




# Teachers' Emotional Intelligence and Learner's Perceptions of Their Teachers' Verbal and Non-Verbal Immediacy across Teacher's Gender

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The selection criteria for learners (having been taught by the same teacher for two successive terms) should be justified. Why is this specific duration necessary, and how might it impact the generalizability of the results?

The introduction would benefit from a clearer connection between teacher immediacy and Emotional Intelligence. While both concepts are introduced, the rationale for why they are studied together needs to be more explicit. Consider integrating a sentence that directly links these two variables.

The description of the Verbal Immediacy Measure (VIM) lacks detail on the types of verbal behaviors assessed. Adding examples of specific items from the scale would help readers better understand what is being measured.

The choice of using MANOVA to examine gender differences in teacher immediacy is appropriate, but the explanation should include why MANOVA was preferred over separate ANOVAs for each type of immediacy. Discuss the advantages of this approach in controlling for Type I errors.

The results section presents mean scores with very small standard deviations. This suggests low variability within groups, which should be discussed. Is this low variability typical in studies of this nature, or could it indicate potential biases or measurement issues?

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The reference to "online and virtual learning environments" seems somewhat out of place given the study's focus on face-to-face interactions in an Iranian EFL context. Either integrate this reference more seamlessly into the context of the study or omit it.

The research questions would benefit from rephrasing for clarity. For instance, "Are there significant gender differences in Iranian EFL teachers' verbal and non-verbal immediacy as perceived by their students?" could be revised to "What are the gender differences in learners' perceptions of Iranian EFL teachers' verbal and non-verbal immediacy?"

The reversal of items related to physical contact due to cultural norms is mentioned but not elaborated upon. Provide more context or examples to clarify which items were reversed and why.

The reliability of the EQ-i is reported, but it would be beneficial to compare this reliability to that found in other studies using the same instrument, particularly in similar cultural contexts. This would strengthen the justification for its use.

The interpretation of the findings that "no significant gender differences in verbal and non-verbal immediacy" might benefit from a discussion of effect sizes. Even if statistically insignificant, are the effect sizes small or negligible? This would give a fuller picture of the practical significance of the findings.

When discussing why female teachers might score higher on EI and immediacy, the manuscript relies heavily on gender stereotypes (e.g., women being more emotionally expressive). A more nuanced discussion that considers alternative explanations or critiques these stereotypes would enhance the scholarly rigor of the discussion.

The cultural context of Iran is mentioned, but more detail on how specific cultural norms might influence the findings is needed. How does the hierarchical nature of Iranian society potentially impact teacher immediacy and EI?

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.