

Students' perceptions of English teachers' emotional intelligence in shaping their speaking skills: A qualitative study

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Abstract

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Teachers' emotional intelligence has become an important part in students' learning outcomes and experiences especially in English as a Foreign Language (EFL) context. This study focuses on high school students' perceptions of their teachers' emotional intelligence and its impact on their speaking skills and classroom engagement. This is a case study. Eight third-grade students in different senior high schools who have known of their teachers' personalities during the educational process were interviewed. The findings showed that teachers' positive emotions can increase students' self-confidence and motivate them to improve their English speaking skills. Conversely, when teachers expressed impatience or anger in front of the classroom, it could decrease students' learning engagement, as they experienced stress and fear about making sounds in the classroom. This study revealed that emotional intelligence is very important in creating a positive learning environment, making English classes much more effective, and helping students improve their speaking skills.

Keywords: *Emotional intelligence, teachers' emotions, speaking skills, EFL classroom*

INTRODUCTION

In the context of foreign language teaching and learning, English is one of the main focuses and has been integrated in Indonesian high school curriculum for years. There are several reasons why English has become crucial in Indonesia. Firstly, students can access lots of modern scientific and technological resources which most of them are written in English language ([Akbari, 2015](#)). Secondly, learning English is quite impactful, because it can prepare students for real-life interactions when they want to live or have a study abroad ([Richards, 2017](#)). Thirdly, according to Rao (2019), English as a lingua franca which plays a significant role in today's era due to the growing number of international interactions. By learning English, the students can get those privileges that have been mentioned before.

Teachers' emotional intelligence has a significant impact on student outcomes, especially when it comes to English language acquisition ([Klimska & Rutwoski, 2022](#)). Teachers who have higher emotional intelligence can reduce student anxiety, boost student confidence, and stimulate students' motivation to learn ([Fadhilah et al., 2024](#); [Gumelar et al., 2024](#)). Emotional intelligence can decrease students' anxiety when they are making some language errors (mispronunciation, etc) and be more active in the classroom ([Aydin, 2021](#)). Teachers who are able to manage their feelings can create a friendly, caring, and creative learning environment ([Todmal et al., 2023](#)). Students definitely can enjoy their time learning English with that kind of teacher. It will be beneficial for students particularly during speaking activities.

Teaching is more than just transferring knowledge to students. It is also about controlling emotions effectively in the classroom. There are five components of emotional intelligence itself, i.e., (1) self-awareness or recognizing our own emotions; (2) self-regulation or remaining calm and in control; (3) motivation or maintaining motivation even in a difficult situation; (4) empathy or understanding others' feelings; and (5) social skills such as communication, teamwork, and relationship building ([Goleman, 1998](#)).

It can be easier for teachers who can control their feelings when creating a positive and interactive vibe in the teaching-learning process. During daily interactions, someone's emotions can switch from negative (sadness, fear, anxiety, etc.) to positive (joy, enthusiasm, etc.) ([Gross, 2015](#); [Strapparava & Mihalcea, 2007](#)). Positive emotions from teachers can raise student motivation, create a fun learning atmosphere, and encourage students to take part, especially when it comes to speaking activities ([Husna & Murtini, 2019](#)). [Murtiningsih \(2017\)](#) highlights teachers' personal characteristics that play a big role in classroom interactions. Aliyah, one of the participants in Murtiningsih's study, said that a good teacher is emotionally stable, happy, and able to make the classroom a good place to be. Conversely, students' motivation can be decreased when the teacher shows a bad mood in the classroom. However, [Murtiningsih's \(2017\)](#) research offers a limited perspective, as it was based on a single participant from the entire student population. Meanwhile, this present study provided a wider perspective due to the multiple participants.

[Al Jaberi et al. \(2024\)](#) found that teachers with high emotional intelligence can create an attractive classroom with a psychologically safe environment for students. By doing that, students became more fascinated and happier to both teachers and the learning environment. Teachers and students' communication turns out to be more effective when teachers successfully manage their emotions, because they can solve some conflicts they face more efficiently. The findings from [Al Jaberi et al. \(2024\)](#) showed a positive correlation between teachers' emotional intelligence and student outcomes. Thus, teachers with higher emotional intelligence can build students' greater satisfaction in the teaching-learning process, then because of this the student achieved higher academic performance. However, [Al Jaberi et al. \(2024\)](#) was about the general academic satisfaction, not the specific skill sets. This present study, therefore, was concentrated on a singular skill, which is speaking skill.

Teachers who are lacking in controlling their feelings often don't pay attention to their students' emotional needs ([Wang & Ye, 2021](#)). Because, it can be hard for teachers when they face students with misbehave or when the teachers themselves have a personal problem. Students may feel frustrated, anxious, or stressed, so it will be hard for them to be active in the classroom ([Wang, 2023](#)). [Obaid & Saeed \(2025\)](#) realized if a teacher shows low emotional intelligence, especially regarding emotional exhaustion, it will influence the whole classroom atmosphere negatively. It can increase the students' level of frustration and strained relationships between teachers and students which can lower students' participation too in class. [Obaid & Saeed \(2025\)](#) mostly examined the impact of teachers' negative emotions on students' well-being. Otherwise, the present study looked for the impacts of teachers' positive emotional intelligence, as already perceived by senior high school students, and its influence on the students' speaking skills. This article examines students' perceptions to deepen the understanding of the influence of emotionally intelligent teaching on their motivation, confidence, and speaking skills. This present study specifically attempted to answer the following questions:

1. What kinds of emotional intelligence are demonstrated by teachers in the classroom?
2. How does teachers' emotional intelligence shape students' outcomes in English speaking skills based on their perceptions?

RESEARCH METHOD

Research Design

The researchers opted for a case study design which is considered as a qualitative methodology. The choice of this design enabled a thorough examination of a phenomenon from multiple perspectives and data sources. There is an investigation into how teachers' emotional intelligence can influence how students learn to speak English and how teachers show their emotions in front of the students. [Heale & Twycross \(2017\)](#) define a case study as a comprehensive examination of a phenomenon, whether it can be an individual, organization, or situation, which aims to achieve a detailed, profound comprehension of that phenomenon. This study examined teachers' emotional intelligence in detail, because of the significant impact on motivation, students participation, and classroom atmosphere based on students' perceptions. Teachers are expected to bring a positive and supportive learning environment in the classroom, even though they may face many challenges when doing that. That is why emotional intelligence is so important. This case study-based research offers significant insights into the impact of teachers' emotional intelligence on students' confidence, motivation, and engagement, especially in speaking.

Research Objectives

Eight third-grade students of senior high school joined this study. Those students are studying in different schools in Kotamobagu, North Sulawesi, Indonesia. The researchers interviewed these students to get a wide range of opinions and points of view. The researchers chose them to be the participants because of these several reasons. First, they have been learning English for almost twelve years with different types of English teachers and they already know how emotionally intelligent their teachers are. Second, they can give a deep explanation in order to answer the questions from the researchers. Due to these reasons, they were expected to give useful information for this research. Table 1 shows the students' demographic information.

Table 1*Participant demographic information*

No	Participant's pseudonym	School of origin	Gender
1	Intv_abl_P1	School A	Male
2	Intv_div_P2	School A	Female
3	Intv_aly_P3	School A	Female
4	Intv_nab_P4	School B	Female
5	Intv_yon_P5	School B	Female
6	Intv_cel_P6	School B	Female
7	Intv_afi_P7	School C	Female
8	Intv_nug_P8	School C	Male

Instruments

To gain comprehensive information, it is imperative to conduct in-depth interviews with students from various schools by asking “what, why, and how” questions to them. The students’ answers should be relevant to the research topic. There are four types of interviews used in qualitative research, i.e., focus groups, semi-structured interviews, online interviews, and unstructured interviews. This research used semi-structured interviews. [Neergaard & Leitch \(2015\)](#) mentioned that semi-structured interviews are more structured than unstructured ones, but they still let participants answer in their own way. As a result, researchers could add new questions or change the order of the ones they had already asked based on how people answered. This method lets the participants share their thoughts in a natural and conversational way. This method is expected to yield responses that will eventually transform into reliable information through the identification of patterns, themes, or connections within the data. During the interviews, students were asked nine fundamental questions about the emotions they had already experienced as teachers. There are eight interview questions drawn from three previous studies, along with one question created by the researchers as seen in Table 2.

Table 2*Interview guideline*

No	Questions	References
1	What emotions did you experience in English language class? What causes such emotions?	(Liu et al., 2024)
2	Describe a situation (or situations) in which you experienced negative emotions from what an English teacher showed in English class. What were these emotions? How did you feel when you saw or heard these views?	(Malinina, 2024)
3	Describe a situation (or situations) in which you experienced positive emotions from what an English teacher showed in English class. What were these emotions? How did you feel when you saw or heard these views?	
4	How did you deal with those emotions (positive or negative)? Did you respond with words? Did you engage in dialogue with the teacher(s)?	
5	Did such situations (negative emotions) lead to a breakdown in relationships with teachers? Why?	
6	Do you think that a teacher should always act like that (showing positive or negative emotions) when teaching English in the classroom? Why?	
7	Is the teacher enthusiastic and patient, providing encouragement and support to students? Explain more!	(Fan & Xie, 2025)
8	Is the classroom atmosphere relaxed and engaging? Explain more!	
9	How did the English teachers' emotions link with the students' English speaking performance?	Developed by the researchers

Data Analysis

To analyze the data, the researchers conducted thematic analysis by organizing the responses into a table and color-coding them to simplify examination of the most frequently asked questions during the interview. The primary purpose of this data analysis phase is to present respondents' personal experiences unaltered by data manipulation or response bias. The data analysis process was conducted to ensure that all findings directly answered the two research questions: (1) *What kinds of emotional intelligence are demonstrated by teachers in the classroom?* and (2) *How does teachers' emotional intelligence shape students' outcomes in English speaking skills based on students' perceptions?*

The researchers used Pinpoint.ai to transcribe all of the interview data, and then we analyzed it thematically in four steps: in vivo, open coding, axial coding, and selective coding

(see Table 3). During the in vivo coding process, the researchers categorized the data utilizing analytical codes that reflected either the participants' own words or their native language. To break down the data into the core concepts for open coding, the researchers carefully analyzed it and emphasized essential semantics. The next step is axial coding, which looks at the connections between open coding categories to make an analytical framework (causes and effects, context, methodologies, etc.). The last step for the researchers was selective coding. To do this, all of the categories had to be brought together into one main theory.

Table 3

Data coding stages

Stage	Focus	Output
In Vivo	Participant language	Literal codes
Open Coding	Unpacking data	Separate codes and categories
Axial Coding	Connecting categories	Conceptual relationship model
Selective Coding	Theory integration	Core theory

The findings of this case study are expected to be valuable in the future, particularly in transforming the tedious educational process into a best practice that students look forward to. Integrating teachers' emotional intelligence into the teaching and learning process can improve classroom activities and motivate students. This encourages students to participate more, particularly through speaking. The researchers previously detailed the steps of thematic analysis. The section will next go into detail on the measures taken, starting with the collection of data in the form of interview results. First, the researchers developed and carefully analyzed the appropriate questions to ask respondents during the interviews. Second, the researchers identified a number of words which often appeared in the interviews after drawing upon a coding system. Throughout this phase, the researchers focused on data extraction and labeling the data (open codes). This step is important since tagging keywords can support subsequent studies. Third, researchers discovered similar data and grouped it into related subjects.

Axial codes show how many topics are related to each other, which means that the similar codes are put into subcategories. The researchers need to go over the themes and subthemes again to make sure they are in the right order. In this case, the researchers put together or grouped a number of themes that are very similar. Next, the code description which needs to be given a name would be found in the last code. The researcher write a report that answers the study questions from the last part and lists all the topics (codes, subcategories, and categories). This is the sixth step, validation is the final step in gathering the data, and it is crucial that the findings could be aligned with the interview data. After that, the researchers need to interpret that into findings and discussion parts which the answer of those two research questions about teachers' emotional intelligence and students' outcomes based on the results of interview coding. The researcher's ability to employ this layered coding technique to ascertain the students' responses and gain a clearer understanding of their meanings corroborates these findings.

FINDINGS AND DISCUSSIONS

Findings

This study found that there were six primary themes that emerged based on the students' interview. These six themes showed how teachers demonstrated their emotional intelligence within the classroom and how emotional intelligence affects students' speaking experience. The six themes are such as (1) supportive emotional behaviors that encourage speaking participation, (2) emotional misalignment and the formation of an unsupportive classroom Atmosphere, (3) students' emotional reactions during English learning, (4) emotionally harmful teacher responses and their effects on students, (5) emotionally intelligent teaching as a catalyst for speaking confidence, and one new findings that is (6) how teacher age shapes emotional interaction in the classroom. Each theme is explained in detail based on students' interviews and followed by relevant experts to get an in-depth understanding related to how emotionally intelligent teaching influences the effectiveness of speaking skills development.

Table 4

Six major themes found in this study

Research Questions	Major Themes
RQ.1: What kinds of emotional intelligence are demonstrated by teachers in the classroom?	1. Supportive emotional behaviors that encourage speaking participation. 2. Emotional misalignment and the formation of an unsupportive classroom atmosphere
RQ.2: How does teachers' emotional intelligence shape students' outcomes in English speaking skills based on students' perceptions?	3. Students' emotional reactions during english learning 4. Emotionally harmful teacher responses and their effects on students 5. Emotionally intelligent teaching as a catalyst for speaking confidence 6. How teacher age shapes emotional interaction in the classroom

Discussion

Theme 1: Supportive Emotional Behaviors that Encourage Speaking Participation

1.1 Positive Emotional Support Enhances Students' Willingness to Speak

The results showed that teachers' positive attitudes and traits are very important in shaping how students learn, especially in English language learning. Saying things like "good job" or "you can do it" can boost a student's self-esteem and motivation. *"These words make me feel very appreciated and boost my confidence and motivation to become better. I feel positive emotions such as pride, feeling appreciated, and more enthusiasm in learning because I got appreciation from my teacher (Intv_Nab_P4)".* When students have positive and encouraging interactions with others, they feel valued and recognized, which boosts their confidence and motivation ([Hagenaur et al., 2024](#)). This shows that the teacher can understand emotions, especially empathy, and how to talk about emotions in a helpful way. To further emphasize this point, other students say, *"Small things like that might often be underestimated by some teachers. But in my opinion, those little expressions can motivate students in their learning (Intv_Abl_P1)".* Similarly, a student expressed, *"I feel proud of myself because I receive praise or appreciation from teachers like good or excellent. It also makes me more confident, motivated, and enthusiastic about learning English (Intv_Aly_P3)".* This shows how giving students consistent positive feedback can boost their

motivation and enthusiasm, which can lead to a greater sense of pride.

A key quality of a teacher is the ability to help students improve their speaking skills and their overall mental health. *"My English teacher praised my ability while I was presenting the results of an assignment given by him. He said that although my grammar was not perfect yet, I was brave enough to speak in front of the class. It makes me confident and encourages me to keep practicing my speaking skills (Intv_Nab_P4)"*. This is an example of how the teacher used emotional intelligence by praising effort instead of mistakes. This shows that they care about how anxious students are about speaking and want them to be eager to learn. These positive emotions from the teacher are connected to motivation and inspiration, which can make students want to keep practicing and get better at speaking ([Fan & Xie, 2025](#)).

Other students expressed similar feelings, saying, *"For example, when the teacher says that my pronunciation and my grammar are better than before, I definitely feel very happy and very good (Intv_Yon_P5)"*. [Fan & Xie \(2025\)](#) say that positive feedback from teachers can boost students' self-efficacy and positive feelings, which in turn can boost students' confidence and motivation. The atmosphere in the classroom that teachers create is also important. Moreover, the classroom atmosphere created by teachers also plays a role, as one student noted, *"I often feel supported if the teachers are cheerful and easy-going to the students and they are not too harsh on the students (Intv_Abl_P1)"*. Teachers should be friendly and happy so that students feel better emotionally and build good relationships with each other ([Abilov & Algozhina, 2025](#)). These examples show that teachers who are positive and supportive not only make students feel better, but they also encourage them to become more interested in learning English.

1.2 Engaging Teaching Methods Cultivate a Positive Learning Atmosphere

When teachers show their positive feelings with fun activities like games and quizzes, the learning environment becomes more interesting and exciting. *"When the teacher does creative things like language games, quizzes, or group discussions, it makes learning more fun and less boring (Intv_Nab_P4)"*. Another student also added, *"English class is fun and relaxed because the teachers sometimes make the lesson interesting. We sometimes watch videos or take tests through Quizizz (Intv_Div_P2)"*. Zhao and Clure indicate that integrating interactive teaching methods make the learning in the class more fun and interesting. This shows that the teacher employs their emotional intelligence in social skills and emotional awareness in the class to make safe and calm environment for students. A student also said, *"The atmosphere in English class feels more relaxed and interesting (Intv_Aly_P3)"*. This shows that creative ways of teaching make learning make the classroom better to learn. Students want to learn English more because the teaching materials are interactive. Technology-enhanced English classes also have a more relaxed atmosphere, which can make students more motivated, interested, and happy while they are learning the language ([Ding & Hao, 2025](#)). This showed that combining different interactive teaching methods makes the classroom more relaxed and fun, which makes students happier. For example, Digital quizzes platforms such as Quizizz or Kahoot, video-based activities, language games, and small group speaking tasks make the classroom more fun.

When teachers use modern teaching tools alongside positive emotions like excitement, encouragement, and patience, they can also help students feel more connected to the subject. Active classrooms with supportive teachers who get students involved in activities make learning more fun and effective by boosting students' motivation and confidence. [Knaus](#)

(2023) suggests that teachers possessing positive self-esteem are more willing to utilize engaging, activity-oriented media due to their enjoyment of these resources. These kinds of methods calm students down and make them feel more confident, which makes them more likely to speak up in class.

Theme 2: Emotional Misalignment and the Formation of an Unsupportive Classroom Atmosphere

The way teachers make the classroom feel can either make students want to be active or avoid being active. Students described the situations where teachers seemed annoyed, emotionally detached, or overwhelmed. For example, a student shared, *"Sometimes, when my teacher looks like she is in a bad mood, the atmosphere in the classroom becomes less pleasant because she tends to respond to the students in a flat manner, which makes us sometimes feel lazy to study (Intv_Nab_P4). Savina & Fulton (2024) claim that a teacher's negative emotions can create an anxious environment that students try to avoid. Another student pointed out, "I met with the teachers who tend to be unprofessional, who do not have the capability to control their emotions, but instead they are more controlled by their own emotions. (Intv_Abl_P1)", indicating a lack of emotional self-regulation. Similarly, a student shared, "Sometimes there are teachers who previously had personal issues, but it turns out to affect their mood while teaching. Sometimes the teacher is also emotional about their personal matters, but ends up taking it out on us (Intv_Nug_P8)". Savina & Fulton (2024) also said that when teachers are dealing with personal problems, their emotions may become less stable, which could affect how professional they are and how well they get along with their students.*

The student's lack of motivation and enthusiasm in their lessons was caused by this emotional instability. As stated by another student, *"The teachers' unstable emotions in that class made me feel less enthusiastic and also less motivated (Intv_Afi_P7)". Teachers who show anger toward their students are considered unprofessional by their students. One said, "There are teachers who have personal issues but still vent their negative emotions on students. In my opinion, this does not show a professional attitude from the teacher (Intv_Div_P2)". Furthermore, some teachers dramatize small problems because they are depressed or anxious themselves, as one student explained, "There are teachers who often make small problems into big ones because they usually have personal issues as well, such as stress, sadness, or anger on something outside the classroom (Intv_Nug_P8)". Bibi et al. (2025) assert that teachers who lack emotional intelligence show unprofessionalism when they fail to manage personal issues, including stress or anxiety. Students also said they lost interest when teachers seemed impatient: "When the teacher's vibes are impatient and lacking enthusiasm in teaching, it makes us not want to learn (Intv_Aly_P3)".*

Theme 3: Students' Emotional Reactions During English Learning

3.1 Varied Emotional Responses Experienced During Classroom Activities

When English lessons begin, students experience a range of emotions, including happiness, nervousness, confusion, and excitement. These emotions determine how comfortable and prepared students are to participate in speaking activities throughout English language learning. *"The emotions I experience are quite diverse. Sometimes happy, nervous, shy, but also sometimes motivated. (Int_Nab_P4)". Two additional students find the English class enjoyable: "I feel more enjoyment (Intv_Nug_P8) and I personally enjoy being in the English class (Intv_Div_P2)". While other students feel the same positive atmosphere in the English class, but sometimes confused: "I feel happy, but sometimes I feel confused (Intv_Yon_P5)". These emotional changes show that students' willingness to speak can change based on how supported they feel at the time. Jiang et al. (2016) say that students sometimes talk about where they are learning and how much they like the classroom atmosphere, even though*

some students don't understand. These emotional responses are important because students are more likely to talk when they feel relaxed and supported. On the other hand, when they feel anxious or embarrassed, they are less likely to do so.

3.2 Classroom and Teacher-Related Factors Shaping Students' Emotional Reactions

Students' emotions can be influenced by elements such as the teacher's personality, teaching style, and mood. Teachers, for example, who express themselves in a helpful and calm manner make students feel driven and pleased when speaking. *"There is a feeling of joy and enthusiasm when I can understand the lessons given by the teacher, and sometimes, I feel anxious or afraid of making mistakes when suddenly asked to speak English (Intv_Afi_P7)".* Other students discussed how the classroom environment and the presence of teachers influence their emotions. One student shared, *"Personally, I experience quite mixed emotions; sometimes I can feel positive and negative emotions when speaking in an activity, depending on the classroom atmosphere and the presence of the teacher (Intv_Abl_P1)".* When students talk, how safe or tense they feel is mostly because of how the teacher feels. The teacher's role and the classroom environment are two things that have a big effect on how EFL students feel ([Pishghadam et al., 2016](#)). This shows that the teacher's mood can make students feel better or worse. One student said that being actively involved in speaking activities during the learning process makes her feel good, *"I often feel happy in English class because sometimes my teacher asks me to read the English text, I feel cool when doing that (Intv_Aly_P3).* It implies that speaking skills usually provide students with a sense of joy and pride ([Pishghadam et al., 2016](#)).

Theme 4: Emotionally Harmful Teacher Responses and Their Effects on Students

What the teacher says and does in class can have a big effect on students. Even when they're not in class, students often feel bad when their teachers are rude or give them harsh criticism. This could change how students see themselves, how they learn, and even how they talk to other people. The teacher's mood during class has a big effect on how the students feel and how much they want to participate. These interactions affect how students feel about themselves and how willing they are to practice English, especially in front of other students. One student recounted, *"At that time, I accidentally mispronounced a word in English. Then my teacher suddenly scolded me in a tone that could be considered somewhat harsh in front of my friends. Of course, I felt embarrassed and somewhat discouraged. I even temporarily lost the enthusiasm to speak again and felt reluctant to continue learning English. The emotions I felt at that time were fear, embarrassment, and a little annoyance because the teacher scolded me in a harsh tone and made me feel ashamed (Intv_Nab_P4)".* This illustrates how severe criticism may demotivate students and simply prevent them from speaking up. Students' motivation and learning strategies may be impacted by unfavorable teacher comments ([Leung et al., 2022](#)). A similar situation was also reported by another student, *"Eee, when the teacher said to me, 'Why are you always wrong?' I felt a little embarrassed and became afraid to try again because I was afraid of making mistakes and getting scolded again (Intv_Yon_P5)".*

This fear led the student to say, *"I just feel afraid to move forward in class again or to give my answers (Intv_Yon_P5)".* A student also discusses the consequences of unsupportive behavior and severe evaluations, *"The situation I felt yesterday was when the teacher gave belittling criticism, comparing students with other students, or not providing support when students were struggling. The emotions I felt could be sadness, shame, anger, or lack of enthusiasm (Intv_Cel_P6)".* This fear led the student to say, *"I just feel afraid to move forward in class again or to give my answers (Intv_Yon_P5)".* A student also discusses the consequences of unsupportive behavior and severe evaluations, *"The situation I felt yesterday was when the teacher gave belittling criticism,*

comparing students with other students, or not providing support when students were struggling. The emotions I felt could be sadness, shame, anger, or lack of enthusiasm (Intv_Cel_P6)". These hurtful emotional reactions make students less confident and stop them from communicating, which is crucial for language development ([Zhaleh & Estaji, 2025](#)).

However, when criticism is delivered with support and encouragement, students respond more positively. *"Not all unfavorable comments, though, have the power to demotivate students during the learning process. Furthermore, I appreciate teachers who are friendly yet strict, especially when they evaluate our work, so that we can identify areas where we need to improve (Intv_Div_P2)*. This shows that giving students constructive criticism while being emotionally intelligent does not turn them off. Instead, it makes them want to try again. [Leung et al. \(2022\)](#) say that students are more likely to keep talking and improve when their teachers give clear instructions and show understanding.

Theme 5: Emotionally Intelligent Teaching as a Catalyst for Speaking Confidence

Teachers have a significant impact on how well students learn and how much they enjoy learning. Students said over and over that teachers who show emotional intelligence (like patience, warmth, enthusiasm, and support) make the classroom a safe and inspiring place to be. One student expressed this clearly: *"I believe that teachers are the main factor that determines whether the learning process is good or not, enjoyable or not. The most important thing for an English teacher is strong emotional intelligence. So, it's not just their IQ that should be good, but their emotional ability must also be good (Intv_Abl_P1)"*. This signifies that having emotional intelligence and ability to teach are essential for teachers. In accordance with this, one student said, *"Teachers must prepare their emotions when they want to teach in the class or while teaching in the class (Intv_Aly_P3)"*. [Xu et al. \(2024\)](#) suggest that a student's interest in learning can be influenced by the emotion from the teachers.

In addition, some of the students also emphasized that teachers' emotions affect students' learning whether they enjoy the class or not. The student said, *"In my opinion, teachers' emotional intelligence has a major effect on learning. It all depends on the teacher's attitude whether students enjoy the learning or not (Intv_Nug_P8)"*. Positive emotions from the teachers such as enthusiasm, patience and encouragement to make the class relaxed and willing to speak (Xu et al., 2024). In contrast, negative emotions such as anger, harsh tone, or frustration make the student feel afraid, shy and become passive. As a student said, *"If the students feel anger or talk in a harsh tone to students, they will feel afraid, shy and passive in the class (Intv_Nab_P4)"*. This result related to [Malinina \(2024\)](#) indicates that positive emotions encourage engagement, while negative emotions make individuals tend to draw back.

In the classroom, teachers' emotions have a strong impact on students' emotions and engagement. A student said, *"I think teachers should not always be strict. It is better if the teacher can show positive emotions. For example, be patient, act warmly, encourage students and the crucial thing is demonstrating cheerfulness when teaching (Int_Nab_P4)"*. Similar to this, another student said, *"Teachers must always be positive, patient, supportive, and enthusiastic when teaching English in the classroom (Intv_Cel_P6)"*. These characteristics are really helpful because it can improve students' learning experience as well as the quality of teaching ([Sobhanmanesh, 2025](#)).

However, when the teacher shows negative emotion to the students, they feel anxious and passive. A student said, *"Students feel scared, pressured, and uncomfortable when the teacher shows negative emotions (Intv_Afi_P7)"*. In addition, another student also said similar point, *"Me, as a student, often feel negative emotions that arise when the teacher is not enthusiast, impatient, and does not give support and encouragement (Intv_Abl_P1)"*<

Theme 6: How Teacher Age Shapes Emotional Interaction in the Classroom

This finding emphasizes that younger teachers are more friendly and active so make the classroom atmosphere more relaxed and fun to learn. A student said, *"I think besides*

teachers' emotional condition, the age of the teachers also influences the classroom atmosphere making it livelier or not. Based on my experience, younger teachers are more fun, energetic, cheerful and more excited to teach rather than older teachers (Intv_Nug_P8)". It is in line with [Resalati \(2022\)](#) stating that younger teachers can make the classroom atmosphere more fun, exciting and interactive because they share similar life experiences with students, so that makes students feel emotionally connected with the teachers. The student also added, "Maybe because the teacher is still young (Intv_Nug_P8)". Which can explain why the classroom atmosphere is livelier. This emotional interconnection may help students to increase their confidence and speaking ability. Students can express their self more if the classroom atmosphere is friendly and emotionally connected. This statement does not conclude that the experienced teacher cannot create a positive emotional environment. Experienced teachers are more aware and skilled to the younger teacher in terms of classroom teaching and can make the teaching process more fun. Thus, this idea asserts that teachers' emotions and age have a crucial role in affecting students' enjoyment of learning English.

CONCLUSIONS

This study looked at how teachers' emotional intelligence influences students' English proficiency, especially in speaking skills. Students stated that teachers who are emotionally intelligent, which means they have empathy, compassion, self-awareness, and social skills, can make the classrooms have a positive vibe. This can help students feel more comfortable speaking. Enthusiasm and encouragement from teachers are two examples of positive emotions that can motivate students, calm their nerves, and get them to speak up more. Anger and impatience can make students less confident, make them less likely to make mistakes, and make them less interested in what they're doing.

Emotional intelligence plays an essential role in teaching English, especially to enhance speaking ability. Teachers that can control their emotions and show empathy make students more enthusiastic, confident and willing to participate in the learning process. Findings also indicate that younger teachers create classroom atmosphere more relaxed and engaged. On the other hand, experienced teachers can get similar benefits by improving self-awareness and emotional intelligence.

Teachers need to practice their emotions through self-reflection and professional development to get better in English language acquisition. Schools and policy makers must provide systematic training for teachers about emotional awareness, regulation, and communication competence. Future research is suggested to use mixed methods with bigger samples to assess how teachers' emotional intelligence influences language competencies, academic presentation, and learning motivation in long terms.

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