to others. Goleman's model outlines the four constructs of emotional intelligence. The first branch in this model is self-awareness, which focuses on knowing others emotions and needs to guide them in making decision. Self-management, the second branch, includes putting behaviors and feelings under control so as not to influence the way other people think and feel. Social awareness, as a third branch, is the ability to comprehend sentiments, actions, and thoughts of others and taking care of them with appreciation. The fourth construct is named "relationship management", and it is concerned with inspiration, motivation, and development of the uncomfortable environment (Dhani & Sharma, 2016).

1.4.3. Bar-On's Mixed Model

This model is based on different standards. Bar-On tackles emotional intelligence in his dissertation employing IQ (Intelligence quotient) as a measuring plot of this skill. All his descriptions and conceptualization involved many components as the ability to understand others' feelings and emotions, solving emotional problems, developing self motivation...etc. he stated six branches, each treats essential characteristics: emotional self awareness, empathy, interpersonal relationship, flexibility, stress tolerance, general mood, and optimism (Seyedi, 2012).

Table 2

Bar-On's Mixed Model of Emotional Intelligence (Seyedi, 2012, p.111)

Components	Sub-Components
Intrapersonal	Self regard Emotional Self-Awareness Assertiveness Independence Self-Actualization
Interpersonal	Empathy Social responsibility Interpersonal relationship
Adaptability	Reality Flexibility Problem solving
Stress management	Stress tolerance
General mood Components	Optimism Happiness

1.5. The Four Branches of Emotional Intelligence

Peter Salovey and John Mayer (1990) had suggested a four-branch model arranged in a hierarchical order. Perceiving emotions is the capacity to decode facial expressions, tone of voice, nonverbal reception, and accordingly, identify feelings such as fear, happiness, sadness, or anger. Using emotions to facilitate thoughts, this may picture the capacity of how to device the cognitive system towards essential matters. Various educators stressed the point on using emotions to clarify some ambiguities someone's can express. Understanding emotions is coupled with the ability to value people's perspectives and behaving. Finally, managing

emotions is not that easy to be put into practice because it requires a lot of patience and well understanding of positive and negative manners that should be examined.

- **Perceiving Emotions**

This deals with comprehending and evaluating emotions accurately and in different situations and cases. This may include understanding facial expressions ,body language ,tone voice and other behaviors that need a deep vision and a great capability of perceiving someone's feelings without sometimes admitting them.Koç (2019) states that the “implementation of emotional training will result in better achievement and better self-directed learning readiness for learners. That is why, EI training should be included in the curriculum” (p. 681).

- **Using Emotions to Facilitate Thoughts**

This takes place when someone uses his feelings he automatically and defines what he is interested to and what are the things that attract him/her more. In this respect , a person will be more aware about solving his/her personal /emotional problems, prioritizing the essential things he/she must take first, organizing his/her ideas, and becoming more reasonable in making decisions . It is necessary that a person knows how to release negative thoughts to transmit them into positive thinking towards life (Koç, 2019).

- **Understanding Emotions**

Understanding emotions and feelings is related to how someone regulates his negative and positive behaviours, morals, thoughts and relationships .Emotional thinking can take lead to short-term decisions that ignore long-term happiness and achievement of life goals (Gray,1999). Emotions sometimes can put someone's reputation or life under threat because of many factors such as pre-judgment ,over-thinking and black-and-white thinking .all the previous elements lead

to a catastrophic end where she/he will blame himself /herself for not taking control of his/her feelings at that time (Peter,2016).

- **Managing emotions**

Controlling emotions is concerned with the choice of a person about how he/she expresses her feelings freely and at what time accurately. People with higher EI know very well about the suitable timing of expressing their thoughts and feelings without keeping that sense of regret, they are already prepared to welcome any reaction from the other part. They take care of other people 's problems and complains without hesitating . Ensari (2017) asserted that ‘ an individual who has a high EI has better social relation can solve emotional problems quicker and easier than others’’(p.212).

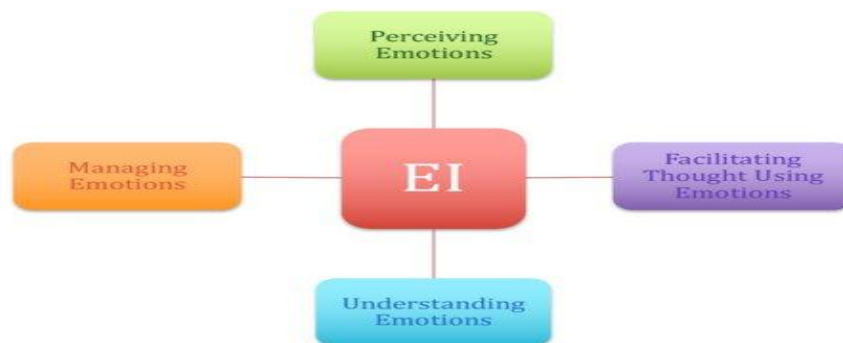


Figure 1. *The Mayer and Salovey (1997) Four-Branch Model of Emotional Intelligence (as cited in Fiori & Vesely-Maillefer, 2018, p.26)*

1.6. Importance of Emotional Intelligence in EFL Classes

It is believed that emotional intelligence studies only some feelings and shows how people should behave according to certain principles and rules. However, emotional intelligence does not respect rules because all the thoughts of the mind are treated emotionally, and everyone is

acting and reacting according to his/her own understanding of that received behavior or feeling. Hence, it improves the social interaction between teachers and students, allows teachers to understand their learners' needs and control sentiments at moments of anger, which leads to a strong and reasonable relationship (Bar-On, 1997).

Emotional intelligence actually gives a person the ability to know his feelings accurately by utilizing various standards and criteria. It also enables the learner to comprehend the methods of developing knowledge in relation to foreign languages or any other type of sciences. Its value should be appreciated, especially as it enables a person knows from where he begins and where he should stop. According to Bar-On (1997) "people with higher EI tend to perform better than those with lower EI in life overall regardless of IQ" (p.87).

1.7.Factors Influencing Emotional Intelligence

Language is one of the factors that influences the learner emotionally starting from its cultural dimension to the complex formula of the presented language. Some studies proved that English flourished the emotional intelligence of its learners, especially because it forces learners to adapt quickly to the target language and its culture and develop understanding and awareness of its cultural principle (Jafre, 2012).

The second factor that may contribute to fostering or impeding emotional intelligence in EFL classes is the social surrounding. Family, for instance, is always considered as the beginning of the big journey. Language, behavior, manners, and values are primarily acquired and learnt from parents and siblings. The bigger image, which is society with its impactful transitions, can easily transform one's beliefs, challenges, and ideological orientations. As such, the learner's behavior and interaction in class change according to these implanted attitudes (Massri, 2017).

Conclusion

To conclude this chapter, EI is the type of intelligence that every individual needs to adapt to various contexts. Different domains necessitate that people have a given level of emotional intelligence. Qualified EFL teachers can manage the feelings of their students and facilitate the learning-teaching process through the use of eye contact, facial expressions, and tone of voice, humour, laughter, and finding strategies to reduce the influence of high emotions.

Chapter Two

Gender in EFL classes

Introduction

Gender issues have been studied in different academic arenas and from different perspectives. However, the EFL context has been scarcely explored due to the sensitive nature of this topic among teachers and learners. This chapter addresses the notion of gender from an exploratory point of view that examines students' discourse, interactions, and feeling and thinking modes. Research in the area and trends like critical pedagogy have shown the need to adopt positions regarding the ways a social formation like gender is linked to questions of power and inequality in an educational context. This chapter studies the notion of gender, defines it, and presents some studies about gender. It also delves into gender in EFL classes stating how students of English language perceive issues linked to gender .

2.2 Gender Defined

This term refers to the characteristics of women and men, including norms, behaviours, beliefs, thoughts and relationships binding the two sexes. Simply put, it refers to the social construction of female and male identity. It can be also identified according to some scientific standards as the biological differences between men and women. The definition of the concept includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them(Goddard& Patterson, 2000).

In fact, gender is more than to be limited in the biological differences of the two sexes. Another point of view which had been given by Goddard and Patterson (2000, p.27) is defining the word gender as " a daily, continuous part of our social behavior, something we do rather than being a "fixed and unalterable dimension that is imposed on us from on high.".Graddol and Swann (1989) agree with this kind of definition as they also see gender as a social rather than a biological phenomenon in the sense that people learn the attitudes and behavior appropriate to their sex, rather than being born with them.

2.2.Gender in EFL Classrooms

There is no doubt that second language learning is a complex process, and that this process is highly influenced by several factors. Gender is among the factors that influence the language learning process. Both males and females are equipped with some tendencies that would help them to acquire some aspects of language much faster and easier. Gender is a fundamental categorization distinguished in all human societies. It emerges in human life as a source of determining individual as well as social identity. In the process of teaching-learning English as a foreign language, each student learns differently and has his or her own set of strengths and weaknesses and there are so many studies that have been conducted in this filed to offer better understanding regarding the aspect of gender in the process of teaching –learning English as a foreign language. So many studies have been conducted regarding gender in EFL classrooms due to its importance in classroom interactions and this section is devoted to shed the light on these latter.

2.2.1. Studies linked to Teachers' Gender

Historically speaking, different studies showed that males completed a post-secondary education with higher grades than women. However, in the 20th century, females have made drastic gains towards obtaining a post-secondary education and competing with males in the job market. The statistics show that this trend is likely to continue unless politicians and educators adopt a platform that will encourage men to seek post-secondary education at the same rate as their female peers. Also, different studies showed that while both boys and girls have improved their performances, girls achieved higher marks than boys in EFL learning. Many experts suggest that there are learning differences between and within the genders. The tendency of females to use strategies is more than males, and proficient students use more strategies than less proficient ones. Also, certain cultures promote the use of particular strategies more than others (Grainger, 1997).

In the same vein, females and males learn the appropriate behaviors and attitudes from the family and overall culture they grow up with, and so non-physical gender differences are a product of socialization (Eagly & Karau, 2002). Gender is an important factor that plays a specific role and influences second language acquisition. The theorists of Second Language Acquisition (SLA) believe that female learners show possible superiority in their second language learning process (Burstall, 1975).

In a study conducted in an Iranian context, the results of the investigation of gender contribution in anxiety in speaking EFL among learners showed that male respondents demonstrated higher levels of language anxiety compared to female students. The core of the study was to investigate the ideas for and against gender as an influential factor in facilitating the process of second language learning. To achieve this aim, 80 learners who learn English in language learning institutions in Ilam province were investigated. The instrument used to

measure student's foreign language speaking anxiety was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986).

2.2.2. Studies Linked to Teachers' Gender

In order to shed the light on the effect of teachers' gender on EFL learners in primary education, a study was conducted in Istanbul, Turkey. This latter investigated males and females separately, using two questionnaires administered to 86 participants. Results showed the following : On the one hand, female participants gave much more positive answers than male participants for this topic. It can be claimed that female learners have more positive perspective about teachers' gender effect on EFL learning in primary education. Indeed female participants evaluated some statements with the same perspective regardless of the gender of their teachers. Thus, female students feel no basic differences when learning English regardless of their teachers' gender. On the other hand, male participants looked at this topic from a different aspect. Male participants' responses were less positive than female participants' answers for all statements in general. It can be concluded that male participants have more negative perspective about the same subject. Male participants evaluated the statements with a perspective that their teachers' gender is significant while learning EFL in primary education.

Within the same context, the only known study of gender and EFL classroom interaction however was conducted by Bayyurt (1999). She analyzed the teacher's management of female and male students' turn-taking strategies and interruptions during classroom discussions. The results of her study showed that the female teacher gave more opportunities to take turns to boys than to girls. In addition, the boys took longer turns than the girls. The classroom teacher did not stop boys from interrupting the girls in conversation. In this respect, Bayyurt's results were consistent with the results of earlier studies conducted elsewhere. Based on these results another

study has been conducted within the Turkish context in order to gain more insights about gender and teacher-students interaction .The details of the study are provided in the following section.

Teachers may believe that they treat girls and boys equally, but classroom observations suggest that this is not often the case. For instance, in her widely cited study, Spender (1982) examined her own teaching to learn if there was any difference in the way she interacted with female and male students. She reported:

Sometimes I have ... thought I have gone too far and have spent more time with the girls than the boys. But the tapes have proved otherwise. Out of ten taped lessons ... the maximum time I spent interacting with girls was 42 per cent and on average 38 per cent, and the minimum time with boys 58 per cent. ... It is nothing short of a substantial shock to appreciate the discrepancy between what I thought I was doing and what I actually was doing. (p. 56)

Last but not least, The International Journal of Humanities and Cultural Studies, published a study entitled ‘Gender Differences in Using Language in the EFL Classes : From Teachers’ Views ‘. The study aimed to understand the role of gender in using language differently inside the classroom. Further, this research examined the factors that determine gender differences inside the EFL classrooms. A questionnaire was designed to collect data. The data were collected from 14 teachers in English department at Koya University/Kurdistan Region-Iraq. The results of the study confirmed that there were gender differences in using language. More precisely, the results indicated that there are some factors that cause gender differences. The most significant factors related to the students' psychological conditions, the students' cultural and social backgrounds, the students' connection to the native speakers, the students' physical characteristics, and materials that are taught by the teachers (Bayyurt, 1999).

Relationships Binding Gender and Emotional Intelligence

Since the concepts of gender and emotional intelligence are of utmost significance in the context of EFL teaching and learning, studying how the two concepts relate can illuminate future research in the field of applied linguistics and teaching English as a foreign language in particular. What follows is a summary of the different relationships existing between gender and emotional intelligence, especially in what relates to the pedagogical practices in EFL classrooms.

As a matter of fact, many studies have demonstrated that there exists a liaison between gender and emotional intelligence. Many studies (Mayer, 1999; Schutte et al., 1998) went to suggest that whenever emotional intelligence is mentioned, the logical conclusion is that females are the ones who should prevail. This is mainly due to the biological nature of females as well as their needs and interests that all revolve around emotion-related issues. Besides, the research made by Mandell and Pherwani (2003) has uncovered the substantial difference between men and women in the scores of emotional intelligence. The findings of this research indicate that females scored higher on the EI test than their male counterparts.

Despite the fact that many studies have demonstrated that females are generally more emotionally intelligent than males, few researches went counter to this point of view. A study conducted by Meshkat and Nejati (2017) showed that there is no perceived difference between males' and females' emotional intelligence, and that gender cannot be an influencing factor when measuring emotional intelligence. However, the same study indicates that the way the two genders exhibit their emotional intelligence is different given the fact that some aspects like interpersonal relationship and self-regard are understood differently by males and females.

Conclusion

This chapter highlighted the importance of gender as a concept used in different disciplines. However, this research spotlighted how this concept is related to education and to EFL contexts in particular. The attempts that have been made in the area of gender and education have all demonstrated that the two are intricately related, especially when other issues like academic achievement and emotional intelligence are tackled.

Chapter Three

Research Methodology

Introduction

This chapter aims at manifesting the tools opted for in this research paper to reveal the factors that affect emotional intelligence in EFL classes and whether one gender community is more emotionally intelligent than the other. To do so, this chapter is an attempt to show, describe, and justify the methodology being used as well as the corresponding investigation tools. This methodological section allows identifying the study sample and the research design of the study and culminates in demonstrating the collected data with a detailed description and interpretation of the findings.

3.1. Research Design

The research design is a formidable tool that enables the researcher to identify the research problem and proceed through the different stages of analyzing and interpreting the data being collected. It helps to decide on where, when, how much, by what means a given research problem took place. A research design is the arrangement of conditions for collection and analysis of data in a way that aims to combine relevance to the research purpose, economy in procedure, and validity (Bergman, 2008). In this study, a mixture of qualitative (Observation method) and quantitative (learners' questionnaire) methods has been employed. The purpose of using this mixed methods paradigm is linked to the topic of this research paper. Answering the questions being advanced and reaching the underlined objectives necessitate utilizing multiple tools as ways to collect the required data.

3.2. The Sampling Population

The sample size of the study is 80 second-year students at the department of English, Abbess Laghrour University. The population is divided among three groups (group 1, group 2, and group 4). The participants are chosen due to their being familiar with some concepts linked to emotional intelligence and due to being very active and expressive, especially in Oral Expression sessions. The data was collected through the use of a questionnaire and an observation method in oral expression sessions.

3.3. Research Instruments

This research paper makes use of two prime tools of investigation. The latter are selected based on the research questions and objectives.

The two selected instruments are the following:

- An observation method
- A questionnaire

3.3.1. The Observation Method

The observation method is one qualitative research tool that allows the observer to ascertain how things proceed in a given context. It is usually identified as a way to gather data by watching people, events, or the various physical characteristics in their natural setting (DeWalt, 2011).

The observation method of the present dissertation took place in Oral Expression sessions in order to investigate and examine the learners' behavior that reflect any symptom of emotional intelligence. It is also used to tell whether a given gender community (males or females) is more emotionally intelligent than the other is. The observation in this respect has been exerted with second-year students and with three different groups containing the members of the two genders to recognize the behaviors belonging to each gender community. Each group was observed once

for a period of two hours, and the whole process could be accomplished through the use of a previously-designed checklist that included different aspects of emotional intelligence.

3.3.1.1. Description of the Observation Grid

This observation grid is designed as a guideline to gain rightful insights about the learners' behavior in class as a way to detect their attitudes and modes of thinking and feeling, which is the only way to know the extent to which they are emotionally intelligent.

The suggested grid is made up of two columns: Males and Females. Each of the two columns consists of 13 criteria that revolve around the students' discourse, body language, and interactions with teachers or with one another. The task of the researcher here is to tick the male or the female column whenever a given criterion is more common with one gender community (See appendix A).

The selected criteria are made in the form of questions to which the answer is either "males" or "females". Since emotional intelligence is mirrored and measured through the cooperative spirit that learners display, scrutinizing issues like participation, politeness, motivation, empathy, emotional and behavioural stability lies at the very heart of the research's topic and can therefore answer the question: Who is more emotionally intelligent? The female student or the male student?

3.3.1.2. Analysis and Interpretation of Observation Sessions

The researchers were fortunate enough to observe three groups of second-year students while studying Oral Expression. The researchers chose not to inform learners that they are being observed so that every behavior appears natural, and learners would not feel menaced or distracted by the researchers' remarks. This subject has been particularly selected because it

necessitates that learners demonstrate all sorts of contribution using verbal or non-verbal communication.

The first session took place with group one that was completely unlike the two other groups. There was no enough interaction between the learners, especially males. This can be attributed to the learners' ill language proficiency, which in turn, causes fear of being grammatically corrected, fear of confronting their inability to discuss, and low self-esteem. The very rare students who were observed to have self-confidence are some females who were constantly participating, helping one another, and even telling some jokes every now and then.

Table 3

The Observation Grid of Group One

N °	Questions	Male	female
01	Who creates opportunities for discussions ?		✓
02	Who talks about future plan, arguments and ambitions?		✓
03	Who is more perfectionists?		✓
04	Who can balance work and play more?		
05	Who's discussion is more polite ?		✓
06	Who appears more motivational to learn English?		✓
07	Who participates more in class?		✓
08	Who expresses feelings more openly?		
09	Who appears more helpful and empathetic to others?		✓
10	Who appears less distracted by others ?	✓	
11	Who has always positive reactions to teacher's feedback?		✓
12	Who can use body language more effectively?		

In the second session with group two, the teacher introduced topics related to religion, astronomy and, other sciences, which helped perfectly to fuel significant interaction among learners. However, discussions that involved females contained more emotions, personal point of views, and more frequent use the body language. Besides, females were most of the time more subjective compared to their male counterparts. They used lots of adjectives and adverbs as well as some pronouns like “us” and “I”. Males, however, were generally reluctant to talk about personal issues and preferred to be neutral.

Table 4

The Observation Grid of Group Two

N °	Questions	Male	female
01	Who creates opportunities for discussions ?		✓
02	Who talks about future plan, arguments and ambitions?		✓
03	Who is more perfectionists?		✓
04	Who can balance work and play more?		✓
05	Who’s discussion is more polite ?	✓	
06	Who appears more motivational to learn English?		✓
07	Who participates more in class?		✓
08	Who expresses feelings more openly?		✓
09	Who appears more helpful and empathetic to others?	✓	
10	Who appears less distracted by others ?	✓	
11	Who has always positive reactions to teacher’s feedback?		✓
12	Who can use body language more effectively?	✓	

As for the third session with the fourth group, one can tell that learners’ interactions were not as good as those of group two, but they were relatively more engaged than students belonging to group1. Male learners were nervous and frightened to appear and present on the stage, and the

moment they do, they tend to make serious grammatical mistakes. Females, however, could realize some masterpieces of oral presentations. Despite the fact that males were more polite, females were more empathetic, more motivated, more stable, more emotional, and more perfectionist compared to males.

Table 5

The Observation Grid of Group Four

N °	<u>Questions</u>	Male	female
01	Who creates opportunities for discussions ?		✓
02	Who talks about future plan, arguments and ambitions?		✓
03	Who is more perfectionists?		✓
04	Who can balance work and play more?		✓
05	Who's discussion is more polite ?		
06	Who appears more motivational to learn English?		✓
07	Who participates more in class?		✓
08	Who expresses feelings more openly?		✓
09	Who appears more helpful and empathetic to others?	✓	
10	Who appears less distracted by others ?	✓	
11	Who has always positive reactions to teacher's feedback?	✓	
12	Who can use body language more effectively?	✓	

3.3.1.3.Summary of the Main Findings

The purpose of the observational method is putting second-year students at university of Abbess Laghrour, Khenchela under the vision of practicing their feelings and expressing themselves freely and openly .The results gained from this tool helped researchers immensely to measure each gender's emotional intelligence and the aspects featuring it. These findings are summed up as follows:

- Most of EFL learners do not favor presenting their ideas in public, and they prefer to text their feelings instead of performing them orally.
- EFL learners have a patriarchal view about gender and its dominance in society and in classroom as well.
- There is a clear difference between female and male self-motivation towards the English language; females scored better than males.
- Males control their feelings more than females. Whenever a gender topic is raised, males tend to manifest huge distraction.
- Females try always to prove voice their attitudes and show their presence while males tend to marginalize most of the points raised by females.
- EFL female learners feel comfortable when they work in groups unlike male students.
- EFL female learners are more emotionally intelligent than their male counterparts.

3.3.2. The Questionnaire

The Questionnaire is one of the most frequent quantitative data gathering tools. It is a set of different types of questions asked to a large number of individuals to collect statistically useful information about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents (Roopa&Rani ,2012).

3.3.2.1.Questionnaire Administration

This questionnaire was designed as part of Free Online Surveys and was submitted in different forms. It was published through different social media forms (Instagram, Facebook, Messenger, and E-mail). Additionally, some printed copies were distributed to the participants at University.

3.3.2.2.Description of the Questionnaire

The questionnaire contains two sections .The first section, wherein students were asked to tick the appropriate answer, involves 17 statements about aspects linked to emotional intelligence. The first section is all designed using a Likert-scale. The second section, composed of nine questions, is an amalgamation of open-ended, close-ended, and multiple-choice questions. Learners here are asked to approach their ideas and opinions freely and provide justifications regarding factors influencing emotional intelligence.

Section One: Emotional Intelligence in EFL Classes (from the first statement to the seventeenth statement)

The first question seeks to present the new learning strategies learners opt for during English classes while the second investigates the degree of the objectivity of the learner. Then, learners were asked about whether they involve themselves in meaningful activities (the third statement), whether they cope with others' perspectives and emotions (the fourth statement) and whether they confront mistakes and errors publically without getting ashamed (the fifth statement). The sixth andthe seventh statements aim to investigate learners' skills when taking decisions and planning for the future. The eighth statement examines the extent to which learners' take others' emotions and reactions into consideration, sometimes even through their voice tone (statement 10). The ninth statement seeks to identify whether learners are aware of the role of leadership in a group work. An absolute acceptance of being interrupted during discussions is investigated through the eleventh statement .Also ,the absence of hesitation and anxiety when he/she engaged in a social interaction and the use of complicated methods to solve emotional problems are all investigated through the twelfth ad the thirteenth statements . The fourteenth word statement is more about the discourse employed by the two genders and whether it is manipulating or not. Eventually, an examination of others' reactions, especially when presenting something in public,

was highlighted by statements 15 and 16. The last statement, however, covers learners' reaction when making grammar mistakes.

✚ Section Two : Factors Influencing Emotional Intelligence(question 18 to question 26)

This section highlights the way students think about their society in terms of gender and about ideologies being inherited from society. The eighteenth it emrelates to the financial wealth that may impact the role of man in society. Then, learner's views about the social and cultural positions of both man and woman in the Algerian society and the philosophical perspectives of education were studied by questions 19 and 20. Furthermore, the way one's mother language feeds the second language (L2) and the influence of the mood on the behaviors of a person are investigated through questions 21 and 22. This section also attempts to discover the role of the teachers in the classroom and the student's level and degree of interaction with his classmates (question 23 and 24). And since family is emotionally important, the family members' contribution in improving someone's discussions and learners' perspectives towards expressing emotions openly are highlighted in questions 25 and 26.

3.3.2.3. Analysis Procedure

Using Word Software, this research combined certain questions through making a set of comparisons between the findings to achieve both consistency and accuracy. The data obtained have been represented using bar charts designed in Word Software.

3.3.2.4. Analysis and Interpretation of Questionnaire Data

Identify your gender.

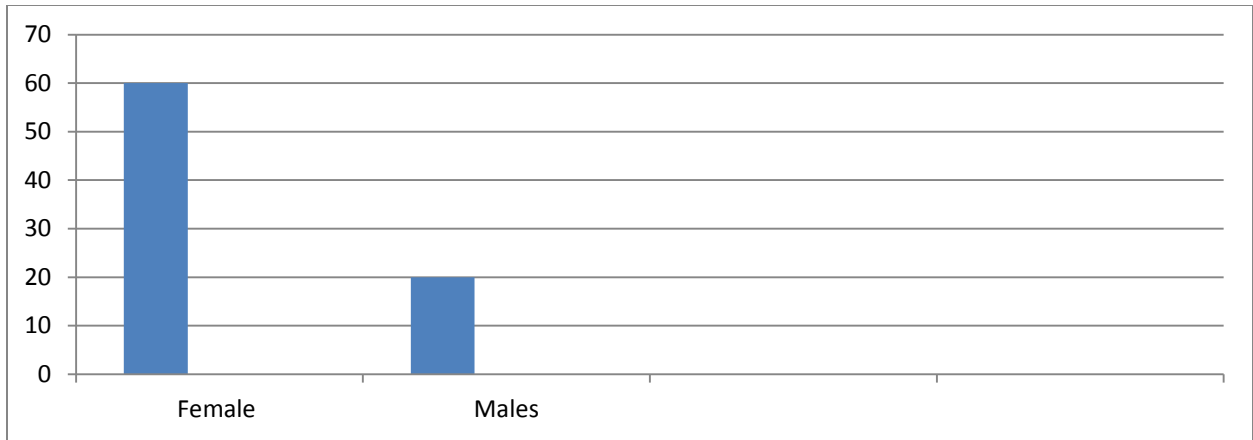


Figure2. Learners' Gender

The statistics show clearly statistics linked to the learners' population, wherein 80% are females, which is the majority whereas only 20% of the respondents are males. This indicates the females' adherence to disciplines that correspond to their feminine character and interests like arts and languages.

Statement .01: In my English class, I opt for new and several strategies to acquire the language.

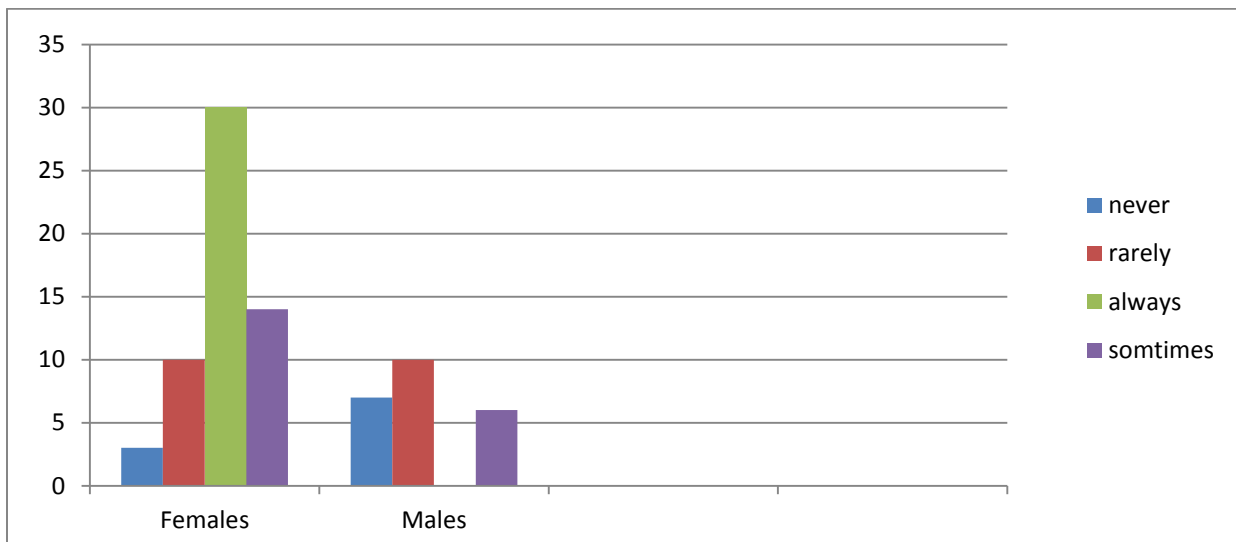


Figure 3. New strategies to Acquire the Language

As the graph demonstrates, the majority of males (30) like always to think about new ways to learn English. However, the majority of males (10) rarely do that. Clearly, females score high

degrees in creativity whereas males are not interested enough in innovating learning strategies in classroom.

Statement02: I prefer to be objective when the discussed topic is too emotional.

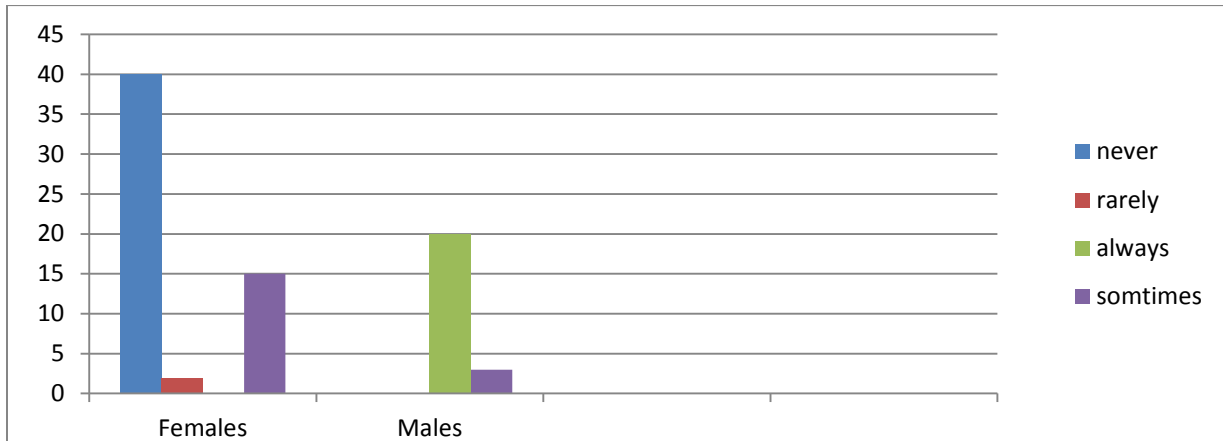


Figure 4. Objectivity in Emotional Topics

Fourty female students stated their subjectivity in emotional topics. Yet, around 15 males declare their absolute objectivity by opting for the option “always”. This gives more freedom to female learners to express all different sorts of topics.

Statement .03: I involve myself in meaningful activities and I become a contributing factor through coping with everyone’s perspective.

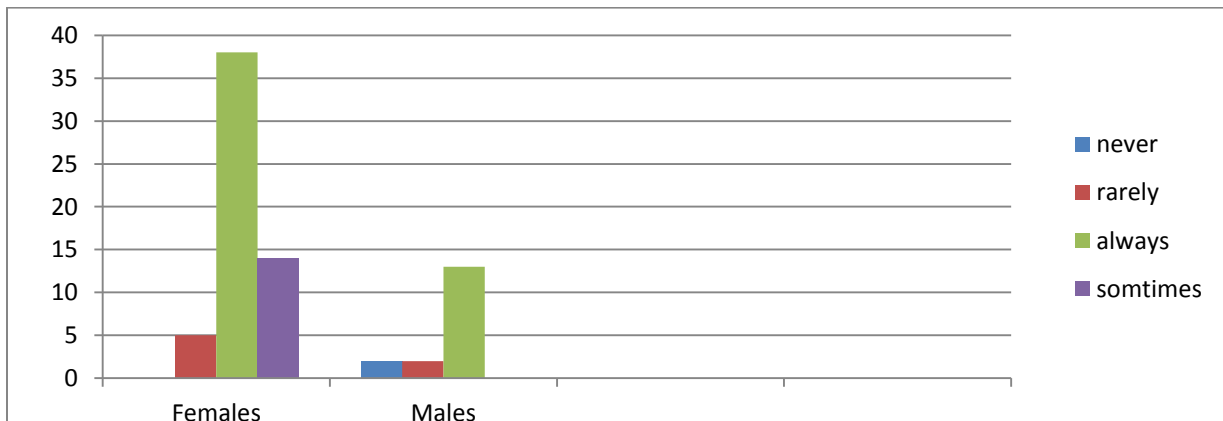


Figure 5. Coping with Others’ Perspective

As the results demonstrate, 13 males (which constitutes the majority of males' population) are interested in sharing their perspectives. Similarly, 38 of females said that they always cope with other's opinions. Therefore, males and females have equal interest in sharing and coping with perspectives, which is an important aspect of emotional intelligence.

Statement .04: I use my emotions to facilitate thoughts for my fellows.

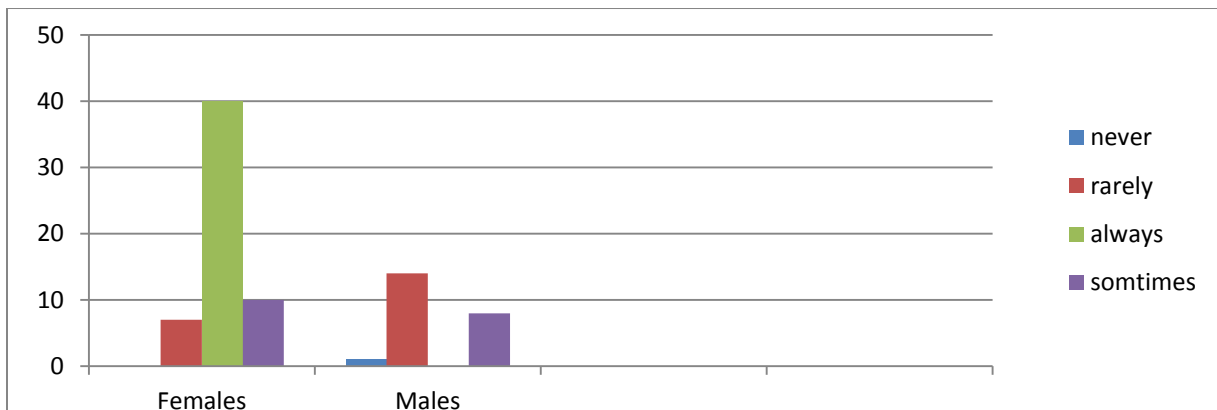


Figure 6. Emotions' Use to Facilitate Thoughts

Interestingly enough, 40 EFL female students mentioned that they use their feelings and emotions to ease ideas and contrast. In contrast, males rarely manifest their emotions as a tool of translating thoughts. Fourteen of them mentioned that they rarely use emotions, especially when discussing important topics.

Statement .05: I confront my mistakes enthusiastically, and I don't get ashamed to apologise.

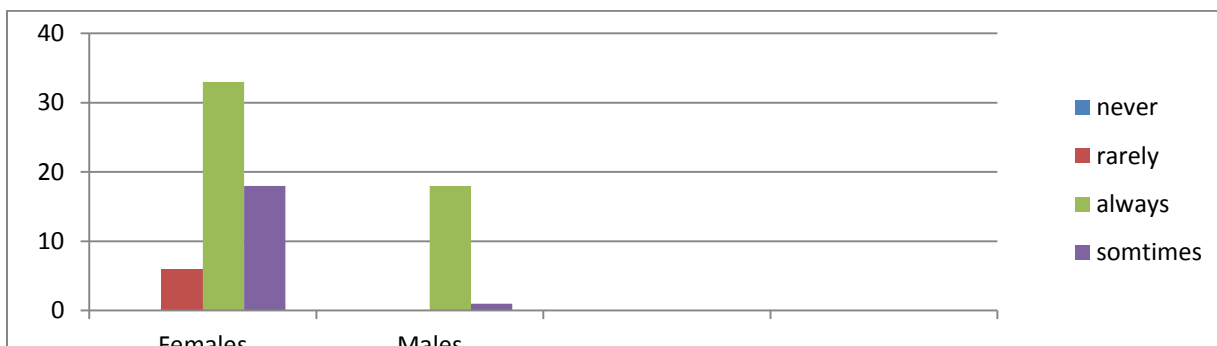


Figure 7. Confronting Mistakes Enthusiastically

Females scored higher degrees for being enthusiastic in terms of correcting their, for 38 of them said that they welcome criticism enthusiastically; and only six females mentioned that they rarely do. Similarly, 18 males mentioned that they have no problem with being grammatically corrected, which reflects their readiness to acquire the language openly. This point as well is a similar aspect for the two genders.

Statement .06: I take the risks when it comes to my ambitions.

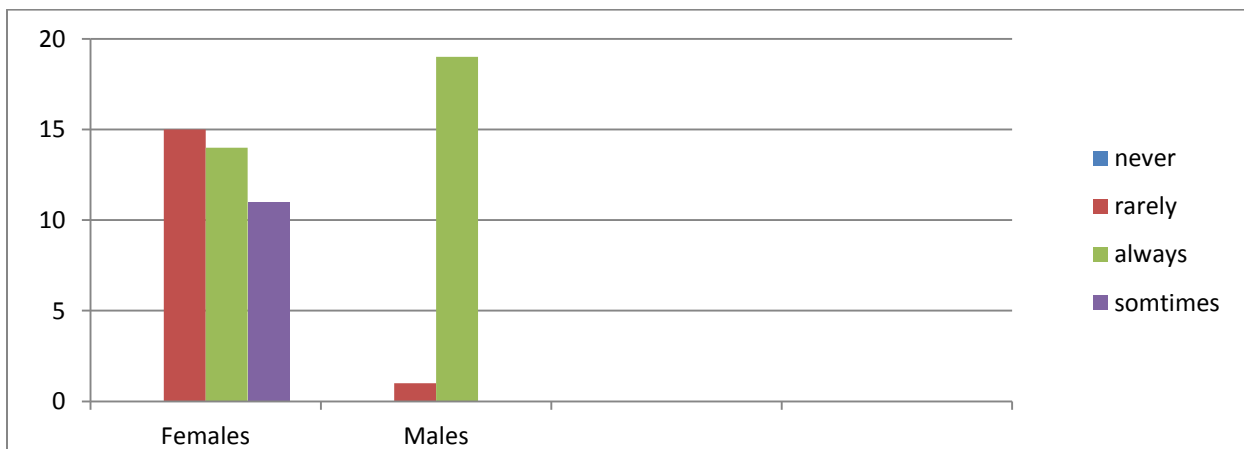


Figure 8. Students' Opinion Regarding Ambitions

Unlike females, Nineteen males reported that they are always ready to risk anything at the expense of reaching ambitions. According to the statistics, males are more capable to take risks for their ambitions, but females are usually restricted due to some social and cultural conditions.

Statement .07: I make a haste decision in a moment of pressure or anger.

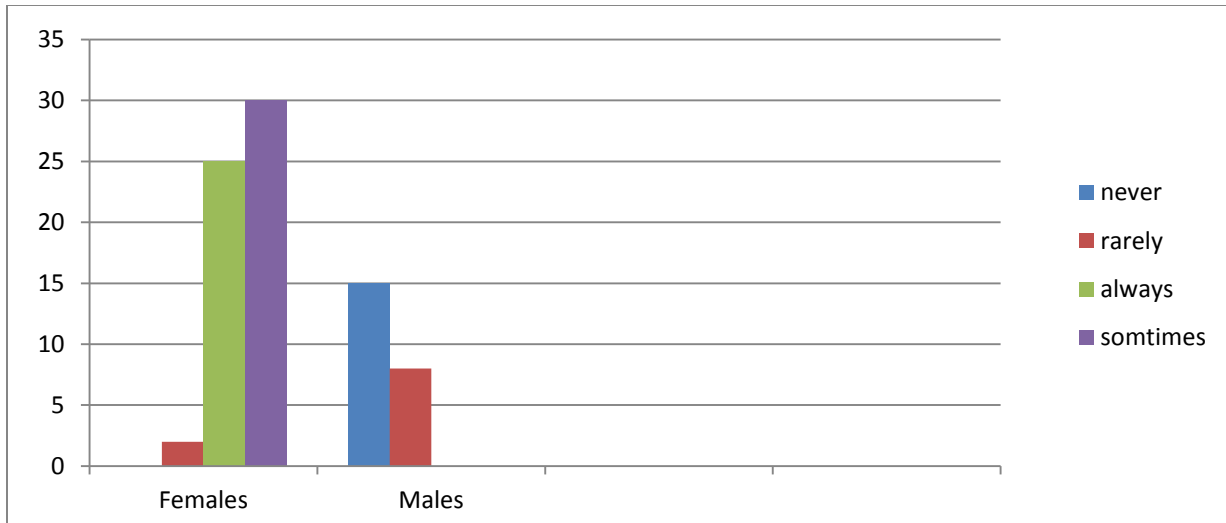


Figure 9. Making Haste Decisions in Emotional Moments

From what the chart demonstrates, females cannot control their emotions while making decision, for the majority of them (30) said that they sometimes make haste decisions when being angry. The majority of males, however, (15) reported that they never let emotions intrude in their decisions.

Statement .08: I say spontaneously what I feel regardless of what others get in mind.

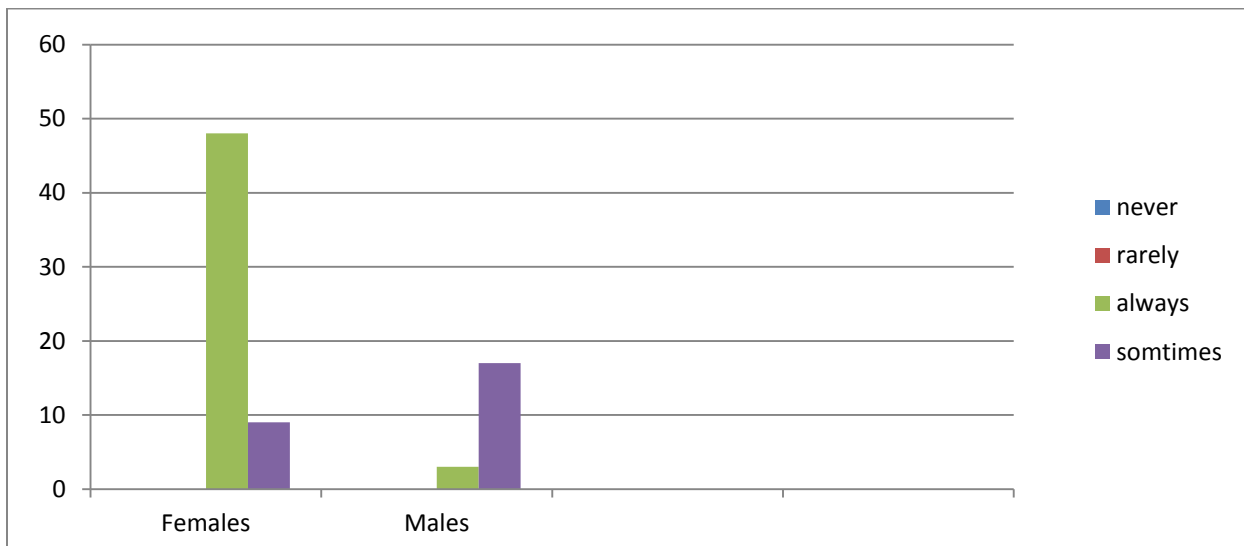


Figure 10: Spontaneity in EFL Classes

Forty-nine females conveyed that they always feel spontaneous in EFL classes. The majority of males (17), however, reported that they only sometimes when they talk without any consideration. Hence, this aspect of emotional intelligence is more frequent with females.

Statement .09When being involved in a group work, I like to take control of the team and the given work.

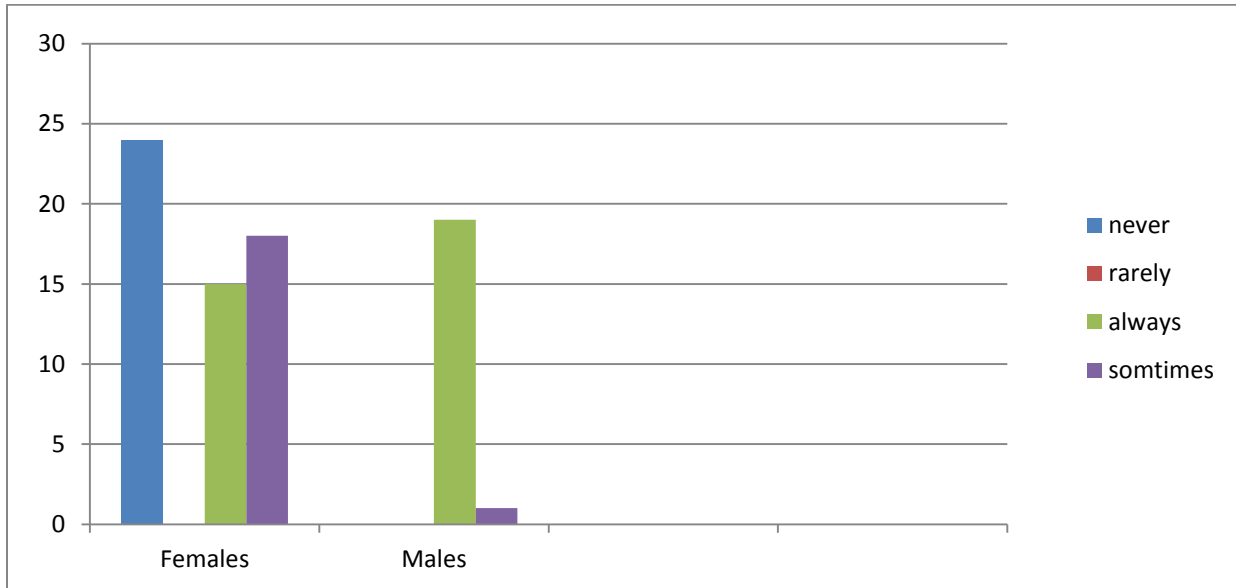


Figure 11: Leadership in a Group Work

Males are more into leadership compared to their female counterparts. The majority of males (19) manifested their readiness to take the lead in every group work. The majority of females (24), however, exhibit being reluctant to do so. This is due to the gender roles imposed by society.

Statement .10:I am capable to understand another person’s point of view and feelings trough the voice tone.

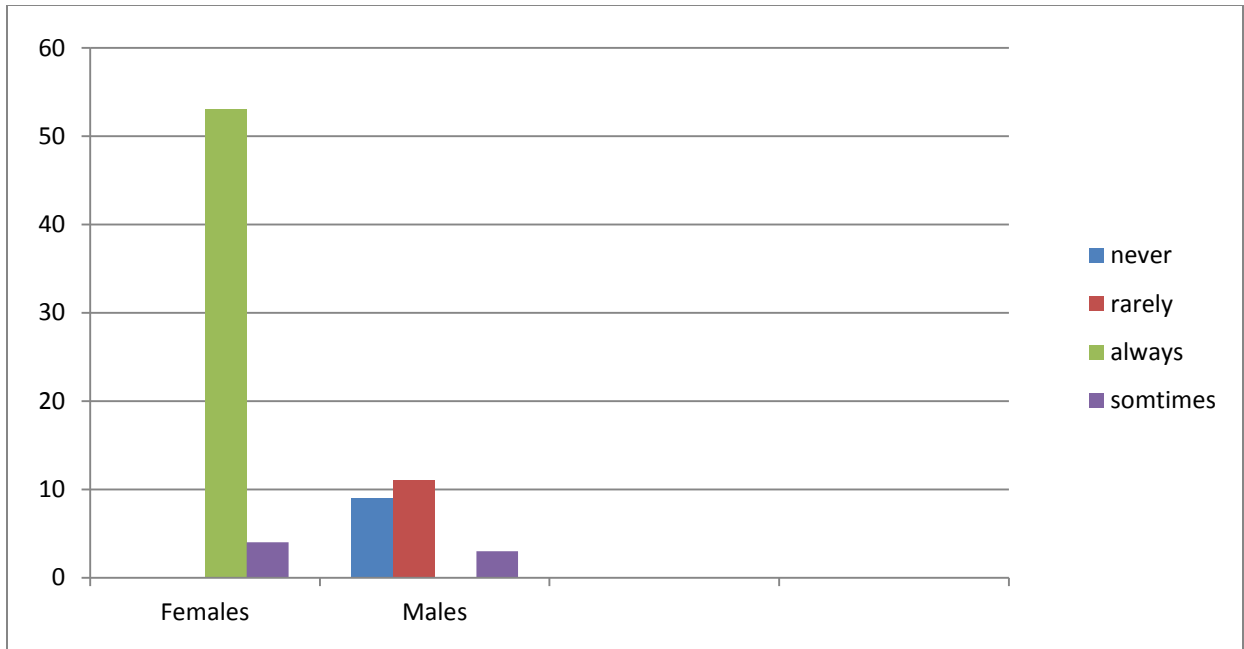


Figure 12. Understanding Others’ Feelings from the Voice Tone

From the chart, one can see that females are more capable to understand others’ feeling and emotions only from the voice tone, for around 52 of them mentioned that they can always and easily do that. For males, doing so is like a puzzle, for nobody of them opted for the option “always”, and the majority (11) chose “rarely”.

Statement .11:I, respectfully, give the chance to the other part when I am interrupted.

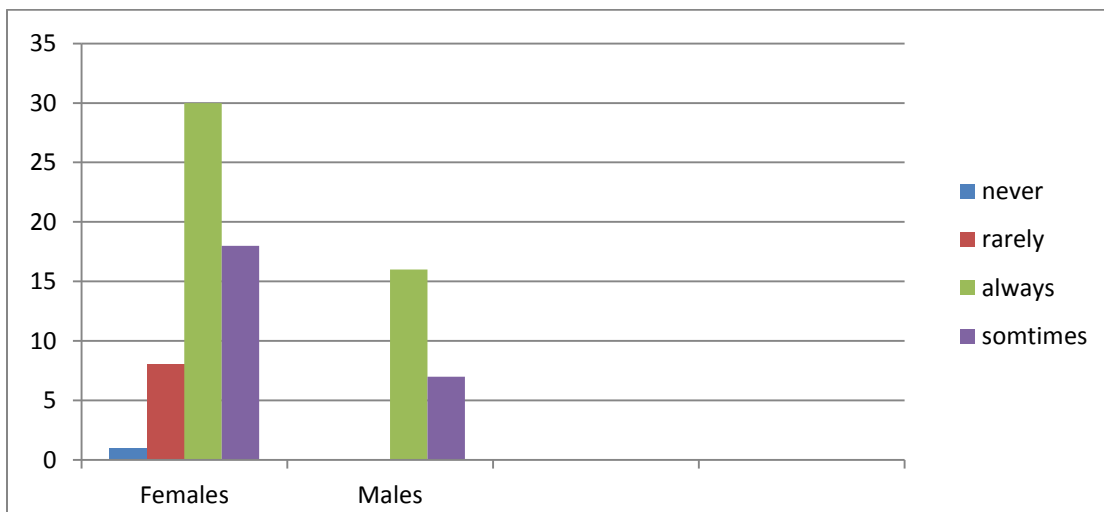


Figure 13. Tolerance in Discussion When Being Interrupted

The majority of the two communities (16 males and 30 females) demonstrated their full acceptance of being interrupted in discussion. This point suggests that males and females are equally intelligent when it comes to governing discussions and debates.

Statement .12: I comfortably engage in social interactions without feeling anxious or hesitated to approach my ideas.

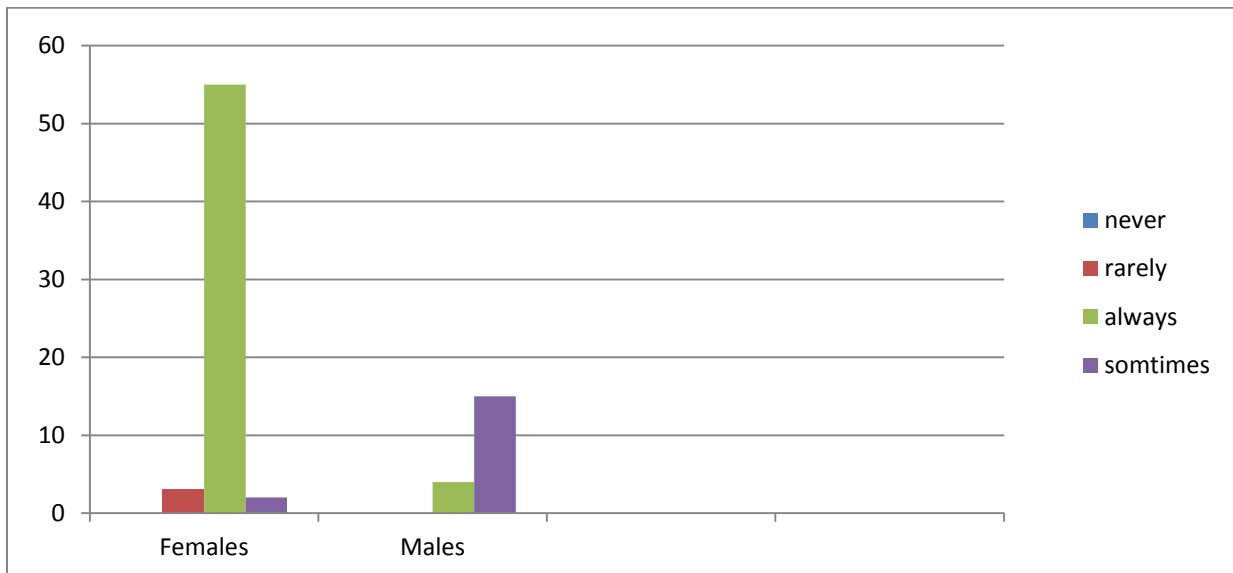


Figure 14. Social Interaction, Anxiety, and Hesitation

As the chart represents above, the majority of females (55) interact strongly, easily, and more frequently in society. However, the majority of males (15) are not much into socialization, and they prefer to work on things individually.

Statement .13: I try to use tangled and dishevelled methods to solve emotional problems.

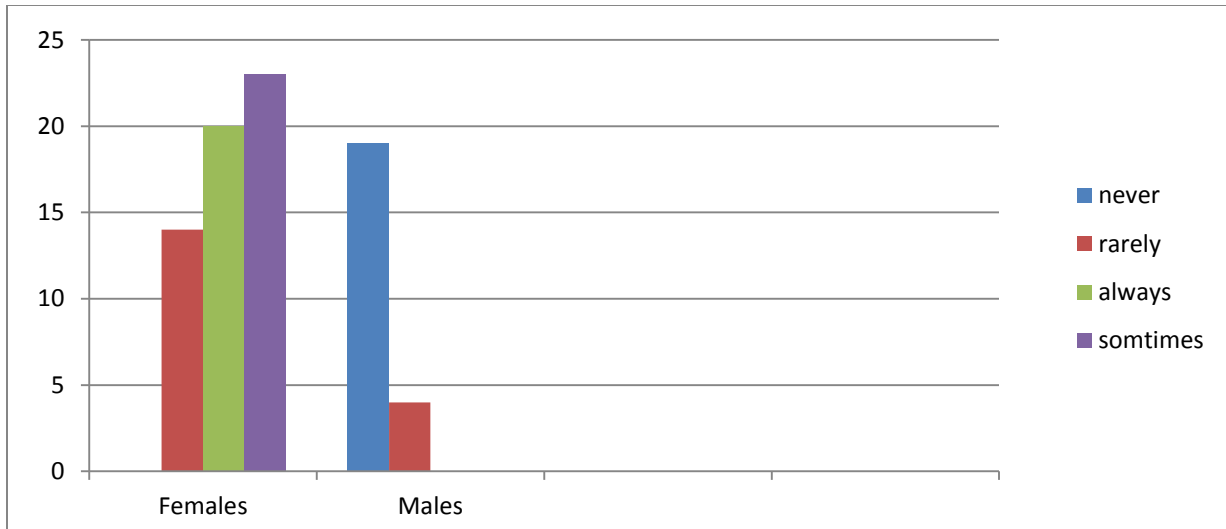


Figure 15. Solving Emotional Problems

As the result show, the category that solves emotional problems though using tangling methods is females as 45 among them selected “always” and “sometimes” as a frequency to solving problems emotionally. In contrast, the majority of males said that they never use complicated strategies, and they simplifying matters.

Statement .14: I use a manipulating language when I want to address ideas

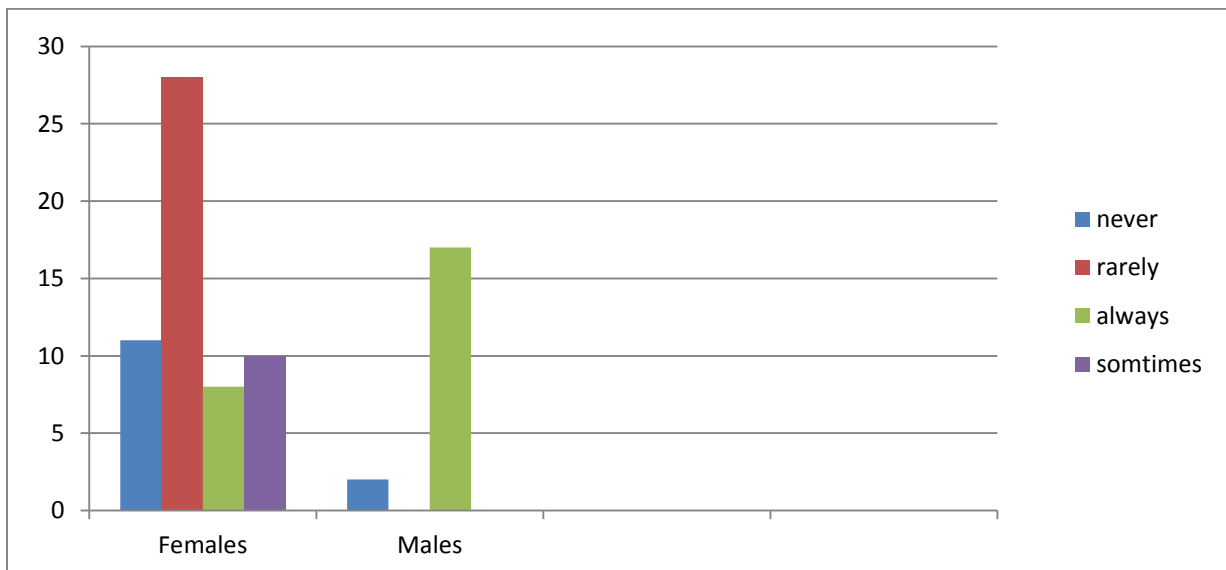


Figure 16. The Use of Manipulating Language to Address a Message

In this chart, males, as expected, seem more manipulating in their language as 17 of them admitted that they always use a manipulating language. However, only eight females declared that they usually do. This is presumably due to the superiority feel with which males in the Algerian society are endowed.

Statement .15: I strongly accept any reaction or emotions displayed by others, no matter what the circumstances are.

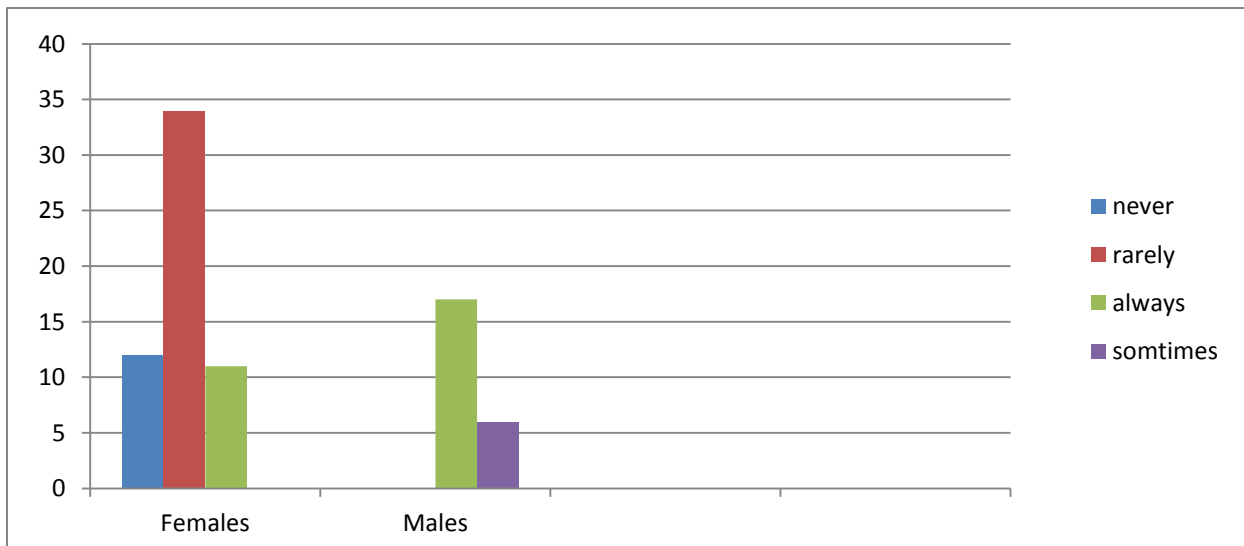


Figure 17. Acceptance of Unexpected Reactions

Surprisingly, 34 females ticked “rarely” for accepting unexpected reactions. However, 17 males ticked “always” for accepting any unexceptional reaction, thought, or emotion. Obviously, men are more flexible considering this aspect.

Statement .16: Generally, I feel stressed when I have to present on the stage because I don’t like to be observed

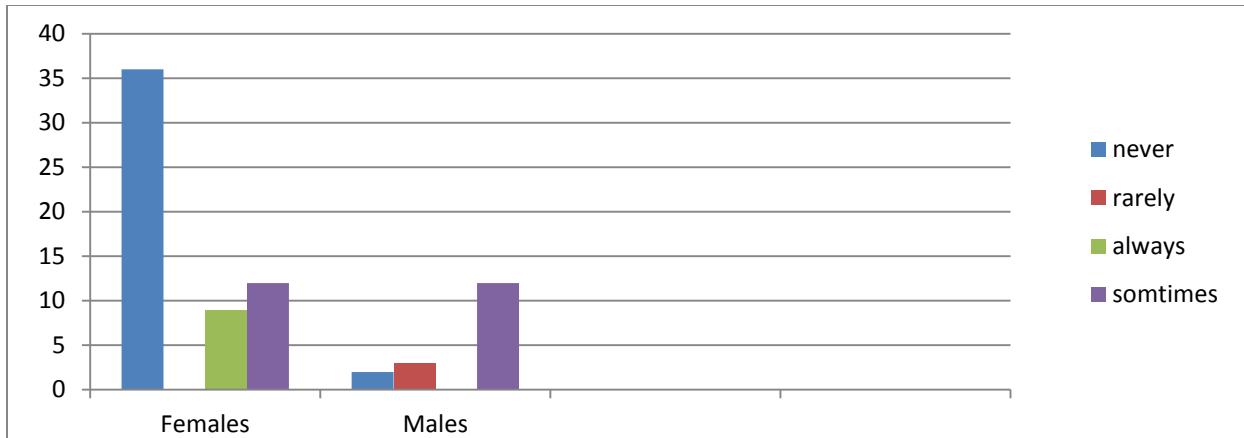


Figure 18. Student’s Reaction when Presenting on Stage

As the chart illustrates, 36 female learners do not have any sort of fear to face the music .On the other hand, the majority of males (12) reported that they sometimes do. This feature, too, is on the favour of female students.

Section two :Factors Influencing Emotional Intelligence

Q.18. Men get the highest degree of decision-making and financial responsibility; therefore, they are better leaders even in the classroom.

I agree cannot decide I disagree

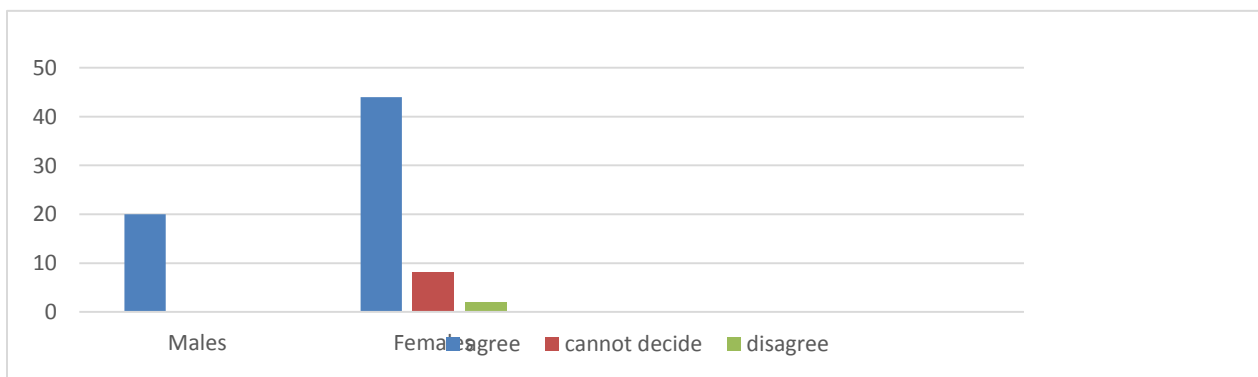


Figure 19. Opinion about Males’ Position in Society

All males (20) strongly agreed with the idea of men being financially responsible and having a powerful impact on making decisions. Strangely, even the majority of females (44) believe in the fact that Algeria is a patriarchal society par excellence.

Q. 19: The social and cultural role of males and females in the Algerian society dictates that Males’ opinions and attitudes are usually more plausible.

I agree cannot decide I disagree

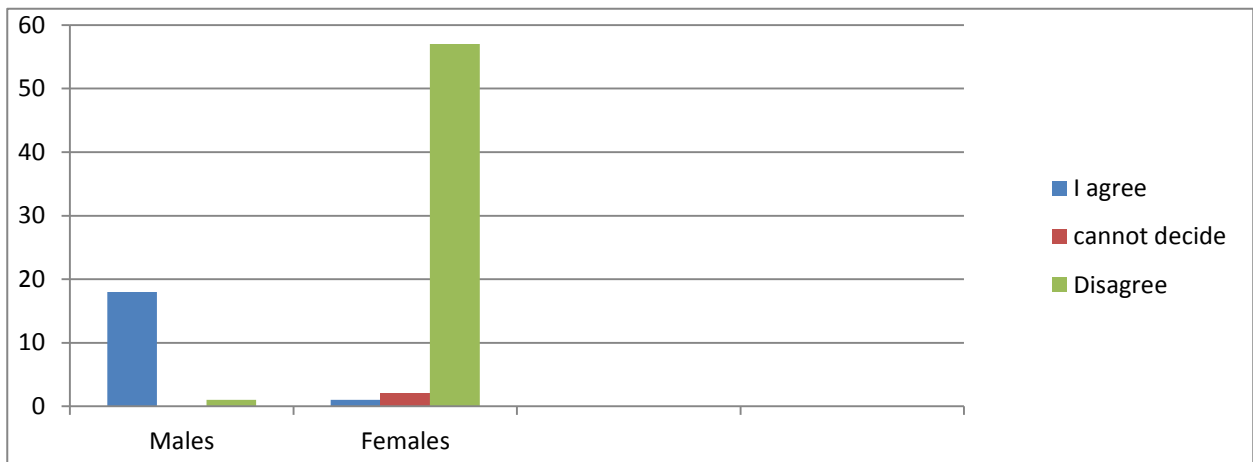


Figure.20 Social and Cultural Roles of Males and Females In The Algerian Society

The majority of males (18) strongly agreed that males are taking the social position according to what the Algerian society imposed. The majority of females (56) went against this idea, which is why they tend to express their thought freely in the classroom.

Q 20. According to Aristotle, “educating the mind without educating the heart is not educating at all’.

I agree cannot decide I disagree

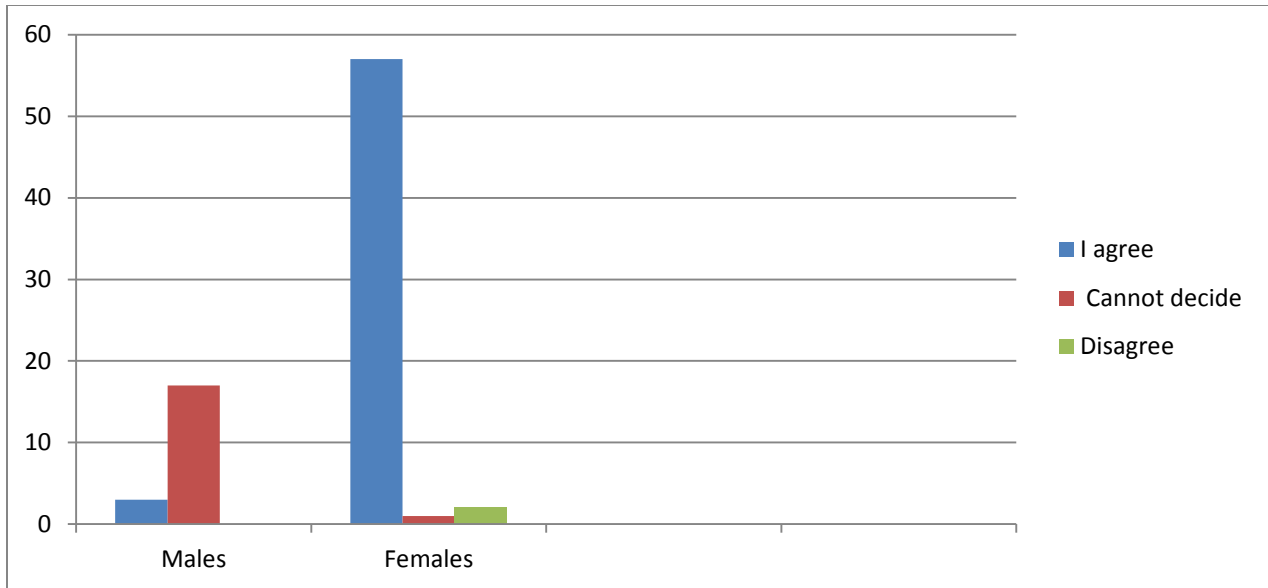


Figure 21. Aristotle’s Notion of Education

Fifty –seven of females totally agree with the quotation because they think highly of the importance of emotions in their life. However, 17 male students disagreed due to their belief in the importance of the intellect at the expense of emotions.

Q 21. It is always more comfortable to express thoughts and feeding using the mother tongue.

I agree cannot decide I disagree

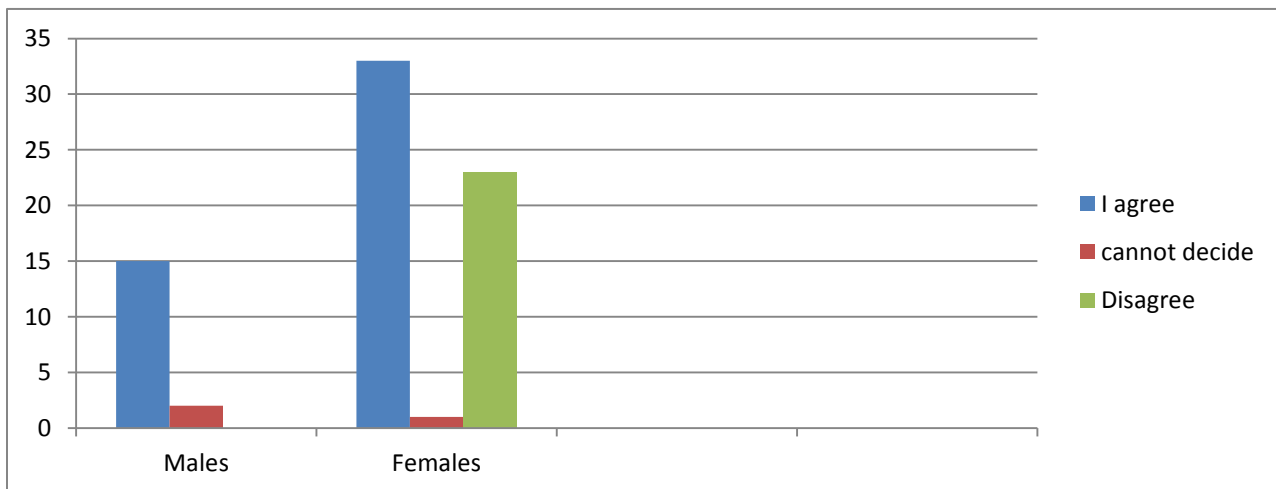


Figure 22. Mother Language Influence

As it seems, language is a factor that influences emotional intelligence for both genders. The majority of both communities (15 males and 35 females) like to use their mother tongue when expressing emotions. Hence, the use of a foreign language has an immense impact on expressing their feelings .

Q 22. To what extent does your mood influence your behaviour in class?

A great deal not much not at all

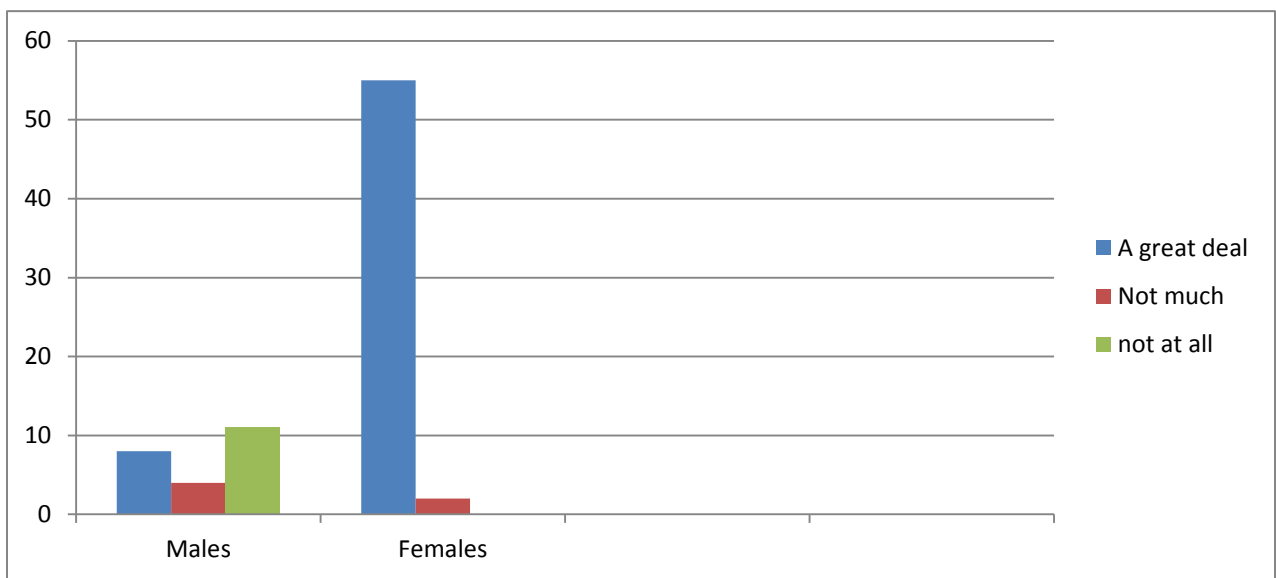


Figure 23. Mood Influence on Males and Females’ Behaviours

According to what the chart manifests, 55 females, which makes up the majority, said that their mood affect them strongly in the classroom activities. In contrast, males’ mood does not influence them much in the classroom. This indicates that females are driven by emotions in every little detail of their lives, and the classroom is no exception.

Q 23. Does your level in English influence your participation and interaction in class?

Yes Not much No

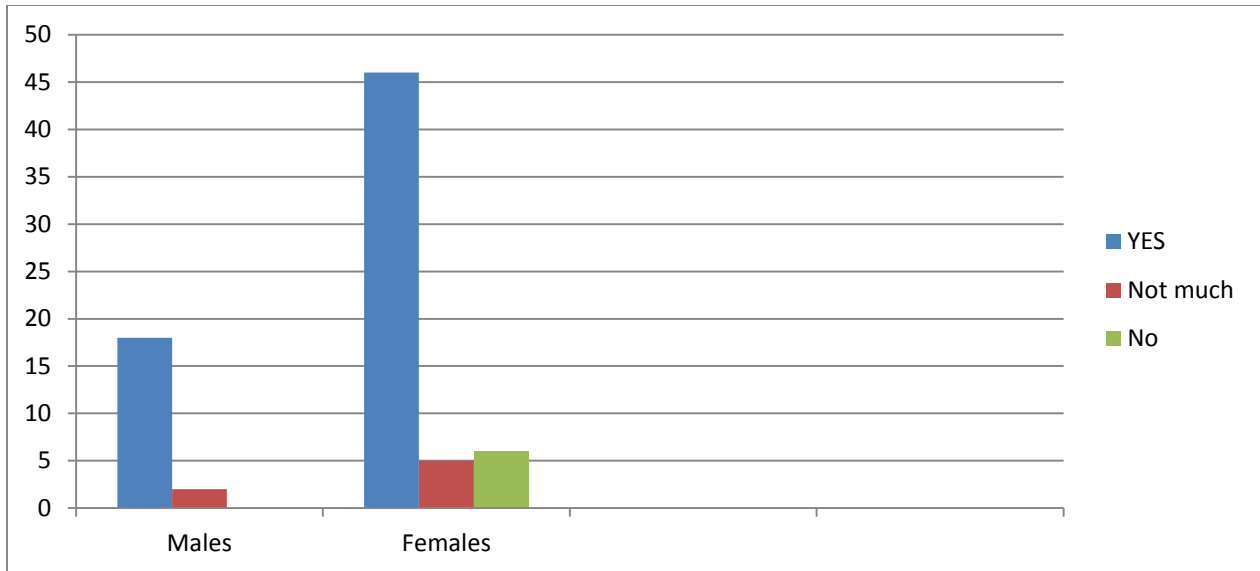


Figure 24. Influence of English Level on Males and Females’ Interaction

Both females and males believe that their level in English influences their participation in the classroom, for the majority of the two groups (46 and 18 respectively) chose to opt for “yes” as an answer. This denotes that the level is also an influencing factor of emotional intelligence.

Q 24. Does your teacher’s personality and method affect your behaviour in class?

Yes Not much No

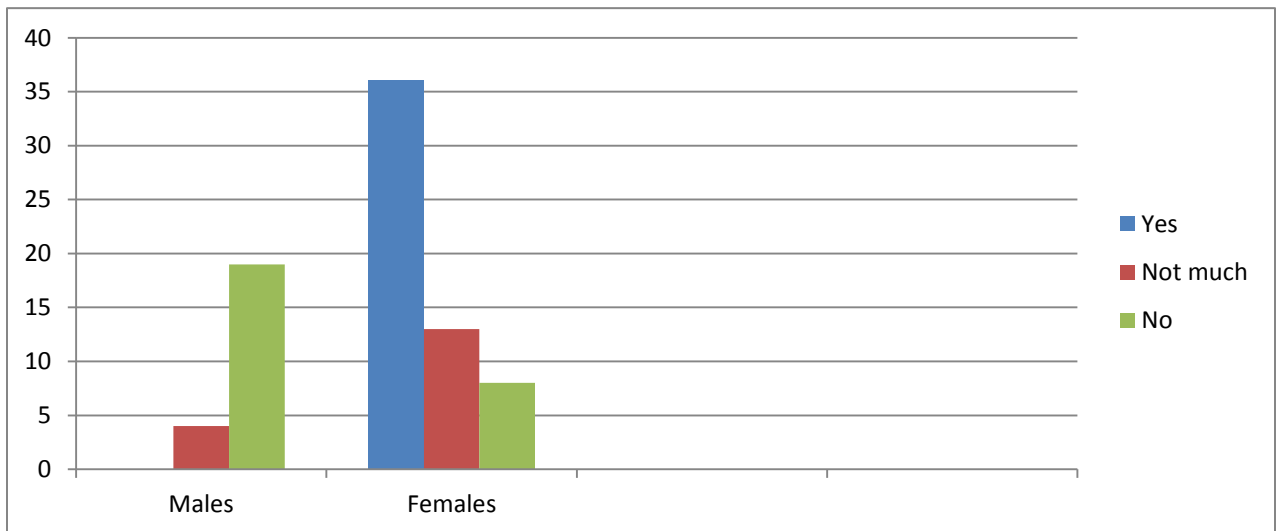


Figure 25. The Impact of The Teacher’s Personality

As demonstrated in figure 25, 36 of females think that the teacher’s personality may impact their learning style. However, most males (18) do not share the same idea, for they believe that the teacher’s personality has nothing to do with the learners’ behaviours .

Q 25. How often do you embark on discussions with your family members?

Never Rarely Sometimes Always

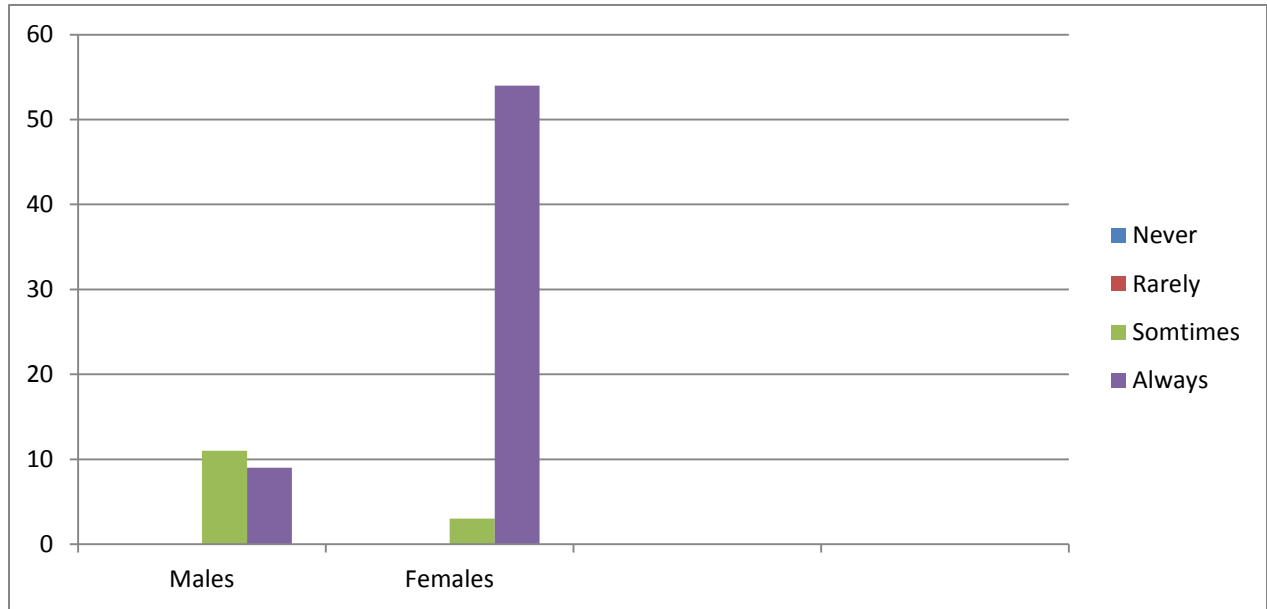


Figure 26. The Influence of Family on Males and Females’ Discussions

Females interact more with their family members in comparison to males. Only nine (9) male students mentioned that they always join in family discussions ,and 11 male students mentioned that they sometimes interact with their family members .

Q 26. What do you think about people who express their feelings openly in class?

Males’ Responses

- ✚ They arguably have a strong personality.
- ✚ They don’t hate to be observed. Instead, they care much about what people will think about them.

- ✚ They feel more comfortable and relieved when they share their thoughts and emotions with others .

Females Responses

- ✚ They are brave and they clearly have a high self-esteem and confident to openly express what they think.
- ✚ People who approach their feeling freely are sensitive and sincere.
- ✚ They have a high level of emotional intelligence .

3.3.2.5.Summary of the Main Findings

The questionnaire aims at investigating the aspects and factors influencing second -year learners' emotional intelligence in Oral Expression sessions at the University of Abbes Laghrour, Khenchela.

The collected results are summarized as follows :

- Social aspects influence the emotional intelligence of both genders. Males think that they are superior, and that is why they do not interfere in all topics. However, females admit that the society is patriarchal, and that is why, they try to show the reverse.
- Classroom-related factors like the teachers' personality influence females more than males because females care about the character constructs of others.
- Personal factors like mood also influence the emotional intelligence of females, but not males because females approach all topics emotionally.
- The aspects of males' emotional intelligence are leadership, decision-making, and tolerance towards being corrected.
- The aspects of females' emotional intelligence are engaging in group works, discussing all sorts of topics, ability to analyze voice tone and body language, and facing the music.

Conclusion

As mentioned earlier in this chapter, researchers have used the mixed methods paradigm (quantitative and qualitative research tools) to answer this research's questions. This chapter also shows the results of the two instruments being employed: the questionnaire and the observation method. The observation grid demonstrates that females are more emotionally intelligent than males whereas the questionnaires shows that the factors influencing females' emotional intelligence (social, personal, and classroom-related) are different from the factors influencing males' emotional intelligence (cultural and ideological).

General Conclusion

This research paper deals with Emotional Intelligence in EFL classes regarding males' and females' communities at the department of English, the University of Abbes Laghrour, Khenchela. This study was carried out to advocate the role of gender as a focal point in learning and teaching English as a foreign language. Its main objectives are to uncover the factors fostering emotional intelligence for both genders and to highlight the gender community that is more emotionally intelligent than the other.

This dissertation opted for a mixed methods research that incorporates an observation and a questionnaire for second- year students in Oral Expression sessions at the University of Khenchela. As the results revealed, emotional intelligence can be measured using features linked to the personality of the student and his/her social and cultural background .Gender has a pivotal role in terms of distinguishing one's behaviors, interaction, feelings and thoughts during EFL classes. The current investigation proved that females scored higher in emotional intelligence compared to their male counterparts.

In this respect, the research underscores the importance of teaching emotional intelligence in EFL classes because students are in need to know how to measure their awareness, intellect, and feelings. Introducing them to these concepts may help them deal with the difficulties and issues they face in study and look for more effective solutions .Moreover, it is one way for learners feel to feel comfortable with their psychological problems.

Pedagogical Implications

Based on the data gathered through the selected research instruments, it is assumed that it is a challenging task to invest in elements like gender and emotional intelligence in Oral Expression sessions due to academic and bias-related obstacles. The following tips are highly recommended to enhance learners and teachers' awareness regarding the importance of these two concepts in EFL teaching.

- Teachers should use more modernized ways of teaching oral expression, for technology is this generation's key of success and is a helping factor to improve learners' emotional intelligence, be they males or females.
- Teachers and learners alike ought to read issues linked to emotional intelligence and the way it relates to gender. Doing so, students will find ways to interact with each other and help one another even if they belong to different genders. Teachers, however, can invest in this relationship to know how to communicate with males and females and how to design courses and activities that would appeal to the two genders on one hand and improve their emotional intelligence on the other.
- Males and females alike are recommended to express their ideas freely and openly even if the topic is sensitive or if it relates to the other gender. Doing so enables the students to find ways to solve emotion-related issues and helps teachers to comprehend the emotional orientations of their learners and cope with them.

Suggestions for Future Research

In the light of this research, the working group spotted various areas, which could be useful for any future research. The areas of further research include the following:

- ✓ Investigating differences in gender discourse and the way this could be invested in EFL classes.
- ✓ Exploring manifestations of emotional intelligence in EFL classes.
- ✓ Comparing between the emotional intelligence of high achievers and that of low achievers.
- ✓ Suggesting new teaching techniques and strategies to improve the two genders' emotional intelligence.

Research Limitations

- ✓ The newness of topic deprived the researchers from getting accurate material and available resources.
- ✓ Due to the extensive outbreaks of the corona virus, the present work faced several issues linked to meeting the supervisor and the population in question.

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Appendices

Appendix A

The Students' Questionnaire

This questionnaire aims at investigating the main factors fostering Emotional Intelligence in English classes, taking in consideration the role of gender in the learning process and its influence on emotional intelligence .You are kindly requested to answer the following questions by ticking the appropriate box or providing full answers if the situation dictates that.

Part One: Aspects of Emotional Intelligence

N°	Criterion	Never	Rarely	Sometimes	Always
01	In my English class, I opt for new and several strategies to acquire the language.				
02	I prefer to be objective when the discussed topic is too emotional.				
03	I involve myself in meaningful activities and I become a contributing factor through coping with everyone's perspective.				
04	I use my emotions to facilitate thoughts for my fellows.				
05	I confront my mistakes enthusiastically and I don't get ashamed to apologise.				
06	I take the risks when it comes to my ambitions.				
07	I make a haste decision in a moment of pressure or anger.				
08	I say spontaneously what I feel regardless of what others get in mind.				

09	I am capable to understand another person's point of view and feelings through the tone voice .				
10	I, respectfully, give the chance to the other part when I am interrupted.				
11	I comfortably engage in social interactions without feeling anxious or hesitated to approach my ideas.				
12	I try to use tangled and dishevelled methods to solve emotional problems.				
13	I use a manipulating language when I want to address ideas.				
14	I strongly accept any reaction or emotions displayed of others, no matter what the circumstances are.				
15	Generally, I feel stressed when I have to present on the stage because I don't like to be observed.				
16	When I make grammatical mistakes in front of my fellows, I feel negatively demotivated.				
17	When being involved in a group work, I like to take control of the team and the given work.				

Part Two : Factors Influencing Emotional Intelligence

18. Men get the highest degree of decision-making and financial responsibility; therefore, they are better leaders even in the classroom.

I agree cannot decide I disagree

19. The social and cultural role of males and females in the Algerian society dictates that Males' opinions and attitudes are usually more plausible.

I agree cannot decide I disagree

20. According to Aristotle, "educating the mind without educating the heart is not educating at all".

I agree cannot decide I disagree

Justify.....

21. It is always more comfortable to express thoughts and feelings using the mother tongue.

I agree cannot decide I disagree

22. To what extent does your mood influence your behaviour in class?

A great deal not much not at all

23. Does your level in English influence your participation and interaction in class?

Yes Not much No

24. Does your teacher's personality and method affect your behaviour in class?

Yes Not much No

25. How often do you embark on discussions with your family members?

Never Rarely Sometimes Always

26. What do you think about people who express their feelings openly in class?

.....
.....

Appendix B

Observation Grid

Name of the research :	
Course:	
Teacher's name:	
Supervisees :	
Groups:	
level :	

N °	Questions	Male	female
01	Who creates opportunities for discussions ?		
02	Who talks about future plan, arguments and ambitions?		
03	Who is more perfectionists?		
04	Who can balance work and play more?		
05	Who's discussion is more polite ?		
06	Who appears more motivational to learn English?		
07	Who participates more in class?		
08	Who expresses feelings more openly?		
09	Who appears more helpful and empathetic to others?		
10	Who appears less distracted by others ?		
11	Who has always positive reactions to teacher's feedback?		
12	Who can use body language more effectively?		

Résumé

L'intelligence émotionnelle est actuellement apparue comme un domaine d'étude vivant qui devrait être étudié de la profondeur de ses aspects. Cette étude examine la relation entre l'intelligence émotionnelle (IE) et le genre dans les cours d'EFL, afin de comprendre les facteurs favorisant l'IE. . Cette étude est parfaitement menée en utilisant des méthodes de recherche mixtes. De plus, à l'aide d'un questionnaire adressé aux étudiants de deuxième année du département d'anglais, ainsi que la méthode d'observation ont été utilisés pour évaluer l'interaction des étudiants lors des cours d'expression orale à l'Université d'Abbes Laghrour à Khenchela. Les résultats ont révélé les effets de l'environnement sur les pensées et les comportements des apprenants, soulignant le point sur l'atmosphère de la classe qui émanait comme un facteur vivant dans la rénovation de ses sentiments en termes de traitement du sujet donné dans les cours d'EFL. Les résultats ont montré qu'il y avait une différence cristalline entre les sexes sur leur score total mesurant l'intelligence émotionnelle, les femmes ont obtenu des scores plus élevés que les hommes en encerclant chacun de la conscience de soi émotionnelle, relations interpersonnelles, estime de soi et empathie. Le cœur de chaque sujet abordé a été amélioré par les femmes dans leur ensemble.

Mots-clés : Intelligence émotionnelle ,genre, anglais langue étrangère .

ملخص

برز الذكاء العاطفي حاليا كمجال حي يجب التحقيق فيه من عمق جوانبه , وتبحث هذه الدراسة في العلاقة بين الذكاء العاطفي في فصول اللغة الانجليزية كلغة أجنبية من اجل فهم العوامل المعززة الكامنة وراء الذكاء العاطفي. تم إجراء هذه الدراسة بشكل مثالي باستخدام بحث مختلط. بالإضافة إلى ذلك , تم استخدام استبيان موجه إلى طلاب السنة الثانية في قسم اللغة الانجليزية , بالإضافة إلى طريقة الملاحظة لتقييم تفاعل الطلاب خلال حصص التعبير الشفوي في جامعة عباس لغرور في خنشلة , وقد كشفت النتائج عن تأثير المحيط على أفكار وسلوكيات المتعلمين , مؤكدة على أهمية جو الفصل الذي ظهر كعامل حيوي في تجديد مشاعره في تجديد من حيث معالجة الموضوع المعطى في فصول اللغة الانجليزية كلغة أجنبية , أظهرت النتائج أن هناك فرقا واضحا بين الجنسين في مجموع درجاتهم لقياس الذكاء العاطفي , وسجلت الإناث أعلى نسب من الذكور الذين يدورون حول كل من الوعي الذاتي العاطفي , العلاقة الشخصية , احترام الذات , التعاطف. تم تحسين جوهر كل موضع تم تناوله من قبل الإناث ككل

الكلمات المفتاحية: الذكاء العاطفي , الجنس , اللغة الانجليزية كلغة أجنبية.