



Ministry of Higher Education and scientific Research
University of Diyala
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Department of English



EMOTIONAL INTELLIGENCE IN ONLINE ENGLISH LANGUAGE TEACHING

A Research

**Submitted to the Committee of Discussion at Department of English -
College of Education for Humanities, University of Diyala - A Partial
Requirement of Undergraduate Studies for the Degree of B.A. in
English Language**

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2021A.D

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا

(الْأَبَاب)

صَدَقَ اللَّهُ الْعَظِيمِ

(القرآن الكريم, الزمر: 9)

**In the name of Allah, most gracious, most merciful
Say: " Are they equal, those who know and those
who do not know? Only those with minds
remember"**

(The Holey Qur'an, Al -zumar: 9)

Dedication

TO

All our family members who have supported us

TO

All our friends at the Department of English

TO

*Who teach us what's the meaning of love, bravery and freedom my
beloved Iraq.*

III

Acknowledgements

We would like to thank the teaching staff at the Department of English. We would like also to thank our Supervisor (Assist. Prof.Dr.Liqaa Habeb) for her encouragement, support and patience.

IV
Table of contents

Contents	Page(s)
Dedication	III
Acknowledgements	IV
Table of contents	V
Section one	1 - 8
1.1.Introduction	1
1.2 The Definition Of Emotional Intelligence	3
1.3.Different Models Of Emotional Intelligence	4
1.4 Impact Of Emotional Intelligence	5
Section Two	8 – 16
2.1 Online English Language Teaching	8
2.2The Advantages Of E-learning In English Teaching.	10
2.3Disadvantages Of Online Language Learning	12
2.4 The Impact Of E-learning In English Teaching	14
Section three	16 – 22
3.1 Application of Emotional Intelligence	16
3.2 Exercises for Developing and Improving Emotional Intelligence	17
3.3 Some Activities for Teaching Emotional Intelligence	18

Conclusion	22
References	23

Section one

1.1.Introduction

Emotional intelligence is not a new notion and has actually been around since 1990 in the theory and research of different forms of psychology. Mayer and Salovey (1990.p.189) were the first to use the phrase emotional intelligence and defined it as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's feelings and actions" Mayer and Salovey(1997) considered emotional intelligence a factor of measuring people's intelligence.

All education is imbued with the emotions of both teachers and learners. As Aristotle most famously said, *educating the mind without educating the heart is no education at all". The challenge facing all educators is how best to teach with a recognition and consideration of the emotional dimensions of learning and teaching. In the foreign language classroom,learners' emotions have been compared to those of wild horses,which in the hands of a good teacher can be harnessed fruitfully towards language learning (Dewaele 2015).

Emotional Intelligence has become the center of attention for educationists in recent era. The idea is growing rapidly. In the present era considerable attention is being paid to the theory of Emotional Intelligence.

Goleman (1995 p.317) defines EI as "the capacity for recognizing our own feelings and those of others, and for managing the emotions well in ourselves and in our relationships." Multiple theories and models of learning exist in the field of educational psychology, for example psychometric theories, cognitive theories, cognitive contextual theories and biological theories, the EI theory.

Amongst these all, the theory of emotional intelligence is taking deep roots in the fields of teaching and learning. According to Goleman (1998) there exists a gap between effective learning and academic success of students and this gape can be bridged with the help of emotional intelligence.

Emotional intelligence is a combination of the term emotion and intelligence. Mayer, Salovey, and Caruso (2000b) said that emotions are one of the three fundamental classes of mental operations which consist of motivation, emotion and cognition. A person in good mood thinks positively and s/he is productive and vice versa. Therefore, EQ means that emotion and intelligence are related to each other.

Bar-On (2000), suggested that Emotional intelligence can develop as a result of ased life experiences. our expectations for the importance of Trait EI in managing the emotional dimensions of language teaching for the teachers themselves as well as for heir learners and the elassroom climate they create, it is encouraging to reflect that training in Emotional intelligence can improve the performance and the wellbeing of trainee teachers (Vesely et al. 2014) as well as potentially the emotional competences of teachers at any career stage (Brackett and Katulak 2006; Nelis etal. 2009; Zins et al. 2004). Accepting that emotions are such a key part of language education, we need to further delve into teachers' management of their own emotions and those of their learners.

1.2 The Definition of Emotional Intelligence

The term Emotional intelligence is defined by different scholars and researchers in books and scholarly articles. Different researchers have defined and constructed the notion according to their own perspective and conceptual approach.

Goleman(1995, p.34) defined emotional intelligence as "abilities such as being able to motivate oneself persist in the face of frustrations; to control impulse and delay gratification to regulate one's mood and keep distress from swamping the ability to think to empathize and to hope"

In addition to Baron(2006) who defined it as "interconnected with emotional and social abilities and skills. Emotional intelligence helps to express and manage relationships with daily needs".

Salovey and Mayer (1990.p.189) used the term emotional intelligence but with a different point of view. They thought that EI is related to the individual's handling information about emotion and emotional responses. They made the definition of emotional intelligence as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action".

1.3 Different Models of Emotional Intelligence

Emotional intelligence originates mainly from three models that are very popular among the researchers, academics, and different organizations on the global level. The first model introduced by Peter Salovey and John Mayer (1990, 1997) perceives EI as a pure intelligence, which means Emotional intelligence is a cognitive ability. The second model is presented by Reuven Bar-On's (1997, p.108) that considers EI as mixed intelligence that includes cognitive ability and personality aspects in which more importance is given on how cognitive and personality factors persuade general well-being. The third model is originated by Daniel Goleman (1995, 1998) which perceives EI in the same way as Bar-On's model and regards EI as a mixed intelligence that involve cognitive ability and personality aspects.

1.Mayer-Salovey-Caruso Ability Model

Mayer and Salovey model of Emotional intelligence is known as the Ability Model. This model focus on perceiving understanding, managing emotions, and using that information to facilitate thinking, and guide our decisions. Mayer, Salovey, and Caruso (2004) suggest that the abilities and skills of EI can be divided into 4 areas – the ability to: Perceive emotion, Use emotion to facilitate thought, Understand emotions and Manage emotion. The branches build upon each other, starting with the perception of emotions representing the most basic of emotional intelligence skills and progressing in complexity up to the

management of emotion representing the highest levels of emotional intelligence skills.

2. Goleman's Competency Model

The competency model was created by Goleman in 1995. It is also called a mixed model that is it consists of not only mental abilities but also personal traits (Bar-On & Parker, 2000). According to Goleman, there are four basic components of emotional intelligence. These are self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. self-management involves controlling one's emotions and impulses and thereby adapting to changing circumstances. social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

3. Bar-On's Mixed Model

His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and aspects of personality, health and well being. He defined emotional intelligence as an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures(1997). The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism. Bar-On (2002),

considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life.

1.4 Impact of Emotional Intelligence

Emotional intelligence is essential factor responsible for determining success in life and psychological wellbeing seems to play an important role in shaping the interaction between students teachers. Emotional intelligence will promote good study behaviour, learning experience more effective. Moreover, the attitudes of an educational place can motivate everyone involved, with positive thinking causing positive results (Ellis, 1985).

Elliot (2003) suggested that encouragement was a factor in the outcome and study habits of students. Positive encouragement would therefore show good results in the student, those who were engaged would develop positive attitudes toward learning.

Emotional intelligence can be quite practical in the classroom. Where students are underperforming, teachers can find a way to promote emotionally intelligent practices. Teachers can assess the students based on their emotional intelligence prior to a class or course, as well afterward. The students' second/ foreign language achievements will be enhanced, as they will be able improve their intrapersonal.

In a study conducted by Marquez, Martin & Bracket (2006), the link between academic accomplishments and emotional intelligence was investigated. The study supported the claim that emotional intelligence boosted social and academic accomplishments in the given

setting, which, in this case, was for high school students. The study showed that there is a positive link between emotional intelligence and the academic and social development of adolescents.

Emotional intelligence has positive effects on students because they can manage their emotions and have more positive communication and confidence in themselves, other classmates, and teachers .

Low and Nelson (2006) argued that it is apparent that having high emotional intelligence gives an added advantage to individuals, be it in educational pursue or career development.

Low and Nelson (2006) claimed that emotional intelligence is critical to a student's personal health and success in college. These authors went on to argue that students with the skills of emotional intelligence are better able to deal with complex and demanding university experience. One of the problems English teachers and university instructors encounter is the ability discrepancy among English learners. Undoubtedly, their levels of intelligence play a significant role in their English learning; however, their success or failure is not solely limited to the level of intelligence. Recently, psychologists point out another type of intelligence which performs a better function than the intelligence quotient in an individual's achievement, life and education.

According to Goleman (1998), a distinguished and knowledgeable psychologist in the field of emotional intelligence, one can attribute 80% of the reasons for any success to the emotional intelligence.

The position is confirmed by many English teachers and university instructors' findings and studies. Consequently, it can be

argued that the more an English learner possesses emotional intelligence, the more successful he/she becomes.

Section Two

2.1 Online English Language Teaching

In many countries, instruction has begun to shift from traditional or face-to-face classroom settings to online learning environments. This shift has been occurring in all fields of education, including English language instruction.

Online teaching offers exciting opportunities to expand the learning environment for diverse student populations. As the demand for online teaching increases, college professors may be asked to consider teaching their classes' online. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in pace and delivery. Rather than developing the courses from scratch, a company has emerged to take care of the courses. Professors just need to use Course Management System (CMS) software to prepare and deliver their courses. Using the software allows instructors to get it right from the beginning. (Sun and Chen:2016)

Despite the benefits of online teaching and learning environment, students taking online courses could face difficulties that they might never have encountered in a traditional teaching and learning environment (Tsai, 2009), and these difficulties could have a negative impact on their learning performance. These difficulties can be classified into four major areas of challenges: cognition, metacognition, technical anxiety, and learning styles and preferences. (Davies & Graffs, 2005).

Traxler (2007) suggested that mobile devices play a significant role in higher education for professional development, training, attending conferences, seminars and presentation of lessons. Personal and private communication devices are compact, user-friendly, convenient and easily available to serve as progressive collaborative tools. The integration of technology and social media through online courses allow instructors to demonstrate research-based instructional and learning strategies that facilitate learning and classroom management in their classroom experiences. Effective instruction in any learning environment includes the creation of a positive learning environment by cultivating self-efficacy, providing meaningful and active engagement, and inclusivity.

Online coursework is not cost effective for learners in degree programs who maintain an extended stay. Online learning is convenient, but too expensive. Evaluation of an online program at degree completion is an effective means of collecting information to enhance student learning and provide improvement in the overall program. The data collected from student evaluations can also provide educational institutions and faculty with valuable information for faculty improvement. Evaluations should focus on improving the quality of teaching and help to ensure that instructors have the necessary resources and learning opportunities they need to be most effective in the online environment.

Massive Open Online Courses (MOOCs) for English language learning are relatively recent phenomena. A 2014 study found that a total of only 26 language learning MOOCs had been offered via a range of universities and higher education institutions (primarily in the United States and Spain, but also in Australia, the United Kingdom, and Mexico), with English and Spanish being the most popular languages .

MOOCs can attract large numbers of enrolments, although completion rates can be low. In 2014, the British Council ran the first iteration of their English language MOOC ‘Exploring English: language and culture’ with over 122,000 enrolments from more than 190 countries. Of these enrolments, 60 per cent actually started the course, and 19 per cent of these ‘starters’ fully participated in the course by posting comments regularly, while half of the ‘starters’ posted at least one comment in the course forums. There were over 350,000 comments posted during the six weeks of the course, and one thread in particular (‘How do you feel when you speak English?’) garnered over 30,000 responses (Chris Cavey, Open Learning Manager, English and Exams, personal communication). These are impressive numbers. However, one of the main challenges for MOOCs is that of evaluating learning outcomes.

At present, because of the sheer numbers involved, most MOOCs rely on peer or self-evaluation, which raises issues of reliability in terms of assessing outcomes. Language MOOCs are a recent phenomenon, and consequently little rigorous research exists to date (Bárcena and Martí 2014).

2.2 The Advantages of E-learning in English Teaching.

1.The Abundant Teaching Resources Internet provides us with a tremendous wealth of teaching resources. We can easily find the text information, pictures and audio data on almost any topic we like. Powerful tools, such as Google, Baidu and other search engines, can find a huge amount of information in any subject for us. It is very convenient and most of these information can be obtained free of charge.

Part of the content has been turned into multimedia courseware. Learning becomes very convenient and interesting.

2. Easy Access to Information We couldn't get our textbooks until the bookstores began to sell. Nowadays, we can immediately get from the Internet the teaching resources we need at low cost. It is unimaginable in the traditional agricultural society and industrial society. When we hear the news of a person or event, we can find the relative information from the Internet. We can use the information as the teaching materials by appropriate pedagogical strategies.

3. The Effect of Direct Interest In psychology, the so-called "direct interest", is that caused by the needs of discovering the thing itself. Playing the role of direct interest in learning English is very important because it makes learning interesting and results in better performance owing to high degree of concentration.

4. Teaching Students in Accordance with Their Aptitude Reading has always been personal thing. Everyone's level of learning, interest and comprehension are different, e-learning suits with student's ability. E-learning assures that students can expand their individual horizons.

e-learning offers students opportunities to choose learning materials by themselves. Psychological research indicates that each person is more concerned about their own decisions. Students usually choose these materials in which they are interested. Interest in the material itself is "direct interest". Direct interest results in better learning. (Huiwei :2012)

2.3 Disadvantages of Online Language Learning

According(www.studyfrenchspanish.com), there are some disadvantages of online learning. They are:

1.No Face-To-Face Interaction

The interaction between a teacher and a student is an intrinsic part of the educational process. And the face-to-face approach is an efficient language learning method because it combines different segments, including writing, speaking, listening, and reading.

Most students seem more involved in the conventional classroom and receive more immediate feedback than in online studies. The response time is less, but many learners prefer presenting issues with the instructor in person than typing it out or trying to explain it face-to-screen.

2.Lack of Self–Discipline, Low Motivation, and Distractions

Human beings tend to have lazy attitudes, especially when they do not have to follow strict rules. Online study in itself is a great way, but if you are not self-disciplined, it becomes complicated. You will have enough excuses to postpone or miss your sessions.

E-learning allows the possibility to study whenever we desire from any place, but it also has a well-known side effect. As there is no time deadline and no hard and fast rule to finish the course, one can easily lack discipline. It is one of the primary drawbacks of online language learning.

3.Less Interactive Sessions and No discussions with other Students

One of the disadvantages of online language learning is less interactive sessions, which eventually leads to dullness in the learner .Language is something that demands people around to talk with and learn from it. The traditional system gives us interactive sessions .In online training, you have to do a self-study by utilizing resources like books, language apps, LMS, software, or an online tutor. The vast majority of communication is only between student-to-instructor, and there is an absolute deficiency of student to student exchanges.

4.Limited Acceptance, Accreditation, and Recognition

If your only intention is to learn a language, you don't need a certificate from a recognized and reputed institute. But what if you need one for a variety of reasons like jobs requiring multiple languages, proof of language proficiency, or moving abroad? First, most of these online courses don't offer certifications. Some of them provide, but most companies and educational establishments don't accept and acknowledge them as evidence of language competence. There are so many online courses that it becomes tough for one to identify the tutor's credibility or organization conducting the programs.

5. Online Courses are more Time Consuming

Online learning is both time-saving and time-consuming. It saves time as you can attend classes from the convenience of your home or wherever you are because you need not travel to another location. It takes more time since people lack self-discipline and not able to implement time management properly. In the absence of a fixed schedule, too many distractions, multitasking, and lack of a designated study area can lead to poor scheduling. It is a disadvantage because it creates a carefree, lazy, and distractive learning environment.

6. Online classes often lead to boredom

People who like traditional systems may find learning online dull. You will have nobody else except the teacher sitting in some other part of the globe, which you can interact with only virtually. Plus, there are no other students to communicate or chat with. All these produce tediousness in people. Unlike e-learning, instructors can make offline classes more entertaining by organizing diverse in-class amusing activities, events, games, contests, competitions, projects, and groups to work collectively and have fun.

7. Speaking and Listening Practice

Constant speaking and listening practice are the keys to mastering any language. You can do vocabulary memorization, mug up all the grammar rules, and spend time reading. For all these, the internet can be a fantastic source. For speaking and listening, there ought to be one-on-one interaction, which builds confidence and supports learning. Sometimes, it becomes tough for students to clear their ambiguities about correct intonation, accents, and pronunciation. It's more challenging to interact meaningfully in the language you are studying. Many students feel more content writing the answers than talking. The classroom activities help you eliminate hesitation and enhance your speaking and listening skills.

2.4 The Impact of E-learning in English Teaching

1. Pedagogical Strategies Have to be Changed.

At present, there are more than one thousand educational organizations for foreign language teaching , The prosperity of training organization revealed that there are great problems in formal education channels. If students can master English in schools or universities, they do not have to go to these organizations of language teaching at weekends or in the evenings. This indicates that pedagogical strategies of English teaching must be changed.

2. Working Smart and High Efficiency

A. Once the pedagogical strategies are to be changed, which is student-centered, focusing on direct interest and fostering sense of language, instead of reciting words and grammar, students will learn quickly.

B. E-learning will greatly improve the efficiency of learning English. It is quite good for reducing the burden on the students. And it is also very helpful for those students who want to go abroad for exchange or further studies.

3. The Relation between Classroom Teaching and E-learning

When E-learning is adopted in the classroom, the relation between students and teachers will be greatly changed. Many teachers will not accept it in the very near future. But those who have foresight and scientific spirit will realize the important value of e-learning in English teaching.(Huiwei :2012).

Section Three

3.1 Application of Emotional Intelligence

Application of Emotional Intelligence in Education Classrooms
Teacher preparation programs do not train teachers about emotional intelligence; nor do they train teachers how to integrate emotional intelligence into daily activities and the classroom environment. Focusing on emotional intelligence in the classroom can positively influence a child's learning, growth and development, and role in the social environment we all live. The following research project investigates the research on emotional intelligence, how it is used in the classroom, how it leads to student success, and how educators can encourage personal emotional inquiry and emotional intelligence in social and personal situations. The project culminates with a resource

handbook that helps educators use emotional intelligence methods for improvement in the classroom. Farmer, S. D.(2007).

The category of emotional intelligence has taken a prominent place among important competencies. Due to it, there are some theories arguing its danger. A teacher should be able to use children's emotions in a strategic way, to turn them into a powerful tool for effects, for example, when teaching and educating the students. This happens most often in the process of communicating with students. The teacher's inspiring speech affects the audience. Children are easy to persuade; they do not pay attention to logical drawbacks. That's why humane purposes should prevail over a teacher's own goals. Therefore, it is so important to study emotional intelligence and explain to future teachers that it is emotional intelligence that makes it possible to achieve pedagogical goals much more effectively Safina, A. M., Arifullina, R. U., Ganieva, A. M., & Katushenko, O. A. (2020)

The goal of the Emotionally Intelligent Teacher Workshop Brackett, M. A., & Caruso, D. (2005) is to provide teachers with resources to create a safe, satisfying, caring, and productive school environment. Because interpersonal relationships have been shown to be a prominent determinant of school effectiveness," another goal is to improve relationships with students and the various stakeholders in the school community.

3.2 Exercises for Developing and Improving Emotional Intelligence

1. Emotional Intelligence Assessment For Leaders

Leaders have a big job to do in any organization: they need to shape, communicate, and contribute to the organizational vision. Naturally, emotional intelligence helps immensely in this role. This is an activity that leaders can do to assess their own emotional intelligence, which is the first step towards improving it.(www.positivepsychology.com)

2.Be the Fog (Regulate Your Emotions)

It can be very difficult for many of us to accept criticism, especially if receiving criticism provokes strong emotions. This simple exercise will help you “be the fog” and learn how to regulate and modulate your emotions in a difficult situation.

For example, if someone tells you something like:

- “You just don’t understand.”
- “You are lazy.” Respond with:
- “Yes, I just don’t understand.”
- “Yes, I am lazy sometimes.”

When you accept the criticism that is thrown your way (without actually taking it to heart), you will find that you disarm the person criticizing you.(Ibid)

3.Temperament Analysis

Another good assessment activity is the temperament analysis. It was designed to help participants learn about temperament, understand their own temperament, and learn how to work with it.

To get started, keep in mind that our temperament is made up of tendencies and feelings that are influenced by four factors or parameters:

- Genetic Inheritance
- Physical Attributes
- Life Experiences
- Environmental Conditions

3.3 Some Activities for Teaching Emotional Intelligence

Activity 1

This allows students to think reflectively about themselves and the world or objects around them .

You can also use this along with a language arts unit and use specific objects that relate to a story

Introducing Myself to Me (Doty, 2001)

Directions:

Take the class on a walk around the playground, school, outside, or inside. Ask the students to find an object that they like. The students need to decide how the object is similar to them. They will need to make similarities between themselves and the object they like. Depending on the age or ability, students can also illustrate their list.

Activity 2

A teacher could also encourage students to observe common gestures or body language movements. They could analyze their observations, and rate them statistically

Reading Body Language Exercise (Doty, 2001)

Directions:

Using the summary of types of body language, have students study pictures in books related to a culture, or book the class is working on. The students can make inferences about the people or character's feelings, and their intentions. Students can write reflections about their own observations and feelings. If wanting to expand on this topic, scientifically, students can research body language further, and find more descriptions and examples. Students can also choose to draw or illustrate their observations, and it would be especially fun for students to try to mimic various kinds of body language, play charades, and/or role-play using various forms of body language.

Activity 3

Great morning circle activity, and could be used for morning pages in a writing journal. Students would need to explain their thoughts and why they choose one over the other .

It is a great way for students to understand each other and know each other better

Morning Connections (Doty, 2001)

Directions:

Morning connections can be an entire class activity, or an individual writing activity that students do in their journal. For an entire class activity, students will gather in a circle with the teacher. The teacher will start the activity by stating an incomplete sentence that is related to current events, or to a specific content/unit theme. Students will take turns completing the sentence. The individual students learn to approve of themselves more, and believe in their own personal feelings and thoughts.

Examples:

- If I were to take the time to learn a new activity, I would choose...
- I could become a better friend by...

Activity 4

Great morning circle activity. Can be used with any content and any grade. This is a great way for students to get to know each other and learn perspective.

Quiet Ball (Doty, 2001)

Directions:

The students should sit in a circle on the floor. The teacher or students can decide on a relevant topic/issue to discuss. Using a ball that can be tossed to students, they are individually asked to share their thoughts and ideas on the topic/issue. The student holding the ball is the only student allowed to speak, and they are allowed to pass it on to whoever they please. No one is allowed to talk unless he or she has the ball, and no one is allowed to pass judgment. No one is allowed to mention or talk about the topic/issue discussed in the game once it has finished, until the next quiet ball game has begun. You can use this for current events or a book the class is reading.

Example:

Teacher: Tell me how you felt about the (blank) exhibit at the (blank) museum.

Student: I felt personally connected... I felt confused, etc.

Conclusion

The main conclusion remarks of the present study are to investigate the relationship of emotional intelligence in online and English language teaching . Emotional Intelligence has become the center of attention for educationists in recent era. The idea is growing rapidly. In the present era considerable attention is being paid to the theory of Emotional Intelligence.

Online education system has taken central role in distance education because of its advantages to the pedagogical process. That is the reason many countries are now shifting from the usual face to face pedagogy to online system. One of its reason is the perception of educationists that online education is student centered and it teaches them according to their pace, their preference and it is under their control and it has flexibility for them.

Through online education students can share opinion, join in discussion and exchange knowledge without being effected from class size and distance. People can gain success if they learn to develop a relation between managing feelings and emotional intelligence. As a consequence, it is that if the education system including students and teacher, are made aware of the importance of EI they chances of their success are high.

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