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APPLICATION OF EMOTIONAL INTELLIGENCE IN TEACHING / LEARNING ENGLISH

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ABSTRACT

It is timely that in this millennium, the education fraternity be introduced to and progressively embrace a new concept called Emotional Intelligence (EI).

There is a considerable body of research suggesting that a person's ability to identify, understand, use and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. It is said that the more complex the job, the more EI matters.

It is an accepted fact that some people have a knack for learning where as others do not. The fact is that people who grasp it very easily and people who do not grasp it, some of them have a knack for grasping it very fast, where as the rest of them take time to master the subject. Given their motivations and background is the same, why are there differences in the learning capabilities of students? Why does it vary from person to person. One reason can be that all of them possess different capabilities and scope for learning. One of the reasons can be that they have different learning capabilities and strategies for learning.

Emotional capabilities and emotional intelligence rather to say that emotional quotient is such that varies from person to person. Where as, Verbal Linguistic, intelligence is the corner stone of emotional intelligence.

Teaching is - a Teaching and learning Process, between teachers and students. To create conditions for teaching English, Teachers and students must undergo a subtle change in their personality. They have to be more open, honest, inter-active, and friendly and create an environment where there is no stress or threats in the Teaching learning process. Students are rich and varied emotional world is complex and diverse, and also bipolar, Positive, good feelings can inspire students desire for knowledge and activate their thinking.

Language learning requires motivation and confidence, building and suppresses negative emotions. Then in the cause, students should be encouraged to stimulate active and healthy emotions, enthusiasm and interest in learning and intellectual development. This positive emotion is to promote the teaching of dynamic factors that can influence the quality of teaching and have a fundamental impact. In such an atmosphere full of positive emotions in the class room activities performed, we call emotional intelligence in teaching and learning.

EQ Theory argues that conventional measurements of intelligence ignore behavior and character and that success in education or the business world requires academic ability but also equivalent social skills. EQ is about understanding and assessing behaviour Patterns; it is relevant to the development of both the individual and the organization. In education, it applies to the institution, teachers and students though Promoting academic success while reducing anxiety and negative feelings during the learning Process. At the same time, patterns for future life are established while skills are developed that are in demand by employers.

At an institutional level, the emphasis is on creating an environment conducive to raising students EQ. Much of this involves creating a sense of identity, safety and value. In this way, institutions and teachers are responsible for fostering:

- Attachment ----- A sense of belonging to the college.
- Reassurance----- that others experience difficulties.
- Bonding ----- Facilitating the formation of friendships.
- Induction ----- Informing students of what is available.
- Training----- in study skill, time management and stress reduction.
- Holism----- Balancing academic learning with physical and social activities.
- Self ----- awareness ----- Recognizing and being able to name our feeling.
- Motivation----- the ability to keep going despite failures.
- Self Regulation ----- the way we handle our emotion to avoid negative effects.
- Self awareness----- Recognizing and being able to name our feeling.
- Empathy----- the ability to read the emotions of others.
- Adeptness ----- Being sensitive to the feeling of others and handling them appropriately to build positive relationship.

In the language class room, all the above apply and are the responsibility of the teachers but attention to EQ faces the additional Considerations of emotional literacy (the ability to express emotions) in language learning, and the necessity for good group dynamics and students interaction.

In the days of rote-learning and the teacher- center class room, inter relationships among the group were not vital, but in communicative language teaching, where pair and group work are the norm , support and Co-operation between learners is essential.

Teenage learners in particular are often reluctant to co-operate, after as a result of repressed fear, anxiety and anger rather than linguistic inability, and are unlikely to learn much in a student – centered class room. Thus, the teacher needs to focus on areas of language used to express emotions, and on class room techniques which will reduce tension and produce better group dynamics.

Teaching Techniques

Emotional Intelligence is developed through activities which promote the sharing of ideas and communication in the class room. Techniques which are already part of the teacher's repertoire of confidence ----- building activities are emphasized:

- A variety of activities maintains interest and allows for different approaches to learning and individual learning styles.
- Ice breakers, warms and mingle activities help students get to know each other and promote interest in lessons if they are related to the topic area.
- Brainstorming and discussion encourages the sharing of knowledge and opinions.
- For some learners, it is easier to reveal themselves Through fictitious role, however, role- plays and simulations should be carefully set up and related to the real world-guided fantasy and drama techniques are useful tools in guiding learners into their roles.
- Group work encourages co-operation. Group composition should be changed often since there is a tendency for high EQ students to work together, but EQ can be also learned by example. Tasks should be designed so that all members have to contribute and have the same outcome-collaborative reading and writing activities as well as group speaking activities may be utilized.

- Project work, students are after Competitive, Group completion of assessed and unassisted projects also encourage Cooperation.
- Giving feedback on performance and making clear what is expected. Feedback should be specific, objective and forced on or aspect of performance the students are able to change.
- Getting feedback on tasks and how students felt during the task
- Continuous assessment allows all positive to be assessed and rewarded including their contribution to the group.

The language of EQ.

The most difficult task for the teacher in teaching the language of emotions is persuading learners to state their feelings directly, since we all have a tendency to over-complicate how we feel and / or blame another person. A frightened passenger in a car is more likely to say 'you're driving a bit too fast, aren't you?' (meaning please slow down) or 'You're driving like a maniac' (blaming the driver) rather than 'I'm Scared'.

The English language teacher, however, has the advantage of being able to encourage learners to use the simple language of emotions before they have the range of language to Complicate matters. The language itself consists mainly of a few main verbs, a variety of adjectives, and the use of modals, but is best seen in terms of functions.

Function

Language

Labeling feelings

I feel / I am angry / impatient / bitter / frightened.

Taking responsibility for feelings

I feel jealous / hurt / left out

Empathizing

I understand / accept / realize

Suggesting

I / you could / might

Stating wants and needs

I / you need/ would like/ want to

Being positive

I'd feel better if

There is also language to be avoided, mainly to do with the functions of giving commands and strong advice (I / you should), obligation (I / you must) and blaming (You're insensitive, you're making me jealous).

Class room activities

Language practice materials designed for the global market are often criticized for being too general, not relevant to individual learning groups and unnatural.

Teachers are encouraged to adapt materials to enable learners to find out about each other's interests, habits, preferences and characters, both to stimulate discussion and to strengthen intra- group relationships. Some standard activities already encourage learners to reveal something about themselves. (If / found a wallet in the street I'd.....), but many are impersonal, 'closed', in that follow – up questions are not required, or tend to procure Unnatural responses. A good example is the kind of questions often used to practice frequency adverbs. Questions such as How often do you watch television / play football with your friends / play computer games / go shopping ? are unlikely to produce responses which are revealing, unpredictable or interesting enough to follow up.

The questions in the above table require responses which say something about the speaker and provide opportunities for further questions and for the teacher to feed in some extra useful language. In this case, students fill in the table before asking and answering questions, allowing time to think of 'real' responses and recall actual incidents from their own lives. Personalized grammar promotes meaningful interaction.

Developing EQ and good Communicative language teaching go hand to hand, however the group dynamics necessary for meaningful interaction in the classroom do not occur automatically, but need to be fostered through techniques which build confidence, create a positive classroom atmosphere and encourage co-operation. Personalized language practice is affective in that it encourages learners to talk about themselves and their feelings while making the use of the Language relevant, interesting and therefore memorable. Challenges teachers to integrate academic curriculum with emotional intelligence in order to empower "intellectual and social growth of own students". We need to integrate Compartmentalized

Curriculum and remove the mismatch from meaningful emotional-based experiences in our educational system in order to make education more powerful for our students.

The Mechanics of Meaningful Text, Constructing the Language of self-expression, Power words, and compassing Personal Narratives, and details a balanced approach and emotional intelligence in Language arts. Each activity includes the purpose, Concept, goals, procedures, materials and evaluation criteria, and integrate a balanced reading approach, writing, Listening, Speaking, and personal identities and experiences. The use of Educational drama, role-play, problem solving and Celebrated accomplishments is a very essential process.

It is extremely essential for a teacher to teach in a way that empower freedom of expression, independence, individuality, and the integration of whole and creative thought processes for each student that they encounter.

Students have to be involved in meaningful activities while learning English that integrate their Emotional Intelligence.

Teachers have to step out of their Comfort Zones and try something new, let alone change an educational system. Teachers have to take the challenge of changing inside-out.

This challenge poses two questions. "Should skills related to 'emotional intelligence' find their way into college curricula? Given the current educational paradigm, can such skills be effectively developed in Colleges?" Could the introduction of skills related to emotional intelligence radically modify colleges or would colleges resist such skills?

It seems that teaching Emotional Intelligence is necessary, interesting, and even worthy of incorporation in College, but it would challenge our current college climates.

Emotional learning programs would require colleges to change focus to allow their implementation. Whether Colleges could or would make such changes remains to be seen. The never ceasing and rapid evolution in teaching English, methodology and its alliance with new fields of fields of thought and recent significant educational trends obligate a new Central change. The Learner Centered teaching made which was the compulsory alternative of the teacher centered for teaching English has made vital contributions to hardly a new concept now.

Nevertheless, in actual teaching the learner Centered made has been to a great extent perceived as class Centered or group Centered teaching. The personal realm of every single learner in the class should be valued more than ever in order to personalize for more efficient, individual friendly learning. Individual's emotions, personal beliefs, and talents are important consideration. Every learner should feel that he or she is in the center of the English language learning tasks performed in and out of the classroom.

This instructional dimension which is still being dealt quite inconclusively in terms of application should be entitled as "individual Centered English language teaching."

Language is a social instrument used by individuals. It is empowered and operated by the speakers for an endless list of functions meaningful in social situations of varied Complexity. Millions of people also need to learn speaking English in order to cope with boundless global interaction.

There have always been new teaching methods with new perspectives which aim to perfect instruction. A pragmatic survey for the domains of intelligence that are high in the class may help English Language learners and teachers understand and evaluate individual talents, aptitudes and strengths.

In the beginning, the activities such as answering questions individually instead of answering them in chorus, or having limited and controlled dialogs about a given topic and eliciting grammar rules were among the early attempts to create Communication and encourage cognitive development in the whole place of English Language Learning.

The single most important contribution education can make to a child's development is to help him toward a field where his talents best suit him, where he will be satisfied and competent.

We should spend less time ranking children and more time helping them to identify their natural Competencies and gifts, and cultivate ways to succeed.

Development of Emotional intelligence in Learning English with the help of various Cognitive Skill.

According to Louw et al (2004:70) Cognition refers to how we acquire information about the world, how we transform and represent such information as knowledge, and how we store, retrieve and use that knowledge to direct our behavior. Cognition therefore refers to the processes and products of our minds.

According to Piaget (in Wadsworth, 1996:140) during the stage of concrete operations, between the ages of seven to eleven, the child is able to explain concrete problems logically. Wadsworth (1996:139-149) Summarizes the implications of Piaget's findings and contends that children between seven and Eleven can think logically, but cannot apply logic to hypothetical and abstract problems. Pearce (1980:191) confirms the above mentioned by stating the following"..... the years from nine to eleven is the period of practicing operations on concrete knowledge (and) the child's intelligence at eleven is some two-thirds developed. It is advisable to know that logical insight will be more easily obtained if abstract concepts are explained in concrete terms. The abstract world of emotions should be explained in the most concrete and basic language in order to reach participants on all developmental levels and emotional intelligent programme.

The following cognitive skills, as identified by Piaget (in Louw et al, 2004:328), are developed and mastered in middle childhood:

- Conservation; which indicates that the quantitative relationship between things stays the same even though perceptual changes take place.
- De – cent ring : the ability to consider various aspects of a matter – children can already do this at the age of twelve on wads.
- Conservation: which indicates that the quantitative relationship between things stay the same even though perceptual changes take place.
- According to Piaget (in Wadsworth, 1996:147), in his Constructivist theory of the behavior and patterns that are typical of the various stages do succeed each other in layers new behavior is built upon a layer of a vital building block in understanding the intellectual development of children.

The clearest result of research on the psychology of intelligence is that even the structures most necessary to the adult mind, such as the logical mathematical structures, are not innate in the child; they are built up little by little.....There are no innate structures: every structure presupposes a Construction. All these Constructions originate from prior structures.

Wadsworth (1996:27) Contends that, according to Piaget, the chronological ages and speed of development are not fixed, but the sequence of development levels behavior. When a facilitator is working on the end of emotional insight, sensitivity should be displayed regarding the child's individual growth. Piaget's theory implies that cognitive insight develops when children learn new things step by step. Piaget's theory is a clear appeal for hands on or experiential learning. He explains the assimilation of knowledge by mean of the theory of dis - equilib.

Piaget's theory of cognitive development includes both the affective and intellectual system as key attributes. Piaget does separate the world of feelings from the world of thinking. This theory of Piaget encourages the educator who is involved with emotional intelligence to understand the importance of the interaction between the affective and the cognitive. Here exposure to different types of emotions and emotional situations can serve as building blocks for gaining more insight into these emotional attributes during the process of maturity.

Learning should not only take place in correlation with the cognitive, Piaget oriented tasks, but also involve all our senses. Gardener's theory (2004) of multiple intelligences is aimed at involving multiple sensory experiences during the learning process.

Prior to an introduction of Gardener's theory of multiple intelligences (2004), the concept of learning through the senses is explained. This theory and that of Gardner merge, for both set out to stimulate holistic learning. In short, Gardner's multiple intelligences encourage learning through the senses. Learning through the senses is not only part of a cognitive development stage. According to do Doux (1998:16), " We see, hear, and smell the world with our visual, auditory and olfactory system." No single area in the brain is renamed for perception, in the same way no specific area is allocated to emotion. Feeling and perceiving are integrated tasks, executed by the whole brain – in other words, the whole brain is

involved in the perceiving, imagining and thinking processes. Certain areas are more specifically involved with some functions than others, but one should not oversimplify any of the workings of these processes. Teele (200:15) explains this clearly. The brain operates as an intricate inter connected system.

Recent findings suggest that the brain's organization can be viewed in a modular way, rather than a hierarchal sense..... This implies that the body is a sensory receptor, which gathers information constantly to enable us to survive. The ears, nose and eyes are sensory organs, which with the skin and its touch receptors form images of the world and ourselves. Gardner's theory (2004), as explained in the following paragraphs, implies whole body and whole brain learning, which includes sensory learning. Campbell et al (2003) based a whole curriculum on Gardner's theory of multiple intelligences in order to create an open system of education which makes it possible for the human mind to flourish.

The development task of cognitive growth through the various intelligences, as suggested by Gardner. Verbal linguistic intelligence theory of Gardner. Verbal – linguistic intelligence includes reading, writing, speaking and listening. This intelligence can be exercised through participation in discussions, talks, creative explorations, brain storming sessions and verbal tasks, discovery of new ideas. The structures of a creative programme has more to do with an holistic development style, which involves the emotional, social, spatial, verbal and aesthetic intelligences.

The interpretations of the basic traits of sound, rhythm, pitch and the interpretation of speech, are formed in the temporal lobe of the brain . “The language cortex – situated on the left side of 95 percent of people – surrounds the auditory cortex in all direction.” The concepts of listening, talking and understanding language are thus integrated as brain functions.

Various teaching strategies have been recommended to stimulate verbal, linguistic intelligence, for example, listening skills, speaking exercises, reading and writing exercises as well as technology that enhance verbal - linguistic intelligence.

This implies that passive listening to facilitators, as the main source of information, does not stimulate verbal – linguistic intelligence as such passive “ listening to television programmer or teacher does not build language or effective listening skills. (Healy, 1990:96) explains that “children with insufficient language skills have difficulty requesting information or analyzing problems because they can't formulate appropriate questions.” Healy (1990:82) also suggests that verbal interaction can shape their brains in a positive way.

A healthy brain stimulates itself by active interaction with what it finds challenging and interesting in its environment. Hannaford (1995:92) Con curs, with Healy (1990): “Talking is essential to language development and to thinking.” Hannaford (1995:92) explains that the “.....translation of thought into speech or into the written word is a complex task.” According to Carter (1998:154) the importance of language in a literate society is immeasurable. Language is the Yardstick by which people are judged. Carter (1998:154) states the following: “So anyone who is not 100 percent up to be seen as deficient across a whole range of skills.” Reading, writing, speaking and listening are all inherent life skills that are essential as cognitive development tasks. There cognitive skills are valuable attributes of other development tasks such as social and emotional growth.

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