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ELTT is a bi-annual journal devoted to the publication of articles, research reports and reviews on English Language Teaching for those involved in the teaching of English as a second Language. It aims to:

1. Provide a forum of exchange of ideas and experiences for teachers of English.
2. Encourage teachers and researchers, publishers and writers to work together to develop teaching procedure, ideas and materials for the advancement of ELTT.
3. Promote and support research in the areas of English for Academic/Special Purposes.

Although ELTT welcomes contributions in all areas of English Language and Literature research, greater emphasis will be given to papers with strong practical classroom experience and application. Such areas may cover Needs Analysis, Course Design, Methodology, Testing, Materials Development, Programme Management, Literary studies and criticism, Teacher Training, and Evaluation.

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4. Book reviews of relevant and recent publications are also welcome.
5. The editors will assume that any article submitted to ELTT has neither been published nor is being considered for publication elsewhere.
6. Publication fees will be stipulated in the letter of acceptance, after review.
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Salovey and Caruso's (2008) defined emotional intelligence as the ability to monitor one's and others' feelings and emotions in order to discriminate among such feelings and derive aggregated information to guide one's thinking and actions.

In line with the above, there is need for families to address the emotional and social aspects of education, which is considered to be a new value hierarchy that has to do with life's satisfaction. Material and physical opulence without happiness amounts to nothing but emotional intelligence-driven education could be the surest way of attaining lasting peace and progress.

Most of the problems affecting youths are caused by emotional and social risk factors and the best way to prevent the problems is the practical development of children's social and emotional skills in a positive, stimulating atmosphere. In this connection, experts have suggested that good academic performance is linked with language proficiency which is in turn linked to the way students feel about their learning colleagues, teachers and learning environment. Teachers with high emotional intelligence most effectively encourage their learners to do well in the classroom. Indeed, the emphasis now is on team-based/group learning environment, where teaching-learning is marked with great commitment and passion. By this, education engages the brain and heart, lacing them with emotional network as they ensure learning and understanding.

For effective classroom management and great output in pedagogy, teachers and students would need to be aware and promptly consider the following five components of emotional intelligence.

- (a) Self-awareness: This is a situation in which both the learners and teachers recognize their individual emotions, know the causes of the emotions and recognize between feelings and actions.
- (b) Self regulation: This aspect of emotional intelligence enables students and teachers to tolerate frustration, manage anger and suspend judgment before taking action.
- (c) Motivation is also an important aspect of emotional intelligence that has to do with teachers' and students' propensity to pursue their learning goals with persistence regardless of any odds in the teaching-learning situation.
- (d) Empathy has to do with teachers' and learners' ability to understand the emotional make up of other people and also the skill to treat the people according to their reaction. Teachers with this component of emotional intelligence would understand the reason for the frustrating behaviour of fellow teachers and would not be offended but rather sympathize with them. Also, learners would understand the behaviour of their other colleagues; they will want to put themselves in their stead and thereby feel pity for, and help them.
- (e) Social skills underlie the teachers' and learners' proficiency in developing and managing relationships and their ability to find common grounds and build support.

In line with the above, Mayer, Salovey and Caruso's (2008) Skill Model has significant role to play in education generally and language teaching-learning specifically. In the classroom, the ability of learners to perceive or detect and decipher emotions in learners' faces, pictures, voices and cultural artifacts and especially their own emotion which make all other processing of emotional intelligence possible are all significant for the growth of teaching-learning situation. Also, emotional assimilation and the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving, are quite important in the

- be aware of and understand his or her emotions. The third sub-component is assertiveness which has to do with effectively and constructively expressing one's emotions and oneself.
2. Independence, the second of the components, has to do with the L2 learner being self-reliant and free of emotional dependency on others, while self-actualization is the learner's ability to strive to achieve personal goals and actualize his/her potential in the acquisition of L2.
 3. The second component in Bar-on EI theory is interpersonal relationship, which has to do with learner's social awareness through the functional use of language to improve interpersonal relationship. Learners' sensitivity and understanding of how others feel (empathy), ability to identify with one's social group and cooperate with other (social responsibilities) and ability to establish mutually satisfying relationship and relate well with others in L2 classroom (interpersonal relationship) are all subcomponents of emotional intelligence which are needed in L2 classroom.
 4. The third component of Bar-on emotional intelligence is stress management (emotional management and regulation). Stress tolerance has to do with learners' ability to effectively and constructively manage emotions. The ability to effectively and constructively control emotions (impulse control) is equally very necessary in the L2 classroom.
 5. The fourth component is adaptability (change management) which is equally needed in the L2 classroom. Reality-testing (i. e to objectively validate one's feelings and thinking with external reality and flexibility, and to adapt and adjust one's feelings and thinking to new situations for problem solving) is very pertinent in the L2 classroom.
 6. General model (self-motivation) is the fifth and last component of Bar-on EI theory. Optimism (i.e. the learner's ability to be positive and look at the brighter side of life in relation to language use) is very necessary. Also, happiness, (i.e. learners' ability to feel content with himself/herself and others and life in general) is needed in L2 classroom.

All the above skills of EI are very necessary for the success of L2 teaching-learning. Indeed, psychologists believe that people with emotional skills are more successful than those with high IQ, which implies that a learner's high IQ may not be a strong factor of his/her success in the learning of L2.

However, the study by Shahmohamadi (2012) indicated that no significant relationship exists between total emotional intelligence and language achievement, but that two of the main components - intra personal intelligence (independence, assertiveness, self-actualization, self-regard, and self-awareness) and general mood (optimism and happiness), and language achievement - are positively correlated. Also the study of Fahim and Pishghadam (2007) showed that educational success and intrapersonal, general mood and stress management dimensions have positive correlations, just as Parker (2004) found positive relationships among success and intrapersonal relationship, stress management and adaptability intelligences.

From all those studies and many more, it could be concluded that learners who enjoy higher independence and are capable of expressing themselves, and who are optimistic about learning a new language can be more successful. They accept a second language and its culture more easily and this attitude, in turn, helps them have better performance. The general implication is that emotional intelligence has a very crucial role to play in second language acquisition and therefore every

Shahmohamandi (2009) found that some of the main components of emotional intelligence, i.e. intrapersonal and general mood as well as independence, self-assertion and optimism have meaningful relationships with language achievement. This means that L2 learners could be helped to be aware of their mood swing so that they could relate well with other learners, teachers and the teaching environments. This would enhance their language proficiency which could in turn improve their academic performance.

Teacher's lack of self-awareness or self-knowledge is an obstacle to the deployment of emotional intelligence in the L2 class. The teachers need to be able to recognize and manage their own emotions appropriately. By this, they would be able to cope with whatever challenges arise in the language classroom. For instance, a teacher with hot temper may not deliver his/her lesson coherently enough. But if he is able to recognize this weakness in him, he would be able to control it whenever it sets in in the class. With consistent practice, he would overcome negative emotions.

The language teacher equally needs to be able to recognize and effectively deal with other's emotions (i.e. his colleagues and his students). The ability of a teacher to recognize that the fellow teacher is quick tempered or unaccommodating would make him understand his/her colleagues' behaviour and find a way of helping him/her to prevent the outburst of the negative emotions. This would further enhance cordial teacher-teacher, teacher-student, and student-student relationships.

The language teacher should also possess the ability to motivate himself/herself and maintain successful relationships with school authorities, colleagues and his/her students. He should be aware of those things that could motivate or daunt him/her and others. In essence, language teachers should possess the skills of perceiving understanding and effectively managing emotions like anger happiness, anxiety, optimism, humor, sadness, fear, shame, love, and so on (Bennis, 2012).

Obstacles to the Successful Application of Emotional Intelligence in the Language Classroom

The inability of the language teacher to possess the right psychological and social skills is a major obstacle to the deployment of emotional intelligence in the teachers' classroom. Teacher's experience, professional skills, and high levels of rights awareness would distinguish him from his other colleagues with all the experience, skills and academic degrees but without Emotional Intelligence.

Another obstacle to the deployment of EI in the language classroom is the fact that some teachers and even parents consider such deployment an unnecessary task. They thus consider the mastery of EI skills as non-issue in the socio-emotional and personal development of their children and pupils. Some teachers turn away from emotional issues and prefer the presentation of facts and show of intellect to things that can be ordered, controlled and contained.

Also, the arguments for the deployment of EI and its success seem to constitute a criticism against its measurement. For instance, Brody (2004) argued that even though someone may know how he/she should behave in an emotionally laden situation, it does not necessarily follow that he/she could actually carry out the reported behaviour.

Other criticisms of formal attention to emotional intelligence include that the association between EI and academic performance becomes more positive as cognitive intelligence decreases (Petrides & Frederickso 2004). Scholars like Locke (2005) and Eysenck (2000) noted that scientific inquiry depends on valid and consistent construct utilization, and that ahead of the introduction of the term EI,

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