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Student and Teacher Perspectives on Emotional Intelligence in Secondary School Additional Language Teaching

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Abstract

The purpose of this study was to gain insight into the perspectives of secondary school students, teachers and trainee teachers in Catalonia concerning skills and qualities they consider important in additional language (AL) teachers. Particular attention was paid to the role of emotional intelligence (EI), a term which formally entered academic discourse in the 1990s and has become the subject of extensive research. Although investigations focused specifically on EI in the secondary school AL classroom are scarce, application of its surrounding tenets to education has led to several findings underlining its value in the learning of additional languages, the effective teaching of which poses various unique challenges. Motivated by interest in the field and prior experience as a learner and teacher, five research questions were posed and five hypotheses formulated to frame an investigation into the relative importance of skills and qualities related to EI and those related to teaching methods and subject knowledge in AL teachers. Quantitative and qualitative data were gathered via short questionnaires made available to over 300 secondary school students and a number of AL teachers and trainee teachers, and a focus group discussion with four students in their final year of compulsory secondary education was staged. Findings indicate that although EI was considered to be important by students, experienced AL teachers and trainee teachers, its relative importance when compared with teaching methods and subject knowledge was different in each of these groups. While findings support the value of AL teaching using an emotionally intelligent approach, some unexpected discoveries indicate that further research is needed to develop a deeper understanding of the skills and qualities that characterise effective AL teaching.

Keywords: emotional intelligence, effective teaching, additional language learning, secondary school, teaching skills and qualities, subject knowledge, teaching methods

Resum

L'objectiu d'aquest estudi era conèixer les perspectives dels i les estudiants de secundària, professorat i professorat en formació a Catalunya sobre els tipus d'habilitats i qualitats que consideren importants en el professorat d'idiomes addicionals, donant centralitat al rol de la intel·ligència emocional. Aquest terme va entrar formalment al discurs acadèmic als anys noranta i ha estat des de llavors objecte de nombroses investigacions. Tot i que, fins avui, la recerca centrada en la intel·ligència emocional a l'aula d'idiomes addicionals de secundària segueix sent escassa, diverses investigacions subratllen el seu valor a l'aula i en l'aprenentatge d'idiomes addicionals en general, l'ensenyament eficaç dels quals planteja diversos reptes singulars. En aquest marc, el present estudi ha estat motivat per l'interès en el camp, així com també per conviccions personals basades en l'experiència prèvia de l'autor com a aprenent i com a professor. S'han plantejat cinc preguntes de recerca i cinc hipòtesis per orientar una investigació sobre la importància relativa de les habilitats i qualitats relacionades amb la intel·ligència emocional i les relacionades amb els mètodes d'ensenyament i els coneixements de l'assignatura en els professors d'idiomes addicionals. Les dades del present estudi s'han recollit a través de mitjans quantitatius i qualitatius, amb qüestionaris breus posats a disposició de més de 300 estudiants de secundària i un grup de professors d'idiomes addicionals i professors en formació. Alhora, s'ha organitzat un grup focal format per quatre alumnes de darrer curs d'Educació Secundària Obligatòria. Els resultats indiquen que, malgrat la intel·ligència emocional és considerada important per l'alumnat, el professorat i el professorat en formació, el seu nivell d'importància relativa varia en cadascun d'aquests grups, quan es compara amb els mètodes d'ensenyament i coneixements de l'assignatura. Encara que els resultats donen suport al valor de l'ensenyament d'idiomes addicionals amb un enfocament basat en la intel·ligència emocional, alguns dels resultats de l'anàlisi de la informació recopilada - descobriments inesperats en opinió de l'autor - indiquen que cal més investigació per desenvolupar una comprensió més profunda de les habilitats i qualitats que caracteritzen un ensenyament addicional d'idiomes eficaç.

Paraules clau: intel·ligència emocional, ensenyament eficaç, aprenentatge de llengües addicionals, Educació Secundària Obligatòria, habilitats i qualitats docents, coneixements de l'assignatura, mètodes d'ensenyament

Resumen

El objetivo de este estudio era conocer las perspectivas de los y las estudiantes de secundaria, profesorado y profesorado en formación en Cataluña sobre los tipos de habilidades y cualidades que consideran importantes en el profesorado de idiomas adicionales, dando centralidad al rol de la inteligencia emocional. Este término ingresó formalmente en el discurso académico en la década de los noventa y desde entonces ha sido objeto de numerosas investigaciones. Aunque, hasta la fecha, la investigación centrada en la inteligencia emocional en el aula de idiomas adicionales de secundaria es aún escasa, varias investigaciones resaltan su valor en el aprendizaje de idiomas adicionales en general, cuya enseñanza eficaz plantea diversos desafíos singulares. En este marco, el presente estudio ha sido motivado por el interés en el campo, así como por convicciones personales basadas en la experiencia previa del autor como aprendiz y como profesor. Se han planteado cinco preguntas de investigación y se han formulado cinco hipótesis para orientar una investigación sobre la importancia relativa de las habilidades y cualidades relacionadas con la inteligencia emocional y las relacionadas con los métodos de enseñanza y los conocimientos de la asignatura en los profesores de idiomas adicionales. Los datos de este estudio han sido recopilados a través de medios cuantitativos y cualitativos, con cuestionarios breves puestos a disposición de más de 300 estudiantes de secundaria y un grupo de profesores de idiomas adicionales y de profesores en formación. Además, se ha organizado un grupo focal formado por cuatro alumnos de último curso de Educación Secundaria Obligatoria. Los resultados indican que, aunque la inteligencia emocional es considerada importante por el alumnado, el profesorado y el profesorado en formación, su nivel de importancia relativa varía en cada uno de estos grupos cuando se compara con métodos de enseñanza y conocimientos de la asignatura. Aunque los resultados apoyan el valor de la enseñanza de idiomas adicionales con un enfoque basado en la inteligencia emocional, algunos de los resultados del análisis de la información recopilada - descubrimientos inesperados en opinión del autor - indican que es necesaria más investigación para desarrollar una comprensión más profunda de las habilidades y cualidades que caracterizan una enseñanza adicional de idiomas eficaz.

Palabras clave: inteligencia emocional, enseñanza eficaz, aprendizaje de idiomas adicionales, Educación Secundaria Obligatoria, habilidades y cualidades docentes, conocimientos de la asignatura, métodos de enseñanza

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1. Introduction

The title and purpose of this study is inspired by a number of personal convictions as regards education and emotional intelligence (EI) developed over several years, both as a learner of an additional language (AL) and teacher of English in Catalonia in various contexts: from young children, teenagers and adults in language academies, to doctors, lawyers, accountants and retirees, individually and in groups. Each of these situations poses varying, unique challenges, yet several constants are present across all of them.

An effective teacher must hold considerable knowledge of the subject which they impart, and they must prepare and implement tasks, activities and projects which both engage and challenge learners (Mortiboys, 2013, p. 11). But, crucially, they must ensure that learners are engaged not only on an intellectual level, but on an emotional one, too - thus providing an environment in which positive relationships and connections with their peers and their teachers are able to flourish. Learning itself, Claxton asserts, "is an intrinsically emotional business" (1999, p. 15). If this challenge is met, learners will be more motivated and better prepared to deal with any difficulties that may arise; they will feel safe and secure in their learning, and, as a consequence, its quality will be improved (Heller, 2017, p. 24).

In agreement with this notion are educators such as Hargreaves, who notes that good, effective teachers do not simply impart knowledge via suitable techniques, but rather are "emotional, passionate beings who *connect* [emphasis added] with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (1998, p. 835). In the fields of psychology and philosophy, Bar-On notes that "emotional intelligence has a positive and significant impact on performance, happiness, wellbeing, and the quest for a more meaningful life" (2010, p. 59); Goleman that "feelings are essential to thought, thought to feeling" (1995, p. 9); while Aristotle, "forefather of the cognitive theories of emotions" (Kristjánsson, 2012, p. 11), stated that "educating the mind without educating the heart is no education at all" (as cited in Lee, 2016, p. 266).

Numerous studies into EI have been conducted over the years, often linking it to the

classroom, and, occasionally, the AL classroom - rarely, however, to the secondary school AL classroom in Catalonia. Meanwhile, its relevance is only increasing: "emotional wellbeing" constitutes one of the Generalitat de Catalunya's Six Vectors of Education (2023) and renewed emphasis is being placed on the importance of the implicitly related "soft skills" the world over (Green-Weir & Anderson, 2021, p. 1).

Through both qualitative and quantitative methods, this study aims to provide considerable insight into the role of EI and other skills and qualities in the secondary school AL classroom in Catalonia via a clear objective, five carefully considered research questions and the hypotheses that accompany them. The beliefs and attitudes surrounding education and AL teaching are dynamic and shifting, but the opportunity to explore students' perspectives is invaluable, as is the chance this research offers to triangulate findings and discover whether experienced and trainee AL teachers share similar notions with one another and those whom they teach.

Acknowledgements

2. Objective, Research Questions and Hypotheses

The objective of this research is to gain insight into what kinds of skills and qualities secondary school students value in AL teachers, with a particular interest in the role of EI. Findings will be contrasted and compared with what experienced AL teachers and trainee teachers consider important in their roles. As the following research questions indicate, this study aims to discover whether the three sets of participants' opinions and perspectives are compatible with one another. Findings will be considered in terms of their wider implications for secondary school AL classrooms.

1. Do Secondary School Students Value Skills and Qualities Related to Emotional Intelligence More Highly Than Those Related to Subject Knowledge and Teaching Methods in Additional Language Teachers?

This constitutes the central research question of this study. Its accompanying hypothesis is that students will broadly rate skills related to EI as more important than skills related to subject knowledge (SK) and teaching methods (TM).

2. Do Secondary School Students and Additional Language Teachers and Trainees Share the Same Opinions on Emotional Intelligence and Which Skills and Qualities Are Valuable in Teaching Additional Languages?

This is the other major question this research hopes to answer in some capacity. It is hypothesised that AL teachers and trainee teachers will rate the skills and qualities associated with EI, SK and TM more evenly than students, though skills related to EI will ultimately be considered more important than those related to other areas.

3. Do Secondary School Students' Opinions on What Skills and Qualities Are Important in Additional Language Teachers Change as They Become Older?

It is hypothesised that there will be relatively little difference between the opinions of younger and older secondary school students concerning what qualities are important in AL teachers. If a difference is to be found, older students no longer in compulsory secondary education may value skills related to EI as less significant than those of other areas, though any difference present will be relatively minimal.

4. Do Additional Language Trainee Teachers Hold the Same Opinions as Experienced Additional Language Teachers on Emotional Intelligence and Which Skills and Qualities Are Valuable and Effective in Teaching?

It is hypothesised that AL teachers and trainee teachers will hold a similar opinion as regards EI and the skills and qualities which are important in terms of effective teaching. If there is a difference to be found, trainee teachers might rate skills related to EI as more valuable than those of other areas.

5. Do Secondary School Students, Additional Language Teachers and Trainee Teachers Rate Skills and Qualities Related to Emotional Intelligence as More Important Than Those of Other Areas?

This research question intends to answer, to some extent, the inquiry which is implicit in the title of this study. What are participants' perspectives on the role of EI in the AL classroom? It is broadly hypothesised that each set of participants will value skills and qualities related to EI as more important than those related to SK and TM.

3. Theoretical Framework

3.1 Defining and Measuring Emotional Intelligence

Although there is now a wealth of academic study and research related to the concept of emotional intelligence (EI), it is important to note that its significance in the fields of psychology and education is a relatively recent development - particularly in relation to more traditional views of what, precisely, constitutes "intelligence" and how it can be measured. Goleman (1995) pointed this out as he drew a distinction between intelligence quotient (IQ) and EI in his book *Emotional Intelligence*, noting the long and storied history of research surrounding the former while offering a partial definition of the latter. EI, Goleman posits, is by definition harder to pinpoint than traditional, academic notions of intelligence, though the two are to some degree related and not opposed to one another. It is a quality which encompasses "the abilities of being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope" (p. 34). He would later refine this definition to five social and emotional competencies that make up EI.

Self-awareness   Being alert to your feelings

Self-regulation   Managing your feelings

Motivation   Using feelings to help achieve your goals

Empathy   Tuning into how others feel

Social skills   Handling feelings well in interactions with others

(Goleman, 1998, p. 318)

Goleman's work was extraordinarily influential, leading to a great deal of interest in the study of EI in education and business (Mortiboys, 2013, p. 8) as well as attracting attention in the media discourse in general (Mayer et al., 1999, p. 294). It forms part of a body of work on the subject from the 1990s in which figures such as Mayer and Salovey (with the EI

ability-based model in 1997), Bar-On (with the emotional-social intelligence model in 1997) and Boyatzis (who furthered Goleman's theories of emotional competencies in 2000) offered varying definitions of the term and the means by which it could feasibly be quantified (Fernández-Berrocal & Extremera, 2006, p. 7; Llamas-Díaz et al., 2022, p. 926).

The origins of EI can be traced back to Ancient Greece via the philosophy of Aristotle and Plato (Vaida & Ormenişan, 2013, p. 571), the latter of whom made the proposition that "all learning has an emotional base," which is oft-cited in the contemporary study of EI and Social and Emotional Learning (SEL) (Moreno, Nagasawa, & Schwartz, 2019, p. 221). In recent years various strands of thought have all contributed to modern understanding of the term, from Thorndike's identification of "social intelligences" in the 1920s and 1930s (Goleman, 1995, p. 42), to the emergence of "emotional literacy" as an area of study in the 1970s and 1980s (Mortiboys, 2013, p. 8), alongside Gardner's theory of multiple intelligences (1983) - particularly the identification of interpersonal and intrapersonal skills, which he defined as the "personal intelligences" (Goleman, 1995, p. 38).

The major innovation of Gardner's work, Goleman proposed, was its willingness to move away from a singular model of IQ towards a wider spectrum of intelligences (including linguistic, logical-mathematical, spatial, kinaesthetic and musical), lending credence to the notion that IQ as the "single, immutable factor" upon which evaluation rests and achievement can be predicted is based on an outdated and limited way of thinking (1995, p.38). Gardner would go on to make adjustments to the theory and reiterate the aims that guided his analysis: that it very clearly arose out of a desire to challenge the ubiquity of IQ, testing of which fails to take into account an individual's creativity, morality or ethics (Checkley, 1997, p. 11), qualities which are implicit in most widely accepted definitions of EI.

Mayer and Salovey coined the term EI in 1990 (Boyatzis & Sala, 2004, p. 2), and would later present a four-branch model of the concept which is crucial to this study for a number of reasons - primarily due to the wide-ranging implications it holds for learners and educators in general:

Emotional intelligence involves

- 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

- the ability to regulate emotions to promote emotional and intellectual growth.

(Mayer & Salovey, 1997, p. 10)

The pair disputed the widely held preconception that emotion and intelligence are adversarial in nature and were responsible for a great deal of empirical research that aimed to transform academic understanding of the subject (Mayer et al., 1999, pp. 294-295). Similarly to Goleman's assertion that we are all in possession of two, complementary minds - that "feelings are essential to thought, thought to feeling" (1995, p. 9) - it was suggested that emotion contributes to, rather than impedes, human thought processes. A distinction was made between "social traits" and "mental skills." EI was placed in the latter category and, crucially, considered an ability that can be developed and improved on, rather than a characteristic, static in nature (Mayer & Salovey, 1997, p. 9). The work undertaken by Mayer and Salovey throughout the 1990s formed the basis by which EI was able to be measured, initially through the Multifactor Emotional Intelligence Scale (1997) and later via the Mayer-Salovey-Caruso Emotional Intelligence Test (2002).

Mortiboys wholeheartedly agreed with the notions Mayer and Salovey offered in consideration of how an effective understanding of EI is able to transform modern classrooms for the better; in response to comments he had received from teachers that EI is but a trait that one has or one does not, he stated that he was convinced it was an ability that one could learn (2013, p. 9). The implications of this assertion are significant, and prove fundamental to this research.

3.2 Emotional Intelligence and Effective Teaching

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy. (Hargreaves, 1998, p. 835)

Key to this study is the notion that a teacher's understanding of and capacity to demonstrate EI plays a crucial role in terms of improving the quality of their students' learning. Mortiboys' 2013 publication *Teaching with Emotional Intelligence*, therefore - intended as a practical guide to the application of EI in the classroom rather than a comprehensive overview of the concept - has been highly influential both in the conception and general shape of the research undertaken.

The teacher who pays attention to the emotional dimension of the classroom experience is more likely to develop a state in their learners which is conducive to learning, with an increased likelihood of learners being engaged, motivated, ready to take risks in their learning, positive in their approach to learning, ready to collaborate, creative and resilient. (Mortiboys, 2013, pp. 3-4)

In order to appreciate the role of EI in the classroom it is necessary to take a step back and consider teaching on a more general level. While the question of what, exactly, makes a "good" teacher is an inherently subjective one, the question of what makes an *effective* teacher is perhaps more quantifiable, and arguably synonymous, to some degree; certainly both are eminently important. They are by nature complex questions which Mortiboys strives to answer as regards EI and its role in the number of strategies he proposes. He posits that EI should be recognised as an essential component of what teachers offer their students, something to take into consideration as regards the planning and implementation of classroom activities, and, ultimately, an area of education which deserves as much attention as those of content and of methods. Historically, he contends, it is those two elements of

teaching which have been prioritised as regards effective learning (p. 4) - a theory which Richards and Rogers' brief history of methods and approaches in AL teaching supports (2014, pp. 1-17).

The first practical exercise *Teaching with Emotional Intelligence* provides aims to encourage reflection in teachers, presenting a series of words and phrases used to describe good teachers across three categories.

Table TF1 - The Qualities of an Emotionally Intelligent Teacher

Column 1	Column 2	Column 3
● *Expert* ● *Knowledgeable* ● *Authoritative* ● *Resourceful* ● *Experienced* ● *Up-to-date* ● *Can answer any question on the topic*	● *Well organised* ● *Manages time well* ● *Useful feedback* ● *Well prepared* ● *Good use of materials and teaching aids* ● *Clear speaking* ● *Clear directions* ● *Relevant, interesting and challenging activities* ● *Good materials*	● *Approachable* ● *Acceptant* ● *Positive* ● *Good listener* ● *Demonstrates empathy* ● *Makes eye contact* ● *Responsive* ● *Attentive* ● *Non-threatening* ● *Open* ● *Respectful* ● *Recognises me* ● *Doesn't make assumptions*

- *Words and phrases in the first column relate to the teacher's expertise and subject knowledge.*
- *Words and phrases in the second column relate to their skills as a teacher.*
- *Words and phrases in the third column relate to their emotional intelligence.*

(Mortiboys, 2013, p. 11)

Further exploration as regards the question of what makes an effective teacher is necessary due to the difficulty - the impossibility, Stronge suggests - of reaching any unifying, single conclusion. If there were an easy answer to the question, he posits, "such a teacher

would be in every classroom" (2018, p. 3). Nevertheless, noting the extraordinary degree of influence that truly effective teachers hold, Stronge asserts that certain uniform attributes do exist, offering empirical evidence that these skills and qualities are often similar or the same across various cultures and languages (2018, p. 5).

While his publication *Qualities of Effective Teachers* (2018) does not explicitly address EI as a concept, its influence and implications are threaded throughout the book's chapters and beliefs - for example, in the 'Four Cs of Effective Teaching' Stronge posits: caring, complexity, conscientiousness and communication. Elements of previously given definitions of EI are present in these notions, perhaps most clearly in the assertion that an effective teacher must not only care deeply about their students' wellbeing as much as their academic achievement, but be able to demonstrate this in a way that students recognise and understand (pp. 253-254). Likewise, although EI is not present as one of the 'Qualities of Effective Teaching' found in Figure TF1, it plays a large part in ensuring that the criteria regarding the factors 'professionalism', 'learning environment' - and, as per Mortiboys, 'instructional planning' - are satisfactorily met by teachers.

Figure TF1 - Qualities of Effective Teaching

(Stronge, 2018, p. 12)

It is no exaggeration to state that the academic conversation surrounding the question of what makes for effective teaching is vast; this theoretical framework does not intend to provide a comprehensive summary. Moreover, as noted by Cruickshank and Haefele, not only are the variations of what a "good" teacher must be plentiful, they are also amorphous and given to changing with the times (2001, p. 26). A series of qualities was offered as to what these variations have historically encompassed; it is a broad list which could feasibly be divided into further and further subsets: "ideal, analytic, effective, dutiful, competent, expert, reflective, satisfying, diversity-responsive, respected" (2001, p. 29). All of these qualities, it is suggested, are intertwined, and all of them are important.

Meanwhile, Stronge observed that effective teaching is not an easily quantifiable end product, but rather a process in itself that relies on educators' willingness to put their students first and to never stop learning; as such, success in accomplishing effective teaching must be considered "a lifelong pursuit" (2018, p. 257).

With this in mind, and taking the stated hypotheses of this research into consideration, the contents of Table TF1 will be returned to in this study. They constitute a comprehensive and multifaceted view of the numerous qualities that an effective teacher must employ in the reality of a classroom; they recognise the value of EI in accomplishing this; and they encompass broad notions of three crucial areas in understandable terms: subject knowledge, teaching methods and emotional intelligence. What is more, these areas and the sets of skills and qualities belonging to each of them are able to be adapted - indeed, have been adapted - with the specific interests of teaching and learning additional languages in mind (Flores, 2020, pp. 129-134).

> Many of those who initiate and manage educational reform, or who write about educational change in general, ignore or underplay one of the most fundamental aspects of teaching and of how teachers change: the emotional dimension. (Hargreaves, 1998, p. 835)

Teachers rarely receive and are not required to take courses on social and emotional development in childhood as part of their teacher training. (Jennings & Greenberg, 2009, p. 512)

Right now, educational practice is still catching up to the emotional science. But more and more people are coming to recognise that unless kids feel emotionally safe and unless they have the skills and language they need to manage their emotions, they will struggle in and out of school. (Heller, 2017, p. 24)

The above quotations are each around a decade removed from one another. They illustrate that, despite the vast amount of study that surrounds it and the general acceptance of its importance, EI is still something of a neglected skill in the field of education. While its necessity - and the importance of it being named a skill, or, more accurately, a set of skills (Salovey & Mayer, 1990, p. 185) - is illustrated elsewhere in this theoretical framework, it is crucial to underline the significance of emotions in teachers and in learners. This is especially true in consideration of a recent study that demonstrated a connection between teachers' Social Emotional Competencies (SEC) and their likelihood to suffer 'burnout', finding that secondary school teachers who reported higher levels of stress were perceived as significantly less socially and emotionally competent by their students (Oberle et al., 2020). These findings make a clear argument for EI to be taken into constant consideration in classrooms. Furthermore, the fact that the researchers involved identified and placed emphasis on the opinions of the students as much as those of the teachers was instrumental in shaping the research instruments of this study.

SEC and experiences of burnout in teachers are interrelated and central to students' and teachers' day-to-day experiences in school. They shape student-teacher relationships, affect the classroom climate, and contribute to students' experiences and learning. (Oberle et al., 2020, p. 1,750)

3.3 Emotional Intelligence in the Additional Language Classroom

Thus far this theoretical framework has focused on the origins and historical understanding of EI, considered and made a case for its role in effective teaching, and offered evidence that it remains a somewhat neglected area in the wider educational panorama. The research undertaken in this study, however, is specifically centred on EI as regards the unique challenges that teaching additional languages (AL) in secondary schools presents. As such, further investigation is warranted. (Given that research on the topic in secondary schools in Catalonia and Spain is scarce, cited studies will generally involve learners of English in various, non-secondary school contexts.)

Shao et al. (2013) surveyed 510 Chinese university students in order to investigate the link between EI and Foreign Language Anxiety (FLA). They broadly found that students with higher levels of EI were less likely to suffer FLA, and offered a series of strategies by which teachers can both express EI and incorporate it into classroom activities. In detailing their findings they highlight "teachers' active cultivation of a sense of humour and a friendly and cooperative environment" as extremely beneficial for students, as well as a means of encouraging them to take risks when speaking the language (p. 925). It is also proposed that directly addressing the subject of EI and FLA among learners in conversation could bring about empathy and increase levels of motivation, and that teachers should ideally be in possession of high levels of EI themselves in order to instil positive emotions in their learners regarding the language-learning process in general (p. 925). These lines of thought are entirely compatible with Harkin's earlier research involving vocational learners aged 17-19 in England, which indicated that affective behaviours such as "recognising individuals, listening to students, showing respect, being friendly, sharing a joke, making some self-disclosure" (1998, p. 346) proved the most important determinants of student satisfaction as regards their teachers.

In a wide-ranging review on the importance of EI in learning English, Richards notes that the role emotions play is elevated by the fact that languages and the practices of teaching them are inherently social in nature (2022, p. 1). He states that most teachers experience a wealth of emotions - both positive and negative - in the course of their work, from enthusiastic, joyful and satisfied to concerned, frustrated and stressed. This gamut of feeling, he suggests, logically and inevitably plays into their decision-making, conduct and actions taken in the classroom, affecting a wide range of factors - all of which play into the emotions of their students:

- The teacher's use of English when teaching English.

- The teacher's interaction with students.

- How she or he responds to unanticipated classroom incidents.

- The rules and procedures the teacher makes use of for dealing with classroom management issues.

- The extent to which she or he makes use of activities that address classroom climate, such as games, songs, personal stories and jokes.

- The choice of colleagues to work with in activities such as team teaching and peer observation.

- The kind of feedback the teacher provides.

- A preference for group-based or individual teacher development activities such as lesson planning and curriculum development.

- The extent to which the teacher makes use of activities that involve collaborative rather than competitive learning.

- The extent to which the teacher considers emotional factors when teaching commercial materials and resources.

- The level of satisfaction the teacher derives from teaching.

(Richards, 2022, p. 3)

In light of the importance of emotions and the potential impact they have on such a high number of fundamental factors, Richards - in agreement with Mortiboys' assertion

concerning teaching in general terms (2011, p. 4) - ultimately concludes that more needs to be done in terms of taking emotion into account as regards the theory, research and practice of teaching and learning English as an additional language (p. 13), having previously contended that, apart from studies focusing on FLA, research based on EI in the additional language classroom was stagnate and relatively limited until an innovative study by López in 2017. This study involved students keeping journals detailing their emotions over a 12-week language course. It found that the most commonly reported emotions were fear, happiness, worry, calm, sadness and excitement - and that teachers' attitudes played a significant role in prompting them (López, 2019, as cited in Richards, 2022).

Among the numerous theories on AL acquisition that Krashen worked on during the 1980s and 1990s is the 'Affective Filter Hypothesis' (1987), which suggested that three key factors are constantly in play in this area: self-confidence, anxiety and motivation. Levels of the former and the latter must be high in order for effective learning and assimilation to take place, while anxiety produces extremely negative effects. These notions are reflected in Groff's 2010 publication *The Nature of Learning: Using Research to Inspire Practice*: "Positive emotions encourage, for instance, long-term recall, while negative emotions can disrupt the learning process in the brain - at times leaving the student with little or no recall after the learning event" (p. 4). The negative emotions mentioned here can be understood as synonymous with anxiety, while the concepts of motivation and emotion are singled out as the two inextricable "gatekeepers" of learning. The third of the 'Seven Principles of Learning' the guide offers, in fact, simply and directly states that "emotions are integral to learning" (p. 6) - one of the key notions behind this study. (It should be noted that this guide is intended for teachers in general as opposed to those specialising in additional languages.)

Meanwhile, Balasubramanian and Al-Mahrooqi (2016) sought to investigate the relationship between students' EI and their academic achievements as regards English language skills. They noted the enduring influence of Krashen's work while also positing that the concepts behind his Affective Filter are inextricable from several others: collectively they form a broader constituency of elements, all of which fall under the banner of EI (p. 158).

To conclude, two quotations which succinctly summarise some of the benefits of an emotionally intelligent approach towards teaching via the actions Moè and Katz suggest teachers take in terms of motivating students and Mortiboys' consideration of how learners view their teachers, followed by a compelling observation from Goleman regarding the interplay between emotional competence and academic achievement.

Motivating students is an educational goal of paramount importance. Teachers can play an important role in this process by exhibiting an understanding of their students' perspective, displaying patience, providing emotional support and suggesting strategies, encouraging independent work, and nurturing the needs of autonomy, competence, and relatedness. (Moè & Katz, 2021, p. 381)

Learners' perceptions can alter too when the teacher uses emotional intelligence. If learners perceive you as showing care and respect towards them, they are likely to interpret some of your actions differently. For example, they may perceive you as someone who 'takes time to make sure you have heard everything they have said' rather than 'does not always understand our questions straightaway'. (Mortiboys, 2013, p. 9)

New studies reveal that teaching kids to be emotionally and socially competent boosts their academic achievement. More precisely, when schools offer students programmes in social and emotional learning, their achievement scores gain around 11 percentage points. (Goleman, 2008, p. 8)

4. Method

To carry out this study exploratory research was conducted with the aim of collating perspectives from three sets of participants: secondary school students, experienced AL teachers and AL trainee teachers. Quantitative and qualitative data were gathered via questionnaires sent to each set of participants and through a focus group composed of four students in their final year of compulsory secondary education (ESO). These research instruments offered various means by which to compare, contrast and ultimately triangulate findings in the interest of uniform validity, and to test the hypotheses that accompany each of the five research questions forming the backbone of this investigation into EI in the secondary school AL classroom.

Of the five research questions posited, the first and the second are the most pertinent. The former asks *Do Secondary School Students Value Skills and Qualities Related to Emotional Intelligence More Highly Than Those Related to Subject Knowledge and Teaching Methods in Additional Language Teachers?* It is hypothesised that students will do so. The latter asks: *Do Secondary School Students and Additional Language Teachers and Trainees Share the Same Opinions on Emotional Intelligence and Which Skills and Qualities Are Valuable in Teaching Additional Languages?* It is postulated that AL teachers will consider skills related to EI as more valuable than others, though not to the same degree as secondary school students. These hypotheses are informed by formative experience as a secondary school student, learner of an AL twice over and experienced teacher of English as an AL across various age groups and contexts, and the feedback, both formal and informal, that these experiences provided. The fifth research question, meanwhile, is broader in scope. It intends, in some capacity, to answer the question implicit in the title of this study, taking into account the perspectives of all participants: *Do Secondary School Students, Additional Language Teachers and Trainee Teachers Rate Skills and Qualities Related to Emotional Intelligence as More Important Than Those of Other Areas?*

In order to design the research instruments necessary to adequately gather data as regards skills and qualities in AL teachers it was necessary to consider and confirm what, exactly, these attributes are. This was achieved via adaptation of the reflective exercise for teachers found in Mortiboys' 2013 publication, *Teaching with Emotional Intelligence* (pp. 10-11), as seen in the theoretical framework (Table TF1). Mortiboys, having asserted that a good, effective teacher must be in possession of a number of different attributes which can be broken down into three categories, lists seven features in teachers relating to subject knowledge (SK), 13 to EI and nine to teaching methods (TM). These words and phrases are presented across three columns; it is not immediately specified which column pertains to which category, the exercise involving contemplation of the qualities effective teachers display, which category they fall under, and which are specifically associated with EI. These attributes were considered, in certain instances combined, and in some cases adjusted so as to render them more applicable to AL teaching. The result is a new list of 12 skills and qualities wherein four elements relate to each category, as seen in Table M1. This list constitutes the basis for both the questionnaires and the focus group activities.

Table M1 - Skills and Qualities of an Effective AL Teacher (adapted from Mortiboys, 2013)

All elements prefaced by "A good additional languages teacher should…"

SK - Subject Knowledge	EI - Emotional Intelligence	TM - Teaching Methods
have lots of experience with the language be able to answer any questions students have be clear about what is and what is not correct as regards the language have an excellent knowledge of the language	demonstrate empathy be a good listener recognise students and remember their names be kind and patient	provide material which challenges students give useful feedback to students speak clearly prepare engaging material

4.1 Secondary School Student Questionnaires

Having identified and posited four different skills and qualities relating to SK, EI and TM respectively, questionnaires were designed for AL secondary school students, teachers and trainee teachers to answer via *Google Forms*. Similarly to Mortiboys' reflective exercise, the skills and qualities in the questionnaires were not presented as belonging to any particular category; the questionnaires purposefully do not reference EI, TM or SK in the interest of focusing attention squarely on the elements listed, encouraging participants to consider them in isolation rather than as belonging to discrete categories.

Student and teacher participants were asked to rank four sets of three skills and qualities in order of importance, each set featuring one element relating to EI, one to SK and one to TM in an arbitrary fashion, as seen in Extract 2. In the introduction (Extract 1) it is established that while all of the qualities and skills found within the questionnaire are valuable, it is the participants' personal opinions that the questionnaire is interested in, the ultimate objective being to find out which of the three areas of being a good, effective teacher - EI, TM or SK - respondents value the most, via ranking the skills and qualities related to each.

Extract 1 - Introduction to Student Questionnaires

(The introduction is the same across all student age groups)

1r & 2n ESO: What qualities are important to you in an Additional Languages Teacher?

Hi! I would like to know your opinions on teachers of additional languages. What qualities are important and motivating to you? There is no right or wrong order, and all the qualities mentioned are good ones. This is not a test! I would like to know what is important to each of you, personally. The questionnaire should take no longer than five or six minutes.

Hola! M'agradaria conèixer la teva opinió sobre les professores i els professors d'idiomes estrangers. Quines qualitats són importants i motivadores per a tu? No hi ha un ordre correcte o incorrecte i totes les qualitats esmentades són bones. Això no és una prova! M'agradaria saber què és important per a cadascun de vosaltres, personalment. El qüestionari no hauria de durar més de cinc o sis minuts.

¡Hola! Me gustaría conocer tu opinión sobre las profesoras y los profesores de idiomas extranjeros. ¿Qué cualidades son importantes y motivadoras para tí? No existe un orden correcto o incorrecto, y todas las cualidades mencionadas son buenas. ¡Esto no es una prueba! Me gustaría saber qué es importante para cada uno de vosotros, personalmente. El cuestionario no durará más de cinco o seis minutos.

Extract 2 - Question One

- A good additional languages teacher should…   *
- *In order of importance - 1 = important, 2 = more important, 3 = the most important*
- <u>*You must choose a different number for each item*</u>

- Una bona professora o bon professor d'idiomes hauria de…
- *Per ordre d'importància - 1 = important, 2 = més important, 3 = el més important*
- <u>*Has de triar un número diferent per a cada element*</u>

- Una buena profesora o buen profesor de idiomas debería…
- *En orden de importancia - 1 = importante, 2 = más importante, 3 = el más importante*
- <u>*Debes elegir un número diferente para cada elemento*</u>

	1	2	3
be kind and patient / ser a…	☐	☐	☐
have an excellent knowled…	☐	☐	☐
prepare engaging material …	☐	☐	☐

It was decided that the questionnaires should take no longer than five or six minutes to complete so as to encourage students and teachers alike to take the time to participate and give quick, instinctive responses when doing so. An example was given of how to rank the skills and qualities found in Questions One to Four (Extract 3); results to be averaged, analysed and compared with one another and with those of the AL teachers and AL trainee teachers. Emphasis was to be placed on which categories ultimately emerged as the most highly valued - that is: the skills and qualities related to them ranked, on average, as "the most important" of their set - in order to test the hypotheses relating to each research question and gain insight into EI in the AL classroom.

The questionnaires were provided in English, Catalan and Spanish to enable and encourage students more comfortable using their own language to respond, both to the four ranking questions (Extract 2) and the two open-ended questions which close the questionnaire (Extract 4). The open-ended questions, of which the latter is optional, intended

to provide qualitative data to complement the quantitative results collected in Questions One

to Four while establishing their validity.

Extract 3 - Example: How to Rank the Skills and Qualities

EXAMPLE / EXEMPLE / EJEMPLO

Who do you think is important in a band?
- In order of importance: **1 = important, 2 = more important, 3 the most important**
- If you think **the bassist is important, the drummer is more important and the singer is the most important**, these are the boxes that you should tick.
<u>**You can only tick one for each item!**</u>

Qui creus que és important en una banda?
- Per ordre d'importància: **1 = important, 2 = més important, 3 el més important**
- Si creus que **el/la baixista és important, el/la bateria és més important i el/la cantant és el més important**, aquestes són les caselles que hauries de marcar.
<u>**Només es pot marcar una per a cada element!**</u>

¿Quién crees que es importante en una banda?
- En orden de importancia: **1 = importante, 2 = más importante, 3 el más importante**
- Si crees que **el/la bajista es importante, el/la baterista es más importante y el/la cantante es lo más importante**, estas son las casillas que debes marcar.
<u>**¡Solo se puede marcar una para cada artículo!**</u>

	1	2	3
bassist / baixista / bajista	☑	☐	☐
singer / cantant / cantante	☐	☐	☑
drummer / bateria / baterista	☐	☑	☐

Extract 4 - Open Questions

What do you think is the **most important thing** an additional language teacher should have, do or demonstrate? *

Què creus que és **el més important** que hauria de tenir, fer o demostrar una professora o un professor d'idiomes?

¿Qué crees que es **lo más importante** que un profesor de idiomas debería tener, hacer o demostrar?

Text d'una resposta llarga

Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?

Hi ha alguna cosa més que t'agradaria afegir? Per exemple, si trobes difícil aprendre idiomes o si et preocupa equivocar-te, què podria fer un professor per ajudar-te?

¿Hay algo más que te gustaría añadir? Por ejemplo, si te resulta difícil aprender idiomas o te preocupa cometer errores, ¿qué podría hacer un maestro para ayudarte?

Text d'una resposta llarga

URL links to the questionnaires were provided to teachers at the secondary school La Salle Gràcia, who made them available to students via the school's *SalleNet* platform from Thursday, 11 May, 2023. A total of 311 students from 1r ESO to 2n BAT were divided into three age groups and provided with the questionnaire, as seen in Table M2. Responses to the open questions made in Catalan and Spanish were translated into English.

Table M2 - Secondary School AL Student Age Groups and Response Level

Year Groups	Age of students	Number of students	Number of responses
1r & 2n ESO	12-14	121	53
3r & 4t ESO	14-16	119	71
1r & 2n BAT	16-18	71	28
Total	-	311	152

Secondary School AL Student Questionnaire Ranking Questions (with Category Key)

1. A good additional languages teacher should…

   - be kind and patient (EI)

   - have an excellent knowledge of the language (SK)

   - prepare engaging material (TM)

2. A good additional languages teacher should…

   - speak clearly (TM)

   - recognise students and remember their names (EI)

   - be able to answer any questions I have (SK)

3. A good additional languages teacher should…

   - give me useful feedback (TM)

   - be clear about what is and what is not correct as regards the language (SK)

   - be a good listener (EI)

4. A good additional languages teacher should…

   - demonstrate empathy (EI)

   - have lots of experience with the language (SK)

   - provide material which challenges me (TM)

Secondary School AL Student Questionnaire Open Questions

5. What do you think is **the most important thing** an additional languages teacher should have, do or demonstrate?

6. Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?

See Appendix A for full Secondary Student Questionnaires, the titles of which vary according to age group.

4.2 Secondary School AL Teacher and AL Trainee Teacher Questionnaires

The questionnaires designed for secondary school AL teachers and AL trainee teachers asked them to rank the same sets of skills and qualities as the students, while the optional latter of the two open questions was changed to ask simply if there was anything that participants would like to add. Elements were adjusted where necessary so as to make sense from a teaching perspective.

Participants were sent links to the *Google Forms* questionnaires via email on Thursday, 11 May, 2023. The 11 trainee teachers were students of the Master's Degree at Ramon Llull University, Barcelona for which this study was undertaken, aged between 22 and 46; the 15 experienced teachers comprised various colleagues across a range of secondary schools in Barcelona. The teachers predominantly specialised in the teaching of English as an AL, although two respondents were French teachers. They represent a wide range of ages and time spent in their roles: aged between 30 and 61 years old, with experience ranging from under a year teaching an AL to over 31 years doing so.

As with the Student Questionnaires, an example of how to correctly rank the skills and qualities was included. Likewise, it was pointed out that all of the skills and qualities presented were important; it was the participants' personal opinions on the subject that the questionnaire was interested in. The objective of these questionnaires was to shed light on exactly the same elements as those considered by the student participants: results to be averaged, analysed and compared with one another and with those of the students, emphasis placed on which categories ultimately emerged, on average, as the most highly valued - "the most important" - in their set. In this instance the questionnaires were provided only in English.

See Appendix B for full Secondary School AL Teacher Questionnaires, the title and introduction to which differ for AL Trainee Teachers.

4.3 Focus Group

The third research instrument this study employed was a focus group composed of Anna, Adrià, Ester and Júlia, four students in their final year of compulsory secondary education (4t ESO; assumed names have been assigned in order to maintain anonymity). The students were 15 years old at the time of the session - the median age of all student participants in this study. During a weekly extra-curricular English class which the students attend at La Salle Gràcia, conversation turned to the kinds of skills and qualities the students value and find motivating in their teachers on a general level. The idea of staging a more formal and structured speaking-based session that would act as a focus group on the subject regarding AL teaching was later proposed, to which the students agreed. The 90-minute session was staged on Friday, 5 May, 2023 at 15:00 and included a short break.

Table M3 details the staging of the focus group. Unless otherwise specified, all tasks and activities were designed to take place in an open-class dynamic, the teacher facilitating discussion and occasionally prompting students or steering the conversation in the right direction. The central objective of the focus group was to gain further insight into what the students value in their AL teachers by encouraging them to contemplate not only what skills and qualities they considered important in this context, but also to reflect on why this was the case. Findings were gathered and coded in order to complement and triangulate the data gathered via the student, teacher and trainee teacher questionnaires.

Table M3 - Focus Group Staging and Plan

Description of activities, tasks and dynamics	Timing
INTRODUCTION - In open-class, the teacher introduces the concept of emotional intelligence (EI) by asking students to first answer the question "What does it mean to be intelligent?" followed by "What does it mean to be *emotionally* intelligent?" The teacher shows students certain quotations on the subject from pioneers of its study Aristotle, Bar-On and Goleman, to be discussed in pairs and then together.	10 mins
DISCUSSION #1 - RECORD Students are asked whether the skills and qualities that make a person emotionally intelligent are important in secondary school teachers. Why might they be important in AL teachers?	5-10 mins

TASK #1 - Students are presented with cardboard cut-outs of the 12 skills and qualities found in Table M1 to rank together in order of importance.	5-10 mins
DISCUSSION #2 - RECORD How have the students decided on this order of importance? Are they all in agreement with the ranking? Open discussion with prompts from the teacher.	10-20 mins
BREAK	10-15 mins
TASK #2 - The 12 skills and qualities cut-outs are removed from the ranking and again placed in an arbitrary order. Students are asked to place each item in the correct category - subject knowledge (SK), teaching methods (TM) or emotional intelligence (EI).	5-10 mins
TASK #3 - Categories are added to cut-outs and the original ranking of TASK #1 is reassembled. Is there anything students find surprising?	5 mins
DISCUSSION #3 - RECORD General discussion on theme of SK, TM and EI, using the following questions as prompts: *1. What kinds of things motivate each student, on an individual level, in terms of learning languages? (Which of the 12 words and phrases are most important to them, individually?) 2. Can students think of a concrete example in which they felt enthusiastic about their AL learning? What happened, and when? Why was it a positive experience? 3. Can students think of a concrete example in which they felt demotivated in terms of their language learning? What happened, and when? Why was it a negative experience? 4. With all this in mind, do students still agree with the ranking they made in TASK #1? Would they like to change its order? 5. Finally, what is the one item from the list that the students value the most in an AL teacher? (Can they agree on one specific quality?)*	20-30 mins

Synopsis of Method

Table M4 briefly summarises this study's research questions and how their accompanying hypotheses were tested via the various research instruments detailed. Statistics gained from the quantitative data were presented and compared across different sets of participants; the contributions constituting the qualitative data (encompassing responses to the open questions in the questionnaires and the focus group transcript) were coded according to which of the three categories comments pertained to with the aim of establishing the validity of the quantitative results and engaging with their implications in greater depth.

Table M4 - Synopsis of Method

Research Question	Hypothesis	Research Instruments
1. Do Secondary School Students Value Skills and Qualities Related to Emotional Intelligence More Highly Than Those Related to Subject Knowledge and Teaching Methods in Additional Language Teachers?	Students will broadly rate skills related to EI as more important than skills related to subject knowledge (SK) and teaching methods (TM).	- *Questionnaires*: students were asked to rank skills associated with EI, SK and TM in order of importance. Coding and analysis of data was conducted. - *Focus Group*: students partake in ranking and discussing skills related to each area. Rankings were recorded alongside a transcript which was coded and analysed.
2. Do Secondary School Students and Additional Language Teachers and Trainees Share the Same Opinions on Emotional Intelligence and Which Skills and Qualities Are Valuable in Teaching Additional Languages?	AL teachers and trainee teachers will rate the skills associated with EI, SK and TM more evenly than students, though skills related to EI will ultimately be prioritised.	- *Questionnaires & Focus Group*: AL teachers and trainee teachers were asked to rank skills associated with EI, SK and TM in order of importance. Coding and analysis of results was conducted and compared with the results of the students and focus group findings.
3. Do Secondary School Students' Opinions on What Skills and Qualities Are Important in Additional Language Teachers Change as They Become Older?	There will be relatively little difference between the opinions of younger and older secondary school students regarding what qualities are important in AL teachers. Older students may value skills related to EI as less significant, though any difference present will be minimal.	- *Questionnaires & Focus Group*: Findings and responses were analysed, coded and compared across the three different age groups: 1r & 2n ESO (12-14 years old), 3r & 4t ESO (14-16 years old) and 1r & 2n BAT (16-18 years old). Focus group findings were also taken into consideration.
4. Do Additional Language Trainee Teachers Hold the Same Opinions as Experienced Additional Language Teachers on Emotional Intelligence and Which Skills and Qualities Are Valuable and Effective in Teaching?	AL teachers and trainee teachers will broadly hold the same opinion as regards EI and the skills and qualities which are important in terms of effective teaching; if there is a difference to be found, trainee teachers might highlight skills related to EI as more important.	- *Questionnaires*: Responses from experienced teachers and trainee teachers were totalled, analysed, coded and compared with one another.
5. Do Secondary School Students, Additional Language Teachers and Trainee Teachers Rate Skills and Qualities Related to Emotional Intelligence as More Important Than Those of Other Areas?	All participants - students, teachers and trainee teachers - will, on average, rate skills and qualities related to EI as more important than those of SK and TM.	- *Questionnaires & Focus Group*: Data from all elements of the research were coded, compared, totalled and analysed in order to reach a conclusion regarding the three sets of participants' perspectives.

5. Results and Discussion

A great deal of quantitative and qualitative data were gathered over the course of this study. As such, each of the five sets of participants' results - the data gathered from secondary school students, followed by that of the secondary school AL teachers and AL trainee teachers - will first be presented and considered individually before being analysed in relation to one another. Findings will be discussed and explored as regards wider educational implications in general, taking into account the theoretical framework that guided this research.

5.1 Note on Presentation of Quantitative Results

In Questions One to Four of the questionnaires (see Appendices A and B) participants were asked to rank three different skills and qualities teachers should demonstrate in order of importance, from "1. Important" to "3. The most important." Each set of three skills and qualities featured one element related to EI, one to SK and one to TM (information not present in the questionnaires). As a result of this design, collective responses to each question resulted in up to nine possible quantitative permutations, as illustrated in Chart R0.

Chart R0 - Quantitative Data: Example of Permutations - Response to Question One

- A good additional languages teacher should... - In order of importance - 1 = important, 2 = more important, 3 = the most important - You must cho...bes elegir un número diferente para cada elemento

be kind and patient / ser amable i pacient / ser amable y pa…   prepare engaging material / preparar ma…
have an excellent knowledge of the language / tenir un excel·lent coneixement d…
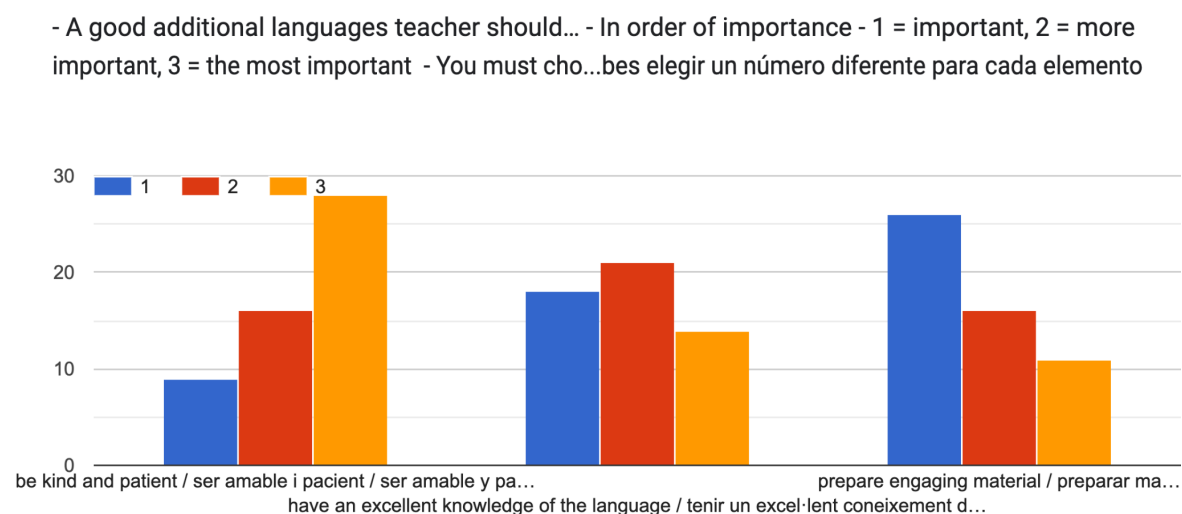
Of principal interest to this study are the skills and qualities ranked by participants as "3. The most important" - the elements visualised and coded in Chart R0 by orange bars. Consequently, the majority of the tables found in this section reduce the nine possible permutations to these three key statistics. Despite the relatively low number of participants in the study, converting these figures into percentages was considered advantageous in terms of facilitating cross-analysis across different sets of respondents.

Table R0 - Presentation of Quantitative Data

	Question 1 - Chart R0	Question 2	Question 3	Question 4	Most important overall
1	EI - 52.8% (Be kind and patient)	SK - 45.3% (Be able to answer any questions I have)	EI - 41.5% (Be a good listener) & SK - 41.5% (Be clear about what is and what is not correct)	EI - 54.7% (Demonstrate empathy)	EI - 60% SK - 40%
2	SK - 26.4% (Have an excellent knowledge of the language)	TM - 37.7% (Speak clearly)	TM - 17% (Give me useful feedback)	TM - 26.4 % (Provide material which challenges me)	
3	TM - 20.8% (Prepare engaging material)	EI - 17% (Recognise students and remember their names)		SK - 18.9% (Have lots of experience)	

Table R0 provides an example of how the key information found in Chart R0 - the three permutations from the possible nine that each question offers - is for the most part to be presented in this section, wherein the column for Question One corresponds with Chart R0. In this case, 28 of this set of 53 participants - 52.8% - ranked 'be kind and patient', which relates to EI, as the most important element of its set of three, resulting in its position in the first row of the table. 14 of the 53 participants (26.4%) ranked 'have an excellent knowledge of the language' (SK) as the most important, placing it in the second row, while the lowest number of participants - 11 of 53 (20.8%) - ranked 'prepare engaging material' (TM) as the most important, placing it in the third and final row.

The final column in Table R0 illustrates that over Questions One to Four, elements related to EI were ranked the most important of their sets of three by participants at an average of 60% (3/5), while those related to SK were ranked the most important at an average of 40% (2/5). If elements related to EI were ranked the most important in every question/set of three, this figure would stand at 100% - each question/set of three constituting 25% - or 1/4 - of the figure in the final column in the majority of cases. (In this case, the column pertaining to Question Three in Table R0 shows that elements related to EI and SK were ranked as the most important by an equal number of participants - 22 of 53, or 41.5% - therefore each question/set of three atypically constitutes 20% - or 1/5 - of the figures in the final column.) Elements rated the most important at the highest average rate will be considered the most valued by each respective set of participants.

5.2 Secondary School Students

1r & 2n ESO

Table R1 - 1r & 2n ESO - Questionnaires: Most Valued Skills and Qualities

	Question 1	Question 2	Question 3	Question 4	Most important overall
1	EI - 52.8% (Be kind and patient)	SK - 45.3% (Be able to answer any questions I have)	EI - 41.5% (Be a good listener) & SK - 41.5% (Be clear about what is and what is not correct)	EI - 54.7% (Demonstrate empathy)	EI - 60% SK - 40%
2	SK - 26.4% (Have an excellent knowledge of the language)	TM - 37.7% (Speak clearly)	TM - 17% (Give me useful feedback)	TM - 26.4 % (Provide material which challenges me)	
3	TM - 20.8% (Prepare engaging material)	EI - 17% (Recognise students and remember their names)		SK - 18.9% (Have lots of experience)	

Table R2 - 1r & 2n ESO - Questionnaires: Open Question Totals Coded to Category

Comments highlighting EI specifically	Comments on EI & other skills	Comments highlighting TM specifically	Comments on TM & other skills	Comments highlighting SK specifically	Comments on SK & other skills
13	10	7	13	17	12
EI - 23 comments		TM - 20 comments		SK - 29 comments	

53 of a possible 121 students aged between 12 and 14 responded to the questionnaires. As seen in Table R1, skills and qualities relating to EI were the most valued in AL teachers, constituting an average of 60% of those that students considered the most important. Those pertaining to SK made up 40%, as seen in the responses to Questions Two and Three. Of all the elements ranked by students, 'demonstrate empathy' (EI) was the highest-valued, 54.7% of participants ranking it the most important quality in response to Question Four, while 'recognise students and remember their names' (EI) and 'give me useful feedback' (TM) were ranked the most important by the fewest number of participants, at a rate of 17% each.

The qualitative data collected via the open questions shown in Table R2 generally reflect these statistics, though it is notable that a higher number of students highlighted SK rather than EI in their responses to the most important qualities an AL teacher should possess. Table C1 (see Appendix C) shows that several 1r & 2n ESO students mentioned various aspects of EI in response to Question Five (*What do you think is the most important thing an additional language teacher should have, do or demonstrate?*), while five students pointed towards elements from all three categories as being crucial in their AL teachers, such as "To be patient, to do fun activities, to be creative, to be kind, to have - or try to have - a close relationship, to not give lots of homework nor too many exams (C1All3)." In terms of SK, one student posed a question: "To have a good level of the language, as if they don't know it, how are they going to teach it to the students? (C1SK8)." Variations of this answer can be found throughout student responses at this level and are indicative of the value placed on SK found in Tables R1 and R2.

3r & 4t ESO

Table R3 - 3r & 4t ESO - Questionnaires: Most Valued Skills and Qualities

	Question 1	Question 2	Question 3	Question 4	Most important overall
1	EI - 43.7% (Be kind and patient)	TM - 46.5% (Speak clearly)	EI - 40.8% (Be a good listener)	EI - 64.8% (Demonstrate empathy)	EI - 75% TM - 25%
2	SK - 39.4% (Have an excellent knowledge of the language)	SK - 32.4% (Be able to answer any questions I have)	SK - 35.2% (Be clear about what is and what is not correct)	TM - 15.5 % (Provide material which challenges me)	
3	TM - 16.9% (Prepare engaging material)	EI - 21.1% (Recognise students and remember their names)	TM - 23.9% (Give me useful feedback)	SK - 19.7% (Have lots of experience)	

Table R4 - 3r & 4t ESO - Questionnaires: Open Question Totals Coded to Category

Comments highlighting EI specifically	Comments on EI & other skills	Comments highlighting TM specifically	Comments on TM & other skills	Comments highlighting SK specifically	Comments on SK & other skills
34	16	23	14	8	11
EI - 40 comments		TM - 37 comments		SK - 19 comments	

71 of a possible 119 students aged between 14 and 16 responded to the questionnaires. Table R3 demonstrates that skills and qualities relating to EI once more proved the most highly valued in AL teachers, in this case constituting an average of 75% of those that students considered the most important; those pertaining to TM made up 25%, as seen in the response to Question Two. Of all the skills and qualities ranked by students, 'demonstrate empathy' (EI) was similarly valued the highest, 64.8% of students rating it the most important quality in response to Question Four; among the three sets of student participants, this is the highest percentage recorded in terms of ranking the most important element. 'Prepare engaging material' (TM), in contrast, was the lowest-rated, only 16.9% of participants considering it the most important.

Table R4 shows that the qualitative data collected via the open questions strongly reflect these statistics, with more students highlighting elements concerned with EI in their responses than any other skills or qualities. Almost as many highlighted TM, while roughly half that number referenced SK. Table C3 (see Appendix C) collates numerous answers to this end, such as "Be happy and always come to the class with a smile (C3EI5)" and various responses along the lines of "To have a lot of patience with those who don't know much about the language and those who struggle (C3EI12)."

Responses that make reference to both EI and TM include: "I think the most important thing an additional language teacher should have, do, or demonstrate is empathy for the students, and actually caring about them, providing them with interesting material and lessons that challenge their knowledge of the language. Another thing is enthusiasm, which I think is essential in any class (C3EI&TM6)" and "He should have patience, and new proposals to make the classes more 'attractive' to the students (C3EI&TM8)."

1r & 2n BAT

Table R5 - 1r & 2n BAT - Questionnaires: Most Valued Skills and Qualities

	Question 1	Question 2	Question 3	Question 4	Most important overall
1	EI - 53.6% (Be kind and patient)	TM - 64.3% (Speak clearly)	SK - 53.6% (Be clear about what is and what is not correct)	EI - 50% (Demonstrate empathy)	EI - 50% TM - 25% SK - 25%
2	SK - 42.9% (Have an excellent knowledge of the language)	SK - 28.6% (Be able to answer any questions I have)	EI - 25% (Be a good listener)	SK - 28.6% (Have lots of experience)	
3	TM - 3.6% (Prepare engaging material)	EI - 7.1% (Recognise students and remember their names)	TM - 21.4% (Give me useful feedback)	TM - 21.4 % (Provide material which challenges me)	

Table R6 1r & 2n BAT - Questionnaires: Open Question Totals Coded to Category

Comments highlighting EI specifically	EI & other skills	Comments highlighting TM specifically	TM & other skills	Comments highlighting SK specifically	SK & other skills
5	5	11	7	6	4
EI - 10 comments		TM - 18 comments		SK - 10 comments	

28 of a possible 71 students aged between 16 and 18 responded to the questionnaires. Table R5 shows that participants of this age group rated skills and qualities relating to EI as their most valued in AL teachers, although in this case they made up only 50% of those that students considered the most important. Those pertaining to TM and SK both averaged 25%, as seen in the responses to Questions Two and Three. Of all the skills and qualities ranked by students, 'speak clearly' (TM) was the highest-valued, 64.3% of students rating it the most important element in response to Question Two. 'Prepare engaging material' - another skill or quality relating to TM, however, was also rated the most important element at the lowest level, with only 3.6% of students doing so in their responses to Question One - the lowest recorded percentage across all responses given by the three sets of student participants.

The qualitative data collected via the open questions generally reflect these statistics, though Table R6 shows that skills or qualities related to TM are highlighted to a greater degree than those of EI and SK, which both receive a fewer, equal number of mentions. This table shows - in contrast to the younger students' responses to the question of the most important thing an AL teacher should have, do or demonstrate - a clear preoccupation with TM. Responses found in Table C5 (see Appendix C) that support this statistic include: "I think that an additional language teacher should be able to recognize what we do wrong and help us improve (C5TM1)," "I think an English teacher should give dynamic classes to teach students who struggle in a fun way, so that they struggle less :) (C5TM2)," and "I think a good teacher should be patient, kind and clear when explaining (C5EI&TM4)."

Focus Group

Participants Anna, Adrià, Ester and Júlia spoke expressively and fluently as regards the skills and qualities they valued in their AL teachers - a subject on which they had a great deal to say - and took part in the activities prepared in a considered and thoughtful manner. The four students did not all agree on certain notions, but they were consistently respectful and understanding of one another's opinions and willing to compromise and change their minds as the discussion continued, as demonstrated in the transcript of the session (see Appendix D). Ester and Júlia for the most part led the conversation with 39 and 40 contributions respectively, perhaps as a result of being more confident in their English language skills. Adrià's contributions, although fewer in number, were lengthy and thoughtful, while Anna also communicated her opinions very clearly.

Table R7 - Focus Group Comments Coded to Categories

EI	TM	SK	Miscellaneous	Total
26	11	1	2	40 comments

As Table R7 demonstrates via collation of the comments coded in Appendix E, items regarding EI dominated discussion. This is not surprising in the context of Photos R1 and R2, which present the 12 skills and qualities of Table M1 that participants ranked in order of importance made near the beginning of the session (Task #1) and its revised counterpart made following discussion of its constituent elements. Items relating to TM also proved significant and were often singled out over the session. SK was not discussed in detail, although the idea that a teacher needed to show passion for their subject and in their role was brought up during conversation.

'Be kind and patient' (EI) and 'demonstrate empathy' (EI) were ranked as the most important skills and qualities by participants in both their initial and final rankings, while elements relating to TM ('speak clearly' and 'prepare engaging material' - the former reflecting its position among student questionnaire respondents of this age group and 1r & 2n BAT as seen in Tables R3 and R5) and SK ('have an excellent knowledge of the

language') rounded out the top five. Aside from the top three, the remainder of the 12 elements - with the exception of 'recognise students and remember their names' (EI), which rose from 11th to seventh place in the most significant shift, and 'give useful feedback' (TM), which dropped from ninth to 11th - remained in similar positions.

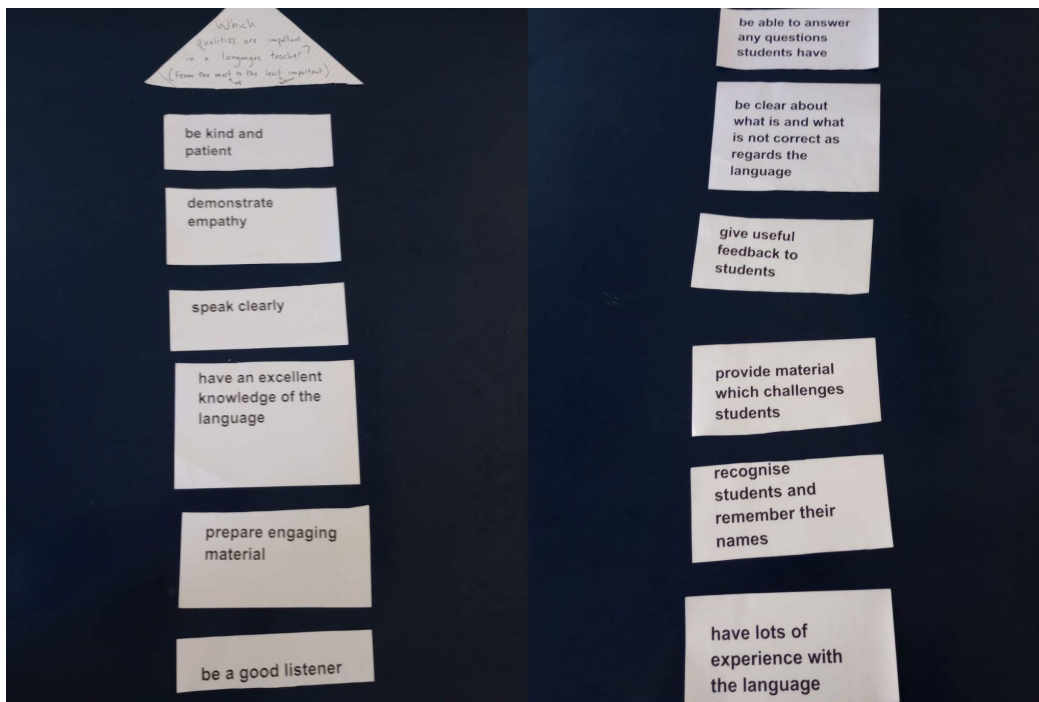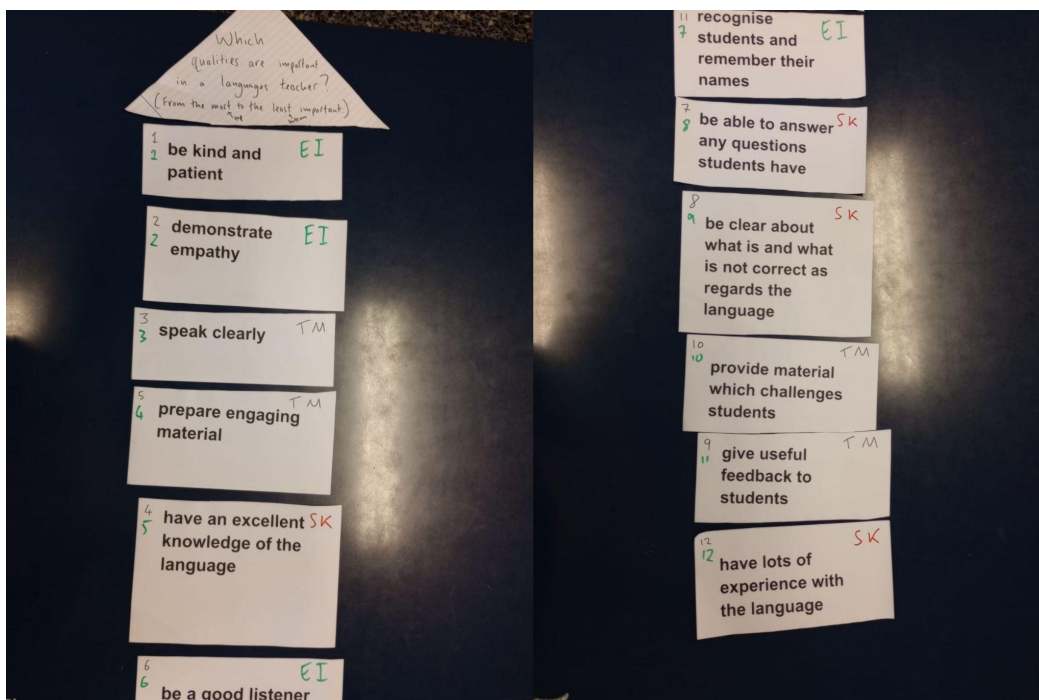Photo R1 - Focus Group: Task #1 - Initial Ranking of Skills & Qualities in an AL Teacher

Photo R2 - Focus Group: Discussion #3 - Revised Ranking of Skills & Qualities in an AL Teacher

Student Questionnaires & Focus Group

Table R8 - Student Questionnaires: Most Valued Skills and Qualities

Age group	Question 1	Question 2	Question 3	Question 4	Most important overall
1r-2n ESO (12-14 years old)	EI - 52.8% (Be kind and patient)	SK - 45.3% (Be able to answer any questions I have)	EI - 41.5% (Be a good listener) & SK - 41.5% (Be clear about what is and what is not correct)	EI - 54.7% (Demonstrate empathy)	EI - 60% SK - 40%
3r-4t ESO (14-16 years old)	EI - 43.7% (Be kind and patient)	TM - 46.5% (Speak clearly)	EI - 40.8% (Be a good listener)	EI - 64.8% (Demonstrate empathy)	EI - 75% TM - 25%
1r-2n BAT (16-18 years old)	EI - 53.6% (Be kind and patient)	TM - 64.3% (Speak clearly)	SK - 53.6% (Be clear about what is and what is not correct)	EI - 50% (Demonstrate empathy)	EI - 50% SK - 25% TM - 25%
Student average totals	EI	TM	EI & SK	EI	EI - 60% TM - 20% SK - 20%

Table R8 allows for collective consideration of the responses from each of the three different age groups, revealing a number of correlations alongside some notable differences. Totalling questionnaire results across all student participants reveals that skills and qualities related to EI are valued, in general, more highly than those related to TM and SK, an average of 60% of student participants ranking them the most important of their respective sets. 1r & 2n BAT students were the sole age group whose most valued elements included skills and qualities related to each of the three categories over Questions One to Four.

Table R9 - Student Questionnaires: Open Question Totals Coded to Category

Age group	Comments highlighting EI specifically	EI & other skills	Comments highlighting TM specifically	TM & other skills	Comments highlighting SK specifically	SK & other skills
1r & 2n ESO	13	10	7	13	17	12
3r & 4t ESO	34	16	23	14	8	11
1r & 2n BAT	5	5	11	7	6	4
Student totals	52	31	41	34	31	27

Table R9 effectively triangulates each set of participants' responses, highlighting the relevance and necessity of SK to students aged 12-14 years old, the importance of EI to those aged 14-16 and TM to those aged 16-18, and the overall consensus towards EI in general, all of which is clearly evident in Table R8. In order to ascertain the credibility of the ranked responses to Questions One to Four and posit some hypothetical explanations to the variations found in Table R8, it is to the qualitative data collated in Table R9 (see Appendix C, Tables C1-C6) that this study will once more turn.

The youngest student participants' emphasis on skills relating to SK can most clearly be seen in 1r & 2n ESO's collective response to Question Two - students at 12-14 years old were the only set of all study participants to rank 'be able to answer any questions I have' as the most important element of the three presented, with 45.3% of students doing so. Comments seen in Table C1 such as "The most important thing is that they speak the language well and help students speak it (C1SK&TM3)" and "To know how to answer anything you ask them (C1SK11)" support the notion that this could be due to a lower level of English and less confidence than their older counterparts, making a teacher's ability to authoritatively address any concerns, questions or doubts they have as regards the language a particularly valued skill.

Students of 14-16 years were the most emphatic in rating skills and qualities related to EI as the most important in AL teachers at an average of 75%, with TM at 25%. Illustrative of the value placed in skills and qualities related to these areas are comments including "Empathy, don't shout when you don't understand or do something wrong because it's another language and it's normal you don't understand it. Don't only do exercises and no projects - then we don't actually practise (C3EI&TM1)," and "To be good with students and understand them (C3EI9)." Both of these comments recall and support Moè and Katz's emphasis on "exhibiting an understanding of their students' perspective, displaying patience, providing emotional support… And nurturing the needs of autonomy, competence, and relatedness" (2021, p. 381).

The other category highlighted by this age group was TM, specifically 'speak clearly', with nearly half of the participants considering it more important than the other items present in Question Two; it was similarly valued by the focus group (Photos R1 and R2). This element was valued even higher by students at 16-18 years old, of whom 64.3% considered it the most important - the second highest percentage of any recorded among the three student age groups. Students in 1r & 2n BAT, although rating EI as the most important category overall, did so to a lesser degree than the younger groups, at only a 50% average; skills related to TM and SK averaged 25% each.

The differences in opinions among students of varying age groups are potentially the result of them becoming more confident with the language as they get older; as such, teachers' SK might not prove as important to students as their ability to to make themselves understood in terms of the explanations they offer and instructions they relay. Nevertheless, the sheer weight student participants grant 'speak clearly' (TM) is unexpected, though supported by comments in Table C3 (3r & 4t ESO) as regards teachers' most important qualities: "To speak clearly so that everyone understands (C3TM1)" and "To know how to speak and explain so that the language they speak is understood (C3TM15)." The importance of a teacher speaking clearly was similarly highlighted as crucial to a surprising degree in the focus group - at the expense of an element related to EI, moreover. This is indicative of another intriguing finding that will be returned to, illustrated succinctly by Júlia (EI6/TM) stating: "It's nice that they know your name and they talk to you… But it's not something… Not essential. It's more important that teachers speak clearly."

More than half of the respondents at 16-18 years old rated 'be clear about what is and what is not correct' (SK) as the most important element of Question Three; as noted, this age group proved unique in that they were the only student participants to feature skills and qualities related to EI, SK and TM among their most valued over Questions One to Four, in comparison to 1r & 2n ESO (EI and SK) and 3r & 4t ESO (EI and TM).

Perhaps, as students' study of the language becomes more advanced and naturally more complicated, elements other than those related to EI - such as teachers' SK - increase in

importance. "Show an advanced level of the language in question (C5SK2)" and "The most important thing is the knowledge. A good teacher should clearly know what they are teaching (C5SK4)" are responses illustrative of this notion, though typical of the more rounded outlook offered by 1r & 2n BAT students is a comment like: "To know how to speak the language perfectly, show enthusiasm for teaching and learning themself, provide interesting material and enjoy the job (C5All1)." This statement is one of many that echo Mortiboys' conviction that one of the advantages of an emotionally intelligent approach is that students will be more "engaged, motivated, ready to take risks in their learning, positive in their approach to learning, ready to collaborate, creative and resilient" (2013, pp. 3-4).

Important to note here, too, is the emphasis on teachers displaying passion and enthusiasm. Evident in various comments and raised during the focus group - "You, or a teacher, have to *like* it" (Anna Misc1) - it is clear that a teacher in possession of these qualities makes a positive impact on their students. "A good AL teacher has to show passion for the language in order to motivate the class (C1SK&TM2)," noted a student from 1r & 2n ESO; a lack of enthusiasm, by inference, could feasibly lead to the burnout Oberle et al. studied (2020, p. 1,750), with all the negative consequences that implies.

In consideration of the questionnaire results presented in Table R8, it is necessary to point out that although elements relating to EI were generally valued more highly than those of TM and SK, six of the 12 different options presented to students all appear as the most valued on average; three relating to EI, two to SK and one to TM. This statistic supports the notion that while the consensus towards EI as the most valued of the three categories was clear, several elements relating to TM and SK were rated highly by a significant number of questionnaire respondents. In fact, each and every element present in the questionnaires' four sets of three was ranked by at least one student as the most important skill or quality for an AL teacher to have, show or demonstrate - and in all cases bar one (Question One, TM, Table R5) by many more. This result strongly supports an observation made by Stronge that there is no single, easy answer to the question of what, exactly, makes an effective teacher

(2018, p. 3) - an observation that makes this line of inquiry both challenging and eminently necessary in its aims and objectives.

Table R10 - Student Questionnaires Ranking Averages

Age group	1 - Important	2 - More important	3 - The most important
1r-2n ESO	EI - 60.4% (Recognise students and remember their names)	TM - 57.2% (Give me useful feedback)	EI - 54.7% (Demonstrate empathy)
3r-4t ESO	EI - 53.5% (Recognise students and remember their names)	SK - 47.9% (Be clear about what is and what is not correct)	EI - 64.8% (Demonstrate empathy)
1r-2n BAT	EI - 60.7% (Recognise students and remember their names)	TM - 53.6% (Give me useful feedback)	TM - 64.3% (Speak clearly)
Totals	EI - 100% - (Recognise students and remember their names)	TM - 66.7% - (Give me useful feedback) (SK - 33.3% - Give me useful feedback)	EI - 66.7% - (Demonstrate empathy) (TM - 33.3% - Speak clearly)

Table R10 makes apparent one of the most compelling findings in this study regarding student perspectives, previously alluded to in reference to a comment made during the focus group (Júlia EI6/TM): that while skills and qualities related to EI were on average considered the most important ('demonstrate empathy' at 66.7% across all age groups), 'recognise students and remember their names', was overwhelmingly ranked - at a level of 100% - as only 'important' by all three sets of participants in Question Two. The relative lack of emphasis students placed on this element marks a considerable contrast with Harkin's research, which found this precise element to be a major aspect of student satisfaction with their teachers (1998, p. 346).

The focus group proved a highly effective means of triangulation in terms of validating student questionnaire results. EI was the most discussed of the three categories, while further discussion and elaboration upon the 12 elements that formed the basis for the questionnaires also offered a feasible explanation for the surprising result seen in Table R10 regarding 'recognise students and remember their names'; as evidenced in Photos R1 and R2 and noted in the transcript and its coded counterpart (see Appendices D and E), this point was returned to several times in conversation and rose several places in the

participants' revised, final ranking of all 12 skills and qualities - the largest shift in opinion to take place. Early in the session the element was dismissed, Adrià (EI7) stating "Maybe this one is in this low position because I think you can demonstrate empathy even if you don't recognise students and remember their names," though he later commented (EI8) "Now that I think about it, I don't think you can really be empathetic without being able to remember students' names. I think it's part of it."

This point certainly inspired the most debate. In a previously mentioned comment that chimes with 'speak clearly' being so valued by 3r & 4t ESO (see Table R3) and here is reproduced in full, Júlia (EI6/TM) noted that: "It's nice that they know your name and they talk to you, not like 'Erm, the girl with blond hair?', but it's not something… *Imprescindible*. Not essential. It's more important that teachers speak clearly." Anna (EI3), however, disagreed, presaging Adrià's comment: "All of these [elements] are important. But it ['recognise students and remember their names'] should be higher. Because it's nice when a teacher shows… It's respect… It makes you feel… Important, that teachers actually pay attention to you, as a person, and care." Júlia (EI7, EI8) seemingly changed her mind on the topic, mentioning that "it's just respect" and stating that "I think when they say your name incorrectly, and you tell them the correct way to say it, but they continue to say it wrong… That's so frustrating."

These kinds of contributions support the notion that, in this case, perhaps the quick nature of the questionnaire led to students' pragmatic dismissal of a point that might have benefited from further contemplation. However, it may simply be that students found the two elements it was presented alongside - significantly 'speak clearly' (TM) and also 'be able to answer any questions I have' (SK) of greater value in an AL context.

The significance of empathy, kindness, patience and the cultivation of trust and a good relationship with students was reiterated several times during the session, in comments like "it's good for a teacher to [put themselves in their students' shoes]… To understand their problems (Anna EI2)," "a teacher you trust can give you advice, like your parents, but without *being* your parents (Ester EI5)" and in the participants' collective, repeated assertion that 'be kind and patient' (EI) was, above all, the most valuable element of the 12 skills and qualities

presented to them for an AL teacher to have (Photos R1 and R2). All of these comments are consistent with findings made by Stronge regarding teachers caring about their students' wellbeing as much as their academic achievement (2018, pp. 253-254), in addition to those made by Shao et al., who underlined the value of teachers cultivating "a friendly and cooperative environment" - one in which their students feel secure and encouraged to take risks in their learning (2013, p. 925).

Comments relating to EI and completion of the focus group ranking activities seen in Photos R1 and R2 clearly emphasise its relevance for students as regards their AL teachers, correlating strongly with one another and the collective results among each of the three student age groups. Furthering her thoughts on why empathy is such an important element of AL teaching, Júlia (EI3) noted that "You have to help your students, because they may not know what you're talking about…If it's a language that is not an official language of the country, or it's not a language you usually speak, you have to be more patient with your students." Ester (EI1) expanded on this and broadened the focus: "I think in a teacher it's important, no matter which subject they teach, because if you have a teacher that is, like, very cold, or like, doesn't talk to their students… If you have a problem, you won't tell them. And if it's a problem with the subject, maybe you need their help." Among all of these observations strong parallels can be found with Hargreaves' work and philosophy, particularly his affirmation that "it is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques" (1998, p. 835).

Focus group contributions like these also very much reinforce a number of comments made in the questionnaires across all levels, such as: "I think that the most important thing is to help the students as much as possible and to empathize with them and also answer all their doubts (C3EI&SK1)," and are especially pertinent in light of a statement like "It is difficult for me to learn languages but that does not mean that I do not like learning them and making mistakes is not a fear, it is a phobia (C4Misc3)." This latter insight is highly indicative of why skills and qualities related to EI in AL teachers might prove welcome among students who struggle with languages and express the kind of FLA (Foreign Language Anxiety)

considered in the research of Shao et al., who note that directly confronting the subject of FLA with students in a thoughtful, constructive manner is likely to result in increased levels of motivation and foster a more empathetic environment in general - one of great benefit to the quality of students' learning (2013, p. 925). Similar sentiments were expressed by students in responses to the open questions at all levels, and are feasibly borne out of previous negative and demotivating experiences, such as "To know how to explain things well and not ridicule students who don't understand (C3EI&TM5)."

One previously noted questionnaire response corresponds directly with the numerous contributions made during the focus group in a number of ways, and as such is worth highlighting once more: "I think the most important thing an additional language teacher should have, do, or demonstrate is empathy for the students, and actually caring about them, providing them with interesting material and lessons that challenge their knowledge of the language. Another thing is enthusiasm, which I think is essential in any class (C3EI&TM6)." 'Demonstrate empathy' (EI) is underlined as crucial, in accordance with data across all age groups, including the focus group; the value students place on TM (as seen among 3r & 4t particularly) is clear; and mirrored are various comments on the necessity of a teacher showing passion for their subject and role made in the focus group and seen in questionnaire responses like "A good AL teacher has to show passion for the language (C1SK&TM2)."

Focus group comments made specifically concerning TM that proved revealing and correspond with simple questionnaire responses like "To have a dynamic/entertaining way to teach (C1TM3)" and "Do different and fun activities (C1TM7)" included Júlia's (TM1) assertion that "Some teachers are like… 'Page na-na-na, do the activities'... We always do the same thing, and that's so boring," to which Ester (TM1) offered further insight: "When a teacher says: 'Today we're going to play a game', or something like that, something different from normal, you learn *differently*. You pay more attention, you're more interested and excited to learn… I think you learn more, doing a variety of activities, not doing every day the same."

5.3 Secondary School AL Teachers and AL Trainee Teachers

AL Teachers

Table R11 - AL Teachers: Most Valued Skills and Qualities

	Question 1	Question 2	Question 3	Question 4	Most important overall
1	EI - 41.7% (Be kind and patient)	EI - 41.7% (Recognise students and remember their names)	EI - 50% (Be a good listener)	EI - 58.3% (Demonstrate empathy)	EI - 100%
2	TM - 33.3% (Prepare engaging material)	TM - 33.3% (Speak clearly)	TM - 33.3% (Give useful feedback to students)	TM - 25% (Provide material which challenges students)	
3	SK - 25% (Have an excellent knowledge of the language)	SK - 25% (Be able to answer any questions students may have)	SK - 16.7% (Be clear as to what is and what is not correct as regards the language)	SK - 16.7% (Have lots of experience with the language)	

Table R12 - AL Teachers - Questionnaires: Open Question Totals Coded to Category

Comments Highlighting EI specifically	EI & other skills	Comments Highlighting TM specifically	TM & other skills	Comments Highlighting SK specifically	SK & other skills
2	8	2	5	0	3
10		7		3	

Table R11 illustrates a remarkable example of synchronicity as regards the 12 of a possible 15 AL teachers who responded to the questionnaires, in that the most valued skills and qualities across all questions are not only rated almost identically, but also uniform in category according to placement: EI is overwhelmingly the highest valued, TM the second highest and SK the third. This statistic can be considered even more extraordinary given the vast range of ages and experience among respondents, whose respective time spent in the role of secondary school AL teacher spans from a matter of months to over 31 years. That the set of participants exhibiting by far the largest diversity in terms of age resulted in the

only consistently alike set of results is highly significant, though tempered somewhat by the fact that this set is composed of the second fewest number of respondents (12, compared to the 11 AL trainee teachers).

The quantitative results presented in Table R12 reinforce this surprising statistic: more comments are concerned with skills and qualities related to EI than of any other category; absent are any comments solely concerned with SK, cementing its low status as per the quantitative data seen in Table R11.

As seen in Tables C7 and C8 (see Appendix C), responses to the open questions were typically comprehensive among this set of participants, encapsulated in a statement such as: "Good additional language teachers should be fluent in the language being taught and thoroughly knowledgeable about its grammar, vocabulary, and culture. They should also have empathy for their students and be patient with the learning process. It's also important to be kind to children and their different backgrounds. Competent language teachers should love what they do and motivate their students to learn. And finally, it's necessary to be able to connect with students and foster an enjoyable learning environment (C8All2)."

AL Trainee Teachers

Table R13 - AL Trainee Teachers: Most Valued Skills and Qualities

	Question 1	Question 2	Question 3	Question 4	Most important overall
1	EI - 45.5% (Be kind and patient) & TM - 45.5% (Prepare engaging material)	EI - 54.5% (Recognise students and remember their names)	TM - 72.7% (Give useful feedback to students)	EI - 81.8% (Demonstrate empathy)	EI - 60% TM - 40%
2		SK - 45.5% (Be able to answer any questions students may have)	EI - 27.3% (Be a good listener)	TM - 9.1% (Provide material which challenges students) & SK - 9.1% (Have lots of experience with the language)	
3	SK - 9.1% (Have an excellent knowledge of the language)	TM - 0% (Speak clearly)	SK - 0% (Be clear as to what is and what is not correct as regards the language)		

Table R14 - AL Trainee Teachers - Questionnaires: Open Question Totals Coded to Category

Comments Highlighting EI specifically	EI & other skills	Comments Highlighting TM specifically	TM & other skills	Comments Highlighting SK specifically	SK & other skills
5	8	2	4	0	4
13		6		4	

All 11 AL trainee teachers who were sent the questionnaire responded. Table R13 demonstrates a high level of variance among them, revealing that they were the only set of participants across the whole study to dismiss certain skills and qualities entirely. Responses to Questions Two and Three in Table R13 show that not one respondent considered 'speak clearly' (TM) or 'be clear as to what is and what is not correct as regards the language' (SK) the most important of the three elements they were asked to rank. Nonetheless, the responses to Questions One and Three make clear that of these two categories, items related to TM are clearly valued by this set of participants, constituting 40% of those ranked most important alongside the 60% concerned with EI.

This latter result is lent credence by the qualitative data collated in Table R14, wherein EI forms the most referenced category and TM the second-most; once more, statements among respondents tended to reference multiple categories, for example: "In my opinion a good additional language teacher should be kind and patient with students and at the same time be able to prepare engaging classes where there is interesting material and interaction between students (C9EI&TM2)."

AL Teachers and AL Trainee Teachers

Table R15 - AL Teacher & Trainee Teacher Questionnaires: Most Valued Skills and Qualities

Participants	Question 1	Question 2	Question 3	Question 4	Most important overall
AL Teachers	EI - 41.7% (Be kind and patient)	EI - 41.7% (Recognise students and remember their names)	EI - 50% (Be a good listener)	EI - 58.3% (Demonstrate empathy)	EI - 100%
AL Trainee Teachers	EI - 45.5% (Be kind and patient) & TM - 45.5% (Prepare engaging material)	EI - 54.5% (Recognise students and remember their names)	TM - 72.7% (Give useful feedback to students)	EI - 81.8% (Demonstrate empathy)	EI - 60% TM - 40%
AL Teacher & AL Trainee Teacher totals	EI	EI	EI & TM	EI	EI - 80% TM - 20%

Table R16 - AL Teachers & Trainee Teachers: Open Question Totals Coded to Category

	Comments Highlighting EI specifically	EI & other skills	Comments Highlighting TM specifically	TM & other skills	Comments Highlighting SK specifically	SK & other skills
AL Teachers	2	8	2	5	0	3
AL Trainee Teachers	5	8	2	4	0	4
AL Teacher & AL Trainee Teacher totals	7	16	4	9	0	7

Considering the quantitative data gathered from AL teachers and trainee teachers alongside one another leads to several interesting observations. Table R15 demonstrates that while skills and qualities relating to EI are the most valued among both sets of participants, the striking correlation found between teachers with varying levels of experience seen in Table R11 stands in stark contrast to the opinions offered by trainee teachers in Table R13; this is particularly unexpected given the similarity in the number of participants in each set - 12 and 11, respectively. The collective response to Question Three is the clearest indication of the lack of correlation between the two groups, Table R15 showing that while half of all experienced teachers ranked 'be a good listener' (EI) the most important element, 72.7% of the trainee teacher respondents instead ranked 'give useful feedback to students' (TM) as such - among the highest percentages recorded across all sets of participants.

Responses to the open questions support the data gathered as regards Questions One to Four, Table R16 showing that skills and qualities related to EI were mentioned the most often, although it is necessary to reiterate that many of the responses among teachers and trainee teachers were concerned with several aspects of teaching. Table C8 (see Appendix C) consists of only one comment solely concerned with EI from an experienced teacher, though it does encapsulate that set of participants' results: "I believe that it is essential for any teacher (of any subject) to prioritise attitude aspects rather than knowledge (C8EI1)". Table C7 consists of only two. More typical answers to the question regarding the most important quality an AL teacher should have, show or demonstrate resembled the following: "Authenticity, creativity, empathy, curiosity, knowledge of language didactics (C7All1)."

Both experienced AL teachers and AL trainee teachers were the only participants to express difficulty as regards the ranking tasks and questions asked of them, one experienced teacher responding: "Personally, I can't decide on a single quality or feature that an additional language teacher should have, basically because being a teacher (of any subject) requires having many skills and qualities at the same time (C7All3)." Likewise, another stated that "It was really hard to rank the three options, because most of them are equally important (C8All1)." Trainee teachers agreed, seen in feedback such as "Interesting

questions - it was tough to pick the answers, as I suppose it partly depends on what group of students you're teaching (C10All1)" and "It's complex to choose just one of the previous things as the most important. It depends on what each student needs. Yet, personally, all the previous statements are key in order to be a good teacher (C10All2)."

5.4 Secondary School Students, AL Teachers and AL Trainee Teachers

Table R17 - All Participants: Most Valued Skills and Qualities

Participants	Question 1	Question 2	Question 3	Question 4	Most important overall
1r-2n ESO	EI - 52.8% (Be kind and patient)	SK - 45.3% (Be able to answer any questions I have)	SK - 45.3% (Be clear about what is and what is not correct) & EI - 45.3% (Be a good listener)	EI - 54.7% (Demonstrate empathy)	EI - 60% SK - 40%
3r-4t ESO	EI - 43.7% (Be kind and patient)	TM - 46.5% (Speak clearly)	EI - 40.8% (Be a good listener)	EI - 64.8% (Demonstrate empathy)	EI - 75% TM - 25%
1r-2n BAT	EI - 53.6% (Be kind and patient)	TM - 64.3% (Speak clearly)	SK - 53.6% (Be clear about what is and what is not correct)	EI - 50% (Demonstrate empathy)	EI - 50% SK - 25% TM - 25%
Student totals	EI	TM	EI & SK	EI	EI - 60% TM - 20% SK - 20%
AL Teachers	EI - 41.7% (Be kind and patient)	EI - 41.7% (Recognise students and remember their names)	EI - 50% (Be a good listener)	EI - 58.3% (Demonstrate empathy)	EI - 100%
AL Trainee Teachers	EI - 45.5% (Be kind and patient) & TM - 45.5% (Prepare engaging material)	EI - 54.5% (Recognise students and remember their names)	TM - 72.7% (Give useful feedback to students)	EI - 81.8% (Demonstrate empathy)	EI - 60% TM - 40%
AL Teacher & AL Trainee Teacher totals	EI	EI	EI & TM	EI	EI - 80% TM - 20%
Student, AL Teacher & AL Trainee Teacher totals	EI - 83% (TM - 17%)	EI - 40% & TM - 40% (SK - 20%)	EI - 50% (SK - 33%, TM - 17%)	EI - 100%	EI - 69% SK - 13% TM - 18%

Table R18 - All Participants: Open Question Totals Coded to Category

Participants	Comments highlighting EI specifically	EI & other skills	Comments highlighting TM specifically	TM & other skills	Comments highlighting SK specifically	SK & other skills
1r & 2n ESO	13	10	7	13	17	12
3r & 4t ESO	34	16	23	14	8	11
1r & 2n BAT	5	5	11	7	6	4
Student totals	52	31	41	34	31	27
AL Teachers	2	8	2	5	0	3
AL Trainee Teachers	5	8	2	4	0	4
AL Teacher & Trainee Teacher totals	7	16	4	9	0	7
Student, AL Teacher & AL Trainee Teacher totals	59	47	45	43	31	34

Encouragingly, Table R17 shows that both experienced AL teacher and AL trainee teacher questionnaire results proved consistent with those of the students. Skills and qualities related to EI were on average considered the most important by the highest number of participants, at a rate of 80% compared to the latter's 60%. Table R18, its final row in particular, strengthens the validity of all these findings.

Collectively, the sum data gathered via each research instrument triangulate extremely well, lending credence to the notion that elements relating to the emotional dimension of education should be given greater weight in terms of the theory, research and practice of teaching. Mortiboys made this point in consideration of teachers of all subjects (2011, p. 4), echoing various comments made regarding the importance of empathy in educators "no matter which subject they teach (Ester EI1 - focus group)," while Richards furthered the idea in terms of the teaching and learning of English as an AL specifically (2022, p. 13).

Richards' research is entirely compatible with student questionnaire responses similar in content and tone to the statement that AL teachers "must be empathetic and respectful towards the students (C3EI&SK3)," and the response of a teacher who notes that "An additional language teacher should have, do, or demonstrate a combination of several qualities: competence, tolerance, empathy, respect, passion, and the ability to create connections with children (C7All2)."

This latter response, however, is also indicative of several surprising discrepancies present, largely as a result of teachers - trainee teachers to a lesser degree - notably prioritising elements concerned with EI over those of the other categories. While 'speak clearly' (TM) was ranked by two groups of students as the most important element of Question Two and 'be clear about what is and what is not correct' (SK) as either the most or equally-most important element of Question Three by considerable margins, these skills and qualities were largely unfavoured by both experienced and trainee teachers. Concerningly among the trainee teachers, neither was considered the most important by a single respondent - the only two instances of this happening throughout all sets of participants' results.

Likewise, while student participants ranked 'recognise students and remember their names' (EI) as the most important skill or quality an AL teacher should possess in startlingly low numbers, among teachers and trainee teachers it overwhelmingly proved the opposite, 41.7% and 54.5% of respondents considering it the most important element of Question Two - the clear majority, in both cases. The surprising levels of variance on display here offer a reminder of what Cruickshank and Haefele (2001, p. 29) and Stronge (2018, p. 257) make clear in their work: that effective teaching is multifaceted and not necessarily easily quantifiable; a constantly changing process of learning and commitment on a teacher's part rather than a simple end product. It also suggests an array of further questions as regards why, specifically, this element was so highly valued by teachers yet so summarily dismissed by students. Some explanations for the students' results have already been offered; along the same line of thought, it could be proposed that teachers being able to recognise students

and remember their names is something students might take for granted. Similarly, it is arguably a skill or quality which does not specifically relate to the teaching of an AL as such.

Yet this notion - which could be extended to various elements relating to EI - is itself complicated, and it merits further consideration in light of a lengthy AL teacher response to the optional Question Six, which mirrors some of the suggestions made by students in the focus group: "I believe a lot of the items in the survey are not specific to additional language teachers, but to anyone in the teaching profession. For example, speaking clearly, recognising students and remembering their names, and being able to answer any questions students may have (which are the items in question number 3) should be applicable to teachers of any subject (C8All1)."

It could very well be the case that the ability to recognise students and remember their names is given such weight by experienced AL teachers simply because it facilitates so many other aspects of their role, from the more negative (such as effective classroom management regarding disciplinary measures) to the positive (such as offering feedback and praise to students). These aspects of classroom management and effective teaching might not occur to students in the same manner they do to teachers.

Among responses to the open questions, numerous echoes between students' opinions and those of teachers and trainee teachers are evident. One trainee teacher, for example, noted "It was hard not to choose as the most important 'be a good listener' or 'be kind and patient' as I find those traits really important to be a teacher, but I also believe a teacher outside being kind and compassionate should be knowledgeable and good at explaining (C10EI&TM1)." This corresponds with a number of student responses highlighting said skills, such as "I think a good teacher should be patient, kind and clear when explaining (C5EI&TM4)" and "I think the most important thing a teacher could do with a student who has difficulties learning the language is to be patient and kind, and teaching them the lesson step by step slowly and making sure they understand (C4EI&TM1)."

Comments such as these underline Mortiboys' emphasis on a teacher demonstrating EI in the classroom in statements such as "[students] may perceive you as someone who 'takes

time to make sure you have heard everything they have said' rather than 'does not always understand our questions straightaway'" (2013, p. 9). Though made as regards teaching in general, these comments - in conjunction with numerous others found throughout both the quantitative and qualitative data gathered in this study - make the necessity of a teacher being able to respond to students' questions in an emotionally intelligent, effective manner clear.

As Mortiboys affirms, if a teacher is in possession of a high level of EI, elements of teaching superficially concerned with TM and SK will be strengthened precisely because of the connection and atmosphere of trust that an emotionally intelligent approach brings about. As stated by students during the focus group (Anna, EI1), "If you want to really participate, you have to feel comfortable with the teacher," and (Adrià, EI2): "Referring to languages, it's important to be kind and patient." This latter point is particularly encouraging in terms of the thinking that informed this study and its focus on the AL classroom, and is in agreement with both Mortiboys' philosophy and the assertion that students need to feel secure on an emotional level in order to learn effectively (Heller, 2017, p. 24).

The comment made by Ester (EI7) during the focus group that "you can still have a good relationship with students, and be good at your job and teach!" was made precisely in order to rebuff the notion that teachers must behave in an authoritative manner rather than a friendly one; that a relationship going beyond that of simply teacher and learner might prove an impediment to teaching and learning. Extrapolating on a deeper level, this instinctive contribution relates to Goleman's assertion that "feelings are essential to thought, thought to feeling" (1995, p. 9) and implicitly recalls findings from influential figures such as Bar-On concerning the benefits of EI on motivation and performance (2010, p. 59).

Student comments like "[a good teacher must] want to teach the language (C3Misc3)" or "A good AL teacher has to show passion for the language in order to motivate the class (C1SK&TM2)" are also in agreement with several notions discussed during the focus group - "You have to do it in a way that you as a teacher like, and also that you think students will like" (Anna Misc/TM1) - and teacher comments such as "A language teacher should show

his passion in their classes in order to engage their students to learn (C7EI/Misc1)" and "Love for teaching and learning (C7Misc1)." AL trainee teacher contributions echoing this line of thought include "Vocation for the job. The teachers need to show that they like what they do (C9EI/Misc1)," "I think that passion is what moves all the rest of characteristics, if the teacher really loves teaching the rest flows on its own (C10Misc1)," and, simply, "Passion (C10Misc2)." Present among each of these statements are further traces of Goleman's extensive body of work in the field of EI (1995; 1998; 2008) and endorsement of Mayor and Salovey's influential four-branch definition of the term, most significantly features involving "the ability to access and/or generate feelings when they facilitate thought" and "the ability to regulate emotions to promote emotional and intellectual growth" (1997, p. 10).

In terms of quantitative data, the Student, AL Teacher & AL Trainee Teacher totals found in Table R17 establish skills and categories relating to EI as the most valued across all sets of participants at an average of 69%. This figure is triangulated and supported by significant qualitative data presented in Appendices C, D and E, which collectively enabled the research questions of this study to be answered and the hypotheses formulated to be supported or rejected. These aspects will be explored in greater depth in the concluding section.

Significantly, the quantitative and qualitative analysis presented here illustrates just how relevant the work of educators such as Claxton, Hargreaves and Mortiboys remains. Though dating 24 and 25 years prior to this study - in an education system technologically, geographically and pedagogically far removed from that of AL teaching in Catalonia - findings strongly support the notions that good teachers are "emotional, passionate beings" (Hargreaves, 1998, p. 835) and "learning itself is an intrinsically emotional business" (Claxton, 1999, p. 15), and they emphatically confirm Mortiboys' later suggestion that the emotional dimension constitutes one of teaching's most fundamental aspects (2013, pp. 3-4).

6. Conclusions

The central objective of this study was to gain insight into the perspectives and opinions of secondary school students in Catalonia concerning the kinds of skills and qualities they value in AL teachers, their perceptions regarding the importance of EI, and to consider and compare their views with what secondary school AL teachers themselves - both experienced and in training - suggest are the most valuable attributes they bring to the classroom.

Five research questions were asked and five hypotheses formulated in order to guide investigation. These hypotheses were based on a number of personal convictions informed primarily by teaching English in Catalonia in a number of non-secondary school contexts, a strong interest in the field of EI and a deep sense of curiosity regarding its implications for the secondary school AL classroom, magnified by the fact that research into the teaching and learning of AL tends to focus on the acquisition of English among older learners. Short questionnaires featuring ranking tasks and open questions were designed via the adaptation of a reflective task for teachers (Mortiboys, 2013, pp. 10-11) and provided to 311 secondary school students between 12 and 18 years old, 15 experienced AL teachers and 11 AL trainee teachers. A focus group composed of four 15-year-old students was also staged. The quantitative and qualitative analysis undertaken enabled the five research questions to be answered, their hypotheses supported in some cases and rejected in others, in a number of frequently surprising and unexpected ways.

The first research question asked whether secondary school students value skills and qualities related to EI in AL teachers more highly than those related to teaching methods (TM) and subject knowledge (SK), to which it was hypothesised that they would broadly do so. Findings simultaneously support and cast doubt on this notion. The skills and qualities relating to EI were considered on average to be the most important of the 12 presented to students. However, it was also found that the ability of teachers to recognise students and remember their names - an attribute categorically concerned with a teacher's EI - was overwhelmingly considered the least important aspect of the options presented to them.

While the caveat remains that all 12 elements considered by participants were important ones as regards teaching - the "least" important possible ranking in the tasks undertaken was "important" - this finding, supported by qualitative data, was unanticipated both in light of personal classroom experience and research undertaken in the field (Harkin, 1998, p. 346).

It becomes an even more compelling finding when compared with data that answer the second research question, which hypothesised that experienced and trainee teachers would rate the various skills related to EI, TM and SK more evenly than the students.

Among experienced teachers this was found not to be the case, with all participants uniformly ranking skills related to EI as the most important followed by those related to TM and SK, in that order and in almost identical numbers. Students of the youngest age group, meanwhile, ranked elements related to SK as the most important at a rate of 40%, the middle age group elements related to TM at a rate of 25%, while the oldest age group were the only participants to rank elements of all three categories as the most important over the four ranking tasks - EI at a rate of 50%, TM and SK at 25% - generally demonstrating a far more balanced and even outlook as regards the skills and qualities presented to them than the teachers who took part in this research.

While this is a highly intriguing finding in itself, that a teacher's ability to recognise students and remember their names was considered the *most* important element of its set of three among teachers and trainee teachers is another finding in strong contrast to the students, who rated this as the least important of the options. Another element of this ranking task regarding the ability of a teacher to speak clearly was considered the most important by only 33.3% of experienced teachers and dismissed by trainee teachers, none of whom considered it the most important of its set of three. This element was ranked, on average, the most important across all student participants at a rate of 66.6%. Therefore, not only can it be said that student and teacher participants do not share the same opinions, but that in a case such as this one their perspectives seem diametrically opposed.

Various suggestions have been posited in an effort to explain these disparities, ranging from the idea that students might take a teacher's ability to recognise students and

remember their names for granted, or perhaps dismiss it in the context of AL teaching without due reflection. The amount of discussion - and the rare instances of disagreement - it provoked among focus group participants certainly lends this latter notion some credence.

Likewise, attention must be paid as to why students valued the ability of their teachers to speak clearly so highly while teachers themselves unequivocally did not; the fact that this aspect of teaching is slightly ambiguous in its meaning - does it refer specifically to enunciation, or to the legible delivery of instructions? - should not necessarily affect how it is considered by students or teachers, given that the focus of this study is the AL classroom, where both of these things are significant. Perhaps, in this case, it is teachers who are confident in their ability to speak the language they teach and communicate effectively who take this ability as given, while for students the comprehension it implies takes on much greater significance - especially among those who struggle with learning additional languages.

The third research question asked whether secondary school students' perspectives on the skills and qualities they value in their AL teachers change as they become older. It was hypothesised that relatively little difference would be found across the three age groups of student participants, but that older students may place less emphasis on elements related to EI than their younger counterparts.

This is the first of the hypotheses that the data support, albeit in a tentative manner. A clear shift towards a more balanced opinion on EI, TM and SK was present, students at 16-18 years old the only participants to rate elements from each of the three categories as the most valuable across the four ranking tasks. At 50%, EI was rated at the lowest average level in this study, thus confirming the prediction that skills and qualities related to this category might be considered less significant by older students. Yet the shift in opinion is not a cumulative one according to age: a higher percentage of students at 14-16 years old ranked elements related to EI as the most important, whereas those at 12-14 years old highlighted SK to a greater degree than any other participants. This latter finding is in stark

contrast to the perspectives of teachers and trainee teachers, the former of whom afforded SK the least status in another clear discrepancy.

The fourth research question focused on teachers and trainee teachers, asking whether the two groups share the same opinions on EI and the skills and qualities valuable in terms of effective teaching. The accompanying hypothesis posited that both sets of participants would broadly share the same perspectives on the matter, also noting that trainee teachers might prioritise elements related to EI to a greater degree than experienced teachers. This hypothesis can again be rejected, with the findings demonstrating precisely the opposite: experienced teachers overwhelmingly rated elements related to EI as more valuable than those related to TM and SK, and they did so in uniform fashion. Variation among trainee teachers' views, meanwhile, was greater than that of any other participants', and they were the only group where no participants chose options relating to all categories as the most important.

Potential explanations for the consistency in experienced teachers' perspectives have been explored, and the encouraging nature of these findings given the vast range of experience this set of participants display has been noted. The fact that these participants are in possession of genuine secondary school AL classroom experience adds considerable weight to their perception, not least the high regard in which they hold skills and qualities related to EI itself; this becomes especially relevant in light of how several hypotheses have been rejected in such unexpected ways. Similarly, that trainee teachers might hold markedly different opinions on their roles once classroom experience is gained - opinions perhaps more compatible with those held by experienced teachers - is not difficult to conceive.

The notion that skills and qualities concerned with EI are important for teachers of all subjects to demonstrate has been previously mentioned, pointed out by various sets of participants and is evidenced throughout this study's theoretical framework. This arguably does not render it any *less* legitimate in terms of AL teachers and the unique challenges they face, however. Learning an additional language is not simply a question of gaining and retaining knowledge or applying that knowledge to problems; rather, it involves an entirely

new means of communication that by nature encompasses several different kinds of skills. As such, the fact that learners often struggle is significant, and the Foreign Language Anxiety (FLA) apparent in the qualitative data gathered for this study (a "phobia" of making mistakes) makes that clear - just as the evidence presented that an emotionally intelligent approach will alleviate the pernicious influence of FLA is eminently sensible and convincing (Shao et al., 2013, p. 925).

Data gathered from experienced AL teachers suggest that a high level of EI not only leads to the kind of motivating classroom environment that deeply benefits students (Harkin, 1998, p. 346; Hargreaves, 1998, p. 835) while simultaneously aiding and improving retention (Groff, 2010, p. 4; Krashen, 1987), but also facilitates, enhances and renders more effective skills and qualities related to TM and SK (Mortiboys, 2013, p. 11). Abilities such as being able to recognise students and remember their names have far wider-ranging implications in terms of general classroom management than students may consider. It could be suggested that these notions were present among experienced AL teachers upon completion of the questionnaires and played into the consistency of their collective perspective; certainly it is one explanation for the uniform nature of the data gathered.

This investigation into secondary school student and teacher perspectives on AL teaching and learning in Catalonia was limited in its design. It involved a low number of participants, of whom the student contingent was confined to one secondary school in Barcelona, while the teachers and trainee teachers numbered only 23 - far fewer than the 152 students, who themselves made up under half of the 311 to whom questionnaires were made available. These points notwithstanding, a great deal of quantitative and qualitative data were collected, analysed and successfully triangulated in various manners across different age groups. Indeed, further and more rigorous analysis of the data gathered here would likely yield several more unexpected and illuminating results.

New avenues of study, meanwhile, can be suggested as a result of the findings presented, with the unexpected results positing numerous means by which this research opens the door to further investigation. More considered and specific research into why

students placed such significant weight on a teacher speaking clearly in an AL context while teachers did not consider this to be an important attribute constitutes one starting point, and an investigation into the uniformity displayed among experienced teachers and their favouring of skills and qualities related to EI at the expense of those concerned with SK and TM could prove beneficial in a number of ways.

Several easily discernible and intriguing patterns can be found among the data gathered from students of different levels as to the precise skills and qualities considered valuable in AL teachers and whether they are related to EI, SK or TM. The surprising nature of these trends offers a clear opportunity to gain insight regarding why these elements are considered important and how deeply interrelated they might ultimately prove.

The lack of correlation between the views of experienced AL teachers and AL trainee teachers presents a springboard for further investigation that could feasibly be staggered and staged periodically. Just as the students' opinions presented here noticeably develop and evolve as they become older, so might teachers' perspectives as they make the transition from training to becoming qualified - from the largely theoretical to the reality of a secondary school AL classroom. Given how beneficial the data provided by the focus group staged as part of this investigation proved, the conducting of similarly designed sessions to be held with random samples of AL teachers and trainee teachers could prove a valuable source of detailed information.

The opportunities this work offers as a foundation for other studies focusing on teachers and students are plentiful. Additionally, given that there is potentially more detail to be mined and extrapolated from the data already collected, further opportunities may conceivably present themselves.

For all of these reasons, this study has met its primary objective of gaining a deeper understanding of and insight into student and teacher perspectives on EI in the secondary school AL classroom and whether these attitudes and opinions are compatible or not. This is particularly evident in consideration of the fifth and final research question, which asked

whether the participants involved in this study would collectively rate skills relating to EI as more important than those of other areas.

It was broadly suspected that participants would do so, and while other hypotheses offered in this paper have been supported or rejected by a series of often unanticipated results, in this case the sum data collected by each of the research instruments across all participant groups point towards its confirmation. Table R17 collates a great deal of quantitative data indicating that skills and qualities relating to EI were chosen as the most important at an average rate of 69% among all participants, a result which both reinforces and is reinforced by qualitative findings elsewhere.

In light of this investigation's findings and in keeping with the previous research detailed, Goleman's empirically supported assertion that more emotionally and socially competent children fare better academically (2008, p. 8) comes as little surprise; nor do the opinions expressed in Heller's interview with Brackett (2017), who notes how crucial it is for a teacher to understand and demonstrate EI (p. 17) and predicts that "more people will come to see that students need emotional skills to scaffold other kinds of learning" (p. 24). The point Richards (2022) made is also supported - the notion that emotion plays into *every* aspect of how a teacher comports themself in an AL classroom, from their use of the language to how they interact with students, respond to unanticipated incidents, make use of activities and provide feedback, to name just a few (p. 3).

This research was informed by the conviction that a teacher who is genuinely interested in their students' lives, interests and wellbeing - one who has the ability and willingness to encourage positive relationships with and among them and actively fosters a sense of empathy and cooperation in the classroom - is ultimately going to prove a more effective educator than one who is not and who does not. Hargreaves is quoted in the introduction to and throughout this paper, noting that good teachers should not simply possess relevant knowledge of their field (SK) and the means by which to impart it effectively (TM), but strive to be "emotional, passionate beings who *connect* [emphasis added] with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (1998, p. 835).

The emphasis is added here because it is this connection - more specifically, the willingness of teachers to forge such a connection in a manner that is both emotionally intelligent and true - that is key to this entire study; it is, to some degree, what makes the other actions Hargreaves mentions possible.

The majority of hypotheses formulated to accompany the research questions this investigation explored have been rejected, while the array of unexpected results it has produced underlines the fact that the effective teaching of additional languages in secondary schools is a multifaceted and often challenging pursuit. Certainly the findings of this study do not seek to propose that a teacher's EI is the sole measure of their effectiveness, nor so important as to eclipse other crucial aspects of the role broadly categorised as belonging to subject knowledge and teaching methods. The confirmation of its final hypothesis, however, does suggest that an emotionally intelligent approach to additional language teaching in the secondary school classroom will not only enhance and strengthen those other aspects of teaching - improving the quality of students' learning as a consequence - but lead to happier learners who genuinely want to be in the classroom, making it a brighter and more inspiring place.

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Appendices

Appendix A. Secondary School Student Questionnaires

1r & 2n ESO: What qualities are important to you in an Additional Languages Teacher?

Hi! I would like to know your opinions on teachers of additional languages. What qualities are important and motivating to you? There is no right or wrong order, and all the qualities mentioned are good ones. This is not a test! I would like to know what is important to each of you, personally. The questionnaire should take no longer than five or six minutes.

Hola! M'agradaria conèixer la teva opinió sobre les professores i els professors d'idiomes estrangers. Quines qualitats són importants i motivadores per a tu? No hi ha un ordre correcte o incorrecte i totes les qualitats esmentades són bones. Això no és una prova! M'agradaria saber què és important per a cadascun de vosaltres, personalment. El qüestionari no hauria de durar més de cinc o sis minuts.

¡Hola! Me gustaría conocer tu opinión sobre las profesoras y los profesores de idiomas extranjeros. ¿Qué cualidades son importantes y motivadoras para tí? No existe un orden correcto o incorrecto, y todas las cualidades mencionadas son buenas. ¡Esto no es una prueba! Me gustaría saber qué es importante para cada uno de vosotros, personalmente. El cuestionario no durará más de cinco o seis minutos.

jamesbernards@blanquerna.url.edu Canvia de compte

No compartit

* Indica que la pregunta és obligatòria

Name *

La vostra resposta

EXAMPLE / EXEMPLE / EJEMPLO

Who do you think is important in a band?
- In order of importance: **1 = important, 2 = more important, 3 the most important**
- If you think **the bassist is important, the drummer is more important and the singer is the most important**, these are the boxes that you should tick.
You can only tick one for each item!

Qui creus que és important en una banda?
- Per ordre d'importància: **1 = important, 2 = més important, 3 el més important**
- Si creus que **el/la baixista és important, el/la bateria és més important i el/la cantant és el més important**, aquestes són les caselles que hauries de marcar.
Només es pot marcar una per a cada element!

¿Quién crees que es importante en una banda?
- En orden de importancia: **1 = importante, 2 = más importante, 3 el más importante**
- Si crees que **el/la bajista es importante, el/la baterista es más importante y el/la cantante es lo más importante**, estas son las casillas que debes marcar.
¡Solo se puede marcar una para cada artículo!

	1	2	3
bassist / baixista / bajista	☑	☐	☐
singer / cantant / cantante	☐	☐	☑
drummer / bateria / baterista	☐	☑	☐

- A good additional languages teacher should…   *
- In order of importance - 1 = important, 2 = more important, 3 = the most important
- You must choose a different number for each item

- Una bona professora o bon professor d'idiomes hauria de…
- Per ordre d'importància - 1 = important, 2 = més important, 3 = el més important
- Has de triar un número diferent per a cada element

- Una buena profesora o buen profesor de idiomas debería…
- En orden de importancia - 1 = importante, 2 = más importante, 3 = el más importante
- Debes elegir un número diferente para cada elemento

	1	2	3
be kind and patient / ser amable i pacient / ser amable y paciente	☐	☐	☐
have an excellent knowledge of the language / tenir un excel·lent coneixement de l'idioma / tener un excelente conocimiento del idioma	☐	☐	☐
prepare engaging material / preparar material interessant / preparar material interesante	☐	☐	☐

- A good additional languages teacher should…   *
- In order of importance - 1 = important, 2 = more important, 3 = the most important
<u>- You must choose a different number for each item</u>

- Una bona professora o bon professor d'idiomes hauria de…
- Per ordre d'importància - 1 = important, 2 = més important, 3 = el més important
<u>- Has de triar un número diferent per a cada element</u>

- Una buena profesora o buen profesor de idiomas debería…
- En orden de importancia - 1 = importante, 2 = más importante, 3 = el más importante
<u>- Debes elegir un número diferente para cada elemento</u>

	1	2	3
speak clearly / parlar clar / hablar claro	☐	☐	☐
recognise students and remember their names / reconèixer l'alumnat i recordar els seus noms / reconocer el alumnado y recordar sus nombres	☐	☐	☐
be able to answer any questions I have / poder respondre a qualsevol pregunta que tingui / poder responder a cualquier pregunta que tenga	☐	☐	☐

- A good additional languages teacher should… *
- *In order of importance - 1 = important, 2 = more important, 3 = the most important*
- *You must choose a different number for each item*

- Una bona professora o bon professor d'idiomes hauria de…
- *Per ordre d'importància - 1 = important, 2 = més important, 3 = el més important*
- *Has de triar un número diferent per a cada element*

- Una buena profesora o buen profesor de idiomas debería…
- *En orden de importancia - 1 = importante, 2 = más importante, 3 = el más importante*
- *Debes elegir un número diferente para cada elemento*

	1	2	3
give me useful feedback / donar-me comentaris útils / darme comentarios útiles	☐	☐	☐
be clear about what is and what is not correct / tenir clar què és i què no és correcte / tener claro lo que es y lo que no es correcto	☐	☐	☐
be a good listener / ser un bon oient / ser un buen oyente	☐	☐	☐

- A good additional languages teacher should… *
- *In order of importance - 1 = important, 2 = more important, 3 = the most important*
- *You must choose a different number for each item*

- Una bona professora o bon professor d'idiomes hauria de…
- *Per ordre d'importància - 1 = important, 2 = més important, 3 = el més important*
- *Has de triar un número diferent per a cada element*

- Una buena profesora o buen profesor de idiomas debería…
- *En orden de importancia - 1 = importante, 2 = más importante, 3 = el más importante*
- *Debes elegir un número diferente para cada elemento*

	1	2	3
demonstrate empathy / demostrar empatia / demostrar empatía	☐	☐	☐
have lots of experience / tenir molta experiència / tener mucha experiencia	☐	☐	☐
provide material which challenges me / proporcionar material que em repti / proporcionar material que me desafíe	☐	☐	☐

What do you think is the **most important thing** an additional language teacher should have, do or demonstrate? *

Què creus que és **el més important** que hauria de tenir, fer o demostrar una professora o un professor d'idiomes?

¿Qué crees que es **lo más importante** que un profesor de idiomas debería tener, hacer o demostrar?

La vostra resposta

Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?

Hi ha alguna cosa més que t'agradaria afegir? Per exemple, si trobes difícil aprendre idiomes o si et preocupa equivocar-te, què podria fer un professor per ajudar-te?

¿Hay algo más que te gustaría añadir? Por ejemplo, si te resulta difícil aprender idiomas o te preocupa cometer errores, ¿qué podría hacer un maestro para ayudarte?

La vostra resposta

Thank you very much for your time and thoughts!
Moltes gràcies pel teu temps i reflexions!
¡Muchas gracias por tu tiempo y reflexiones!

Appendix B. Secondary School AL Teacher and Trainee Teacher Questionnaires

What qualities are important to you as additional language teachers?

Hello, and thank you for taking the time to answer these questions. I would like to know what qualities you think are important to have and demonstrate as a teacher of an additional language. All the qualities mentioned are good ones, but I would like to know what is important to you, personally - even if you think they're of nearly equal or equal importance! The questionnaire should take no longer than five or six minutes.

jamesbernards@blanquerna.url.edu Canvia de compte

No compartit

* Indica que la pregunta és obligatòria

Name *

Age *

La vostra resposta

Years spent teaching additional language at a secondary school *

○ 0-5

○ 6-10

○ 11-15

○ 16-20

○ 21-25

○ 26-30

○ 31+

EXAMPLE - HOW TO ANSWER

- Who do you think is important in a band?

- In order of importance: **1 = important, 2 = more important, 3 = the most important**.

- If you think the bassist is important, the drummer is more important and the singer is the most important, these are the boxes you should tick.

- You can only tick one box for each item!

	1	2	3
bassist	●	○	○
singer	○	○	●
drummer	○	●	○

A good additional languages teacher should… *

…in order of importance, 1 = important, 2 = more important, 3 = the most important

You can only tick one box for each item!

	1	2	3
be kind and patient	○	○	○
have an excellent knowledge of the language	○	○	○
prepare engaging material	○	○	○

A good additional languages teacher should… *

…in order of importance, 1 = important, 2 = more important, 3 = the most important

You can only tick one box for each item!

	1	2	3
speak clearly	○	○	○
recognise students and remember their names	○	○	○
be able to answer any questions students may have	○	○	○

A good additional languages teacher should…   *

…in order of importance, 1 = important, 2 = more important, 3 = the most important

You can only tick one box for each item!

	1	2	3
give useful feedback to students	○	○	○
be clear about what is and what is not correct as regards the language	○	○	○
be a good listener	○	○	○

A good additional languages teacher should…   *

…in order of importance, 1 = important, 2 = more important, 3 = the most important

You can only tick one box for each item!

	1	2	3
demonstrate empathy	○	○	○
have lots of experience with the language	○	○	○
provide material which challenges students	○	○	○

What do you think is **the most important thing** an additional language teacher should have, do or demonstrate? *

La vostra resposta

Is there anything else you would like to add?

La vostra resposta

Appendix C. Open Question Responses Coded

Table C1 - 1r & 2n ESO - What do you think is the most important thing an additional language teacher should have, do or demonstrate?

EI	TM	SK	Various/Misc.
Being kind and having empathy. EI1	Everyone should understand the translation of what the teacher is talking about. TM1	Their intelligence. SK1	I think they have to have a good command of the language and help us to understand it well. SK & TM1
This happens in every subject, and is for the teacher to be kind and patient. EI2	Demonstrate. TM2	To be able to respond to a question in another language as maybe the answer is very difficult. SK2	I don't know. Misc 1
To have empathy and to help. EI3	To have a dynamic/entertaining way to teach. TM3	To be able to speak the language well. SK3	I thinks that he/she has to be motivated for teach to others. EI & TM1
To not get angry and shout and show affection to students. EI4	ENGLISH, SPANISH, CATALAN. TM4	To know how to speak the language they're teaching. SK4	Polite, experience, good language skills and good teacher. All 1
To have empathy for their students. EI5	To speak in the language of their subject. TM5	To have knowledge of the language. SK5	A good AL teacher has to show passion for the language in order to motivate the class. SK & TM2
Patience. EI6	To know how to explain the language well. TM6	To know the language better than students. SK6	No. Misc 2
Listen to students well. EI7	do different and fun activities. TM7	To know the language well so as to teach it to students. SK7	Everything is possible. All 2
To know how to really listen to students. EI8		To have a good level of the language, as if they don't know it, how are they going to teach it to the students? SK8	The most important thing is that they speak the language well and help students speak it. SK & TM3
Have empaty. EI9		To know languages. SK9	To support students so they make an effort. EI & TM2
the most important is to have a good relation whit the students. EI10		To speak the languages they teach perfectly. SK10	To be good. Misc 3
To be kind and fun. EI11		To know how to answer anything you ask them. SK11	I don't know. Misc 4

he has to be patient and a good listener. EI12		To know the language. SK12	To be able to answer questions and have good ideas about how to use the language and have fun in class. SK & TM4
		To know the language. SK13	To be patient, to do fun activities, to be creative, to be kind, to have - or try to have - a close relationship, to not give lots of homework nor too many exams. All 3
		To be interested in the subject. SK14	You would have to know what you are teaching and explain it well using different methods. SK & TM5
		To know the language very well. SK15	A lot of patience, to know the language well, to know how to listen to others and to give good advice. All 4
		Knowledge. SK16	To know what they're teaching, be kind and listen to students. EI & TM3
		To be able to respond to any doubts I have during the course. SK17	To know what they teach, make the class so it's not boring and know how to listen and respond. All 5
EI - 12 **23%**	TM - 7 **13%**	SK - 17 **32%**	Misc - 4 All - 5 SK & TM - 5 EI & TM - 3 (17) – **32%**
			53 total

Table C2 - 1r & 2n ESO - Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?
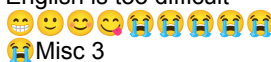
EI	TM	SK	Various/Misc.
To tell you it's fine if you make mistakes. EI1	Keep in mind some of the students' mistakes to help them. TM1	Respond to questions and doubts. SK1	he could do extra classes or give you easier exams. Misc 1
	INDIVIDUAL STUDY PLAN. TM2		The teacher should gave you confidence, to start, maybe its better to do the class in smaller groups. Misc 2
	Suggest more fun and creative activities and make things clearer. TM3		English is too difficult 😁😊😊😋😭😭😭😭😭😭Misc 3
	Search diferents methodes to do. TM4		That the teacher be more attentive to those who don't do well in the subject. Misc 4
	They could or give you some extra exercices for you to improve, or recomend you some app. TM5		Be more aware of students and help them. EI & SK1
			For me it's more difficult to start speaking another language. Misc 5
			It's easy for me to learn languages. Misc 6
			In my case it's easy but if a student finds it difficult the best you can do is support them and answer their questions. EI & SK2
1	5	1	Misc 6 EI & SK 2
			15/53 optional responses

Table C3 - 3r & 4t ESO - What do you think is the most important thing an additional language teacher should have, do or demonstrate?

EI	TM	SK	Various/Misc.
respect. EI1	To speak clearly so that everyone understands. TM1	Having an extense knowledge about the language. SK1	Empathy, don't shout when you don't understand or do something wrong because it's another language and it's normal you don't understand it. Don't only do exercises and no projects - then we don't actually practise. EI & TM1
listen to students' doubts. EI2	I think they have to demonstrate that they know how to teach the language. TM2	The teacher should have a little knowledge of the language of the students. SK2	be kind and speak clear. EI & TM2
know how to speak to students. EI3	To know the language. TM3	to have knowledge of the language. SK3	To know what they teach and prepare activities so we learn better. TM & SK1
The most important thing should be empathy and listening to students. EI4	To know how to explain the subject matter comprehensively and understandably. TM4	To know the language perfectly. SK4	Kindness, and diferents activities. EI & TM3
Be happy and always come to the class with a smile. EI5	to know how to explain things well. TM5	In my opinion the most important thing an additional laguage teacher should have is an excellent knwoledge of the language, because you can't learn a language if is teaching you someone that doesn't know it. SK5	I think that the most important thing is to help the students as much as possible and to empathize with them and also answer all their doubts. EI & SK1
Empathy. EI6	to explain things well. TM6	Knowledge of the language. SK6	Being kind and teaching good. EI & TM4
Listen and understand the students while teaching them not only lessons about the language. It's important to educate the students not only with academics lessons, but also with values. EI7	When speaking to students the teacher should translate the words they think are more difficult. TM7	The teacher should know the language they teach perfectly. SK7	Patience and empathy and a good command of the language. EI & SK2

To know how to empathise with students who struggle with the language. EI8	They should be native and make the class interesting. TM8		To know how to explain things well and not ridicule students who don't understand. EI & TM5
To be good with students and understand them. EI9	I think that the most important thing that I should demonstrate is that I have a complete use of both languages, since it is necessary to understand the student. I also need to be clearjy6. TM9		I think the most important thing an additional language teacher should have, do, or demonstrate is empathy for the students, and actually caring about them, providing them with interesting material and lessons that challenge their knowledge of the language. Another thing is enthusiasm, which I think is essential in any class. EI & TM6
To be kind, empathetic and patient. EI10	They should make their new students learn from scratch. TM10		To have a good knowledge of the language and know how to bring it to the classroom. TM & SK2
Be patient when students have concerns or difficulties. EI11	Speak very well and know how to teach. TM11		They should be an expert with the language, teach creative classes, and demonstrate that they know a lot about the language. TM & SK3
To have a lot of patience with those who don't know much about the language and those who struggle. EI12	Do dynamic activities. TM12		Pay attention to the students and help them when they're lost. EI & TM7
Politeness. EI13	Do fun activities. TM13		To know how to respond to questions clearly, have experience and help students. TM & SK4
Patience. EI14	They should demonstrate that learning a new language is interesting and easy. TM14		What they know, and having students' doubts in mind. TM & SK5
To be kind to students and help them with all they can. EI15	To know how to speak and explain so that the language they speak is understood. TM15		Apart from knowledge of the language, they must be empathetic and respectful towards the students. EI & SK3
Some person that can help you. EI16	To be enthusiastic about teaching in a way that isn't monotonous. TM16		have a good attitude towards teaching and have an interest in what they do. TM & SK6

They should be kind and nice to their students so they are more comfortable with the teacher while talking with them. EI17			He should have patience, and new proposals to make the classes more "attractive" to the students. EI & TM8
Be considerate of students. EI18			Motivate students. Misc 1
To have respect for students. EI19			Help us understand the language better. Misc 2
Patience, because maybe it's something a student has never done before. EI20			I think that the most important thing a language teacher should have is to know the language they are teaching very well and, above all, to know how to teach it. TM & SK7
has to be patient. EI21			I think the most important thing is patience, empathy, and knowing the language well. EI & SK4
To know that not all of us have the same knowledge and have empathy for the students. EI22			To want to teach the language. Misc 3
Respect. EI23			To have a lot of patience, not always do theory so it's not always the same thing. EI & TM9
I think that the most important thing to have as a addicional language teacher is empathy, respect, kindness and paciencie. EI24			I think the most important thing is to show respect and transmit knowledge to students. EI & TM10
24 **33%**	16 **23%**	7 **11%**	EI & TM - 10 EI & SK - 4 TM & SK - 7 Misc - 3 (24) **33%**
			Total 71

Table C4 - 3r & 4t ESO - Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?

EI	TM	SK	Various/Misc.
may he be patient and not give us fear. EI1	To not do so many exercises and do more projects in groups and presentations to be able to practise. TM1		I think that if you want to learn a language and you are interested in it, you can learn it quite well and easily. Misc 1
listen to me and try to put yourself in my place to understand. EI2	repeat all the times that is necessary. TM2		Sometimes I worry about how to mark the accent, I don't know why. Misc 2
The teacher must make a comfortable enviroment for the student so the student doesn't feel preassure. EI3	Play games such as pronunciation cards. TM3		I think the most important thing a teacher could do with a student who has difficulties learning the language is to be patient and kind, and teaching them the lesson step by step slowly and making sure they understand. EI & TM1
The teacher should be there for the student and tell them there's nothing to worry about. Show them that you care and won't get mad or anything alike if they commit a mistake. EI4	I think they should correct your errors so that you learn. TM4		It is difficult for me to learn languages but that does not mean that I do not like learning them and making mistakes is not a fear, it is a phobia. Misc 3
The best thing you can do is encourage me to learn the language and show me that there is no difficulty. EI5	They should help translate all the words that are difficult and play more games in English to learn. TM5		If you make a mistake, the teacher have to correct you but with respect. EI & TM2
To listen to you. EI6	They could do some more entertaining activities more than just learning from the book. TM6		Do not force yourself in front of everyone and make an effort yourself. Misc 4
Give me a little more help. EI7	Do fun activities to learn. TM7		It is very difficult for me to learn languages and I find grammar even more difficult. Misc 5
English is difficult for me, so a teacher who gives me confidence and			

security is very important. EI8			
To not get angry when you make a mistake. EI9			
The teacher could encourage a good group atmosphere more, so that students will not be embarrassed. EI10			
10	7	0	Misc 5 EI & TM 2 (7)
			24/71 optional responses

Table C5 - 1r & 2n BAT - What do you think is the most important thing an additional language teacher should have, do or demonstrate?

EI	TM	SK	Various/Misc.
Even if the student does not speak the language correctly, do not make them feel bad or embarrass them. EI1	I think that an additional language teacher should be able to recognize what we do wrong and help us improve. TM1	A good use and control of the language they're teaching. SK1	To know how to speak the language perfectly, show enthusiasm for teaching and learning themself, provide interesting material and enjoy the job. All 1
I think patience it's important because English is not easy for everyone. It's also important to get to know the students and be able to help them with the things they find most difficult. EI2	I think an English teacher should give dynamic classes to teach students who struggle in a fun way, so that they struggle less :) TM2	Show an advanced level of the language in question. SK2	i think that the most important thing is to have a nice personality and know how can improve students speaking skills. EI & TM1
Kindness and empathy for students who do not know English, or not enough. EI3	Know how to teach. TM3	The most important is experience. SK3	Good language when speaking. TM & SK1
Just be himself and teach the students with joy. EI4	They should know how to teach in a fun and entertaining way. TM4	The most important thing is the knowledge. A good teacher should clearly know what they are teaching. SK4	Dominate the language and do exciting classes. TM & SK2
	the possibility to explain well and students can understand what were you saying. TM5	A good level of english. SK5	Be enthusiastic about teaching their students. Misc 1
	They should be able to entertain the entire class through a conversation or debate. TM6	Have knowledge of the language. SK6	Enthusiasm to teach. Misc 2
			Know it and like it a lot. SK/Misc 1
			I think they should take into account people's level and engage more with those who struggle, if they are motivated to learn. EI & TM2
			Their ability to comunicate as a person. EI & TM3

			I think a good teacher should be patient, kind and clear when explaining. EI & TM4
			Nothing to add. Misc 3
4 **14%**	6 **21%**	6 **21%**	All - 1 EI & TM - 4 TM & SK - 2 Misc - 2 SK/Misc 1 TM/Misc - 1 (12) **54%**
			Total 28

Table C6 - 1r & 2n BAT - Is there anything else you would like to add? For example, if you find learning languages difficult, or are nervous about making mistakes, what could a teacher do to help?

EI	TM	SK	Various/Misc.
The teacher has to inspire trust and confidence in the student. EI1	What a teacher can do to help you is to give you as many tools as possible to feel more confident in expressing yourself. TM1		If it is quite difficult, but we have dedication, it can be done. Misc 1
	Prepare material that the students are able to do. TM2		
	You could try to give us examples of when that word is used. TM3		
	The current way to teach languages in general has some big flaws. It would be useful that the speaking part of the classes was more important since primary school. TM4		
	It doesn't seem difficult (in reference to "They should know how to teach in a fun and entertaining way"). TM5		
1	5	0	Misc 1
			7/28 optional responses

Table C7 - AL Teachers - What do you think is the most important thing an additional language teacher should have, do or demonstrate?

EI	TM	SK	Various/Misc.
Patience and empathy. EI1	It is very important to be flexible and to be ready to help learners feel comfortable when they try to communicate in the additional language. TM1		Authenticity, creativity, empathy, curiosity, knowledge of language didactics. All 1
Have a lot of patience and listen to students. EI2	Adaptability to students' needs. TM2		An additional language teacher should have, do, or demonstrate a combination of several qualities: competence, tolerance, empathy, respect, passion, and the ability to create connections with children. All 2
			Personally, I can't decide on a single quality or feature that an additional language teacher should have, basically because being a teacher (of any subject) requires having many skills and qualities at the same time. All 3
			Patience, empathy and create a safe atmosphere in which students are free to make errors. Recognise students' language baggage and experience. Encourage students to view language as a means of communication rather than an academic subject. EI & TM1
			Engaging students to learn and practise the language whenever they can. Learning a language should not only be done in the classroom. TM/Misc 1
			A language teacher should show his passion in their classes in order to engage their students to learn. EI/Misc 1
			I think it's important to have a good schedule of the classroom sessions, a good understanding of the level and motivation of the students, and then in class time, just worry about how to do it and how to adapt it to the real situation and not think about what to do. EI & TM2
			Love for teaching and learning. Misc 1
2 **17%**	2 **17%**	0	All - 3 EI & TM - 2 TM/Misc - 1 EI/Misc - 1 Misc - 1 (8) **66%**
			Total 12

Table C8 - AL Teachers - Is there anything else you would like to add?

EI	TM	SK	Various/Misc.
I believe that it is essential for any teacher (of any subject) to prioritise attitude aspects rather than knowledge. EI1			One of the most difficult things when we try to teach this subject is the difference of levels in a class. There are pupils that are really good at it, and there are pupils that don't say a word. Another one is the number of pupils, they are too many. Misc 1
			It was really hard to rank the three options, because most of them are equally important. For example, in question 4, being a good listener, giving useful feedback and being able to describe what is/isn't correct in the target language are all important to really help students learn the language. Also, in question 3, I ranked "being able to answer any questions students may have" as the least important item, because I believe what is really important is not being able to answer any question the students have on the spot, but to be able to look for the answer if you don't know it, as this also shows the students that it's ok not to know every single thing, even if you're the teacher. Finally, I believe a lot of the items in the survey are not specific to additional language teachers, but to anyone in the teaching profession. For example, speaking clearly, recognising students and remembering their names, and being able to answer any questions students may have (which are the items in question number 3) should be applicable to teachers of any subject. All 1
			Good additional language teachers should be fluent in the language being taught and thoroughly knowledgeable about its grammar, vocabulary, and culture. They should also have empathy for their students and be patient with the learning process. It's also important to be kind to children and their different backgrounds. Competent language teachers should love what they do and motivate their students to learn. And finally, it's necessary to be able to connect with students and foster an enjoyable learning environment. All 2
1	0	0	Misc - 1 All - 2 (3)
			4/12 optional responses

Table C9 - AL Trainee Teachers - What do you think is the most important thing an additional language teacher should have, do or demonstrate?

EI	TM	SK	Various/Misc.
Empathy - an understanding of why individual students might find learning difficult. EI1			To build the environment where students can speak freely. EI & TM1
Respect and learn about each student as an individual learner. EI2			Vocation for the job. The teachers need to show that they like what they do. EI/Misc 1
Be kind and patient. EI3			Expertise in the EAL and effective communication skills. TM & SK1
Of course a language teacher should have proficiency in the language they are teaching, passion for teaching, creativity... But I believe the most important thing a teacher should have is a genuine desire to help their students learn and grow. EI4			Personally, what a teacher should do is self-time management skills (outside of the sessions, prepare the classes, the activities, shop for the materials. Give time and thought to maintain a healthy work-life schedule for personal stuff while strategising future sessions. Misc 1
			Passion. Misc 2
			In my opinion a good additional language teacher should be kind and patient with students and at the same time be able to prepare engaging classes where there is interesting material and interaction between students. EI & TM2
			Promote a motivating environment to encourage students to want to learn independently. EI & TM3
4 37%	0	0	EI & TM - 3 EI/Misc - 1 TM & SK - 1 Misc 2 (7) **63%**
			Total 11

Table C10 - AL Trainee Teachers - Is there anything else you would like to add?

EI	TM	SK	Various/Misc.
An EAL teacher should demonstrate cultural sensitivity and adaptability to meet the diverse needs of their students. EI1	Provide clear boundaries. TM1		Interesting questions - it was tough to pick the answers, as I suppose it partly depends on what group of students you're teaching, what their level is and what their needs are at that time. Good luck! All 1
	Technology skills or ICT skills for more interactive and fun activities with the students. Plus, sharing popular topics or popular media to the student will attract their attention. TM2		It's complex to choose just one of the previous things as the most important. It depends on what each student needs. Yet, personally, all the previous statements are key in order to be a good teacher. All 2
			I think that passion is what moves all the rest of characteristics, if the teacher really loves teaching the rest flows on its own. Misc 1
			It was hard not to choose as the most important "be a good listener" or "be kind and patient" as I find those traits really important to be a teacher, but I also believe a teacher outside being kind and compassionate should be knowledgeable and good at explaining. EI & TM1
1	2		All - 2 Misc - 1 EI & TM - 1 (4)
			8/11 optional responses

Appendix D. Focus Group Transcript

with…
Anna, 15
Adrià, 15
Ester, 15
Júlia, 15
(Names have been changed in order to maintain participants' anonymity; instances regarding mispronunciation of first names and surnames during conversation have been redacted)

of…
4t ESO, 2022-2023, La Salle Gràcia

on…
Friday, 5 May, 2023 - 15:00-16:45

Quotations shown to students to open session and introduce concept of Emotional Intelligence (EI):

"Feelings are essential to thought, thought to feeling" (Goleman, 1995, p. 9)
"Emotional intelligence has a positive and significant impact on performance, happiness, wellbeing, and the quest for a more meaningful life" (Bar-On, 2010, p. 59)
"Educating the mind without educating the heart is no education at all" (Aristotle, as cited in Lee, 2016, p. 266)

1. **General Discussion of Emotional Intelligence in Teachers - 5:18**

James: Do you think these qualities that we've talked about, in terms of being "emotionally intelligent," are important in teachers?

Anna, Adrià, Ester & Júlia: Yes.

James: A conclusive yes! Okay… Adrià, what do you think?

Adrià: I think it's one of the most important qualities a teacher must have, because… You must understand your students, and you must know how to communicate with them; with the class.

Anna: And maybe you have to separate the things you feel, out of the class, and not… Um, *barrejar-ho*, mix it - with classes.

James: So, you mean, if a teacher is having a bad day…

Anna: Yes, you don't have to… Blame it, or put it on the class.

Júlia: You can say it, but you don't have to be rude with your class!

Ester: This is true for a teacher or anybody, I mean… If a teacher gets mad with one class, then they have to go to another class, they don't have to be mad with the other class, because it's not their fault, so…

James: Is there anything as regards language teachers, anything specific, where having these qualities we've talked about would be more important than in other subjects?

Adrià: Yes, because… For example, Maths is exact; two plus two is four. You have a… Procedure, to follow. But with languages, not everything is exact. You can have more than one answer that is correct. You must know how to express these things in a way that the students understand, so that they do it better.

Júlia & Ester: …I don't think so.

Júlia: I think every teacher should be emotionally intelligent.

Ester: If you teach Maths, if you teach English… In Maths there are formulas but you have to be comfortable with the teacher, too.

James: Thinking about learning languages which are not your own…

Anna: I think with learning other languages it's important that the teacher is more patient.

Júlia: Because with Catalan and Spanish we speak them with our family and more people, but another language, like English, or French… We start *here*, to learn it. Our level is not the same.

Ester: Or even with Maths, you don't use English as much as you use Maths, if you live here. I mean Maths… Or Spanish or Catalan.

Anna: I think that if you have to… If you want to really participate, you have to feel comfortable with the teacher, because if you think that the teacher will judge you, it's like… It's not good. With everything, but maybe especially with something that you don't know, like speaking another language.

Júlia: Yes, because you're trying to speak it well, you're trying to… Understand what the teacher is saying, but maybe you get lost.

Individual contributions	Anna	Adrià	Ester	Júlia
Total: 15	4	2	4	5

2. Discussion of Initial Ranking 1-12 - 17:56

Photo 1 - Initial Ranking: 1. Be kind and patient - 12. Have lots of experience with the language
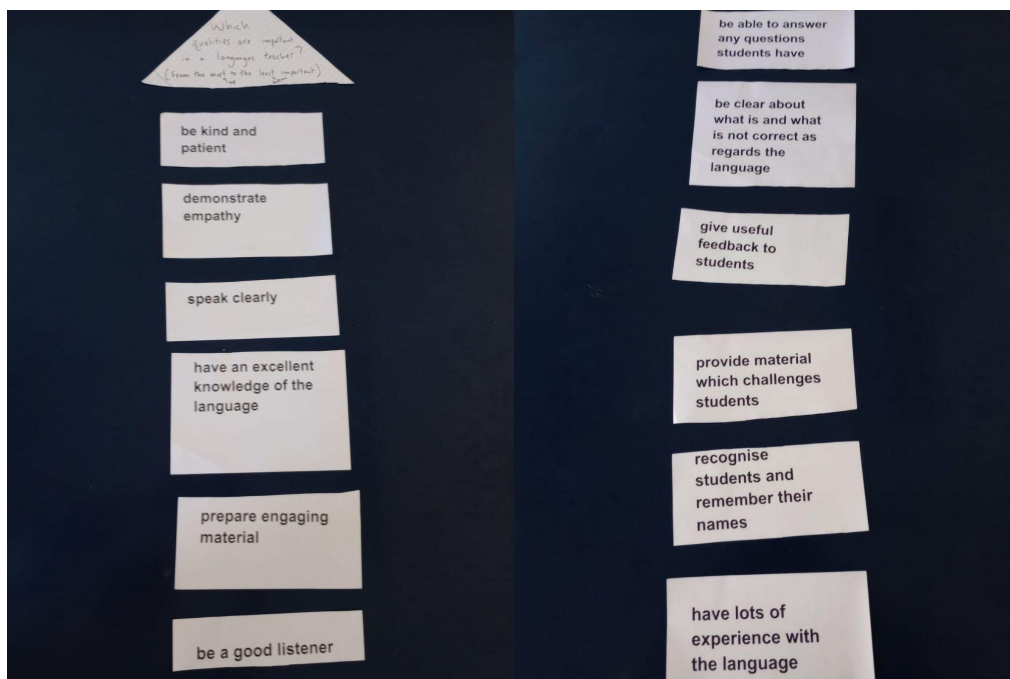
James: So, guys, why have you decided upon this ranking? *[See Photo 1, above]*. Your Number One, for example, is "Be kind and patient"...

Adrià: I think, referring to languages, it's important to be kind and patient, because…

Júlia: You have to help your students, because they may not know what you're talking about. I mean, in Maths it's also important to make your students understand what you're saying, but in languages, too, because -

Ester: - they are, like, *new* subjects -

Júlia: - if it's a language that is not an official language of the country, or it's not a language you usually speak, you have to be more patient with your students, as they learn the language.

James: Looking at your ranking… For all of you, being able to demonstrate empathy is really important.

Ester: I think in a teacher it's important, no matter which subject they teach, because if you have a teacher that is, like, very cold, or like, doesn't talk to their students… If you have a problem, you won't tell them. And if it's a problem with the subject, maybe you need their help.

Anna: It's good for a teacher to… Put them…

Júlia: In your shoes, yes?

Anna: Yes!

James: Yeah - it's good for teachers to put themselves in their students' shoes.

Anna, Adrià, Ester & Júlia: *Yes*.

Anna: To understand their problems.

Ester: Yes… We spend so much time in school… Maybe there's something you don't want to talk with your parents, but to have a great teacher that you can speak to is…

Júlia: You mean, like something personal?

Anna: Or your marks…

Ester: For example, if you have a problem… I don't know… I mean, we spend so much time in school, and sometimes a teacher notices when you… When you have a bad day, or not a bad day, but a bad week, even.

Júlia: But -

Ester: Maybe there's something you don't want to speak about with your parents or with your friends, and if a teacher demonstrates empathy or gives you confidence and trust, maybe you'll talk to them.

Júlia: And some teachers, like, when they are tired, at the end of the week, they are like, so… Rude, and that! But if the *students* are tired, they, like…

Anna: They give up.

Júlia: Yes. They don't care and they say that it's not a big problem.

James: This idea of being able to trust your teacher… I think it's important to be able to trust your teacher, and to be a "friend" and have a good relationship with them… But also, a teacher shouldn't necessarily be a friend in the same way that a school friend is a friend?

Anna, Ester & Júlia: Yes, yes.

Ester: They should be an "adult friend"... I don't know if "friend" is the word. Maybe sometimes teachers want to be friends too much, sometimes…

Júlia: Maybe you tell him or her something, and they are teachers, so if you say private things… You don't have to tell your teacher your life. I don't know if I'm explaining it properly… Maybe if you tell them something about you, bad, they maybe tell somebody… Like the director of the school. And maybe it's something you don't want anyone to know.

Ester: I said it because, I mean, a teacher you trust can give you advice, like your parents, but without *being* your parents and maybe you don't want to speak to your parents about this thing. Do you know what I mean?

Júlia: Okay, yeah. With me, in Primary, I said lots of things to the teacher…

Ester: But maybe you talk too much anyway, you know!

Júlia: Ha, well, maybe.

Ester: I think if a teacher acts like just a friend to the students, then at some point the students will lose their…

Júlia: …their respect.

Ester: And the teacher will lose their authority.

Anna: Yes.

Ester: But you can still have a good relationship with students, and be good at your job and teach!

James: Great! I really agree. Adrià, what do you think about the next few?

Adrià: I think, to "have an excellent knowledge of the language," I think it's important because you can't explain anything if you don't know about it. You can't explain Maths if you don't know Maths, and you can't explain a foreign language, teach someone a language, without knowing how to speak it.

Ester: If you're a teacher of a subject, it means you've studied that subject, so you have to know it.

Júlia: Maybe… Nothing!

James: Haha, okay. Anna, what about this one about "engaging material"?

Anna: I think it's important that students like the… The subject and the activities, but you… I don't know… You, or a teacher, have to *like* it…

James: You mean, if a teacher has passion for their subject, students can see it?

Anna: Yes. It's not only to explain and to read.

Júlia: Some teachers are like… "Page na-na-na, do the activities"... We always do the same thing, and that's so boring.

Anna: Maybe to do different activities… To do it differently, another way.

Ester: When a teacher says: "Today we're going to play a game," or something like that, something different from normal, you learn *differently*. You pay more attention, you're more interested and excited to learn… I think you learn more, doing a variety of activities, not doing every day the same.

Júlia: And when a teacher says that they don't like someone - someone, no! - *something*, they are teaching, it's like: if you don't like it, and you studied it, and you're teaching it, it's like, what do you expect? You think that I will like it if you don't, and you explain it like, badly…

Anna: And we notice that it is not… If a teacher doesn't like what they're teaching. You have to do it in a way that you as a teacher like, and also that you think students will like, because reading a book and doing exercises, all the time it's not… It's not very exciting.

Ester: A little bit is okay… But not always.

Anna: I don't mean always playing Kahoots and speaking and I-don't-know, but -

Júlia: - but there are classes when we always do the same thing. They teach the theory and when they finish, they say we have to do some activities for next week, and you have a task to upload, then -

Anna: - then after that an exam -

Júlia: - yeah! And it's always the same.

Ester: Maybe in languages it's easier to do different activities because it's so much, it's a *language*.

Júlia: And in languages it's more important to do more different activities -

Ester: - because you *learn* differently -

Júlia: - and in Maths it's maybe difficult to find different ways to explain it. In languages you can try many things.

James: Okay! What about some of the things that you said weren't so important?

Ester: I think, "Recognise students and remember their names"...

Júlia: …It's nice that they know your name and they talk to you, not like "Erm, the girl with blond hair?", but it's not something… *Imprescindible*. Not essential. It's more important that teachers speak clearly.

Anna: I disagree. I think, this one [Recognise students and remember their names], I want to put it higher in the ranking. It's *all*… All of these are important. But it should be higher. Because it's nice when a teacher shows… It's *respect*, because you're not… I don't know how to say it, but…

Júlia: I understand you, Anna.

Anna: It makes you feel… Important, that teachers actually pay attention to you, as a person, and care.

Ester: They're actually interested in you.

Júlia: I get that, I think when they say your name incorrectly, and you tell them the correct way to say it, but they continue to say it wrong… That's so frustrating.

Anna: Yeah, you really notice it.

James: Just to be clear, do you mean the wrong name, or the wrong pronunciation of your name?

Júlia: I mean, sometimes they say "_____". And _____ is *not* similar to _____.
[Mispronunciation; first names redacted above and below]

Ester: It's like saying "Paula" instead of _____.

Anna: If you're interested in knowing the *name*, if you have interest in knowing the person, the student, and his or her *name*… It's much better.

Ester: It's just respect. We don't call teachers "Profe! Profe! Profe!"

Júlia: No, and it's… For example, I don't care if someone says "_____" instead of _____. But if it's every day, I get a little bit angry… But if you correct and correct and correct and they continue to say it wrong, it's like… If it's a difficult name or a name in another language, you should make more effort to try to say it correctly, and maybe it's more difficult.

James: I'm… I think I'm saying your names correctly, right?

Anna: Yes, haha, it's not an "indirect"...

Adrià: Maybe this one is in this low position because I think you can demonstrate empathy even if you don't recognise students and remember their names.

Júlia: You're not from Spain, so, if you don't pronounce our names correctly, we can understand because it's different, but, if the teacher is from here and the name is common here…

Anna: And you notice when a teacher doesn't care…

Ester: It's a lack of respect.

Anna: Maybe there are some teachers that don't *want* to remember.

Júlia: I know it's difficult for teachers that have lots of names to remember, but…

Ester: I mean, they *have* to remember, for different reasons…

Júlia: In one month or two, they don't remember, it's okay… But if we're in the middle of the year and you don't know any names… Come on.

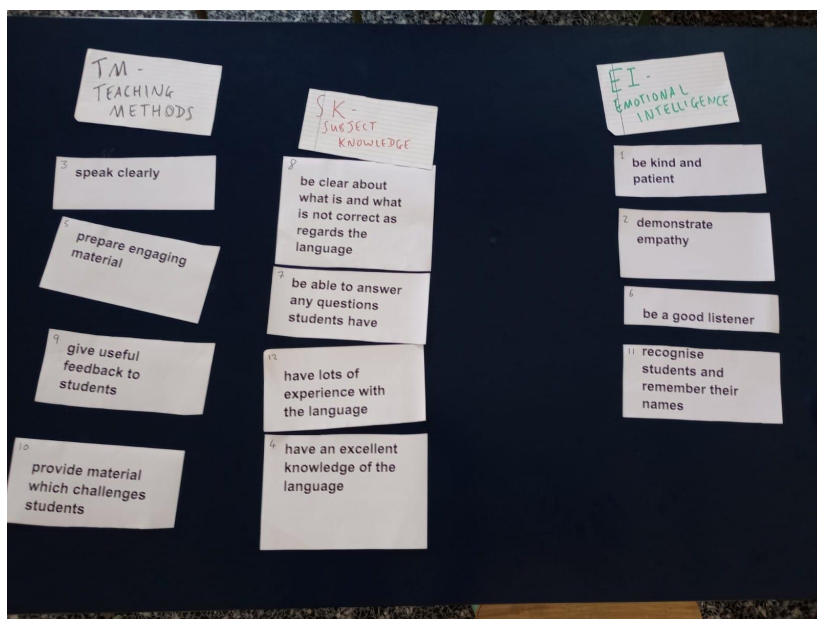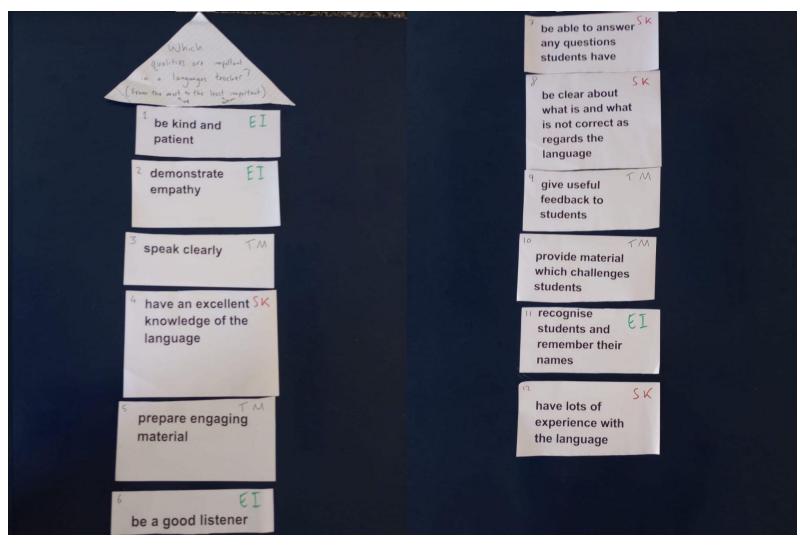*Photo 2 - Students put items in correct categories - Teaching Methods, Subject Knowledge & Emotional Intelligence*

Photo 3 - Initial Ranking with categories added

Individual contributions	Anna	Adrià	Ester	Júlia
Total: 70	19	3	22	26

3. 13:55 - General Discussion Questions & Conclusions

James: Individually, what is really motivating for you in terms of learning languages?

Ester: For me it's important to do different activities - and activities that motivate the students. Activities that, as a student, you can see that they are useful. Not like… Sometimes we think, oh, listenings… What's the point? But if we do an activity that will actually be useful. Like if you go to a restaurant, or if you have to get on a plane…

James: …Real-life situations.

Ester: Yes, actually useful language.

Anna: It's important, too, that the teacher is kind and patient. I think it's very important, because if you are not confident, maybe his or her attitude is important. It can help you feel more comfortable and more confident.

James: I was thinking about my experience of learning other languages… And how sometimes it's a bit… Not scary, but you can get nervous sometimes, or embarrassed about saying something wrong, so you think, well: I'm just not going to say it.

Anna & Ester: Yes.

James: Can you think of a time or a thing that made you more enthusiastic about learning languages? Or maybe the opposite - like a moment, or anything that happened that made you feel discouraged and unmotivated?

Ester: Well, positive, what I said about useful activities. I really like to do…

Júlia: - Kahoots… -

Ester: Well, Kahoots yes -

James: - I mean, Kahoots *are* fun -

Ester: - but also, with some teachers, like, when they say, for example: "We're going to do a Canva!" or something different, you feel more motivated.

Júlia: And when a teacher really likes what you did and… Hangs it on the wall, it's nice, too, because you've worked on it, and it's like… Everyone can see that.

Anna: I've… I've forgotten what I was going to say.

Júlia: Something negative… Last year, for example, we did French, and we lost a lot of what we learned because, well… We did nothing. Well, not nothing, but… Everything we learned, we didn't practise, and we lost all the vocabulary we had, and it was… Exams were so difficult, because it was all grammar. We didn't really study it. Or, we did, but so fast that we couldn't remember what we did. All the things… At the start of the year we usually do a

summary of everything we did the last year, but last year we didn't. I'm disappointed, because now I can't really speak French, but in 2n ESO I could… Well, maybe not have a conversation, but I could at least say something. And now no, and that's so sad.

James: So, considering everything that we've talked about since you made the first ranking, would you make any changes?

Júlia: …no.

Ester: I would change this.

Adrià: Maybe we could put the names one higher. It's part of empathy, so…

Anna: Maybe…

Júlia: I'd put this one here…

Ester: And this one here, maybe?

Júlia: I think I agree with Anna, putting this one here… Actually, no. Here, no.

Adrià: Now that I think about it, I don't think you can really be empathetic without being able to remember students' names. I think it's part of it.

James: I'm surprised you haven't moved it higher, actually, after everything you've mentioned - especially you, Júlia.

Ester: It's different, I think, not remembering someone's name or not wanting to say it properly.

Júlia: One times or two times I don't care… I get mad when it's a hundred times.

Ester: We had a teacher that called us [Anna and I] "_____ Sisters" all the time. All year. And we were like… "It's ____; there's not a _ in ____." We kept saying and we kept saying, but…

Anna: It was like, she didn't want to change how she said it! *[Surname above redacted]*

Ester: I think there was a little bit of… She didn't want to change it because… I don't know. We didn't like it.

Júlia: I can understand if a teacher is new and they have lots and lots of classes…

Ester: I agree.

Júlia: But this teacher said my name wrong for *two years*.

James: Okay, guys, I want you to be able to go home and enjoy the weekend but very quickly, before we finish, two things. One: did you want to put this one [*Recognise students and remember their names*] any higher?

Ester: Can we have it equal with another?

James: Okay!

Júlia: No, let's put it here.

Anna: Wait, wait!

Adrià: Hmmmm.

Ester: Here? Here.

[See Photo 4, below]

James: It's difficult for everyone to agree, don't worry! The final question is: collectively, do you still agree on your first choice as regards languages teachers?
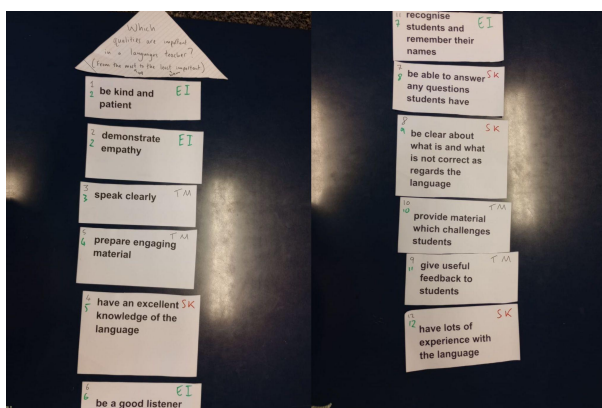
Anna, Adrià, Ester & Júlia: Yes.

James: The most important quality for a language teacher to have is…

Anna, Adrià, Ester & Júlia: Be patient, and kind.

James: Okay! Thank you all so much! Let's see how long that one was…

Photo 4 - Revised Ranking: 1. Be kind and patient - 12. Have lots of experience with the language

Individual contributions	Anna	Adrià	Ester	Júlia
Total: 30	5	3	13	9
15 + 70 + 30 = 115	4+19+5=28	2+3+3=8	4+22+13=39	5+26+9=40

Appendix E. Focus Group Coded

Focus Group: Comments Pertaining to Emotional Intelligence

Key	Context and comment
All EI1	**[All students agree skills and qualities related to EI are important in teachers]:** "Yes."
Adrià EI1	**On EI/teaching in general:** "I think it's one of the most important qualities a teacher must have, because… You must understand your students, and you must know how to communicate with them; with the class."
Júlia EI1	**On if a teacher is having a bad day:** "You can say it, but you don't have to be rude with your class!"
Júlia EI2	**On EI/being unfair to groups:** "This is true for a teacher or anybody, I mean…If a teacher gets mad with one class, then they have to go to another class, they don't have to be mad with the other class, because it's not their fault"
Júlia EI2a	**On importance of EI in teachers of every subject:** "I think every teacher should be emotionally intelligent."
Ester EI0	**On importance of EI in teachers of every subject, 2:** If you teach Maths, if you teach English… In Maths there are formulas but you have to be comfortable with the teacher, too.
Anna EI1	**On participation and importance of a good relationship with the teacher:** "I think that if you have to… If you want to really participate, you have to feel comfortable with the teacher, because if you think that the teacher will judge you, it's like… It's not good. With everything, but maybe especially with something that you don't know, like speaking another language."
Adrià EI2	**On kindness and patience:** "Referring to languages, it's important to be kind and patient."
Júlia EI3	**On patience and helping students:** "You have to help your students, because they may not know what you're talking about…If it's a language that is not an official language of the country, or it's not a language you usually speak, you have to be more patient with your students"
Ester EI1	**On empathy in general (all teachers):** "I think in a teacher it's important, no matter which subject they teach, because if you have a teacher that is, like, very cold, or like, doesn't talk to their students… If you have a problem, you won't tell them. And if it's a problem with the subject, maybe you need their help."
Anna EI2	**On empathy in general (all teachers), 2:** "it's good for a teacher to [put themself in their students' shoes]… To understand their problems."
Ester EI3	**On being able to confide in a teacher:** "We spend so much time in school… Maybe there's something you don't want to talk with your parents, but to have a great teacher that you can speak to is… Maybe there's something you don't want to speak about with

	your parents or with your friends, and if a teacher demonstrates empathy or gives you confidence and trust, maybe you'll talk to them."
Júlia EI4	**On tired teachers and students:** "Some teachers, like, when they are tired, at the end of the week, they are like, so… Rude, and that! But if the *students* are tired, they, like…" *[Anna: "They give up"]*
Ester EI4	**On the nature of a positive relationship with teachers and boundaries:** "They should be an 'adult friend'… I don't know if 'friend' is the word. Maybe sometimes teachers want to be friends too much, sometimes…"
Ester EI5	**On being able to confide in a teacher, 2:** "a teacher you trust can give you advice, like your parents, but without *being* your parents and maybe you don't want to speak to your parents about this thing."
Ester EI6	**On boundaries and teachers losing authority:** "I think if a teacher acts like just a friend to the students, then at some point the students will lose their… [Júlia: …their respect."]
Ester EI7	**On good relationships between teachers and students:** "you can still have a good relationship with students, and be good at your job and teach!"
Júlia EI6/TM	**On recognising students and remembering their names:** "It's nice that they know your name and they talk to you, not like 'Erm, the girl with blond hair?' but it's not something… *Imprescindible*. Not essential. It's more important that teachers speak clearly."
Anna EI3	**On recognising students and remembering their names, 2:** "I disagree. I think, this one [recognise students and remember their names], I want to put it higher in the ranking. It's *all*… All of these are important. But it should be higher. Because it's nice when a teacher shows… It's *respect*…It makes you feel… Important, that teachers actually pay attention to you, as a person, and care."
Anna EI4	**On recognising students and remembering their names, 3:** "If you're interested in knowing the name, if you have interest in knowing the person, the student, and his or her *name*… It's much better."
Júlia EI7	**On recognising students and remembering their names, 4:** "I get that, I think when they say your name incorrectly, and you tell them the correct way to say it, but they continue to say it wrong… That's so frustrating."
Ester EI8	**On recognising students and remembering their names, 5:** "It's just respect. We don't call teachers "Profe! Profe! Profe!"
Júlia EI9	**On recognising students and remembering their names, 6:** "...this teacher said my name wrong for *two years.*"
Adrià EI3	**On recognising students and remembering their names, 7:** "Maybe this one is in this low position because I think you can demonstrate empathy even if you don't recognise students and remember their names."
Anna EI5	**On kindness and patience:** "I think it's very important, because if you are not confident, maybe his or her attitude is important. It can help you feel more comfortable

	and more confident."
Adrià EI4	**On recognising students and remembering their names, 8:** "Now that I think about it, I don't think you can really be empathetic without being able to remember students' names. I think it's part of it."
	26 comments pertaining to emotional intelligence

Focus Group: Comments Pertaining to Teaching Methods

Key	Context and comment
Adrià TM1	**On EI/TM and the difference between Maths and learning languages: "**With languages, not everything is exact. You can have more than one answer that is correct. You must know how to express these things in a way that the students understand, so that they do it better."
Júlia TM1	**On repetitive classes:** "Some teachers are like… "Page na-na-na, do the activities"... We always do the same thing, and that's so boring."
Ester TM1	**On the importance of doing different kinds of activities and motivation, 1:** "When a teacher says: 'Today we're going to play a game', or something like that, something different from normal, you learn *differently*. You pay more attention, you're more interested and excited to learn… I think you learn more, doing a variety of activities, not doing every day the same."
Ester TM2	**On advantage of languages in terms of learning and lending themselves to different kinds of activities:** "Maybe in languages it's easier to do different activities because it's so much, it's a *language*."
Júlia TM2	**On advantage of languages in terms of learning and lending themselves to different kinds of activities, 2:** "In languages you can try many things."
Júlia EI6/TM	**On recognising students and remembering their names, 1:** "It's nice that they know your name and they talk to you, not like 'Erm, the girl with blond hair?', but it's not something… *Imprescindible*. Not essential. It's more important that teachers **speak clearly**."
Ester TM3	**On the importance of doing different activities with a clear purpose:** "For me it's important to do different activities - and activities that motivate the students. Activities that, as a student, you can see that they are useful. Not like… Sometimes we think, oh, listenings… What's the point? But if we do an activity that will actually be useful. Like if you go to a restaurant, or if you have to get on a plane…" [James: "...Real-life situations"] "Yes, actually useful language."
Ester TM3	**On the importance of doing different kinds of activities and motivation, 2:** "when they say, for example: 'We're going to do a Canva!' or something different, you feel more motivated."

Júlia TM3	**On displaying students' work in the class:** "And when a teacher really likes what you did and… Hangs it on the wall, it's nice, too, because you've worked on it, and it's like… Everyone can see that. "
Júlia TM4	**On focusing on grammar and vocabulary:** "Everything we learned, we didn't practise, and we lost all the vocabulary we had, and it was… Exams were so difficult, because it was all grammar. We didn't really study it. Or, we did, but so fast that we couldn't remember what we did."
Júlia TM5	**On the necessity of recapping/summarising learning:** "At the start of the year we usually do a summary of everything we did the last year, but last year we didn't. I'm disappointed, because now I can't really speak French, but in 2n ESO I could… Well, maybe not have a conversation, but I could at least say something. And now no, and that's so sad."
	11 comments pertaining to teaching methods

Focus Group: Comments Pertaining to Subject Knowledge

Key	Context and comment
Adrià SK1	**On the teacher having an excellent knowledge of the language:** "I think it's important because you can't explain anything if you don't know about it. You can't explain Maths if you don't know Maths, and you can't explain a foreign language, teach someone a language, without knowing how to speak it."
	One comment pertaining to subject knowledge

Focus Group: Miscellaneous Noteworthy Comments

Key	Context and comment
Anna Misc1	**On the importance of a teacher showing passion for what they teach:** "I think it's important that students like the… The subject and the activities, but you… I don't know… You, or a teacher, have to *like* it."
Anna Misc/TM 1	**On the importance of a teacher showing passion for what they teach, 2/TM:** "You have to do it in a way that you as a teacher like, and also that you think students will like, because reading a book and doing exercises, all the time it's not… It's not very exciting."
	Two comments pertaining to teachers showing passion for their subject