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مؤسسة التعليم العالي والبحث العلمي:

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الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

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DEPARTMENT OF ENGLISH

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL).

Exploring the Role of Teachers' Emotional Intelligence in Shaping Classroom Dynamics: Insights from EFL Teachers at the Department of English, University of Mohamed El Bachir El Ibrahimi – Bordj Bou Arreridj

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Abstract

This study examines how teachers' emotional intelligence (TEI) influences classroom dynamics (CDs) at the University of Mohamed El Bachir El Ibrahimi. It aims to explore TEI's impact on interaction patterns and conflict resolution, capture EFL teachers' perceptions of TEI's role, and identify strategies to enhance TEI for supportive classroom climates. The study employed a qualitative case study design. Data were gathered through semi-structured interviews with 14 teachers and 14 non-participant classroom observations and analyzed inductively using thematic analysis. The findings revealed that high-TEI teachers demonstrate strong self-awareness, self-regulation, social awareness, and relationship management, fostering respectful, trust-building environments, promoting cooperative pedagogy, and effectively managing conflict. In contrast, low TEI is linked to tension, miscommunication, and negativity. Additionally, a cycle of support was identified, wherein positive classroom relationships helped maintain teacher well-being and reduce burnout. The study concludes by recommending the integration of EI workshops and reflective practice into teacher training, the development of peer-mentoring programs, and the inclusion of EI skills in institutional policy, offering a practical model for emotionally responsive and pedagogically effective language education in non-Western EFL higher education contexts.

Key words: emotional intelligence, classroom dynamics, EFL teachers, conflict resolution, teacher well-being, higher education

Dedication

- ***MIHOUB Abdeladhim***

This part is dedicated to those who contributed to this body of work, whether directly or not. I appreciate all of you for being a part of this, for I am just a simple man whom Allah has blessed with your presence, encouragement, and FAITH in. I genuinely thank all of you, namely: my mother, my father, my brothers and sisters, my partners Lahcene and Narimane, my university teachers, my supervisor Dr. Afaf Djiti, my manager and partners at work, my granular circle of friends, my beloved students, and myself. To put this differently, simple words cannot depict and illustrate the full range of thankfulness I am in, and only a poem would portray it in colors:

To whom I am indebted,

In the name of you Allah, the greatest, the high,

I write these words with the power you magnify,

The eyes above, never rest, above the sky,

I praise you Allah, for you purify these words, and aurify,

In the darkest nights, one finds solace in the starlit sky,

For one's family is the 'stars', and one's will is the twilight,

Higher ascends the blissful as he sinks, then fly, and cry:

It was you my mother, it was you all night,

It was you to cry and deny every alibi,

As 'I' could never die in the mother's eye,

Faith, you had, and I said, change, let it die,

Comes light from grey, like a butterfly,

Here I am, mother, after years I sigh,

I thank you, with a poem to amplify,

It was never me, it was you, so I,

Thank you a million, and a billion by,

It was you my brother, who helped me try,

And made me think different, such a wise guy,

It was you who taught me to tie a tie,

And for all of it, to give the eye,

It was you my sister who beautify,

Every day that I'm passing by,

A word and a line would never right,

How much you are dear to me, my light,

It was you my older sister who magnify,

My qualities and direct me by,

You were bigger than life, you were my,

Guardian angel, and emotional standby,

To my father, the unsung hero, I write,

I take my name from you, and take the I,

You lost sleep for me to live that night,

And did the most to keep my mother right,

It was a dream when you had to come by,

Short was it but strong of a reply,

Little did we speak but lots I testify,

My love for you is larger than words to type,

My colleagues, you were a hook and eye,

And a second family upon which I rely,

Lahcene and Narimane were you all that I,

Could ask Allah to get me by,

My supervisor, ephemeral was this flyby,

For seven months felt like a day and night,

Grateful is ‘I’ for the knowledge you supply,

And for the character you show, I aspire,

It is all of you, I have come to light,

And it is all of you whom I live by,

I pray for you to God, as Kendrick writes,

If God got us, then we gon’ be alright.

- ***BENAISSA Lahcene***

To the soul of my dear father, who taught me the meaning of perseverance and challenge. I will never forget you.

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This dedication is a tribute to all those who walked with me, stood by me, and lifted me up. My success is your success, and I carry your love and support with me into every step of the future.

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sincerely hope that the findings herein will inspire further exploration and reflection within the educational community.

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List of Abbreviations & Acronyms

EI: Emotional Intelligence

TEI: Teachers' Emotional Intelligence

CD(s): Classroom Dynamics

CC: Classroom Climate

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

L1: First Language (mother tongue)

ZPD: Zone of Proximal Development

TTT: Teacher Talk Time

STT: Student Talk Time

BERA: British Educational Research Association

ECI: Emotional Competence Inventory

EQ-i: Emotional Quotient Inventory

GPA: Grade Point Average

Q: Quality (as in Q-methodology)

RULER: Recognizing, Understanding, Labeling, Expressing, Regulating

General Introduction

Background of the Study

In the landscape of language education, the classroom, as many researchers and educationists believe (Sele, Mukundi, 2023; Liew et al., 2019; Brackett & Rivers & Salovey, 2011; Jennings & Greenberg, 2009), transcends being the mere representation of walls and passive learners absorbing knowledge, for it becomes an environment characterized by human emotion and interaction. Circling the periphery of this belief, and in the realm of Teaching English as a Foreign Language (TEFL), the classroom and its climate are now more seen to be hegemonized, governed, and ruled by even the slightest gestures and interactional patterns that could affect the relationships, interactions, and dynamics within the classroom (Gumelar et al., 2023; Chalal & Yassine, 2024). Ergo, it may be a requisite for English as a Foreign Language (EFL henceforward) teachers to fundamentally comprehend the intricate emotional nature of the classroom and of learners. Probingly, this ability to understand and regulate oneself and others is what is conventionally referred to as Emotional Intelligence (EI) (Salovey & Mayer, 1990; Goleman, 1995). Quintessentially, and in specification to the discussion topic of this paper, EI in teachers can be referred to as Teachers' Emotional Intelligence (hence TEI), which can be defined as the ability of teachers or educators to identify, comprehend, and efficiently manage emotions in themselves and in students so as to render a supportive learning environment, one which is characterized by positive Classroom Dynamics (CDs) such as engagement, motivation, and growth (Brackett, et al., 2011).

Statement of the Problem

Extrapolating further, the EFL higher education context is no exception to such discussion, as the latter is subject to the previously-mentioned concepts and

ideas. Markedly, several researches have brought about EI in teaching EFL, and especially at university (Rahman et al., 2024; N. Guslyakova & A. Guslyakova, 2020; Hamidi & Khatib, 2016; Li & Zhang, 2024), stressing the importance of TEI in maintaining positive CDs which lay a red carpet for a conducive learning environment to grow. As in the Algerian university, few researchers argued for the importance of EI in a successful teaching process (Attalah & Iddou, 2024; Bouaziz, 2020). Moreover, even fewer researchers have examined how TEI manifests in the Algerian EFL university classroom as well as even less likely how it shapes CDs. Thus, this study aims to address this gap in research so as to explore how TEI shapes CDs so as to create a supportive Classroom Climate (CC), that is carried out in the Algerian EFL higher context, specifically at the university of Mohamed Al Bachir Al Ibrahimi, Bordj Bou Arreridj, Algeria. Setting a clear understanding on this point, the to-be-addressed gap is: (1) an empirical one, in the sense that fewer research have reported how the phenomenon manifests in the classroom; (2) a population one, in the reason that less research have been conducted in the Algerian EFL higher education context; (3) a methodological one, in the logic that fewer research have considered both reporting the perceptions of teachers as well as conducting observations; and (4) a practical or application one, in the cause that less research have focused on the possible implementations and practices that could help increase TEI in EFL teachers so as to enhance CDs and render a supportive CC.

Research Questions

As discussed previously, and in light of the four types of gaps identified within the topic pursued, this research will center around answering three essential research questions:

1. How does teachers' emotional intelligence shape classroom dynamics in the Algerian EFL university classroom at the university of Mohamed El Bachir El Ibrahimi?
2. What are the perceptions of EFL teachers regarding the role of teachers' emotional intelligence in classroom interactions and conflict resolution?
3. What strategies can be employed to enhance teachers' emotional intelligence for better classroom interaction, less conflicts, and an overall better classroom climate?

Objectives of the Study

In further of the previously germinated questions, the trajectory of this research would rely on three research objectives which are:

1. To examine how teachers' emotional intelligence shape classroom dynamics in the Algerian EFL university classroom at the University of Mohamed El Bachir El Ibrahimi.
2. To explore the perceptions of EFL teachers regarding the role of teachers' emotional intelligence in classroom interactions and conflict resolution.
3. To identify and propose effective strategies for enhancing teachers' emotional intelligence to promote better classroom interaction, reduce conflicts, and improve the overall classroom climate.

Significance of the Study

Undergirding the previous points settled on, this study will be valuable in that it will contribute to TEFL both theoretically and pedagogically. In explanation, it can help extend theory, display empirical information, as well as provide practical implications for teachers and implementation for policymakers and EFL departments.

To start with, by situating Teachers' Emotional Intelligence (TEI) in the specific Algerian EFL university's socio-cultural and institutional context, it extends current EI–classroom-dynamics theories to a non-Western higher education setting. It

thus applies and develops theories hovering around EI to an Algerian EFL setting. Moreover, it deals with four various gaps: (1) empirical, related to classroom manifestations of TEI; (2) population, related to how TEI is under-researched in the Algerian EFL milieu; (3) methodological, that is through synchronizing perceptions and observations, as well as providing practical implications and implementations so as to upgrade TEI. To elucidate, in dealing with these gaps, the research will provide valuable empirical information on how TEI shapes CDs, high-likely enabling teachers and institutions to improve the former so as to enhance the latter. Furthermore, by delineating concrete ways to develop and improve TEI such as a specific workshop, reflective practice, and peer mentoring, it offers a blueprint and a guidemap for pre-service and in-service training courses intended to promote emotionally responsive teaching, conflict resolution, and healthier CDs. Coming closer to an end, in providing such information, policymakers will be more able to tailor departmental and institutional policies that stress the professional growth of teachers in EI as well as EI being a medium of assessment, that is that teachers will also be trained and assessed on EI in the Algerian EFL context.

All in all, this research will provide valuable information on how EI theory applies in the Algerian EFL milieu, how TEI shapes CDs, how teachers strategize emotionally inside the EFL university classroom, what practical and pedagogical implications could be suggested to teachers, and how institutional administrators and policymakers can tailor policies and design training workshops and courses so as to improve TEI with the priori of enhancing CDs and the CC. In a final note, this research will be carried out at the university of Mohamed Al Bachir Al Ibrahimi, in the department of Foreign languages, and with different levels of students studying EFL, ranging from 1st year undergraduates to Master 1 students.

An overview of the methodology

Concerning the methodology of this research, a process of iteration resulted in settling for a specific and tailored methodological framework.

Within the research philosophy, the adopted research paradigm was an interpretivist one. According to Creswell (2014), the interpretivist research paradigm stresses understanding the subjective meaning that individuals assign to any social phenomena. This is suitable for this research as it aims to explore perceptions, strategies, and implications as well as implementation for improving TEI, which all of these are perspective-reliant.

Within the research type or approach, the study adopted a qualitative research approach. The qualitative research aims to investigate within the natural setting of the phenomena, aiming to probe depth rather than provide numerical and statistical data, thus utilizing observations and interviews to gather the experiences of participants and their perceptions (Denzin & Lincoln, 2018; Merriam & Tisdell, 2025). This approach is fit for this study as the objectives of this research revolves around understanding how TEI manifests in a EFL university classroom context. This approach also supports the use of interviews and observations which are more fit for answering the research questions of this study.

The chosen research design is a case study. A case study is a qualitative research design which revolves around understanding the depth of any bounded system or phenomena with little control over it (Yin, 2018). Due to this particular reason, this design was seen to be more appropriate for this research as it enables answering questions of “how”, which are the crux of the matter in this study.

Concerning the participants and sampling, purposive sampling was chosen to be the sampling strategy to pick 14 EFL teachers and 14 EFL classes in the reason

that, as Palinkas et al. (2015) explained, it ensures picking cases with rich information about the topic. This is more suitable for this research due to its qualitative nature and owing to its emphasis and concentration on depth over breadth.

Finally, the applied method of analysis was thematic analysis, which involves identifying, analyzing, and interpreting themes within qualitative data, which allows for flexibility and probing deep meaning (Braun & Clarke, 2006). This is more suitable for this research as it aims to extract meaning from the perceptions of participants as well as from the observations.

Organization of the Thesis

In clarifying the sequencing of this thesis and the logical followed order, this thesis was mainly organized into five parts. The thesis begins with a general introduction upon which a brief outlining of the topic is established, as well as the scope of this research. From thereon, Chapter 1 presents the literature review highlighting relevant literature and theoretical foundations of both Classroom Dynamics (CDs) and Emotional Intelligence (EI). Chapter 1 also deals with the connections between Teacher Emotional Intelligence (TEI), CDs, and the Classroom Climate (CC). Moreover, Chapter 2 details the methodology, clarifying and justifying the chosen research paradigm, approach, design, setting, participants, instruments, data collection, data analysis, and ethical considerations. Advancing further, Chapter 3 presents the results and discussion, that is, while highlighting the findings as well as their providing interpretations. Chapter 3 also contains probed pedagogical implications, as well as insightful recommendations and suggestions for future research. Lastly, the thesis concludes with a general conclusion that sums up the whole study.

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Chapter 01: The Literature Review

Section 01: Classroom Dynamics

Introduction

However different the educational setting may be, the classroom can not be merely regarded as a physical space in which learners are soullessly filled with information, for it is more adequate to perceive it as a dynamic ecosystem in which the learning experience is shaped by interactions, behaviors, and emotions of teachers and learners. That is to say, underlying each classroom is a form of controlling factors often referred to as classroom dynamics. As defined by Dörnyei and Murphey (2003), classroom dynamics refer to the relationships, interactions, and patterns of behavior that compose the learning environment and impact student motivation, engagement, and academic achievement in general.

In the context of EFL instruction, learning a language can be deemed as a social process requiring communication, risk-taking, and managing linguistic and cultural barriers. (Littlewood, 2001). Elaborating further, students' willingness to participate, high confidence, and reduced anxiety levels can all be a byproduct of an emotionally supportive classroom, or put differently, positive classroom dynamics. Conversely, negative classroom dynamics, such as disengagement, unresolved disagreements, or a teacher-student divide, can hamper language acquisition and significantly demotivate students. (Brophy, 2006; Pianta & Stuhlman, 2004). For instance, poor classroom management or an emotionally distant environment may lead to a somewhat reduced student involvement, heightening anxiety and limiting overall academic success. (Skinner & Belmont, 1993).

In accordance with what has been mentioned, this chapter aims to define classroom dynamics highlighting its importance, discuss factors that are relevant in

shaping Algerian EFL classroom dynamics, and assess the impact of these dynamics on language learning, be it positive or negative. Through understanding and making use of positive classroom dynamics, teachers can allow for an environment that breeds growth whether academically or on a personal level.

Defining Classroom Dynamics

In defining classroom dynamics, the latter are most notably defined as the interactions between students, teachers, and the environment, which form a complex system that determines learning results (Hamre & Pianta, 2006). Likewise, Van Lier (2004) delineated classroom dynamics as the changing patterns of interaction, communication, and relationships that define the learning climate or environment. Diving deeper, one has to consider the theoretical foundations to fully understand classroom dynamics both on a micro and a macro scale.

2.1.2.1 Theoretical Foundations

Of particular significance, classroom dynamics under the scope of Vygotsky (1978) are, in essence, of a collaborative nature, thus driven by student-student and teacher-student interactions that scaffold learning. Central to this, Vygotsky's Zone of Proximal Development (ZPD) asserts that students progress linguistically via moderated discourse, drawing attention to the importance of the involvement of society and society's role in language acquisition. In explanation, negotiating meaning and bridging gaps between current proficiency and target competency can all be allowed best through group conversations in which learners interact with each other in a climate that supports doing so.

From another theoretical standpoint, Bronfebrenner's (1979) Ecological Systems Theory suggests that in addition to knowing that classroom interactions are reciprocal in influencing each other, they often occur inside nested systems. That is to

say, dynamics are seen as to be operating within three different layers or systems. Initially, the first system is referred to as the microsystem, in which immediate classroom interactions occur; for example, teacher-student rapport. Moving on, there lies the mesosystem which highlights institutional policies like a nation favoring one language over another. To end with, the third system is called the macrosystem underlying sociocultural values, thus the beliefs, traditions, and habits that influence the individuals and their interactions with each other.

Glancing through another lens, Larsen-Freeman's (1997) Dynamic Systems Theory posits that minor changes in the classroom can result in unpredictable changes in group dynamics. For instance, a student's question can completely change the course of a particular session, therefore conforming to the belief that classroom dynamics are nonlinear. However, despite the claimed unpredictability, this theory conforms into adaptability, thus relying on systems to organize and prepare oneself for internal and external pressures (de Bot et al., 2007)

Approaching from another angle, introduced by Rachmad in 2022, Classroom Dynamics Optimization Theory suggests that teachers can optimize the interactions that are to occur within the classroom in order to achieve high learning outcomes. Upon reflection, this theory arises from the need to meet both students' and teachers' needs through establishing favorable learning environments and climates. Thus, this theory corroborates that classroom interactions and dynamics pose great significance due to their impact on learning quality and student well-being. In essence, this theory is reliant on the logic that classrooms with poor dynamics frequently experience various challenges such as low student participation, increasing conflicts, and unsatisfactory learning outcomes. Hence, an increase in negative interactions is believed to result in rendering unfavorable learning climates. Dissecting this issue,

this theory affirms that there is a necessity to improve the interactions within the classroom through a systematic approach. In explanation, and in order to enhance classroom dynamics, teachers are expected to tailor strategies depending on students' characteristics, encourage active participation through interactive and inclusive methods, create a supportive classroom environment, and maintain continuous and constructive feedback. Albeit, implementing this theory can be challenging when taking in consideration obstacles such as resistance to change, other parties' neglection, and resource constraints. Therefore, strong leadership support is highly required in order to cultivate a culture that appreciates continuous learning.

To recapitulate, these theoretical perspectives on classroom dynamics showcase that the learning process is subject to environmental contexts, adaptability, social interactions, and optimization strategies. Whereas Vygotsky's sociocultural theory deems student-student and teacher-student interactions as tools to scaffold learning, Bronfenbrenner's Ecological Systems Theory propounds that classroom interactions are both reciprocal and contained in nested systems, namely the microsystem which involves immediate classroom interactions, the mesosystem which denotes institutional policies, and the macrosystem which entails sociocultural values that affect individuals' communication. In another frame of thought, Larsen-Freeman's Dynamic Systems Theory focuses on cutting for systems to face the internal and external pressures that result from the unpredictable and nonlinear nature of classroom environments. In a similar vein, Rachmad's Classroom Dynamics Optimization Theory accentuates the need to optimize classroom interactions systematically, ensuring the prevalence of convenient and supportive learning environments.

Upon reflection, there also seems to be a contrast between these models in

whether to conform to the traditional and teacher-centered logic, or to resort to the modern student-centered perspectives. However, these models collectively emphasize the role of classroom interactions and dynamics in language learning.

The Importance of Classroom Dynamics in Language Learning

Shifting focus to the importance of classroom dynamics in language learning, the latter are deemed to shape learners' motivation, engagement, and willingness to experiment with the target language (Dornyei, 2009; Mercer, 2021). Put differently, classroom dynamics are believed to significantly dictate whether learners are going to be motivated and engaged or not. This motivation can also be accompanied by students being willing to experiment with the target language, thus leading to a more inclusive and growth-supporting classroom and environment. In accordance with the foregoing, positive classroom dynamics are essential for developing linguistic competence, as there tends to be a falling domino effect which starts from high motivation levels to an improvement in learning outcomes (Sachs & Baralt & Gurzynski-Weiss, 2022). Probing deeper, the rest of this section will discuss the importance of classroom dynamics in language learning using three theoretical scopes.

In his Interaction Hypothesis, Allwright (1984) corroborated that a language is acquired through classroom interaction; that is to say, the latter is seen as the process of learning itself rather than a side factor to it. Therefore, this ascertains that classroom discourse is an essential component of second language acquisition. On another aspect, Swain's Output Hypothesis (1995) substantiates that language learning demands of learners to actively produce language in order to improve. In relation to that, dynamics play a crucial role in creating and sustaining communicative interactions. Put differently, well-considered classroom dynamics are important in

allowing for meaningful communication through encouraging students to engage in output. Similarly, Dornyei's L2 Motivational Self System (2001a) suggests that success and learning outcomes are all reliant on the classroom environment and learners' beliefs on their abilities and ideal self. In the crux of the matter, this model views that the environment and dynamics of the classroom have their shares in pushing learners to the level of performance that they aspire to achieve. Simply put, it is deemed that the dynamics of a classroom are important in dictating learning outcomes, thus indicating successful learning. On a different perspective, Verspoort and Lowie. (2021), in their Complexity Theory in Second Language Acquisition, view language as a dynamic and nonlinear process that is often affected by interactions that emerge. In saying this, it conforms to the belief that any change can alter directions, be it on teacher behavior, how well students are engaged, or a certain structure for the classroom. This is particularly relevant to this section as it showcases the importance of classroom dynamics and their significant role in deciding whether a session meets success or not.

To sum up, classroom dynamics are seen to be highly substantial in language learning as many researchers (Drönyei, 2009; Maclntyre & Mercer & Gregersen, 2021; Sachs & Baralt & Gurzynski-Weiss, 2022; Allwright, 1984; Swain, 1995; Verspoort & Lowie, 2021) have recognized their pivotal role in promoting successful language learning. However, this section focuses on the importance of classroom dynamics rather than precisely highlighting the impact of it on language learning.

The Impact of Classroom Dynamics on Language Learning

As mentioned before, classroom dynamics are an essential component of a successful language learning process. As noted by Ellis (1997), confidence and communication can be significantly enhanced in a positive and interactive classroom

environment, while a negative or ambiguous climate can hinder language learning. Similarly, classroom dynamics can remarkably affect students' engagement, their motivation levels, and language acquisition in general (Dornyei & Murphey, 2003). To put this to a clear image, positive dynamics are believed to enhance learning, whereas negative dynamics are argued to impede the latter.

2.1.4.1 Impact on student Engagement and Participation

According to Walqui (2006), positive dynamics can be perceived in classrooms that rely on Vygotsky's ideas of social learning; that is to say, through scaffolding there comes an encouragement for active participation, collaboration, and positive and helpful peer interactions. In a similar vein, Krashen (1982) emphasized that in supportive environments, second language acquisition is better achieved as linguistic risk is highly probable, which in turn leads to increased participation and engagement in the classroom. Albeit, negative classroom interactions resulting in anxiety can lead to less engagement with the target language, as these negative interactions and dynamics can lead to negative 'affect', which, the latter, refers to "the area of emotions, feelings, beliefs, moods and attitudes, which greatly influences our behavior" (Arnold, 2009, p. 145). Negative interactions can be anything ranging from teacher dominance, a situation that is poorly managed emotions-wise, or peer conflicts. That is to say, teachers are attributed a heavy burden as they need to allow for classroom climates that do not feed into these negative dynamics. In a recent study, interventions on classroom communication strategies and technology-based interactions were found to increase student engagement, thus enhancing classroom dynamics in general (Mehmood & Taresh, 2024).

2.1.4.2 Influence on Motivation and Confidence

On a similar aspect, positive dynamics are also believed to influence student's motivation and confidence levels. As posited by Deci and Ryan (1985), an adequate and supportive climate has a pivotal role in cultivating and nurturing intrinsic motivation which stems from internal desires rather than external rewards. Upon reflection, students' intrinsic motivation is an essential ingredient in successful language learning, yet it can be the hardest to bolster and nurture. Furthermore, Maclntyre (2007) argued that a classroom where students feel emotionally secure leads to better students' self-confidence and output. Conversely, learners' willingness to interact and communicate can be significantly hindered due to anxiety and fear (Horwitz, Horwitz, & Cope, 1986). In contemplating on these findings, there seems to be a strong relationship between positive climates and students' motivation. Students therefore are implicitly affected by whether a classroom is supportive in its essence or not. The effect is perceivably high on students' motivation and self-confidence as emotionally-supportive environments lead to higher levels of these essential components in successful teaching and learning.

2.1.4.3 Effects on Language Retention and Development

In discussing the effect of classroom dynamics on language retention and development, Swain (1995) argued that a deeper processing of linguistic input, therefore better retention of vocabulary and structures, can be perceived in cooperative learning environments. To put it differently, supportive climates can enhance comprehension, processing, and retrieval of information. To expand on this, Lantolf (2000) remarked that meaningful communicative exchanges develop interactional competence; this process happens best in a dynamic classroom setting. Albeit, and in a previous study by Long (1981), limiting classroom interactions was

argued by the latter to be cultivating of passive learning habits, thus leading to less language use and development in general. These researches highlight that the classroom climate exceeds impacting emotional aspects as it also affects language learning in a linguistic aspect. Hence, there seems to be a relationship between the climate of a classroom and students' learning outcomes and academic performance.

2.1.4.4 Relationship Between Classroom Environment and Academic Performance

According to Hamre and Pianta (2006), a much desirable academic achievement and linguistic proficiency can be both reached better through a positive classroom environment. The dynamics of a classroom can remarkably dictate the learning outcomes, deciding whether learning has been successful or not. In a recent study, Konold et al. (2018) investigated academic achievement in relation to the school climate and students' perceptions of it. The research demonstrated that healthy teacher-student relationships, motivation and willingness to learn, and a sense of safety, were all characteristics of a positive school environment, one which cultivates elevated academic performance. Opposingly, a negative environment was found to result in the complete opposite; a classroom in which there are unhealthy and unsupportive teacher-student and student-student relationships resulted in a lack of belonging, thus leading to lower academic outcomes. Similarly, a recent study by Wang and Phongsatha (2024) investigated the relationship between the classroom environment and academic performance. The study was on English-major teacher education students in Guangxi, China. In this study, the researchers discovered that a positive and interactive classroom environment leads to heightened student engagement and most importantly, better academic performance. These findings showcase the consistent relationship between a good classroom climate and

engagement, as well as academic performance. Moreover, they can be utilized by teachers who are aiming to enhance academic performance, suggesting strategies to enhance the classroom climate in the first place.

All of these researches highlight one singular goal that teachers are expected to achieve, that is, maintaining positive classroom dynamics, while ensuring the absence of negative dynamics. Therefore, the next section will explore the characteristics of supportive and engaging EFL classroom environments, challenges in the EFL classroom, and psychological and emotional effects of negative dynamics on learning.

Positive and Negative Classroom Dynamics

Upon what has been discussed, one would notice the recurrent presence of the two poles of classroom dynamics; those which are positive, and those which are negative. In light of this, this section will discuss what renders a classroom supportive, the obstacles in achieving that environment, and the effects of negative dynamics emotions-wise.

2.1.5.1 Characteristics of a Supportive Learning Environment

According to Alzubi et al. (2024), EFL students' English proficiency was found to be enhanced through collaborative learning interventions involving positive social interactions. To elucidate, this means that a classroom in which collaboration is encouraged leads to a better learning climate, thus enhanced classroom dynamics. This shows that encouraging interactions inside the classroom is crucial in maintaining a healthy and engaging learning climate. Moreover, these findings can help teachers ensure a much more supportive environment by including collaborative learning tasks.

In a similar study, Jiang (2021) sheds light on how better teacher-student interaction leads to improved experiences in language learning and heightened academic performance. That is to say, and simply put, an enhanced teacher-student relationship is essential to create a supportive classroom climate in which learners' motivation thrive and in which their academic performance peaks.

On another perspective, teacher support is believed to be essential in ensuring a supportive learning atmosphere, which in return would allow the flourishing of learners' engagement and motivation (Reeve, 2012, as cited in Li, 2024). This finding illustrates the relationship between how support, regardless of its amount, can help create a healthier and much more engaging learning environment. This can be helpful to teachers struggling with striking learners' motivation, as it shows one of the essential factors leading to its increase.

On the importance of having a positive classroom climate, Chen and Huang (2024) stated that EFL students' engagement relies heavily on the presence of a positive classroom climate, denoting the latter as a prerequisite for an engaging learning process in which learners are remarkably motivated.

2.1.5.2 Common Challenges

After investigating what promotes positive dynamics in the classroom, there needs to be light shed on the challenges that EFL classrooms face, ones that cause negative dynamics to prosper.

In a study exploring the challenges that novice EFL teachers face, Amin et al. (2018) discovered that EFL teachers often encounter various challenges such as mediating their relationship with students, informing identity, and managing conflicts within the classroom. Quintessentially, these challenges result in a negative classroom environment, one of which impedes language learning. These findings infer that

teachers are highly demanded to manage all these variables both efficiently and intelligently.

In a different perspective, and substantially concerned with the use of technology in teaching EFL, Rahman et al. (2019) found that teachers and students face hardships and difficulties when it comes to online learning; that is to say, technological barriers relating to digital platforms and other technological utilities. This hinders the ability of transitioning or relying on online methods of teaching. In consequence, this results in having an overload of content to be taught in the classroom, thus rendering a more stressful classroom environment. In a similar study, Adsiz et al. (2025) found that in spite of challenges in online settings, teachers can render a positive learning climate when teacher literacy and teacher training are well-dealt with.

In a different approach, and in a study conducted by Alarcon et al. (2024), teachers were found to face challenges in responding to students' attitudes and providing constructive feedback. According to the latter, learners’ reactions to feedback differed, as some were sensitive to it, thus refusing to absorb any correction provided. This shows that dealing with emotions is remarkably pivotal to the process of language teaching. Additionally, these findings demonstrate that establishing a positive classroom climate is a complex and intricate procedure; teachers are not dealing with clones of each other, but are rather working with learners who differ in responses, personality, and emotional intelligence.

Collectively, these findings illustrate that EFL teachers may face many challenges while attempting to establish a positive and well-nurtured learning environment. These challenges and obstacles range from technical issues, to emotional ones. Most specifically, it is crucial for EFL teachers to innovatively

manage these variables, efficiently coping with technicalities, and intelligently handling students' responses and emotions. In emphasizing the latter, the next section will cover students' emotions and internal factors, thus discussing the psychological effects that occur under the influence of negative classroom dynamics.

2.1.5.3 Psychological Effects of Negative Dynamics

In culmination of the preceding parts, there needs to be an elucidation for how a negative classroom climate can affect learners psychologically, and in which way. In explanation, a negative learning environment can have many tolls on students' anxiety levels, motivation, and self-perceptions. Moreover, it can also have other effects on teachers, ranging from increased stress levels, to recurrent teacher-student conflicts.

According to Jiang (2025), an increase in stress levels among adult learners can be attributed to negative classroom dynamics. This increase in such a variable hinders the process of language learning, rendering it unsuccessful. This hindrance can happen due to a decrease in motivation, engagement, and even cognitive processes. Similarly, and in a study conducted by Rowe and Fitness (2018), negative emotions in the likes of anxiety and lowered self-esteem were found to reciprocally affect teachers, thus resulting in a helical loop in which negative dynamics get to only increase. This is detrimental for learning, as without awareness of the loop, EFL teachers and learners can find themselves in an increasingly unsupportive environment, one in which learning is significantly difficult if not unfeasible.

Transitioning to another crucial element, studies have found that negative classroom dynamics dwindle adult learners' intrinsic and extrinsic motivation, as well as their engagement, which can subsequently harm academic performance and learning outcomes (Liu & Ma & Chen, 2024; Rowe & Fitness, 2018). In a similar

vein, Collie and Martin (2019) argued that regardless of how miniature a demotivating teacher behavior can be, and nonetheless how frequent it may occur, student engagement is subject to harm due to it.

Shifting to another perspective, and in a study on self-concept among adult learners, Biney (2015) shed light on how self-esteem can be remarkably diminished due to negative classroom experiences. This leads to a reduction in student confidence, ergo affecting their performance and psychological well-being. In compliance, Rowe and Fitness (2018) have also denoted the effect of negative classroom dynamics on harming learners' self-image and self-esteem. These findings show that negative classroom dynamics do not only affect the surface level emotions of a learner, but also a learner's image of his or her self. This is crucial as learning without the belief that it can happen will most frequently lead to failure, if not always.

With light shed on teacher-student relationships, and according to Ali, Ashraf, and Shuai (2019), conflict and ill behavior can both significantly increase due to negative interactions, affecting the learners psychologically and harming their well-being. Moreover, they found that poor teacher-teacher interactions were also responsible for rendering negative learning environments that allow for conflict to occur more frequently. That is to say, conflicts can be markedly increased with the presence of negative classroom dynamics, as the latter represent a highly suitable ground for these conflicts and disruptive behavior to occur and amplify.

To sum up, these findings illustrate the psychological effects of negative dynamics on students most notably, and to teachers reciprocally. Be it students or teachers, several effects were reported, such as increased anxiety, reduced motivation, and a surge in conflicts. These findings provide practical insight to EFL teachers in order to intelligently preclude all these conditions. To explain, anticipating these

problems can help in allowing for a much more supportive learning environment for teachers and learners. However, these findings are gathered globally, and a local exploration is therefore needed. Building upon this, the next section will cover factors that shape the Algerian EFL classroom environment.

Factors Shaping Dynamics in Algerian EFL Classrooms

Venturing into what shapes dynamics in Algerian EFL Classrooms, it is important to consider and grasp the educational situation in Algeria. In Algeria, EFL classrooms and EFL are generally affected by sociocultural, historical, and other institutional factors (Belmihoub, 2018; Maamri, 2009; Allaoua, 1990; Slimani, 2016). To investigate the latter, there needs to be a comprehensible layering to the types of factors shaping the interactions, relationships, and educational environment inside the Algerian EFL classroom.

2.1.6.1 Interactional Factors

According to Walsh (2013), Teacher Talk Time (TTT) and Student Talk Time (STT) comprise two pivotal components of classroom interaction. TTT refers to the time of talking spent by the teacher, while STT refers to the time that students spend talking.

According to Gouider (2023), TTT is more dominant in the Algerian EFL high education context. As stated in his research on classroom interaction, findings were that in an Algerian university classroom, TTT comprised (65.51%), while STT accounted for (27.90%). This finding shows that interaction in the Algerian high education context is dominated by TTT, leaning to a more teacher-centered approach. As mentioned in the research, there seems to be a need to strategize and enable more STT to occur, leading to a much more student-centered approach that could possibly allow for an engaging classroom climate.

In a different angle, and in a study on English-Algerian Arabic Code-switching in EFL university classrooms, Adder and Bagui (2020) discovered that while teachers deplored the use of the mother tongue or L1, learners relied on their L1 frequently. As explained, EFL learners made use of L1 to manage through difficulties of interaction and communication. Albeit, teachers claimed that the use of L1 hinders language learning in providing a comfort zone for learners, one in which improvement, as they elucidated, is less probable. This finding shows the dynamics of translanguaging and perceptions on it by teachers and learners. This displays the intricate context in which Algerian EFL learning occurs. In a similar vein, a study exploring the reasons for code-switching in Algerian and Polish EFL classrooms by Benghalem and Kaminska (2024) reported that despite the negative impacts of code-switching on foreign language learning, it remains as a 'natural and context-dependent phenomenon'. Simply put, the latter recognizes that the use of code-switching, whether in instruction or classroom interaction, is plausible. Concerning the use of it inside EFL classrooms, a study by Tobbi (2024) revealed that code-switching was relied on in ' include elucidating unfamiliar vocabulary, clarifying complex ideas and instructions, verifying learners' grasp of new structures and vocabulary, correcting errors, and providing feedback, alongside facilitating cultural and contextual connections'.

Ultimately, these findings can benefit teachers in creating a supportive classroom climate while maintaining language learning at heart, that is through increasing STT, and through finding a balance between the use of L1 and L2.

2.1.6.2 Cultural and Societal Influences

Many scholars have researched language and language teaching in relation to culture and argued for a close correlation and connection between the three (Kramsch,

2013; Risager, 2006). In the cosmos of varying opinions and point of views, language and culture have been often seen as interconnected, reciprocally shaping each other. That is to say, language affects culture, and culture affects language. Building upon this, one wonders on the cultural influences that affect EFL classroom dynamics in Algerian high education contexts.

To start with, Melouah (2017) argues that culture affects Algerian higher education EFL learners in that it somewhat restricts their critical thinking; As the latter stated, "Algerian cultural values might not be supportive of critical thought and this could inhibit and restrain the development and practice of CT" (Melouah, 2017, p. 10). This shows that culture can have a negative influence on learners' ability to think critically, which may, as a result, cause decreased STT and increased negative dynamics.

In another frame, Tobbi (2024) argued that Algerian EFL learners' refusals to requests and offers were different compared to American English speakers. To explain, Algerians had more pragmatically direct refusal patterns. This shows that communication and interactions between Algerian EFL learners are significantly influenced by Algeria's culture and society. This finding displays that in teaching EFL, teachers must also take notice of the sociocultural aspects of language, as the latter can either create a positive classroom environment, or undesirably promote negative dynamics.

Related to the previously-mentioned influence of culture, Nadera (2018) suggests integrating cultural activities in the Algerian language classroom. Put differently, the latter argues that it is necessary for learners to acquire a well-formed cultural understanding in order to communicate effectively. Similarly, Zaara (2019)

claims that culture teaching enhances EFL learners' cultural awareness and oral proficiency.

In a different perspective, Souidi and Remil (2024) argued that teachers had preference on male students, claiming that there exists a sort of gender bias rendering males more advantageous than females. This finding illustrates the need of Algerian EFL teachers to create an inclusive classroom environment in which both genders are equally engaged in communication and interaction.

These findings demonstrate how culture and society are involved in shaping EFL classroom environments. The impact of culture can be negative, as in reluctance in thought expression. However, culture teaching was found to be beneficial in enhancing cultural awareness, thus creating a positive classroom environment. Moreover, gender dynamics could be another factor shaping Algerian EFL classroom dynamics. To sum up, teachers need to take these factors into consideration so as to ensure a positive classroom climate, and promote positive dynamics.

2.1.6.3 Institutional and Historical Factors

Going back into history, a long array of historical events that have shaped the Algerian EFL context occurs to the naked eye. Factors including colonial legacy, language policy, educational reforms, and institutional challenges have all had their share in shaping the current-day Algerian EFL classroom.

In a study examining the weak performance of Algerian English learners at the university level despite their high motivation, Rezig (2011) accentuated that the language policy that the country implemented is strongly correlated with learners' underperformance; that is to say, 'the Arabisation long term policy' resulted in a gap between general education and higher education where foreign languages are dominant. This shows that university students are remarkably affected by the

institutional consensus as a whole. That is to say, learners find themselves expected to meet high linguistic standards in a short period of time. The latter can have its psychological impacts on learners, thus rendering the classroom more confused.

More recently, Bemmoussat and Bouyakoub (2019) stressed the issues with learners being expected to focus on grammar and vocabulary over communicative competence. This issue, as they argued, is resultant of a test-oriented teaching approach, in which students grew the habit of only studying for the sake of an exam mark. These findings pinpoint how classroom environments can be when learners' are conditioned to be solely concerned with exam questions and exam marks. This negligence of language can promote negative dynamics in the classroom.

As stated by Ghouali and Bouabdallah (2024), "recent shifts in political, economic, and scientific priorities have led Algerian policymakers to advocate for the increased use of English, particularly in education." This quote reflects the transition in English being the most desirable foreign language after French, which, the latter, was more opted to due to it being present for 132 years during the period of the French colonization of Algeria. In essence, this study emphasized the possibility of implementing English as a medium of instruction in Algerian universities, stressing its need in global academic fields. These findings show that the Algerian EFL higher education classrooms can be positively impacted in terms of students' extrinsic motivation, and that is due to the growing need of English in both the academic and professional fields.

In a nutshell, the Algerian EFL higher education context is undergoing unprecedented changes; the growing need is affecting both the culture outside the classroom and interaction inside the classroom, as there seems to be an increasing acceptance and desirability for English as a foreign language. Whether through

interaction modes, code-switching, gender, or institutional policies, the dynamics of an Algerian EFL classroom in higher education are shaped quite intricately; that is to say, many components, regardless of size, are responsible for either creating a positive classroom environment, or a negative one. Upon reflection, researches have all delineated the aspects upon which a classroom is rendered supportive or not, however, less research is conducted on how emotion plays a role in rendering a classroom as such.

Conclusion

In exploring the Algerian EFL higher education, intertwined factors play the role of shaping classroom dynamics. Be it a theoretical, interactional, cultural or institutional factor, the Algerian EFL higher education context is intricate, and the classroom environment is subject to numerous variables that render it either supportive or destructive. Rooted in sociocultural and ecological theories, classroom dynamics are fundamental and pivotal in deciding on learners' engagement, motivation, and linguistic outcomes. In discussing many theoretical foundations, Vygotsky's ZPD and Bronfenbrenner's Ecological Systems Theory elucidated the collaborative and context-reliant nature of interactions inside the classroom, while Rachmad's Classroom Dynamics Optimization Theory highlighted the importance of managing social interactions adequately in order to promote an environment that supports learning. Briefly restating their role in language learning, classroom dynamics can have significant effects on students' engagement, motivation, learning retention, and academic performance. This to say, better dynamics lead to an improvement in those pivotal variables to language learning. In explanation, for classrooms characterized with adequate interactions and teacher support, a positive learning climate evolves, one in which learners progress rapidly and healthily towards

their academic goals. However, in attempting to set a positive learning environment, challenges can occur, ranging from technical and technological barriers, to issues with learners' attitudes and teacher-student and teacher-teacher interactions. These challenges can result in negative classroom dynamics to prosper, which in return can affect learners psychologically in decreased levels of motivation, anxiety, and dismantled self-image. These impacts are possible to occur in the EFL classroom, regardless of the country or society they appear in. Nevertheless, the Algerian EFL higher education context is affected by specific factors that shape the EFL classroom dynamics. These factors can range from classroom interaction patterns, cultural and societal values, to institutional and historical particularities. Most apparently, there seems to be a significant correlation between inappropriate interaction resulting in conflict, and negative dynamics inside the classroom. In contemplating this, there appears to be a gap in how teachers can deal with issues that result in negative dynamics within the scope of emotion and attitudes, especially for the Algerian EFL higher education context. By exploring how these conflicts can be dealt with, Algerian EFL university teachers can strategize emotionally and intelligently in order to achieve a classroom that is not accommodating of negative dynamics, but of positive classroom dynamics.

Section 02: Emotional Intelligence

Introduction

Within modern education, the role of the teacher exceeds that of transferring or transmitting knowledge. In light of this, Farrell (2023) found that EFL teachers progressively lean towards playing the role of a facilitator rather than attempting to control every learning variable. Put differently, the teacher now tends to play the role of a facilitator leading students towards desirable learning outcomes, efficiently and intelligently managing their emotions, behaviors, and attitudes. In managing these variables in learners, teachers are required to be characterized with high Emotional Intelligence (EI henceforward), which Salovey and Mayer (1990), in their article on *Emotional Intelligence*, described as "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."

In approaching this topic, many researchers highlight the importance of EI in education and emphasize the urgency of taking it into consideration (Goleman, 1995; Salovey & Mayer, 1990; Mortiboys, 2013; Brackett et al., 2012; Ghanizadeh & Moafian, 2010; Pishghadam, 2009; Hashemi & Ghnizadeh, 2011; Jin & Zhang, 2018; Shao & Yu & Ji, 2013). In elaboration, EI seems to play a pivotal role in EFL, influencing the teacher, the learner, and the interaction between the two. Taking this argument further, high EI can arguably promote a positive classroom environment. a teacher's EI (TEI henceforth) determines the teacher's effectiveness in teaching, as well as in classroom management (Awwad, 2022; Ghanizadeh & Moafian, 2010). In a nutshell, EI is focal for teachers in creating positive classroom environments in which successful teaching and learning takes place.

In light of what has been briefly discussed, this section of the literature review aims to explore and review the theoretical and empirical body of literary works highlighting EI, its importance, its models, the relationship between it and classroom dynamics, and strategies to use EI in improving the Algerian EFL classroom climate.

Theoretical Instances over Emotional Intelligence

EI can be defined as the ability to perceive, understand, and use emotions within oneself and in others, initially formalized in 1990 by Salovey and Mayer and then well known since Goleman coined the term "emotional intelligence" in his book in 1995. In tracing backwards, the historical timeline of EI's appearance as a concept is somewhat deeply rooted in literary works dating to the early 1900s. Albeit, a direct use of it as a concept was not common until the late 1900s. To clearly define the historical timeline of EI, it needs to be divided into three segments of time.

2.2.2.1 Early Precursors (1920–1966)

Edward Thorndike (1920) initially suggested "social intelligence," the ability to know and manage people in social contexts.

Abraham Maslow (1954) described "emotional strength" as a significant factor in self-actualization in his humanistic model.

Michael Beldoch (1964) was the first to publish under the title of "emotional intelligence" in research on emotional communication.

B. Leuner (1966) further extended "emotional intelligence" to psychiatric literature outside its initial abstract conceptual use.

2.2.2.2 Formal Models Emerge (1989–1997)

Stanley Greenspan (1989) developed an early model to describe emotional intelligence as a sequence of interrelated functions.

Peter Salovey and John Mayer (1990) developed the first formal four-branch model focusing on perception, facilitation, understanding, and regulation of emotions. The latter introduced performance-based measures.

Daniel Goleman (1995) popularized a combined model of EI, linking emotional abilities with leadership and organizational effectiveness.

Reuven Bar-On (1997) published the EQ-i, the first peer-reviewed self-report assessment of emotional and social intelligence, long before general application of mixed models.

2.2.2.3 Expansion and Debate (2001–Present)

Since 2001, EI theory has advanced from Petrides and Furnham's (2001) Trait EI model, which frames EI as a constellation of self-perceived emotional dispositions, through Drigas and Papoutsi's (2018) nine-layer layered model that maps hierarchical emotional–cognitive processes, to Harris, Anderson, and Visconti's (2022) Social Emotional Ability Development (SEAD) framework, which integrates social intelligence and sociocultural theory into nine practical competencies. More recent contributions include Davis, Fiori, and Agnoli's (2022) Attitude-Based EI approach, positing that underlying emotional attitudes drive both ability-based and behavioral EI; Agnoli, Fiori, and Davis's (2023) dual-process model distinguishing automatic versus reflective emotional processing stages; and Haag, Bellinghausen, and Poirier's (2025) person-centered Ability EI profile theory linking distinct AEI subtypes to health, well-being, and decision-making outcomes.

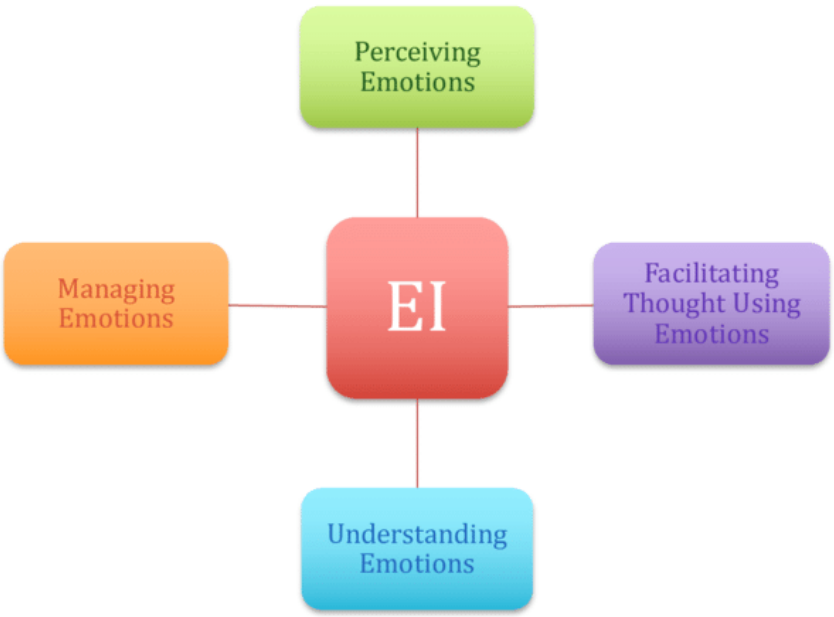
In moving beyond and to understand how EI and the components it comprises relate to this study, there needs to be an in-depth understanding of theoretical foundations upon which this study was conducted, that is through getting to know the models that inspired this research.

2.2.2.4 EI Models

To begin with, Mayer and Salovey (1997) suggested the Ability Model, a four-branch model that depicts EI as a standard intelligence that makes use of a unique collection of mental skills that are related to other existing intelligences, interconnected, and subject to evolution with experience and age. According to this model, EI is made up of four essential emotion-related abilities. The first ability is that of perceiving emotions; that is, identifying emotions in one's self and others using facial expressions, tone of voice, and body language. The second ability is that of facilitating thought through emotions; that is to say, being able to utilize emotions to facilitate thinking and problem-solving. The third ability is understanding emotions, which entails the ability to distinguish between emotions and appreciate the intricate relationships between them. The last one is managing emotions, which denotes the skill of emotions' regulation in oneself and in others in order to achieve certain desirable outcomes. This model emphasizes how EI comprises not just one unipolar ability but several interconnected ones. Below is a figure representing this model.

Figure 1

The Mayer and Salovey (1997) four-branch model of emotional intelligence (EI) abilities.

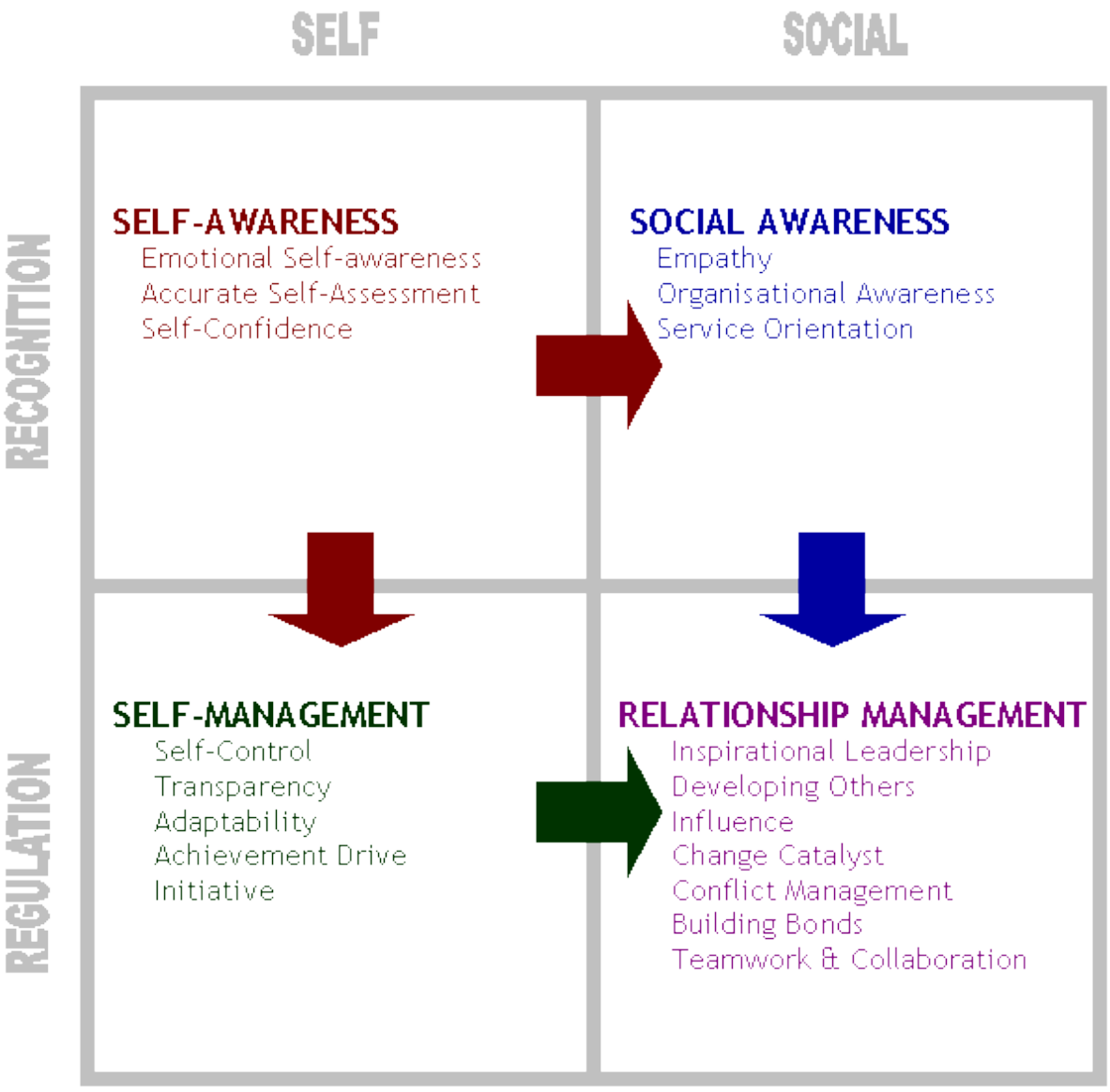


In another view, Goleman's Mixed Model (1995) suggested that EI incorporates four competencies arising from the interconnection of two axes. The first axis comprises recognition, which is the categorization denoting awareness, as well as it contains regulation, which denotes action. The second axis includes the categorization 'self', that is for self-related skills, as well as it includes the categorization 'social' for skills related to other people. The first competency is self-awareness, which is about recognizing the emotions of oneself and their effects on others. The second skill is social self-management, which is about controlling disruptive emotions and impulses. The third skill is social awareness, which is responsible for perceiving and understanding others' emotions. The last skill is relationship management, which is related to managing relationships and pushing others towards desirable outcomes. This framework depicts the interplay between personal and social competencies, as well as between awareness and action performed upon it. This model is helpful in enhancing EI through working on each skill distinctively. Specific to the Algerian EFL context, this model can be used by teachers

to deal with emotional situations and to motivate students, desirably rendering a positive classroom climate. Below is a figure depicting this model.

Figure 2

Goleman's Emotional Intelligence Mixed Model (1995)



In a different approach, Bar-On's Model of Emotional-Social Intelligence (1997) conceptualized EI as a variety of interconnected social and emotional skills and abilities that influence intelligent behavior. These skills include:

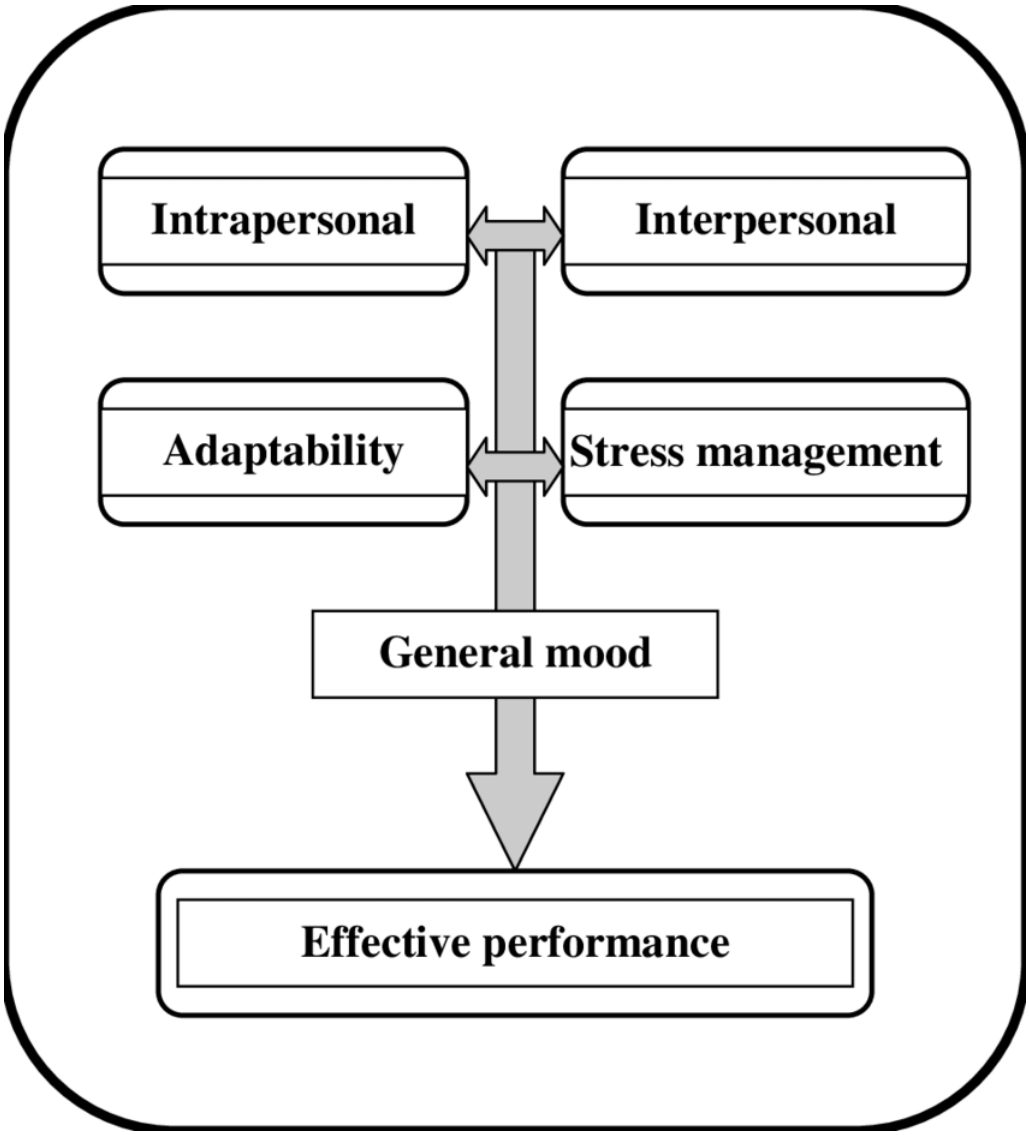
- Intrapersonal skills, that is those related to self-awareness and self-expression;
- Interpersonal skills, that is those related to social awareness and interpersonal

relationships;

- Adaptability, which is about managing and controlling emotions.
- Stress management, that is the ability to manage change and to solve problems under pressure;
- General mood, that is self-motivation and one's sense of happiness and optimism;

Figure 3

Bar-On's Model of Emotional-Social Intelligence (1997)



Note. The figure shows that interconnected abilities, when well-nurtured, lead to effective performance.

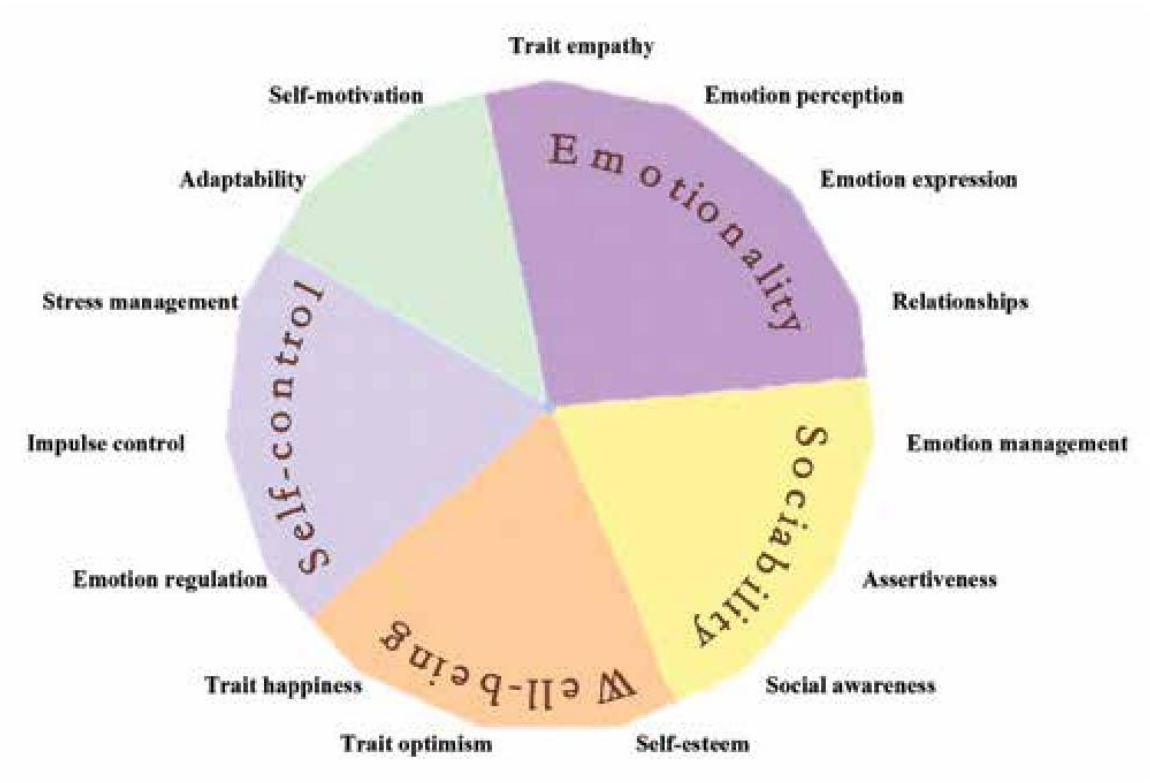
In another model developed by Petrides and Furnham (2001), the Trait EI model recognizes EI as an array of affective self-perceptions situated at the lower echelons of personality. This model is distinct from other models in that it stresses individuals' perception of their own emotional abilities. Research on emotional intelligence, especially the relationship between self-perceived emotional abilities and different psychological consequences, has advanced thanks in large part to the Trait EI paradigm. In order to gauge these self-perceptions, evaluation instruments like the Trait Emotional Intelligence Questionnaire (TEIQue) have also been developed. Below is a figure portraying this model. The model encompasses fifteen trait EI facets:

- Well-being, which includes traits such as happiness, optimism, and self-esteem;
- Self-control, which contains facets like emotion regulation, stress management, and low impulsiveness.
- Emotionality, which involves traits such as emotion perception, empathy, emotion expression, and relationships.
- Sociability, which encompasses facets like social competence, assertiveness, and emotion management in social contexts.

It is worth noting that self-motivation and adaptability are two other traits that remain miscellaneous and uncategorized. All of these traits make up, to Petrides and Furnham, emotional intelligence. This model can be beneficial to educators in assessing students' EI traits, which can help in fostering positive dynamics in the classroom. Moreover, this is pivotal to teachers in that it helps in identifying weak traits, thus improving them.

Figure 4

The 15 trait emotional intelligence facets and their corresponding factor, as shown to the participants ("adaptability" and "self-motivation" are stand-alone facets that load directly on the global scores, without going through any factor; Petrides (2009b).



Building upon the earlier model of Goleman's Mixed Model (1995), Gole and Boyatzis developed a more nuanced Emotional Competence framework which included the previous four branches with specific competencies underlying them. The framework is often referred to as the Emotional Competence Inventory (ECI). The latter encompasses nineteen skills that are believed to result in outstanding performance when well-opted. Below is a figure demonstrating these competencies.

Figure 5.

The Evolution of Emotional Competence Framework (Boyatzis et al. 2003, p. 355).

Personal Competence	Self-Awareness	Emotional Self-awareness Accurate Self-Assesment Self-Confidence
	Self-Management	Self-Control Trustworthiness Conscientiousness Adaptability Achievement Orientation Initiative
Social competence	Social Awareness	Empathy Organizational Awareness Service Orientation
	Social Skills	Leadership Communication Influence Change Catalyst Building bonds Teamwork and Collaboration Developing others

Note. This figure shows how emotional competence is a set of categorized skills rather than just one.

In a more recent outlook, a model suggested by Drigas and Papoutsi (2018) distinguished between nine layers comprising EI. In their Emotional Intelligence Pyramid, Drigas and Papoutsi suggested a hierarchic layering in which each layer shows a specific set of emotional and cognitive skills. Each layer builds upon the one underneath, progressively culminating the highest form of EI. In order, the layers are:

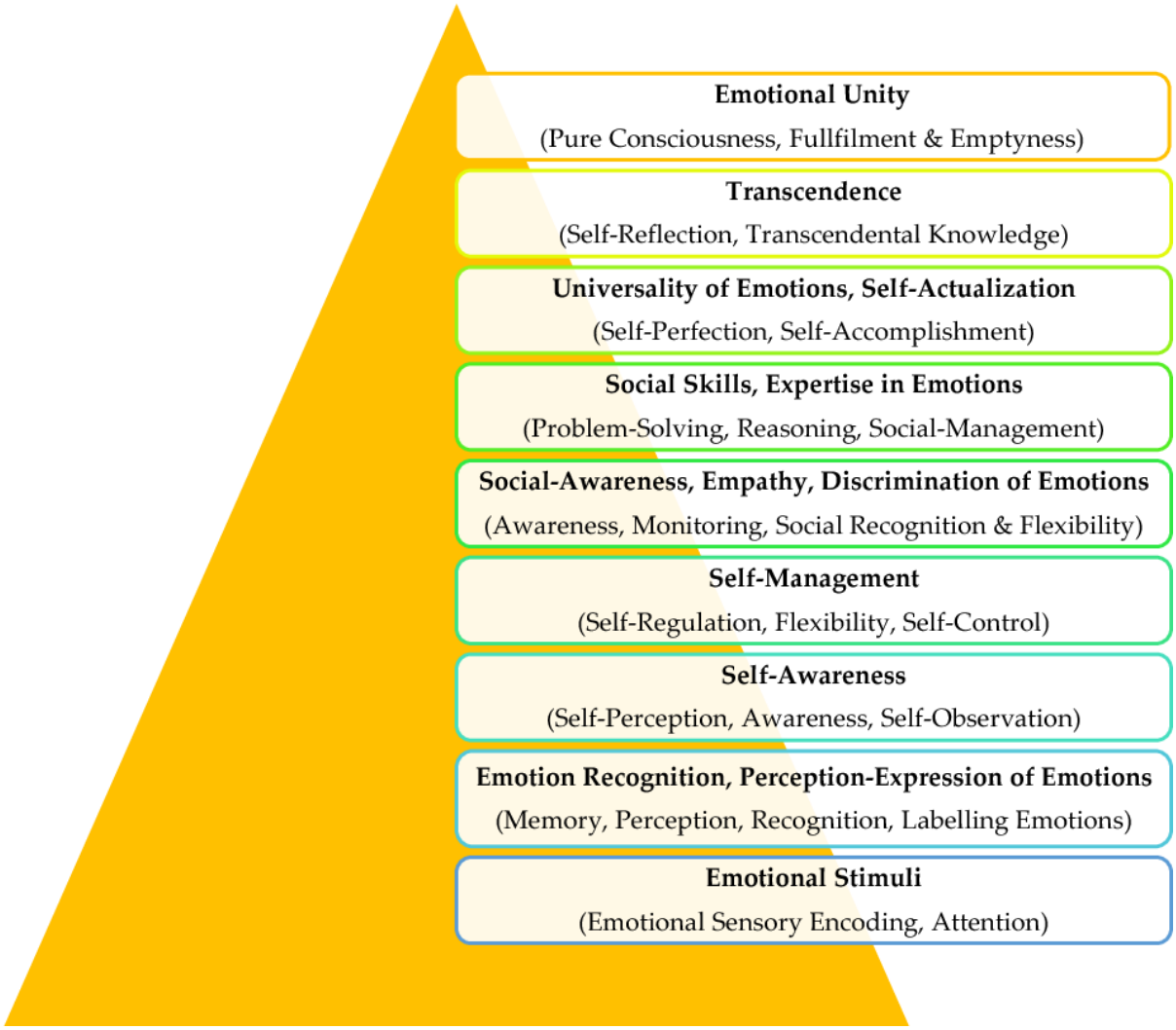
- The layer of Emotional Stimuli, which is considered the foundational level that includes perceiving and reacting to emotional stimuli;
- The layer of Emotion Recognition and Perception-Expressing of Emotions, which is responsible for identifying and expressing emotions in oneself and others;
- The layer of Self-Awareness, in which occurs the development of an understanding of emotions, strengths, and weakness;

- The layer of Social-Management, which is the layer in which lies the ability to regulate one's emotions, thus maintaining self-control, and adapting to changing circumstances and conditions;
- The layer of Social-Awareness, Empathy, and Discrimination of Emotions is the layer in which appears empathy, perceiving subtle emotional clues, and being sensitive to others' feelings;
- The layer of Social Skills and Expertise in Emotions, which is the layer for gaining expertise in relationship management, dispute resolution, and motivating people via productive emotional exchanges;
- The layer of Universality of Emotions and Self-Actualization, that is about identifying universal human emotional experiences and pursuing personal development and fulfillment;
- The layer of Transcendence, which encompasses reaching a level of emotional heightened awareness that goes beyond personal experiences, thus resulting in a feeling of togetherness and harmony;
- The layer of Emotional Unity is finally the highest level of the paradigm, emotional unity is defined by profound emotional balance and insight and stands for total harmony with oneself and others;

Below is a figure that represents this model.

Figure 6.

The 9-layer emotional intelligence pyramid model (Drigas & Papoutsi, 2018).



All these models on EI showcase the intricate nature of the latter. Collectively, all of these models portray EI as the combination of multiple components. As in the model of Mayer and Salovey (1997), EI was divided into four competencies. Similarly, Goleman's Emotional Intelligence Mixed Model (1995) showed four interconnected competencies that are different in the self-social and recognition-regulation degrees. The model later developed to involve different nineteen sub-competencies included in the previously discovered competencies. Conversely, Bar-On's Model of Emotional-Social Intelligence (1997) differed in that it included five different aspects of EI that lead to effective performance. Moreover, The 9-layer EI Pyramid Model by Drigas and Papoutsi (2018) displayed nine hierarchical layers that

progress to the highest form of EI. In a nutshell, these models can gird EFL teachers and supply them with the right tools to both encounter emotional situations and enhance their EI. Put differently, a teacher with a high EI is better equipped to manage challenges, conflicts, and interactional situations inside the classroom. With that being said, the need of considering EI in the Algerian EFL context lies in the significance that it plays in affecting many variables. In delving into this interest, the next subsection aims to discuss the importance of EI in teaching, that is, focusing on teachers.

The Importance of Emotional Intelligence in Teaching

In education, EI is assumed to have a pivotal role in achieving successful teaching. In explanation, educators with high EI are able to understand as well as manage their emotions better. Subsequently, these educators can also comprehend the reactions of their students, deconstructing the observable behaviors and attitudes into emotional inputs that can be addressed after. This logic is one that appears in the book Teaching with Emotional Intelligence (2012), written by Mortiboys. The latter argues that teachers who take working on their EI into consideration can create rich and supportive learning environments that increase students' engagement and motivation levels. That is to say, teachers can adapt their teaching methods to their students' emotional and cognitive demands by being sensitive to both their own and their students' emotions. Delving deeper, this subsection aims to entail the value of EI in enhancing teaching practices, students' motivation, as well as their academic performance.

In glancing over the body of research exploring the latter, EI was found to be valuable in effective teaching, as teachers who possess high EI could create better supportive learning environments, thus leading higher levels of student motivation,

engagement, and achievement (Tasser, 2020; Taseer et al., 2023). In a similar vein, a study by Su et al. (2022) demonstrated that teachers with high emotion regulation and high EI experience more job fulfillment as well as less burnout. These emotional outcomes can consequently result in an enhanced teaching pedagogy. Similarly, Gonzales (2022) highlighted the remarkable value of EI in creating classroom environments that cater for learning. That is to say, teachers who are emotionally intelligent provide better stress management, engage in a more effective communicative, and build healthier student-teacher relationships. Collectively, these emotional competencies help in maintaining students' engagement and motivation.

In explaining how EI can result in positive classroom environments, Rahman et al. (2024) found a relationship between high levels of EI in teachers and students' motivation and engagement levels, as well as self-efficacy. These findings suggest that teachers with high 'emotional awareness' can create a classroom environment which promotes learning through constructive and appropriate feedback, encouraging students, and navigating and managing conflicts and challenges. In a different perspective, Wang (2022) found that teachers who are emotionally intelligent can increase students' motivation and engagement levels, as well as their self-efficacy. This increase in these components leads to enhanced academic performance, consequently, resulting in better student outcomes.

Ultimately, these findings demonstrate the significance of EI in teaching in general. In creating positive learning environments, teachers with high EI are found to be better-equipped. Put differently, teachers who are emotionally intelligent can motivate students, resolve conflicts, and have better interactions, all of which are necessary and requisite for adequate teaching and learning processes. However, there also appears to be a reciprocated effect in how a positive classroom environment

enhances EI. According to Li and Zhang (2023), positive classroom environments that are characterized by the presence of positive interactions and supportive relationships allow for emotional growth.

Contemplating on these findings and arrays of discussion, there appears to be an interconnected relationship between EI and classroom dynamics. Similar to how teachers' EI enhances the classroom environment, a positive and supportive learning climate also can result in fostering and maintaining high levels of EI in teachers. In exploring the latter, the next subsection will discuss the interplay between EI and classroom dynamics.

The Interplay Between Emotional Intelligence and Classroom Dynamics

In light of prior discussion, previous research highlighted the intricate relationship between teachers' EI and classroom dynamics, showing how EI allows for an environment in which positive dynamics prosper. However, little has been discussed in previous subsections about the reciprocal effect that EI and classroom dynamics owe on each other. To take this further, the aim in this subsection is to explore what the body of research has on the reciprocal effect between EI and classroom dynamics, that is, how teachers' EI impacts classroom dynamics, and how classroom dynamics influence teachers' EI.

2.2.4.1 How Teachers' Emotional Intelligence Affects Classroom Dynamics

According to Baghel et al. (2023), "the impact of emotional intelligence on teacher effectiveness extends beyond individual interactions, as it also plays a crucial role in managing classroom climate" (p. 9). This portrays how teachers with high EI can promote positive classroom dynamics, ergo resulting in a positive, supportive, and nurturing learning environment in which learners thrive. Through this lens, there

needs to be an exploration to the body of research unveiling in which way EI caters to positive classroom dynamics.

2.2.4.1.1 *The Effect of High Teachers' Emotional Intelligence.*

In exploring the impact of teachers' and students' EI on classroom dynamics, behavior management, and learning outcomes, Qazi et al. (2024) found that higher EI scores were associated with better classroom management abilities and stronger teacher-student bonds, which subsequently improved student engagement and academic achievement. These findings reveal that emotionally intelligent teachers are highly equipped to manage interactional situations, hence ensuring a positive learning climate. Likewise, another study by Todmal, Rao, and Gagare (2023) shed light to the role of teachers' EI in identifying and addressing emotional dynamics within the classroom. In explanation, emotionally intelligent teachers are more capable of detecting and dealing with potential conflicts, as well as with maintaining a positive classroom atmosphere.

Collectively, these findings portray that high EI in teachers results in better interactions, elevated motivation levels, enhanced academic outcomes, less conflicts, and generally, an environment that is well-suited for learning. In a different perspective, low teachers' EI can quite result in promoting negative dynamics.

2.2.4.1.2 *The Effect of Low Teachers' Emotional Intelligence.*

On closer inspection, a study by Frenzel, Daniels, and Burić (2021) corroborated that a less supportive learning environment might result from teachers with poor EI finding it difficult to control their own emotions and comprehend those of their students. In explanation, increased disputes, inadequate communication, and strained teacher-student relationships can all be consequences of this deficiency. For instance, teachers who adopt negative emotions in the classroom provide lower-

quality instruction than those who display positive emotions. In compliance, and according to a previously-mentioned study, Su et al. (2022) argued that teachers with poor emotional regulation skills can often experience burnout, which in return negatively affects their effectiveness in teaching, leading to a negative classroom climate. These findings elucidate the negative effect that low teachers' EI can have on classroom dynamics.

In exploring further, a study by Valente and Lourenço. (2022) revealed that a teacher's failure in predicting, assessing, and managing emotions prior to conflicts, leads to a disruptive learning environment. Drawing from this insight, teachers with low EI often face unexpected unexpected behaviors and attitudes from students, that is due to an emotional incompetence, one which allows for precluding conflicts before they occur. In solving this issue, another study by Kgosiemang and Khoza (2022) argued that teachers should receive adequate training in EI. In emphasizing the role of teachers' EI in providing positive learning environments, teachers can receive training in approaching aspects of students' emotions with intelligence.

Ultimately, the collective body of research on teachers' EI shows that it has a remarkable role in enhancing classroom dynamics; high teachers' EI helps in promoting positive classroom dynamics, while, juxtaposingly, low teachers' EI results in the rise of negative classroom dynamics. Conversely, little has been discussed on how classroom dynamics can affect EI.

2.2.4.2 How Classroom Dynamics Influence Teachers' Emotional Intelligence

While it is evident that the discussed body of research pointed out the role of EI in shaping classroom dynamics, the influence exceeds being unidirectional. That is

to say, the classroom climate also influences teachers' emotional states and the development in their EI.

In exploring the latter, the previously-mentioned study conducted by Qazi et al. (2024) revealed that positive interactions on students behalf results in increased teacher engagement and reduced burnout, thus leading to a better emotional state for teachers, one which is conducive to the thrive of EI. Similarly, Berlianti et al. (2025) portrayed that emotionally intelligent students contributed to more supportive classroom climates, affecting teachers' emotional states positively. Likewise, Jennings (2015) shed light on how students' social and emotional skills are significantly improved in emotionally supportive classroom environments. In paradox, the previous study by Su et al. (2022) shows that negative classroom climates can have their toll on teachers' emotional state in that these climates undermine their emotion regulation, rendering them subject to burnout. Germane to the latter, teachers are constantly required to perform emotional labor due to challenging dynamics, such as disruptive behavior or high student stress levels; repressing anger or worry in order to keep the classroom in order might eventually drain emotional reserves, resulting in burnout and lowered EI (Wang & Ye, 2021; Bowen, 2014).

To sum it all up, previous studies have all pointed out the interconnected and intricate relationship between teachers' EI and classroom dynamics. Hitherto, there appears to be a feedback loop in which high teachers' EI promotes positive classroom dynamics, and subsequently, these positive classroom dynamics yield the ideal conditions for teachers' emotional capacities to prosper and thrive. These findings show that teachers' EI possesses substantial significance in teaching. Nonetheless, this component appears to be less discussed in the Algerian EFL context. In probing

beneath the surface, the next subsection will discuss the challenges of EI in the Algerian EFL higher education context, as well as strategies for enhancing EI with the objective of improving the classroom climate in Algerian universities.

Enhancing EI to Improve The Classroom Climate in Algeria: Challenges and Strategies

While international studies highlight the importance of EI in reducing behavioral problems and enhancing academic performance (Brackett et al., 2013; Gonzales, 2022; Mortiboys, 2011; Wang, 2022), the Algerian higher education context faces different cultural, economic, and institutional factors that require investigation. This section aims to explore the challenges related to EI in the Algerian EFL higher education context, as well as strategies for enhancing EI in order to improve classroom dynamics in the Algerian EFL university classroom.

2.2.5.1 Challenges

In exploring the Algerian context, a study by Atallah and Iddou (2024) revealed plenty of challenges facing the Algerian higher education system. Historically, the delivery of content has taken precedence over the growth of interpersonal and emotional competencies in Algeria's higher education system. Students' and teachers' opportunities to acquire these vital abilities are limited because of this focus, which frequently leads to a lack of integration of EI principles into curricula. Research shows that although English professors at Hassiba Benbouali University of Chlef acquire some EI, teaching methods should place more of an emphasis on emotional growth. Upon reflection these findings suggests that there should be much focus on providing adequate training on these aspects; “we propose tailoring teacher emotional development and education to meet their needs, and

designating experts or more experienced teachers to mentor newly recruited teachers and even those with less experience" (Attalah & Iddou, 2024, p. 10).

Germane to the previous point, Sarnou (2024) argued that emotional and behavioral challenges may occur due to a generational difference among educators and among students as well. While younger Generation Y instructors support interactive, student-centered learning, Generation X educators frequently favor traditional, lecture-based approaches. Consequently, the uniform application of EI-focused teaching techniques in college classrooms may be hampered by this discrepancy.

2.2.5.2 Strategies

In a global frame, a study by Kyriazopoulou et al. (2024a) revealed that teachers' educational strategies and student involvement can both be greatly enhanced by EI Training. The findings indicate that EI-focused professional development programs can improve instructors' capacity to relate to students and meet their academic and emotional requirements. Similarly, the previously mentioned study conducted by Attalah and Iddou (2024) denotes that including EI development in pre-service and in-service teacher education can give teachers the tools they need to help students and themselves develop emotional awareness and regulation. That is to say, it can offer a remarkable value to take workshops and classes that emphasize empathy, stress reduction, and adequate communication. EI training programs, for instance, can assist teachers in establishing supportive and productive learning environments. These findings display the need for adequate EI training for teachers; teachers' EI, thus, can be trained in order to enhance classroom dynamics.

While multiple research across the globe have accentuated teachers' EI and its role in enhancing classroom dynamics, there appears to be less light shed on this

essential component in the Algerian EFL higher education context. Hence, an investigation is required on the role of teachers' EI in enhancing classroom dynamics in Algerian EFL university classrooms.

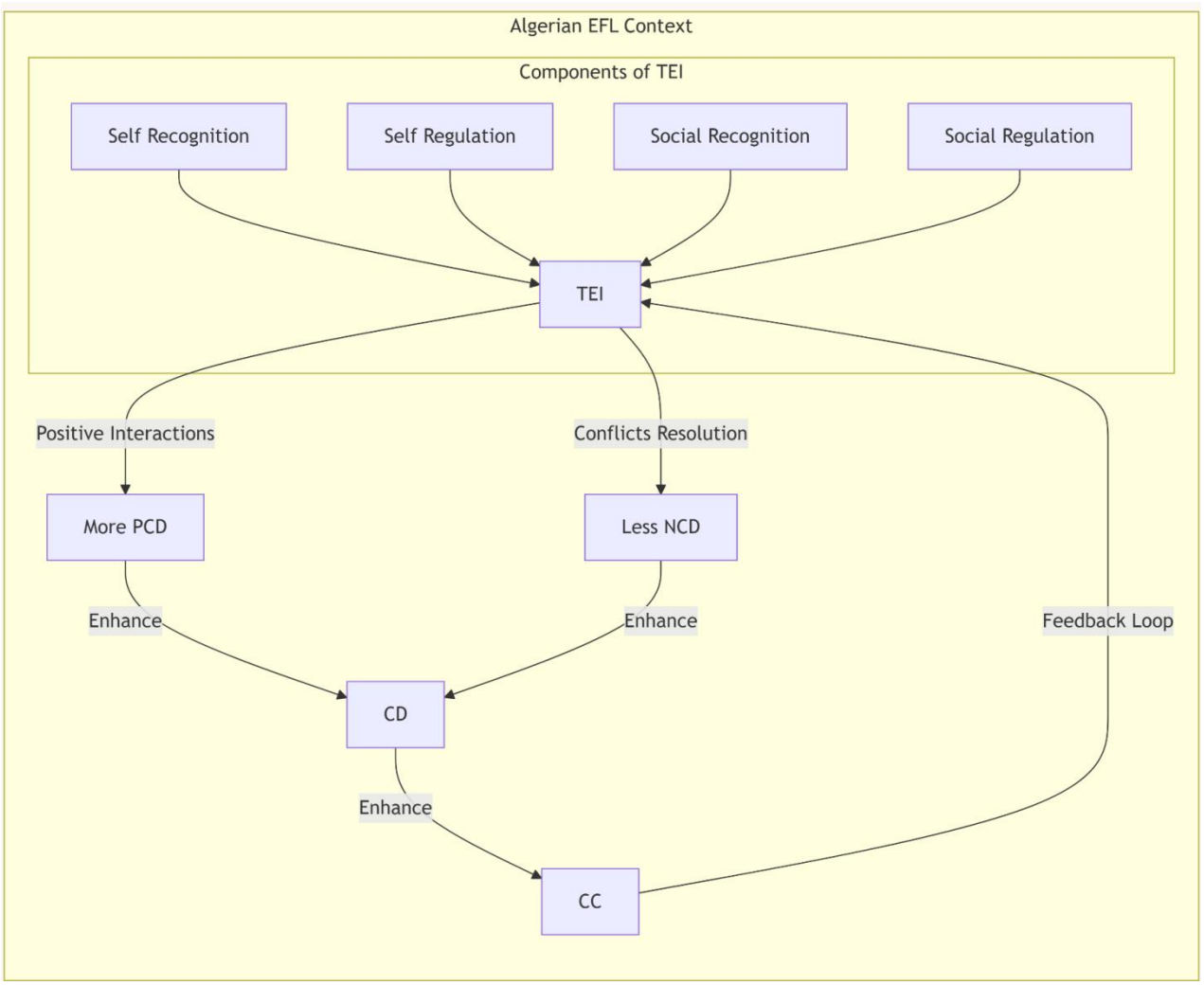
Conceptual Framework

In coalescing and weaving together these findings and aligning them with the research objectives, the explored and reviewed body of research was beneficial in providing a narrowed focus, thus perceiving this research through a specific conceptual framework. According to Jabareen (2009), a conceptual framework is defined as "a network, or "a plane," of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena" (p. 51).

This conceptual framework demonstrates the role of teachers' EI (TEI) in improving Classroom Dynamics (CD) so as to enhance the Classroom Climate (CC). By increasing positive interactions (PI) and dealing with conflicts better through conflict resolution (CR), more Positive Classroom Dynamics (PCD) would appear as well as less Negative Classroom Dynamics would surface (NCD). In entailing the components of TEI, Goleman's model of Emotional Intelligence (1995) was used, which, the latter, comprises self-recognition (SeRc), self-regulation (SeRg), social recognition (SoRc), and social regulation (SoRg). As pointed out in the research, the study on TEI and CD is carried out in the Algerian EFL context. Below is a figure demonstrating the conceptual framework.

Figure 7.

A Conceptual Framework: The Role of Teachers' Emotional Intelligence in Enhancing Classroom Dynamics.



Conclusion

By way of conclusion, and weaving together all of the previously discussed threads of thought, studies have consistently highlighted the role of EI in language teaching. However, in probing deeper insight, multiple studies have shed light on the importance of teachers' EI in enhancing classroom dynamics. As seen in EI models, and via intricate causal mechanisms, EI was found to be responsible in dictating the classroom climate, rendering it either positive and engaging, or negative and unsupportive. In a nutshell, EI affects classroom interactions and relationships, students' motivation and engagement levels, as well as learners' academic performance and achievement. In a reciprocated relationship, classroom dynamics and the classroom climate also have a hand in either promoting or undermining teachers'

EI; that is, teachers experience burnout in deterring environments, which leads to a decrease in their emotional capacities. Special to the Algerian EFL higher education context, little light has been shed on EI and its role in enhancing classroom dynamics. As in the Algerian EFL classroom, teachers are facing numerous challenges concerning EI, ranging from negative work atmospheres, to minimal institutional concern with EI training. These challenges can be addressed in providing EI training and raising teachers' awareness on how to deal with intricate students' behavioral situations.

In coalescing all that have been discussed, there appears to be a gap in understanding how teachers' EI can ameliorate classroom dynamics in the Algerian EFL higher education context. Upon reflection, the body of research discussed in this chapter suggests conducting an inquiry on how EI of teachers plays a role in enhancing classroom dynamics within the Algerian EFL university classroom.

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Chapter 2: Methodology

Introduction

According to numerous studies presented in the previous chapter, Teachers' Emotional Intelligence (TEI) plays a significant role in shaping Classroom Dynamics (CD) and enhancing the Classroom Climate (CC). Relevant to the Algerian EFL higher education context, this chapter outlines the research methodology employed in this study, that is to explore the role of TEI in shaping CD in Algerian EFL university classrooms, precisely, at the University of Mohamed El Bachir El Ibrahimi of Bordj Bou Arreridj. In explanation, this chapter describes the research philosophy, type, design, time horizon, instrument, data collection process, analysis methods, ethical considerations, as well as how research trustworthiness was addressed. Through interviews and non-participant observations, this chapter aims to answer the previously-mentioned research questions:

1. How does teachers' emotional intelligence influence classroom dynamics in the Algerian EFL university classroom at the university of Mohamed El Bachir El Ibrahimi?
2. What are the perceptions of EFL teachers regarding the role of teachers' emotional intelligence in classroom interactions and conflict resolution?
3. What strategies can be employed to enhance teachers' emotional intelligence for better classroom interaction, less conflicts, and an overall better classroom climate?

Research Paradigm

As stated by Guba and Lincoln (1994), a paradigm, in its essence, constitutes a theoretical framework, as it provides the groundwork for all philosophically grounded scientific inquiry and it aligns with people's perceptions of reality under the term 'ontology', as well as with their perceptions of knowledge under the term

‘epistemology’ (Al-Saadi, 2014). At core, and in adopting a research paradigm, a researcher can choose to either follow positivism or interpretivism. According to Junjie and Yingxin (2022), positivism believes in the conviction that reality is quantifiable, objective, and measurable, while interpretivism confirms that reality is subjective and socially-constructed. This goes to show that positivism favors quantitative methods and techniques to identify and uncover the underlying general laws governing any phenomena, while interpretivism emphasizes the use of qualitative methods with the intention of understanding individual experiences within their contexts.

The adopted research philosophy of this study is interpretivism, which is the research philosophy that stresses using qualitative inquiry to understand and comprehend subjective experience, as stated by Ryan (2018), interpretivism complies in that “truth and knowledge are subjective, as well as culturally and historically situated, based on people’s experiences and their understanding of them”. In justification, interpretivism was chosen for this research due to the nature of the inquiry and owing to the fact that the objective of this study is to explore and gather different and varying perceptions on how TEI shapes CD and what strategies to enhance TEI could be positively impactful on CD and the classroom environment. According to Chowdhury (2014), interpretivism helps in gathering a rich and contextualized understanding of any certain phenomena; in relation, interpretivism would help comprehend how various strategies to improve TEI can help in enhancing CD, subsequently allowing for a positive and supportive classroom climate. Elucidating further, on the opposing side of the continuum, positivism was not adopted in this study due to its impracticality in answering the research questions which are perspectives-based in their nature; as stated by Junjie and Yingxin (2022),

positivism seeks the objective truth through quantifiable data, rendering it irrelevant and unuseful for this study as this research aims to gain deep understanding of how TEI shapes CD and how the former can be enhanced so as to nurture the presence of a supportive learning environment.

Upon what has been mentioned, interpretivism was found to be more suitable for exploring how EI influences CD, that is, owing to the fact that it treasures the perspectives of teachers and their perception of how TEI can shape CD as well as how it can create a well-nurtured classroom atmosphere.

Research Approach

In simple terms, a research approach refers to the plan and procedures for research, including the research philosophy, broad assumptions, and detailed methods and techniques of data collection, analysis, as well as interpretation (Cohen & Manion & Morrison, 2007).

By extension of what has been mentioned, a research approach can be either quantitative, qualitative, or mixed methods. As explained by Creswell and Creswell (2018), the quantitative approach of research emphasizes collecting and analyzing numerical data with the aim of identifying patterns, testing hypotheses, and making predictions, that is all through using structured instrumentations such as surveys and experiments to achieve objectivity and generalizability.

Notwithstanding the latter, the qualitative approach of research, also as elaborated by Creswell and Creswell (2017), prioritizes understanding phenomena through a contextual and subjective lens. Through interviews, observations, and other qualitative research instrumentations, a qualitative research approach holds emphasis on gathering non-numerical data to explore meanings, experiences, and

interpretations, thus providing deep insights into any certain phenomena (Merriam & Tisdell, 2025).

Lastly, the mixed methods approach of research is grounded on the rationale that including best of both the qualitative and quantitative approaches helps to achieve a more comprehensive and nuanced understanding of any given research problem or phenomena. In a nutshell, a mixed methods approach relies on integrating quantitative and qualitative data with the goal of reaching a wide and complete understanding of a research problem, incorporating techniques in data collection, analysis, and interpretation from both of the previously-mentioned approaches (Harvard Catalyst, n.d.).

Building upon what has been discussed, the adopted research approach is a qualitative one. Initially, this approach was chosen due to the fact that it aligns best with the adopted research paradigm or philosophy which is interpretivism; according to Nickerson (2022), interpretivism makes use of qualitative methods to understand the multilayered and perspectives-based nature of any phenomena. Secondly, and related to how the research aims to explore the role of TEI in shaping CD in Algerian EFL university classrooms, that is through others' perceptions, this approach was chosen as it aims to "understand people's beliefs, experience attitudes, behavior, and interactions" (Pathak & Jena & Kalra, 2013, p. 1).

Ultimately speaking, the qualitative approach was found to be suitable for this study as it helps in discovering how TEI shapes CD, the perceptions of teachers around it, as well as strategies to enhance TEI, all carried out in the department of English, at the university of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj, Algeria.

Research Design

A research design is the framework upon which the study is outlined in terms of how data is collected, analyzed, and interpreted so as to answer the research questions (Creswell & Creswell, 2017). Put differently, it acts as a technical blueprint which helps in conducting the research. Depending on the nature of the research problem and the underlying philosophy of the researcher conducting the study, research designs can be quantitative, qualitative, or mixed methods (Merriam & Tisdell, 2025). According to Creswell et al. (2007) and Astalin (2013), a researcher can make use of one of six different designs:

- Narrative design, which is helpful in exploring personal experiences through storytelling;
- Grounded theory design, which is useful in building up a theory based on collected and analyzed data;
- Phenomenological design, which is advantageous in understanding the lived experiences of a particular phenomenon;
- Participatory action design, which is serviceable in finding an empirical and practical solution for a given issue or problem;
- Ethnographic design, which is practical in immersing and deeply understanding a certain social group;
- Case study design, which is beneficial in exploring complex phenomena within a real-world context, that is practical for understanding contextual dynamics and settings;

Carefully selecting a design from the mentioned ones above, the implemented research design was a case study design. This design was selected owing to its ability to capture detailed and context-reliant insights into TEI and its influence on classroom dynamics. Although useful, other designs were found to be less practical and less

helpful in answering the research questions, and a case study design was chosen for this research.

In choosing a case study design, there remains another choice to be made, which is choosing which type of case study to utilize. As stated by Yin (2017), a case study can be:

- Exploratory, which is beneficial when a topic has limited existing literature;
- Explanatory, which is helpful in analyzing causal relationships between variables;
- Descriptive, which is practical in attaining nuanced descriptions of a certain phenomenon within its real-world context;

Due to the fact that the aim of this study is to describe how TEI shapes CD, a descriptive case study design was selected. This type of case study suited the research intention which is to provide detailed insights and contextually rich data into real classroom interactions techniques, conflicts resolution strategies, and a capturing of how TEI shapes CD and enhances the classroom climate in general.

In light of these considerations, being characterized as an empirical inquiry into real-world phenomena that aims to explore and describe complex context-reliant issues (Hartley, 2004), a case study design, and more specifically, a descriptive case study design was found to be fit in parsing the intricate phenomena of how TEI shapes CD in the Algerian EFL university context, precisely, the case of EFL classrooms at Mohamed El Bachir El Ibrahimi University during the 2024–2025 academic year.

Research Setting

The study takes place in the Algerian EFL higher education context, precisely, in EFL classrooms at the university of Mohamed El Bachir El Ibrahimi during the 2024–2025 academic year. In justification, the university setting was chosen due to

the scarcity of research surrounding the description of how TEI shapes CD in Algeria. Moreover, the justification for choosing the university of Mohamed El Bachir El Ibrahimi is due to the convenience in traveling to it and accessing it, which would allow for an ease in data collection as well as an increase in the to-be-gathered data. Furthermore, university EFL classroom settings encompass varied dynamics in the number of students, their abilities, as well as their levels, all of which helps to discover strategies that teachers would potentially use to emotionally adapt to the given emotional setting. Ultimately, choosing this setting can help provide recommendations for teacher training specific to the Algerian university context, which would allow for further exploration on how to enhance emotional intelligence in teachers, enabling them to manage classrooms adequately.

Concerning the time horizon, a researcher can either adopt a cross-sectional one which encompasses collecting data from a population at a single point in time, or opt to a longitudinal one which involves collecting data repeatedly over an extended period of time (Sankoff, 2005). In choosing between these two, this research adopts a cross-sectional time horizon as it allows for the gathering of data at a single frame of time (Kim, 2022), which would allow answering the research questions best. This time horizon, thus, provides a snapshot of TEI and CD in the Algerian EFL university setting of Mohamed El Bachir El Ibrahimi, which is both sufficient and adequate in understanding how the former shapes the latter. In explanation, collecting data within the same academic year allows for capturing a comprehensive frame of how TEI shapes CD at a singular and particular point of time. In further reasoning, conducting research with this time horizon requires fewer resources when compared to longitudinal studies, which means that choosing this time horizon allows for more feasibility and convenience.

Research Questions

As mentioned before, many choices in conducting this research relied heavily on the nature and objectives of the research questions. These research questions were carefully chosen so as to explore and understand how TEI shapes CD in the department of English at the university of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj.

- How does teachers' emotional intelligence influence classroom dynamics in the Algerian EFL university classroom at the university of Mohamed El Bachir El Ibrahimi?

The justification for specifically opting to this research question is that throughout the literature review chapter, numerous studies have shed light on the significance of TEI in shaping CD. Throughout previous studies, TEI was found to be influencing CD, therefore, this question would allow to explore how the latter happens in the context of the Algerian EFL university classroom, Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj.

- What are the perceptions of EFL teachers regarding the role of teachers' emotional intelligence in classroom interactions and conflict resolution?

Opting to this question as the second research question was justified in that the research aims to gather insights from teachers regarding how TEI influences classroom interactions as well as conflict resolution which are two components of classroom dynamics that were frequently emphasized in previous studies. This dual perspective allows for a triangulated and comprehensive understanding of how TEI has a hand in influencing classroom interactions and conflict resolution. Moreover, this question lays foundation for the third question which deals with making use of the

perceptions and observations so as to strategically enhance teachers' emotional intelligence in order to lead to a better classroom climate.

- What strategies can be employed to enhance teachers' emotional intelligence for better classroom interaction, less conflicts, and an overall better classroom climate?

Coming to a final stance, this question serves as the practical endpoint by which the research reaches strategies that can help improve the classroom climate through enhancing teachers' emotional intelligence. In explanation, this research could help implement targeted professional development programs which can enable teachers to be better equipped and prepared for the rather convoluted nature of the emotional climate around the classroom. Additionally, this research question would aid in designing a program or a platform in which the emotional aspects of teaching and learning are recognized, communicated, and negotiated.

Sample and Sampling Procedures

The sample of this study are teachers from the department of English at the university of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj, Algeria. The utilized method of sampling was purposive sampling.

Participants

In the criteria of inclusion concerning the teachers, a minimum of two years teaching EFL at the university level was required, thus ensuring the familiarity of participants with the classroom. Moreover, the sample comprised 14 teachers in charge of multiple academic levels from first bachelor year to Master 2 at the university of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj. Finally, willingness to participate was also requisite, as participants were required to be open about discussing their personal experiences related to how their and their peers'

emotional intelligence has dictated their classroom interactions, conflict resolution, as well as the classroom climate.

Sampling Strategy

As stated by Acharya et al (2013), sampling, which is taking a subset of the population, is essential in research and can take two forms:

- Probability sampling, which includes methods such as simple random sampling, systematic sampling, stratified sampling, and cluster sampling;
- Non-probability sampling, which involves methods such as purposive sampling, snowball sampling, and quota sampling;

According to the latter, probability sampling means that "one can generalise to the population defined by the sampling frame" (Acharya et al, 2013, p. 333). Though useful, probability sampling is relatively unnecessary to this research as the research objectives are not to generalize findings but to find participants who are familiar with the classroom setting and how TEI shapes CD inside it. Therefore, a non-probability sampling was found adequate, and more specifically, the sampling method employed in the study was a purposive sampling strategy, which is defined as a population sampling procedure whereby a researcher chooses study subjects according to their membership in a population of interest, traits, backgrounds, or other factors (Stratton, 2024). This sampling strategy is suitable for this study as it allows to target participants who provide specific, rich, and detailed data on TEI and CD, which in return, is oriented with the qualitative approach opted to in the study. In further notice, this sampling strategy aligns with the approach of this research which is the qualitative approach.

Data collection procedures

In discussing the data collection procedures, light needs to be shed on the used data collection methods, the development of data collection instruments, the piloting of these instruments, the process of data collection, as well as how the collected data was managed.

Qualitative research usually makes use of data collection methods in the such of interviews, focus groups, qualitative questionnaires, and observations (Kawulich, 2005; Gill et al., 2008). Germane to this, the research employed semi-structured interviews for teachers, and semi-structured and naturalistic classroom observations to gather data on how TEI shapes CD. Making use of two instruments at once is justified in the objective of gathering data that is more reliable through taking account of both reported experiences and observed reality.

Concerning the development of these instruments, questions and components were carefully crafted so as to answer the research questions with the guidance of the previously made conceptual framework. Moreover, all of them were piloted as a preliminary testing of the instruments was conducted so as to prevent confusion, misunderstanding, and refine the questions and procedures. After piloting, participants were recruited with a timing schedule that would fit their comfort, ensuring their consent through specific consent forms on gathering data and using audio recordings or detailed field notes. Furthermore, ethical considerations were taken through measures which protect confidentiality and participants' anonymity, such as the use of pseudonyms and changing the pitch of voice for recorded interviews. Finally, and to uphold a stronger degree of data security and privacy, data was stored, organized, and prepared for analysis in a specific Drive folder with a specific google account that is

secured through a protocol provided by a software named Linkpass which is a software that saves passwords.

Research Instruments

The research instruments opted to in this research are semi-structured interviews, and non-participant classroom observations.

Semi-Structured Interviews

The interviews were conducted with 10 teachers to gather their perceptions on TEI's role in shaping CD so as to enhance CC. In deciding upon which type of interview to use, there needs to be a brief explanation and justification as to why a certain type of interview gets to be chosen. According to Stuckey (2013), and in conducting an interview, a research can choose to pick from three different types of interview:

- Structured interviews, which involve a predetermined set of questions that are often close-ended;
- Semi-structured interviews, which comprise a set of predefined questions yet offers flexibility and allow researchers to probe deeper and gather rich data based on participants' responses;
- Unstructured interviews, which involve an open-ended conversation in which the interviewee guides the discussion;

In choosing from the latter, the semi-structured interview was chosen owing to the fact that it is appropriate and fit for understanding the perceptions and opinions of participants as well as certain intricate research problems or phenomena (Kallio et al., 2016), which means that semi-structured interviews provide deep insights, which helps in probing rich experience-based data related to the research topic.

On a technical perspective, the interviews comprise nine questions focused on gathering insights from the personal experiences of teachers with the emotional aspects of teaching as well as their opinions on how TEI shapes CD and affects the CC.

Classroom Observations

According to Creswell and Báez (2020), "observations are an important qualitative source of data collection" (p. 128). That is to say, observations can help in exploring how a phenomenon manifests in the real world context with the researcher's eye, providing detailed information which other instruments such as interviews and questionnaires may not fully capture. However, in opting to observe as a data collection method, researchers must take in consideration which type of observations to apply. As explained by Ciesielska, Boström, and Öhlander (2018), observations can be either participant, in which the researcher actively participates and engages in the environment, or non-participant, in which the researcher observes the subjects without being involved or engaging with them. Moreover, according to the latter, observations can also be either direct, in which the researcher gets firsthand experience in observing events as they occur in real-time, or indirect, in which the researcher examines priorly recorded archives.

Choosing from the types of observations explained above, non-participant and direct observations of 14 classroom sessions were conducted using a specific coding sheet in which teachers' EI behaviors are documented (e.g. self-recognition, self-regulation, social recognition, and social regulation) alongside other CD indicators (e.g. positive interactions, conflict resolution). The use of non-participant and direct observations is justified in the reason that it allows researchers to access reality as it occurs without intervening or affecting the events in their context. In other words, this

type of observation allows for observing the natural setting precisely how it occurs without any form of manipulation. Substantiating further, including observations allows for a triangulation of methods, reasonably obtaining data which is not narrated, but rather observed, thus resulting in a more reliable research overall.

Data Analysis Process

After collecting data, there comes a crucial part in research which is coined 'data analysis'. According to Bryman and Hardy (2009), data analysis refers to the methodical use of statistical and or logical methods to describe, summarize, as well as assess and evaluate data. Moving on, as stated by Neuendorf (2018), researchers can conduct data analysis in two ways:

- Content analysis, which involves the prioritization of determining the frequency of themes and contexts;
- Thematic analysis, which is centered around scanning through a data set to find, examine, and report recurring patterns;

This research employed thematic analysis, that is due to its nature of familiarization, coding, and theme development as thematic analysis can be defined as the process of "identifying, analyzing, organizing, describing, and reporting themes found within a data set" (Nowell et al., 2017). Moreover, thematic analysis is highly flexible and should be seen as a "foundational method for qualitative analysis" (Braun & Clarke, 2006). Due to these factors, thematic analysis is highly utilized in qualitative research. Related to this study, and building upon what has been said and upon the nature of this research, thematic analysis was selected in order to explore and deconstruct how TEI shapes CD and dictate the CC. Moreover, thematic analysis was found to be more reliable in answering the research questions, much more aligned with the objectives of this study.

Concerning the type of thematic data analysis, as explained by Braun and Clarke (2006), data can be analyzed in two ways:

- Inductively, that is that themes emerge organically from the data, which is a data-driven way to analyze data;
- Deductively, that is that analysis is guided by predefined hypotheses or existing theories, which is a theory-driven way to analyze data;

Due to the fact that the research objectives are centered around exploring and describing how TEI shapes CD, an inductive approach to thematic analysis was prioritized in use so as to allow themes related to the topic to emerge from data.

In detailing the process of data analysis, and after data collection has been done, the first stage would be to familiarize with the data to gain a broad understanding then generate initial codes to look for themes. Moving on forward, themes will be reviewed, redefined, refined, as well as renamed. Finally, there would be a report compiling the data into a coherent narrative that would help for the findings section.

Ethical Considerations

In considering the ethicality of this research, the study followed strict ethical guidelines in order to protect the rights, privacy, and well-being of each participant. In maintaining and safeguarding the ethicality of this research, ethical responsibilities to participants and the community were addressed (BERA, 2018).

Prior to data collection, consent was obtained from all participants. In explanation, the participants were acknowledged of the research goals and objectives, as well as they were informed with other technical aspects of the study such as methods and procedures. That is to say, participation was made clear to be optional to participants, as well as they were informed that they could leave at any time if they

decided to stop. Moreover, confidentiality and anonymity were preserved through assigning each participant a pseudonym, and safely storing the gathered data such as interview recordings in firmly protected digital files. Throughout these procedures, we were allowed to protect participants' identity, ensuring the authenticity of data, one which stems from the comfort of sharing anonymously.

Through the previously mentioned procedures, we ensured that the study remained ethical, as maintaining the integrity of the study and building participant and researcher confidence depend heavily on these ethical considerations.

Research Trustworthiness

In addressing research trustworthiness, the study maintained the latter through nuanced procedures protecting credibility, dependability, and confirmability (Lincoln & Guba, 1985).

To ensure credibility, the research employed data collection instruments such as interviews and observations, thus allowing to achieve a sense of triangulation. In addition, participants were allowed to review and verify each other's statements; this is called member checking, and it allows for increased accuracy and authenticity.

In order to maintain dependability, the study made use of audit trails, which refers to a systematic documentation of the research process (Lincoln & Guba, 1985). The detailed documentation was concerned with data collection and analysis procedures. The latter helps in keeping the research transparent and reliable.

Concerning confirmability, which is about findings being participants' shaped without the influence of research bias, the procedures of data collection and data analysis were subject to reflexive journaling and peer debriefing, which allows in rendering findings that are data-based rather than fabricated through personal interpretations.

In addressing transferability, and in order to maintain it, the study implemented a detailed and nuanced description of data collection setting, participants, and context. This allows future researchers to recognize the applicability of the findings to their context of study.

Limitations and Delimitations of the Research

As argued by Creswell and Poth (2016), all research is limited, and researchers are demanded to address these limitations in order to provide adequate interpretations of their findings. In the case of this study, while the goal of this study is to offer deep insights on how TEI forms and influences CD to improve CE, there are certain limitations that should be noted and acknowledged.

The findings of this study are limited mainly due to the nature of this study which adopts a qualitative design. This research is partly limited owing to the small sample size, consisting of 14 teachers, as well as due to the reliance on self-reported data which may allow for bias to seep through. Moreover, observations may also be impacted by what is denoted as the “hawthorne effect”, as well as that long-term analysis is prevented due to the research being cross-sectional.

Juxtaposingly, this study is quite delimited due to several choices and options opted to by intention, all so as to narrow the scope and focus of the study. To start with, restricting the research to the context of the University of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj ensured a deep and context-specific investigation. Moreover, the sample consisted solely of EFL university instructors and classes, all in order to explore and investigate how TEI functions in higher education settings; in explanation, concentrating on a single contextual settings rather than including other educational levels was arguably best so as to fulfil the aim of this study, which is to probe deep and rich data about a single contextual level. Furthermore, the adopted

approach in this research was mainly circling around using semi-structured interview and non-participant classroom observations as data collection methods, which allows for gaining depth rather than breadth in comprehending perceptions and behvaiors revolving around how TEI shapes CDs. Finally, the research is delimited in that it relied on a cross-sectional time horizon; the latter is explained in that longitudinal insights, while still valuable, fall outside the scope of this study due to certain practical constraints.

In a nutshell, these delimitations provide grounding for the study in prioritizing feasibility, manageability, and practicality, all while still upholding a strong and robust focus on the research objectives.

Conclusion

By way of conclusion, this methodology chapter has seeked to provide a comprehensive overview and a qualitative framework to explore the role of TEI on CD in Algerian EFL university classrooms, precisely, in the university of Mohamed El Bachir El Ibrahimi, Bordj Bou Arreridj. In being guided by an interpretivist paradigm or philosophy (Ryan, 2018), this study followed a qualitative approach through a case study design, that is to capture in-depth and context-specific insights. Moreover, being conducted at one point of time, the research adopted a cross-sectional time horizon, that is to capture a snapshot of TEI and CD within the Algerian EFL higher education context during the 2024–2025 academic year. Furthermore, the research was carried both through semi-structured interviews and non-participant classroom observations in order to reveal rich and nuanced data, as well as in order to achieve a sense of methodological triangulation, one which increases reliability. Advancing further, this research relied on purposive sampling to ensure picking participants who are familiar with the phenomena being researched.

Concerning the data analysis process, thematic analysis was employed in order to systematically identify, code, and interpret the themes related to TEI and CD. With higher consideration to the research ethicality, this study took granular care of every aspect pertinent to maintain the researchers' responsibility to participants and the community (BERA, 2018). Besides, various techniques were used to ensure research trustworthiness. In explanation, techniques like methodological triangulation, member-checking, audit trails, reflexive journaling, and peer debriefing were all used in order to safeguard the credibility, dependability, confirmability, and transferability of the research. Finally, in spite of the research providing valuable insight into the role of TEI in influencing and shaping CD in the Algerian EFL university classroom, it has limitations such as lessened transferability, small sample size, lack of statistical data, and the Hawthorne effect. These limitations can guide future researchers in using quantitative approaches, longitudinal studies, and expanded sample sizes that allow for a statistical and context-independent investigation of the phenomena.

Chapter 3 Overview

Chapter 3 Overview ..... **Error! Bookmark not defined.**

Chapter 3: Discussion and Results..... **Error! Bookmark not defined.**

4.1. Introduction..... **Error! Bookmark not defined.**

4.2. Demographics ..... **Error! Bookmark not defined.**

4.3. Presentation of Results..... **Error! Bookmark not defined.**

4.4. Analysis and Interpretation..... **Error! Bookmark not defined.**

4.4.1. Theme 1: Cultivating a Respectful, Trust-Based Learning Culture. .....**Error! Bookmark not defined.**

4.4.1.1. Subtheme 1.1: Building Rapport & Approachability. ...**Error! Bookmark not defined.**

4.4.1.2. Subtheme 1.2: Modeling Respect and Inclusivity. .....**Error! Bookmark not defined.**

4.4.1.3. Subtheme 1.3: Setting Clear Norms and Expectations. .**Error! Bookmark not defined.**

4.4.2. Theme 2: Fostering Engaging and Collaborative Pedagogy.**Error! Bookmark not defined.**

4.4.2.1. Subtheme 2.1: Active Learning and Participation. .....**Error! Bookmark not defined.**

4.4.2.2. Subtheme 2.2: Narrative and Contextualization. .....**Error! Bookmark not defined.**

4.4.2.3. Subtheme 2.3: Students as Co-Creators..... **Error! Bookmark not defined.**

4.4.3. Theme 3: Emotional and Social Regulation in Teaching .....**Error! Bookmark not defined.**

4.4.3.1. Subtheme 3.1: Teacher Self-Regulation Strategies. .....**Error! Bookmark not defined.**

4.4.3.2. Subtheme 3.2: Monitoring and Responding to Student Engagement. .....**Error! Bookmark not defined.**

4.4.3.3. Subtheme 3.3: Empathy and Personal Support. .....**Error! Bookmark not defined.**

4.4.4. Theme 4: Managing Conflict and Behavior..... **Error! Bookmark not defined.**

4.4.4.1. Subtheme 4.1: Proactive Conflict Prevention. **Error! Bookmark not defined.**

4.4.4.2. Subtheme 4.2: Responsive Interventions. ..... **Error! Bookmark not defined.**

4.4.4.3. Subtheme 4.3: Targeted Behavior Management. .....**Error! Bookmark not defined.**

4.4.4.4. Subtheme 4.4: Private Dialogue and Trust Repair.....**Error! Bookmark not defined.**

4.4.5. Theme 5: Advice, Challenges, and Practical Solutions in Emotionally-Intelligent Teaching. ..... **Error! Bookmark not defined.**

4.4.5.1. Subtheme 5.1: the DOs in Emotionally-Intelligent Teaching. .....**Error! Bookmark not defined.**

4.4.5.2. Subtheme 5.2: the DO NOTs in Intelligently Avoiding Common Pitfalls. ..... **Error! Bookmark not defined.**

4.4.5.3. Subtheme 5.3: Practical Implementation to Enhance TEI. .. **Error! Bookmark not defined.**

4.5. Comparison with Existing Literature ..... **Error! Bookmark not defined.**

4.5.1. Theme 1: Cultivating a Respectful ..... **Error! Bookmark not defined.**

4.5.2. Theme 2: Fostering Engaging and Collaborative Pedagogy. **Error! Bookmark not defined.**

4.5.3. Theme 3: Emotional and Social Regulation in Teaching. .... **Error! Bookmark not defined.**

4.5.4. Theme 4: Managing Conflict and Behavior..... **Error! Bookmark not defined.**

4.5.5. Theme 5: Advice, Challenges, and Practical Solutions in Emotionally-Intelligent Teaching. ..... **Error! Bookmark not defined.**

4.6. Pedagogical Implications. ..... **Error! Bookmark not defined.**

4.7. Recommendations ..... **Error! Bookmark not defined.**

4.8. Limitations ..... **Error! Bookmark not defined.**

4.8. Suggestions for further research ..... **Error! Bookmark not defined.**

4.8.1. Student-Centered Perspectives of EI ..... **Error! Bookmark not defined.**

4.8.2. Longitudinal Ethnographic Studies..... **Error! Bookmark not defined.**

4.8.3. Comparative Cross-Cultural Investigations ..... **Error! Bookmark not defined.**

4.8.4. Mixed-Methods Evaluation of EI Interventions .... **Error! Bookmark not defined.**

4.8.5. Technology-Mediated Emotional Analytics ..... **Error! Bookmark not defined.**

4.8.6. Interplay Between EI and Teacher Well-Being ..... **Error! Bookmark not defined.**

4.9. Conclusion ..... **Error! Bookmark not defined.**

Chapter 3: Discussion and Results

Introduction

This chapter presents and demonstrates the findings of the study as well as it aims to discuss them, consequently offering recommendations for future research. Revisiting the salient foundation upon which this paper was written, this research aimed to exploring the role of Teachers' Emotional Intelligence (TEI) in shaping classroom dynamics, that is through primarily gathering insights from EFL teachers at the department of English in the university of Mohamed Al Bachir Al Ibrahimi – Bordj Bou Arreridj. Moreover, observations were also utilized so as to explore how TEI manifested through the researchers' lens. In pursuing such a topic, this study sought answers for how TEI influences classroom interactions and conflict resolution, how it also shapes the classroom climate, as well as the potential implementation for developing TEI so as to ensure a more conducive and supportive learning environment.

Diving into details, the study, as previously mentioned, used a qualitative and descriptive case study approach standing on an interpretivist paradigm. In this particularity of reason, data were collected through semi-structured interviews and classroom observations at the university of Mohamed Al Bachir Al Ibrahimi, and thematic analysis was employed. According to Kiger and Varpio (2020), thematic analysis is a qualitative research method which allows the researcher to systematically identify, analyze, and report patterns or themes existing within a dataset. Thematic analysis was favored primarily due to its alignment with the research objectives as it can help in identifying patterns of meaning in the gathered qualitative data. By extension, this ability would allow for understanding participants' perceptions and behaviors in depth. Moreover, thematic analysis is flexible since it does not rigorously

conform to specific theoretical frameworks or specific epistemological stances (Braune & Clarke, 2006). Drawing on these factors, thematic analysis was the analysis method that the research inevitably gravitated towards.

The research incorporated two data collection methods which are semi-structured interviews as well as non-participant classroom observations. Concerning the semi-structured interviews, participants were 14 university English teachers with varied years of experience and gender representation. On classroom observations, classes observed were 14 in number, incorporating varied levels and subjects.

In entailing the sequencing of it, this chapter followed a specific order of organization. First, the results are presented thematically, involving narrative and participants' quotes triangulated with observation notes. Next, and with relation to the research questions, an interpretation and analysis of the data is done. By extension, findings were then compared to the previously discussed and existing literature. Moreover, the chapter incorporated pedagogical implications, recommendations, and suggestions for future research based on the findings. Finally, the chapter sums up all the points of discussion presented.

Demographics

This section demonstrates the context of participants as well as the findings and results extracted from interview and observations.

Figure 8.

Gender Distribution of Interviewed Teachers.

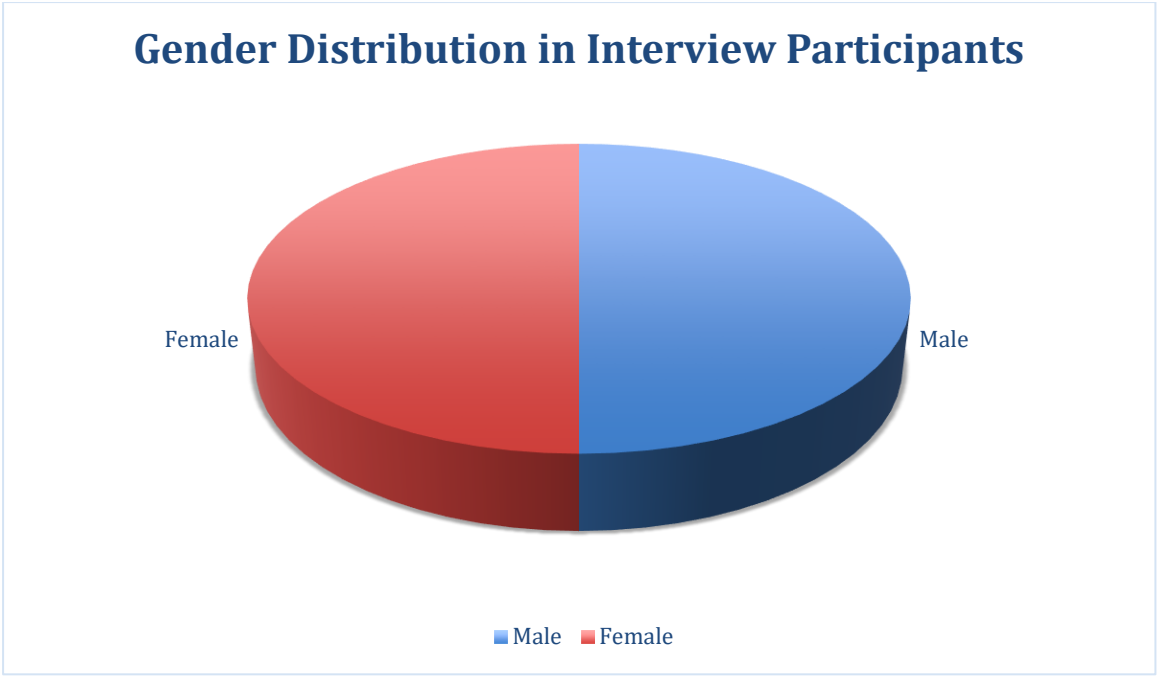
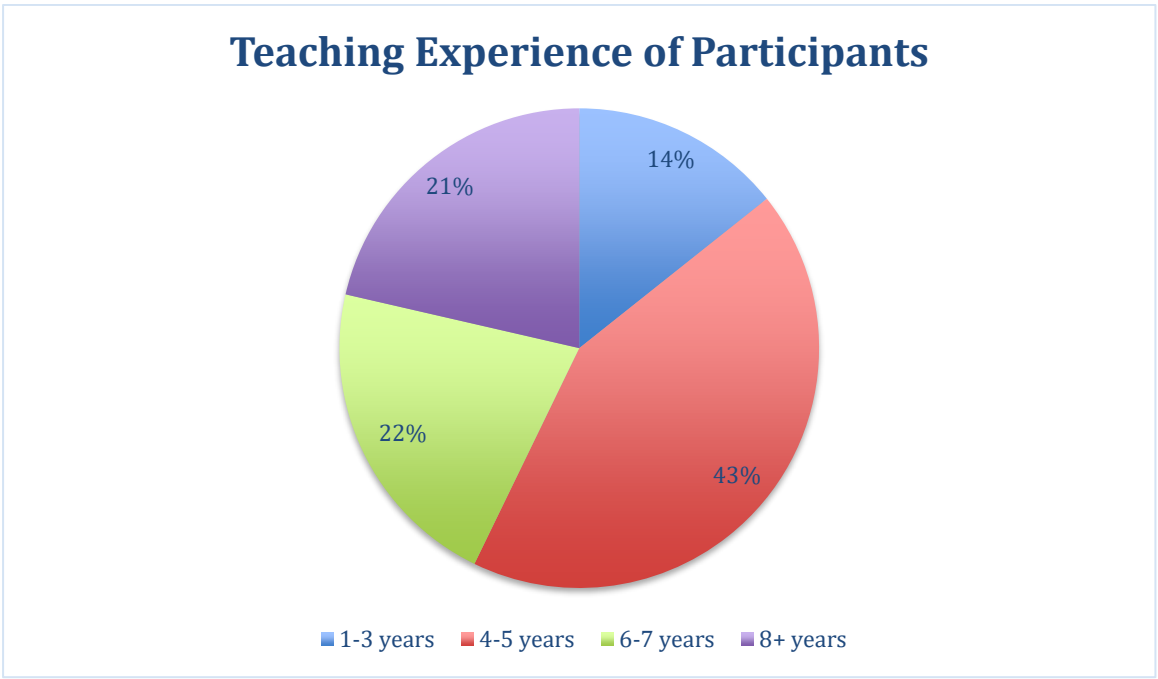


Figure 8 shows that there was equal representation of male and female teachers and that the sample was therefore gender-balanced. This is crucial as it shows that results provided wouldn't be affected by a dominant gender trend.

Figure 9

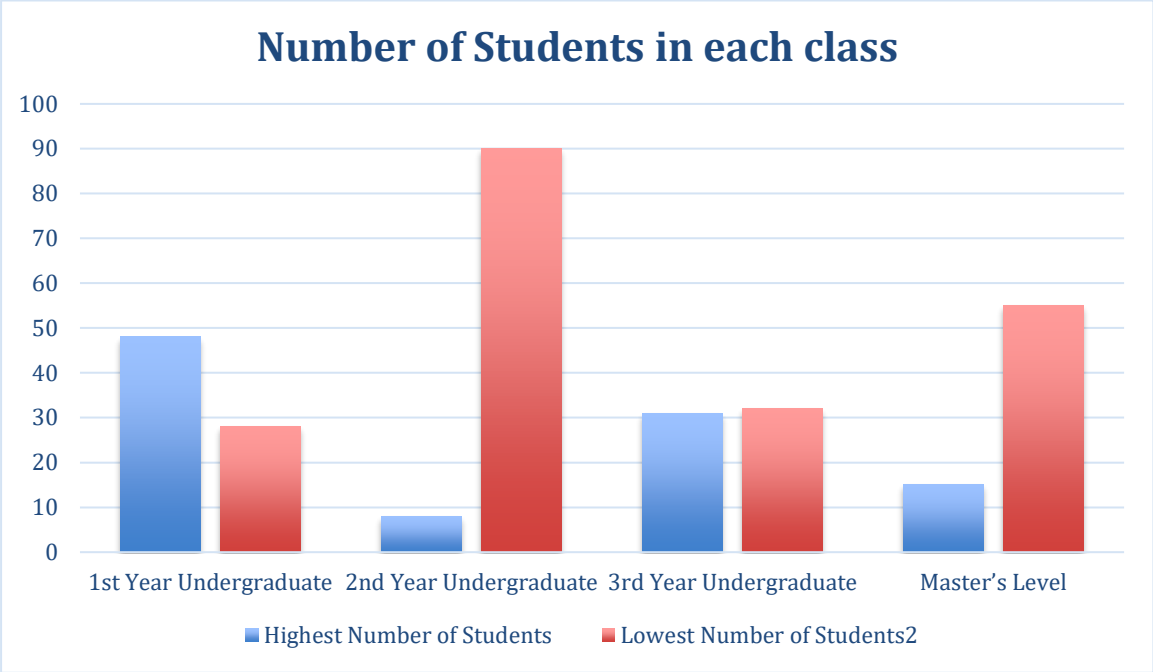
Experience of Participant in Teaching EFL at University



Most participants (43%) were early- to mid-career educators with 4–5 years of teaching experience. Fewer individuals with more than 8 years of experience provided veteran viewpoints. Because of this range, emotion management strategies at various levels of professional development could be compared.

Figure 10.

Different Levels of Observed Classes Along with the Number of Students.



It's important to know that within these classes, many modules were observed such as literature, oral expression, civilization, written expression, ICTs, research techniques, research methodology, and educational psychology.

Presentation of Results

Throughout the gathered data, many steps were taken so as to extract meaning from it. After familiarizing with data, initial coding enabled extracting descriptive codes in order to capture key behaviors and particularities. Going on from there, themes were initially developed then refined and merged into broader ones.

Below, the five major themes are organized into clear tables. Each table lists sub-themes, the individual Codes (one per row), and the representative Excerpts with sources.

Table 1.

Theme 1: Cultivating a Respectful, Trust-Based Learning Culture

Sub-theme	Code	Key Excerpts
1.1 Building Rapport & Approachability	Open, Supportive Relationships	"I maintain an open, supportive, and interactive relationship with my students." (Interview)
		"I strive to create an open and inclusive classroom environment where students feel heard, valued, and encouraged to express their ideas freely." (Interview)
		"Regular one-on-one interactions, feedback, and encouragement help foster this relationship." (Interview)
	Building Personal Rapport	"Uses first names to establish rapport ('Ahmed, stop talking…')." (Observation)

		"Student asks about teacher's Ramadan; she reverses question and smiles." (Observation)
		"Says 'Don't be offended, I'm just asking' to soften critique." (Observation)
	Approachability & Open-Door Accessibility	"Open-door policies: Encouraging students to come to me with any concerns. There is no closed door." (Interview)
		"I make myself approachable by being attentive, responsive to messages, and holding regular office hours." (Interview)
1.2 Modeling Respect & Inclusivity	Modeling Respect & Empathy	"Above all, I model respectful communication by listening attentively, addressing students by name, and valuing their contributions." (Interview)
	Inclusivity &	"Respect, openness, and participation. If students feel like their

	Valuing Diverse Voices	voice matters, they're more likely to engage." (Interview)
		"I let students know they can express themselves freely as long as they do so within limits of respect." (Interview)
	Mutual Respect & Professional Boundaries	"Mutual interaction based on respect, knowledge and appreciation." (Interview)
		"I set clear boundaries so that the classroom stays a productive space." (Interview)
		"My relationship with the students is one of respect." (Interview)
1.3 Setting Clear Norms & Expectations	Clear Expectations & Norm Setting	"Clear expectations…once students get this habit, they will not deviate." (Interview)
		"Setting clear expectations from the start helps a lot. When students know the rules and the reasons behind them, there are fewer misunderstandings." (Interview)

	Professional Preparedness & Boundary-Setting	"I usually prepare myself psychologically at home before any session with a stressful class." (Interview)
		"I always try to maintain control in my class by establishing my rules and creating a professional frame." (Interview)
		"I also maintain professional boundaries: I separate the challenges of teaching from personal emotions to avoid burnout." (Interview)
	Professional Boundaries & Consistency	"Being too open about their personal life. Tolerate disrespect. Unable to control their emotions." (Interview)
		"I think it is to be too authoritative. Too much seriousness … studying out of fear." (Interview)
		Advice: "Be friendly but keep it professional … draw limits." (Interview)

Table 2.

Theme 2: Fostering Engaging & Collaborative Pedagogy

Sub-theme	Code	Key Excerpts
2.1 Active Learning & Participation	Active Participation & Critical Thinking	"I encourage discussions, questions, and debates because I think that's how we all learn better." (Interview)
		"To create a classroom environment that encourages active participation and critical thinking." (Interview)
		"A lively debate about history or literature is my idea of a good day." (Interview)
	Active Learning & Peer Interaction	"Games → questions in Oral Expression; students shout answers enthusiastically." (Observation)
		"Peer-review discussion with group seating; students interact more with each other than with the teacher." (Observation)

		"Collective writing task encourages collaboration and peer feedback." (Observation)
		"If something frustrates me, I usually take a small pause — drink some water, breathe, or even make a light joke to reset the mood." (Interview)
	Interactive & Collaborative Adjustments	"I adjusted my instructional approach by incorporating more interactive elements and collaborative activities that encouraged participation." (Interview)
2.2 Narrative & Contextualization	Engaging Content & Storytelling	"By choosing actual and interesting topics. Seriousness, efficiency and credibility." (Interview)
	Use of Relatable Examples & Storytelling	"Teacher uses examples students relate to ('Cristiano Ronaldo' story)." (Observation)
		"In Research Methodology, starts with questions to cultivate

		participation—storytelling approach." (Observation)
		"Educational Psychology class: shares extra info about company to break monotony." (Observation)
	Use of Data & Solid Argumentation	"When I tried to urge my students … I gave them…statistics and convince with solid arguments." (Interview)
2.3 Students as Co-Creators	Student-Teacher Collaboration	"I like to think of my students more like collaborators rather than just an audience." (Interview)
		"I see my students as partners in exploration." (Interview)
	Teacher as Facilitator / Guide	"Teacher acts as a guide going around and monitoring students." (Observation)
		"The teacher walks around the classroom to address each student and maintain their levels of engagement." (Observation)

		"Teacher-student interactions … the teacher guides students rather than simply lecturing." (Observation)
	Teacher as Facilitator (Guide on the Side)	"Motivation and interest … I act as a guide on side rather than a sage on stage." (Interview)

Table 3.

Theme 3: Emotional & Social Regulation in Teaching.

Sub-theme	Code	Key Excerpts
3.1 Teacher Self-Regulation Strategies	Emotional Self-Regulation	"In the classroom, I try to maintain a calm and composed behavior, even in challenging situations." (Interview)
		"I try to pause every time I get stressed. I always try to cool down and understand the situation." (Interview)
	Use of Humor &	"Whenever I feel that there is some stress and frustration I intervene

	Distraction Techniques	by telling a joke or a riddle." (Interview)
		"When stress kicks in, I lean into humor and storytelling." (Interview)
		"If something frustrates me, I usually take a small pause — drink some water, breathe, or even make a light joke to reset the mood." (Interview)
	Short Breaks to Reset	"I stopped the discussion immediately and asked everyone to take a short break. After that, I brought the conversation back to focusing on ideas, not personal attacks." (Interview)
3.2 Monitoring & Responding to Student Engagement	Social Recognition (Monitoring Engagement)	"Checks with students on timing: 'Are you with me?' … uses humor to re-energize." (Observation)
	Nonverbal & Subtle Cues	"Talking students: I give them a look if their classmates were bothered by the act." (Interview)

		"Something related to students that come to watch YouTube videos: I walk towards them and suggest nonverbally to pay attention." (Interview)
	Code-Switching for Rapport & Clarity	"Teacher uses L1 (code-switching) to address students and introduce breaks." (Observation)
		"Student comes late: teacher: 'it's okay, it's Ramadan…' (in Arabic) … builds rapport." (Observation)
		"Knocks on the table and says 'Shhhh' in Algerian Arabic to quiet the class." (Observation)
3.3 Empathy & Personal Support	Empathy & Recognizing Personal Struggles	"That conversation revealed … he was an orphan … carrying an enormous emotional and financial burden …" (Interview)
	Referral & Flexible Support	"I offered flexibility where possible and connected him with the university's student support services." (Interview)

	Active Listening & Emotional Validation	"Active listening: Giving students my full attention and validating their feelings." (Interview)
		"I listen actively when students speak." (Interview)

Table 4.

Theme 4: Managing Conflict & Behavior.

Sub-theme	Code	Key Excerpts
4.1 Proactive Conflict Prevention	Restoring Respect & Norms Collectively	"I first addressed the issue collectively, reminding the class of the importance of mutual respect and active listening." (Interview)
	Conflict Categorization & Tailored Response	"I always categorize the conflict and act upon that." (Interview)
	Managing Sensitive	"The hardest conflicts are the ones rooted in personal beliefs … require a strong control of the class because

	Belief Conflicts	personal opinions can lead to … misunderstandings." (Interview)
4.2 Responsive Interventions	Ignoring Trivial Disruptions	"The most effective strategy … is to ignore what is sometimes trivial and do not let room for subjective evaluation for learners' actions." (Interview)
	Redirecting & Changing Subject	"Generally, by changing the subject and submit to the students' desire." (Interview)
		"Try to motivate his students by changing the subject and get out of the room for a collective balade outside." (Interview)
	Firm Immediate Intervention	"I would stop the lesson and give him a remark right away, in a firm manner. I insist that this should not be repeated again." (Interview)
		"I finally told him to get out of my class." (Interview)
4.3 Targeted Behavior	Behavior Monitoring &	"I deployed new strategies … like asking him to change his place (sit alone),

Management	Structured Consequences	forcing him to perform the tasks and monitoring him." (Interview)
	Social Regulation (Managing Disruptions)	"When students made noise calling names, she said 'shhh' and knocked on the table." (Observation)
		"Teacher frequently silences students to allow others to present." (Observation)
		"Says 'Ahmed, stop talking please' in a calm but firm tone." (Observation)
	Conflict Handling & Boundary-Setting	"Student left without permission; teacher asked, 'Did I give you permission?' then, 'Leave my class.'" (Observation)
		"Punishment-threatening remark: 'If you do X, I will impose Y punishment.'" (Observation)
4.4 Private Dialogue	Private One-on-One Dialogue	"Rather than confronting them … I spoke with the students privately to understand their perspective." (Interview)

& Trust Repair		"I waited until emotions had settled, then invited him for a one-on-one conversation in a private … setting." (Interview)
	Building Trust & Open Dialogue	"My strategy is building a trust bond throughout the whole year; when students trust you, they won't hesitate to discuss or accept your point of view." (Interview)
	Inclusion via Content Linking	"Students that come to read Quran … I ask them something related to the topic of the lecture and include them in the discussion." (Interview)

Table 5.

Theme 5: Advice, Challenges, and Practical Solutions in Emotionally-Intelligent Teaching.

Sub-theme	Code	Key Excerpts
5.1 the DOs in Emotionally-	Reflective & Engaging Pedagogy	"My teaching philosophy goes beyond simply delivering content; I strive to create a reflective and engaging learning environment where

Intelligent Teaching.		students can question, interpret, and grow intellectually." (Interview)
	Moral & Discipline Values	"Instill in them moral values, discipline, punctuality, preparation and commitment." (Interview)
	Professionalism: Seriousness, Efficiency & Credibility	"Seriousness, efficiency and credibility." (Interview)
	Technology & Multimedia Integration	"Technological instruments constitute an important strategy to help students communicate effectively." (Interview)
5.2 the DO NOTs in Intelligently Avoiding Common Pitfalls.	Empathy & Humility (Pitfalls)	"when they forget that they used to be learners." (Interview)
	Active Listening & Student Voice (Pitfalls)	"assuming silence means understanding; students need space and encouragement to speak up." (Observation)

	Emotional Regulation & Tone Management (Pitfalls)	"Some teachers get defensive too fast or act like they need to 'win' arguments." (Observation)
	Adaptive & Varied Pedagogical Techniques (Pitfalls)	"Neglecting the rest, mechanical strategies, not varying the techniques in interaction." (Observation)
5.3 Practical Implementation to Enhance TEI.	Self-Reflection & Social Intelligence Training	"I highly advise teachers to take training on how to be socially intelligent … solve problems without being biased." (Interview)

Analysis and Interpretation

In understanding the presented results, or in other words, the five resulting themes, this section aims to provide an analysis and interpretation for the latter in relation to the research questions of this study. Due to the fact that this study is of a qualitative nature, the analysis presented here will mostly emphasize uncovering meaning and patterns through both reported perceptions and observed practices. By way of framing a broader vision, one must be reminded that the focus of this study is on how teachers' emotional intelligence (EI) shapes Classroom Dynamics (CD) at the

university of Mohamed Al Bachir Al Ibrahimi and in the department of foreign languages. Put simply, this part of the chapter explores how results can answer the research questions of this study, which, the latter, are:

1. **RQ1:** How does teachers' emotional intelligence influence classroom dynamics?
2. **RQ2:** How do EFL teachers perceive the role of teachers' emotional intelligence in classroom interaction and conflict resolution?
3. **RQ3:** What strategies can enhance emotional intelligence to improve classroom interaction, reduce conflicts, and foster a supportive climate?

Theme 1: Cultivating a Respectful, Trust-Based Learning Culture.

Discussing this theme, one could notice that it comprises three valuable factors which can be fairly necessary in any classroom. To explain, at the heart of emotional intelligent teaching is simply a classroom culture founded and built on trust, respect, and informed norms and regulations.

4.4.1.1. Subtheme 1.1: Building Rapport & Approachability.

To begin with, the excerpts within this theme show that open and supportive relationships are crucial, as one teacher reported that they 'strive to create an open and inclusive classroom environment'. According to the latter, such climates are necessary for students to feel 'encouraged to express their ideas freely', or as two other teachers noted, consistent 'one-on-one interactions and feedback' as well as 'supportive and interactive relationship with students' are pivotal for positive classroom dynamics. In a similar vein, and as both reported and observed, building rapport through using 'first names' and showing understanding can be enormously helpful in building a positive relationship with students. Moreover, and reported twice, emotional intelligence can be observed in teachers who resort to 'encouraging students to come with any

concerns' through 'being attentive, responsive to messages, and holding regular office hours'.

This subtheme cuts deep to **RQ1** in that it shows how emotionally intelligent acts shape the classroom climate. Additionally, it also touches on **RQ2** as some teachers reported their perceptions of what it is to be emotionally intelligent in the classroom. Furthermore, strategies provided by interviewed teachers, such as 'being attentive, etc…', cut deep to the essence of **RQ3** on how some strategies can be employed to enhance emotional intelligence so as to improve classroom interactions and the classroom climate.

4.4.1.2. Subtheme 1.2: Modeling Respect and Inclusivity.

Probing deeper, the second subtheme of this theme revolves around respect and knowing how to include learners. As reported by one interviewee, teachers can 'model respectful communication' through attentiveness and by addressing students by their names and valuing their contributions and achievements. Likewise, two other interviewees reported that respect is essential as a component of inclusivity, that is that 'if students feel like their voice matters, they're more likely to engage'. Similarly, interviewees reported that 'mutual interactions based on respect, knowledge and appreciation' can do wonders to any given classroom.

Overall, this sub-theme provides comprehension that is beneficial to answering **RQ1** by demonstrating how intelligent interaction, characterized with respect, can shape the classroom environment. Moreover, it also addresses RQ2, as respect is frequently mentioned by interviewees, reflecting teachers' perceptions of the importance of this factor. In addition, **RQ3** is also on the scope as this sub-theme demonstrates some strategies suggested by teachers to be more emotionally intelligent inside the classroom, that is all in order to result in a positive classroom environment.

4.4.1.3. Subtheme 1.3: Setting Clear Norms and Expectations.

Anatomizing this theme further, the last sub-theme uncovers the perceived and observed need of setting norms and expectations for students. In explanation, setting clear expectations can be crucial as one interviewee reported that ‘once students get this habit, they will not deviate’. Similar to the latter, another reported that ‘setting clear expectations from the start helps a lot’ in that it eliminates ‘misunderstandings’. In this regard, other interviewees reported that they ‘usually prepare psychologically at home before any session with a stressful class’ always trying to ‘maintain control in class’ that is through ‘establishing rules and creating a professional frame’. Likewise, another teacher noted that it is necessary to ‘separate challenges of teaching from personal emotions to avoid burnout’ which all lies under being professionally prepared for any given situation. By the same token, other interviewees argued that having boundaries is essential, however, being too authoritative and serious makes students study out of fear, which is damaging to the classroom climate. Complementary to the latter, another interviewee advised to ‘be friendly but keep it professional’ and to ‘draw limits’. Put differently, the teacher must not be the complete resemblance of either seriousness or friendliness, but the mixture of both, intelligently.

Generally, this sub-theme widely stretches through the three research questions. For **RQ1**, it provides understanding on how an intelligently-set rules can hugely shape the dynamics of a classroom. Moreover, it provides valuable information to answer **RQ2** in how teachers perceive that an emotionally intelligent teacher is one who sets clear norms, expectations, is prepared, and all in all, is friendly yet professional. Furthermore, and in addressing **RQ3** it shows that teachers

can enhance their emotional intelligence in the classroom through all of what has been mentioned before, such as through balancing seriousness and friendliness.

Theme 2: Fostering Engaging and Collaborative Pedagogy.

Moving forward, this theme centers around how teachers can be emotionally-intelligent in a pedagogical respect. By way of explanation, this theme discusses the findings that revealed how the emotionally-intelligent teacher can allow for active learning, contextualization, and students as co-creators.

4.4.2.1. Subtheme 2.1: Active Learning and Participation.

In initiating the discussion in this theme, the first sub-theme sheds light on how active learning and participation can be climacteric to the dynamics of a classroom, and how they can be characteristic of an emotionally-intelligent teacher. As described by one interviewee, 'encouraging discussions, questions, and debates' is crucial as according to the latter, 'that's how we all learn better'. Similar to this, another interviewee claimed that 'a lively debate about history or literature' is their representation of 'a good day'. This shows that teachers perceive emotionally-intelligent teachers as those who push students to activate their critical thinking skills. Corroborating to this, an observation showed that active learning through questions made students answer out loud and 'enthusiastically'. Moreover, it was shown in another observation that collaboration, peer feedback, and peer-review discussion were all characteristics of a good classroom climate. Similar to the latter, an interviewee reported that it is helpful to remind oneself that 'learning is a process' and that the teacher's role is 'to guide' and 'not dictate'. Extending this further, and advancing further with the findings from interviews, a teacher revealed that 'incorporating more interactive elements and collaborative activities that encouraged participation' was extremely helpful.

Generally speaking, this sub-theme touches on the research questions in many ways. Initially, findings in this sub-theme show that knowing how to allow for active learning to happen is one characteristic of an emotionally-intelligent teacher which shapes the dynamics of a classroom and its climate, thus touching on both **RQ1** and **RQ2**. Moreover, it covers strategies on how to be more emotionally-intelligent as a teacher through including games and interactive elements in lessons, which cuts straight for answering **RQ3**.

4.4.2.2. Subtheme 2.2: Narrative and Contextualization.

Advancing further on this theme, the focal point of the second sub-theme is that words and context can be helpful in engaging students intelligently. To go on about this, engaging content, relatable examples, and storytelling can all be beneficial. As reported by an interviewee, an emotionally intelligent teacher might consider ‘choosing actual and interesting topics’. This is corroborated further through an observation in which the teacher used examples that students relate to such as using a story of ‘Cristiano Ronaldo’. This shows that storytelling is another technique used by teachers to ensure an engaging learning environment. This can be seen in another observation in which the teacher started with questions to cultivate participation and used a storytelling approach. Moreover, another observation revealed how the teacher shared extra information to engage students and catch their attention.

In general, though short, this sub-theme provides more additional answers to the research questions. In answering **RQ1** and **RQ2**, this sub-theme showed that TEI can render the classroom engaging, that is, emotionally-intelligent teachers make use of narratives, relatable examples, and storytelling to involve students and hold their attention to the lesson being taught. This also shows that teachers who master their

use of words can, to a certain amount, shape the classroom climate and the learning environment, which is another answer to **RQ3**.

4.4.2.3. Subtheme 2.3: Students as Co-Creators

Out of the three sub-themes in this theme, this one is, to the team, the most interesting. Throughout interviews and observations, there have been many instances in which this function of students has been brought up or observed. Beneath this ostensible simplicity lies the three particularities of the collaboration between students and the teacher, as well as on the teacher acting as a facilitator and a guide. Initially, one interviewee reported that they like to think of students more like 'collaborators' rather than just 'an audience'. This shows that EI can manifest in teachers who perceive students as equal to them in the teaching/learning journey. To explain further, and beyond the palimpsest of obvious meaning, being an emotionally-intelligent teacher can mean being aware that students are more than mere absorbers of knowledge, but makers of it, and ones who a teacher should co-construct knowledge with. This is further seen in another interviewee who reported, 'I see my students as partners in exploration'. Furthermore, and substantiated by observations, a teacher was observed acting as a guide, going around the classroom, and monitoring students. In another instance, another teacher was observed walking around the classroom addressing students and maintaining their levels of engagement. Likewise, another observation showed that the teacher was guiding students rather than simply lecturing. To end this sub-theme, and going back to interviews, an interviewee reported one thing which can sum up this sub-theme in saying '*I act as a guide on side rather than a sage on stage*'.

All in all, this sub-theme shows that the teacher transcends being a transmitter of knowledge, as according to interviewees and observed practices, an emotionally-

intelligent teacher must go over and beyond to facilitate, collaborate, and negotiate learning with students. This provides answers to **RQ1** in how TEI can allow for a collaborative learning environment, thus shaping the dynamics of a classroom and affecting the climate of it. Moreover, it answers **RQ2** in that teachers perceive emotionally-intelligent teachers as those who guide learners. Finally, this sub-theme is immensely valuable to answering **RQ3** as it shows strategies on how teachers can be more emotionally-intelligent such as in acting as a 'guide on side' rather than a 'sage on stage', thus utilizing engaging and collaborative pedagogy to ameliorate the classroom interactions, reduce and prevent conflicts, as well as enhance the classroom climate in general.

Theme 3: Emotional and Social Regulation in Teaching

Advancing further, this theme encapsulates all about emotional and social regulation in teaching, covering teacher self-regulation strategies, how teachers monitor and respond to student engagement, as well as empathy and personal support.

4.4.3.1. Subtheme 3.1: Teacher Self-Regulation Strategies.

To start off with this theme, the first sub-theme is encompassing the strategies that teachers use to self regulate. Initially, and on emotional self regulation, one interviewee shared that they 'maintain a calm and composed behavior, even in challenging situations', which shows that emotional intelligence in teachers is also about grounding in difficult situations such as conflicts. Likewise, another interviewee reported that they 'try to pause' every time they 'get stressed', and that they always 'try to cool down and understand the situation'. This goes on to show that impulsiveness is detrimental to classes and that TEI is also about staying collected in challenging situations. In explanation, a teacher needs to think twice before acting upon any given situation. On a different angle, another interviewee reported making

use of humor in saying ‘whenever I feel that there is some stress and frustration I intervene by telling a joke or a riddle’. This shows that EI can manifest in teachers who use humor to dissolve any stressful situation. The latter is further backed by another interviewee who shared, ‘when stress kicks in, I lean into humor and storytelling’. Moreover, and corresponding to the latter, another interviewee reported, ‘if something frustrates me, I usually take a small pause — drink some water, breathe, or even make a light joke to reset the mood’. This goes on to show the power of speaking without saying a word, which could less-metaphorically mean allowing for silence to regulate the climate. This is further seen in another interviewee who shared ‘I stopped the discussion immediately and asked everyone to take a short break. After that, I brought the conversation back to focusing on ideas, not personal attacks’. This one is another clever and emotionally-intelligent strategy used to both regulate oneself and the others as well.

Related to the research questions, this sub-theme provides huge value to answering them. Initially, and in answering RQ1 findings in this sub-theme show that TEI influences the classroom dynamics as teachers equipped with clever strategies to self-regulate and regulate others are more likely to ensure a classroom characterized by positive dynamics such as engagement, respect, and control. Moreover, and in answering RQ2, it goes to show that teachers perceive emotionally-intelligent educators as those who can stay calm, self regulate, and cleverly regulate others. Finally, and in meeting RQ3, this sub-theme provides answers on how teachers can be more emotionally-intelligent, that is, for example, as seen in taking remaining calm and composed, pausing, re-assessing the situation, using humor, or allowing for short breaks verbally. Applying these strategies can help in enhancing TEI, and

subsequently, can help in bettering classroom interactions, reducing conflicts, and improving classroom dynamics.

4.4.3.2. Subtheme 3.2: Monitoring and Responding to Student Engagement.

Progressing more on this theme, the second sub-theme encompasses instances of how the teacher monitors the classroom and responds to student engagement. As observed, one teacher checked with students on timing and asked, 'Are you with me?', and used humor to re-energize them. This shows another important quality of an emotionally-intelligent teacher, which is being able to recognize the feelings, emotions, and worries of others, and act upon them. This is what Salovey and Mayer (1990), as well as Goleman (1995) referred to as social recognition and social regulation. More on these two components, an interviewee reported using nonverbal and subtle cues, 'I give them a look if their classmates were bothered by the act'. Another interviewee also shared that when facing a situation where students watch YouTube videos in class, he walks towards them and suggests 'nonverbally' to pay attention. Moreover, another observation showed an instance of using code-switching to regulate students as one teacher used the L1 to address students and introduce breaks. This is further seen in another observation where the teacher used L1 to respond to a student who came late, 'it's okay, it's Ramadan…'. This style of monitoring builds rapport as it shows that the teacher is understanding of students. Likewise, another teacher knocks gently on the table and uses L1, or as written, 'Algerian Arabic', to quieten the class.

Broadly speaking, this sub-theme provides insightful answers to the research questions. For **RQ1**, it is shown in the findings of this sub-theme that TEI plays a role in classroom dynamics as in that a teacher who intelligently understands his or her

students can create a better learning environment. Moreover, and for **RQ2**, it is evident through the previously-mentioned findings that teachers perceive TEI also as the ability to understand students and recognize the energy within the classroom. As for **RQ3**, this sub-theme provides substantial information on how TEI can be enhanced through working on understanding students more, as well as making use of L1 and code switching to regulate those students.

4.4.3.3. Subtheme 3.3: Empathy and Personal Support.

On a final stance in this theme, the third and last sub-theme comprises all about empathy and personal support. The latter is mentioned by an interviewee in sharing how a conversation with a student revealed that he was an orphan, carrying enormous emotions and financial burden. The teacher's empathy helped to build better rapport, thus better relationship with the student, and ultimately, a better classroom environment. Likewise, another interviewee claimed that they 'offered flexibility where possible' and connected a student with support service. This shows that personal support from the teacher plays a huge role in regulating students and building better relationships with them. In a similar vein, two other interviewees reported that 'giving students full attention and validating feelings' and listening 'actively when students speak' served unparalleled help. That is to say, active listening and emotional validation were reported to be pivotal and essential in regulating the students emotionally and setting them on an energy that is adequate and fit for learning.

Overall, this sub-theme bestows valuable answers to the research questions of this study. In respect to **RQ1**, this sub-theme shows how empathy and personal support, which are characteristics of emotional intelligence, can be crucial in ensuring positive classroom dynamics. Furthermore, and regarding **RQ2**, this sub-theme shows

that teachers perceive empathy and genuine care to students as two characteristics of an emotionally-intelligent teacher. Finally, and in the scope of answering **RQ3**, this sub-theme lays paramount and substantial strategies that can be used by teachers to be more emotionally intelligent and ensure the rise of positive classroom dynamics.

Theme 4: Managing Conflict and Behavior.

Moving closer to a final stance, the fourth theme encapsulates all about managing conflicts and behavior. Being of such weight, this theme aims to reveal strategies that teachers use in order to act in frustrating situations or to cleverly manage conflicts, that is through proactive conflict prevention, responsive interventions, and targeted behavior management.

4.4.4.1. Subtheme 4.1: Proactive Conflict Prevention.

As the title suggests, this sub-theme uncovers the multiple strategies used to proactively prevent conflicts. To start with, one interviewee, and in sharing an encountered conflict, reported that they ‘addressed the issue collectively, reminding the class of the importance of mutual respect and active listening’. This goes on to show one strategy which is rooted in the intent of restoring respect and norms, collectively, which can be helpful to prevent the conflict or disruption from reappearing again. Moreover, and on the recognition side, an interviewee claimed that they rely on conflict categorization, ‘I always categorize the conflict and act upon that’. This is an instance of the intertwined EI skills of recognition and regulation. Furthermore, another interviewee added that ‘the hardest conflicts are the ones rooted in personal beliefs’ as they ‘require a strong control of the class because personal opinions can lead to misunderstandings’. This shows that managing sensitive belief conflicts is difficult yet requisite for a positive classroom climate. In essence, these

conflicts can require high emotional capacities to manage, which renders TEI pivotal to classroom management.

Overall, the research benefits a precious value from this sub-theme in that it supplies answers to the research question. In the scope of **RQ1**, the shared information in this sub-theme showcases how TEI influences and shapes the energy and climate within the classroom. Moreover, and in shedding light on **RQ2**, this sub-theme provides insightful perceptions from teachers on how proactively preventing conflicts can help in preventing classroom conflicts and disruptions. Finally, and on providing answers for **RQ3**, the shared interviews' answers reveal strategies used to both recognize and regulate oneself and students under such circumstances, as seen in 'addressing the issue collectively' and 'categorizing the conflict' and acting upon it.

4.4.4.2. Subtheme 4.2: Responsive Interventions.

Progressing this theme further, this sub-theme deals with interventions performed to respond to disruptions or conflicts as they appear. That is to say, when disruptions occur, a teacher can intervene in several different ways. First off, and as reported by an interviewee, a teacher can ignore trivial disruptions, 'the most effective strategy … is to ignore what is sometimes trivial and do not let room for subjective evaluation for learners' actions'. This shows that not every disruption should be directly confronted and faced, as some of these disruptions disappear when ignored, but tremble when shed light on and pursued. In a different strategy, an interviewee reported that 'changing the subject' and submitting to 'the students' desire' can sometimes be helpful. This brings back the idea mentioned in Theme 2 that too much authoritativeness can be harmful, thus, a lean yet firm approach is requisite for a positive learning climate and for less disruptions. Similarly, another interviewee disclosed that in trying to motivate students, 'changing the subject' or getting out of

the room for a collective “balade” outside could be helpful. Juxtaposingly, an interviewee shared, ‘I would stop the lesson and give him a remark right away, in a firm manner. I insist that this should not be repeated again’. This demonstrates that some teachers rely on firm and immediate intervention if needed. Likewise, another interviewee shared the same view in that they kicked a talkative student out of the class after all attempts to regulate failed. This shows that, while communicative methods are often more suggested, some situations require firm and immediate interventions to reset the classroom settings.

On the whole, the findings in this sub-theme contribute greatly to answering the research questions. Initially, and in addressing **RQ1**, this sub-themes delineates how teachers’ responsive interventions’ strategy can influence the dynamics of a classroom; a classroom can be rendered either supportive or negative, all dependent on the emotional capacities and EI of the teacher. In addition, the sub-theme touches on **RQ2** in that teachers perceive emotionally-intelligent interventions differently; some stick to communication, while others resort to immediate and firm action. Finally, and on the scope of **RQ3**, this sub-theme provides some notably helpful strategies so as to enhance TEI and reduce disruptions and conflicts inside the classroom.

4.4.4.3. Subtheme 4.3: Targeted Behavior Management.

On closer inspection, this sub-theme examines how teachers reported or were observed managing the behaviors of students. That is to say, this sub-theme is similar to the previous one, however, this one focuses more on observed ways of systematic immediate intervention and how teachers regulate students in conflicts and disruptions. Initially, an interviewee reported systematically asking talkative students to change places then forcing them to perform tasks and monitor them. This shows a

strategy which can be used to intelligently deal with talkative yet sensitive students, as the nature of these students is to be involved. Moving on, multiple observations revealed that some teachers relied on knocking on the table, frequently silencing students to allow others to present, and using a calm yet firm tone. These observations show some potential challenges teachers face in regulating students, especially with classes taught in a spacious lecture hall with an elevated number of students. More on conflicts rather than disruptions, one observation of a teacher with a notably engaging class revealed a conflict in which a student left without permission, in which, in this case, the teacher asked 'Did I give you permission?', to which the student replied 'No' and was then kicked out. This shows that regardless of how communicative efforts can be suggested, firm action, surprisingly, can sometimes be a characteristic of high TEI. This is further seen in another observation of a teacher who relied on punishment in setting a class norm for 'if you do X bad behavior, I will impose Y punishment'.

Generally speaking, this sub-theme, as in all of the previous ones, provide valuable insights which are requisite for answering the research question. In relation to **RQ1** and **RQ2**, this sub-theme shows that TEI influences the dynamics of the classroom as in the perceptions of teachers that behavior can be challenging to manage without targeted behavior management systems and firm action. In respect to answering **RQ3**, many strategies in this sub-theme are mentioned so as to enhance TEI in order to reduce conflicts and disruptions, one of which are involving talkative students, addressing directly, and punishing misbehaviors.

4.4.4.4. Subtheme 4.4: Private Dialogue and Trust Repair.

In the final sub-theme of this theme, and partly opposed to the one above, the fourth and last sub-theme uncovers instances where interviewees explained and

detailed how private and open dialogue can build trust and solve disruptions and conflicts in the healthiest way possible. To start with, one interviewee delineated, 'rather than confronting them … I spoke with the students privately to understand their perspective'. This displays that one of the characteristics of EI in teachers can be the ability to cleverly consider all sides of a conflict and solve the problem privately. Likewise, another interviewee disclosed, 'I waited until emotions had settled, then invited him for a one-on-one conversation in a private … setting'. This is another example of making the best use of private dialogue; students can feel what can be referred to as "peer pressure" when talked to in front of their class, which may render their responses as socially-desirable rather than genuine, thus revealing them more emotionally charged than normal. Moreover, another interviewee reported, 'My strategy is building a trust bond throughout the whole year; when students trust you, they won't hesitate to discuss or accept your point of view'. This shows that building trust and open dialogue is also another important practice which emotionally-intelligent teachers rely on. Furthermore, a teacher reported that when students come to read the Quran or novels in the classroom, he makes use of it to ask them something related to what they are reading, thus catching their attention and including them in the discussion, cleverly redirecting their focus to the lecture.

In a final stance, this sub-theme provides plenty of answers to the research questions. In regards to **RQ1** and **RQ2**, this sub-theme outlines the teachers' perceptions on how emotionally-intelligent teachers can resort to dialogue, be it private, open, or related to interest, to shape classroom dynamics. Moreover, and focusing on **RQ3**, the sub-theme also provides strategies for enhancing EI in teachers, that is all to result in positive classroom dynamics which are characterized by less disruptions, and better interactions.

Theme 5: Advice, Challenges, and Practical Solutions in Emotionally-Intelligent Teaching.

Landing on the final standpoint, the fifth and last theme revolves all around reflective teaching philosophy, common pitfalls which educators can avoid, and advice in embracing professionalism and credibility.

4.4.5.1. Subtheme 5.1: the DOs in Emotionally-Intelligent Teaching.

In discussing the final theme, the first sub-theme hovers all around reflection, training on social intelligence, values, and technology. To start with, an interviewed teacher reported, ‘My teaching philosophy goes beyond simply delivering content; I strive to create a reflective and engaging learning environment’. This environment, as the latter adds, is one where students can ‘questions, interpret, and grow intellectually’. Another teacher added, ‘I highly advise teachers to take training on how to be socially intelligent … solve problems without being biased’. These two findings reveal that it is necessary to implement a reflective pedagogy and to reflect often on any given situation. In a similar vein, two other interviewees revealed that ‘moral values, discipline, punctuality, preparation, commitment’ alongside ‘seriousness, efficiency, and credibility’ are important factors which the teacher is required to intelligently hold grounds to. These findings show that the teacher must consistently reflect upon practices so that they align with the deeply rooted principles. Moreover, it was shown that the integration of technology is ‘an important strategy to help students communicate effectively’. All of these points represent suggested practices for teachers to be more emotionally-intelligent about their teaching process and in promoting positive classroom dynamics.

This sub-theme, despite being short, can be beneficial in supplying additional answers to the research questions. Much more related to **RQ3**, this sub-theme focuses mainly on strategies that can be beneficial to self recognition and self regulation.

4.4.5.2. Subtheme 5.2: the DO NOTs in Intelligently Avoiding Common Pitfalls.

Coming close to an end, the second sub-theme in this theme revolves around common pitfalls that educators fall in. As reported by an interviewee, one pitfall could be 'when teachers forget that they used to be learners'. Upon probing in depth, beneath this ostensible simplicity lies deeper meaning in how teachers forget to put themselves in the shoes of learners; the skill lacking here is reflecting and social recognition, as students are emotional beings rather than mere "sponges" of knowledge and information. In observations, other pitfalls appeared such as getting defensive, trying to win arguments, assuming silence means understanding, and being too serious. All of these points represent pitfalls to avoid for teachers to be more emotionally-intelligent about their teaching process and in eliminating negative classroom dynamics.

All in all, this sub-theme helps in providing answers to all of the three research questions. In respect to **RQ1** and **RQ2**, this sub-themes shows perceptions of teachers and observed findings on how teachers who are not trained in EI can promote negative classroom dynamics and unsupportive learning environments. Moreover, it provides reversed pieces of advice in demonstrating what to not do rather than what to do, which, in return, helps in answering **RQ3**.

4.4.5.3. Subtheme 5.3: Practical Implementation to Enhance TEI.

This sub-theme is the shortest of all, and it mainly deals with practical implementations which can be beneficial in developing TEI in Algerian higher

education EFL contexts. As reported by one teacher, EI should be included in teacher training due to its weight on the teaching and learning process. This goes on to show that more light should be shed on training teachers to be emotionally competent.

Overall, this sub-theme provides answers to RQ3 mainly, as it suggests ways to enhance EI in teachers so as to improve classroom dynamics. In explanation, implementing teacher training can be one answer to RQ3, and a practice much needed in the Algerian higher education EFL classroom.

Discussion and Comparison with Existing Literature

In advancing the analytical trajectory of this research, this section aims to compare the five empirically-derived themes to the literature related to EI and CD.

Theme 1: Cultivating a Respectful

Regarding the first theme, The current study found that emotionally intelligent teachers build trust through practices such as open-door availability, personalized communication (i.e., calling students by their names), and straightforward but respectful boundary-setting. The findings align closely with Dörnyei and Murphey's (2003) and Pianta's (2006) models of classroom interaction, where trust and positive rapport are significant contributors to motivation and engagement. Further beyond, the study extends Krashen's (1982) theory by showing that emotionally safe environments reduce students' affective filters, allowing more open engagement and participation. Additionally, in line with Bronfenbrenner's (1979) Ecological Systems Theory, the trust-based teacher-student relationship functions in the microsystem, directly affecting students' learning experience. Furthermore, the research findings align with how Alzubi et al. (2024), previously-mentioned in the literature review chapter, confirmed that cooperative and reliable classroom environments improve English proficiency. Similarly, Taresh (2022) emphasized that greater teacher-student

rapport leads to improved language learning. These findings reinforce the argument that relational respect is pivotal for a successful EFL pedagogy and crucial for maintaining positive CD.

Theme 2: Fostering Engaging and Collaborative Pedagogy.

Within this theme, findings were that teachers with high TEI made use of interactive strategies, such as including storytelling and utilizing humor to engage students. This echoes the social constructivist theory by Vygotsky (1978), who suggested that learning occurs through social interaction. Kramsch (2013) also highlighted the role of cultural background in learning languages, holding that materials which are culturally appropriate can stimulate learners. Moreover, Ouarniki and Turqui (2024) discovered that ESP teaching became more active and student-centered with specialized training workshops for Algerian EFL teachers. Similarly, Sadiqzade (2024) demonstrated that the integration of EI strategies such as role-playing and group work increased student engagement, their emotional intelligence, as well as emotional resilience in ESL contexts.

Theme 3: Emotional and Social Regulation in Teaching.

As for this theme, findings were that teachers utilized self-regulation strategies, be it pausing, humor, or short breaks to maintain a learning-friendly classroom climate, as well as they used active monitoring of student engagement through nonverbal cues and code-switching in order to sustain the positive classroom dynamics. Similar to these points, Su et al. (2022) found that strong emotion-regulation is associated with lower teacher burnout and greater job satisfaction. Our interviews proved the same, as teachers who paused to catch their breath, exchanged quick jokes to defuse tension, or used one-minute time-outs felt better put-together. This is a concrete practical parallel to Su et al.'s statistical findings. Moreover,

Goleman's social awareness and regulation dimensions can be reflected in teachers checking 'Are you with me?' or using L1 to quieten the class, which both can be an example of social recognition. Likewise, Rahman et al. (2024) put emphasis on teachers' emotional awareness being a predictive factor of student engagement; this theme, and the findings within it in particularity, demonstrate that teachers' emotional abilities to recognize and assess the emotional state are crucial for preventing disruptions and maintaining a positive classroom climate. Moreover, findings in this study revealed that empathy and personal support are crucial for promoting a supportive learning environment. Correspondingly, the findings within this theme go over and beyond to illustrate the strategies used by teachers such as humor and storytelling; this is prevalent in the previously-mentioned study of Mortiboys (2011) in which it was revealed that humor and storytelling as EI tools are highly beneficial and essential.

Theme 4: Managing Conflict and Behavior.

Above and beyond rudimentary understanding, the findings within this theme include proactive conflict prevention and targeted interventions by teachers facing a conflict or encountering a disruption. Related to how Qazi et al. (2024) argued that higher TEI is associated with better teacher-student interaction and advanced conflict anticipation as well as intervention, the findings within this theme empirically highlight how teachers with high EI can be better at both precluding a conflict and intervening when necessary. As a corollary, Frenzel, Daniels, and Burić (2021) found that low TEI correlates with increased classroom disruption and disputes; this is also present in this theme as some teachers failed to address conflicts cleverly, consequently rendering the dynamics of the classroom negative, and rendering the climate unfruitful. Therefore, and similar to what Frenzel, Daniels, and Burić suggest,

harnessing and developing the skills related to targeted behavior management is essential for teachers aiming to foundationally maintain a positive learning climate at will. Finally, this theme converges with how Rowe and Fitness (2018), as well as Biney (2015), argued that negative climates harm the motivation and self-esteem of learners. The findings within this theme supply confirmation to the latter as students in classes with inconsistent norms were observed to be feeling more stressed and anxious; this also confirms how Ali, Ashraf, and Shuai (2019) stressed that unresolved misbehavior and disruption damages the psychological well-being of students and renders harmful negative classroom dynamics.

Theme 5: Advice, Challenges, and Practical Solutions in Emotionally-Intelligent Teaching.

Encapsulated within the core essence of informed action, this theme displays pieces of advice given by teachers, challenges they face, and potential implications so as to enhance TEI in the context of EFL teaching at the university of Mohamed El Bachir El Ibrahimi, Bordj Bou Arerridj.

To start with, and concerning what can be beneficial for EFL teachers, the findings within this theme suggest that it is important to reflect upon teaching and upon stressful situations. Throughout the findings it was disclosed that a ‘reflective and engaging learning environment’ where students can ‘question, interpret, and grow intellectually’ was highly demanded, which can relate to Schön’s (1983) concept of the reflective practitioner, who can be defined as one who reflects upon their practice. Another point mentioned in this theme is respect and core values, and much importantly, modeling them; converging with Brackett and Katulak (2013), credibility is a byproduct of embodying the emotional and moral standards that teachers wish and expect of students consistently. Another piece of advice reported through the

findings was being aware that ‘teachers forget they used to be learners’, which converges with Goleman’s (1995) notice that expert status can erode empathy if not actively countered. Moreover, this last point approves of Mercer’s (2021) arguments in that the empathy of a teacher, which can be a result of his or her sense of well-being, has a strong correlation with the willingness of students to learn and take communicative risks in participating. By way of solution, the need for specialized social-intelligence workshops is consistent with Bar-On's (1997) Emotional-Social Intelligence model, which highlights the fact that systematic training in interpersonal skills such as objective problem-solving and conflict management yields measurable teacher empathy and a positive climate for learners to grow. Similarly, the findings reaffirm Ghanizadeh and Moafian's (2010) proposition that including EI skills in teacher preparation courses can develop both teacher worthiness and student respect.

Pedagogical Implications.

Advancing the discussion further, and based on the findings, this section will provide broad and concrete implications that could possibly benefit teachers, institutions, and policy-makers in enhancing TEI so as to ameliorate EFL at the Algerian university context, especially for the university of Mohamed El Bachir El Ibrahimi, Algeria.

To start with, teachers need to prioritize the emotional climate as much as they would do for language objectives. In explanation, it is a requisite for teachers to intentionally build rapport and maintain healthy relationships with their students before, throughout, and after any activity or class. This can be simply implemented through personalized greetings and checking with students on their emotional well-being. Extending this further, teachers need to pay attention in monitoring through verbal and non-verbal cues, as they should also utilize micro-interventions such as

pausing or making a joke, all in order to maintain a positive and engaging learning environment and preclude disputes before they build up.

Circling the periphery of established discourse, another pedagogical implication could be embedding reflective and collaborative pedagogies, that is through incorporating post-lesson reflective journals or having discussions with peers as a routine for teachers. This would enable teachers to enhance their self recognition and social recognition skills, as well as advance their emotional capacities in general. Germane to this method is another one which revolves around roleplaying conflicts and training on solving them; this would be hugely beneficial, as teachers would later experience a “Deja Vu” when encountering a real conflict or dispute in the classroom, which would allow for the best response possible.

Substantiating the previous point, another important implication to consider is cultivating a culture of EI around the educational institution. To explain, there should be an emphasis on posing school and departmental policies that involve EI competencies in hiring criteria as well as in professional development requirements. Put simply, much policies and time must be directed towards recognizing EI in teachers as a valuable and crucial element which should be regarded as important as knowledgeability and linguistic competence. This is crucial as EI would be another skill that each teacher is required to harness and develop for them to set a foot in the classroom.

Ultimately, these pedagogical implications can provide unparalleled value to enhance TEI in order to enhance classroom interactions, reduce conflicts, and ameliorate the classroom climate. These implications can be described from another practical lens, in which the next section will cover.

Recommendations

Building on the implications mentioned above, this section provides practical and actionable steps for teachers, administrators, as well as for those who design curriculums.

To begin with, EI should be integrated into teacher training programs. These programs can demand excelling in modules such as self-recognition, empathy, self regulation, as well as self- and social-regulation. By implementing EI into teacher training programs, teachers would benefit from being able to deal with any classroom dispute or students' issue with ease, regardless of experience and the "years under the belt".

Landing one more foot on the right path, another recommendation for teachers is to implement reflective and data-driven practices. The findings in this study demonstrate that experience teachers, throughout the years, cultivated a methodological and systematic approach to problem-solving inside the classroom; with this information in mind, teachers can go an extra mile and cultivate keeping a structured journal to reflect on each lesson, noting the dynamics of the classrooms, the challenges faced, and successful interventions. By making use of this method, teachers would be able to develop emotionally faster, which helps in growing the necessary emotional capacities needed to excel in managing the emotional state of any given EFL classroom.

Advancing further, Stemming from the sub-theme of "Students as Co-Creators" in Theme 2, another recommendation for EFL practitioners at university would be to involve the learners in the emotional evaluation through deploying short and anonymous student surveys in which they rate their emotional comfort, engagement, and other similar factors that play to the classroom dynamics. Another

would be to dedicate time for scheduling check-ins in which you assess and evaluate the emotional climate throughout previous lessons. By utilizing this method, teachers can hit two birds with one stone, as they would not only have a clear understanding of the emotional climate, but also build rapport and trust with their students in showing them that their voice matters.

Coming closer to a better classroom environment, assessment should be expanded to involve and include criteria that assess indicators of positive behavior. For instance, EFL learners can be assessed on their perceived levels of collaboration, emotional support, and self-regulation, all throughout the sessions. This cuts deep to techniques of social regulation, in which the teacher transcends beyond so as to become a leader of leaders. Another similar idea would be to have students assess each other anonymously after each collaborative task; this is deeply rooted in the idea that an emotionally-intelligent teacher is one who renders emotionally-intelligent learners.

In reaching the final step so as to enhance TEI for better classroom dynamics, and derived from the findings of this research, another recommendation would be for the administration of educational institutions to tailor policies that would enable including EI competencies in performance evaluations. That is to say, an EFL teacher at university would not only be assessed on if they reach linguistic objectives or not, but on "emotional" objectives too. Until now, teaching EFL at the Algerian university, as the findings showed, still lack the systematic nature of identifying and dealing with emotional issues and complaints posed by either students or teachers. Ergo, more policies and official systems must be set to deal with these challenges efficiently, effectively, and effortlessly. Related to the latter, teachers should also

collaborate with colleagues to create communities in which EI strategies for enhancing classroom dynamics can be shared and practiced.

Broadly speaking, these recommendation can bestow teachers and educational institutions with the right set of tools and systems to enhance TEI, and by consequence, ameliorate classroom interactions, reduce conflicts within the classroom, improve the classroom climate, and render an EFL university classroom that can be the least described as engaging, emotionally supportive, and ultimately, of positive dynamics.

Limitations

As mentioned before in Chapter 2, and according to Creswell and Poth (2016), all study has constraints, and in order to provide appropriate interpretations of their findings, researchers must consider any particular limitations. While in Chapter 2, much more explanation was provided on the delimitations of this study, there are still some limitations that should be recognized and acknowledged in this work, even if its objective is to provide profound insights on how TEI generates and influences CD to enhance CE.

Initially, the findings are context-dependent due to the research adopting a qualitative approach, which means that these findings are not necessarily transferable to all Algerian EFL classrooms. Additionally, and concerned with interviews, with 14 teachers, the sample size is small, which may also limit both transferability and the breadth of perspectives that are to be taken. Moreover, self-reported data gathered from interviews can be subject to factors such as social desirability bias in which participants provide responses based on what society deems desirable, and their authentic, original, and deeply rooted opinions and points of view. In addition, non-participant observations can trigger unnatural behaviors from participants, that is due

to their awareness of being observed, which is known as the Hawthorne Effect (Landsberger, 1958). Furthermore, the used cross-sectional time horizon limits assessing long-term effects, as it is mainly used to capture the phenomena at a single point in time.

In having mentioned these limitations, future research could address them by opting to quantitative or mixed-method approaches, longitudinal studies that capture evolution of the phenomena, and expanded sample sizes that allow for transferability of the findings.

Suggestions for further research

Based on the qualitative results generated in the current research, some recommendations are highly advisable to further develop and expand our understanding of emotional intelligence (EI) in the context of EFL classrooms.

Student-Centered Perspectives of EI

Whereas this study placed teacher experiences at the center, subsequent research might use focus groups, learning diaries, or participatory action research with students to tap their understanding of EI-informed practices. These kinds of inquiries would make it possible to see which emotionally intelligent strategies students themselves find most empowering and why.

Longitudinal Ethnographic Studies

Complementary to this study, researchers can further conduct semester-long, in-depth ethnographies of classrooms to observe how teachers' EI strategies evolve over time and how regular implementation influences teacher well-being and student social relationships. Moreover, future research can include observing the same instructor-class combination across multiple terms so as to illuminate adaptation patterns, resilience, and burnout.

Comparative Cross-Cultural Investigations

In another angle of view, future research can aspire to reproduce the present thematic organization in the other institutional and cultural contexts (e.g., rural vs. urban universities, private language institutions, or EFL programs in other Maghreb countries) to identify the EI strategies that are effective in all contexts and those that have to be localized. Comparative analysis will help sort out context-bound from practices with universal application.

Mixed-Methods Evaluation of EI Interventions

In another point that this study chose to not emphasize, future research can carry out quasi-experiments or action research that deploy novel EI training modules (e.g., reflective journaling, micro-intervention workshops) and combine qualitative feedback with quantitative measures, like checklists of engagement or anxiety-rating scales, to test efficacy and modify intervention design.

Technology-Mediated Emotional Analytics

Dwelling under the gaps of this study, future research can benefit in exploring the use of learning-analytics tools (for example, sentiment analysis of discussion-board postings, monitoring of participation in virtual classrooms) to develop real-time proxies for the affective climate of classrooms. Studies can assess how such data can be utilized to guide teachers' real-time decisions and whether digitally enriched feedback loops enhance EI practice.

Interplay Between EI and Teacher Well-Being

Finally, future research can profit from the gap in that researchers can choose to explore the interrelated relationship between teachers' emotional-intelligence growth and profession’s health markers, for example, job satisfaction, levels of stress, and staff retention. Longitudinal questionnaires and qualitative interviews can,

therefore, identify which EI dimensions most accurately forecast teacher resilience and guide integrative well-being interventions.

Through these channels of possible future research opportunities, further studies can not only verify and complement this chapter's thematic conclusions but also advance evidence-based models for the incorporation of emotional intelligence in EFL instruction worldwide.

Conclusion

To sum up all that has been discussed, in this chapter, we have systematically shown and discussed our empirical findings with regard to the role of teachers' emotional intelligence (TEI) toward the building of classroom dynamics in Algerian university EFL classrooms, specifically at the university of Mohamed Al Bachir Al Ibrahimi, in Bordj Bou Arreridj, Algeria. This chapter has presented a rich, qualitative explanation of the ways in which classroom dynamics in the Algerian university EFL context are affected by TEI.

Through thematic analysis of semi-structured interviews and non-participant observations, five interrelated themes were constructed: (1) building a respectful, trust-based culture; (2) designing active, collaborative pedagogy; (3) employing emotional and social regulation strategies; (4) managing conflict and student behavior; and (5) dictating advice, challenges, and practical solutions in emotionally-intelligent teaching.

Each of the themes discussed specific behaviors that collectively create a classroom community within which students feel both cared for and challenged. Examples of these specific behaviors can be personal rapport-building, narrative contextualization, strategic humor employment, proactive norm-establishing, private trust-repair conversations, and reflective professional practices.

By placing these findings in the context of mainstream EI models and earlier EFL research, the chapter has shown that emotionally intelligent behavior is not an auxiliary "add-on," but instrumental in lowering affective barriers, sustaining engagement, and pre-empting or mediating disruptions. The discussion highlighted how micro-interventions in – the likes of pauses, code-switches, and brief breaks – as well as co-constructed norms, and empathetic one-to-one talks translate theory into practice, validating models from Krashen to Goleman while expanding them with context-specific refinements.

Finally, the pedagogical implications and recommendations distilled here slice toward definite directions in teacher education, curriculum design, and institutional policy, thus calling for embedded reflective diaries, EI-specific workshops and mentorship, collaboratively written classroom contracts, technology-enabled emotional scaffolding, and formal recognition of EI competencies in evaluation systems. Together, these strands give way to Chapter Four's overall conclusions and recommendations for enabling emotionally intelligent teaching on a wide scale across diverse higher-education environments.

General Conclusion

Coming to an end, this section provides a brief summary of what has been reconciled through the previous chapters within this paper. The present study proposed to explore the Teachers' Emotional Intelligence (TEI) function in the determination of Classroom Dynamics (CD) within the Algerian EFL higher education setting, specifically at the University of Mohamed El Bachir El Ibrahimi of Bordj Bou Arreridj. Central to this research is the assumption that the classroom is not merely a physical or scholastic setting but an intricate human system guided by emotions, interaction, and bonding. Informed by theoretical arguments and empirical data, the research was intended to seek answers to three fundamental research questions: (1) How does TEI affect classroom dynamics in Algerian EFL university settings? (2) What are the perceptions of EFL teachers regarding the role of TEI in classroom interactions and conflict resolution?, and (3) What is the optimal way to enhance the emotional intelligence of teachers to enhance classroom climates?

Right from the very start, the research highlighted the significance of emotions in education. Emotional Intelligence (EI), as Salovey and Mayer (1990) and subsequently developed by Goleman (1995) conceived it, was framed as an underlying characteristic that influences teacher effectiveness, classroom relationships, and student achievement. The literature review revealed robust theoretical backing for the impact of teachers' EI on learner motivation, engagement, communication, and classroom climate. Models such as Goleman's Mixed Model (1995), Bar-On's Emotional-Social Intelligence Model (1997), and Drigas and Papoutsi's EI Pyramid (2018) provided a robust conceptual scaffold to understand the multifaceted and intricate nature of TEI.

In diving further, the non-participant observation and semi-structured interview results confirmed that teachers' emotional abilities, such as empathy, emotion regulation, and emotional awareness, are the most critical emotional abilities to reinforce the presence of positive CDs. Teachers with greater emotional intelligence constructed classroom settings in which there was respect, communication, trust, and motivation. The settings were shown to improve participation and reduce behavior conflicts. Conversely, classrooms where teachers exhibited low emotional competence often witnessed heightened tension, miscommunication, and negative interactions that interrupted the learning process.

Concerning the significance, this research makes a significant contribution through its methodological design. By combining semi-structured interviews with teachers and direct classroom observations, the study offers a clearer understanding of how Teacher Emotional Intelligence (TEI) plays out in practice. This triangulation also uncovered not only the overt consequences of TEI on classroom discipline and interpersonal relationships but also teachers' nuanced but often under-researched emotional labor enacted day-by-day. For example, staying calm when infuriated by students or inspiring a disengaged learner were considered central practices of emotionally intelligent pedagogy.

In furtherance of this recap, the study indicated how the Algerian EFL specific context of EFL university classrooms at the university of Mohamed El Bachir El Ibrahimi shapes the emotional demands placed on teachers. Cultural assumptions, historical education legacies, and institutional pressures intersect to influence classroom environment and the emotional capacities of teachers. Teachers frequently cited large classes, exam-oriented curricula, poor institutional support, and insufficient training in EI as obstacles to creating emotionally healthy classrooms.

Nonetheless, most of them also displayed adaptive strategies, such as rapport building, emotional support, and reflective practices, to compensate for such systemic limitations.

One of the most crucial and significant findings of this research is the interconnectedness between TEI and CDs. Though emotionally intelligent teachers build stronger classroom relationships, the same classroom relationships cycle back into teachers' professional growth and emotional well-being. Teachers in healthy classrooms reported being more confident, less anxious, and more engaged, thus suggesting that TEI is both an effect of and a contributor to effective classroom climates. This loop suggests the development of institutional cultures for fostering emotional development in students and teachers.

Aside from theory and description, this study also makes a practical contribution in the form of identifying concrete strategies to enhance TEI among EFL instructors. The participants emphasized peer collaboration, continuous professional development, reflective teaching, and integrating EI modules into pre-service training programs. The study thus highlights the call for systemic interventions that can institutionalize emotional competence as an integral component of teaching quality. Examples of these systemic interventions can be EI workshops, mentorship programs, and classroom observation guidelines,

In terms of theoretical contributions, the study adds to the expanding body of literature on emotional intelligence in language instruction, particularly in contexts that are underrepresented such as Algeria. It also introduces TEI into conversation with classroom dynamics, an issue that has often been treated independently. By locating TEI not only as a personal trait but as an ecological factor that is embedded in classroom systems, the research is more aligned with broader educational theories

such as Bronfenbrenner's Ecological Systems Theory and Dynamic Systems Theory. These theories explain why TEI is unable to be divorced from its social, cultural, and institutional settings.

Albeit its valuable contribution to EFL instruction within the university of Mohamed El Bachir El Ibrahimi, as with every study, this study has certain limitations. Case study design, although allowing for richness and depth, limits transferability. While transferability was supported through detailed descriptions of the research context and participants, readers must determine whether the findings apply to other settings. The unique institutional setting and sociolinguistic background of participants may influence how broadly the insights can be applied. In addition, although qualitative methods were able to access lived experiences in-depth, they may in future research be complemented with quantitative assessments of EI and classroom performance to yield cross-validation of results across a larger sample. Extrapolating further, classroom observations, though helpful, were necessarily limited in frequency and duration and could not possibly capture the full richness of classroom dynamics over time.

As in that “the obstacle is the way”, these constraints, for other researchers, lays open a number of possibilities for future study. By way of illustration, longitudinal studies can trace the development of TEI among teachers over time, particularly in the wake of focused interventions. Furthermore, comparative studies can examine how TEI operates in different regions or cultural contexts in Algeria or indeed throughout the broader MENA context. Research can also look into how TEI intersects with other teacher qualities, such as cultural competency, pedagogical content knowledge, or computational skills, to affect classroom effectiveness.

At the policy level, this research encourages Algerian education policymakers to adopt EI as a critical component of teacher competence. Thus, the policymakers and the school administrators are urged to incorporate EI in professional standards, teachers' assessment, and curriculum development. This would not only enhance teachers' performance but also optimize students' well-being, academic performance, and overall classroom harmony.

All in all, this study has illustrated that Teachers' Emotional Intelligence is not an accidental trait but a fundamental pedagogical competency in the Algerian EFL university classroom. TEI shapes how teachers connect with students, manage conflict, enhance engagement, and react to the affective undertows of daily classroom life. It also shapes how students perceive their teachers, participate in lessons, and develop both linguistically and emotionally. In as dynamic and emotionally charged an environment as the EFL classroom at the tertiary level, emotionally intelligent teaching is not only preferable, as it is essential.

Reaching the end of this, with its exploration of teachers' voices, its grounding in firm theoretical foundations, and its subtle observation of real classrooms, this study offers both a mirror and a map. The mirror reflects the current affective realities of Algerian EFL classrooms, at the University of Mohamed El Bachir El Ibrahimi and beyond, while the map charts a path toward emotionally caring, pedagogically productive, and socially just language education environments.

All in all, and to sum up the probed pedagogical implications and recommendations, according to the study, boosting classroom dynamics in Algerian EFL university settings requires raising teachers' emotional intelligence (TEI). Building rapport, utilizing nonverbal clues, and putting reflective methods into practice are all ways that educators can prioritize the emotional climate in addition to

language goals. By incorporating EI into roleplaying, teacher preparation, and institutional policy, institutions may cultivate a culture that appreciates it. Additionally, emotional intelligence (EI) should be practically incorporated into teacher education and professional development, with teachers being encouraged to use student emotional feedback and reflective journals. Through surveys and peer evaluations, classrooms should foster co-creation and emotional self-awareness. Furthermore, collaborative EI-based teacher communities should be established to share best practices and incorporate emotional abilities into institutional assessments.

In a final mention, one quote that inspired this body of work can summarize the whole thesis in two lines. As stated by the famous psychologist Carl Jung (1954), and as the final mention of this study: *"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings"* (p. 144)

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Appendices

Appendix A

Consent Form for Classroom Observation

Study Title: *Exploring the Role of Teachers' Emotional Intelligence in Enhancing Classroom Dynamics in Algerian EFL Classrooms.*

Researchers: _____ _____

_____

Institution: _____

Contact Information: mihoubabdeladhim@gmail.com

The Aim of The Study

This study aims to observe classroom interactions to understand the role of teachers' emotional intelligence in shaping classroom dynamics. The findings will contribute to research on improving classroom environments in Algerian EFL settings.

Participants' Rights

- Participation is voluntary, and you may withdraw at any time without consequences.
- Observations will be non-intrusive, focusing on teacher-student interactions and classroom management.
- No personal identifiers will be used in reports; all data will be kept confidential.
- This research will not interfere with the regular teaching-learning process.

Procedures

- The observer will record classroom interactions without participating in activities.
- Observations will take place during

  _____
- Notes will be taken on teaching strategies, student engagement, and emotional intelligence indicators.

Confidentiality

- All information collected will be anonymized.
- Data will be securely stored and used solely for research purposes.
- Participants' names will not be disclosed in any report or publication.

Consent Statement

I, _____, understand the study's purpose and agree to participate in the classroom observation. I understand that my participation is voluntary, and I can withdraw at any time.

Participant's Signature:

_____

Researcher's Signature:

_____

__

Date: _____

Appendix B

Observation Sheet: Teachers' Emotional Intelligence and Classroom Dynamics

Observer(s) Name(s): _____

Date: _____

Class Level: _____

Teacher's Name (Pseudonym): _____

Time of Observation: _____

Duration: _____

Section 1: General Classroom Information

- **Number of Students Present:** _____
- **Classroom Environment Description:** (Physical setting, seating arrangement, atmosphere)

- **Teaching Methods Observed:** (Lecture, group work, discussion, hands-on activities, etc.)

- **Use of Classroom Resources:** (Technology, visual aids, worksheets, etc.)

Section 2: Teachers' Emotional Intelligence (TEI) Indicators

Indicators	Observed (✓)	Not Observed (✗)	Comments
Self-Recognition			
Self-Regulation			
Social Recognition			
Social Regulation			

Section 3: Classroom Dynamics Indicators

Indicators	Observed (✓)	Not Observed (✗)	Comments
Teacher-Student and Student-Student Interactions (Supportive teacher-student and peer interactions)			
Conflict Resolution (Teacher effectively manages and resolves conflicts)			
Student Engagement (Active participation, student involvement			

in learning tasks)			
Classroom Climate & Classroom Management (Welcoming, inclusive, emotionally supportive)			

Section 4: Notes & Reflections

- **Other Key Observations:**

Observer(s) Signature: _____

Appendix C.

Consent Form for Teachers Interview

Study Title: *Exploring the Role of Teachers' Emotional Intelligence in Shaping Classroom Dynamics: Insights from EFL Teachers At The Department of English in the University of Mohamed Al Bachir Al Ibrahimi – Bordj Bou Arreridj*

Researchers: Mihoub Abdeladhim, Benaissa Lahcene, Belkasmi Narimane

Institution: The Department of English in the University of Mohamed Al Bachir Al Ibrahimi – Bordj Bou Arreridj

Contact Information: mihoubabdeladhim@gmail.com

Purpose of the Study

This study aims to explore how teachers' emotional intelligence shapes classroom dynamics in the University of Mohamed Al Bachir Al Ibrahimi – Bordj Bou Arreridj. The interview will gather insights into teachers' experiences, perspectives, and strategies regarding student interactions and conflict resolution.

Participants' Rights

- Participation is voluntary, and you may withdraw at any time without consequences.
- You may decline to answer any question you are not comfortable with.
- All collected data will be securely stored and used solely for academic research purposes.

Procedures

- The interview will last approximately 10 to 20 minutes.
- Questions will cover topics such as classroom interactions, teacher-student relationships, and conflict resolution.
- The interview will be audio-recorded (if permitted) for accuracy in data collection.

Confidentiality

- Your identity will remain anonymous in all reports and publications.
- Data will be securely stored and accessed only by the researcher.

Consent Statement

I, _____, have read and understood the study's purpose and agree to participate in the interview. I understand that my participation is voluntary, and I can withdraw at any time.

Participant's Signature:

_____

Researcher's Signature:

_____

__

Date: _____

Appendix D.

Semi-Structured Interview Questions for Teachers

Introduction

Thank you for taking the time to participate in this interview. This study aims to explore how teachers' emotional intelligence influences classroom dynamics in Algerian EFL classrooms. Your insights will help us understand the ways in which teacher-student interactions, classroom management, and conflict resolution contribute to a supportive learning environment.

The interview will last approximately 10 to 20 minutes and will cover topics related to your teaching experiences, student engagement, and emotional intelligence strategies. There are no right or wrong answers; we are interested in your honest opinions and experiences. Your responses will remain anonymous, and you may skip any question or withdraw at any time without any consequences.

Questions

1. Can you share your journey and experiences in higher education teaching?
2. How would you describe your relationship with students in terms of interaction and engagement?
3. How do you manage your emotions while teaching, especially in challenging situations like stress or frustration?
4. Can you share an example of a challenging classroom conflict you have encountered?
5. How did you address it, and what strategies have you found most effective in preventing similar situations?
6. What strategies do you use to foster effective communication and positive interactions between yourself and your students, as well as among students?
7. What do you consider to be the most important factors in promoting a supportive and respectful classroom environment?
8. Based on your teaching experience and observations of fellow educators, what are some common mistakes teachers make in their interactions with students?
9. What advice would you give to other teachers on managing their own behaviors and guiding students toward positive interactions and fewer classroom conflicts?

ملخص

تتناول هذه الدراسة كيف يؤثر الذكاء العاطفي لدى المعلمين على ديناميكيات الفصول الدراسية في جامعة محمد البشير الإبراهيمي. وتهدف إلى استكشاف تأثير الذكاء العاطفي على أنماط التفاعل وحل النزاعات، واستيعاب تصورات أساتذة اللغة الإنجليزية كلغة أجنبية حول دور الذكاء العاطفي، وتحديد استراتيجيات لتعزيزه من أجل خلق بيئات صفية داعمة. استخدمت الدراسة تصميم دراسة حالة نوعية. تم جمع البيانات من خلال مقابلات شبه منظمة مع 14 أستاذًا، و14 ملاحظة صفية غير مشاركة، وتم تحليل البيانات بطريقة استقرائية باستخدام التحليل الموضوعي. أظهرت النتائج أن المعلمين الذين يتمتعون بمستوى عالٍ من الذكاء العاطفي يُظهرون وعيًا ذاتيًا قويًا، وتنظيمًا ذاتيًا، ووعيًا اجتماعيًا، وإدارة فعالة للعلاقات، مما يعزز بيئات قائمة على الاحترام والثقة، ويشجع على التربية التعاونية، ويدير النزاعات بفعالية. في المقابل، يرتبط انخفاض الذكاء العاطفي بالتوتر وسوء التواصل والسلبية. كما تم تحديد دورة دعم حيث ساعدت العلاقات الصفية الإيجابية على الحفاظ على رفاهية المعلم وتقليل الاحتراق النفسي. تختتم الدراسة بتوصيات تشمل دمج ورشات عمل حول الذكاء العاطفي والممارسة التأملية ضمن تكوين الأساتذة، وتطوير برامج الإرشاد بين الزملاء، وإدماج مهارات الذكاء العاطفي في السياسات المؤسسية، مما يقدم نموذجًا عمليًا لتعليم اللغة يستجيب عاطفيًا وفعّال تربويًا في سياقات التعليم العالي غير الغربية.

Résumé

Cette étude examine comment l’intelligence émotionnelle des enseignants (IEE) influence les dynamiques de classe (DC) à l’Université Mohamed El Bachir El Ibrahimi. Elle vise à explorer l’impact de l’IEE sur les modes d’interaction et la résolution des conflits, à recueillir les perceptions des enseignants d’anglais langue étrangère (ALE) concernant le rôle de l’IEE, et à identifier des stratégies pour renforcer l’IEE afin de favoriser un climat de classe positif. L’étude a adopté une méthodologie qualitative basée sur une étude de cas. Les données ont été recueillies par des entretiens semi-directifs avec 14 enseignants et 14 observations de classe non participantes, puis analysées de manière inductive à l’aide d’une analyse thématique. Les résultats ont révélé que les enseignants ayant une IEE élevée font preuve d’une

grande conscience de soi, d'une bonne régulation émotionnelle, d'une conscience sociale développée et de compétences efficaces en gestion des relations, ce qui favorise des environnements respectueux et de confiance, promeut une pédagogie collaborative et permet une gestion efficace des conflits. En revanche, une faible IEE est associée à des tensions, des malentendus et de la négativité. De plus, un cycle de soutien a été identifié, dans lequel des relations de classe positives ont contribué à maintenir le bien-être des enseignants et à réduire l'épuisement professionnel. L'étude conclut en recommandant l'intégration d'ateliers sur l'intelligence émotionnelle et de pratiques réflexives dans la formation des enseignants, le développement de programmes de mentorat entre pairs, ainsi que l'inclusion des compétences en IE dans les politiques institutionnelles, offrant ainsi un modèle pratique pour un enseignement des langues émotionnellement attentif et pédagogiquement efficace dans les contextes ALE de l'enseignement supérieur non occidentaux.