

## Implementation of Emotional Intelligence (EQ) Principles in ELT Teacher Training

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### Abstract

Recently Emotional Intelligence (EQ) has become the hottest words that many researchers have taken into consideration. Today EQ is considered one of the major issues for staff training in many companies and in educational fields as well. So in this study, EQ will be taken into account as a guiding principle to set up a new in-service non-native teacher training syllabus in ELT.

ELT teachers should be able to navigate their own emotions and feelings as well as their students' for the sake of success in ELT learning/teaching atmosphere. Besides, they can guide their students' potential feelings and emotions to acquire/develop necessary linguistic skills to be able to succeed in the acquisition of foreign language skills.

So far IQ, also called traditional intelligence, has been a predominant factor as for describing a person's intelligence; but it has been realized that IQ by itself is not a very good predictor of job performance. In this context, the main concern in the study is to discuss how we can utilize EQ principles in ELT non-native Teacher Training and have better results from ELT in class. However, another purpose of this paper is put an emphasis on the implementation of the EQ principles in Foreign Language Teaching. The results obtained from a questionnaire given to the EFL teachers from seven different schools and various teaching levels will be evaluated and discussed in the paper and some specific solutions will be searched as to create a non-threatening atmosphere in a non-native ELT environment.

### Özet

Duygusal Zekâ (DZ) son zamanlarda bir çok araştırmacının önem verdiği konu haline gelmiştir. Günümüzde Duygusal Zekâ uygulaması, bir çok şirkette ve de eğitim sahasında personelin yetiştirilmesi amacıyla yapılmaktadır. Bu çalışmada Duygusal Zekâ prensipleri, İngilizce Eğitimi'nde anadili İngilizce olmayan öğretmenlerin yetiştirilmesinde takip edilecek programın hedeflerini belirlemede etken unsur olarak yer alacaktır.

İngilizce öğretmenleri, dil eğitim ve öğretim ortamında başarıyı sürekli kılabilmek için öğrencilerinin olduğu kadar, kendi duygu ve hislerine de yön verebilmelidirler. Ayrıca öğretmenler, öğrencilerinin varolan his ve duygularını yardımıyla yabancı dilin becerilerini kavramada başarılı olabilmeleri için gerekli olan dilbilim becerilerini geliştirmelerine/kazanmalarına yardımcı olup, rehberlik edebilirler.

Geleneksel Zekâ olarak bilinen zekâ kavramı, bir kimsenin zekâ düzeyini belirlemede ve açıklamada günümüze dek en önemli faktör olarak kullanılmaktaydı ancak, farkına varıldı ki, tek başına zekâ düzeyi belirleme verileri bir kimsenin iş yaşamındaki başarılarını açıklamaya yetmemektedir. Bu bağlamda makalede esas olarak, Duygusal Zeka prensiplerinin ana dili İngilizce olmayan İngilizce öğretmenlerinin eğitiminde ve yetiştirilmesinde nasıl kullanılabilirliği ve İngilizce öğretiminin yapıldığı ortamdan ne derece fayda sağlanabileceği tartışılacaktır. Zira, çalışmanın bir diğer amacı Yabancı Dil Öğretiminde Duygusal Zekâ prensiplerinin nasıl kullanılabilirliğini vurgulamaktır. Farklı İngilizce öğretim seviyelerinden ve yedi ayrı okuldan İngilizce öğretmenlerine verilen tanımlayıcı anket sonuçları değerlendirilecek ve tartışılacak olup, bazı önemli sonuçlar çıkarılmaya ve dilin yerli ortamında öğretilmediği durumlarda fazla ürkütücü olmayan bir dil öğretim atmosferi yaratmada kullanılabilirliği için bazı çözümler araştırılacak ve sonuçlar çalışmanın sonunda yer alacaktır.

**Key words:** *Emotional Intelligence in ELT, Teacher Training, ELT, Syllabus Design*

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## Introduction

In English Language Teaching (ELT) teachers and learners have been relatively two issues to be studied on the basis of non-native L2 (Language Two) learners and non-English speaking/non-native teachers. Besides, interaction between teacher and learner based on every individual's acquired foreign language skills are regarded to be rather significant for various reasons. Although the issue has been covered by several ELT experts under various headings, this paper focuses on non-native EFL teachers rather than L2 learners. However learners in ELT may be a subsequent issue related to ELT and Emotional Intelligence as well as teacher-learner interaction. All in all, the following subsequent issues such as teacher-learner interactions, EQ principles in teacher training, EQ in promoting teachers' interaction with learners, promoting teachers' problem solving skills and teachers' roles in conflict resolution can be considered relevant subtopics with regard to non-native teacher training and the foreign language learning environment/at-mosphere.

In ELT classes, teacher and learner interaction is deeply experienced both by teachers and learners at any level of teaching/learning. Nevertheless many efforts by teachers have been done to promote learners' learning and acquisition through classroom instruction and self-study. Regardingly, another issue is to find ways as for how to promote EFL (English as a Foreign Language) teachers' Emotional Intelligence levels, and help them carry those acquired numerous EQ skills into the classroom atmosphere and make them the fundamental basis of a positive relationship with the EFL learners.

Some issues discussed in the paper are supported with the results of a questionnaire given to eighty nine EFL teachers from seven different schools - three high schools, three universities and a primary school. The reason why the questionnaire was given to those teachers is to find out what these teachers having various background and being from different non-native school environment have in mind about EQ in ELT. This was a very preliminary questionnaire and the questions were chosen to enable the respondent to reveal the facts as they understand them. However, for the second part of such study, a control group is to be set and another detailed questionnaire is given to the teachers in this group, and the results of both sets of questionnaire can be evaluated and processed accordingly.

Emotional Intelligence in a non-native ELT environment, teachers-based emotional scenes and situations both in and out of ELT environment; and finally a pilot syllabus concerning EQ implementation in ELT teacher training are covered, and a detailed outline of the suggested syllabus appears in the paper as well. So the purpose of this syllabus design is to integrate Emotional Intelligence constructs and its implementing principles into an overall syllabus in ELT teacher training. However, the suggested syllabus may be an integral part of a composite teacher training syllabus. The term 'non-native ELT teacher' in this study is used to cover both the EFL teachers teaching English in an artificial environment, and those who are the non-native speakers of English. As far as the native teachers of English and the implementation of EQ principles and constructs are concerned, a new teacher training syllabus to serve the purpose can be designed in a subsequent study.

## Background to the Study

When ELT is considered only in its own context, it seems obvious that EQ has nothing much to do with teacher training in ELT. Contrary to this opinion, when EQ definition is studied carefully, it is clearly understood that it can help both EFL learners and teachers to have better improvements in teaching and learning. So, the following definition of EQ might give us a new idea to reconsider the issue given above. Salovey and Mayer (1997), present us with the following detailed account of EQ regarding that “Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” [15].

The definition above tells us how one should value the interrelations in social and professional lives. First of all, it emphasizes that our intellectual growth depends on how emotionally intelligent we are. As teachers in ELT, we have to work on as to how we could increase our EQ level and then those of our students’ as well. In ELT environments, even though considered rather artificial, teachers and learners have intensive oral and verbal interactions. Mario C. Hyson (1995) in his book *Emotional Development of Young Children: Building an Emotion-Centered Curriculum* points out that “children’s emotional development has never been strictly a function of family influences. Rather, the teacher-student and student-student interactions and modeling are critically important as well” [10],[45]. Here, it is inferred that the teachers in ELT is expected to be emotionally intelligent models for the students.

Our starting point is how EFL teachers’ EQ levels can be improved up to a desired level in order to enable them to acquire the problem-solving and conflict management skills more profoundly and what subsequent issues could be inserted into the ELT curriculum. Since “all learning has an emotional base” acknowledged by Plato almost 2000 years ago, it is impossible not to have any class without any conflicts during teaching sessions in ELT. And teachers are expected to manage the conflicts skillfully and solve the problems arising during teaching without harming the students emotions and losing temper. When a conflict arises in the ELT environment, teachers should know how to navigate their feelings and they are expected to have EQ-based conflict resolution suggestions [44].

The best way to help learners overcome their foreign language learning anxiety (in case they have), class conflict, individual conflicts and problems depending on the ELT environment, teacher and teaching is to develop our own ‘listening skills’ in such cases. Besides, we should set a model for our students in listening to each other. However it should be born in mind that listening to both a child and/or an adult learner helps him/her feel heard, understood, important, valued, respected and cared about. The other way around of such behavior means that we have a very deep sense of reluctance. So EQ based listening (see appendix A) requires us to focus on learners’ feelings rather than “facts”.

At times, we, EFL teachers, may end up with no solution in conflict management. At the end of the day, we try to find solutions to decrease conflicts and problems in our teaching environment. Solutions to all conflicts arose in our professional lives strictly depend not only on our EQ level but how we can implement Goleman’s *Emotional Competence Framework* [6] into our ELT professional

environment as well. Hence, all EQ principles and competencies have been used in all professional business life why not used in ELT teacher training.

### Teacher Training in ELT

Teacher Training, in general sense, is not the main concern in this article; nevertheless, it is thought to be useful to cover teacher training in ELT theoretically. Both in practice and theory, teachers and learners are two unavoidable issues as well as syllabus, environment, administration and so on. Besides, Classroom management and teacher-student interaction are integral to sound methodological practice [16]. Student-teacher-student and peer interaction have been very prominent issues in designing ELT teacher training syllabus as well.

Learning to teach is not usually seen as a lifelong process, learning teaching is [17]. As non-native teachers in ELT we all have been experiencing how to teach English in a non-native artificial environment through our personal beliefs and understandings as well as teaching skills having been developed throughout the years in ELT environment. Here the main concern is to discuss the “novice”, “inexperienced” [20], “prospective” [17] and also named “reflective practitioner [7], that is to say, non-native ELT teachers’ training and how we could use EQ constructs and principles in so-called in-service (in some cases *pre-service*) teacher training. Di Prima puts emphasis on the issue that “in-service training programmes are intended to initiate a stage of personal development and to explore different teaching/learning procedures. But unless teachers can also become specifically aware of the characteristics of their own attempts to implement them, there will be much less likelihood of the new procedures being successfully integrated into their teaching. True self-awareness comprises the capacity to perceive what takes place in one’s lesson, and then to interpret and reflect on it” [17]. In teacher training syllabuses, teachers’ self-assessment and internalization of their short/long-term teaching experiences may also play a very significant role in achieving success in ELT teacher training.

Teaching and becoming an experienced teacher in ELT will require some teaching abilities as well as roles having been expected from the teacher to act out in the real classroom, no matter, whether it is a native or non-native ELT environment. For the sake of single topic study in the article, only the non-native ELT environment will be taken into consideration. In the article “*The Changing Role of the Teacher*” Renzo Titone stresses the following point in regard to the changing role of teachers in ELT that “There has been lots of research into the classroom situation, lots of research into language acquisition, lots of research into how the brain works, and lots of research into how language is constructed. The conclusions of this research are that the way most teachers teach has no correlation with the way learners learn” [21]. There has always been a discrepancy between what we have learned and what we have been teaching. Regardingly language should not be taught as it was learned. That is to say, language teaching as language itself is a fast reacting and changing issue that we should keep up with it so as to be highly emotionally intelligent teachers in ELT/EFL.

Both “experienced” and “inexperienced” EFL teachers are expected to assume certain roles in their professional lives. They are expected to fulfil those roles in accordance with their abilities gained in their professional education. In professional development as trainee teachers except for in-service training, seminars,

Hargreaves[7] mentions two kinds of professional developments: a *descriptive* model which reports on the basis of empirical findings, the forms and processes of professional development as they in fact occur; a *prescriptive* model which states how professional development ought to be. In fact, the professional development of teachers can also be described that “teacher education becomes largely a matter of facilitating the development of teachers’ capacities for situational understandings as a basis for wise judgement and intelligent decisions in complex, ambiguous and dynamic educational situations” [2]. Before discussing what roles and acts in EQ the teachers are expected to develop and assume, the EFL teachers’ roles can be cited from different perspectives [8], [18], [21] as follows:

<b>Teachers Expected Roles in ELT</b>		
<i>Richards &amp; Lockhard</i> (1994: 97-112)	<i>Renzo Titone</i> (1995: 12-15 cited in <i>ELI</i> )	<i>Jeremy Harmer</i> (2001:56-67)
<p><b>Needs Analyst</b>-determines students’ individual needs</p> <p><b>Curriculum Developer</b>- develops his/her course plan and syllabus</p> <p><b>Materials Developer</b>-develops his/her own classroom materials</p> <p><b>Counselor</b> – identifies student’s problems and learning difficulties</p> <p><b>Mentor</b> - assists less experienced teachers</p> <p><b>Team Member</b> – works together as a team rather than teaching in isolation from other teachers</p> <p><b>Researcher</b> – conducts research related to language learning and teaching</p> <p><b>Professional</b> – continues with professional development</p>	<p><b>Creator of external realities</b> – a powerful creator of realities in the classroom</p> <p><b>Creator of imaginary realities</b> – helps students to create imaginary realities, such as a <i>guide book</i>, <i>pretending to be a pen-friend</i>, etc.</p> <p><b>Creator of Internal Realities</b> – helps to create a classroom reality which gives a great opportunity to explore each others’ characters, personalities, experiences, opinions and interactions in the Target Language (TL)</p> <p><b>A Rich Resource</b> – is a source adding his/her own experience expressively talking in the TL</p> <p><b>Selector</b> – selects further materials</p> <p><b>Party Host</b> – needs to speed up and increase the amount of language his/her learners experience; helps learners feel comfortable</p> <p><b>The Bold Deserter</b> – boldly deserts methods which do not work</p> <p><b>The Simple Recycler</b> – explains lexical items in an anecdote or text in which those items occur</p> <p><b>The Three Phase Recycler</b> – expresses the new lexical item in the natural process of learning: a) experience b) nominalise c) narrate</p> <p><b>Three Step Challenges</b> – gives learners progressively more challenging tasks on the same topic to achieve the above roles</p> <p><b>Monitor Learning</b> – becomes a monitor of the real learning process. By not trying to <b>teach</b>, ceases to interfere with and to slow down the marvelously unpredictable process of learning. But by noting what his/her learners do learn, s/he is fulfilling completely his/her responsibilities as teacher</p>	<p><b>Controller</b> – controls the class and the activity taking place</p> <p><b>Organiser</b> – organises students to do various activities</p> <p><b>Assessor</b> – acts as an assessor, offering feedback and correction and grading students in various ways</p> <p><b>Prompter</b> - enhances student’s activity in role-play activities and encourages students to think creatively</p> <p><b>Participant</b> – stands back from students’ activities and lets them get on with them and intervenes only to offer feedback and/or correct mistakes</p> <p><b>Resource</b> – acts as a source to be helpful and available and resists the urge to spoon-feed but not let them become over-reliant on the teacher</p> <p><b>Tutor</b> – acts as tutor working with individuals or small groups and helps them to feel supported and helped</p> <p><b>Observer</b> – observes students esp. in Oral Communication activities to provide them with useful group and individual feedback</p>

Figure 1 : Teachers’ Expected Roles in ELT

In fact, class management, *teacher-student interaction* [16] and *the decision-making ability* [12] are the most important skills and roles that EFL teachers should assume to succeed in a non-native ELT environment. However, problem-solving and conflict management as well as Emotional Intelligence skills have also been very predominant and prerequisite ones that this paper focuses on. As given some accounts on EQ earlier, the following chart may be very explanatory as to how *Personal and Social Competence Issues* in EQ [6] are important and indispensable to implement in ELT teacher training. The following is the chart showing how we could implement them in the suggested teacher training curriculum. Nevertheless, these EQ components are a guide for us and show us how significant they are in regard to achieve success in a non-native ELT environment :

EQ COMPETENCE ISSUES EXPECTED TO BE IMPLEMENTED AND UTILIZED BY NON-NATIVE EFL TEACHERS IN ELT CURRICULUM		
<i>(What are non-native EFL teachers expected to assume in implementing the EQ competence issues in a non-native ELT environment ?)</i>		
<b>Non-native ELT teachers should ...</b>		
<b>PERSONAL COMPETENCE ISSUES</b>	<b>Self - awareness</b>	
	<i>Emotional Awareness</i>	<i>be able to identify their emotions in teaching to the target group and develop their behavior accordingly and keep doing so</i>
	<i>Accurate Self-Assessment</i>	<i>identify their weak and strong points of teaching and learn from their experience and be reflective as much as possible</i>
	<i>Self-confidence</i>	<i>be decisive and reflect their self-assurance about presenting the lessons in ELT</i>
	<b>Self - regulation</b>	
	<i>Self-control</i>	<i>know how to manage their distracting feelings and not spoil emotionally safe class atmosphere</i>
	<i>Trustworthiness</i>	<i>be able to admit their own mistakes and build trust with students for the sake of success</i>
	<i>Conscientiousness</i>	<i>believe that they are the only persons to be held responsible for meeting ELT objectives in class</i>
	<i>Adaptability</i>	<i>be able to adapt themselves into the changing situations in class and be flexible with their teaching objectives and student demands</i>
	<i>Innovativeness</i>	<i>search for innovative ideas and issues in ELT class applications and management and be able to generate their own teaching ideas</i>
	<b>Self - Motivation</b>	
	<i>Achievement Drive</i>	<i>focus on pre-set objectives and have a high drive to meet their ELT objectives and standards. and find out how to improve their students' performance</i>
	<i>Commitment</i>	<i>enthusiastically seek out some opportunities to fulfill their peer group's task in ELT and be aware of their sense of purpose in a group mission</i>
	<i>Initiative</i>	<i>insistently pursue their goals in ELT beyond what is required or expected and utilize every opportunity to get their job done</i>
	<i>Optimism</i>	<i>be able to overcome some unexpected setbacks with the hope of success rather than failure and persistently carry out their goal of teaching</i>

<b>SOCIAL COMPETENCE ISSUES</b>	<b>Social Awareness</b>	
	<b>Empathy</b>	<i>be able to understand their students' perspectives and know that way s/he will be a very considerate and understandable teacher</i>
	<b>Social Skills</b>	
	<b>Influence</b>	<i>be helpful and persuasive about their students' learning and acquisition of the TL and use some ELT strategies to render support to the learners</i>
	<b>Communication</b>	<i>set up a very comprehensive communication channel with their students and listen well and be open to communication to seek mutual understanding in learner-based difficult issues</i>
	<b>Conflict management</b>	<i>for the sake of speaking skills in ELT, encourage open discussion and predetermined debates and be able to handle difficult situations arisen in class without harming students' emotions</i>
	<b>Leadership</b>	<i>be the leader of their class and be able to guide the students performance by setting a good example and arouse a very common enthusiasm toward learning in ELT</i>
	<b>Change Catalyst</b>	<i>be able to recognize the change in class or the students' attitude towards the TL and motivate the learners to adapt the changes in ELT</i>
	<b>Building Bonds</b>	<i>be able to create a steady relationship among the students and enhance the peer group interaction and be able to foster good relations among their colleagues</i>
	<b>Collaboration and Cooperation</b>	<i>be collaborative and share any useful information with their colleagues and be able to promote a friendly, cooperative climate among the colleagues and their students</i>
	<b>Team Capabilities</b>	<i>consider ELT class as a team and draw all team members into active and enthusiastic participation in class work and project assignments, and set the goals of their teaching in advance and protect the class and its commitment</i>

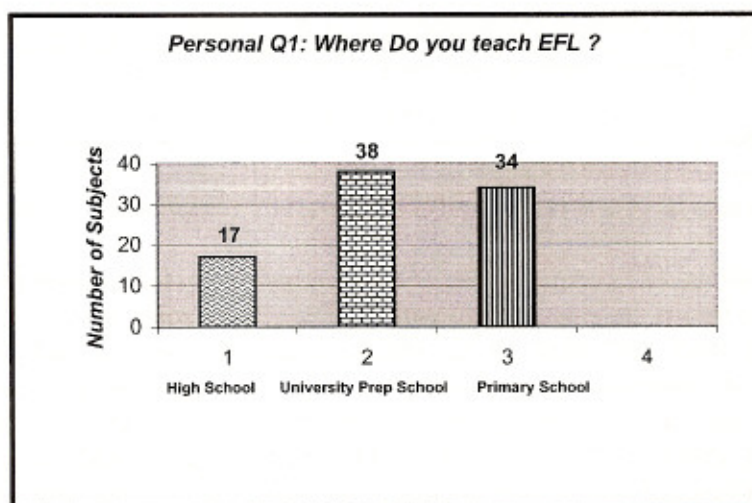
**Figure 2:** EQ Competence Issues to be Implemented by non-native ELT Teachers (adapted from Goleman) [6]

As far as above EQ competencies are concerned, it is clearly seen that some of these competence issues are overlapping with ELT teachers' roles given above. That is why EQ is included and tried to be implemented in the ELT teacher training curriculum. It is also thought to be useful to implement those issues in class management, problem solving and conflict management in the teacher training curriculum. When closely examined, these issues above will definitely help trainee teachers and teacher trainers as to understand and create solutions for the teachers' and learners' specific problems in ELT. In a non-native ELT classroom, student-teacher interactions at any level of foreign language instruction have been very predominant in regard to identifying teachers' and learners' emotional problems as well. So, EQ in this study has been the main source to create various solutions for learners and teachers as well as increasing their EQ competence levels.

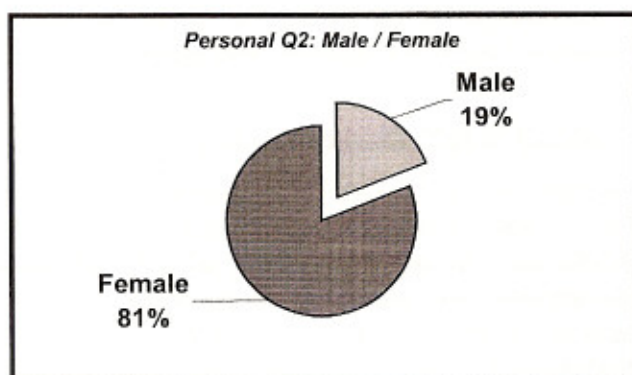
### **Evaluation of Questionnaire on EQ in ELT Teacher Training**

For the purpose of seeking background to integrate and implement EQ principles [6] into in-service (or pre-service) ELT Teacher training, a questionnaire has been given to ELT teachers from various schools such as university, high school and primary school. Totally 89 teachers have participated and answered 16 questions designed in two sections- *personal* and *professional*. In the first section there are four questions asking for respondents' personal background and in the second section, there are 12 questions searching for data about EQ principles and their implementation into ELT teacher training. At the very beginning of the questionnaire, a very brief definition of EQ and its *personal* and *social competence* issues are given to help the respondents understand the purposefully designed questions better. The results obtained from the questionnaire have been fed into computer to show them with various graphs.

As understood from the questionnaire results, this might be accepted as a preliminary research in order to collect data from the teachers involved in teaching at different levels and in various schools. It would, of course, be quite comprehensive if we could carry out some case studies regarding Emotional Intelligence issues in teacher-learner interaction, non-native ELT environment, creating positive learning environment with the help of implementing EQ constructs, problem-solving and conflict-management skills as well. Besides the learners from different levels and age groups could be studied in regard to their EQ levels and this may cover more of a profound study. In this case, the study could be two fold: *learners* and *teachers* in ELT. So, for narrowing down the matter into one, only teachers' responses and the feedback are taken into consideration. The following are the results and assessment of the data obtained from the questionnaire:

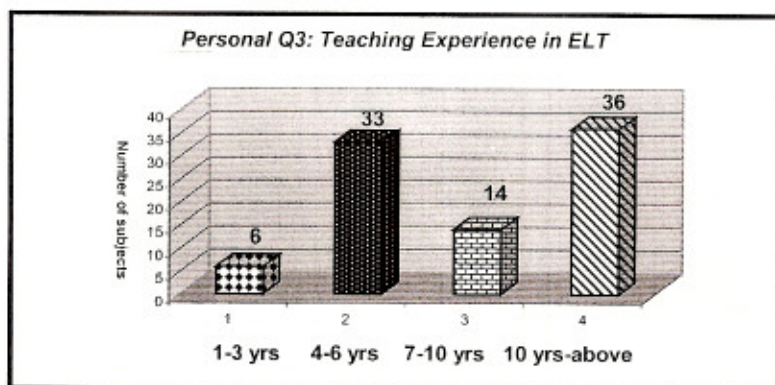


Graph 1



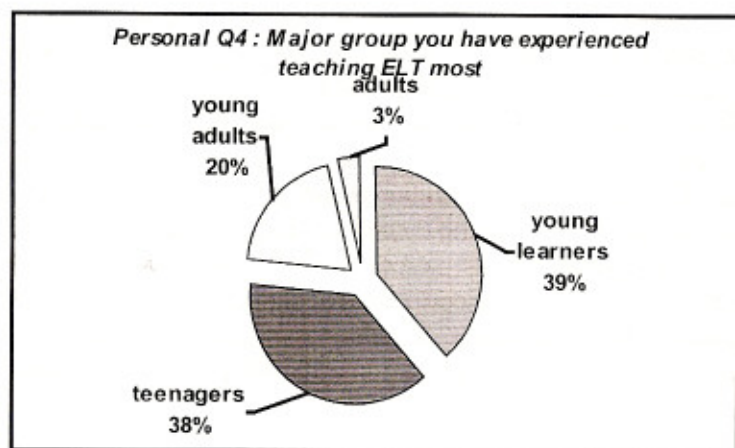
*It is quite amazing that 81 % of the respondents are female. It is a well known fact that females are much rather stronger in emotional matters than males.*

Graph 2



Most of the respondents are experienced teachers and they had much professional ELT experience in different schools. However, we are not sure enough about their professional background. Only a few of them are inexperienced.

Graph 3

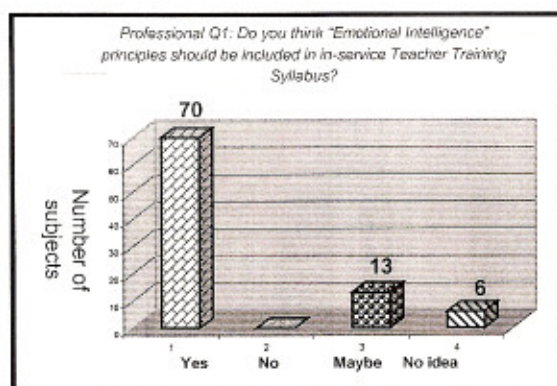


In four major groups we had teachers who experienced teaching in ELT. This might show that non-native teachers taken this questionnaire may have a various emotional understanding of ELT in a non-native environment.

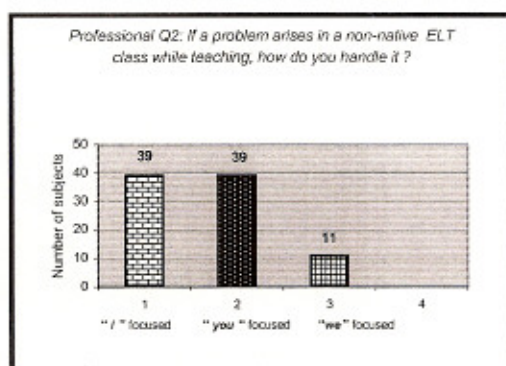
Graph 4

### b. Assessment of Professional Questions:

In the professional section of the questionnaire, 12 questions are given to respondents and all of them are multiple choice type questions, not open-end. So, no comments on any questions have been taken from the respondents. In this section of the assessment, the professional questions will be taken into consideration. Personal questions are considered to be data collection questions, and they give us sort of an idea what personal backgrounds the respondents have. No cross assessment of the questions is given. Since it is a preliminary study to the presentation, a further detailed open-end questionnaire may be given to the same respondents in another study. This is considered to be a data - collection questionnaire and along with control groups on the same issue, another detailed questionnaire may be conducted, and it may cover a wide range of native and non-native EFL teachers.

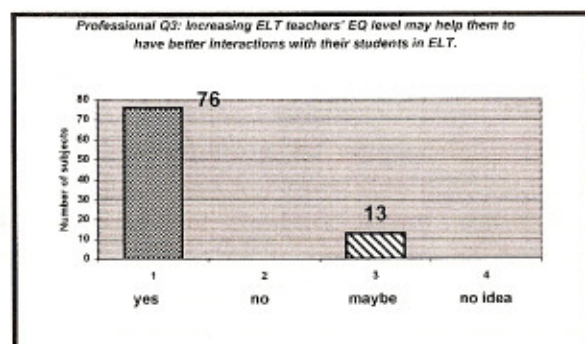


Graph 1



Graph 2

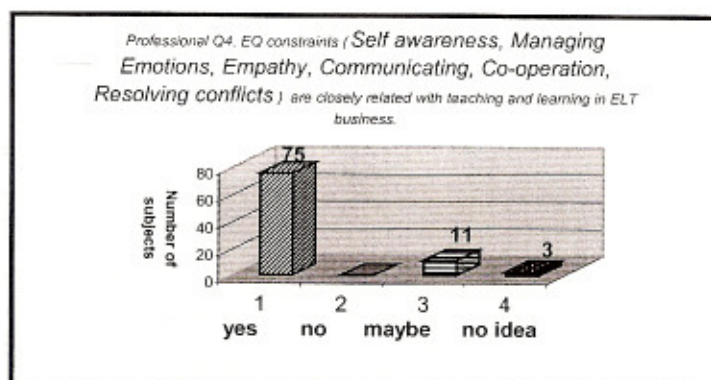
In an overall assessment of the questionnaire, most of the respondents do agree with the inclusion of EQ principles in non-native ELT teacher training in (Q1). Nearly 79% of them agree with this idea. In regard to *problem solving, conflict management and class management* in ELT (Q2), about 44% of the respondents do agree with **"I" focused** and 44% of them **"you" focused** solution. What this means is that the teacher, depending on his/her EQ level, would prefer either himself/herself or the learner/student in the center of problem solving, conflict management or class management. However, in EQ, **"empathy"** that means sensing others' feelings and perspectives, and taking an active interest in their concerns [6] requires an "I" focused solution to the problems. Nevertheless, depending on what age group a non-native teacher is teaching, this perspective might change in some cases. This requires another pinpoint study in the matter.



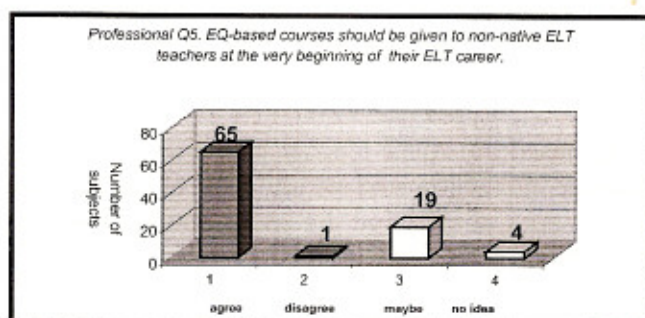
Graph3

In another question (*Professional Q3*) majority of the respondents seem to have an agreement that high EQ teachers can be successful in student-teacher interactions very much. That is quite reasonable that both in non-native and native environment, class interactions are the predominant issues that should be taken into consideration at any phase of instruction. Teacher-learner interactions are indispensable phase that every teacher in ELT should experience.

EQ constraints (Q4) -Self awareness, Managing Emotions, Empathy, Communicating, Co-operation, Resolving conflicts [13] - are accepted to be useful in teaching and learning in ELT by nearly 84% of the respondents. These constraints are thought to be useful to implement in ELT and they will ensure a safe learning environment and a healthy interaction between learners and teachers in ELT.

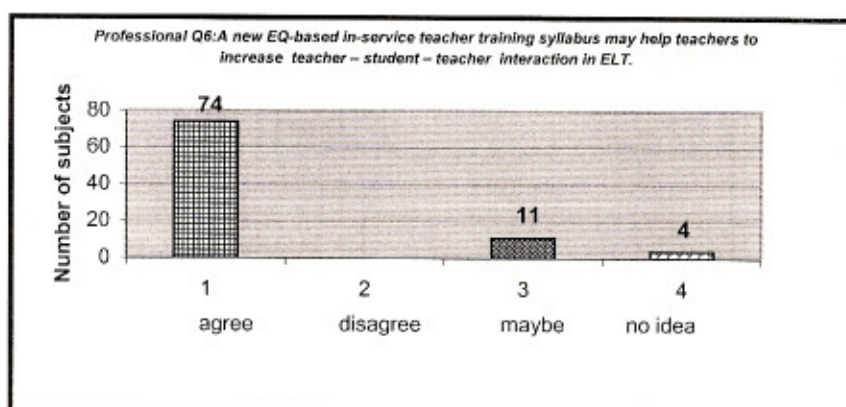


Graph 4

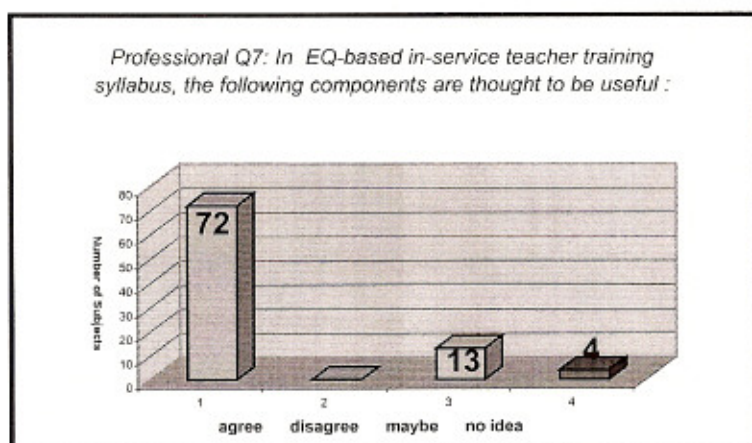


Graph 5

In the item of the questionnaire (Q5) above, it is widely accepted by the 73% of the respondents that EQ principles could be implemented in the ELT teacher training at the very beginning of their career.



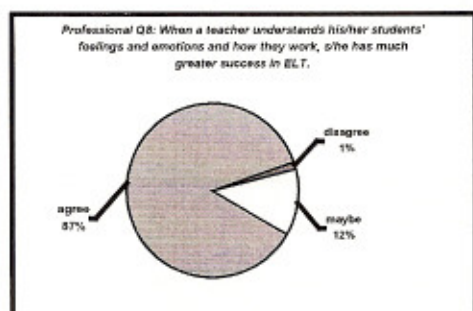
Graph 6



Graph7

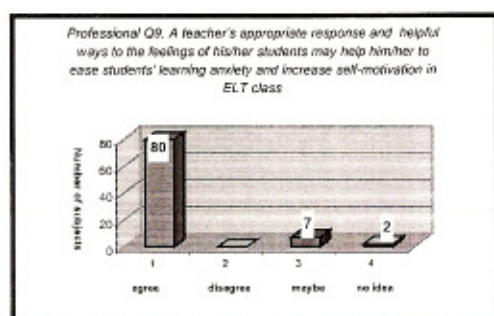
- EQ and its implementation in teaching, Increased
- Increased EQ means increased personal interaction,
- Emotional awareness, self confidence, self-motivation, empathy, communication
- Showing empathy to others, sharing feelings, creating positive learning environment

Q6 and Q7 help us identify that EQ-based in-service teacher training syllabus may be very beneficial to ensure teacher-learner interaction and nearly 83% of the subjects agree with this idea. Most respondents accept the idea that the issues above should be included in in-service teacher training syllabus.



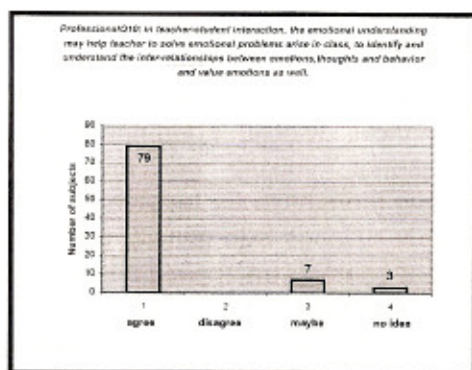
In Q8, it is quite distinctive that teachers' high EQ level will enable them to understand their students' feelings and emotions and this is agreed by 87% of the respondents.

Graph 8

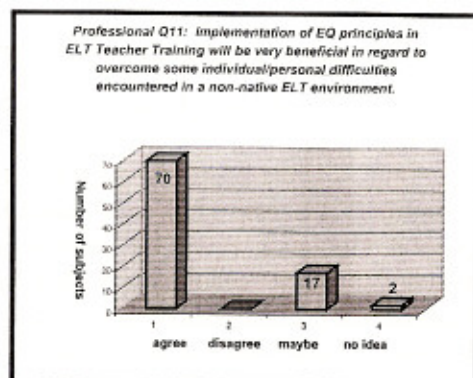


Nearly 90% of the respondents (Q9) believe that teacher's appropriate response and helpful ways in understanding the feelings of the students will ease students' learning anxiety and increase their self-motivation.

Graph 9

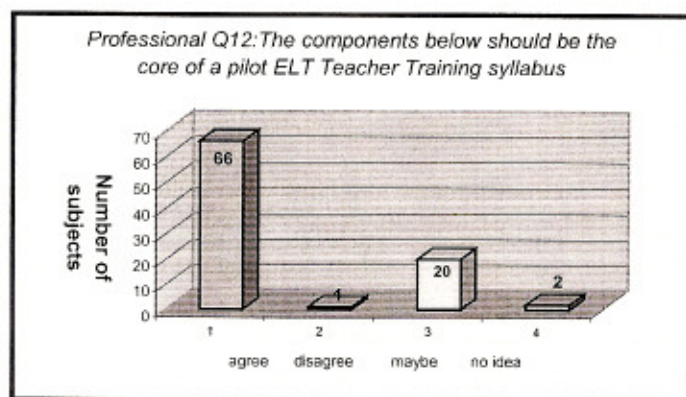


Graph 10



Graph 11

In Q10, it is identified by 89% of the respondents that teachers' emotional understanding may help them to solve emotional problems arising in ELT class. In Q11 most subjects agree that implementation of EQ principles in ELT teacher training will be very appropriate to solve problems in a non-native ELT environment.



Graph 12

EQ is more important to succeed in school, work, and relationships than Intellectual Intelligence (IQ). It is clearly defined that EQ is the ability to :

- understand one's own emotions
- regulate them for the most productive behavior
- muster high levels of motivation
- understand the emotions of others

Finally in Q12 the components above are widely accepted by the respondents and are acknowledged that they could be included in a pilot ELT teacher training syllabus.

When all questionnaire items above considered in an overall assessment, we could infer from the results that (nearly all the respondents most of whom are experienced female ELT teachers) EQ principles could be implemented in an ELT teacher training syllabus whether pre-service or in-service. So this will lead us to work on the matter quite seriously and find out some grounds that will ensure us to be better professionals in ELT. Such an inclusion in the syllabus body of ELT teacher training should be supported by some other findings about personal, institutional and language teaching and learning issues as well.

### EQ-based Suggested ELT Teacher Training Syllabus

Since this type of syllabus is expected to be different from regular Language Teaching syllabuses such as “grammatical, lexical, grammatical-lexical, situational, topic-base, notional, functional-notional, mixed or ‘multi-strand’, procedural, process” [25], our concept of syllabus is thought to be task/teacher-based syllabus. However, it will be better to point out what syllabus is in general and Gillian Brown states that “syllabus is a plan for teaching that contains an explicit and complete inventory of categories which are weighed, related, and sequenced”[11]. Our plan for teaching in the syllabus is not the language, and the syllabus will not contain any language issues in it. In fact, the purpose of such a syllabus is to help non-native teachers to identify their own and accordingly their students’ emotions and feelings. For this purpose, it should be better how non-native ELT/EFL teachers, experienced or inexperienced could integrate themselves with their colleagues at the very beginning of their teaching career. Even though experience is an important factor in teaching, teachers’ ability to convey their way of understanding to their groups of students has to play an important role as well. Bart Van Thielen expresses the objectives of a teacher development program and they are expected to

1. provide inexperienced teachers with special attention and the support of an experienced mentor.
2. apply the experience of senior colleagues to the benefit of inexperienced teachers.
3. encourage and reassure inexperienced teachers and offer them the opportunity to remedy possible problems efficiently.
4. encourage junior and senior colleagues to reflect critically on teaching in all its aspects.
5. teach junior colleagues to work toward attainable objectives.
6. further the integration of inexperienced teachers within the teaching staff.
7. instil a sense of responsibility in senior teachers towards their junior colleagues.
8. encourage the whole staff to venture beyond their own field and to promote an open team spirit among all colleagues and language teams. [20]

The general objectives cited above can be implemented both in in-service and pre-service ELT teacher training syllabuses. The objectives of our suggested EQ-based teacher training syllabus in ELT could also be based on the above issues but we have to narrow down our objectives into such a pilot syllabus content. The following chart is designed to give some objectives and syllabus content for EQ principles that could be implemented in ELT in-service teacher training, and the syllabus will have three phases: EQ principles, integration of principles into ELT environment, case studies and resolution activities. Prior to training all trainee teachers who will take part in the teacher training an Emotional Intelligence Self-Evaluation Test (see appendix C) will be given and the test will be assessed by the trainee teacher and/or the expert. The weakest and strongest Emotional points may be discussed with the trainee teacher in advance and the syllabus content might be individualized accordingly.

ELT Teacher Training Syllabus based on Emotional Intelligence Principles			
duration	syllabus stages	syllabus content	specifications
<b>Step 1:</b>  2 days (8 hours)	<b>initial stage :</b> EQ principles, constraints and constructs	in this stage, the following are discussed and taught the trainee teachers interactively: <ul style="list-style-type: none"> <li>• Conceptual definitions of EQ</li> <li>• Basics of Emotional understanding</li> <li>• Positive learning environment principles (emotionally safe environment)</li> <li>• Personal &amp; Social Competence issues</li> <li>• Conflict Resolution</li> <li>• Basic steps to EQ in classroom</li> <li>• EQ in class management</li> <li>• EQ-based listening</li> <li>• EQ in teacher-learner interactions</li> </ul>	<i>initial stage is a step into what EQ is and how its principles could be implemented in ELT teacher training</i>
<b>Step 2:</b>  3 days (12 hours)	<b>integration stage :</b> how to implement and apply these principles to the teacher training and non-native ELT environment	after the introduction and the study of the issues in the initial stage, every issue will be discussed with teachers as for how to implement those components in real-class situations. The following procedure by the trainee teachers should be followed under the supervision of senior teacher or field expert: <ul style="list-style-type: none"> <li>➢ individual interpretation of EQ</li> <li>➢ how to create positive learning environment</li> <li>➢ implementing EQ competence issues in the teacher-student issues</li> <li>➢ how to resolve conflicts in regard to emotional misunderstandings</li> <li>➢ EQ steps to be followed in class management</li> <li>➢ How to listen to students in class interaction</li> <li>➢ Ways of improvement personal, social and professional interaction with students, peer group teachers and senior teachers</li> </ul>	<i>in this stage, all components of the syllabus are regarded equally important. The teacher trainer is expected to clarify every component in order to help the trainees to understand each of them precisely. Teacher trainees are expected to internalize the concepts and rephrase them with their own terms</i>
<b>Step 3:</b>  1 day (4 hours)	<b>case study stage:</b> specific in-class events and cases should be taken into consideration by the trainee teachers	<b>Case studies include :</b> <ul style="list-style-type: none"> <li>✓ Learner-teacher problems arising during teaching</li> <li>✓ Learners' individual learning and acquisition problems</li> <li>✓ Teachers' low EQ problems</li> <li>✓ Peer group misunderstandings</li> <li>✓ Learners' attitude towards TL learning</li> <li>✓ Problems of maintaining emotionally safe ELT environment</li> </ul>	<i>in this section, case studies are crucially important for the sake of the syllabus to be successful. Since all trainees are inexperienced, the teacher trainer could benefit from his/her own experience or made up events related to ELT class.</i>
<b>Step 4:</b>  (2 hours)	<b>Resolution (feedback) stage :</b> all data collected should be worked on and the results should be discussed with the help of trainer/supervisor	Class management, conflict resolution and problem solving skills are worked on and trainee teachers' individual perspective of the matters are debated and outcomes and the feedback obtained is reassessed by the trainee teachers themselves	<i>This step is a final step in which all trainees are expected to show some creative solutions to so-called problems discussed during the implementation of the syllabus. In this section the observer/trainer will make his/her final comments on individual trainees as they supervised them</i>

Figure 3 : EQ-Based ELT Teacher Training Syllabus

After the implementation of such a syllabus, EFL teachers' weakest and strongest sides are reevaluated and, if needed, additional studies could be designed as to promote teachers' EQ levels. As long as they do not interfere with teachers' teaching skill, conflict management [6] and maintaining desired classroom atmosphere and minor matters are not taken into account. In such cases, teachers are recommended to work rather on their weakest points. So certain period of time should be allocated for teachers' self-assessment and enhancing their EQ levels. If a problem emerges about "empathy" [6], this should be discussed and studied on the personal basis, and the results obtained are to be put in action in ELT classroom atmosphere.

### Conclusion

From all perspectives, the implementation of EQ-based teacher training syllabus seems to be very useful to train 'inexperienced teachers' as for enabling them to be competent prospective teachers in ELT. There are, of course, some other issues to be considered in ELT teacher training such as teachers' professional background, personal belief of being an EFL teacher, institutional consideration of the teacher-training and present situations teachers might encounter. However, as a conclusion to the study, we might assess the following points rather crucial to the EFL teachers' professional development in a non-native ELT environment:

1. The suggested - teacher training syllabus could be modified in accordance with other findings and suggestions developed by the field professionals.
2. The syllabus designed should be considered as a preliminary study and it can be explored through related areas of the study.
3. The core points in the syllabus given are to ensure teachers do have a very profound training in their professional lives.
4. EQ is accepted as one leg of the tripod: teacher-learner-EQ.
5. Rather than professional education, personal education will be a very predominant issue if considered the EQ principles.
6. As commonly believed "teachers are special people", so, their specialty may help them to succeed and overcome professional difficulties as long as they are trained through a modified syllabus content.
7. The more they are trained and increased their EQ level, the more positive feedback they can provide for their students.
8. An emotionally competent teacher is one who has high EQ and creates positive learning environment for his/her students.
9. The most important issue that a syllabus should contain is that its all components are based on the strategically humanized teacher-learner interactions.
10. Teachers' increased problem solving ability, conflict management and developed ELT class management skills are thought to be as important as language learning/teaching skills and theoretical language teaching itself.

As a final remark, Emotional Intelligence is our standpoint to design a syllabus but it is not considered to be the main issue in ELT. For ELT is of its own principles, and it is a vast topic to be worked on. The teacher who is in the center of the issue has twofold roles to assume: teacher as a human and teacher as a professional. When

combined these two appropriately in the professional life, an elaborated input for the success in ELT is assured.

*Note: This paper was presented at the 36th IATEFL Conference in March 2002, in the University of York, UK*

Appendix A

### EQ-Based Listening

Will you please just listen?

*A child's Plea to Adults*

- *When I ask you to listen and you start giving advice, you have not done what I have asked.*
- *When I ask you to listen and you start telling me why I shouldn't feel the way I do, you are invalidating my feelings.*
- *When I ask you to listen and you start trying to solve my problem, I feel underestimated.*
- *When I ask you to listen, it does not mean I am helpless, I may be faltering, depressed or discouraged, but I am not helpless.*
- *When I ask you to listen and you do things which I can and need to do for myself, you hurt my self-esteem.*
- *But when you accept the way you feel, then I don't need to spend time and energy trying to defend myself or convince you, and I can focus on figuring out why I feel the way I feel and what to do about it.*
- *And when I do that, I don't need advice, just support, trust and encouragement.*
- *Please remember that what you think are irrational feelings always make sense if you take time to listen and understand me. [46]*

Appendix -B

#### Emotional Intelligence Self-Evaluation Test

Name : ..... Age : .....  
 Date : ..... Profession : .....  
 Male ( ) Female ( )

*The purpose of this self-evaluation is to measure your tendencies and abilities within various areas of emotional intelligence. This test measures five areas of EQ including:*

- Emotional Awareness
- Managing one's Emotions
- Self-Motivation

**I. Rating:** *In the space provided next to each of the following statements, please write in the number, which best describes your agreement with the item, using the scale immediately below.*

1= Disagree very much 2= Disagree moderately 3= Disagree slightly 4= Agree slightly 5= Agree moderately 6= Agree very much

## Emotional Intelligence Self-Evaluation Test

Tendencies and Abilities	1	2	3	4	5	6	Emotional Competency Codes
	Disagree very much	Disagree moderately	Disagree Slightly	Agree slightly	Agree moderately	Agree very much	
1. I use both negative and positive emotions as a source of wisdom about how to navigate my life.							EA
2. Negative feelings help me to address what I need to change in my life.							EA
3. I am calm under pressure.							MOE
4. I have the ability to monitor my feelings from moment to moment.							EA
5. When challenged, I am good at getting calm and focused to flow with life's demands.							SM
6. When challenged, I am able to summon a wide range of positive emotions such as fun, joy, fighting spirit, and humor.							SM
7. I am in charge of how I feel.							MOE
8. After something has upset me, I find it easy to regain my composure.							MOE
9. I am effective at listening to other people's problems.							Emp.
10. I do not recycle and dwell on negative emotions.							MOE
11. I am sensitive to the emotional needs of other people.							Emp.
12. I have a calming influence on other people.							COE
13. I am able to motivate myself to try and try again in the face of setbacks.							SM
14. I try to be creative with life's challenges.							SM
15. I respond appropriately to other people's moods, motivations, and desires.							COE
16. I can easily enter into a "zone" state, or a state characterized by calmness, alertness, and focus.							SM
17. When time is right, I face my negative feelings and work through what the issue is.							EA
18. I am capable of soothing myself after an upsetting event.							MOE
19. Knowing my true feelings is crucial to my well-being.							EA
20. I am good at understanding the emotions of other people, even when the emotions are not directly expressed.							Emp.
21. I am adept at reading people's feelings by their facial expressions.							Emp.
22. I can easily set negative feeling aside when called upon to perform.							SM
23. I am aware of subtle social signals that indicate what others need.							Emp.
24. People view me as an effective coach for others' emotions.							COE
25. People who are aware of their true feelings are better pilots of their lives.							EA
26. I am often able to improve the moods of others.							COE
27. I am a good person to come to for advice about handling relationships.							COE
28. I am strongly attuned to others' feelings.							Emp.
29. I help others use their motivations to achieve their personal goals.							COE
30. I can easily shake off negative feelings.							MOE

## II. Scoring : Add your score for the various areas of emotional intelligence according to the instructions below

Emotional Competency	Item Numbers	Score
Emotional Awareness	Items: 1+ 2+ 4+ 17+ 19+ 25	
Managing one's Emotions	Items: 3+7+8+10+18+30	
Self-Motivation	Items: 5+6+13+14+16+22	
Empathy	Items: 9+11+20+21+23+28	
Coaching Others' Emotions	Items: 12+15+24+26+27+29	

## III. Interpreting Scores : Comparing your scores with the chart below will allow you to assess your current standing on the various emotional competencies

Emotional Competency	Definite strength	Needs some development	Needs Substantial Development
Emotional Awareness	31 or above	26-30	25 or below
Managing one's Emotions	32 or above	27-31	26 or below
Self-Motivation	31 or above	27-30	26 or below
Empathy	31 or above	26-30	25 or below
Coaching Others' Emotions	30 or above	25-29	24 or below

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