

TEACHING ENGLISH APPLYING EMOTIONAL INTELLIGENCE

DANIEL DIAZ RESTREPO

ANA LUISA OSORIO ARISTIZABAL

ADVISOR: PH. D. ROSA M. GUILLEUMAS GARCÍA

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LENGUA INGLESA

PEREIRA

Junio, 2017

## CONTENIDO

1. JUSTIFICATION.....	1
2. OBJECTIVES .....	3
3. CONCEPTUAL FRAMEWORK.....	5
3.1 EMOTIONS .....	6
3.2 INTELLIGENCE .....	6
3.3 EMOTIONAL INTELLIGENCE.....	7
3.3.1 BRANCHES OF EMOTIONAL INTELLIGENCE .....	8
3.3.2 INTRODUCING EMOTIONAL INTELLIGENCE IN ENGLISH LESSONS. ....	10
4. LITERATURE REVIEW .....	11
5. METHODOLOGY .....	15
5.1 CONTEXT .....	15
5.2 PARTICIPANTS.....	16
5.2.1 PRACTITIONERS .....	16
5.3 ETHICAL CONSIDERATION .....	17
5.4 INSTRUCTIONAL DESIGN .....	18
5.4.1. ASSESSMENT STAGE.....	21
5.4.2. REFLECTION STAGE.....	22
6. RESULTS.....	24
6.1 PROFESSIONAL DEVELOPMENT. ....	24
6.1.1 LESSON PLANNING.....	24
6.2 STUDENTS' RESPONSES .....	26
6.2.1 REACTIONS TOWARDS CLASS IMPLEMENTATION .....	27
6.2.2 LANGUAGE LEARNING .....	27
6.2.3 LINGUISTIC OUTCOMES.....	28
CONCLUSION .....	32
REFERENCES.....	33
APPENDIXES .....	<b>¡Error! Marcador no definido.</b>

## ACKNOWLEDGEMENTS

*After concluding this stage of my life at the university, I want to thank my family for their support in so many ways. Thanks to my father, who is always watching me from heaven and also to God, for giving me such an important experience and time to accomplish this degree.*

*In addition to this, I want to thank the most important person in my life, my mom. She is an incredible, hardworking, patient, loving person who encourages me to grow as a person and as a professional everyday, the one who teaches me how to be a good human being, full of great values just like her. She is the reason of my success.*

*Finally, I want to thank my college, Daniel for his help, support, patience and advices through this process. We both learnt a lot from each other, and at the end of this challenge, meeting him was an amazing coincidence. Last but not least, our advisor PhD. Rosa María Guilleumas for her patience, advices, for the professionalism that characterizes her and her guidance while sharing her knowledge with us, I deeply admire her and I am very grateful.*

*First of all, I want to thank my mother. She was the main reason to start and finish this process. She was the one who was always there to support and encourage me to do what had to be done. I'm completely sure that without her this achievement would not have been possible.*

*Secondly, I would like to thank the rest of my family. My father for sharing with me his knowledge and experience and my brothers for everything they did to help me accomplish this, my first achievement.*

*Finally, I feel thankful to all those friends who were there to support me with their company and their motivational comments, in particular, my beloved thesis colleague, who worked hard and passionately by my side, Ana Luisa Osorio, thanks for being such a beautiful person.*

*Thanks to all the teachers and professors who guided me throughout this long process with the only intention to make me a better person, especially, professor Rosa María Guilleumas for her patience and tremendous support advising and guiding our project.*

## **ABSTRACT**

The following classroom project intends to demonstrate the usefulness to apply Emotional Intelligence into English classes with the only aim of impact students in their academic and personal development. First, we worked on the concepts that are necessary for the understanding of the project. Second, we compare and contrast two research projects in which emotional intelligence was applied and tested in business and pedagogical contexts showing different results that were analyzed by experts. Third, the methodology shows the way in which the project was conducted, exposing the steps and procedures that were followed and the material that was used during the process. Finally, the results obtained from this project are described and exposed in order to demonstrate the effectiveness and weaknesses that the implementation of emotional intelligence has in English lessons.

## **1. JUSTIFICATION**

Nowadays the demand of learning a second language is increasing worldwide. Considering this need, the Colombian Ministry of Education (MEN) designed Plan Nacional de Bilingüismo, where it was stipulated that Colombian citizens should develop at least one foreign language with at least B1 level of proficiency according to the Common European Framework (CEF). Thus, public and private schools around the national territory adopted the teaching of English as part of the curricula and made significant efforts in order to increase the English proficiency levels of students.

As Colombian education aims to enhance English learning especially in public contexts it is important to discuss how the teaching scenarios are adapted to specific contexts. According to the UNESCO (2005), in every country, educational proposals must be adapted to the context where teaching is taking place; this adaptation process needs to be done in terms of materials, resources, students' need and teachers' training in foreign language teaching. For this reason, innovating in resources and methods takes the utmost significance.

In Colombia, Law 1098, which includes the Code for Childhood and Adolescence, guarantees education for children and includes, as a general principle, the right of all children to receive academic and integral education; this education should be oriented to develop their personality and all the faculties including moral principles and feelings towards coexistence and tolerance. Teachers must contribute to students' academic and integral development and need to consider how students' values and feelings play a role when learning English.

Language classes present different challenges to students, among others, dealing with different emotions as anxiety, frustration, shyness, embarrassment, nervousness, fear of losing face in front of peers. The development of students' emotional intelligence may allow teachers to

build not only learners' linguistic knowledge, but also their personal values and emotional skills that facilitate control and management of negative emotions in the classroom. This was also Mayer's (2007) view when he stated that the application of emotional intelligence in the classroom develops social and emotional competencies that may help students to handle challenging social situations, in this case interaction in a foreign language within a classroom.

Psychologist Daniel Goleman (1990), one of the most important researchers and experts in the field of emotional intelligence, states that there are four main branches that determine emotional intelligence: self- knowledge, self- regulation, empathy and social skills.

Research work on emotional intelligence have focused mainly in populations of college young student and have ignored teenager learners from schools; examples of this type of studies are the one developed by Pishghadam (2009), in which researchers tried to examine the role of Emotional Intelligence in the development of the four skills, and another one conducted by Barling, Slater and Kelloway (2000), whose focal point was the way emotional intelligence influences behavior in a business.

Our project, in contrast, was carried out with young high school learners whose age varied from 12 to 18 years old. Our purpose was to develop emotional intelligence in the English classroom, through the selection and implementation of appropriate activities to enhance both students' linguistic and emotional skills.

In the following section, we will present the objectives that guided the implementation of this project.

## 2. OBJECTIVES

### 2.1 TEACHING OBJECTIVES

- To identify students' emotion patterns resulting from social interaction and class activities into the language classroom.
- To select appropriate material and class content in order to develop students' personal and social abilities during the learning process.
- To improve classroom management and professional skills.
- To analyze the usefulness of the implemented strategies and activities to develop emotional intelligence into language classroom.

### 2.2 LEARNING OBJECTIVES

- **Conceptual objectives (linguistic learning):** To demonstrate effective vocabulary and grammar in order to allow the communication of thoughts and personal ideas.
- To use future structures (will/ to be going to) to express future expectations.
- To make arrangements using effective time expressions and vocabulary.
- To create schedules using daily routine sentences and vocabulary.
- To express feelings and emotions using basic vocabulary.
- To give directions using prepositions of place.
- To use past simple structure to narrate past events in a short a conversation.

#### **Procedure objectives:**

- To work cooperatively
- To follow instructions
- To express points of view
- To learn organizational tips

- To share and listen others' opinions
- To make an effective use of known vocabulary
- To pronounce words accurately
- To use contextual information in order to understand meaning
- To evaluate self knowledge

**Attitudinal objectives:**

- To generate reflection
- To improve self esteem
- To develop social skills
- To tolerate and respect others' opinions
- To work cooperatively with others
- To self evaluate behavior into language classes
- To participate in real learning situations using the second language as the main tool to deal with the resulting emotions

### 3. CONCEPTUAL FRAMEWORK

Talking about emotional intelligence brings to our minds several ideas about how to address language learning implementing techniques based on effective and positive attitudes towards the learning process itself. It is well known for language teachers that success in learning is closely related with how learners face the process, their feelings and the way their emotions are linked to the response of a stimulus; being the stimulus the language learning and the response the use of the knowledge acquired by the user of the language.

The importance of emotional intelligence in language learning has been the point that most academics who belong to the educational field wonder about. Nowadays what matter the most in language learning is to engage students and make learning effective by innovating in resources, methods, activities and, why not, provide students ways to face the challenging elements of the language learning process with tools that transform students' perception of learning from something they must do into something they desire and enjoy.

According to Goleman (1990), emotions really create success in life since they influence most of the actions people perform. Having this aspect in mind, learning how to manage, measure and control emotions will likely facilitate the acquisition of a foreign language, allowing students to face different academic scenarios which may be challenging for them.

With the objective of better defining and understanding the concept of emotional intelligence some authors present different definitions about this concept, taking into account different aspects of the educational context as students' behavior, teachers' roles, and attitudes towards learning, which allow to describe more precisely what emotional intelligence is.

### **3.1 EMOTIONS**

The term emotion has diverse definitions according to different authors. As this definition deals with the task of describing the terminology, it is important to consider that emotions are directly related with the way human beings perceive situations in everyday life, and also they can be considered as a substantial reaction towards a stimulus produced by social factors as personal and interpersonal relationships, for example different environments where people interact with each other: university, school, home, job place, etc.

Emotion can be defined as the feeling state a person goes through and normally results in physical and physiological changes that can modify the way that a person behaves or thinks. According to Meyers (2006) emotions deal with the physiological phenomena of each human being for instance the mood, temperament, personality and also the desire a person entails towards specific actions as learning processes, traveling, decision making, among others.

The idea that emotions rule most of our responses and perspectives in daily situations, draws our attention to the necessity of being able to recognize and manage our own feelings. Morris (2002) argues that it is necessary to recognize in first place how we feel with ourselves in determined situations; in that way would be easier to project a kind of corporal language that will facilitate interaction with others. She also proposes that if people are able to manage their own feelings and emotions it is more likely that they will better understand and interact with others. In psychology emotions are linked to the understanding of how to take decisions rationally.

According to Salovey and Mayer (1990) when a person has control over their own feelings, their ability to learn increases.

### **3.2 INTELLIGENCE**

Intelligence is a concept that varies in terms of definitions in different authors. Horn & Cattell (1986) mention that intelligence is the ability that includes thinking, reasoning and learning in relation to environmental settings in order to be able to adapt to them. It means that a

person who has no problems to connect their thinking with a new stimulus from any environment, is likely to be more successful.

Also Kaplan & Sacuzzo (2001) relate intelligence to the ability to adapt to the environment when they define intelligence as a general ability a person has to reason with the challenges or tasks that the environment presents in order to have a specific performance towards the task.

A different view is presented in the works of Sternberg, Griegorenko & Kidd (2005), who describe intelligences as a personal characteristic which allows to pay attention to where the task or problem lies to find a solution. However they also suggests that intelligence can be improved through environmental adaptation.

In sum, it can be understood that intelligence is a key component in terms of problem solving and adaptation to the situational aspects in which we perform our daily actions. In addition, intelligence allows a person to deal and solve those tasks that life places ahead. It is evidenced that the different conceptions of intelligence lead to a common conclusion, which considers intelligence as the mental capability to solve tasks.

### **3.3 EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to motivate ourselves to keep working even if there are possible frustrations; to control our impulses, to regulate our emotional states, to avoid that anguish which interferes with our rational aptitudes. According to Salovey and Mayer (1990) emotional intelligence is the capacity that a person has to control, examine and regulate his/her own emotions. It also involves the ability to recognize, identify and empathize with other people's emotions in order to better perform daily common activities, as for example, learning a second language.

Goleman (1990) explained that the emotional intelligence quotient is as important as the intelligence given the reason that they allow a person to adopt different attitudes towards specific human actions. This author also reports that emotional intelligence provides better possibilities to

participate in activities that require academic and personal performance, and helps as well to tolerate frustration and understand feelings and pressures.

In relation with the importance of emotional intelligence in academic success, Zoltán (2001) states that a person emotionally competent has more abilities to prioritize the goals they want to accomplish in life.

Goleman (2013) indicates that cognition and emotions are not separate elements, both are connected and are the same brain section. In addition, he says that teaching to children social and emotional abilities since school to the university, help them to better achieve academic success.

### **3.3.1 BRANCHES OF EMOTIONAL INTELLIGENCE**

Emotional intelligence is represented by means of the EQ (Emotional Quotient), which can be measured by using standardized tests. One of them is the Bar-On model (2005). According to this model, people have emotional competences that can be measured through a test which presents a variety of questions in relation to personal experiences, psychological responses, social interaction, among others. The results of this test serve to value the emotional and social functioning of people. Bar-On, (2005) states that people who effectively manage those two aspects are expected to be psychologically prepared to face daily life scenarios.

Also Salovey and Mayer (1990) propose a model to identify the different factors of the Emotional Quotient. According to them, these factors are the following:

- 1. Perceiving emotions. It is the initial factor by which a person needs to label and recognize emotions in order to be consciously aware of them. Salovey and Mayer (1990) argue that each emotion conveys a set of identifiable signals that communicate information about the value that an individual gives to a stimulus. In relation with this, it is interesting to notice that there exist verbal and nonverbal emotional signs; some of them are universal, for instance expressions for sadness, happiness or fear.

Additionally, even through linguistic and paralinguistic elements such as intonation or the pitch of voice a person can identify the emotional state of somebody else.

- 2. Reasoning with emotions. It means the use of emotions to promote thinking and cognitive activity, to pay attention, to react and respond to things that captivate our attention. Salovey and Mayer (1990) point out that a good system of emotional input will lead a person to direct their thinking to any matter. It is not the same trying to learn something with a negative mood towards it or feeling forced than having the desire to do it.
- 3. Understanding emotions. This aspect allows the person to interpret the emotion and give a suitable meaning to it. Salovey and Mayer (1990) manifest that emotions convey information of what people desire to do, for instance happiness usually indicates a desire to join with people and share while anger leads people to feel the desire to attack or hurt others. Each emotion carries a message associated with an action; understand emotions and its messages is an important aspect to have efficient decision making.
- 4. Managing emotions. This aspect suggests controlling and regulating emotions in response to a stimulus. Salovey and Mayer (1990) affirm that emotions can be managed, for this reason a person first needs to perceive, second understand and finally reason with the emotion in order to have voluntary control over it. Thus, it becomes possible to regulate and manage our own emotions and those of others to promote personal or in this case academic goals.

These four factors described represent what an individual must develop in terms of recognizing and understanding emotions in order to respond appropriately to the stimulus of the environment. English language learning classrooms represent the suitable scenario where a foreign language learning takes place as a stimulus for students.

### **3.3.2 INTRODUCING EMOTIONAL INTELLIGENCE IN ENGLISH LESSONS.**

Emotions determine human actions most of the time. Since learning is also an action, it is influenced by how people feel towards the knowledge to be acquired. This means that positive emotions from language learners lead them to successful learning. Punset (2010) even affirms that the teaching of managing emotions should precede that of academic content, since this would help to have more balanced and productive environments for learning.

Khatib and Noursadeh (2011) claim that a considerable percentage of EFL/ESL learners find English language classrooms boring and explain that this is partly due to the fact that they develop negative feelings and emotions towards the activities presented, the teacher or even the course itself.

For this reason, it becomes necessary to give importance not only to the learning process itself, but also to the students' feelings. Considering that our emotions tend to influence most of our everyday actions, the skill to manage emotions can lead to success or failure.

This conception gives us a powerful reason to address emotional intelligence in the English lessons, finding ways to teach students how to manage those feelings and turn them into tools for learning such as motivation since "Motivation is, without question, the most complex and challenging issue facing teachers today" (Zoltán, 2001, p. 1).

In this respect, it might be interesting to work with students in the development of two specific fields of emotional intelligence that may affect motivation: self-awareness, in order to recognize and identify their feelings and self-management, the ability to control their reactions to the emotions they feel.

#### **4. LITERATURE REVIEW**

In this section we will present a selection of research works related to the implementation of Emotional Intelligence in environments related to learning and cooperative interaction between individuals. The following two literature reviews attempt to demonstrate and support this hypothesis.

The relation between leadership and emotional intelligence was explored by Barling, Slater and Kelloway (2000). These researchers explained that transformational leadership, which was the specific subject addressed for guiding the study, is a style that leaders adopt in order to find needs and aspects to improve in certain groups of work, having as a resource their inspirational competence to promote positive change.

In their work, an exploratory study was carried out to find out the way emotional intelligence influences behavior in a business environment. Some aspects were observed that have a relationship with transformational leadership.

Two hypotheses were formulated by the researchers. The first hypothesis stated that according to diary observations, the managers' behavior impacts the way subordinates receive tasks. The second hypothesis suggests that subordinates can have good or bad expectations towards the behavior of the manager, in fact the subordinates' disposition could be positive or negative depending on the manager leadership skills.

The researchers examined both hypothesis by studying 60 company managers. No data on age or gender was collected to maintain the anonymity of the participants. The data collection methods were two tests; the first one was the multifactor leadership test, the second one was the attributional style questionnaire. The tests consisted of answering questions about personality, habits, mood, attitudes and abilities to perform certain specific activities (i.e. group work, cooperation, decision making, etc.). For scoring, the tests were sent to systems in Toronto, Canada and divided in three groups: the first group were the managers who scored below the 33% out of

100%, the second group scored between the 34% and 65% out of 100%, and finally the third group the ones who scored above 66% out of 100% to measure differences.

In their results, Barling, Slater and Kelloway (2000) described that emotional intelligence is closely related to leadership attitudes. They stated that, it influences, for instance, motivation and individualized consideration. The individuals who scored highly, (66% out of 100%) were seen by their subordinates as skillful leaders and they were considered as “more humane” when having contact with their subordinates.

The researchers also reported that intellectual stimulation is a predictor of leadership, moreover emotional intelligence may predispose individuals to different behaviors. The results imply that individuals can be trained to manage and label emotions, in this particular case it would benefit subordinates; once managers are trained to guide in an appropriate way the subordinates will feel more comfortable in their job place. For further research the authors of the study suggest that leadership should be tested to prove if emotional intelligence interferes with the development of some specific skills as imagination and language development.

The results of this study let us observe that one limitation to the study of Barling, Slater and Kelloway (2000) is the anonymity of the population that was tested, it was not possible to realize if the managers were from the same socio-economic status or social background, if they have a common age or gender.

A second study relevant for our field of study is the one carried out by Pishghadam (2009), where he studied the impact of emotional intelligence when learning a second language.

Pishghadam (2009) developed a research study in which the main objective was to examine what the role of emotional intelligence was in the development of the four language skills in English as second language. This expert argues that students who are more aware of their emotions are likely to have more success in learning a foreign language. Moreover, he wanted to test the hypothesis that states that the Emotional Intelligence Quotient has a role in the students' academic achievement by focusing on the result of the four language skills.

The participants of the study were 508 students from four different universities in Iran who were attending literature, translation and English classes. They were asked to participate voluntarily. The data collection method used in this research was the Emotional Intelligence Inventory created by Bar-On in 1988 which consists on measuring people's Emotional Intelligence Quotient by answering several questions in relation to inter and intra-personal competences such as stress management or social relation skills through questionnaires and self-reports. Furthermore, the data collected was computer analyzed comparing two groups.

Pishghadam's results showed that those students who had high results in their Emotional Intelligence inventory were in their majority the ones who had better academic success.

Additionally Emotional Intelligence factors were found to be important in terms of students' English language learning success, for instance intrapersonal, stress management, general mood and adaptability which are elements that play a key role when students are learning a second language.

The results varied among the four skills in which stress management was the main factor that influences success in reading and writing skills. On the other hand, speaking and listening skills were principally influenced by intrapersonal abilities. These were the indicators to discern among the successful from the unsuccessful students among the four skills.

According to the results of his study, Pishghadam (2009) recommends that teachers should be familiar with the area of emotional development in order to educate and arouse students' emotional intelligence.

Even though this study shows clear relevance in the influence that emotional intelligence has in students' academic success in learning a second language, more research needs to be done, not only in terms of second language learning but also in second language teaching, since the study was done only with adults and research about the same issues in young learners would be of great interest to language teachers dealing with this type of population.

In conclusion, the results indicate that a person who is emotionally intelligent is more likely to succeed in different scenarios. A leader will guide a group of individuals satisfactorily if that person is able to promote co-operative work, and also if is able to understand and interpret others feelings and emotions.

The results also vary according to what students feel towards the performance of the four skills; specifically emotional intelligence provides adaptability to the individuals when learning a second language. Pishghadam (2009) identifies as one of the limitation of the study the fact that the population of his study did not include young learners and thus the conclusions cannot be extended to this population.

## **5. METHODOLOGY**

In this section, we will present the methodology followed during the project in relation with the context and conditions of the center where it was applied, the participants and the instructional design of the lessons, including types of activities and materials.

### **5.1 CONTEXT**

The classroom project was implemented in one of the public schools from Pereira (Risaralda) that has an alliance with the “Universidad Tecnológica de Pereira”. This school receives the practitioners from the Licenciatura en Lengua Inglesa.

The institution is big enough to have sports areas such as basketball and indoor and outdoor soccer fields. It also counts with a video room, a cafeteria and a backyard. The classrooms vary in terms of size. However, all of them are suitable to teach 25 to 30 students. In addition classrooms have a board, a teacher’s desk and students’ chairs. The layout is the same in all classrooms: chairs are arranged in lines. Finally, the spaces are well lighted.

Students’ socioeconomic status levels differ depending the neighborhood where they come from. Most of them are from medium and low socioeconomic levels, and there are some others who come from vulnerable communities in which factors such as violence and poverty are the main issues.

There are more than 1200 students who are divided in two schedules. Half of them study in the morning from 7:00 a.m to 12:30 a.m. The other half study from 12:45 p.m to 6:45 p.m. . The project was implemented two days per week from 7:00 a.m to 9:00 a.m.

The number of students per class is between 20 and 25 and their ages ranges vary between 16 and 19 years old.

-This project was implemented with one of the “CAMINAR” programs of the institution. This program consists on giving the opportunity to certain students who have had learning difficulties in previous courses to achieve two academic years in just one. During that year

students are provided with specific material adapted to students' needs in order to fulfill those competences required to pass both courses in 10 months.

## **5.2 PARTICIPANTS**

The participants of this project were the students from “Colegio Sur Oriental” and two practitioners from the Universidad Tecnológica de Pereira. It is important to consider how the profile and characteristics of the students and the practitioners determine specific and relevant details in the process.

## **5.3 STUDENTS AS PARTICIPANTS**

The 23 students who participated in this project belonged to a special group who is receiving accompaniment to complete 8<sup>th</sup> and 9<sup>th</sup> grade in just one year. It is known as “Grupo Caminar.” These students come from vulnerable neighborhoods of the city and have learning, social and emotional difficulties such as drug consumption, abandonment, lack of parental control and resistance to authority. These factors influence students in terms of learning.

According to Piaget's cognitive development stages (2001), all students at this age, no matter what their social conditions, are able to reason logically, to understand cause and effect situations, to formulate hypothesis, solve problems and use imagination.

### **5.2.1 PRACTITIONERS**

The pre-service teachers doing this project were in 9<sup>o</sup> semester in the academic program Licenciatura en Lengua Inglesa offered by the Universidad Tecnológica de Pereira. They implemented the teaching of English through the use of emotional intelligence as a classroom project with the aim to provide students with tools to succeed in language learning during their academic period.

Their role was that of designers and implementers of the activities as well as observers of the results.

The roles of the practitioners were to design classes that integrate the four basic skills, writing, reading, listening and speaking. They modeled the language and used paralinguistic features in the activities. They also acted as evaluators of the activities. Finally the practitioners had the role of identifying what went well and what did not go that well through instruments of reflection such as video recording, photographs, journals and students' logs. This was done with the only aim of supporting the results with real information collected during the process.

### **5.3 ETHICAL CONSIDERATION**

The decision to develop this classroom project lies on the idea of understanding and contributing to foreign language education while analyzing the emotional patterns of the participants into English language classes, created with the only intention to improve their learning process, considering students as human beings who are vulnerable to express their emotions consciously and to act under their benefit.

Once this classroom project was decided to be conducted, the practitioners in charge of the implementation considered that the best way to expose students to English language classes, to be tested and observed, was to create English classes in their own conditions where they usually study and feel comfortable.

The project intends to be purposeful and reliable, for this reason all the students participating in the classroom project are informed about the academic duties of the practitioners doing their implementation and all of them are receiving English classes as part of their curricula without being forced; during the development of the project the practitioner will respect the confidentiality and anonymity of the classroom project respondents.

One of the main goals of this classroom project in order to obtain results is to establish a relationship between students participants and the practitioners in which communication is the most important factor to provide students not only the academic content taught but also confidence and a sense of trust while the project is carry out. Student as the focus of the project

will cooperate, participate and express freely with the only intention of build a reciprocal environment in which practitioners and students will benefit from each other.

Finally, the practitioner will assume the responsibility of planning in a proper way considering the academic standards followed by the public institution where the project is being conducted, to respect the conduct code of the school and, as educators in development, to safeguard the civil and human rights of the young adults being exposed to guarantee the impartiality of the project and the confidentiality of the research data.

#### **5.4 INSTRUCTIONAL DESIGN**

The importance of the instructional design of the project lies on the procedure to plan English classes using emotional intelligence to develop linguistic outcomes from the students. A deep analysis of what happened in the class followed the implementation of the lessons in order to evaluate students' emotional responses to the content and the activities.

This classroom project had as a main basis the use of the Engage, Study and Activate (ESA) procedure. The Engage stage aims to present the topic using the appropriate key elements that draw students' attention into the lesson and provide a motivational element. The Study stage is in charge of presenting and practicing the target language through activities that allow the students to notice the language elements and practice them in activities with different degrees of freedom, from more controlled to more communicative activities. Finally, the Activate stage gives the students the opportunity to show understanding and demonstrate their learning in activities that demand linguistic production. In addition, teacher's reflection about the outcomes observed at this stage may permit the teacher to search for strategies to improve and correct students' academic performance.

Emotional Intelligence was applied in English classes to promote outcomes from students in terms of behavior, knowledge, attitudes, personal and social interactions through the use of contextualized materials related to students' interests and needs. It is important to mention that in

terms of linguistic competences, the activities were planned in such a way that required the students to perform specific tasks, for example to answer using appropriate language and tenses, to use the correct structures to create a simple conversation, to show their vocabulary range according to previous knowledge, and to use the language inside the classroom even if some translation was eventually required.

At the beginning of the practice, a diagnostic was done using activities of vocabulary and basic skills games such as “spelling your name” or “what color is that?” the results showed that students had not the expected previous English language knowledge for the grade they were at, as defined in the guidelines from the Ministry of Education for the subject of Foreign Language-English (Guide 22. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”. This document is (or should be) the main reference used in schools to teach English.

The results from the applied diagnosis showed the practitioners the necessity of modifying the lessons so they would be challenging but not excessively demanding for students’ English level. The activities were designed for A1 learners according to the specifications of Guide 22.

The activities were carried out during 11 sessions, 2 hours per week. The intention of this project was not to teach emotional intelligence explicitly. We did not pretend to teach how to recognize, understand, manage or control emotions but rather to promote positive feelings in the group in relation with their achievements and possibilities of learning a subject in which they had previously obtained very negative results and feedback and lower the affective filter that most of students have when learning a foreign language.

It is important to mention that depending of the language skill that the practitioners were going to work on, certain activities were more appropriate than others but we tried to maintain the playing/entertainment atmosphere. For instance, if speaking skill was the core skill in the lesson, activities such as watching videos or describing the things you feel in a bag, made students feel as if they were in a game without being conscious that they were learning and practicing the English language. Hands on activities in which they had to interact with other classmates, move around

and collaborate to perform a task were of great interest for the group, so we tried to use them as often as possible.

It is important to indicate that the content used in the lessons did not demand a high cognitive performance. The lessons included activities that allow them to feel comfortable at the same time that scaffold them in the production of the expected outcome

With this purpose, every lesson included in first instance the engage stage in which they were exposed to videos, pictures, stories with basic language and a suitable content to facilitate inference and deduction about what the class was going to be about. Once students were attentive to the presented content, the practitioners used body language and simple vocabulary to tell them what they needed to do, for example listen to an audio and fill in the gaps from a worksheet, underline the words starting with a specific letter, write simple paragraphs describing what they saw in a video, etc.

During the implementation of the activities, the practitioners implemented cooperative work activities, which included different roles within the groups as well as interaction in order to complete the task assigned. An example of this strategy can be seen, for example, in an activity that involved following instructions step by step to build handcrafts using only commands in English. Our aim was to empower learners to use English, to create things with recycled materials and explain in front of the class the invention using only English.

The resources and materials implemented in this project were selected having as priority students' backgrounds and interests. Authentic and non-authentic material were used and depended on the expected language outcome from students but also focused on the emotional impact that they might have in students' performances. Technological devices such as video beam, computer and speakers were the main resources, since this materials are highly attractive for learners and the classroom in which the project was carried out was equipped with a video beam and speakers.

The pre-service teachers implementing the project planned the lessons and the classes based on the ESA (Engage, Study and Activate) model to improve the learning process of the students by following a coherent teaching sequence in which the activities were designed to stimulate students' emotions. In the first stage emotions such as curiosity or interest were addressed, in the study stage thoughtfulness, imagination or helpfulness were stimulated and in the activate stage students' outcomes were encouraged through activities that transformed the challenging situational aspect of being tested in something that students would face without the stress or nervousness that commonly affects their results.

The four branches of emotional intelligence were applied. Perceiving and reasoning emotions (Salovey and Meyer, 1990), were implemented in the Engage and Study stages in most occasions while the other two, understanding and managing emotions, were dealt with in the Activate stage.

#### **5.4.1. ASSESSMENT STAGE**

Assessment played an important role in English language learning and teaching. Even though there are different authors' conceptions, Tara (2010) defines assessment as the "judgment of students' work" (pp 446-448) using instruments for collecting data such as set of goals, aims, standards, and other instruments for criteria in which such judgments will be based on. Also, there are two processes, those are understood by Magdalena (2010) as recompilation of measurable information from learners' outcomes through tests or evaluations that assess their development of certain skills. It is called summative process. On the other hand, formative assessment has more to do with teaching as it assesses student faculties and weakness giving to the teacher the opportunity to reflect on what students need.

The practitioners implemented the assessment procedure using a summative assessment at the end of the didactic unit which is a sequence of three or more lessons to teach a specific topic divided in subtopics, including a test to identify student's emotions.

Ciarrochi and Mayer (2007) expressed that as teachers are interacting with the students, Emotional Intelligence helps to deal with those positive and negative emotions that students and the teacher experienced sometimes. In this case, students face social issues such as domestic violence, lack of parental control and in some cases adoption processes. For these reasons, it is important that the teacher knows these students' conditions in order to come up with ideas of how to create a positive and comfortable learning environment, improve communication, design procedures according to students' interests and management of stress. This with the aim of encourage learners to perform better by making them feel pleasant on what they do and where they are. That is why students' language outcomes were assessed by creating tests in which students' emotions will be the focal point, these tests will allow the student to make their performances naturally without the stressful situation of traditional tests in which a student has to face a sheet of paper full of questions.

The aim is not to assess students' emotions, but instead we will assess language by using assessing material focusing on the emotional impact that the material might have in students' language outcomes; we are going to make the assessing procedure suitable for students' comfort changing the situational aspect of assessing.

Worksheets, written tests, speaking playing roles, listening comprehension will be the assessment instruments to check understanding applying them also as way for students to have the chance to enjoy the process.

#### **5.4.2. REFLECTION STAGE**

The reflection stage was carried out with the help of the following instruments that were implemented during the process. First, the students' written productions to obtain students

linguistic outcomes such as written tasks, notes, quizzes and tests. Second, the teacher's journals to reflect upon the professional growth and students' emotional responses and to collect some evidence in order to analyze those professional weaknesses after each class with the aim of correcting and improving them.

In the students' responses, it was necessary to analyze and pay special attention to the participants during class time, how they react, behave and participate. Also, how they interacted with the content and their classmates; their evolution was also an event to grasp useful information because they produced according to what they learnt. Finally, the learning outcomes were obtained from the students' productions, oral and written participation as well as class work (games, handcrafts and workshops).

Finally, the reflection of each class will be based on what was planned and how it was implemented.

## **6. RESULTS**

Taking into consideration that the group in which the project was carried out was a high school acceleration group, students had some determinant social- emotional issues such as lack of parental control, drug consumption, young motherhood and abandonment, the implementation of Emotional Intelligence in the English lessons showed positive and negative results. In the following pages, we will describe the learning that we, as teachers, obtained from the process as well as our assessment of students' results, both in terms of language and emotional responses to the activities.

### **6.1 PROFESSIONAL DEVELOPMENT.**

It is important to consider that professional development is closely related with lesson planning and classroom management as they are interrelated processes carried out in a scenario at a specific time. Considering the problems of the acceleration group, planning class activities was a challenging process, since we had to keep in mind students' likes and needs and we were not expecting that high school students had that low academic level in English. This was possible because, as practitioners, we did the exercise to investigate with the in service teacher about the weaknesses students had showed in previous English classes.

We realized that students' previous knowledge was really poor and decided to plan with the aim of making them feel involved in the lesson. This strategy was helpful to engage students positively in the class. The content of the classes for this group (8/9<sup>th</sup> grade caminar) was not advanced, we did not want to overwhelm them with things that would become hard, so we provided them with content related to their background knowledge; topics that are commonly covered in 5<sup>th</sup> or 6<sup>th</sup> grade usually.

#### **6.1.1 LESSON PLANNING**

Each lesson plan was designed to include all necessary items to guide a class. As pre-service teachers, it was important to take into account that everything that has been planned can

go wrong. That was the main reason to include always a plan B, C or D; when a pre service teacher considers the anticipated problems and possible solutions to a problem is capable to deal with the pressure and not to lose the class. Being attentive, calmed and recursive were always main factors in order to solve the problems and guide the class without fail or at least a tool to use so we could keep control over the class and avoid students' misbehavior.

As designers of the lessons, we brought different activities with the aim of keeping students' attention in the lesson by stimulating emotions such as interest, amusement, thoughtfulness, reflectiveness or freedom to think; it was clearly observed that the impact of such activities had a positive impact in most of the students' behavior, as they felt engaged and wished to participate and contribute to the class. We could notice their interest in their willingness to make eye contact with the teacher when he made questions or asked for volunteers for an activity.

### **6.1.2 CLASSROOM MANAGEMENT**

This was a determinant issue to consider in relation with teaching. In the first class, we negotiated with students the rules of behavior in the class, so they could feel responsible for their own decisions and actions. This was a really positive achievement, since during the implementation of the project, students showed respect for the norms established (silence, raise the hand, listen to others...). Although students were attentive most of the time, in some opportunities, disruptive behavior was observed and then, we implemented techniques to calm down students, such as divide them in smaller groups to complete the activity or even to suspend the activity in the most difficult cases. This experience allowed the practitioners to deal with discipline issues and learn to exert their authority when necessary.

Patience was a key element for the pre-service teachers in order to guide the class, no matter what the obstacles were. Students' behavior was frustrating in some occasions. However, it was useful to remain calmed and persist until the lesson goal was accomplished.

An issue of difficulty had to do with classroom discipline. Lack of parental control and familiar support tends to cause students' misbehavior at school. Sometimes when our learners were asked to stop chatting with their partners or to pay attention, they did not recognize us authority. For this reason, we tried our best in order to keep control of their behavior through the implementation of mentally engaging activities such as brainstorming, reading aloud and decision-making games to help settle down their emotions and get fully engaged in the lesson. Classroom management, that started being a great challenge, became a strength and the reason for it was our ability for identifying student's emotional and social patterns.

Having in mind the previous issues we conclude that our professional development was not only focused on academic content but also in terms of integrity. As stated by Barling et al. (2000), emotional intelligence is closely related to leadership attitudes, for instance it influences motivation and individualized consideration. This means that having a conception about students' social and emotional patterns allowed us to create a good rapport in which they felt guided and supported. Moreover, we had the opportunity to discover that, as practitioners, we also have the roles of being parents, friends and advisors if we want to fulfill students' emotional needs and accompany them. In addition, the rapport between the practitioners and students created a special bond that allowed to have not only a professional contact with them but also a personal one.

## **6.2 STUDENTS' RESPONSES**

The purpose of any methodological proposal for the classroom is to find alternative ways for helping students to achieve learning goals. In the case of this classroom project, these goals were linked both to linguistic and personal development. The observation and reflection in relation with the eleven English lessons in which we accompanied the group of students allowed us to identify the students' responses to our instructional design. These responses were analyzed having in mind the following elements:

### **6.2.1 REACTIONS TOWARDS CLASS IMPLEMENTATION**

The students from the group that we guided reacted positively to most of the classes, in our opinion, due to the way the content was presented. They expressed to feel surprised for the use of videos, songs, and technological devices; most of them reacted in an attentive and willing way and were open to cooperate. Students usually asked about what would be the next class content, showing interest and curiosity.

It was observed that students made an effort to participate, even resorting to Spanish when they could not express themselves in English. Although this use of Spanish was not what we were looking for, we acknowledged their interest in completing the activities, no matter with what languages. We encouraged them to use English and supported their efforts by providing them with vocabulary and expressions when necessary, but their interest for participating with their opinions and ideas led them in many cases to make abundant use of Spanish.

It is important to acknowledge that not all the reactions from students were positive, there were few students that were not motivated or involved in the learning process. They refused to participate, and kept on talking among them. No matter how the pre-service teachers tried to involve them into the class, they did not show enthusiasm nor interest on studying.

It must be remembered that though these students were supposed to be in a 9<sup>th</sup> grade course, their ages ranged between 14 to 18 years. They had a history of low academic achievement that placed them in this particular group and lacked academic ambition that helped them with motivation.

### **6.2.2 LANGUAGE LEARNING**

Taking into account that the students had not developed the English competence expected in students of their age according to the specifications of the Colombian Ministry of Education, the use of English was very limited during classes.

Our lessons, allowed them to acquire a short set of vocabulary and structures to built simple sentences. Also, group working was a great tool for them to check vocabulary with their classmates and to correct each other while searching how to express what they wanted to say in English.

The vocabulary of the students increased with the help of the visual aids and memory games, and at the end, they were able to produce simple English sentences to express daily routines, describe the surrounding objects, express existence and simple opinions and classroom routines. However, Spanish was present almost 60% of the time.

### **6.2.3 LINGUISTIC OUTCOMES**

The linguistic outcomes were collected according to the learning objectives established for each lesson plan. These objectives included: expressing opinions, feelings and points of view, expressing future plans, to make arrangement using effective time expressions and to create schedules using daily routine sentences

The set of activities applied in the classes allowed the students to acquire new vocabulary and structures that allowed them to achieve a greater communicative competence in relation with the topics selected.

Their learning could be observed in their interest for participating in class activities as well as in the artifacts collected by the teachers: worksheets, dialogues, and quizzes, that allowed the teachers to assess their progress, detect weaknesses and adjust their subsequent planning for the following lessons.

That way, most of the objectives planned for the students were achieved. This was particularly noticeable when dealing with the use of future structures to express desires, and how they related their feelings expressing points of view (topics that were very interesting to them).

During the sessions, it was observed that students were capable to pronounce and create short sentences to express their points of view and also to make comments on something they were interested in, most of the times that participation events were interrupted by the use of Spanish. Considering the whole process, it was an important part of the outcomes the fact that mispronunciation was present in all classes, and it was a situation of difficulty for students as they were never exposed to the correct pronunciation of words. As a result of this, fossilization of mistakes was observed most of the time in students' short repertoire.

At the end of each lesson, students were informally assessed by asking them questions related to the class topic as well as to the activities developed. Sometimes they were asked to write how they felt during the session, what was the most memorable part of the class, what new words or expressions they learnt, what emotions they felt towards the activities. It was a great surprise that few students were better at writing in English than in speaking and some others wrote in Spanish all the time. During the last sessions, students were able to recognize easily key vocabulary of the lesson, and to produce sentences using some new words of the content of the previous class, for the pre-service teachers that situation was crucial to observe students' improvement.

In relation with procedure objectives, it must be explained that after having met and observed the group we would be teaching to, we considered of great importance for them to develop competences of cooperative work, since it could help them to feel more accompanied in their process and would foster their security and confidence when dealing with a subject, English, in which they had achieved very little historically.

Most of the time, the activities proposed for the class demanded that they worked in teams of at least 3 students. This strategy and the constant monitoring of the process by the pre-service teachers, helped students to learn how to work cooperatively, a skill that will be useful for them not only in the English field but also in their future learning in other areas.

Following instructions was another important aspect of the procedural objectives. We identified the need of giving students clear and concise instructions that allowed them to

understand clearly what they had to do. It was difficult to get students following instructions. In most cases, when checking understanding of instructions after having given them in English, we found it was necessary to give them again in Spanish, since students had not understood what to do. Furthermore, even after having given instructions in Spanish, when we started monitoring the development of the activity, we often found out that students had misunderstood what to do and had to re-orientate their actions so that they could achieve the desired learning outcome.

As it has been mentioned in different sections of this report, a fundamental aspect of this classroom project dealt with developing an attitude that would be conducive to learning in this so particular group of students. This aim led us to implement emotional intelligence strategies and influenced the attitudinal objectives of the project, which included the development of social skills, cooperative working, and self-esteem. Those objectives were achieved through the implementation of team working activities that required that each member of a team had a role. In this way, students learned how to tolerate others and to participate actively during the activities.

The inclusion of a set of different objectives into the classroom project was very significant as it allowed us to collect different kind of information and, most important, it showed that students do not learn only content, they also acquire social competences to create a comfortable environment into the classroom.

As a result of the implementation, it was possible to observe that students reinforced their social skills while they interacted with peers and they increased their tolerance and respect towards others' opinions, different perspectives and points of view.

Finally, another relevant aspect to consider was the use of technological devices, as it helped the process of engaging and stimulating students in order to obtain responses from them.

The main purpose for using technological devices was to catch students' attention. It was observed that they were more captivated by the images projected on a screen than in a printed paper. The use of videos to engage students with the topic was another useful tool to make

students focus on the class. Other virtual tools such as power point presentations and songs were also used with similar results.

## CONCLUSION

This paper reported the process and results obtained through the inclusion of emotional intelligence into English language classroom from a state school of the city. Literature resources were consulted to give this project support, validity and usefulness.

The project implemented showed positive and negative results of what happened when emotions are considered into a language classroom. It was evidenced that understanding students' emotions was relevant in their learning process. Changing more traditional ways of teaching, linked to mainly covering learning material and achieving classroom objectives for more learner centered approaches, which give relevance to students' needs and interests, to building positive and supportive learning environments and empowering students through the reinforcement of positive attitudes and self-esteem, gives a better opportunity to also achieve learning goals. In addition, it facilitates creating effective - affective bounds between the teacher and the students and among the students themselves.

In terms of teaching, this proposal brings to the forefront the selection of appropriate teaching material to stimulate positive emotions on students. This, on its side, can give the teacher the possibility to have better control over the class. It also allows to help students concentrate on the class and to work cooperatively in a more efficient way.

For us, as pre-service teachers, this experience was a great opportunity to see how real life in the educational field is. We feel that we grew significantly in the professional field as well as in the personal one. We learnt to be patient and to persist in looking for answers and alternatives on the face of a difficult group of students. The process also helped us as future teachers to understand and care for our students' needs and improve their language abilities applying emotional intelligence.

## REFERENCES

Barling, J., Slater, F., Kelloway, K. (2000) *Transformational leadership and emotional intelligence: An exploratory study*. Leadership & Organization Development Journal, v 21/3, pp. 157-161. DOI: 10.1108/01437730010325040

Bar-on, R. (2006). *The Bar-On Model of Emotional-Social Intelligence (ESI)*. Psicothema 18 Suppl., pp. 13-25. Retrieved from:  
[https://www.researchgate.net/publication/6509274\\_The\\_Bar-On\\_Model\\_of\\_Emotional-Social\\_Intelligence](https://www.researchgate.net/publication/6509274_The_Bar-On_Model_of_Emotional-Social_Intelligence)

Lana, D. (2007). *Making Reflective Practice More Concrete Through Reflective Decision Making*. Educational Forum, v 72 (2), pp. 129-137. Retrieved from  
[https://www.researchgate.net/publication/233095579\\_Making\\_Reflective\\_Practice\\_More\\_Concrete\\_Through\\_Reflective\\_Decision\\_Making](https://www.researchgate.net/publication/233095579_Making_Reflective_Practice_More_Concrete_Through_Reflective_Decision_Making)

Goleman, D. (2013, March 23). *Goleman Redes 130\_ Aprender a gestionar las emociones - emociones*. Retrieve from: <https://www.youtube.com/watch?v=LYcHxr4PZOg>

Goleman, D. (n.d.). Emotional intelligence. Retrieved from:  
<http://www.danielgoleman.info/topics/emotional-intelligence/>

Ciarrochi, J., & Mayer, J. D. (2007). *Applying emotional intelligence: A practitioner's guide*. Psychology Press. New York.

Khatib, M. & Noursadeh S. (2011). *Some recommendations for integrating literature into EFL/ESL classrooms*. International journal of English Linguistics, v 1(2) pp 258. DOI:10.5539/ijel.v1n2p258

Taras, Maddalena (2010) *Assessment for Learning: Assessing the Theory and Evidence*. *Procedia Social and Behavioural Sciences*, 2 (2). pp. 3015-3022

DOI: 10.1016/j.sbspro.2010.03.457

Ministerio de educación nacional. ALTABLERO periódico digital, archivo publicacion #37 edición del 6 de octubre (1999).

Pishghadam, R. (2009). *A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning*. *Electronic Journal of Foreign Language Teaching*: v 6, 1, pp. 31-4. Retrieved from <http://e-flt.nus.edu.sg/v6n12009/pishghadam.pdf>

Assar, R. (2013) *Definition, meaning & characteristics of planning*. Retrieved from: <http://www.publishyourarticles.net/knowledge-hub/business-studies/planning/977/>

Salovey, P., & Mayer, J. (1990). *Emotional intelligence. Imagination, cognition, and personality*, SAGE journals. v 9(3), pp. 185-211. Retrieved from <http://journals.sagepub.com/doi/abs/10.2190/DUGG-P24E-52WK-6CDG>

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). *Intelligence, race, and genetics*. *American Psychologist*. v 60(1), p 46. DOI: 10.1037/0003-066X.60.1.46

UNESCO (2005). *Hacia las sociedades del conocimiento*. Retrieved from: <http://www.unesco.org/es/worldreport>

Zoltan, D. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Piaget, J. (2001). *Psicología y Pedagogía*. Barcelona: Editorial Crítica.