An Agenda for Emotional Intelligence in Language Teacher Education

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Abstract
In this perspective article, I advocate for integrating emotional intelligence (EI) into language teacher education, addressing the complex, interconnected challenges of the modern educational landscape. The rapid pace of technological advancements and global uncertainties necessitates educators who are simultaneously cognitively adept, as well as skilled in emotional regulation and interpersonal dynamics. I begin the article by defining EI and clarify common misconceptions, highlighting its pivotal role in enhancing teacher well-being, classroom dynamics, and student success. I propose an agenda for embedding EI into language teacher education through pre-service training, ongoing professional development, and culturally responsive practices. By aligning EI with broader educational trends and advocating for policy support, I underscore the importance of EI in fostering resilient, empathetic educators capable of navigating and mitigating the emotional complexities of multicultural and multilingual classrooms. I end the manuscript with a call to action, emphasizing the transformative potential of EI in reshaping educational practices to produce well-rounded, emotionally intelligent individuals.

Introduction

Throughout history, formal education has evolved in response to the social, economic, and political needs of the time. The Industrial Revolution of the 18th and 19th centuries, for instance, shaped schooling to prioritize discipline, conformity, and technical skills for industrial labor. In the 20th century, as communities modernized and globalized, education began to emphasize print literacy (i.e., reading and writing), numeracy, and civic competence to foster participation in democratic and industrialized societies. In the 21st century, however, education faces a vastly different set of demands — ones defined by rapid technological advancements, environmental crises, ongoing geopolitical conflicts, and pervasive global uncertainties. These

complex realities have intensified the need for individuals to possess not only technical knowledge but also skills such as innovation, creativity, critical thinking, and problem-solving. Moreover, emotional intelligence and the ability to regulate emotions and behaviors have become essential for navigating today's interconnected, unpredictable, and often volatile world (OECD, 2018; Trilling & Fadel, 2009).

As the demands of society grow more multifaceted, education systems must adapt to equip both learners and teachers with the cognitive, social, and emotional tools required to thrive. Unfortunately, in many parts of the world, formal education systems have failed to keep pace with these changes, leading to frustration among educators. As Pentón Herrera and Martínez-Alba (2021) poignantly observe, many teachers feel as though they are preparing 21st-century students in 20th-century classrooms built upon 19th-century educational frameworks. This disconnect is particularly evident in the field of language education, where significant progress has been made, but key areas remain stagnant or mired in repetitive debates without much progress. Over the decades, the field has transitioned from traditional grammar-translation methods to communicative approaches and task-based learning, reflecting broader pedagogical shifts. Despite these advancements, it has not been until recently that the field transitioned into what scholars call the 'affective turn' (Pavlenko, 2013). This shift underscores the growing recognition of the critical role that emotions, relationships, and social contexts play in the success of both teaching and learning processes. As Arnold (1999) noted, effective language education requires far more than linguistic competence—it necessitates a focus on fostering the social and emotional well-being of teachers and learners alike.

Aligned with this perspective, there has been an increasing emphasis on humanistic approaches that view teachers and learners as whole individuals whose social, emotional, and cognitive needs are deeply interconnected and equally important. This humanistic lens has expanded the scope of language education, sparking vital discussions about integrating concepts such as social-emotional learning (SEL; Pentón Herrera & Darragh, 2024; Pentón Herrera & Martínez-Alba, 2021), positive psychology (MacIntyre et al., 2016), and well-being into teaching practices (Mercer & Gregersen, 2020; Pentón Herrera et al., 2023). These emerging conversations have highlighted the urgency of reimagining language education as a space that builds linguistic skills and nurtures emotional resilience, empathy, and meaningful human connections. In this new evolution of language education, coined by Pentón Herrera and Becker (2025) as the 'emotional literacy phase,' emotional intelligence emerges as a foundational competency for both teachers and learners, addressing the growing need to navigate the volatile, unstable, and rapidly-developing social, technological, and environmental uncertainties that define modern educational landscapes.

Furthermore, this acknowledgment of the criticality of emotional intelligence in the present and future world also highlights a significant gap in language teacher education, where emotional intelligence remains underemphasized (Dick-Bursztyn, 2023).

In this perspective article, I will make a case and propose an agenda for integrating emotional intelligence in language teacher education. To do this, I will first introduce, define, and clarify misconceptions connected to the term emotional intelligence. Then, I will outline its relevance in language teaching and teacher education, highlighting how emotional intelligence impacts teacher well-being, classroom dynamics, and student success. I will also address the critical need for culturally responsive approaches, ongoing professional development, and policy-level support to ensure its systematic integration. I will end the manuscript with a call to action for educators, policymakers, and researchers to recognize the transformative potential of emotional intelligence in shaping the teaching profession as well as the future of education and society as a whole.

Emotional Intelligence: Definitions and Misconceptions

Since this article is concerned with and proposes an agenda for emotional intelligence in language teacher research, it is important to define it, address existing misconceptions, and explain some ideological criticisms around it. In this section, I venture to clarify these points and establish a foundation for the following sections.

Mayer and Salovey (1997) define emotional intelligence as the ability to "perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). As Pentón Herrera and Darragh (2024) pointed out, the terms *emotional intelligence* and *emotional literacy* are commonly confused and/or used interchangeably, but they are independent terms. Whereas *emotional intelligence* refers to an individual's capacity to recognize, understand, manage, and use emotions effectively to facilitate thinking and interpersonal communication, *emotional literacy* pertains specifically to the ability to identify, articulate, and interpret one's own emotions and those of others using an appropriate emotional vocabulary. Thus, emotional intelligence encompasses a broader range of cognitive and behavioral skills that extend beyond the foundational skills of emotional literacy, which is primarily focused on emotional awareness and expression.

The concepts of academic intelligence and emotional competence have long been central to discussions about human potential (Mohebbi et al., 2017). However, IQ (i.e.,

intelligence quotient) has traditionally dominated these conversations as a measure of cognitive abilities (or 'intelligence') like reasoning, problem-solving, and memory (Neisser et al., 1996) — this is especially true in education, where cognitive skills are favored. The introduction of EQ (i.e., emotional quotient) in the 1990s (Salovey & Mayer, 1990) shifted the focus to social and emotional skills, with Goleman's book (1995) serving as one of the most well-known manuscripts to date about why EQ often plays a more significant role than IQ in determining success in interpersonal relationships, leadership, and emotional well-being. Importantly, IQ and EQ are not mutually exclusive; rather, they complement each other. For instance, individuals with a high IQ but low EQ may struggle to apply their intellectual abilities effectively in social or emotional contexts. Conversely, those with a high EQ often leverage emotional awareness and interpersonal skills to navigate complex dynamics, even with moderate cognitive ability.

In recent times, some scholars and contexts have become sensitive to the word 'intelligence' in *emotional intelligence*, sparking criticism and misunderstanding, particularly due to its association with traditional measures of intelligence like IQ tests. Critics argue that including emotional competencies under the umbrella of 'intelligence' risks diluting the construct of intelligence as a measurable cognitive ability (Matthews et al., 2002). Furthermore, the historical assessments of intelligence have been critiqued for their role in reinforcing colonial hierarchies and racial biases. Early IQ tests, for instance, were often weaponized to justify the intellectual superiority of certain groups while marginalizing others, contributing to systemic racism and inequality (Bryan & Pentón Herrera, 2024). In this context, labeling emotional competencies as 'intelligence' may inadvertently invoke these problematic associations. Additionally, this terminology can create the false impression that emotional intelligence is a fixed trait rather than a skill set that can be learned and developed over time (Goleman, 1995). Mayer and Salovey (1997) addressed these concerns by emphasizing that emotional intelligence involves distinct but measurable abilities that contribute to overall functioning and personal growth. Despite these clarifications, oversimplification of EI is often reinforced in popular discourse, treating it as an innate 'gift' rather than a dynamic set of capabilities that individuals can cultivate (Goleman, 1995; LeDoux & Brown, 2017).

Emotional Intelligence in Language Teacher Education

In language education, emotional intelligence has emerged as a cornerstone of effective teaching and learning, particularly as research increasingly emphasizes the importance of the social and emotional dimensions of language acquisition (Thao et al., 2023). Language classrooms are inherently dynamic, involving cognitive engagement as well as significant emotional interactions between teachers and

students. Teachers with higher levels of emotional intelligence are better equipped to manage classroom stress, foster empathetic relationships, and create emotionally supportive learning environments (Cai & Liu, 2024; Moskowitz & Dewaele, 2020; Pekbay et al., 2021). For example, emotional intelligence enables teachers to recognize and manage their own emotional states while addressing the diverse emotional needs of learners, which is particularly critical in multicultural and multilingual classrooms where interpersonal dynamics can be complex (Pentón Herrera & Martínez-Alba, 2022). Further, research has shown that emotional intelligence can mitigate teacher burnout, improve job satisfaction, and enhance professional efficacy—outcomes that are vital in the demanding field of language teaching (Mérida-López & Extremera, 2017; Pentón Herrera & Darragh, 2024).

The integration of emotional intelligence in language teaching has implications beyond the teacher's personal and professional well-being; it directly impacts student outcomes. Scholars have consistently found that students benefit from teachers who demonstrate high emotional intelligence, as emotionally-intelligent educators are more likely to adopt reflective teaching practices, foster positive teacher-student relationships, and model emotional regulation strategies (Pekbay et al., 2021; Rahman et al., 2024; Sucaromana, 2012). Additionally, language learners themselves experience improved outcomes when their own emotional intelligence is cultivated. Emotional competencies such as motivation, self-confidence, and openness have been linked to greater persistence, resilience, language proficiency, and creativity (Pełczyńska, 2017; Thao et al., 2023). Despite these insights, scholars point out that two critical gaps continue to endure in the field: (1) emotional intelligence training continues to be underrepresented in language teacher education programs (Pentón Herrera, 2024a; Soodmand Afshar et al., 2016), and (2) existing studies on emotional intelligence in language education often focus disproportionately on English as a target language, neglecting other linguistic and cultural contexts (Cai & Liu, 2024). Addressing these gaps is crucial for developing a more comprehensive, equitable, and emotionally responsive framework for language teacher education.

In the sub-sections below, I propose six agenda points for consideration as we explore the integration of emotional intelligence into language teacher education. These points are non-exhaustive, but I hope they will serve as a starting point for advancing research, guiding teacher preparation, and fostering practices that prioritize the social and emotional dimensions of effective language teaching and learning.

Agenda Point #1: Embedding Emotional Intelligence into Pre-Service Teacher Education

Building on the recognition of emotional intelligence as a cornerstone of effective language teaching, embedding emotional intelligence into pre-service teacher education programs is an essential step. This initiative must go beyond general teacher preparation to address the specific demands of language educators, who often navigate complex linguistic, cultural, and emotional dynamics in their classrooms (Pentón Herrera & Martínez-Alba, 2022). Research is needed to examine how pre-service training in emotional intelligence influences the development of key competencies such as cultural responsiveness, emotional regulation in multilingual settings, and empathy toward diverse learners. For example, longitudinal studies could explore how pre-service emotional intelligence training impacts teachers' readiness to foster student engagement and manage language learning anxiety—issues particularly relevant in second language acquisition. To operationalize this, teacher education programs should incorporate emotional intelligence-focused modules or courses featuring reflective practices, emotional regulation strategies, and simulations of multilingual classroom scenarios. See Pentón Herrera (2024a) for an example of how to embed emotional intelligence through SEL practices in a teacher preparation program, and Appendix A for an example of an SEL lesson in a teacher preparation program for both pre- and in-service teachers.

Agenda Point #2: Ongoing Professional Development in Emotional Intelligence

While pre-service education provides an initial foundation, ongoing professional development is vital for sustaining and enhancing emotional intelligence throughout a teacher's career. Language educators face unique challenges, including high emotional labor, diverse student populations, and often volatile teaching environments. Professional development programs focusing on emotional intelligence can mitigate teacher burnout and promote resilience, leading to better job satisfaction and improved student outcomes. Workshops, coaching, and collaborative, reflective practices are particularly effective in fostering emotional competencies among in-service teachers. For instance, case-based learning and peer discussions can offer practical strategies for managing stress and improving classroom dynamics. Longitudinal research is needed to explore the sustained impact of such training on teaching efficacy and emotional well-being. By making emotional intelligence a central feature of lifelong professional development, institutions can empower teachers to navigate the ever-changing landscape of language education. See Appendix B for resources and suggestions for ongoing professional development in EI.

Agenda Point #3: Developing Culturally Responsive Emotional Intelligence Training

Language education is inherently tied to culture, making it crucial to adapt emotional intelligence training to diverse linguistic and cultural contexts. Emotional expression and regulation are shaped by cultural norms, which influence both teacher and student behaviors in multilingual classrooms (Cai & Liu, 2024). As aptly stated by Trilling and Fadel (2009), when it comes to education, "there is no question…that competence comes in a variety of forms and intelligence is exhibited in a wide assortment of behaviors" (p. 33). However, current emotional intelligence practices often reflect Western-centric perspectives, which may not fully capture the nuances and "wide assortment" (Trilling & Fadel, 2009, p. 33) of other cultural settings (Thao et al., 2023). Culturally responsive emotional intelligence training acknowledges these differences and tailors emotional regulation strategies to align with local norms and values. For instance, collectivist cultures may prioritize harmony and indirect communication, requiring distinct approaches to fostering empathy and emotional openness. Expanding research on the intersection of culture and emotional intelligence, especially by and with local researchers, can enhance teacher preparedness and inclusivity, ensuring that language classrooms become equitable spaces for all learners.

Agenda Point #4: Exploring Emotional Intelligence in Teacher-Student Dynamics

Strong teacher-student relationships are at the heart of effective language education, and emotional intelligence is key to nurturing these bonds. Teachers with high emotional intelligence can create emotionally supportive classrooms, fostering trust, motivation, and a sense of belonging among students (Pekbay et al., 2021). Research highlights the benefits of having empathetic teacher-student interactions on learners' emotional and academic outcomes, including reduced language anxiety and increased persistence (Thao et al., 2023). Furthermore, emotionally intelligent teachers can model emotional regulation strategies, helping students develop their own emotional competencies (Pentón Herrera & Darragh, 2024), which will be a skill needed in their formal education career and throughout their lives. Practical interventions, such as reflective teaching practices and active listening exercises, can deepen teacher-student connections and enhance the overall learning experience. Future studies should explore how teacher emotional intelligence influences specific student outcomes in diverse language-learning contexts. Similarly, research should look into how teacher emotional intelligence is manifested in language teaching, as these will shed light on new practices in the field. In Appendix C, I share some suggestions for possible research questions and inspiration for further research.

Agenda Point #5: Aligning Emotional Intelligence with Broader Educational Trends

To fully realize the potential of emotional intelligence in language teacher education, it is crucial to align it with broader and humanistic educational practices, such as SEL and positive psychology, which focus on fostering emotional resilience, empathy, and well-being in educational settings (Mercer & Gregersen, 2020). Initiatives that integrate emotional intelligence with SEL, for instance, can create a cohesive strategy for addressing both teacher and student emotional needs, promoting the holistic development of skills that can be used throughout life (Pentón Herrera et al., 2023). For example, incorporating SEL principles into language curricula can teach learners how to deal with undesired emotions that often occur in language learning, such as frustration, which is also a skill they will need to know how to develop in their lives as individuals and future professionals. Additionally, drawing on insights from positive psychology can help teachers focus on strengths-based and growth mindset approaches, empowering both themselves and their students (MacIntyre et al., 2016). Future research should investigate the synergies between emotional intelligence and evolving practices in the field, such as SEL, positive psychology, and others identified by UNESCO (2015), identifying best practices for their implementation in language education.

Agenda Point #6: Advocating for Policy and Institutional Support

For emotional intelligence to become a sustained focus in language teacher education, institutional and policy-level support is essential. This includes integrating emotional intelligence into teacher training standards, allocating funding for professional development, and incentivizing research on emotional intelligence's impact on education. As I have previously pointed out (Pentón Herrera, 2024b), the 'politicization' of the affective domain in education – including emotional intelligence – often suppresses opportunities to embed it systematically into teacher education curricula. Addressing this requires policymakers and educational leaders to recognize the long-term benefits of emotionally intelligent educators, not only for individual teacher well-being but also for improved student outcomes and overall educational quality. Advocacy efforts must focus on creating a compelling case for emotional intelligence as a key factor in teaching excellence and equity, emphasizing its role in fostering inclusive, resilient, and adaptive educational environments and a better society as a whole. Lastly, research should also clarify and demystify emotional intelligence, situating it within the broader context of existing practices that politicize the affective domain in education, including its ideological underpinnings, practical implications and, in some cases, religious doctrines. Thus, research should critically examine how emotional intelligence intersects with issues of ideologies, identity,

power, equity, and access in language education. In Appendix D, I share possible research questions for further research.

Final Thoughts

I would like to end this piece by emphasizing that nations and their people will only be as successful as their educational systems, particularly in how well-prepared teachers and students are to navigate the challenges of today's rapidly changing world (Giannini, 2023; Schleicher, 2018). Many societies and world leaders are aware of this, which is why many countries have experienced nationwide pushes and initiatives targeting specific goals (e.g., Taiwan's push for bilingualism, see Wu et al., 2024). As societies grapple with unprecedented global uncertainties, education must evolve to promote technical skills, social competencies, and emotional intelligence simultaneously. Teachers, as central architects of learning, have a unique responsibility to model and cultivate emotional resilience, empathy, and critical reflection, but they need guidance, support, and ongoing development to do so. Embedding emotional intelligence in teacher education may equip educators with the ability to manage their own emotional well-being while empowering them to build nurturing, inclusive, and dynamic classrooms that prepare lifelong learners – that is, learners for life beyond the constraints of academic walls.

At the same time, it is vital to recognize that emotional intelligence operates independently of digital or technological intelligence. As education systems increasingly emphasize technology integration, emotional intelligence offers a necessary balance, grounding the human connections that underpin effective teaching and learning. While artificial intelligence and digital tools have revolutionized education, they cannot replace the deeply personal and affective dimensions of teaching. Similarly, while students are being increasingly prepared to be digitally and technologically literate, there is a concerning lack of focus on cultivating their skills to become successful human beings – individuals with the values, qualities, and behaviors necessary to contribute to their communities and the world positively. Education must not lose sight of its most fundamental purpose: to prepare individuals to engage meaningfully, compassionately, and ethically in society.

Emotionally intelligent educators play a key role in bridging this divide, ensuring that students are not merely technically adept but also equipped with the emotional resilience, empathy, and moral awareness to thrive in an unpredictable world. However, they need the knowledge, support, and professional development opportunities to be able to do so (UNESCO, 2015). Unfortunately, many schools fail to prioritize this critical dimension of education. Without deliberate efforts to prioritize emotional intelligence, students risk entering the future workforce and

society disconnected from their own emotions and those of others. Moving forward, educational leaders, policymakers, and researchers must advocate for a holistic approach to education – one that emphasizes emotional intelligence as a central pillar. This investment is not only essential for individual success but also for building equitable, compassionate, and resilient societies that foster positive change for a better world.

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Appendix A: Lesson Plan for Cultural Sensitivity in Language Teaching

This lesson plan can be used in a Second Language Acquisition (SLA) course as part of a pre- and in-service teacher preparation program, specifically, in a class where the topic is *Cultural Sensitivity in Language Teaching.* It integrates the social-emotional learning (SEL) principles of empathy and self-reflection to enhance the pre- and in-service teachers' ability to effectively navigate and teach in culturally diverse classrooms. Importantly, after the warm-up activity, the lesson is structured using the 'I do, We do, You do' teaching model, which is the model I usually employ in my own teaching. This begins with instructors demonstrating the application of concepts, followed by collaborative practice between the instructor and students (i.e., pre- and in-service teachers), and finally, students applying the concepts independently.

Warm-up activity

Pre- and in-service teachers will be presented with brief, written scenarios depicting common cultural conflicts or misunderstandings that could occur in a language teaching context. In small groups, they will discuss their initial reactions to the scenarios and brainstorm possible strategies for handling these situations with sensitivity and awareness. This activity primes pre- and in-service teachers for the topic of cultural sensitivity and encourages them to start thinking about the practical applications of empathy and self-reflection in their teaching practices. Also, it invites them to explore difficult and critical questions such as, is the student being overly sensitive or the teacher being unaware/apathetic to students? Below, I share three examples of possible scenarios that can be used for this warm-up activity.

- **Scenario 1: Language Misunderstanding**

During a language class, a teacher uses an idiom that is common in their culture but completely unfamiliar to most of the students. One student, visibly confused and a bit upset, asks why such confusing language is necessary, implying that the teacher is not being clear or considerate.

- **Scenario 2: Cultural Assumptions**

A teacher assigns a role-play exercise that involves a typical family dinner setup. One of the students from a different cultural background looks uncomfortable and later explains that the family structure and dynamics presented in the role-play don't resonate with their experience of family, making them feel excluded and misunderstood.

- **Scenario 3: Holiday Celebrations**

The teacher plans a small celebration during class for a national holiday they personally observe. They encourage everyone to participate by sharing a related personal story. A student who does not observe this holiday feels left out and expresses that the activity makes them uncomfortable because it doesn't acknowledge the diversity of the class.

Activity #1 (I Do): Instructor-Led Discussion on Cultural Sensitivity

In this activity, the instructor shares a personal anecdote or a case study specifically related to teaching a second language, focusing on an instance where cultural misunderstandings impacted language learning or classroom dynamics.

Steps of the Activity:

1) **Sharing the Anecdote/Case Study:** The instructor recounts a situation from their experience teaching a second language where cultural sensitivity was pivotal. This could include examples such as:

- Navigating different cultural norms around communication styles in language lessons.
- Addressing cultural stereotypes that surfaced during language exercises.
- Adapting language teaching content to respect and reflect the diverse cultural backgrounds of students.

2) **Analyzing the Situation:** The instructor breaks down the cultural context of the anecdote, discussing the potential misunderstandings and the emotional impacts on the students involved. This analysis will include how cultural nuances can affect language acquisition and student participation.

3) **Demonstrating Empathy and Reflection:** The instructor explains how they applied empathy (or lack thereof) in the anecdote or case study. They will also reflect on how this experience influenced their approach to teaching, emphasizing the importance of cultural awareness in language education.

4) **Connecting to SLA Teaching Principles:** The instructor links this reflective practice to key SLA teaching principles, such as (affective) communicative competence, the role of context in language use, and the importance of creating a supportive learning environment that values cultural diversity.

Activity #2 (We Do): Collaborative Case Study Analysis

In this activity, pre- and in-service teachers will work in small groups to analyze detailed case studies that illustrate real-world challenges related to cultural sensitivity in SLA classrooms.

Steps of the Activity:

1) **Case Study Distribution:** Divide the class into small groups and distribute different case studies to each group. Each case study will depict a complex scenario involving cultural misunderstandings or conflicts in an SLA setting, such as a student either unintentionally offending a teacher or a fellow classmate from a different cultural background, or a miscommunication that leads to a classroom conflict.

2) **Group Analysis:**

a) Pre- and in-service teachers read and discuss their assigned case study, identifying key issues related to cultural sensitivity.

b) Each group will analyze the scenario to understand the underlying cultural dynamics, the reactions of both students and teachers, and the impact of these interactions on the learning environment.

c) For uniformity, groups could use guided questions provided beforehand by the instructor to help analyze the case: E.g., What were the main cultural issues? How were they handled? What could have been done differently?

3) **Strategy Development:**

a) Based on their analysis, each group develops a set of strategies that could be used in the future either by them or their classmates to address similar issues in the future. These strategies should emphasize the application of empathy and the importance of self-reflection to avoid cultural insensitivity.

b) Depending on time, groups can prepare a short presentation outlining their analysis and proposed strategies.

4) **Group Presentations and Discussion:**

a) Groups present their case studies, analyses, and strategies to the entire class.

b) After each presentation, there is a brief discussion where other pre- and in-service teachers can offer feedback, suggest alternatives, or relate the scenario to their own experiences.

c) The instructor facilitates these discussions, ensuring that key principles of cultural sensitivity and SLA teaching are highlighted and reinforced.

Below, I share two examples of possible scenarios for this activity.

- **Scenario 1: Misinterpretation of Intent**

During a language class, the teacher, Mr. Thompson, uses a traditional story from his hometown to illustrate a grammar point. The story involves characters and settings that unintentionally align with cultural stereotypes about a specific minority group. A student, Anaya, who belongs to that minority group, feels that the stereotypes are derogatory and subtly offensive. She quietly discusses her discomfort with a few classmates but does not address it with Mr. Thompson directly, fearing it might be seen as confrontational or disrespectful. The discussion among the students grows, and several classmates start feeling uneasy about the materials used but are unsure how to bring it up with Mr. Thompson without causing further discomfort or seeming disrespectful.

- **Scenario 2: Language and Cultural Misunderstanding**

In a language class focusing on conversational skills, the teacher, Ms. Rodriguez, encourages students to practice speaking by discussing their weekend plans. Tomas, an international student, uses a phrase from his native language that, when translated directly into English, comes across as blunt and slightly rude. The phrase causes a misunderstanding with another student, Emily, who feels that Tomas is mocking her plans. Emily responds defensively, escalating the tension in the room. Tomas is confused and embarrassed, as he did not intend to offend Emily. He struggles to explain that the phrase in his culture is often used humorously and is not meant to be taken seriously.

Activity #3 (You Do): Cultural Sensitivity Action Plan

In this activity, pre- and in-service teachers will independently create a brief action plan that addresses a specific cultural sensitivity challenge they have faced or might face in their teaching or, for pre-

service teachers with little to no teaching experience, it could be connected to their lives. This task allows them to apply the concepts of empathy and cultural awareness directly to their educational practice.

Steps of the Activity:

1) **Identify a Challenge:**
a) Each pre- and in-service teacher reflects on their past experiences or anticipates a potential situation related to cultural sensitivity in their language classroom.
b) They choose one particular challenge that they would like to focus on, such as integrating cultural holidays that are inclusive of all students, addressing language barriers that affect classroom dynamics, or correcting the use of culturally insensitive language.

2) **Develop an Action Plan:**
a) Pre- and in-service teachers outline a simple, concise action plan on how they intend to address this challenge. The plan should include:
   i. **A clear objective:** What they hope to achieve.
   ii. **Strategies:** Specific actions they will take to enhance cultural sensitivity. These could include activities like hosting a cultural exchange day, revising lesson materials to include diverse perspectives, or setting up a feedback mechanism for students to express cultural concerns.
   iii. **Expected outcomes:** What changes or improvements they expect to see.

3) **Peer Collaboration:**
a) Once pre- and in-service teachers have drafted their plans (it can be initial rough drafts or bullet points), they pair up with a peer to discuss their ideas. Each pre- and in-service teacher presents their action plan and receives feedback.
b) Peers can offer suggestions, ask questions to clarify intentions, and help refine the plan to ensure it is actionable and effective.

4) **Share and Reflect:**
a) Pre- and in-service teachers briefly share their action plans with the whole class.
b) The instructor leads a discussion on how these plans can be implemented in real classroom settings and the potential impact on fostering an inclusive and culturally sensitive learning environment.

Final Activity (Exit Ticket)

Instructors can use this opportunity to extend the learning and conversations beyond this class or lesson plan, and ask pre- and in-service teachers to reflect on the importance of cultural sensitivity in language teaching and learning. Instructors can use this exit ticket as a formative or summative assessment, and ask pre- and in-service teachers to share their reflections through various modalities, such as infographics, videos, podcasts, among other creative ways.

Appendix B: Suggestions for Ongoing Professional Development in Emotional Intelligence

Category	Resources and Suggestions
Assessment Tools	- **Emotional Intelligence Self-Assessment Questionnaires** (e.g., EQ-i) for assessing various EI domains. - **360-degree Feedback Tools** (e.g., ECI) for feedback from various workplace stakeholders. - **Reflective Journals** for self-reflection on emotional responses and growth.
Ongoing Professional Learning	**Books**: - Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* Bantam Books. - Mayer, J. D., & Salovey, P. (1997). *Emotional development and emotional intelligence: Educational implications.* Basic Books. **Online Platforms**: - Coursera: https://www.coursera.org/ - Yale Center for Emotional Intelligence: https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence/

Workshops and Seminars	**Professional Organizations**: - International Society for Emotional Intelligence: https://emotionalintelligencesociety.org/ - **Interactive Workshops** on various topics about emotional intelligence such as EI fundamentals, application in the classroom, and personal development.
Professional Development Courses	- **Seminars** led by experts in the field focusing on the latest research and strategies for emotional intelligence in education and, more specifically, on EI and language teaching and learning. - **Courses** offered by universities and online platforms that focus on emotional intelligence, its impact on teaching, and strategies for classroom integration. - **Certification Programs** that provide credentials in emotional intelligence application in educational settings. **For this last point about courses and certification programs, it is vital for institutions to offer pre- and in-service teachers with adequate economic support for pursuing this education and compensation after these courses and programs have been completed and/or earned.**

Appendix C: Research Questions for Exploring Emotional Intelligence in Teacher-Student Dynamics

- How does teacher emotional intelligence affect the quality of teacher-student relationships in language learning environments?
- What role does teacher emotional intelligence play in influencing student motivation and engagement in language teaching and learning?
- How can reflective teaching practices mediated by emotional intelligence reduce language anxiety among students?
- In what ways do emotional intelligence training programs for teachers influence their ability to model emotional regulation strategies for students?
- How do variations in teacher emotional intelligence impact the academic performance of language learners from different cultural backgrounds?
- How does teachers' emotional intelligence influence their teaching practices and pedagogical decisions in language classrooms?
- What impact does students' emotional intelligence have on teachers' performance and perceived effectiveness in language education settings?

Appendix D: Research Directions for Policy and Institutional Support of Emotional Intelligence in Language Teacher Education

- What are the effects of institutional policies promoting emotional intelligence on teacher retention and job satisfaction in language education settings?
- How can emotional intelligence be effectively integrated into existing teacher training standards to enhance teaching effectiveness and student outcomes?
- What are the barriers and facilitators to implementing emotional intelligence-focused initiatives in language teacher education from a policy perspective?
- How does the inclusion of emotional intelligence training and/or professional development in teacher education influence perceptions of teaching quality among stakeholders (e.g., students, parents, administrators)?
- What role does emotional intelligence play in shaping policy decisions related to language teacher education, and how are these policies perceived across different cultural contexts?