

A circular wreath of various botanical illustrations surrounds the central text. The wreath includes green ferns, a red maple leaf, a green bell-shaped flower, a green tulip-like flower, a red flower bud, and purple cornflowers.

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Developing emotional intelligence among language learners



“What is emotional intelligence?”

Go to **www.menti.com** and use the code **59 25 17**

<https://www.menti.com/alo1dangv2fc>





Outline

Introduction

High order thinking skills
(HOTS)

Emotional intelligence (EI)

Emotional intelligence and
language learning

Development of EI in the
language classroom



Introduction

SVRHA UČENJA I POUČAVANJA PREDMETA

„Učenje stranoga jezika potiče sustavan način razvijanja kreativnoga i kritičkoga mišljenja te jača intelektualni kapacitet pojedinca. Ovladanost engleskim jezikom povoljno utječe na učenikovu sliku o sebi, utječe na donošenje odgovornih i neovisnih odluka te stvara preduvjet za nastavak obrazovanja i profesionalno usmjerenje. Mogućnosti veće osobne mobilnosti i sigurne orijentacije u globaliziranome svijetu izravno i pozitivno potiču razvitak budućega aktivnog člana demokratskoga i pluralističkoga društva.”

(Kurikulum Nastavnog Predmeta Engleski jezik za Osnovne Škole i Gimnazije, 2019: 5)





How can we encourage higher order thinking skills in the language classroom?





Higher order thinking skills

(HOTS)





Classification of HOTS



Bloom's Taxonomy

(Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956)



Cognitive

- Mental abilities (knowledge-based domain)

Affective

- Feelings or emotional states (attitude-based domain)

Psychomotor

- Manual or physical skills (skills-based domain)

Bloom's Taxonomy of the cognitive domain (Revised -2001)



Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Dimensions of HOTS



Critical
thinking

Reflective
thinking



Bloom's Taxonomy of the affective domain (Revised –2001)



Characterizing

Organizing

Valuing

Responding

Receiving

What is emotional intelligence (EI)?



‘EI is a type of social intelligence that involves the ability to recognize one’s own and other’s emotions and to employ this information into one’s thinking and actions.’

(Salovey and Mayer, 1990)

Emotional intelligence

(Salovey and Mayer, 1990)



Interpersonal skills

- The ability to understand the emotions of others
- To establish and maintain interpersonal relationships
- To shoulder the burden of our social responsibility

Intrapersonal skills

- The ability to identify and comprehend one's own inspirations and feelings

Emotional intelligence



EI is 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'

(Goleman, 1998: 317)

Emotional Quotient (EQ) Theory

(Goleman, 1995)



Self-awareness

- Emotional awareness
- Accurate self-assessment
- Self-confidence

Self-regulation

- Emotional awareness
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovativeness

Motivation

- Emotional awareness
- Commitment
- Initiative
- Optimism

Social-awareness

- Empathy
- Service orientation
- Organizational awareness

Relationship management

- Influence
- Communication
- Conflict management
- Leadership
- Change catalyst
- Building bonds
- Collaboration & cooperation
- Team capabilities

Emotional Intelligence and Critical Thinking



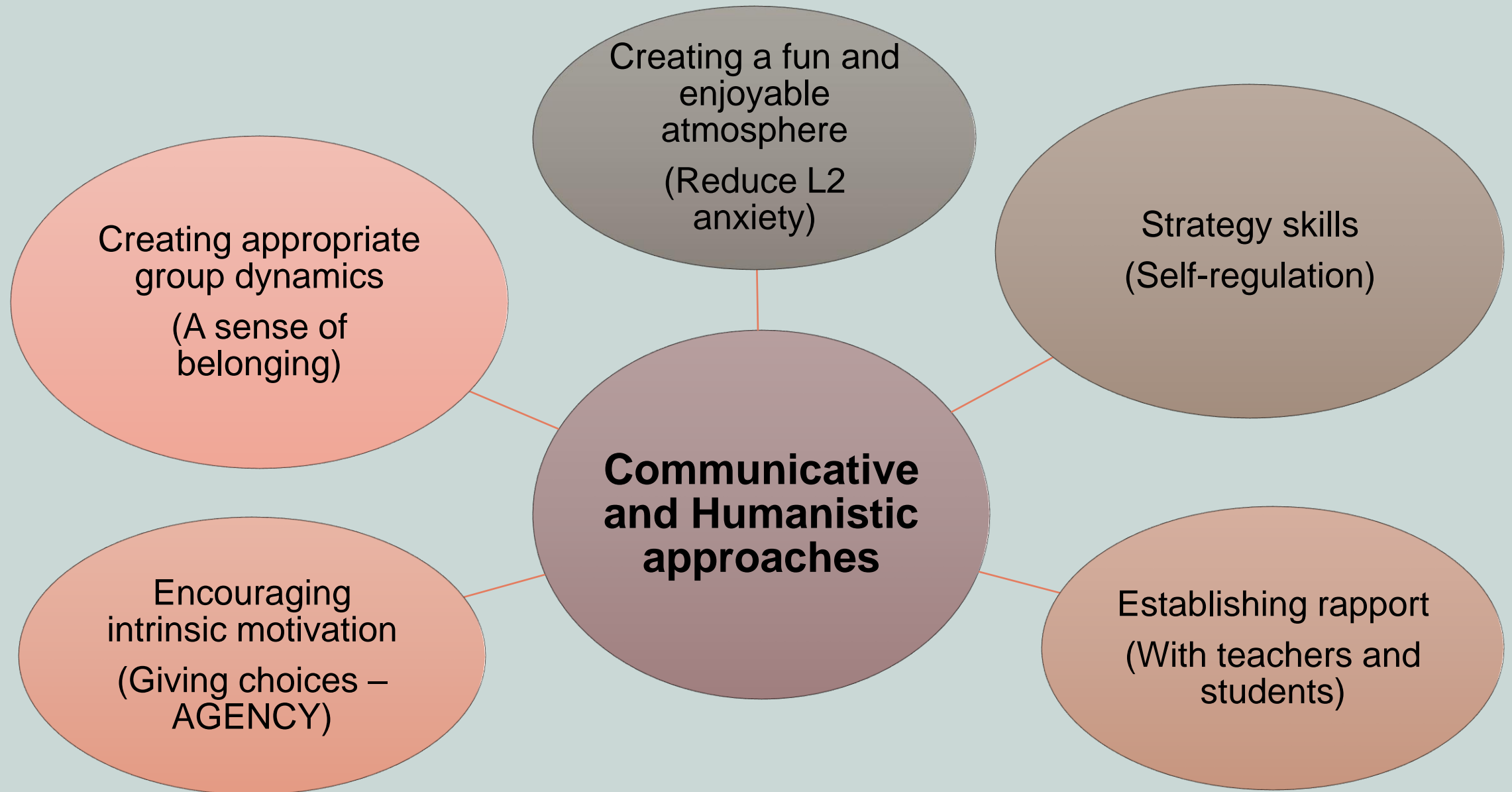
- Studies have shown a complex connection between thoughts and emotions (Brookfield, 1987; Meyers, 1986; Moo, 2008; Paul, 1987).
- An individual's emotions can support the development of CT (Brookfield, 1987; Elder, 1996).
- Studies in L2 research have suggested that language learners' EI tends to better equip them with CT, e.g., *flexibility* and *social responsibility* have the highest correlations with CT and are positive predictors of CT (Ghanizadeh & Moafian, 2011).

Emotional intelligence and L2 learning



- Language learning is interactive: pair or group work, discussions, communication
- Training students to be more emotionally intelligent can help them:
 - Feel more attached to their classroom
 - Be more socially integrated
 - Become more effective language learners

Emotional intelligence and L2 learning



Emotional intelligence and L2 learning

Emotional literacy
(the ability to express emotions in the L2)

Good group dynamics

Student interaction





“ How can language teachers encourage the development of emotional intelligence among learners? ”



Reflection



- How can we help our learners become more aware of their emotions and feelings?
- How can we help our learners develop empathy?
- How can we help our learners develop social responsibility?

Reflection



- As teachers are we aware of our own prejudices and preferences with regard to our students?
- How can these elements bias our capability to understand others and help our students learn?



Classroom activities



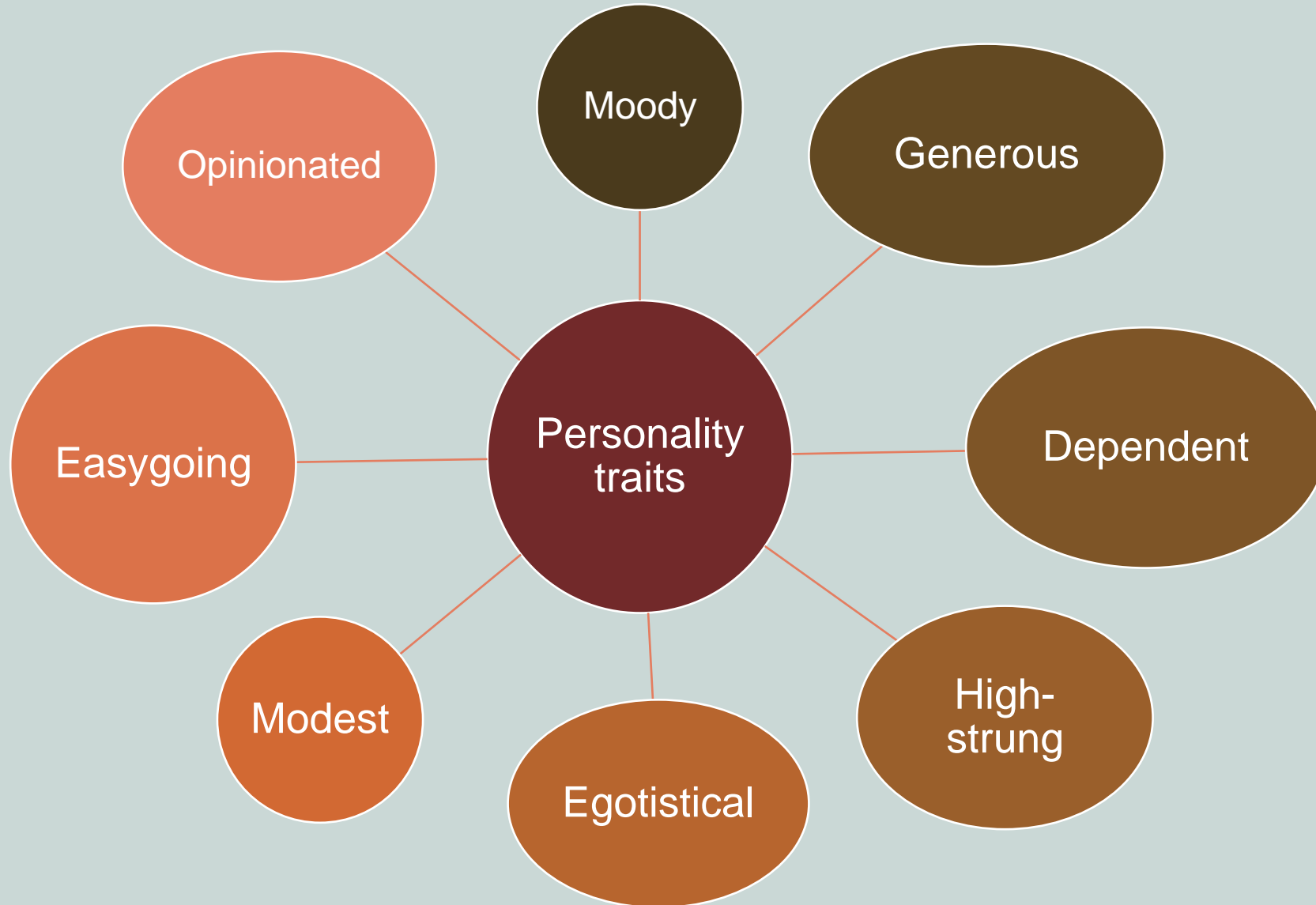


Icebreaker



Talk about your most positive and most negative personality traits

(Ghanizadeh et al., 2020: 146)





Working with language



Using Adverbs of frequency

<https://www.teachingenglish.org.uk/article/emotional-intelligence-and-elt>

How often do you....	very often	often	sometimes	rarely	never
laugh					
get angry					
argue with your parents					
make mistakes					
forget things					
change your mind					
really enjoy yourself					

Using language

How do you feel when...

<https://www.teachingenglish.org.uk/article/emotional-intelligence-and-elt>



Function	Language
Labelling feelings	I feel / I am angry / impatient / bitter / frightened
Taking responsibility for feelings	I feel jealous / hurt / left out
Empathising	I understand / accept / realise
Suggesting	I / you could / might
Stating wants and needs	I / you need / would like / want to
Being positive	I'd feel better if



Discussions



Using topics that are of interest to your learners



How do you feel when...

- Your friend 'ditches' you.... (Friendship)
- You can't decide what you want to do after high school... (Identity)
- Your friends are at a party and they are doing drugs... (Peer pressure)
- My parents won't let me stay out late... (Relationship with parents)
- You are being 'ghosted' on social media... (Bullying)



Using literature



Using literature



Activity:

- Read the short story: *No Speak English* by Sandra Cisneros*
- Work in groups.
- Develop questions that could help learners develop empathy with the main characters.

* Cisneros, S. (1995). No speak English. In J. A. McConochie (Ed.). *20th Century American Short Stories* Vol. 1 (pp. 2-9). Heinle & Heinle Publishers.

No Speak English (by Sandra Cisneros)

Mamacita is the big mama of the man across the street, third-floor front. Rachel says her name ought to be *Mamasota*, but I think that's mean.

5 The man saved his money to bring her here. He saved and saved because she was alone with the baby boy in that country. He worked two jobs. He came home late and he left early. Every day.

10 Then one day Mamacita and the baby boy arrived in a yellow taxi. The taxi door opened like a waiter's arm. Out stepped a tiny pink shoe, a foot soft as a rabbit's ear, then the thick ankle, a flutter of hips, fuchsia roses and green perfume. The man had to pull her, the taxi driver had to push. Push, pull. Push, pull. Poof!

15 All at once she bloomed. Huge, enormous, beautiful to look at, from the salmon-pink feather on the tip of her hat down to the little rosebuds of her toes. I couldn't take my eyes off her tiny shoes.

20 Up, up, up the stairs she went with the baby boy in a blue blanket, the man carrying her suitcases, her lavender hatboxes, a dozen boxes of satin high heels. Then we didn't see her.

25 Somebody said it's because she's too fat, somebody because of the three flights of stairs, but I believe she doesn't come out because she is afraid to speak English, and maybe this is so since she only knows eight words. She knows to say: *He not here* for when the landlord comes. *No speak English* if anybody else comes, and *Holy smokes*. I don't know where she learned this, but I heard her say it one time and it surprised me.

30 My father says when he came to this country he ate hamandeggs for three months. Breakfast, lunch, and dinner. Hamandeggs. That was the only word he knew. He doesn't eat hamandeggs anymore.

35 Whatever her reasons, whether she is fat, or can't climb the stairs, or is afraid of English, she won't come down. She sits all day by the window and plays the Spanish radio show and sings all the homesick songs about her country in a voice that sounds like a seagull.

40

Home. Home. Home is a house in a photograph, a pink house, pink as hollyhocks with lots of startled light. The man paints the walls of the apartment pink, but it's not the same you know. She still sighs for her pink house, and then I think she cries. I would.

Sometimes the man gets disgusted. He starts screaming and you can hear it all the way down the street.

Ay, she says, she is sad.

45

Oh, he says, not again.

¿Cuándo, cuándo, cuándo? she asks.

¡Ay, Caray! We *are* home. This *is* home. Here I am and here I stay. Speak English. Speak English. Christ!

50

¡Ay! Mamacita, who does not belong, every once in a while lets out a cry, hysterical, high, as if he had torn the only skinny thread that kept her alive, the only road out to that country.

And then to break her heart forever, the baby boy who has begun to talk, starts to sing the Pepsi commercial he heard on T.V.

55

No speak English, she says to the child who is singing in the language that sounds like tin. No speak English, no speak English, and bubbles into tears. No, no, no as if she can't believe her ears.

[1989]

***Mamacita** ("Mamacita is the big mama")—"little mother"; a term of endearment that shows both love and respect for the mother's authority.

a big mama ("Mamacita is the *big mama*")—(slang) a man's wife or lover, his "number one woman."

***Mamasota** ("her name ought to be *Mamasota*")—(vulgar slang) a woman with big buttocks or "a large rear end."

mean ("I think that's *mean*.")—deliberately unkind.

a yellow taxi ("arrived in a *yellow taxi*")—an officially licensed taxicab.

fuchsia ("*fuchsia* roses")—a deep purplish-red color.

***Poof!**—an interjection (sometimes spelled *¡Puf!* or *¡Pfffs!*) roughly equivalent to "Ouf!"; said when a strenuous physical effort suddenly succeeds.

lavender ("her *lavender* hatboxes")—a pale purple color.

Holy smokes—(slang) an exclamation of surprise; some say "holy smoke."

***¿Cuándo?**—When?

***¡Ay, Caray!**—An exclamation of impatience, with the sense of "That doesn't make any difference! That's how it is."

skinny ("the only *skinny* thread")—very thin.

tin ("the language that sounds like *tin*")—a soft silver-white metal with a dull, flat sound.

Using literature



Write for ten minutes on one of the following questions. Discuss your answer with your classmates (Cisneros, 1995: 9).

1. What do you suppose Mamacita expected of life in Chicago?
2. If you were in Mamacita's place, what would you do?
3. If you were the man, what would you do?
4. If you were Esperanza*, would you try to help? Why or why not?

*Esperanza Cordero – 14 year-old narrator



Learner needs



Please read each item carefully and indicate the extent to which you agree or disagree with each of the following statements on the line provided in front of each statement.

1= strongly disagree; 2= Disagree; 3= Agree; 4= Strongly agree

As an English learner, in this course I expect

- _____ to communicate effectively
- _____ to learn slangs and colloquial language
- _____ to learn how to compose good writing
- _____ to be able to apply what I learn to real situations
- _____ to learn new vocabulary
- _____ to read English story books
- _____ to learn a lot of grammar rules
- _____ to learn about English culture and people
- _____ to be able to comprehend English movies and music
- _____ to be evaluated continually
- _____ to be provided with supplementary materials
- _____ to be corrected by the teacher
- _____ to know what exactly I should do
- _____ to be provided with constant feedback
- _____ to work on the topics that interest me
- _____ to be asked my opinion and perspectives on the topic
- _____ to have opportunity to ask my questions and problems



Project work





What topics can you give students for project work to help develop their emotional intelligence?



Project work

Work in groups. Design a research project on one of the following topics:



Language learning and the role of emotions

Ways of reducing L2 anxiety among students

Effective studying methods (Self-regulation)

Motivation as an element of language learning

Working with the elderly

Reflective journals



Questions about learning experiences

(Ghanizadeh et al., 2020: 156)

How did I feel about the experience?

How might other classmates have experienced the same session and why?

What were the issues that interested me a lot, and that I would like to study in more detail?

What and how much did I contribute to this learning experience?

How can I attribute what I have learned to a personal experience?

How can I relate what I have learned to my prior knowledge of the topic?

How do I feel about the way I am approaching this learning experience?

How did I link this learning experience to my learning style?

How can I improve my learning methods and strategies?

How can I apply the knowledge, skills, and understanding I gained in this session?

Promoting EI in the classroom – other elements



Giving Feedback

Getting Feedback

Continuous
assessment



- How do you feel about this talk/workshop?
- What did we not cover that I expected we should?
- What have I changed my mind about, as a result of this session?
- What did I most like about this session?
- What did I most dislike about this session?



Thank you



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Any questions?

