EMOTIONAL INTELLIGENCE AND LANGUAGE TEACHING

ENGLISH TEACHERS' ATTITUDES AND TEACHING PRACTICES

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Tiivistelmä – Abstract

Tunneälyn ja tunnetaitojen yhteyttä opettamiseen ja oppimiseen on tutkittu niin pedagogiikassa, psykologiassa kuin soveltavassa kielitieteessäkin. Aikaisemmat tutkimukset ovat todenneet tunnetaitojen tukevan oppimista monella eri oppimisen osa-alueella. Tunneälyn ja tunnetaitojen tarkastelu yhteydessä kielten opettajiin on suhteellisen uusi ilmiö, minkä takia valitsin aiheen tutkimukselleni.

Pro gradu -tutkielmani tavoitteena oli mitata Suomessa työskentelevien englannin opettajien tunneälyä käyttäen TEIQue-SF mittaria, sekä verrata iän ja opetuskokemuksen yhteyttä tunneälyyn. Tutkielma tarkastelee myös englannin opettajien asenteita tunnetaitoja kohtaan, sekä tutkii käytänteitä, joilla tunnetaitoja on opetettu englannin oppitunneilla. TEIQue-SF mittarilla saaduista tunneälypisteistä laskettiin IBM SPSS-ohjelmaa käyttäen Cronbachin alpha, jolla analysoitiin pisteiden luotettavuutta. Lisäksi tunneälypisteitä verrattiin ikään ja opetuskokemukseen suorittamalla IBM SPSS-ohjelmalla ei-parametrinen Kruskal-Wallis testi. Asenteita ja käytänteitä tarkastelevat Likert-kysymykset analysoitiin laskemalla vastauksien keskiarvot ja mediaani. Lisäksi asenteita ja käytänteitä laajemmin tutkineet avokysymykset analysoitiin laadullisen sisällönanalyysin keinoin.

Tutkimus toteutettiin kyselytutkimuksena. Tutkimuksen tulokset osoittivat, että englannin opettajilla on korkea tunneäly. Ikä tai opetuskokemus eivät vaikuttaneet merkitsevästi tunneälyyn. Englannin opettajilla on positiivinen asenne tunnetaitoja kohtaan ja suurin osa kuvaili niitä tärkeiksi. Osa vastaajista painotti tunnetaitojen tärkeyttä tietyille ikäryhmille, kuten lapsille tai teini-ikäisille. Englannin opettajilla oli monipuolisia käytänteitä opettaa tunnetaitoja, ja jokainen vastaaja osasi keksiä tapoja kuinka tunnetaitoja voisi opettaa. Tunnetaitoja opetettiin osana kieltenopetusta sekä sen ulkopuolelta. Kaikki vastaajat eivät kuitenkaan kertoneet sisällyttäneensä tunnetaitoja englannin opetukseen.

Keywords Emotional intelligence, emotional skills, English teachers, TEIQue-SF, questionnaire

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1   INTRODUCTION

When I applied to a subject teacher training program in 2019, I was surprised to notice how the purpose of the entrance interview was to measure my emotional skills. Instead of being asked questions like "Why do you wish to become a teacher?", I was asked questions such as "Describe the last time you had an emotional moment and how did you cope with it?" This took me by surprise, as I had not thought that my emotional capacity would be measured or tested during that interview. Having passed the entrance interview we dedicated a whole day for examining emotions during our intensive teacher training period and examined how we as subject teachers might face them in the future. These experiences sparked my interest to investigate how widely emotional skills are currently included in English teaching in Finnish schools.

Besides my own interests, emotional skills are a trending area of research in the field of applied linguistics (Barcelos et al. 2022: 1–2) and there is a growing number of studies showing the importance of emotional skills in classrooms. This could be explained by the vast number of connections made between emotions and their effects in classrooms, for example linking teaching emotional skills to "students' instructional behaviour, engagement in school, student outcomes and teachers' well-being and job satisfaction" (Keller et al., 2014: 69). Another study points out how emotions in classrooms affect pupils' attention, focus, memory, deduction skills and energy levels (Lahtinen, 2019: 19), showing again the extent of emotions' effects.

While the numerous impacts of emotions mentioned above apply to classrooms of every subject, there is also research indicating the importance of emotional intelligence in language classes. Negative emotions in language classrooms can cause foreign language anxiety (FLA hereafter), which in turn can interfere with language learning (Horwitz et al. 1986: 128). Learners suffering from FLA may have difficulty concentrating, experience worry, forgetfulness, sweat and palpitations, and these

symptoms may lead to the learner avoiding language learning by skipping homework or classes (Horwitz et al. 1986: 126). If developed even further, FLA may cause learners to never speak the foreign language, by creating great losses of cultural and economic potential, not to mention the crippling effect on bilingual areas (Dewaele 2010: 172).

It is recommended that educators should be able to identify those students who suffer from FLA and advise them by helping to cope with anxiety and make the classes less stressful (Horwitz et al. 1986: 131, Dewaele 2010: 172), in other words use practices of emotional skills. It should be noted that FLA is a multidimensional construct which can be caused by numerous factors, and not only by emotions in the classroom.

This study is aimed at examining the attitudes and practices of emotional intelligence on all school levels, since most of the studies conducted earlier have focused on pre-schools and primary schools. While building up the groundwork for emotional skills is important for children, it should not be forgotten in secondary level schools, because those areas in brain which are responsible for skills such as emotional self-control continue to develop until 16-18 years of age (Goleman 1995: 226).

Chapter 2 establishes the background by defining the key concepts and earlier research relevant to this study. Then, Chapter 3 presents the aim and research questions along with description of data collection and method of analysis. Next, Chapter 4 presents the results that were received and finally Chapter 5 discusses the results in relation to the research questions, concluding the study.

2   BACKGROUND

This chapter introduces the key concepts of this study and examines how they have developed over time. In addition, this chapter investigates noteworthy theories in relation to both teaching and language teaching.

2.1   Emotions

What are emotions? Merriam-Webster dictionary defines emotion as "a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by psychological and behavioral changes in the body". However, emotions might not be as conscious as we think. Goleman (1995: 289) defines emotion as "feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" and explains further that there are hundreds of emotions with their blends and varieties. Now, the tricky part is to find a consensus among the many fields of research which define emotions differently.

One way of examining emotions is by categorizing them. Ekman (1992: 175-176) argues there are four core emotions (fear, anger, sadness, and enjoyment) since those emotions can be understood universally from a person's facial expression. For example, one could recognise an angry expression on a stranger's face, even if there were no shared language between the two. Goleman (1995: 290) follows Ekman's idea of primary emotions such as love, sadness, and fear, but acknowledges that these primary emotions may form blends and nuances of emotions such as jealousy, faith, and forgiveness (Goleman 1995: 290).

Emotions can also be differentiated from other closely related terms such as moods and personality traits based on their temporal duration. Emotions are reactions

that surface and pass quickly, whereas moods are long-term emotions which surface repeatedly over time (Lahtinen 2011: 39). As for personality traits, they are "permanent tendencies to extensively experience certain emotions" (Lahtinen 2011: 39). These personality traits are the basis for the trait emotional intelligence theory, which are examined more closely in section *2.3 Trait emotional intelligence.*

2.2   Emotional intelligence and emotional skills

The definition of emotional intelligence (EI hereafter) has been shifting in the hands of researchers for many decades. At first, Gardner's model (Gardner 1983, as quoted by Goleman 1995: 38) introduced the idea of having multiple intelligences, where instead of exclusively focusing on IQ, seven to twenty varieties of intelligence were presented. Salovey and Mayer (1990: 189) followed this idea by presenting five main categories of EI: knowing one's emotions, managing emotions, motivating oneself, recognising emotions in others and handling relationships. However, it was Goleman (1995: 38) who popularized EI in his work *Emotional Intelligence* basing it on both Gardner's model (Gardner 1983, as quoted by Goleman 1995: 38) and Salovey's (Salovey and Mayer 1990, as quoted by Goleman 1995: 43) earlier work on the field. Goleman (1995: 34) himself describes EI as a set of many abilities: ability to motivate oneself, handle frustrations, control impulses, delay gratification, regulate one's moods and distress, not forgetting to emphasize and hope. Even though the concept of *emotional intelligence* includes the presumption that it can be developed (Lahtinen and Rantanen 2019: 25), this study uses the term e*motional skills* when referring to any action that aims to influence one's own emotions or the emotions of others since the name is more pertinent and is used more often in Finnish research.

Goleman (1995: 262) gives examples on how courses of emotional literacy have been used in US schools to prevent and tackle problems such as teen smoking, drug abuse or violence. Those courses have been called "social development", "life skills", or following Gardner's theory of multiple intelligences, "personal intelligences" (Goleman 1995: 262). They were far more successful at preventing unwanted behaviour because the courses focused on teaching the "core of emotional and social competences, including impulse control, anger management and finding creative solutions to social predicaments" (Goleman 1995: 262). Goleman (1995: 263) believes that by bringing EI in schools as its own subject, the awareness of emotions and social life (when taught systematically over the years) will bring the future of decent human beings.

The National Core Curriculum 2014 (NCC hereafter) mentions emotional skills with concrete examples in transversal competences for first and second graders in

section T3: "The pupils practise recognising and expressing their emotions and develop their emotional skills, for example, through play and drama" (Opetushallitus 2016), while for third to sixth graders emotional skills were mentioned as something to develop by working with others (Opetushallitus 2016). Emotional skills are also included in transversal competences for seventh to ninth graders, as the pupils "are supported in the development of their emotional skills" (ibid). When investigating English A syllabus in grades seven to nine, there should be "room for processing emotions" (ibid). Based on these guidelines, it appears that secondary school English teachers are left without concrete examples of how to include emotional skills in lessons on behalf of NCC.

2.3   Trait emotional intelligence

Trait emotional intelligence theory is Petrides' response to aforementioned theories of EI, claiming that emotional experiences cannot be measured objectively, shifting the focus towards a more subjective nature of emotions (Petrides 2010: 137). In definition, trait EI is a group of "emotional self-perceptions located at the lower levels of personality" (Petrides 2010: 137) and it can be measured with a trait emotional intelligence questionnaire (TEIQue). Since trait EI is based on a subjective approach, TEIQue gathers data on person's own perspectives and experiences. Researchers have recommended using trait-based measures, since it is better at predicting respondents' typical behaviour rather than maximal performances when studying behavioral tendencies and emotional self-efficacies (O'Connor et al. 2019: 2). There are different versions of TEIQues, each designed to fulfil a certain purpose. This study uses the shorter form of trait emotional intelligence questionnaire (TEIQue-SF), which consists of 30 questions on a Likert scale from 1 to 7. The questionnaire presents scores which display the respondent's level of EI in four different factors: well-being, self-control, emotionality, and sociability, which are presented in Figure 1 according to Petrides' (2009: 93) framework. Outside of these four factors are facets adaptability and self-motivation, which are counted directly into the total EI score.

Self-motivation

Adaptability

Trait empathy

Emotion perception

Emotion expression

Emotion management

Assertiveness

Emotionality

Relationships

Social awareness

Sociability

Self-control

Emotion regulation

Well-being

Impulsiveness (low)

Trait happiness

Stress management
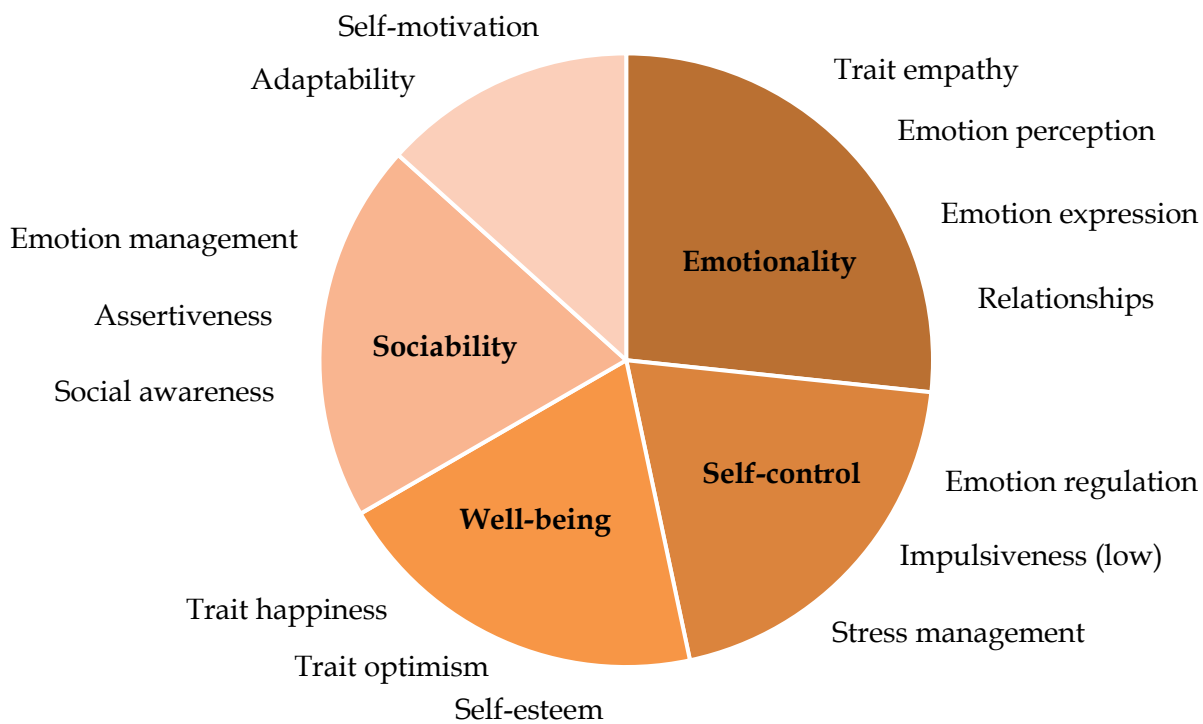
Trait optimism

Self-esteem

Figure 1 – The 15 facets and 4 factors of trait emotional intelligence

In a study conducted by Virtanen (2013: 126), the EI of 551 primary school teachers was measured with an EKK (*Emotionaalinen Kompetenssi Kouluyhteisössä*) questionnaire, which was based on a competence-based theory of EI that focused on examining EI in working life. In EKK, some of the factors and facets of emotional intelligence were different from Petrides' (2009: 93) framework, as EKK measured 4 factors and 18 facets (Virtanen 2013: 91). Even though Virtanen's study was based on a different theory of emotions, respondents' EI was measured subjectively, meaning that the respondents evaluated their own emotional intelligence by scaling statements on Likert-scale, as they did in this study. The following Chapter 2.3 examines the subjective nature of EI in more detail.

In addition to measuring EI, the study compared it to age and teaching experience. The results concluded that 41–50 years old primary teachers had stronger values on some areas of EI, whereas less than 30-year-olds had weaker values (Virtanen 2013: 134). In addition, teaching experience was beneficial for EI, as those with more experience (20–29 years) scored higher than those who had less than a year of teaching experience (Virtanen 2013: 137).

The above-mentioned study investigated primary teachers' (N=551) attitudes towards emotional skills by measuring the perceived importance of emotional skills

(Virtanen 2013: 139). Overall the attitudes were positive, especially for emotional skills such as empathy, conflict management, self-control, and cooperation skills (Virtanen 2013: 139). Emotional skills performance, self-confidence, organizational knowledge, and influence were perceived as the least important, yet they still received a positive value of importance (Virtanen 2013: 140).

2.4   Emotions and teaching

Hargreaves (1998: 835) argues that "good teaching is charged with positive emotion". This means that it is not enough for the teacher to know the subject they are teaching, but to "connect with their students" and fill the school days with "pleasure, creativity, challenge and joy" (Hargreaves 2008: 835). As teaching requires interpersonal relationships for example with pupils, their parents, teachers' colleagues and other staff, emotional understanding is needed when interpreting interactions (Hargreaves 1998: 838-839).

Emotions therefore have a significant impact on what happens in a classroom. Furthermore, studies have shown that emotions can affect pupils' attention, focus, memory, deduction skills and energy levels both positive and negative ways (Lahtinen 2019: 19). For example, a very stressed and scared pupil might be only focusing on survival, which decreases the capacity to think diversely. In this situation when the pupil's focus is only on the details that cause fear, the memories gained in the classroom are mainly based on those moments of fear (Lahtinen 2019: 21).

In addition, puzzlement can be a highly useful emotion since it awakens the pupil's interest towards the specific task. Now of course the main goal is not to make pupils overly confused because that might decrease the amount of learning motivation (Lahtinen 2019: 20), but to keep in mind that the greater the feeling of being puzzled, the greater the joy once something is realized or solved (Lahtinen 2019: 20). It is also claimed that the emotional atmosphere in class is as significant for learning as the pupil's abilities for learning (Lahtinen 2019: 21). Since the main purpose of school is teaching and emotions affect the quality of learning widely, including emotions in lesson plans seems crucially important.

According to a study by Graziano et al. (2007: 14), the benefits of teaching emotional skills, especially emotion-regulation, relates to children's early academic success in various ways. For example, children who had better skills in emotion regulation performed better in classroom settings and in standardized tests which evaluated math and early literacy (2007: 14).

According to Isokorpi (2004: 69), there are two important principles which are the basis of emotional intelligence. First is that teachers should aim to have a strong

and interactional touch on work and take students' individual needs into account. In other words, the teacher's job is to promote the learning of every student, and to make sure that emotions of interaction, affection and sense of belonging are constructed by guidance. This requires a more guiding perspective from the teacher, moving away from the more traditional, presenting-based teaching (2004: 69). The NCC for basic education 2014 (Opetushallitus 2016) is based on that same conception of learning where pupils are guided towards being aware of their own learning and developing it for their personal needs (Opetushallitus 2016). When the guidance is applied in an encouraging way, it improves the pupil's trust in their potential (Opetushallitus 2016). In addition, when the emphasis is on guidance instead of strictly lecturing, it gives the teacher the chance to evaluate both how the students manage given tasks, and how the group presents cohesion, stability, and solidarity in their relationships (Isokorpi 2004: 69). The second important principle is to include emotional intelligence in everyday teaching, meaning that teachers should be able to perceive situations where developing emotional intelligence is possible (Isokorpi 2004: 69).

Isokorpi (2004: 69) argues that there is no need for a separate subject for emotional intelligence and that teaching emotional intelligence should not depend on the subject which is taught. This goes against Goleman's (1995: 263) proposal of having a "social development" course which would be a separate subject in schools. However, Goleman (1995: 279) also mentioned that the most important aspect is how emotional intelligence is taught, whether there is a designated subject for it or not. By being aware of emotions and responding to those which may rise in the classroom always opens an opportunity to show examples of emotional intelligence; "whenever a teacher responds to one student twenty or thirty others learn a lesson" (Goleman 1995: 279). The same idea is suggested by Jalovaara (2005: 98), as he claims that a competent teacher has the possibility to include emotional skills to everyday situations. This could be done by organizing the lesson in a way that it allows teaching the subject while simultaneously creating a positive sense of belonging to the group (Isokorpi 2004: 70). Communality is a basic humane need in which belonging to a group or community is a fundamental building block of one's self-esteem and acceptance (Isokorpi 2004: 70). In addition, Jalovaara (2005: 97) encourages using functional methods for teaching emotional skills, for example using drama-based exercises. However, learning and developing emotional skills is not easy. It takes time and consistent effort, since the very nature of emotions is subjective and cannot be generalized into a prepared set of solutions that would be suitable to everyone (Isokorpi 2004: 65).

Emotions in classrooms are important for teachers as well, "as they affect teacher behaviour, shape teacher-student relationships, and ultimately impact student outcomes" (Keller et al. 2014: 69). Furthermore, emotions affect teachers' job satisfaction as they are important to teachers' psychological well-being (ibid). Correspondingly,

emotional depletion may lead to teacher burnout, which in turn may be a reason for leaving the job prematurely (ibid). There are also other reasons for teachers leaving their job. The latest review of teacher well-being conducted by OAJ (The Trade Union of Education in Finland) revealed that the biggests reasons for considering a change of jobs is the constantly growing burden and workloads that have grown too big (OAJ, 2021). Especially recently graduated teachers felt the burden of work as too heavy, and those who had taught for longer mentioned the increasing workload (OAJ, 2021).

2.5   Emotions and language learning

As mentioned in Barcelos et al. (2022: 1–2), the relationship between emotions and language learning has been investigated in applied linguistics since the 1970's, but it was not until 2010's when the focus shifted specifically towards language *teacher* emotions. According to Barcelos et al. (2022: 2), "These earlier studies pointed out the need to investigate and understand the kinds of emotions teachers felt towards their practice, students, colleagues and their educational contexts". Around the same time publications on language teacher emotions began to surface (Barcelos et al. 2022: 2).

Having studied the relationship between emotion and language, Dewaele (2010: 29) argues that while the desire to study emotions from a purely psychological perspective is understandable, he claims that neurological approach is highly limited since most of what it has offered is only to locate those areas of the brain where particular emotions occur. In addition, it is imperfect in that as well, having too much variation between individuals and being incapable of linking electro-physiological processes to specific emotions (Dewaele 2010: 29). It is assumed that there is a link "between basic emotions and the language that codes and expresses them", meaning that there is need for further research on emotions and language learning (Dewaele 2010: 17).

There is relatively little research on the relationship between emotion and second language acquisition, the main focus being on language learning motivation (Dewaele 2010: 20). Even though motivation can be seen as attitudes, MacIntyre (MacIntyre 2002, as quoted by Dewaele 2010: 20) argues that attitudes are not the only source of motivation; "researchers need to delve into the emotions students experience during language learning" in order to distinguish engaged learners from non-engaged learners. This could reveal more ways to make language learning more engaging for learners.

There is research on emotions and L2 learning where the teacher's active role has enhanced the learning experience. For example, Borg (Borg 2006, as quoted by Dewaele 2010: 22) identified two traits which make language teachers effective: the "ability to communicate freely and to radiate positive feeling" and the "ability to

develop close relationships with students". Also, relevant and appealing materials together with non-threatening techniques reduce anxiety in the classroom and promote group solidarity (Dewaele 2010: 22).

Another study by Bown and White (2010: 332) examined new learners of Russian, where students were interviewed and wrote narrative journals where they analysed their emotions. The results showed that emotions affected students' social relationships, thoughts, actions, decision-making, and cognitive appraisal of tasks, teachers, the learning environment, and themselves (Bown and White 2010: 347). To conclude, this study showed how intelligent processing of emotions may affect language learning positively (ibid). Mercer achieved similar results when studying tertiary level learners of foreign language who kept a journal on their emotional experiences in foreign language classroom. In a follow-up interview some of the students reported that they had enjoyed using the diary, since it was a new way of expressing feelings in a foreign language (Dewaele 2010: 24).

3   DATA AND METHOD

3.1   Aim and research questions

The purpose of this study is to examine the attitudes that English teachers have towards emotional skills, and to investigate practices of emotional skills in English classes. In addition, the study aims to evaluate the emotional intelligence of English teachers in relation to their age, years of teaching experience and the school level (primary, secondary, upper secondary or tertiary education) in which they teach in. The study uses both qualitative and quantitative methods of analysis. The study aims to answer the following research questions:

1. What is the level of English teachers' emotional intelligence and what is its relation to age and teaching experience?
2. What kinds of attitudes do teachers of English have towards emotional skills?
3. How are emotional skills included in teaching in English classes?

3.2   The data collection

The data for this study were collected with an online questionnaire. This method of data collection was chosen because a questionnaire allows to gather quantitative data quickly and widely location-wise (Dörnyei 2011: 101), and because questionnaires are

fit to measure factual, behavioural, and attitudinal questions (Dörnyei: 2011: 102). In addition, it was convenient to include the trait emotional intelligence questionnaire (TEIQue-SF) for scoring the emotional intelligence as a part of the questionnaire. As for the qualitative data, open-ended questions offered a chance to enhance the responses and provide some deeper insights into the topics (Dörnyei 2011: 107).

The questionnaire was created and conducted with Webropol, and it was open from 18.1.2022 to 31.1.2022. Since the target group was Finnish teachers of English, the link to the questionnaire was shared on Facebook groups dedicated to English teachers in Finland and directly on email lists of Finnish schools. These platforms were used to reach participants with random sampling (Dörnyei 2011: 97) from different cities and schools, thus gathering more extensive and reliable data. Question 4 (Appendix 1) ensured that the participants were specifically English teachers.

In order to create a questionnaire that would gather data as extensive and exact as possible, the language of the questions was selected accordingly. The TEIQue-SF (Appendix 1, question 5) was in its original form in English since most of the research is based on the English version and there were no guarantees that the available Finnish translation was fully accurate and therefore reliable, and since the participants were English teachers their level of English skills was not an issue. The rest of the questions were in Finnish to make it more effortless and less time consuming for the Finnish-speaking participants to answer the questions, especially for the open-ended questions.

The data for the first research question were collected in two parts. First, questions 1–4 (Appendix 1) gathered the participants' background information such as gender, age, years of teaching experience and the level of school they teach in. Then, the following part (Question 5, Appendix 1), which was the short form of trait emotional intelligence questionnaire TEIQue-SF evaluated the emotional intelligence of the participants. Because the scale of my study is limited, this study used the short form of trait emotional intelligence questionnaire, which consisted of 30 questions on a Likert scale from 1 to 7. The questionnaire presented scores which displayed the respondent's level of emotional intelligence in four different factors: well-being, self-control, emotionality and sociability. Having collected all this data, it was then possible to examine statistically the relationship between English teachers' trait emotional intelligence and background information.

To answer the second research question, the participants answered multiple Likert scale items (Appendix 1, question 6) and an open-ended question (Appendix 1, question 7) on their attitudes towards EI. Likert scaled items were chosen since they are fit for the participants to measure their own attitudes (Metsämuuronen 2009: 70) on a scale of 1– 5, which gathers data that is easier to technically analyse considering reliability and is also easier for the participants to answer (Metsämuuronen 2009: 110–

112). Including both Likert-items and open-ended questions allowed receiving more in-depth data on attitudes (Dörnyei 2011: 107).

For the third research question the questionnaire investigated the general practicalities of including EI in English classrooms again with Likert-items (Appendix 1, question 6) followed by more precise open-ended questions (Appendix 1, questions 8 and 9) gathering concrete examples on how they have taught EI in classrooms and how EI could be included in English classes.

3.3   Methods of Analysis

The data for the first research question was analysed by calculating the TEIQue-SF scores (Question 5, Appendix 1) for four different factors in addition to the overall score: emotionality, self-control, sociability, and well-being. The scores in the TEIQue-SF questionnaire were determined by first reversing the scores from reverse worded items 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26 and 28, which were then summed up with the rest of the questions and finally an average value was calculated. These scores were then compared with the participants' age and years of teaching experience. Because there were no confirmed male respondents nor enough teachers from every school level, the comparison between genders and school levels was left out of the analysis.

Since the sample size of this study is quite small (N=30) and the data in TEIQue-SF is gathered in ordinal scale (1–7), a fitting method of analysis is a non-parametric version of one-way analysis of variance called Kruskal-Wallis test, which allows to compare samples that are of different sizes (Metsämuuronen 2009: 1115–1116). To produce reliable analysis, Metsämuuronen (2009: 1116) proposes four requirements for using Kruskal-Wallis test: the participants should be chosen by random sampling, the observations and groups should be independent of others, the variables should at least be on ordinal scale and that the response variables should be continuous. The latter could be debated as to whether Likert scaled data could be considered continuous, but in this study the response variables were considered varied enough.

The questionnaire (Question 2, Appendix 1) categorized the participants into eight groups based on their age (Figure 2), which were then combined to form four groups (Figure 3) in order to increase the sample sizes thus making the analysis more reliable. These age groups and their average TEIQue-SF scores were then compared with Kruskal-Wallis test, which showed the relationship between age and emotional intelligence. Similarly, the years of teaching experience (Question 3, Appendix 1) were divided into smaller groups (Figure 5) compared with the TEIQue-SF scores by using

the Kruskal-Wallis in order to find connections between the amount of teaching experience and emotional intelligence.
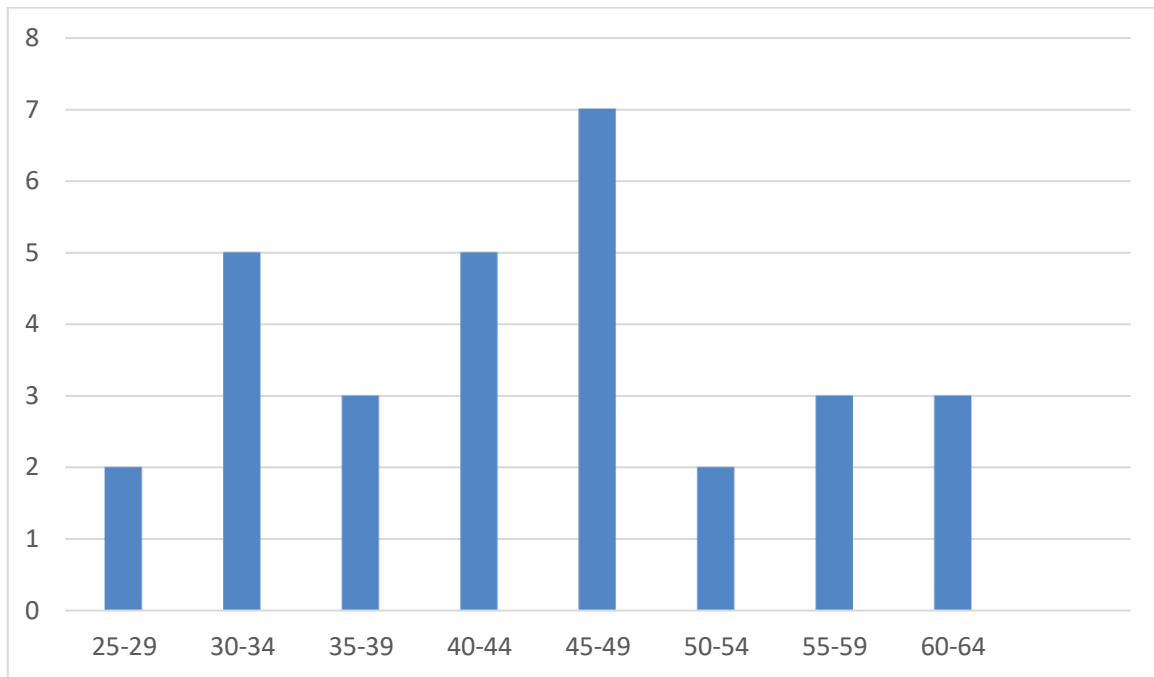

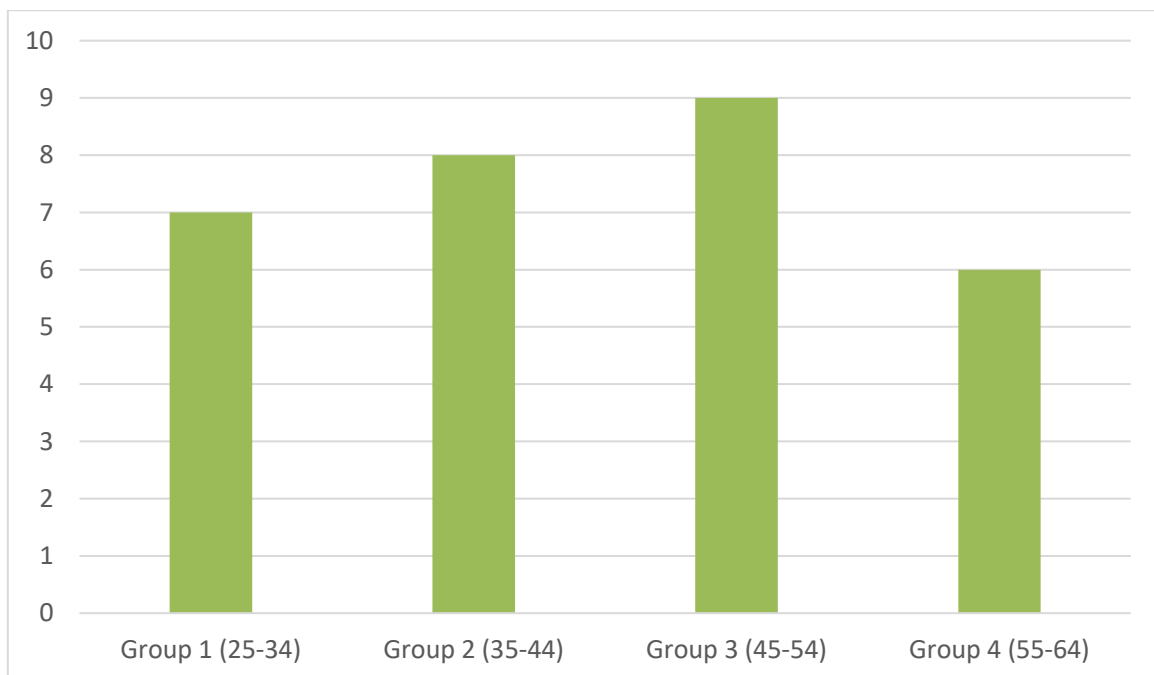Figure 2 – Participants' ages (N=30)

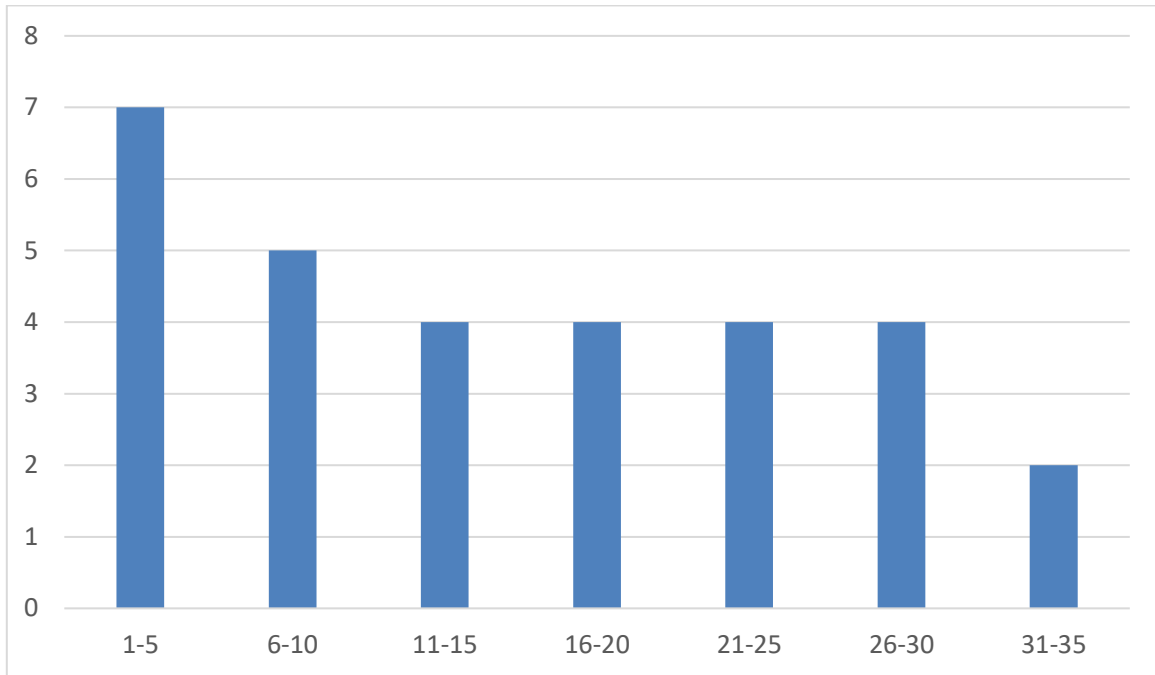Figure 3 – Participants' ages divided into four groups (N=30)
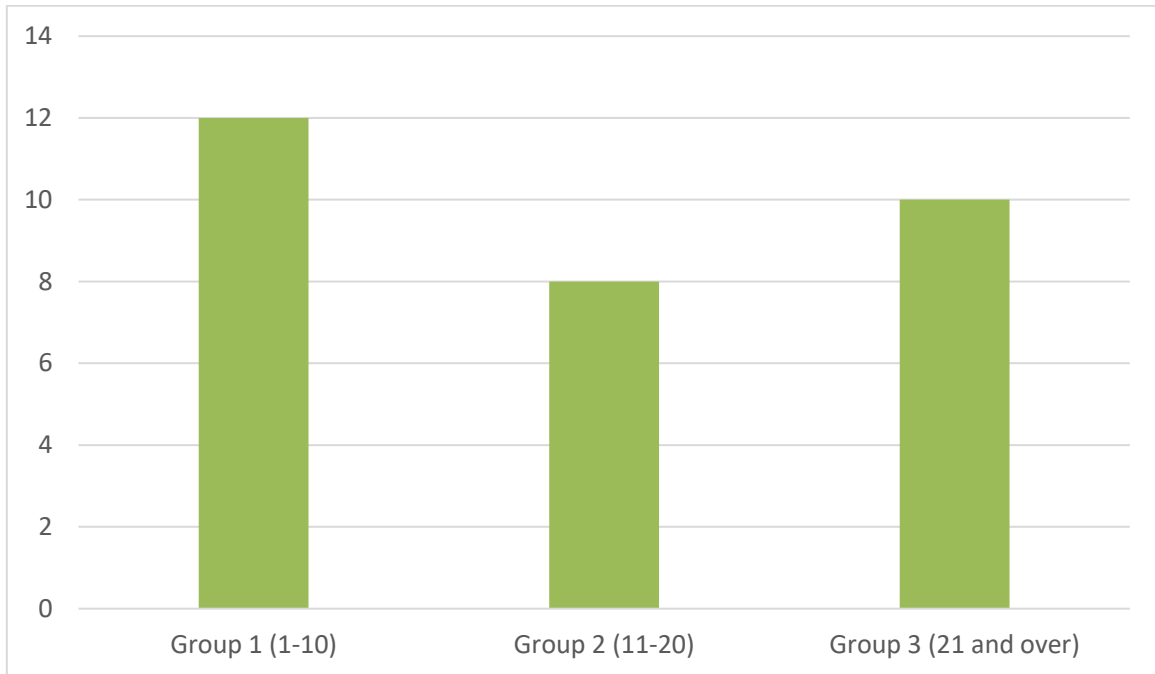
Figure 4 - Years of teaching experience (N=30)

Figure 5 - Years of teaching experience divided into three groups (N=30)

The data for research questions 2 and 3 were analyzed with using both qualitative and quantitative methods. In question 6 (Appendix 1), attitudes towards emotional intelligence in teaching were evaluated with items 6.2, 6.5, 6.6, 6.8, and 6.14, whereas items 6.1, 6.3, 6.4, 6.7, 6.9, 6.10, 6.11, 6.12, 6.13, 6.15, 6.16, and 6.17 evaluated the practices of emotional intelligence in classrooms. These Likert-scale items were analyzed by first reversing the reverse worded items (6.2, 6.3, 6.4, 6.11, 6.14, and 6.17) and then calculating the median values and examined together with the open-ended questions. The open-ended questions were analyzed by using thematic analysis, because it is suitable for questionnaires as a method of data collection, and it offers a fitting way to form patterns that are then easier to analyze (Braun and Clarke 2013: 180). Performing complete coding is a process, which executed systematically identifies labels that are relevant for the research questions which then were formed into explanatory entities called codes (Braun and Clarke 2013: 207). These codes were then examined, clustered with similar or overlapping codes and formed into themes which are relevant to the research questions (Braun and Clarke 2013: 225). Together, the Likert items and open-ended questions formed a concise impression of the topics.

4 RESULTS

This chapter introduces the results after analyzing the data and examines them in relation to the research questions. Section 4.1 answers the research question "What is the level of English teachers' emotional intelligence and what is its relation to age and teaching experience?". Section 4.2 answers the second research question "What kinds of attitudes do teachers of English have towards emotional skills?" and finally Section 4.3 answers the third research question "How are emotional skills included in teaching in English classes?". As the teachers who answered the questionnaire were working in different school levels (primary, secondary, upper secondary and tertiary education), I refer to both pupils and students as *learners* from here on.

4.1 TEIQue-SF scores

This section answers the first research question. The TEIQue-SF (Question 5, Appendix 1) gives scores between 1-7 (1 being lowest and 7 the highest) from the four factors of emotional intelligence and a total EI score which is based on all the 30 items. The four factors were measured with 26 items: well-being (6 questions), self-control (6 questions), emotionality (8 questions) and sociability (6 questions) and their means are shown in Table 1. The remaining four items measured facets of self-motivation (2 questions) and adaptability (2 questions), which were excluded from the four factors and added directly to the total EI score (Table 1). The total EI score is the mean of all the 30 items (Petrides 2009: 344). With the theoretical average of 3.5 (Petrides 2009: 95), majority of the respondents had a higher level of emotional intelligence as their total EI value was above 5 ($\bar{x} > 5.0$).

well-being	self-control	emotionality	sociability	total EI ($\overline{x}$)
5.7	5	4.8	5.3	5.2
6.2	5.8	6	4.7	5.7
6.2	4.7	5.9	4.8	5.5
5.5	3.3	5	5	4.6
5.2	5.2	5.8	4.7	5.3
4.2	4.8	6.1	4.7	5
6	5.3	5	4.8	5.3
6.7	6	5.9	6.5	6.2
5.7	5.5	5.6	4.5	5.2
6.2	4.3	5.4	5.3	5.4
6.3	4.8	4.5	4.3	5
4.5	1.7	2.3	2.2	3
6.3	5.2	6	4.7	5.6
3.3	4.8	5.5	2	4.1
6.5	5.8	6	5.2	5.9
5.8	4.2	5.6	5.2	5.2
5	5.7	6.6	3.8	5.3
5.5	5.2	4.6	4.5	4.9
6.5	5	6	5.2	5.7
5.3	3.7	5	3.5	4.4
5.5	5	5.8	4.5	5.3
5	5.5	6.3	4.7	5.5
6.5	5.5	6.9	5.8	6.3
5.5	3.7	5.3	5	5.1
6.2	5.7	6	4.7	5.7
5.5	3.7	6.1	5.2	5.2
6.8	5.3	5.9	6	6.1
6.7	5.2	5.3	5.2	5.5
5	5.3	4.6	4	4.8
6.8	5	5.5	4.8	5.7

Table 1 – The mean values of the four factors and total EI (N=30)

To measure the internal consistency of the responses that were gathered with TEIQue-SF, Cronbach's alpha was calculated from the four factors of EI (well-being, self-control, emotionality, and sociability) and from the total in Question 5 (Appendix 1). Cronbach's alpha was calculated by using IBM SPSS software. As can be seen in

Table 2, all the values exceeded 0.60, the results received with this scale can be considered reliable and therefore consistent (Metsämuuronen 2009: 549).

factor	alpha
Well-being	.777
Self-control	.723
Emotionality	.769
Sociability	.785
Total	.895

Table 2 – Cronbach's Alpha

Having confirmed the reliability of the responses and having examined the total EI values, it can be stated that English teachers have high emotional intelligence.

4.1.1 Emotional intelligence and age

The responses from the TEIQue-SF (Question 5, Appendix 1) as well as the respondents' ages (Question 2, Appendix 1) were transferred to IBM SPSS software in which a Kruskal-Wallis test was performed in order to examine the relationship between the respondent's total emotional intelligence score and their age group, which are illustrated earlier in Figure 3. The results indicated to retain the null hypothesis "The distribution of total EI is the same across categories of age", meaning that there were no significant differences between the age groups. The independent samples of Kruskal-Wallis test are illustrated in Figure 6, where the age groups' relation to emotional intelligence is portrayed.
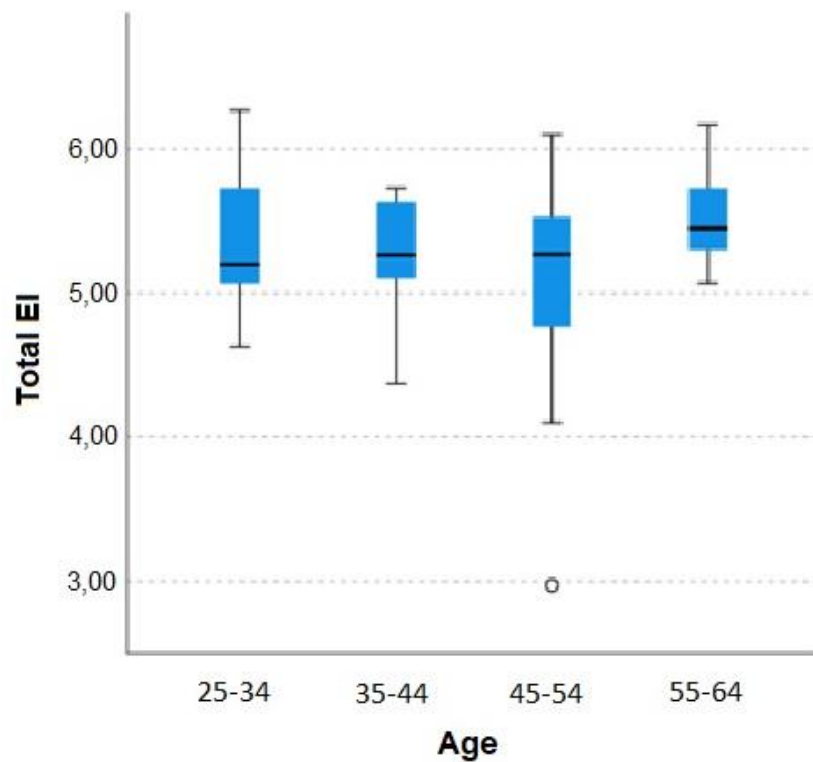
Figure 6 – Emotional intelligence of the age groups

4.1.2 Emotional intelligence and years of teaching experience

Similarly to the previous section, the responses from the TEIQue-SF (Question 5, Appendix 1) and question 3 (Appendix 1) were transferred to IBM SPSS software, where the relationship between emotional intelligence and years of teaching experience was examined by performing the Kruskal-Wallis test. For the analysis, the years of teaching experience were divided into three groups, as illustrated earlier in Figure 5. According to the test, the null hypothesis "The distribution of Total EI is the same across categories of experience" was to be retained, meaning there were no significant differences between the emotional intelligence and years of teaching experience as is illustrated in Figure 7.

Figure 7 – Years of teaching experience in relation to emotional intelligence

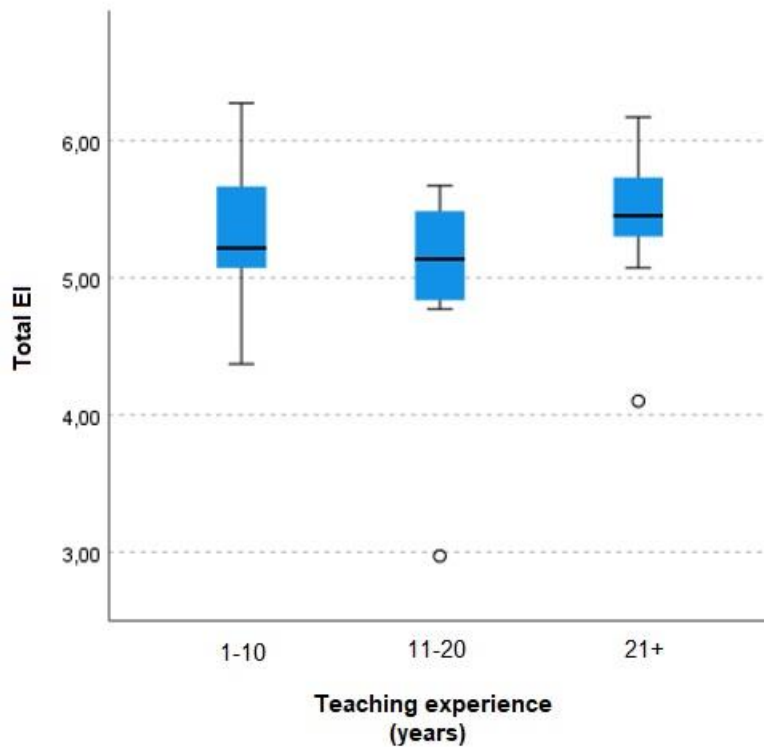To sum up, according to the results above English teachers have a higher level of emotional intelligence. However, when the total results of total emotional intelligence were compared with age and teaching experience, there were no statistically significant differences.

4.2 Emotional skills and attitudes

This chapter answers the second research question "What kinds of attitudes do teachers of English have towards emotional skills?" by explaining how the attitudes of teachers of English towards emotional intelligence were measured and what answers were found in the data. First, the attitudes were measured quantitatively by calculating the median values of Likert-scaled items 6.2, 6.5, 6.6, 6.8, and 6.14 (Question 6, Appendix 1) to give an overall picture of the topic (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree). Then an open-ended question (Question 7, Appendix 1) inquired further description of one's attitudes.

The median (MD) values of the responses strongly indicate that emotional skills are seen as something necessary (Table 3). Based on item 6.5, every respondent has an

open-minded attitude towards emotional skills. Also, a majority of the respondents have willingness to receive training on emotional skills (6.6) and item 6.8 shows that most of the respondents do not think that their workplace has a negative attitude towards emotional skills. With little opposition, emotional skills are perceived as something that belong in the language class (6.14).

	1	2	3	4	5	M	MD
6.2 Emotional skills are unnecessary	90%	7%	3%	0%	0%	1.1	1.0 (5.0[1])
6.5 I am open-minded towards emotional skills	0%	0%	0%	33%	67%	4.7	5.0
6.6 I wish to receive training on emotional skills	0%	0%	7%	63%	30%	4.2	4.0
6.8 My workplace has a negative attitude towards emotional skills	33%	27%	30%	10%	0%	2.2	2.0
6.14 Emotional skills do not belong to language classes	54%	40%	3%	3%	0%	1.6	1.0 (5.0[1])

Table 3 – Responses to Likert questions on attitudes (N=30)

[1]) After reversing the items 6.2 and 6.14 they receive median values of 5.0 and 5.0

There were 29 responses for the open-ended question *What do you think of emotional skills?* (Question 7, Appendix 1). Overall, the attitude towards emotional skills was positive. With the exception of 2 respondents, all the respondents stated that emotional skills are important (N=21), essential (N=3), necessary (N=2), or something they feel positively about (N=1). The remaining 2 respondents claimed that emotional skills are a difficult topic to handle and teach and how they are not the most essential thing in language teaching.

As mentioned above, 21 respondents stated that they considered emotional intelligence to be important. When examined closer, 13 of those respondents specified that emotional skills are especially important for children, teenagers, or generally for everyone (Figure 8). Furthermore, 8 respondents of the said 21 stated that they found emotional skills important but experienced obstacles with it (Figure 9). Emotional skills were seen as a difficult subject to teach (N=3), or as something that the teachers had no time (N=2) or skills to teach (N=2). In addition, the importance of emotional skills after the COVID-pandemic was mentioned in 2 of the responses.

Figure 8 – Emotional skills are important… (N=13)
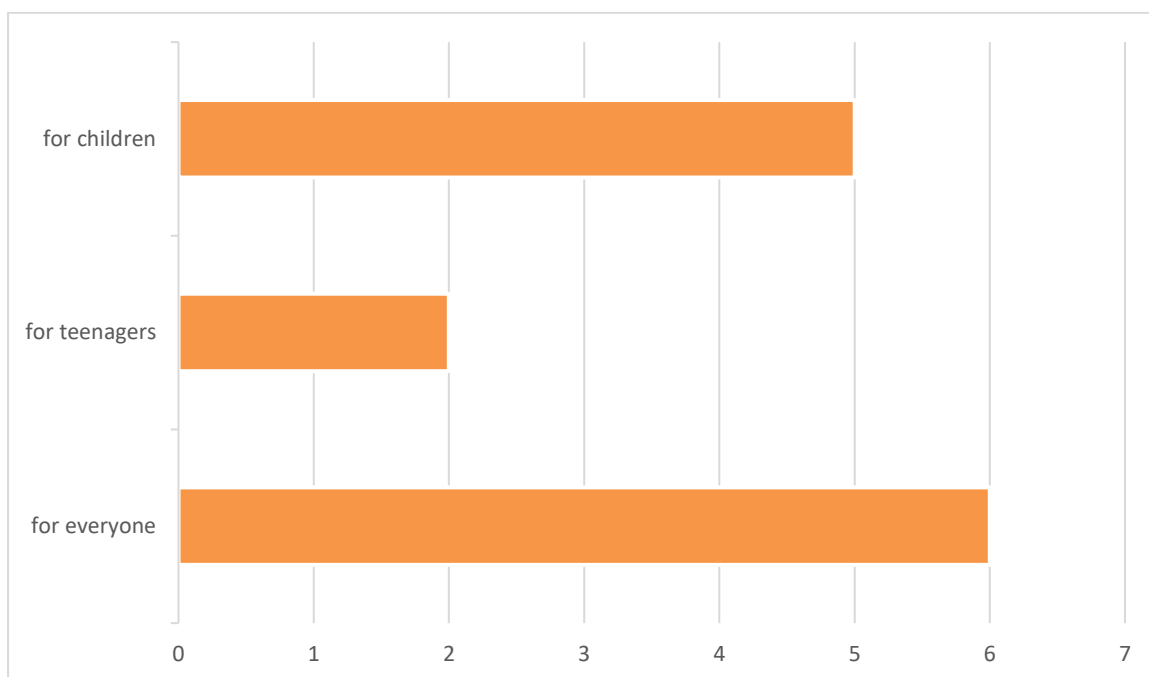

Figure 9 – Emotional skills are important… (N=7)

In conclusion, when examining the results from Question 6 which were quantitatively calculated, the attitude towards emotional skills was positive and open-minded. In addition, the respondents agreed that emotional skills belong to language classes. Qualitatively analysed results for question 7 showed that English teachers

found emotional intelligence important, despite experiencing difficulties with time or skills related to teaching them (Figure 9). Some responses specified to whom emotional skills are especially important: for children, teenagers or everyone.

4.3 The practices of emotional intelligence

This chapter presents the findings for the third research question "How are emotional skills included in teaching in English classes?" by examining the practices of emotional skills in English classes. The data was gathered with Likert-scaled items 6.1, 6.3, 6.4, 6.7, 6.9, 6.10, 6.11, 6.12, 6.13, 6.15, 6.16, and 6.17 (Question 6, Appendix 1) in which the respondents chose the most suitable alternative (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree) followed by open-ended questions (Question 8 and 9, Appendix 1) to provide more insight into the topics. The results are shown in the Table 4 below.

	1	2	3	4	5	M	MD
6.1 I aim to include emotional skills to teaching when possible	3%	23%	20%	44%	10%	3.3	4.0
6.3 Teaching emotional skills takes too much time	37%	20%	23%	20%	0%	2.3	2.0 (4.0²)
6.4 I do not know how to teach emotional skills	14%	30%	13%	30%	13%	3.0	3.0
6.7 I utilize emotional skills outside of the classroom	3%	3%	27%	40%	27%	3.8	4.0
6.9 Emotional skills were a part of my degree	67%	13%	10%	10%	0%	1.6	1.0
6.10 Teaching materials support including emotional skills in teaching	23%	40%	20%	17%	0%	2.3	2.0
6.11 Including emotional skills in teaching does not work in practice	30%	30%	30%	10%	0%	2.2	2.0 (4.0²)
6.12 I am able to recognise pupils' emotions	0%	10%	6%	77%	7%	3.8	4.0
6.13 I teach vocabulary related to emotional skills	3%	7%	3%	60%	27%	4.0	4.0
6.15 I am able to recognise my own emotions	0%	0%	3%	57%	40%	4.4	4.0
6.16 I control my own emotions	3%	7%	3%	33%	54%	4.3	5.0

6.17 I am unable to affect the emotions of my pupils	13%	77%	4%	3%	3%	2.1	2.0 (4.0²)

Table 4 – Responses to Likert questions on practices (N=30)

²) After reversing the items 6.3, 6.11, and 6.17 they receive median values of 4.0 and 4.0

As can be seen in Table 4, the responses for item 6.1 were rather varied. However, as the median (MD) value indicates, over half of the respondents agreed or strongly agreed with the statement that they aim to include emotional skills to teaching. Even though time limitations were mentioned in the previous chapter (Figure 6), most of the respondents did not agree with the statement 6.3., *Teaching emotional skills takes too much time.*

Item 6.4 divided the participants in half, meaning that half of the respondents do not know how to teach emotional skills. Item 6.7 showed that while most of the respondents utilized emotional skills outside of classroom, some did not and thus deviated from the majority. Most of the respondents had not received training on emotional skills as a part of their degree as most of the respondents strongly disagreed with item 6.9. However, the majority of the respondents found teaching materials supporting the teaching of emotional skills in item 6.10. According to the median value of items 6.12 and 6.15, the respondents think they are able to recognise the emotions of their pupils and feel even more strongly that they can recognise their own emotions. They also feel that they are able to affect the emotions of their pupils (6.17).

Item 6.11 *Including emotional skills in teaching does not work in practice* divided the respondents in three groups equal in size; strongly agreeing, agreeing and neither agreeing nor disagreeing, even though the inverted median value suggests that including emotional skills does work in practice. Majority of the respondents claimed to teach vocabulary related to emotional skills in the item 6.13. The strongest median value was found in item 6.16, where a little over half of the respondents strongly agreed with the statement *I control my own emotions.*

For the next open-ended question, the respondents (N=29) were to introduce their ideas on *"How to teach emotional skills in language classes?"* (Question 8, Appendix 1). All the respondents (excluding one respondent who did not answer to any open-ended questions) offered ideas on how to teach emotional skills in language classes. The results are presented in Figure 10.
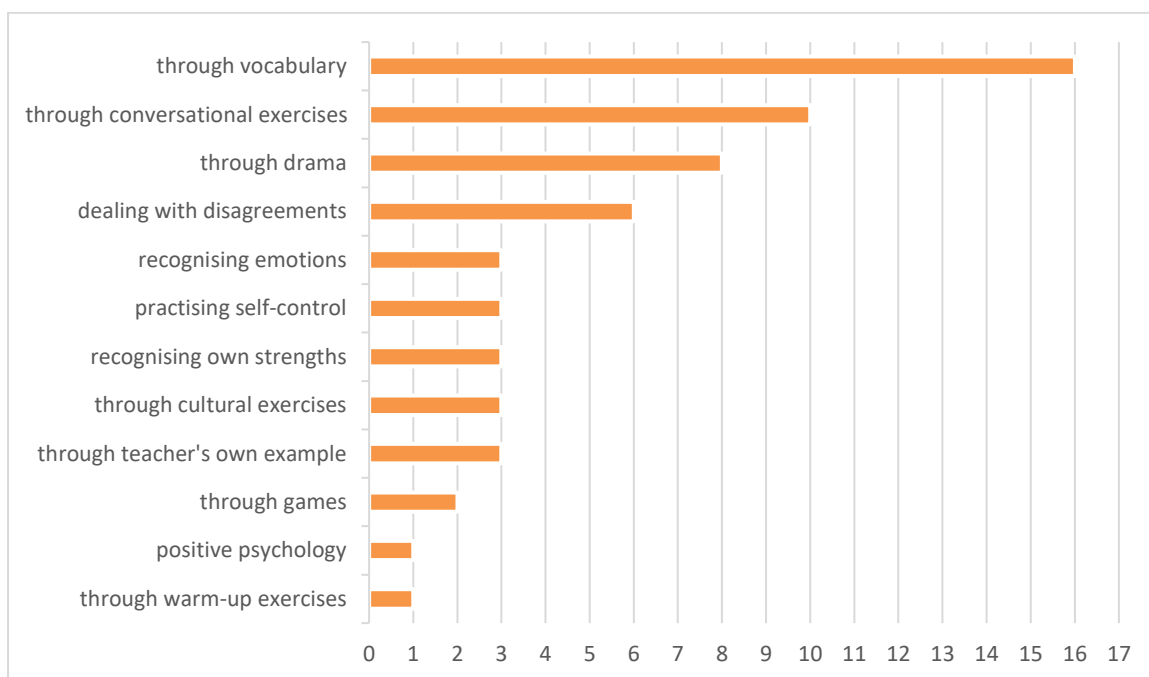
Figure 10 – How to teach emotional skills in language classes? (N=29)

Teaching emotional skills through vocabulary was clearly the most popular practice, as over half of the respondents (N=16) mentioned having utilized it in class-rooms (Figure 10). Other popular methods were teaching emotional skills through conversational exercises (N=10) and drama (N=8). To sum up, three of the most used practices were methods of teaching language and emotional skills simultaneously. Teaching emotional skills through games (N=2) and cultural exercises (N=3) were also mentioned in few of the responses.

In addition to language teaching, teachers taught emotional skills separately by utilizing unexpected situations in classrooms to teach emotional skills (N=6), for ex-ample in cases where learners had disagreements with each other. Teachers also taught emotion recognition and practising of self-control (N=6), as well as helping learners to recognise their own strengths (N=3). One teacher mentioned using positive psychology as a way to teach emotional skills.
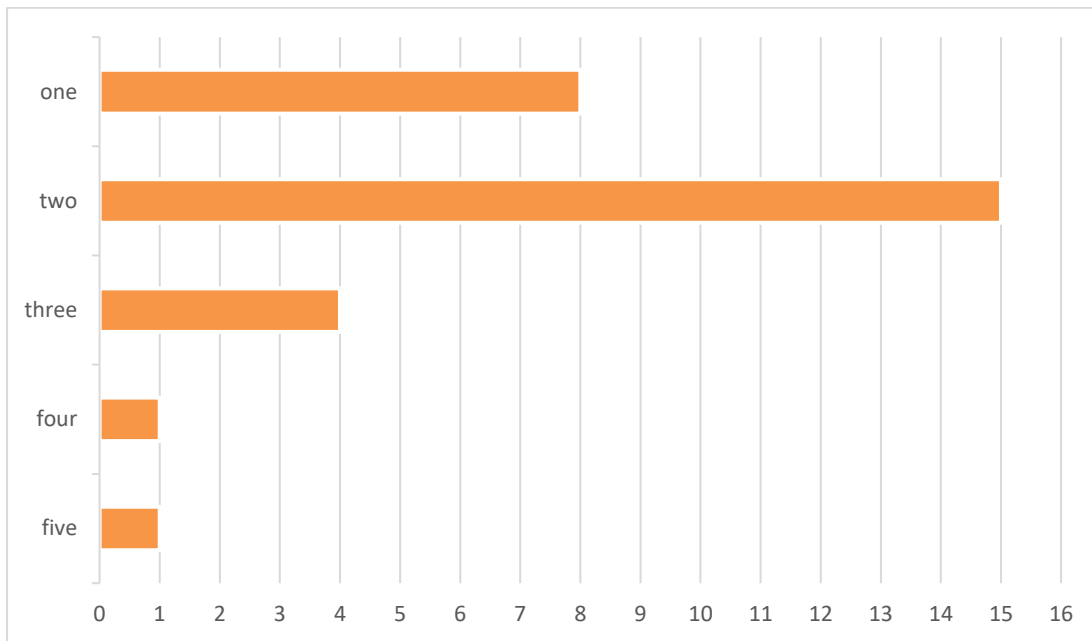
Figure 11 – How many practices mentioned (N=29)

All the respondents (N=29) mentioned at least one way of teaching emotional skills in the classroom. A little over half of the respondents (N=15) came up with two ways of teaching emotional skills, and the rest mentioned three (N=4) and four (N=1). The most ways mentioned in a single response was five (N=1). These responses are illustrated in Figure 11 above.

Figure 12 – Examples of emotional skills in language teaching (N=27)

There were 27 responses for the question *How have you included emotional skills in teaching? Give an example* (Question 9, Appendix 1). Altogether 13 different methods of teaching emotional skills were mentioned in the responses (Figure 12). When comparing the methods that the respondents suggested could be used in Question 8 (Appendix 1) to what practices the teachers actually reported using in Question 9 (Appendix 1), similarities were found in the methods that were mentioned, but the order of their popularity was diffe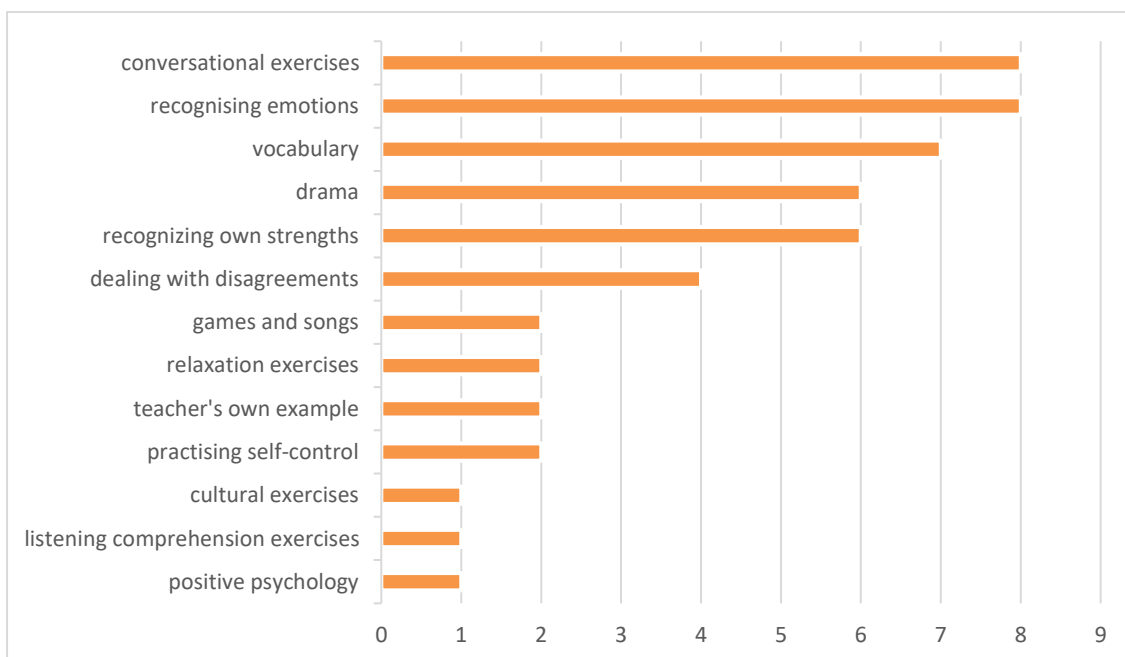rent. Three respondents stated that they had not included emotional skills in their teaching, two of them specifying "at least consciously".

The most popular methods of teaching emotional skills through language teaching were through conversational (N=8), vocabulary (N=7) and drama (N=6) exercises. Other methods of teaching emotional skills through language teaching were using games and songs (N=2), listening comprehensions (N=1) and cultural exercises (N=1).

Other popular methods outside of language teaching were teaching learners to recognise emotions (N=8) and their own strengths (N=6). Emotional skills were also taught while solving disagreements between learners (N=4). Two respondents mentioned using relaxation exercises, such as meditative practices to teach emotional skills. Teachers also taught emotional skills through their own example (N=2) and helped the learners to practice self-controlling their emotions (N=2). One respondent also mentioned using positive psychology.
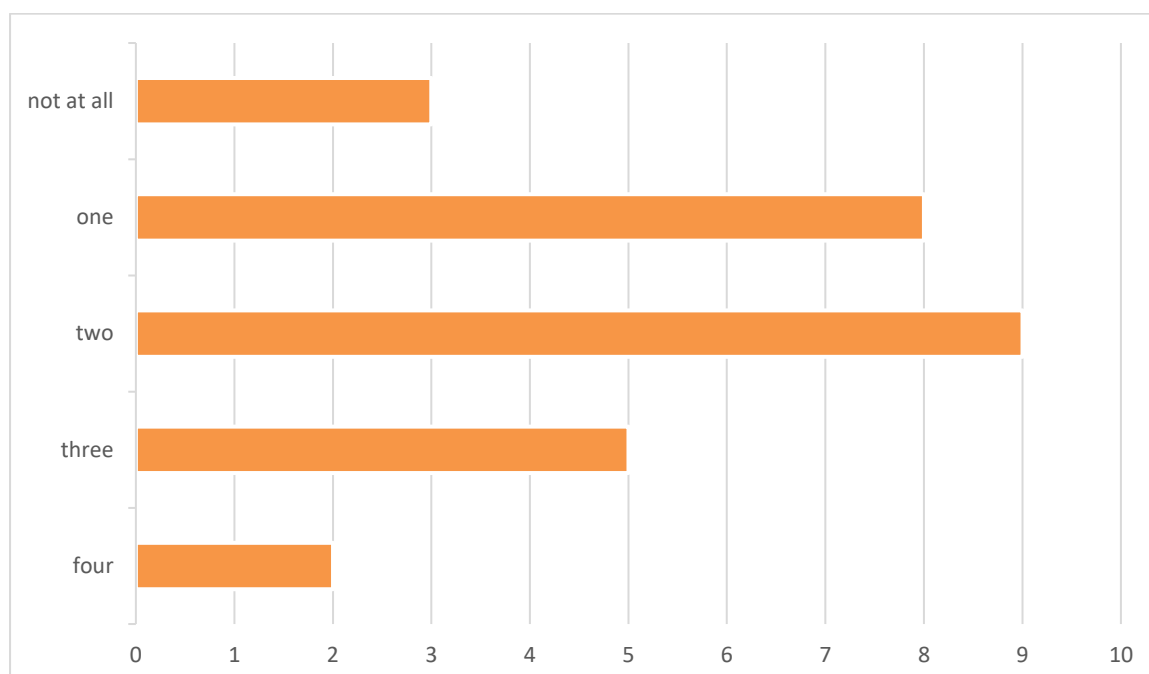

Figure 13 – How many examples mentioned (N=27)

Next, the number of teaching methods was calculated from the open-ended answers in question 9 (Figure 13). Three respondents stated that they have not included emotional skills in their teaching at all, at least consciously. A little bit over half of the respondents claimed that they had included emotional skills in teaching in one (N=8) or two (N=9) ways. Rest of the respondents said having included emotional skills in three (N=5) or four (N=2) ways.

To conclude the results in this section, responses for quantitatively analysed items in Question 6 showed that English teachers agreed aiming to include emotional skills to teaching and thought that including emotional skills to teaching works in practice. Teaching materials were perceived as useful and supportive in teaching emotional skills, but half of the respondents stated that they do not know to teach emotional skills.

As for qualitatively analysed responses in Question 8 where respondents named practices that could be used to teach emotional skills, the most popular practice was clearly teaching emotional skills through vocabulary, followed by conversational exercises and drama. Every respondent was able to mention at least one practice of teaching emotional skills and over half of the respondents named two.

Similarly in question 9 where the responses were analysed qualitatively, respondents were to give examples on how they have included emotional skills in their teaching. They mentioned some similar practices but in different order based on their popularity, as the most popular practices were conversational, vocabulary and drama exercises. However, in addition to the aforementioned practices, recognising emotions was the second most popular practice. Some of the respondents had not mentioned any examples on how to include emotional skills to teaching, yet great majority had named at least one.

5   DISCUSSION AND CONCLUSION

This study aimed to measure emotional intelligence of English teachers, as well as to investigate what attitudes English teachers have towards emotional skills, and finally to examine what practices are used by the English teachers to include emotional skills in English classes. The study was conducted with a questionnaire, which inquired the attitudes that English teachers have towards emotional skills and also collected examples of practices on how English teachers include emotional skills in teaching. In addition, the questionnaire included the TEIQue-SF which measured the respondents' emotional intelligence, which was then compared to the respondents' age and years of teaching experience. For this, a non-parametric version of one-way analysis of variance, called Kruskal-Wallis test, was used. The data examining the attitudes and practices were analysed both qualitatively and quantitatively; open-ended questions were analysed qualitatively with thematic analysis and Likert-questions were analysed by calculating the mean and median values.

This chapter examines the main findings of this study by answering the following research questions:

1. What is the level of English teachers' emotional intelligence and what is its relation to age and teaching experience?

2. What kinds of attitudes do teachers of English have towards emotional skills?

3. How are emotional skills included in teaching in English classes?

These research questions are discussed in section 5.1 in relation to the theoretical background in their respective subsections, which are then followed by a review of this research process in section 5.2.

5.1 Main findings

5.1.1 English teachers' emotional intelligence

This subsection answers the first research question "What is the level of English teachers' emotional intelligence and what is its relation to age and teaching experience?". English teachers had high emotional intelligence based on their TEIQue-SF scores. When comparing the relation between emotional intelligence and age, age did not affect emotional intelligence according to the results. This contradicts with a previous study conducted by Virtanen (2013: 201), where older teachers had higher emotional intelligence than younger teachers. The same applies to the effect that teaching experience had on emotional intelligence; according to this study there were no connections, yet in Virtanen (2013: 201) teaching experience increased the emotional intelligence of the teachers.

The differences of the findings could be explained with differing theoretical backgrounds of the studies. As TEIQue-SF is based on trait emotional intelligence aimed to measure typical behaviour in all given contexts (O'Connor et al. 2019: 2), EKK was based on theory of competence, focusing on examining the emotional intelligence in working life contexts (Virtanen 2013: 115). Therefore, different factors and facets of emotional intelligence were studied.

There were also differences in the respondents, as in the present study teachers worked in primary, secondary, upper secondary and tertiary education, as in Virtanen (2013: 95) all the teachers were working in primary schools. It is also possible that the difference in sample sizes has affected the results on behalf of age and teaching experience, since the size of the present study was rather limited.

5.1.2 English teachers' attitudes towards emotional skills

This subsection answers the second research question "What kinds of attitudes do teachers of English have towards emotional skills?". According to the results, English teachers had a positive and open attitude towards emotional skills. This result aligns with the aforementioend study by Virtanen (2013: 140) according to which primary teachers found emotional skills to be important. Furthermore, English teachers had an open attitude towards receiving training on emotional skills and felt that emotional

skills belong to language class. The respondents did not feel a negative atmosphere towards emotional skills in their workplaces, so it could be assumed that their workplace environment is either neutral or positive towards it. With the exception of two respondents, teachers described emotional skills as important, essential, necessary or something they feel positive about.

Some of the English teachers specified who in their opinion would benefit from emotional skills the most: children or teenagers, while some respondents specified that emotional skills are beneficial for everyone. There is research to support the importance of teaching emotional skills to children, for example in Graziano (2007: 14) teaching emotional skills to children lead to increased academic performance. As for emotional skills being important not only for children, emotional skills are connected to well-being and job satisfaction in adults (Hoffmann et al. 2020: 105, Keller et al., 2014: 69), not forgetting teenagers to whom emotional self-control develops until the age of 16–18 (Goleman 1995: 226).

5.1.3 Practices used to teach emotional skills in English classes

This subsection answers the third research question "How are emotional skills included in teaching in English classes?". When asked how emotional skills could be integrated to language classes, all the respondents came up with at least one practice of teaching it. Teaching emotional skills through vocabularywas clearly the most popular choice, followed by other often mentioned practices conversational exercises and drama. The popularity of vocabulary-based practices could be explained with the earlier question item 6.13: *I teach vocabulary related to emotional skills* guiding the respondents towards including vocabulary in their responses. This would also explain why vocabulary was mentioned significantly less in question 9 (Appendix 1), where teachers were to give examples on how they included emotional skills in lessons.

According to Question 9 (Appendix 1), most of the respondents came up with at least one example on how they include emotional skills in their teaching. The respondents included emotional skills in their teaching both in ways of teaching language and as a separate topic, since the most popular choises were conversational exercises and recognising emotions. These are viable examples on how emotional skills can be taught in a language class without it having to be a separate subject, as Isokorpi (2004: 69) recommended. Three respondents stated that they had not included emotional skills in their lessons, although two of them ended their response in "at least consciously", meaning that there is a chance they have practiced emotional skills but failed to recognise them.

As mentioned above, teaching emotional skills through drama was one of the most popular practices that English teachers mentioned using. This could be explained by drama being mentioned in the NCC (Opetushallitus 2016), although this

is not supported by the fact that teaching emotional skills through play was not included in the responses, even though it was mentioned in NCC. In addition, a closely related activity *games* was mentioned in only a few responses. Perhaps drama exercises are suggested in other literature on the topic as well, as it was in Jalovaara (2005: 97).

Some of the respondents (N=4) mentioned teaching emotional skills while solving disagreements between learners, which is a practical way of utilizing everyday situations to teach emotional skills as Jalovaara (2005: 97-98) mentioned. In addition to the people involved in a disagreement, there is also a chance for the spectators to learn emotional skills as the teacher is showing example on how to deal in such situations (Goleman 1995: 279). This was seen in the responses as well, as a few of the teachers did mention using own example as a way of teaching emotional skills.

When comparing the rest of the answers from how emotional skills could be included in English classes (question 8, Appendix 1) to concrete examples of it (question 9, Appendix 1), there were other noteworthy differences. As the top three practices in question 8 (Appendix 1) were teaching emotional skills and English simultaneously through vocabulary, conversational exercises, and drama, in question 9 (Appendix 1) the second most popular example was teaching emotional skills through recognizing emotions.

Teachers did not think that teaching emotional skills takes too much time, but half of the respondents felt that they do not know how to teach emotional skills. This could be explained with the fact that a notable majority had not received training on emotional skills as a part of their teacher training degree, or because learning emotional skills is in fact a challenging task since it is different for every individual (Isokorpi 2004: 65). Even though a person has a lot of theoretical knowledge on emotional skills, everyone has to begin learning about their own emotions with individual steps from the start (Isokorpi 2004: 65). In fact, some the respondents had mentioned in Question 8 (Appendix 1) that they don't have the skills to teach emotional skills or that emotional skills are difficult to teach.

5.2   The research process

Because the respondents participated voluntarily, it could mean that they had interest or positive attitude towards emotional intelligence beforehand, which could explain the mainly positive attitude towards emotional skills in this study. In other words, if a teacher does not find emotional intelligence a worthy topic, they may have chosen not to participate in the questionnaire. Another thing to mention is the limited nomber

of respondents – with 30 responses it is not appropriate to generalize these findings to all English teachers in Finland. However, the method of analyis was chosen for a small sample group, therefore the analysis should be reliable.

The number of responces per question was not even, as one respondent did not answer to any open-ended questions. In addition to that, two more respondents skipped question 9 (Appendix 1). Perhaps they assumed that the previous question already covered this section, yet this is merely speculation. The interrupted questionnaires could also be explained by the length of it, so a possible suggestion for future research would be to create a more brief questionnaire, focusing on one topic at a time.

Another interesting viewpoint would be to compare different school subjects and their practices of emotional skills and also examine how emotional skills are included in teacher training programmes around the universities in Finland. As the scope of this study was rather wide but the length quite limited, future research could focus on one aspect of emotional skills, for example only on attitudes or practices. It should also be noted, that the purpose of this study is not to lecture and create more pressure on teachers who are already feeling the burden of constantly increasing workloads (OAJ, 2021). Instead, the positive effects that emotional skills have on teaching has a lot of research and evidence behind it, meaning that the topic is worth examining further, while the process of answering a questionnaire is another chance for the respondents to reflect on the topic.

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APPENDICES

APPENDIX 1 – THE QUESTIONNAIRE

EMOTIONAL INTELLIGENCE

Pakolliset kysymykset merkitty tähdellä (*)

1. Sukupuoli *
   o nainen
   o mies
   o muu
   o en halua sanoa

2. Ikä *
   o 20–24
   o 25–29
   o 30–34
   o 35–39
   o 40–44
   o 45–49
   o 50–54
   o 55–59
   o 60–64
   o 65 tai yli

3. Kuinka monta vuotta sinulla on opetuskokemusta? *
   o 1–5
   o 6–10
   o 11–15
   o 16–20
   o 21–25
   o 26–30
   o 31–35
   o 36–40
   o 41 tai yli

4. Opetan englantia… *
   o Alakoulussa
   o Yläkoulussa
   o Toisen asteen oppilaitoksessa (lukio, ammattioppilaitos…)
   o Muu, mikä?
   _____

5. Emotional Intelligence

This part is the short form of the Trait Emotional Questionnaire TEIQue-SF (Petrides 2009). For the sake of originality, this part is in English. Please read the instructions below carefully.

Instructions: Please answer each statement below by selecting a number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. (There are no right or wrong answers). There are seven possible responses to each statement ranging from "Completely Disagree" (number 1) to "Completely Agree" (number 7).

Statement	1	2	3	4	5	6	7
1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

6. Tunnetaidot ja opetus

(1 = täysin eri mieltä, 2 = jokseenkin eri mieltä, 3 = ei samaa eikä eri mieltä, 4 = jokseenkin samaa mieltä, 5 = täysin samaa mieltä)

	1	2	3	4	5
6.1 Pyrin sisällyttämään tunnetaitoja opetukseen aina kuin mahdollista					
6.2 Tunnetaidot ovat turhia*					
6.3 Tunnetaitojen opettaminen vie liikaa aikaa*					
6.4 En osaa opettaa tunnetaitoja*					
6.5 Suhtaudun tunnetaitoihin avoimesti					
6.6 Tahdon tunnetaitoihin liittyvää koulutusta					
6.7 Hyödynnän tunnetaitoja työn ulkopuolella					
6.8 Työpaikallani suhtaudutaan tunnetaitoihin negatiivisesti					
6.9 Tunnetaidot olivat osana opettajan tutkintoani					
6.10 Oppimateriaalit tukevat tunnetaitojen sisällyttämistä opetukseen					
6.11 Tunnetaitojen sisällyttäminen opetukseen ei onnistu käytännössä*					
6.12 Tunnistan oppilaiden tunteet					
6.13 Opetan tunteisiin liittyvää sanastoa					
6.14 Tunnetaidot eivät kuulu kielten oppitunneille*					
6.15 Tunnistan omat tunteeni					
6.16 Säätelen omia tunteitani					
6.17 En pysty vaikuttamaan oppilaiden tunteisiin*					

*) käännetyt kysymykset

7. Mitä mieltä olet tunnetaidoista?

8. Miten tunnetaitoja voisi opettaa kielten tunneilla?

9. Miten olet sisällyttänyt tunnetaitoja opetukseen? Anna konkreettinen esimerkki.

10. Vapaa sana.