

**ÇUKUROVA UNIVERSITY  
THE INSTITUTE OF SOCIAL SCIENCES  
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

125715

**AN ACTION RESEARCH STUDY:  
AN EMOTIONAL LITERACY IMPROVEMENT PROGRAMME FOR EFL  
TEACHERS IN THE VIEW OF HUMANISTIC APPROACH**

125715

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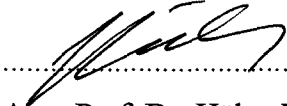
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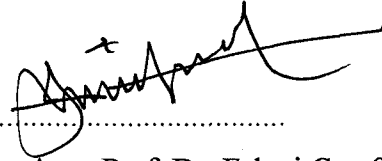
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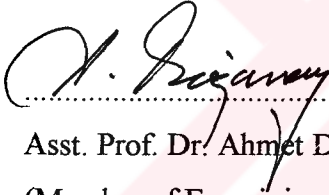
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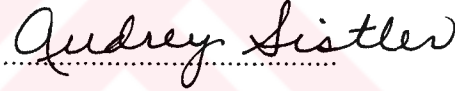
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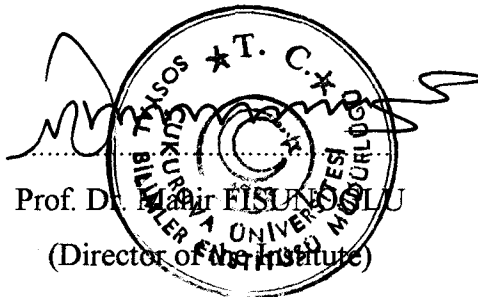


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## **TÜRKÇE ÖZET**

### **BİR EYLEM ARAŞTIRMA ÇALIŞMASI: EĞİTİMDEKİ HUMANİSTİK BAKIŞ AÇISIYLA ÖĞRETMENLERİN DUYGUSAL OKUR-YAZARLIĞINI GELİŞTİRME PROGRAMI**

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**Doktora Tezi , İngiliz Dili Eğitimi Ana Bilim Dalı**

**Danışman: Prof. Dr. F. Özden EKMEKCI**

**Haziran, 2003, 199 sayfa**

Eğer bir öğretmenin kalitesini, göreve bağlılığını ve alan bilgisini herhangi bir eğitim sürecinin başarısına olan etkisi açısından göz önüne alacak olursak, hizmet içi eğitim programlarının öğretim kalitesini etkilemekte çok etkili bir rol oynadığı sonucuna varırız. Ancak dünyadaki eğitim sistemleri köklü değişikliklere maruz kalmaktadır ki bu da okullara, öğretmenlere ve okul yöneticilerine yeni görevler yüklemektedir. Sonuç olarak, öğretmenlerin her gün değişmekte olan eğitim anlayışına karşı yetkinliklerini artırabilmesi ve dolayısıyla hizmet içi eğitim programlarının içeriklerinin uygun şekilde düzenlenmesi gittikçe önem kazanmaktadır.

Bu eylem araştırma çalışmasının birincil amacı Çukurova Üniversitesi, Yabancı Diller Eğitim Merkezi (YADİM), Hizmet İçi Birim Koordinatörü olan araştırmacın YADİM’de çalışan İngilizce öğretmenlerinin duygusal okur-yazarlıklarını geliştirebilmelerine katkıda bulunacak bir hizmet içi eğitim programının nasıl düzenlenebileceği ve yürütülebileceğiyle ilgili bir anlayış geliştirmek istemesidir. İkinci amaç olarak bu çalışmaya katılan İngilizce öğretmenlerinin kendileri ve başkalarıyla ilgili duygusal zekaya dayalı duygusal farkındalıklarını geliştirmeleri ve bu farkındalıklarını dahil ettikleri davranışlar geliştirmeleri hedeflenmiştir. Bu yüzden, bu araştırmayla, ayrıca, öncelikle YADİM öğretmenleri ve daha sonraları başka İngilizce öğretmenleri için kullanılabilecek bir öğretmen gelişim programının ana hatlarının da belirlenebilmesi ümit edilmiştir. Böyle bir programın İngilizce öğretmenlerini duygusal

okur-yazar olmayı gerektiren beceri, özellik ve davranışları geliştirmeye yönlendirerek duygusal okur-yazarlığın getireceği olası yapısal değişiklikleri hem sınıf/çalışma ortamlarında hem de kişisel olarak özel yaşamlarında yansımalarına yardımcı olabileceği düşünülmektedir.

Bu çalışmanın etkileri katılımcı öğretmenlerin geçirdiği değişiklikler olarak değerlendirilebilir. Ancak bu çalışmada ‘mesleki gelişim,’ hizmet-içi öğretmen geliştirme olarak alınmıştır ve bu kapsamda İngilizce öğretmenlerinin duygusal okur-yazarlığını artırmaya yönelik gelecekte de kullanılabilecek bir programın ana hatlarının olgunlaştırılması hedeflenmiştir. Bu amaçla, Duygusal Okur-yazarlığı Geliştirme Programı’na hem bu alanla ilgili gelişme ihtiyaçlarını karşılamak, hem de çalışmanın gereklerini yerine getirmek üzere Çukurova Üniversitesi/ YADİM’de İngilizce öğretmekte olan 17 öğretmen (7 öğretmen pilot çalışmada, 10 öğretmen asıl çalışmada) katılmıştır. Bu yüzden, bu çalışmanın tasarımı sırasında, ana hatları çıkarmak üzere, EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5 (EQ Değerlendirme ve Kişisel Profil Çıkarma Testi), EQ Map Interpretation Guide (EQ Testi Sonuç Yorumlama Kitapçığı), The EQ Map Scoring Grid (EQ Map Puanlama Çizelgesi), EQ Map Sonuç Değerlendirme Belgesi, Katılımcı Profil Formu, araştırmacı notları, araştırmacı günlüğü, katılımcı izlenim notları ve Kurs Değerlendirme Anketi gibi bazı veri toplama araçlarından faydalanılmıştır. Bu veri toplama araçları mantıksal bakımdan, çalışmanın hem kuramsal hem de yöntembilimsel çatısına uygun olduğu için kullanılmak üzere seçilmiştir.

**Anahtar Kelimeler:** Duygusal Zeka, Duygusal Okur-yazarlık, Kişisel Gelişim, Mesleki Gelişim, İnsancı Bakış Açısı

## **ABSTRACT**

### **AN ACTION RESEARCH STUDY: AN EMOTIONAL LITERACY IMPROVEMENT PROGRAMME FOR EFL TEACHERS IN THE VIEW OF HUMANISTIC APPROACH**

**Seden TUYAN**

**Ph.D. Dissertation, English Language Teaching Department**

**Supervisor: Prof. Dr. F. Özden EKMEKCI**

**June, 2003, 199 pages**

If the contribution of the quality, commitment and expertise of a teacher is considered in relation to the success of any educational process, it can be concluded that, in-service teacher development plays its key role in terms of enhancing the teaching quality. However, the educational systems all over the world have been undergoing profound changes bringing about new tasks and challenges for schools, teachers, and administrators. Consequently, there is an increasing need for improving the teachers' competencies along with the changing role of schooling influence and correspondingly, determining the contents of the in-service programmes.

The primary aim of this action research study is to develop in the researcher an understanding of how to design and conduct emotional literacy improvement courses for teachers of English as a foreign language (EFL) for future use. As a secondary aim, the participant teachers of this study are expected to raise their awareness on the emotional basis of learning in self and in others and accordingly identify behaviours that will result from learning about emotional intelligence. Thus, in this study we hope to determine a framework of a teacher development programme within which the teachers at YADIM/ Çukurova University, Turkey improve their emotional literacy with its underlying skills, traits and behaviours and/or feel the need to consider these constructs both in their classroom settings and in their personal lives as human beings.

The assessment of the effects of this study can be interpreted in terms of change in participant teachers. However, this study aimed to combine professional development

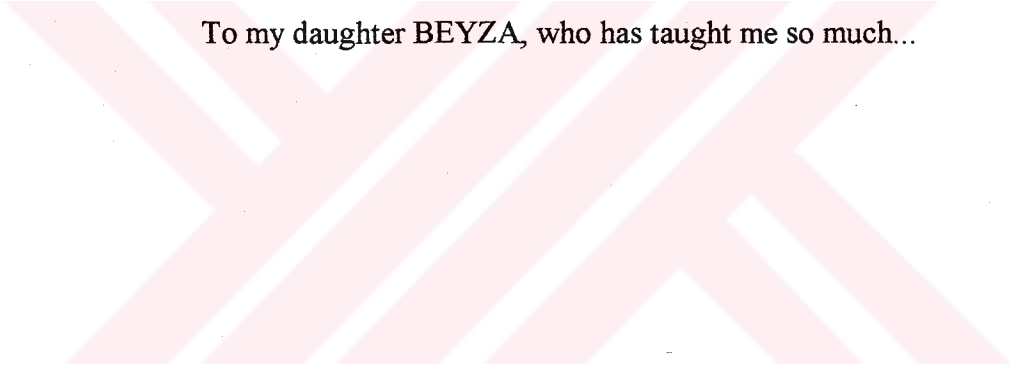
as a form of in-service teacher development and maturation of the framework of an emotional literacy improvement programme for EFL teachers for future use. Seventeen volunteer participant teachers who teach at YADIM, Çukurova University (seven teachers in the piloting and ten teachers in the main study) participated in the Emotional Literacy Improvement (ELI) Programme since the programme aimed to integrate both the teachers' immediate needs and the requirements of the study. Therefore, regarding the design of the study, the frame of reference of this study is mainly related to the tools of data collection, particularly EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5, EQ Map Interpretation Guide, The EQ Map Scoring Grid, EQ Map Results Evaluation Document, All about me Participant Profile Checklist, researcher's footnotes, researcher's diary, participant teachers' learning logs and Course Evaluation Questionnaire. These instruments are chosen to be employed due to the fact that their rationale is based on both the theoretical and the methodological framework of this study.

**Key Words:** Emotional Intelligence, Emotional Literacy, Personal Development, Professional Development, Humanistic Approach

“Life can be understood backwards, but it must be lived forwards.”

Kierkegaard

To my daughter BEYZA, who has taught me so much...



## ACKNOWLEDGEMENTS

This study has been possible with the contributions of many people in different ways.

First of all, I would like to express my deepest gratitude to Prof. Dr. F. Özden Ekmekci, my dissertation supervisor, for her motivating approach, enlightening guidance and constructive feedback throughout the study.

Secondly, I am greatly indebted to Asst. Prof. Dr. Hülya Yumru, for her constant support, encouragement, patience as well as her constructive feedback throughout the entire period of this research.

My very special thanks go to Asst. Prof. Dr. Fehmi Can Sendan whose support, understanding, constructive criticism, and help encouraged me during this study.

I also wish to thank Asst. Prof. Dr. Ahmet Doğanay for his encouragement, helpful suggestions and for being in my dissertation committees in all the stages of this study.

I would like to thank Prof. Dr. Audrey Sistler for being in my defence committee and for her invaluable suggestions and constructive feedback to the final copy of this dissertation.

I owe special thanks to Dr. Spencer Kagan for teaching me the core of Emotional Intelligence, his encouragement and helpful suggestions to start this study. I am also grateful to him for his permission to use his copyright materials in my study.

I would like to extend my thanks to Ms. Teresa Doğuelli for her suggestions from the earliest stages of this research. She was always willing to give comments and her time. She listened to my ideas and helped me design my study.

I particularly wish to thank Prof. Dr. Tamer Kayaalp, who helped me with the analysis.

I would also like to thank Sibel Koçaş, who is in charge of the Student Affairs Department of Social Sciences Institute at Çukurova University, for her kind support and helpful suggestions during the completion of this study.

I also wish to thank Dina Ishibashi of Essi Systems who never stopped answering my e-mails about the EQ Map, being kindly in contact and providing me with the EQ Map Technical Manual and some related articles.

I can never forget my best friends Emine Çakır Sürmeli, Figen Şat Yılmaz, Ali Avşar, Mine Öztürk, Yelda Canver, Hatice Sultan and Kıymet Dişcioğlu who never stopped encouraging and supporting me, making my life easier on my hard days.

I would like to express my indebtedness to my parents, Necla and Mithat Eraldemir, my brother, Murat Eraldemir, my sister, Dr. Ebru Eraldemir Güder, who encouraged and provided me with support throughout a long and arduous process.

My warm thanks go to my husband, Mustafa Tuyan and my daughter, Beyza Tuyan, for their support, understanding attitude and patience throughout the study. Without their love, I could have never completed my dissertation.

I am especially grateful to my colleagues Ali Avşar, Aysun Eşme, Betül Turgay, Dilek Yavuz, Eda Kahyalar, Emine Çakır Sürmeli, Feza Demir, Figen Şat Yılmaz, Gülcihan Odabaşı, Gülsun Özdemir, Meltem Hallaçoğlu, Mine Öztürk, Nazlı Dirim, Neslihan Gündoğdu, Özlem Sarıaslan, Semra Sadık, Şahver Sayar, Tülin Başman Dağınık for their volunteer participation in this study.

I would like to thank the Educational Fund at Çukurova University for their financial support to my study (project number: SOS BE 2002 D9).

Finally, thanks to everyone whose names I may have forgotten for their support, cooperation and help to make this thesis a reality.

Seden TUYAN

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Each year I become more pessimistic about what is going on in educational institutions. They have focused so intensely on cognitive and have limited themselves so completely to "education from the neck up," that this narrowness is resulting in serious social consequences...As a consequence of this overstress on the cognitive, and avoidance of any feeling connected with it, most of the excitement has gone out of education.

(Carl Rogers, 1975, cited in Moskowitz 1978, p.12)

In opposition to the emphasis given on the cognitive aspect in education, the affective domain is de-emphasised or not emphasised at all (Hargreaves, 2000) despite the fact that emotions, accompany all cognitive processes, including teaching and learning (Fogarty 1998; Gordon, 2000; Hargreaves 2000). In English Language Teaching (ELT), affective domain, especially under the broad category of personality factors, has mostly dealt with emotions under the titles of self-esteem, motivation, inhibition, risk-taking, empathy, extraversion, etc. (Brown 1994), stressing their importance in language learning. With the advent of Emotional Intelligence, there has been an increasing interest in emotions in education (Cherniss 2000; Cobb and Mayer 2000; Kelly and Moon 1998; Mayer and Cobb 2000; Pfeiffer 2001; Gibbs 1995), both the emotions of teachers at work and students in and outside the classroom, which led to many scholars to discuss how to benefit from affective domain to raise the quality of education. In 1990, Mayers and Salovey coined the term "emotional intelligence" (EQ) after exploring the relationships between cognitive brain functions and affect (including

emotions, moods) and attracted considerable attention again on affective domain in learning. They describe EQ as “the ability to recognise how you and those around you are feeling, as well as the ability to generate, understand, and regulate emotions” (in Mayer and Cobb, 2000, p. 166). In 1995, Daniel Goleman expanded on the Mayer - Salovey theory in a way that helped educators make use of EQ in educational settings. Accordingly, he described five general areas of emotional intelligence: Self Awareness, self-regulation, motivation, empathy, and social skills, which have a close bearing to all aspects of life, namely, teachers’ and students’ lives, in our context.

As to the emotions in teacher education, Collinson (1999), in her study on the knowledge conceptions of ‘excellent’ teachers, states that practitioners conceive of their work as having three parts of knowledge base:

1. Professional Knowledge: knowledge of subject matter, curriculum, and pedagogy,
2. Interpersonal Knowledge: relationship with students, the educational community, and the local community,
3. Intrapersonal Knowledge: teachers’ ethics and dispositions.

(p. 2)

According to Collinson (1999), ‘good’ teachers make use of their **interpersonal knowledge** and **intrapersonal knowledge** as well as their **professional knowledge**. Intrapersonal knowledge requires such characteristics as empathy to understand others, honesty and Trust Radius, respect, tolerance of different perspectives, good communication skills, political awareness. Intrapersonal knowledge includes the processes and conceptions that influence how teachers perceive and their decision-making, help them establish successful relationships with their students and colleagues (Collinson, 1999). Consequently, Collinson's study suggests that, these three kinds of knowledge derived from teachers' descriptions, is similar to Goleman's (1995) research on learnable aspects of intelligence.

Generally, people involved in education “at various times, worry, hope, enthuse, become bored, doubt, envy, brood, love, feel proud, get anxious, are despondent, become frustrated” (Hargreaves, 2000, p.2). Thus, the importance of emotions and emotional intelligence in teacher education and in-service training may become more obvious when we consider the nature of the interaction between the teacher and students

in the classroom, the administration and teachers in a school. Obviously, the teachers' not understanding, or misunderstanding their students' emotions will prevent the teacher from responding effectively to the immediate context of the classroom, and consequently will lead to problems in the classroom and will lower the level of the quality in teaching. Similarly, if the interaction between the teachers and the administration lack emotional literacy, this will cause an ineffective environment for education. To avoid this, it is necessary for the people involved in education to establish a sound interaction (between administration - teacher, teacher - teacher, teacher - student), to understand one another's emotions better.

## 1.2 Statement of the Problem

Following the arguments provided above, YADIM (The Foreign Languages Centre at Çukurova University, Turkey) has been chosen for the purpose of this study. The Staff Development Unit (SDU) at YADIM encourages an on-going teacher development by offering the teachers different in-service programs depending on their teaching experience, needs and interests.

Teachers who are interested in professional development are involved in the *exploratory learning group-action research programme*; while the teachers who start working at YADIM with little or no experience are encouraged to take part in *induction programme*. *The course book orientation meetings* are also planned and organised by SDU to help teachers improve their teaching skills. Besides these programmes, SDU offers social development programmes such as *literature club* to all teachers who are interested in literature, *drama group* to discover the creativity in themselves and, enjoy the stage excitement. *Thesis and paper presentations, academic writing groups, preparation for KPDS & TOEFL* are the other programmes that SDU offers to teachers for their academic and language development.

The results of our informal interviews with the staff members at YADIM and the feedback received from the participant teachers of the programmes offered made us aware that, the teachers at YADIM needed new in-service programs that reinforce their general competencies related to their social and emotional skills to meet the challenges both in their professional and personal lives. Based on the teachers' reflections on the

nature of existing programmes, we feel that there were three reasons for the implementation of a new programme:

- a) Not only the teachers but also all our society is facing economic, health-related, professional and personal challenges and thus need to possess social and emotional skills as well as their intellectual abilities.
- b) As a result of the current problems which are encountered in today's educational systems, the changing family structures (single parent family, working mothers, etc.), extension and overuse of media (television, radio, internet, etc.), and other technological developments seem to have negative impact on today's students. These changes cause mostly negative and pessimistic reactions on students, especially at the adolescence stage. In other words, when their emotional needs are unmet, they tend to misbehave. This causes an increase in violence, classroom disruption, self-destruction, anxiety, and even cigarette and drug use among teenagers. Under these circumstances, the teachers need to be well prepared to soothe down the students' negative reactions resulting from the pangs of ongoing change in the world.
- c) The teachers want to know more about the popular trends in educational field, focusing more on affective dimension of learning and teaching.

### **1.3 The Aim of the Study**

As identifying the possible causes of the teachers' needs in great depth, we began to realise that social and emotional learning is strongly related to our national educational goals in general and institutional goals in particular. If the challenges of today's world are to be met, then there is a need to give more prominence to emotion in education, i.e. indulging the personal, emotional and spiritual aspects of teaching, because,

Teachers' ethics and dispositions influence their decisions and the lives of all their students. Awareness and articulation of how ethics and dispositions shape judgements, behaviour, and decisions require accurate self-understanding and the capacity for introspection and reflection.

(Collinson, 1999, p. 6-7)

Taking the above mentioned tendency of the teachers at YADIM, we aim to prepare an in-service program to help our teachers improve their emotional literacy, which is a concept of emotional intelligence popularised by Goleman (1995), who described it as “a mix of skills, such as awareness of emotions; traits, such as persistence and zeal; and good behaviour” (in Cobb & Mayer, 2000, p. 1). We assume that, YADIM teachers may lack these skills, traits and behaviours and/or feel the need to be awakened to the importance of the consideration of these constructs both in the classroom settings and in their personal lives as human beings.

In the light of the assumption given above, we believe that, involving EFL teachers in an Emotional Literacy Improvement Programme can help them become aware of their own strengths and weaknesses regarding their emotional intelligence. We expect that this programme will lead the teachers to reconsider what they know, unlearn, relearn and reconstruct their teaching models regarding emotional literacy. The programme may also help them to experience some already missing virtues such as integrity, honesty, good judgement, self-discipline, impulse control, perseverance, pride in one's work, understanding, caring, respect, fairness, leadership, helpfulness, responsibility, and cooperativeness in their classrooms and in terms of their interaction with the administration (Kagan, 2000). Consequently these teachers could become more aware of the emotional needs of not only their students, but themselves and the administration as well. Accordingly, they can guide their students to learn using their maximum potential related to learning English.

Hence, the primary aim of this study is to develop in the researcher an understanding of how to design and conduct emotional literacy improvement courses for teachers of English as a foreign language (EFL) for future use. As a secondary aim, the participant teachers of this study are expected to raise their awareness on the emotional basis of learning in self and in others and accordingly identify behaviours that will result from learning about emotional intelligence.

## 1.4 Research Questions

This study seeks answers to the following questions:

1. What are the strengths and weaknesses of teachers at YADIM, the Centre for Foreign Languages at Çukurova University, regarding their emotional intelligence?
2. Does involvement in an Emotional Literacy Improvement Programme help teachers at YADIM improve their own weaknesses and reinforce their strengths as EFL teachers regarding their emotional intelligence?
3. What are the factors that should be considered regarding the approach employed and the activities used when establishing an Emotional Literacy Improvement Programme for EFL teachers?

## 1.5 Operational Definitions

### 1.5.1 Emotional Intelligence(EI)

“Emotional intelligence is “... being able to rein in emotional impulse; to read another’s innermost feelings; to handle relationships smoothly” (Goleman, 1995, p. xiii). According to Goleman (1995), a large number of human abilities fall within the EI construct such as, frustration tolerance, delay of gratification, motivation, zeal, persistence, impulse control, regulation of mood, ability to empathise, attunement to others, hopefulness, and optimism. In Goleman’s model, which he applied in educational settings, there are five dimensions of EQ. These dimensions of EQ cited by Gowing (2001) are as follows:

**A. Self Awareness:** Knowing one’s internal states, preferences, resources and intuitions.

- **Emotional Awareness:** Recognising one’s emotions and their effects.
- **Accurate Self-Assessment:** Knowing one’s strengths and limits.
- **Self-Confidence:** A strong sense of one’s self-worth and capabilities.

**B. Self Regulation:** Managing one’s internal states, impulses, and resources.

- **Self Control:** Keeping disruptive emotions and impulses in check.

- **Trust Radiusworthiness:** Maintaining standards of honesty and integrity.
- **Conscientiousness:** Taking responsibility for personal performance.
- **Adaptability:** Flexibility in handling change.
- **Innovation:** Being comfortable with novel ideas, approaches, and new information.

**C. Motivation:** Emotional tendencies that guide or facilitate reaching goals.

- **Achievement Drive:** Striving to improve or meet a standard of excellence.
- **Commitment:** Aligning with the goals of the group or organisation.
- **Initiative:** Readiness to act on opportunities.
- **Optimism:** Persistence in pursuing goals despite obstacles and setbacks.

**D. Empathy:** Awareness of others' feelings, needs and concerns.

- **Understanding Others:** Sensing others' feeling and perspectives, and taking an active interest in their concerns.
- **Developing Others:** Sensing others' development needs and bolstering their abilities.
- **Service Orientation:** anticipating, recognising, and meeting customers' needs.
- **Leveraging Diversity:** Cultivating opportunities through different kinds of people.
- **Political Awareness:** Reading a group's emotional currents and power relationships.

**E. Social Skills:** Adeptness at inducing desirable responses in others.

- **Influence:** Wielding effective tactics for persuasion.
- **Communication:** Listening openly and sending convincing messages.
- **Conflict Management:** Negotiating and resolving disagreements.
- **Leadership:** Inspiring and guiding individuals and groups.
- **Change Catalyst:** Initiating or managing change.
- **Building Bonds:** Nurturing instrumental relationships.
- **Collaboration and Cooperation:** Working with others toward shared goals.

- **Team Capabilities:** Creating group synergy in pursuing collective goals.

(p. 120-122)

### **1.5.2 Emotionally Literate Teacher**

An emotionally literate teacher is someone who knows the relationship between thoughts and responses, who controls and get students to control and manage their emotions, who has found ways to deal with fear, anxiety, anger and sadness, who is good at communicating with others, who has the ability to establish Trust, confidence in others while understanding their emotions and anxiety and who has consequently developed emotional awareness (Goleman, 1995)

### **1.5.3 Action Research**

In this study, the term “action research” is viewed mainly as research conducted by a “staff developer” in order to develop a framework of a new SDU programme, considering the need for emphasis on affective domain in ELT. As one of the SDU Unit members, the researcher conducts “action research”:

- to develop a plan of action to improve what is already happening;
- to act to implement the plan;
- to observe the effects of the action in the context in which it occurs;
- to reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.

(Kemmis & Mc Taggart, 1982, p.7, in Zuber-Skerritt 1992, p.111)

### **1.5.4 Humanistic Approach**

Humanistic Approach informs and enhances the language teachers’ practices in a variety of ways regardless of the methodology they use in their classrooms (Williams & Burden, 1997, Moskowitz, 1978, Bhanot 1983; Brumfit 1984; Rivers, 1984, in Stewick, 1990). Therefore, language teachers can follow humanistic approach by :

- creating a sense of belonging;
- making the subject relevant to the learner;
- involving the whole person;
- encouraging a knowledge of self;
- developing personal identity;
- encouraging self-esteem;
- involving the feelings and emotions;
- minimising criticism;
- encouraging creativity,
- developing a knowledge of the process of learning;
- encouraging self-initiation;
- allowing for choice;
- encouraging self-evaluation.

(Williams & Burden, 1997, p.38)

### 1.5.5 Affective Domain

*Affect* is a “a feeling or emotion as distinguished from cognition, thought, or action” (Huitt, 1996, p.1). This definition refers to other terms, “*emotion*”, “an intense feeling; a complex and usually strong subjective response, as love or fear; a state of agitation or disturbance”, “*feeling*”, “a sense of perception by the sense of touch; an indefinite state of mind; an affective state of consciousness, such as resulting from emotions, sentiments, or desires; an emotional state or disposition; non-intellectual or subjective human response” (Huitt, 1996, p.1). Moving on from these definitions, affective domain can be called as the “emotional side of human behaviour” (Brown, 1987, p.100). Benjamin Bloom and his colleagues (Krathwohl, Bloom and Masia 1964, in Brown, 1987; Huitt, 1996; Martin, 1989) devised a taxonomy of affective domain for educational purposes, which has also been used in understanding human behaviour. According to their taxonomy, there are five levels of affectivity:

1. At the first and fundamental level, the development of affectivity begins with *receiving*. Persons must be aware of the environment surrounding them, be conscious of the situations, phenomena, people, objects; be willing to receive, be willing to tolerate a stimulus, not avoid it, and give a stimulus their controlled or selected attention.
2. Next, persons must go beyond receiving to *responding*, committing themselves in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another, higher, dimension the person is willing to respond voluntarily without coercion, and then to receive satisfaction from that response.
3. The third level of affectivity involves *valuing*, placing worth on a thing, a behaviour, or a person. Valuing takes on the characteristics of beliefs or attitudes as values are internalised. Individuals do not merely accept a value to the point of being willing to be identified with it but commit themselves to the value to pursue it, seek it out, and to want it, finally to the point of conviction.
4. The fourth level of affective domain is the *organisation* of values into a system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system.
5. Finally, individuals become characterised by and understand themselves in terms of their *value system*. Individuals act consistently in accordance with the values they have internalised and integrate beliefs, ideas, and attitudes into a total philosophy or world view. It is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system.

(Brown, 1987, p.100)

#### 1.5.6 In-service Teacher Development

In this study, In-service Teacher Development is mainly perceived as an activity for teacher development which “requires a mix of experience, reflection, discussion, and input” (Roberts, 1998, p.230). In this respect, we agree with Underhill (1991) who sees **teacher development** from a humanistic and psychological point of view and says,

Personal development as a teacher [...] the process of development as the process of increasing our conscious choices about the way we think, feel and behave as a teacher. It is about the inner world of responses that we make to the outer world of the classroom. Development [seen] as a process of becoming increasingly aware of the quality of the learning atmosphere we create, and as a result becoming more able to make creative moment by moment choices about how we are affecting our learners through our personal behaviour.

(in Miller de Arechaga, 2001, p. 1)

Thus, while designing our teacher development programme, our particular decisions derived from some assumptions about teachers' learning (for the list of assumptions, see 2.3.1).



## **CHAPTER 2**

### **LITERATURE REVIEW**

The main focus of this chapter is to review how emotional intelligence theory originated, why it is important and how it has been incorporated in education (see 2.1). For the purpose of this study, a survey is also conducted on the theoretical framework of related studies such as educational philosophy (see 2.2), teacher development (see 2.3), research methodology (action research) (see 2.4).

#### **2.1 The Origin of Emotional Intelligence Theory**

The traditional theories of intelligence mostly focused on the cognitive aspect of intelligence such as memory and problem solving. The primary focus of these theories was on intended mental abilities which normally don't change (Kappan, 1998). Nonetheless, as early as 1940, there were researchers like Wechsler (1943), who embraced broader conceptualisations of intelligence and recognised that the non-cognitive aspects were also important. Wechsler (1943) used the terms "intellective" and "non-intellective" elements to refer to affective, personal, and social factors. Other researchers such as Thorndike & Stein (1937) used the term "social intelligence" for the same purpose (cited in Cherniss, 2000). The views of these few scholars were neglected until Gardner (1983) argued for "multiple intelligence." Gardner believed on different ways to be intelligent and pointed at seven primary types of intelligence: (1) verbal, (2) mathematical-logical, (3) spatial, (4) kinaesthetic, (5) musical, (6) interpersonal, and (7) intrapersonal (cited in Pfeiffer, 2001). His expanded views of intelligence, especially the intrapersonal intelligence - "the cognitive ability to solve internal problems" (Carvin, 2000), and the interpersonal intelligence "the ability to interact with others, understand them and interpret their behaviour" (Carvin, 2000, p.1). These views shed light on the subject and gave some researchers like Mayer & Salovey (1990, 1997) and Goleman (1995) a different perspective to elaborate upon the existing definitions of intelligence

as "Emotional Intelligence (EI)" (Pfeiffer, 2001). The respective theories of these researchers will be dealt with in 2.1.1 and 2.1.2.

### **2.1.1 Mayer & Salovey's Theory of EI**

Mayer and Salovey coined the term EI in 1990 and defined it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and, to use this information to guide one's thinking and action" (in Cherniss, 2000, p.4) . In this respect, their theory includes Gardner's (1983) intrapersonal and interpersonal intelligences and in many ways it is consistent with earlier research on social intelligence (Ford & Tisak, 1983, in Pfeiffer 2001). This theory functions as an "ability model", which defines emotional intelligence as "a set of abilities and makes claims about the emotional information and the potential uses of reasoning well with that information" (Mayer & Salovey, 1997; Salovey & Mayer, 1990, in Cobb & Mayer, 2000, p. 15). Accordingly, in this theory, emotional intelligence involves four broad classes of abilities;

1. Perceiving emotions; attending to and recognising feelings; correctly identify how people are feeling,
2. Integrating emotion in thought; using personal emotions in thought and communication,
3. Understanding emotions; reasoning with feelings and understanding the causes of emotions,
4. Management; the ability to figure out effective strategies that use your emotions to help you achieve a goal...

(Mayer & Salovey, 1997, in Mayer & Cobb, 2000, p. 166, also in Caruso 1999)

As a result of their definition of emotional intelligence, Mayer & Salovey (1990) describe an emotionally intelligent character as a well adjusted, genuine, warm, persistent, and optimistic person (Mayer, DiPaolo & Salovey, 1990, p.773, 781; Salovey & Mayer, 1990, p. 199-200, in Mayer & Cobb, 2000, p.166).

### 2.1.2 Goleman's Theory of EI

Emotional Intelligence was popularised by Daniel Goleman's 1995 best selling book, *Emotional Intelligence*. The book made popular the notion that emotions are a valid domain of intelligence (Pfeiffer, 2001). Goleman, a psychologist whose area of interest was brain and behaviour research, as well as a science writer for the New York Times was among a growing group of researchers who were becoming concerned with the insufficiency of cognitive intelligence tests regarding what it takes to be successful in life (Cherniss, 2000). Daniel Goleman (1995), becoming aware of Salovey and Mayer's work, claimed three points in his book, which caught the attention of the public as well as the educators. First, he pointed out to the rudeness, irresponsibility, and violence as a serious problem infecting both the American nation and the nation's schools. Second, he claimed the discovery of a link between high emotional intelligence and pro-social behaviour. Third, he claimed that emotional intelligence was "as powerful and at times more powerful, than IQ" in predicting success in life (Goleman, 1995, p.34, in Mayer & Cobb, 2000).

Goleman (1995, p. xiii) defines EI as, "...being able to rein in emotional impulse; to read another's innermost feelings, to handle relationships smoothly..." He also proposes the following argument:

In a sense we have two brains, two minds-and two different kinds of intelligence: rational and emotional. How we do in life is determined by both -it is not just IQ, but emotional intelligence that matters. Indeed, intellect cannot work at its best without emotional intelligence. Ordinarily, the complementarity of limbic system and neocortex, amygdala and prefrontal lobes, means each is a full partner in mental life. When these partners interact well, emotional intelligence rises-as does intellectual ability.

(p. 28)

Goleman's model of EI is expansive, in the sense that it mixes emotional intelligence as an ability with social competencies, traits, and behaviours (Mayer & Cobb, 2000). Accordingly, a large number of human abilities fall within the EI construct such as frustration tolerance, delay of gratification, motivation, zeal,

persistance, impulse control, regulation of mood, ability to empathise, attunement to others, hopefulness, and optimism (Goleman 1995, in Pfeiffer 2001).

### 2.1.3 The Importance of Emotional Intelligence

Emotional Intelligence is not new. Eventually, it is based on a long history of research and theory in personality, social competence and intelligence (IQ) psychology (Mayer & Cobb, 2000; Cherniss, 2000). Thus, Goleman and many other researchers (Steiner, 2000; Mayer, Caruso, & Salovey, 1999; Mayer, DiPaolo, & Salovey, 1990; Mayer & Salovey, 1993; Salovey & Mayer, 1990, in Mayer & Cobb, 2000) in the area of emotional intelligence realise the importance of this body of information collected by the previous researchers and build their studies on their backgrounds. The gist of this information collected by the researchers is that the abilities that are listed under emotional intelligence such as perceiving, identifying and managing emotion provide the basis for the kinds of social and emotional competencies that are important for success in many areas of life (Cherniss, 2000).

### 2.1.4 Incorporating Emotional Intelligence in Education

After emotional intelligence was formally defined in 1990, in the period leading up to 1995, the Fetzer Institute arranged a financial support to Daniel Goleman to relate his studies on emotions and brain to emotional literacy (Goleman, 1995). Moreover, the institute organised various meetings not only among the researchers of Emotional Intelligence and other related areas, but among the educators and the curriculum developers as well. Along with these contributions, the Fetzer Institute assisted the outgrowth of organisations such as Collaborative for the Advancement of Social and Emotional Learning (CASEL) (Salovey and Sluyter, 1997, p. xii, in Mayer & Cobb, 2000). Accordingly, with the idea that emotional intelligence was required to learn and behave well, some educators and policy analysts took part in different practises that promote social and emotional development. Goleman, in this sense, provided the link between emotional intelligence and education, expanding the definition in academic literature as a list of personality characteristics, including optimism, adjustment and motivation (Mayer & Cobb, 2000). "There is an old-fashioned word for the body of skills that emotional intelligence represents: *character*" (1995, p. 285), Goleman stated,

and claimed that focusing on emotional literacy will reshape schools,"... in building a campus culture that makes it a "caring community," a place where students feel respected, cared about, and bonded to classmates, teachers and the school itself" (1995, p.280).

However, as mentioned earlier (see 2.1.3), emotional intelligence is not new. In fact, the first known writings about the emotional basis of learning come from Plato (Freedman et al. , 1997/1998). Thus, since then, educators have been interested in the character of their students to increase the quality of education in their environments. Regarding this matter, there have been recognisable movements in twentieth century:

- Character education movement in the 1920's (Artman & Jacobs, 1928, in Mayer & Cobb, 2000)-to heighten a sense of belonging to and responsibility for others;
- Affective (humanistic) education movement, which stemmed from the work of humanistic psychologists such as Abraham Maslow and Carl Rogers in the 1950s;
- Social-emotional learning movement in 1990s.

These movements will be dealt with in detail in 2.2 (the theoretical framework for the educational philosophy of the study).

## 2.2 Theoretical Framework for the Educational Philosophy

Given the recent attention to EI theory and its application in educational settings, it is important for educators to be aware of the philosophical underpinnings of the theory, particularly how it relates to humanistic education, character education and social-emotional learning movements (see also 2.1.4). From this point of view, **humanism**, one of the major schools of thought in psychology, has been notably powerful both in educational psychology and in language teaching and constitutes the root of these three movements in education. This is because, humanism emphasises the development of a person as a "whole," rather than focussing only upon the development and employment of cognitive skills (Williams & Burden, 1997). Therefore, in this part of the study, we will be discussing the humanistic approaches with their implications for personal, social and emotional development.

## 2.2.1 Humanistic Approaches

Humanistic approaches focusing on the inner world of the learner consider the thoughts, feelings and emotions of the individual as the most important components of human development. In this respect, the theories introduced by Erik Erikson, Abraham Maslow and Carl Rogers provide the basis regarding the nature of humanism within the learning process.

### 2.2.1.1 Erik Erikson's Theory

Erikson's theory (1963, in Pervin, 1993) is based on eight stages of human development, each of which has some personal, social and emotional implications (see Table 1).

**Table 1 Erikson's Eight Psychological Stages of Development and their Implications for Personality**

| <i>Psychological Stage</i>             | <i>Age</i>                   | <i>Positive Outcomes</i>                                                 | <i>Negative Outcomes</i>                                                         |
|----------------------------------------|------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Basic Trust Radius vs. MisTrust Radius | 1                            | Feelings of inner goodness, Trust Radius in oneself and others, optimism | Sense of badness, misTrust Radius of self and others, pessimism                  |
| Autonomy vs. Shame and Doubt           | 2-3                          | Exercise of will, self control, able to make choices                     | Rigid, excessive conscience, doubtful, self-conscience, shame                    |
| Initiative vs. Guilt                   | 4-5                          | Pleasure in accomplishments, activity, direction and purpose             | Guilt over goals contemplated and achievements initiated                         |
| Industry vs. Inferiority               | Latency (early school years) | Able to be absorbed in productive work, pride in completed product       | Sense of inadequacy and inferiority, unable to complete work                     |
| Identity vs. Role Diffusion            | Adolescence                  | Confidence of inner sameness and continuity, promise of a career         | Ill at ease in roles, no set standards, sense of artificiality                   |
| Intimacy vs. Isolation                 | Early Adulthood              | Mutuality, sharing thoughts, work, feelings                              | Avoidance of intimacy, superficial relations                                     |
| Generativity vs. Stagnation            | Adulthood                    | Ability to lose oneself in work and relationships                        | Loss of interest in work, impoverished relations                                 |
| Integrity vs. Despair                  | Later Years                  | Sense of order and meaning, content with self and one's accomplishments  | Fear of death, bitter about life and what one got from it or what did not happen |

( cited in Pervin, 1993, p. 101)

According to Erikson (1963, in Williams & Burden, 1997), every individual, while passing through these eight stages starting from birth to old age meets challenges that are set by the society at certain periods of his/her life. If the individual can get help from others at one stage, it can be easier for that individual to move on smoothly to the next stage. However, if the challenges can not be handled adequately, then, they'll reappear continuously, becoming more difficult to cope with appropriately at subsequent stages. Thus, Erikson's theory is important for educators for the following reasons:

- It provides a "life-span" view of psychology which helps us to recognise learning and development as life long, rather than restricted to a particular phase of one's life,
- By focusing on important tasks at different stages of a person's life, it enables us to see that real- life learning involves challenges which often require a particular kind of help from others who are in the position of providing this help and if we are to meet them,
- It presents learning as a cumulative process whereby our resolution of one set of life tasks will have a profound influence upon how we deal with subsequent tasks,
- Education is viewed as involving the whole person, the emotions and feelings; it does not involve merely transmitting pieces of knowledge.

(Williams & Burden, 1997, p. 33)

Erikson's theory implies that educators, in their attempt to care others, have the power of helping their students develop some very important personality traits like Trust Radius, autonomy, taking initiative, industry, identity, intimacy, integrity at different stages of their lives. From this point of view, this theory supports the contribution of EI to learning and how effective could teachers be to enable their students study and think positively, if they themselves are emotionally literate.

### 2.2.1.2 Abraham Maslow's Theory

Maslow (1968, 1970, in Pervin, 1993, Williams & Burden, 1997) explains human behaviour in terms of meeting basic needs. He argues for two different categories of needs: *deficiency* (or maintenance) needs and *being* (or growth) needs. His hierarchy of needs is usually presented in the form of a pyramid (see Figure 1, p.21). The first four layers of the pyramid portray the **deficiency needs**, which are straightly related to a person's psychological or biological balance. Physiological requirements such as food, water, sleep, and the absence of pain and the needs for security, belonging, and self-esteem are also included within these four layers. As Maslow (1968, 1970, cited in Williams & Burden, 1997) asserted, if these needs were not met or not fulfilled in some way, it wouldn't be easy or even possible to go further up the hierarchy.

The top three levels in Maslow's system represent the second category of needs, which are called the **being needs**. Within this category, if an individual fulfils his/her potential in terms of cognitive and aesthetic development, and the accomplishment of self-actualisation, he/she can achieve the highest point in the needs hierarchy. However, " ... being needs are considered to require a particular kind of nurturing environment which people can express themselves and explore. " Therefore, few people ever become aware of their full potential to attain self-actualisation (Williams & Burden, 1997, p. 34).

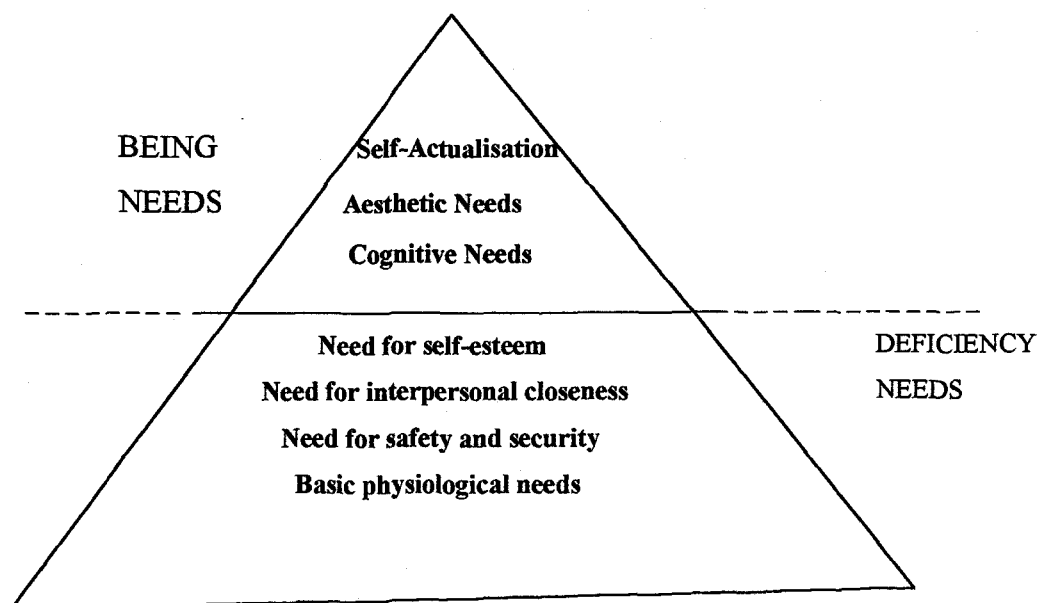


Figure 1 Maslow's hierarchy of human needs (taken from Williams & Burden, 1997, p. 34)

According to Maslow, human beings in order to meet these needs experience certain drives, and thus are led to behave in particular ways so that they can reduce these drives. Maslow's views have been significant in two ways:

1. His view of human motivation distinguishes between *biological needs*, such as hunger, sleep, and thirst and *psychological needs*, such as self-esteem, affection, and belongingness. He doesn't disagree with the other psychologists who has been concerned with biological needs, and thus he added his view of motivation into the system. According to Pervin (1993), his view of motivation was more like the one which is expressed when people are being creative and fulfilling their potential.
2. Based on his study on healthy, self-fulfilling, self-actualising individuals Moslow (1954) concluded that actualising people have the following characteristics:

- They accept themselves and others for what they are,
- They can be concerned with themselves but also are free to recognise the needs and desires of others,
- They are capable of responding to the uniqueness of people and situations rather than responding in mechanical or stereotyped ways,
- They can form intimate relationships with at least a few special people,
- They can be spontaneous and creative,
- They can resist conformity and assert themselves while responding to the demands of reality.

(cited in Pervin, 1993, p. 210-211)

The fulfilment of human needs as expressed by Maslow has significant implications for every teacher including the emotionally literate EFL teacher who are the main focus of this study. These implications are listed as follows:

- Students may be having difficulties with learning in school because their basic needs are not being met at home or in the classroom,

- Establishing a secure environment where learners feel that they belong and where they can build up self-respect by receiving respect from others,
- Learners should be encouraged to think (cognitive needs),
- Learners shouldn't be penalised for being different and creative (aesthetic needs),
- Classroom tasks should be challenging and encourage curiosity in order to help learners realise their full potential,
- One of the primary functions of education is to enable learners to develop as individuals in their own right and thereby achieve self-actualisation.

(Williams & Burden, 1997, p. 34-35)

### 2.2.1.3 Carl Rogers' Theory

Carl Rogers' phenomenological approach emphasises an understanding of how people experience themselves and the world around them. This person-centred theory focuses on the positive, self-actualising qualities of the person. In his theory, Rogers considers self-actualisation as the central motive, which involves "continuous openness to experience and the ability to integrate experiences into an expanded, more differentiated sense of self" (Pervin, 1993, p.192). Within this framework, people behave for the purpose of maintaining self-consistency and congruence between self and experience. Yet, if the individual perceives an experience as **threatening**, then he/she can distort and deny this experience, preventing himself/ herself from reaching consciousness. In order to deal with this problem, Rogers (1959) presents the concept of the **need for positive regard**, which comprises attitudes such as warmth, liking, respect, sympathy and acceptance. As Rogers claims, this need is reflected in the infant's need for love and affection. So, "if the parents give the child unconditional positive regard and if the child feels "prized" by the parents... s/he will not be forced to disregard his/her experiencing process whenever it conflicts with the self concept" (Pervin, 1993, p. 187). However, where positive regard is conditional, children and adults may eliminate the experiences by not becoming aware of them and limiting their potential for self-actualisation (Pervin, 1993).

Carl Rogers contributed a number of key elements to the humanistic approach to education. These elements have been summarised by Williams and Burden (1997) as follows:

1. Human beings have a natural potential for learning and significant learning will only take place when the subject matter is perceived to be of personal relevance to the learner and when it involves active participation by the learner, i.e. experiential learning,
2. Learning which is self-initiated and which involves **feelings** as well as cognition is most likely to be lasting and pervasive,
3. When there is a perceived threat to the learner's self-image, resistance to learning is likely to occur. Independence, creativity, and self-reliance are most likely to flourish in learning situations where external criticism is kept to a minimum and where self-evaluation is encouraged. The most socially useful kind of learning to prepare the learners to cope with the demands of the modern world is learning about the process of learning itself, a continuing openness to experience and a preparedness to become involved in the process of change.
4. This kind of learning best takes place in an atmosphere of "unconditional positive regard." This can best be established when teachers come to see their learners as clients with specific needs to be met. Within such a relationship, it is essential that the teacher conveys warmth and empathy toward the learner in order to establish a relationship of Trust Radius.

(pp.35-36)

The above key elements cited by Williams & Burden (1997) also contribute highly relevant ideas regarding the EI theory and the qualities of an emotionally literate teacher, which is within the scope of this study. Accordingly, following Rogers' theory teachers can foster their students' **Self Awareness** by encouraging self-evaluation, **self control**, emphasising such personality traits as Trust Radiusworthiness, conscientiousness, adaptability, **motivation**, taking the self-actualisation of an individual as the central motive, **empathy and social skills**, focusing on the importance of others' feelings, needs and concerns.

### **2.2.2 Humanistic Movements in the 20<sup>th</sup> Century**

Humanistic movements share the idea that "... much of human personality can be modified for the better through learning" (Mayer & Cobb, 2000, p. 169). Therefore, to promote the advancement of a society, the main focus has been generally on helping students to become "good" human beings by making them aware of values such as self-development, caring, respect, responsibility. There are three recognisable movements in the 20<sup>th</sup> century that heighten the importance of involving students in such practices to encourage their social and emotional development in education: (1) character education movement (Artman & Jacobs, 1928, in Mayer & Cobb, 2000), (2) affective (humanistic) education movement (Abraham Maslow and Carl Rogers in the 1950s), (3) social-emotional learning movement. Although these movements mostly have common goals towards education regarding their philosophies, they differ in the way they emphasise their educational approaches. Since these movements have a great impact on this study, they will be dealt with in detail in 2.1.2.1 - 2.2.2.3.

#### **2.2.2.1 Character Education Movement**

The heart of character education is the belief that virtues such as honesty, hard work, kindness, patriotism, courage, be part of education for all students (Robinson III et al., 2000). This belief emphasises the desire to help children become 'good people' (in Huitt, 1998; in Robinson III et al., 2000) - one of the greatest goals of education.

The faith in the need of character education of the students is as old as education itself and can be traced back to the time of Plato, who described it as "knowing the good, loving the good, and doing the good" (Ryan & Bohlin, 1999, in Robinson III et al., 2000, p. 3). In the last several hundred years, character education has been considered as a fundamental function of educational institutions. For example, 17<sup>th</sup> century philosopher John Locke recommended education as education for character development (Huitt, 1998). Then, in the 19<sup>th</sup> century, the English philosopher John Stuart Mill, proposed the idea that "development of character is a solution to social problems and worthy educational ideal" (Miller & Kim, 1988, in Huitt, 1998, p. 2). When the first public schools of America were established in 1837, the curriculum of the early public schools was Bible-oriented both for moral and religious instruction. Just as soon as disputes arose whose Bible to use, William McGuffey, a college professor,

offered his McGuffey Readers as a way to teach schoolchildren the "natural virtues of honesty, hard work, thriftiness, kindness, patriotism, and courage. Character education as "virtue instruction" remained a central part of the public schools' mission until the middle part of the 20<sup>th</sup> century ( in [www.cortland.edu /history.htm](http://www.cortland.edu/history.htm)). The character education movement also made its mark outside public schools in the scouting traditions. The Girl Scouts, which was founded in 1912, formulated their oath as follows:

I will do my best to be honest and fair, friendly and helpful, considerate and caring, courageous and strong and responsible for what I say and do, and to respect myself and others, respect authority, use resources wisely, make the world a better place, and be a sister to every Girl Scout.

(Girl Scouts USA, 1999, in Mayer & Cobb, 2000, p.168)

Similarly, The Boy Scouts contributed to this tradition by promising to be "Trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent" (Boy Scouts of America, 1999, in Mayer & Cobb, 2000, p.168).

However, since 1930's American education has turned away its primary focus from character education for several reasons:

- The rise of logical positivism ( "There is no moral truth, no objective right and wrong" ) and moral relativism ( "all values are relative" ),
- Personalism ( "Each person should be free to choose his own values; who are we to impose our values?" ),
- Increasing pluralism ( "Whose values should we teach?" ),
- The secularising of society and the fear that teaching morality in the schools would mean teaching religion.

(cited in [www.greenville.k12.sc.us/district/parents/cared/history.htm](http://www.greenville.k12.sc.us/district/parents/cared/history.htm), p. 1)

As societal moral problems have increased in recent years, the realisation that young people need moral direction, has come back to character education. However, despite the fact that character education includes any programme or activity that schools engage in to help children become "good people", a restricted point of view defines

character education as "indoctrinating students with specific values, typically conservative ones" (Robinson III et al., 2000, p. 5).

On the whole, character education is closely related to humanistic education and socioemotional learning from a holistic perspective with the aim of helping children function efficiently in this world (Robinson III et al., 2000).

#### **2.2.2.2 Affective (Humanistic) Education Movement**

The affective education movement is often considered synonymous with "humanistic education" and "psychological education" (Miller, 1976, in Mayer & Cobb). As DeCarvalho (1991, in Huitt, 2001) suggests, "the purpose of humanistic education is to provide a foundation for personal growth and development so that learning will continue throughout life in a self-directed manner. " Humanistic education movement stemmed from the work of humanistic psychologists such as Abraham Maslow and Carl Rogers in the 1950s and encouraged "experiential approaches for building a student's internal personal skills, self-knowledge, and feeling recognition, with a focus on promoting self-esteem and a positive self-image" (Wood, 1996, p. 126, in Mayer & Cobb).

According to the Association for Humanistic Education and Development (AHEAD), the term *humanistic education* has been used to describe many different approaches to education, nevertheless, there are basic tenets of humanistic education:

- It includes the development of basic skills needed to function effectively in a complex world,
- It is a humane approach that helps students believe in themselves and their potential, that fosters self respect and respect for the worth and dignity of others, and that promotes skills in conflict resolution,
- It is an approach that deals with issues of concern to people trying to improve the 'Quality of Life' -to pursue knowledge, to grow, to love, to find meaning for one's existence,
- It includes the establishment of a particular atmosphere for traditional learning- a challenging yet supportive environment, where the

learner's needs and goals are considered, and where experiences are planned in the light of the unique nature of each child.

(AHEAD, 1982, p. 3, in Robinson III et al., 2000, p. 2)

### 2.2.2.3 Socioemotional Learning Movement (SEL)

Socioemotional learning (SEL) movement inherited some of its content from that of the humanistic education movement (Miller, 1976, in Mayer & Cobb, 2000). Similarly, SEL involves the stimulation and training of both a child's cognitive and affective development (Stern, 2002). SEL is also closely related to character education. Socioemotional theorists have identified lists of values. For example, as popular advocates of this movement, Elias et al. (1997, p. 33, in Mayer & Cobb, p. 168) identify different *values* that fall into five broad areas to be associated with their curricula. These areas are: (1) Self-development: confidence, creativity, excellence, purposefulness, excellence, and self-discipline, (2) Caring: helpfulness and love, (3) Respect: courtesy, honour, and tolerance, (4) Responsibility: honesty, justice, loyalty, and service (5) Spiritual values: peacefulness, reflectiveness, reverence, and thankfulness.

As one of the followers of this movement, Stern (2002, p. 3) claims that "by strengthening and increasing social-emotional educational opportunities, we will increase our children's capacity to learn, give them the tools to aspire to personal and professional achievements, and enable them to experience personal satisfaction." From this point of view, the research done in this area shows that SEL lays a basis for academic learning. Furthermore, SEL programs have been found to increase academic achievement (Elias, et al., 1997), increase pro-social behaviours, and reduce behaviours that may interfere with learning (Grossman, et al., 1997, in Smith, 2002, p. 2). It is also believed that "through social and emotional learning, children's EQ is bolstered, giving them an enormous edge in their personal and professional futures" (Stern, 2002, p. 1). Thus, with the idea that social and emotional skills can be learnt and enhanced at any age, many schools, especially in the United States, have been implementing and infusing social and emotional learning competency building into their daily curriculum (Stern, 2002).

### 2.2.3 Humanism in ELT

As Williams & Burden (1997) suggest, a number of different language teaching methodologies have arisen from taking a humanistic approach; however, the main ones are *Silent Way*, *Suggestopaedia*, and *Community Language Learning*. These three methodologies have common characteristics:

- They are based more firmly on psychology than on linguistics,
- They all consider affective aspects of learning and language as important,
- They are all concerned with treating the learner as a whole person, and with whole-person involvement in the learning process,
- They see the importance of a learning environment, which minimises anxiety and enhances personal security.

(Williams & Burden, 1997, p. 37)

*Silent Way* which was devised by Gattegno (1972) is one of these methods based on the above mentioned principles. Richard & Rodgers (1986) state the learning hypotheses underlying Gattegno's work as:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt,
- Learning is facilitated by accompanying physical objects,
- Learning is facilitated by problem solving involving the material to be learnt.

(p. 99)

*Suggestopaedia* is another humanistic language teaching method, which is actually a specific set of recommendations to optimise learning, developed by Lozanov in 1979. It is based on the principle that people can learn better if their minds are free of other things and anxiety. It is grounded on relaxation at a deep level of mind which is maintained by the use of classical music to help learning (Williams & Burden, 1997).

*Community Language Learning (CLL)*, as a language teaching method determines its organising rationale from Carl Roger's psychological counselling. In this method, a group of learners sit in a circle with their teacher standing outside. Firstly, a

student whispers a message in the native language (L1) and the teacher translates that message into the foreign language (L2) and finally the student repeats the sentence in the target language. Using the same procedure the teacher helps all the students in class to compose further messages in the foreign language. This technique is similar to the one applied in psychological counselling focusing on client-counsellor relationship (Richards & Rodgers, 1986). In this sense, CLL techniques also fit in a large set of humanistic foreign language techniques, which engage the whole person, considering the emotions and feelings as well as linguistic knowledge and behavioural skills” (Moscowitz, 1978, in Richards & Rodgers, 1986, p.114).

Naturally, many other language teaching methodologies have also taken a humanistic approach in order to avoid the "alienation of learners from materials, from themselves, from the class and from the teacher" (Williams & Burden, 1997, p.37). However, within the scope of this study, we agree with William & Burden (1997) and strongly believe that humanism is a valuable approach in its manner of informing and enhancing the *teachers' practices* in various ways regardless of what methodology the teacher is following.

#### **2.2.4 Kagan's Approach in Relation to Emotional Intelligence & Character Development**

Following Goleman (1995), who expanded and emphasised the view of emotional intelligence as a list of personality characteristics, educators interested in policy found the link among EI, SEL, and character education persuasive with the idea that emotional intelligence was required to learn and behave well. Kagan, as one of those educators and a social psychologist is in favour of promoting the social and emotional development of students. His studies in the field are mainly on integrating character development (within an emotional intelligence (EQ) frame, see Table 2) into the curriculum.

**Table 2- The EQ / CD Links**

| <b>EMOTIONAL INTELLIGENCE</b> | <b>CHARACTER DEVELOPMENT</b>                                                                                                               |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5 Dimensions</b>           | <b>The Virtues</b>                                                                                                                         |
| *Self Awareness               | <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Honesty</li> </ul>                                                           |
| *Self Control                 | <ul style="list-style-type: none"> <li>• Good judgement</li> <li>• Self-discipline</li> <li>• Impulse control</li> </ul>                   |
| *Self Motivation              | <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Pride in one's work</li> </ul>                                            |
| *Empathy                      | <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Caring</li> <li>• Respect</li> <li>• Fairness</li> </ul>                 |
| *Relationship Skills          | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Helpfulness</li> <li>• Cooperativeness</li> <li>• Responsibility</li> </ul> |

(Taken from Dr. Spencer Kagan: Emotional Intelligence & Character Development Course Workbook, p. 2)

According to Kagan, EQ strengthens the value of existing social and emotional development programs and provides a new conceptual framework for educators (Kagan, 2000). For this reason, he integrates five dimensions of EQ each of which has at least two different character virtues (see Table 2). In his EQ rubric, Kagan (2000) also describes the characteristics of students with low, medium, and high emotional intelligence (see Table 3, the Kagan EQ Rubric). As a researcher and a material producer in this field, he is aware of the importance of training teachers on how to nurture and promote their students' EQ and thus he conducts different national and international professional development programs related to this concern.

Table 3- The Kagan EQ Rubric

|                             | <b>LOW</b>                                    | <b>MEDIUM</b>                                                                 | <b>HIGH</b>                                                                                                          |
|-----------------------------|-----------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>*Self-knowledge</b>      | Acts out feelings without awareness           | Differentiate feelings from sensations; recognise basic feelings              | Differentiate many emotions and label subtle differences of intensity; distinguish moods, states, emotions, feelings |
| <b>*Self Control</b>        | Action precedes awareness                     | Aware of rising emotions prior to acting on them; exercise control            | Awareness of what might produce emotions; use variety of self control techniques                                     |
| <b>*Self Motivation</b>     | Feel depressed without awareness of cause     | Give self pep talks; focus on goals                                           | Consciously reframe cognitions and restructure tasks                                                                 |
| <b>*Empathy</b>             | Unaware of feelings of others                 | Recognise expressed feelings of others                                        | Recognise unexpressed feelings and moods in others                                                                   |
| <b>*Relationship Skills</b> | Cannot maintain close interpersonal relations | Maintain friendships; relatively unskilled in wider range of social relations | Wide range of skills: leadership, group facilitation, taskmaster, gatekeeper, friendship skills                      |

(Taken from Dr. Spencer Kagan: Emotional Intelligence & Character Development Course Workbook, p. 10)

In his studies, Kagan argues for the long-term impact of structuring the curriculum for character rather than teaching about character by using a "structural approach." In his terms, using a structural approach in character development means, providing opportunities for the students to acquire the virtues because of "the way content is taught." The Kagan Structures model places great emphasis on structures, defining over 150 repeatable, step-by-step, **content free** ways to structure the interaction of students with each other, the curriculum, and the teacher (cited in [www.kaganonline.com/newsletter.html](http://www.kaganonline.com/newsletter.html), 2001) (see Appendix for sample Kagan structures).

In this study, Kagan's five dimensioned EQ model with its character development links has been taken as a guide for educational purposes. Therefore, some Kagan materials and structures have been adapted and/or used within the contents of the emotional literacy improvement course for the EFL teachers at YADIM.

### 2.3 Theoretical Framework for Teacher Development

If we consider the assistance of the quality, commitment and expertise of a teacher to the success of any educational process, we can conclude that, in-service teacher development plays its intense role in terms of enhancing the teaching quality. However, the educational systems all over the world have been undergoing profound changes which result new tasks, provide new challenges for the schools, their teachers, and administrators. Thus, there is an increasing need for improving the teachers' competencies against the changing role of schooling influence and correspondingly, determining the contents of the in-service programmes. This suggests that the focus in educational theories should be shifted from individualised instruction to group learning.

Given this situation, Zuber-Skerritt (1992, p. 37) points out that "each of us, whether student or teacher, has an implicit model of the learning process which guides our behaviour as learner/teacher." These models strengthen and support the nature and development of mankind (Yumru, 2000). In this respect, instruction can be considered as a means to assist or to shape growth and any instruction theory can encourage human growth and development (Bruner, 1960, in Zuber-Skerritt, 1992). Within the scope of this study, we agree with Zuber Skerritt (1992) that any teaching theory is related to the nature of the learner. Therefore, in this study, we will not go into a discussion of behaviourist and cognitive theories, rather, we argue for the need for a more holistic model.

Holistic theories are defined as those that "do not consider parts of the learner system (e.g. behaviour, memory, speech acts, etc.) but the phenomena of learning in the person as a whole [i.e. the motor, cognitive, affective and inter-personal domains]; they describe the phenomena as they appear in the person's consciousness" (Zuber Skerritt, 1992, p. 44). As the quotation implies, different learners bring important phenomenological differences to the learning environment. Besides, there is also a difference between child and adult learning. According to Knowles (1985), adults are self-directed learners with life experience and thus can learn from each other in groups. Furthermore, they usually want purposeful learning such as solving a problem, performing a task, etc. (in Zuber-Skerritt, 1992). Therefore, in this study the theoretical framework of the teacher development model will be based mainly on Kelly's personal construct theory which also covers the features of adult learning theories (Keiny, 1994, in Yumru, 2000).

### 2.3.1 Kelly's Personal Construct Theory in Relation to Teacher Development

According to Williams & Burden (1997, p.2), the main principle of constructivism is that "people will make their own sense of ideas and theories with which they are presented in ways that are personal to them ... (and that) ... each individual constructs his or her own reality." This means that a person experiences events, interprets them and places a meaning on them (builds **constructs**). From the constructivist point of view, every teacher is unique. This view of teaching emphasises the fact that no two teachers or two teaching situations can be the same. Accordingly, teachers need to be more self-aware regarding their beliefs and the ways they make sense of the world, specifically related to their views about education and how those views come to be formed and developed. In addition, they also need to be aware of the phenomenon that as teachers they themselves are construed by their learners while the learners construct their knowledge via the teachers' words, actions, and interactions (Williams & Burden, 1997).

Looking from the teacher development perspective, Pennington (1990) supports the constructivist view, claiming that "teaching is most effective when it is based on two kinds of knowledge: knowledge of the students and knowledge of oneself" (p. 135). Similarly, De Lange (1990) defines teacher development as "a process of continual intellectual, experiential, and attitude growth of teachers" (p. 250). The following assumptions about teacher learning made by Roberts (1998) regarding In-service teacher development programme design also needs consideration:

- Teacher learning is essentially evolutionary, with the development of new ideas and practises built from preceding systems of perception and thinking.
- It arises from the synthesis of opportunities for experiential learning (determined by classroom context), access to public theory, private reflection, and discussion with others.
- Teacher learning is characterised by a rhythm of successive phases of certainty/stability and uncertainty/instability.

- In coping with deep role changes, experienced teachers will have to 'unlearn', a difficult process causing uncertainty and confusion (Eraut, 1994).
- Professional change and personal change are interdependent, at least in cases where teachers' work is central to their sense of self.
- Personal change demands practical and personal support, talk, and trial and error implementation.
- A conducive group/school climate is highly important for teacher development.
- Big systems plan for big changes, whereas teachers typically introduce changes in practice gradually, by trial and error. It would be wrong to dismiss such changes as insignificant. Adjustment to the running of a class within the rules of a school has to be done with care, in small steps. If you want to overhaul an engine, you stop it. If you have to change it while it is running, you can only fine-tune it.
- Learner teachers' personal theories mediate developments in their perceptions and constructions of the world; their personal theories may not match those of providers. Therefore establishing sociality, arriving at an understanding of the other person's perceptions, is an essential first step in any attempted intervention.
- What is of core concern to one person might seem insignificant to someone else. If a person reacts strongly to change, then an issue central to self must be in play: we should accept its importance for the other person, even if it may seem to be a side issue to us.

(pp. 236-237)

Following Robert's (1998) assumptions, it becomes clear that Kelly's (1955) "personal construct theory" has implications for teacher development, particularly in the way we aim to approach teacher learning through our emotional literacy improvement programme in this study.

Kelly's theory consists of a fundamental postulate (basic assumption) elaborated by eleven corollaries (the propositions) (in Zuber-Skerritt, 1992, pp 58-66, also in Yumru, 2000, pp 12-18):

- **Fundamental Postulate:** *A person's processes are psychologically channellized by the ways in which he anticipates events.*

Kelly (1963) believes that every human-being is a personal scientist and potentially able to create theories at various levels. Accordingly, like real scientists they are involved in a process of observation, interpretation, prediction, and control. They create a representational model of the world, which guides their behaviour and action. Later, they continually test, modify, or replace their models so as to make successful predictions and have better control regarding their lives in the future. Briefly, Kelly's fundamental postulate asserts that people's present behaviour is stemmed from the use of their personal constructs to forecast events (theory building) or to evaluate the validity and efficiency of their previous forecasts (theory testing). This process of knowledge is applicable not only to the researcher and learner in a formal education system, but also to people in everyday life (Zuber-Skerritt, 1992).

- **The Construction Corollary:** *A person anticipates events by constructing their replications.*

According to this corollary, a person constructs his/her anticipations by using his/her past experiences. This means that, a person expects things to happen as they happened before. Through this construct formation process s/he creates his/her view of the world. Thus, constructs can not be considered only as concepts, attitudes, or opinions for the reason that they also aid an individual to create his/her view of the world to construe reality (Salmon, 1988, in Yumru, 2002).

- **Organisation Corollary:** *Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs.*

This proposition emphasises that a person creates hierarchically organised constructs that have subordinate or superordinate positions within the individual construction system. A superordinate construct includes other constructs within its context, and a subordinate construct is one which is included in the context of an other (superordinate). For example, if we consider good-bad as a superordinate construct, then bright-dumb and attractive-unattractive might be the subordinate constructs (Pervin, 1993). The construction system refers to the whole-person system and the constructs within the person's construct system are interrelated. Within this context, the term "evolves" highlights that this organisation is not fixed, but is in a continuous state of motion and open to change (Sendan, 1995; Zuber-Skerrit, 1992; Yumru, 2000).

- **Individuality Corollary:** *Persons differ from each other in their construction of events.*

This corollary holds that each person has a unique construct system which can differ in focus, range, permeability, or position. Although there may be commonality between two individual's interpretations of an event, these interpretations can rarely be the same. To Kelly, this proposition is highly important in education as it encourages the articulation of constructs. For example, through the articulation process the teacher can understand the personal models of the learner which s/he uses to impose meanings on the world while the learner can clarify his/her thoughts and reflect on different alternatives for change (Zuber-Skerrit, 1992).

- **Dichotomy Corollary:** *A person's construct system is composed of a finite number of dichotomous constructs.*

For Kelly, personal constructs are dichotomous in nature. This means that they have two poles such as guilty-innocent or winner-loser (Pervin, 1993). These verbal labels represent the conceptual distinctions that a person makes (Yumru, 2000).

- **Sociality Corollary:** *To the extent that one person construes the construction process of another, he may play a role in a social process involving the other person.*

According to Kelly (1963), this corollary is a main constituent of interpersonal interaction. In the educational context, the process of communication is likely to fail if teachers don't have an idea about their students' constructs about the domain within which they want to converse and the students don't have a consideration of at least some of the teacher's constructs. Under these circumstances, teaching will just be transmission of knowledge instead of interaction (Sendan, 1995; Zuber-Skerrit, 1992; Yumru, 2000).

- **Commonality Corollary:** *To the extent that one person employs a construction of experience which is similar to that psychologically employed by another, his psychological processes are similar to those of the other person.*

With this corollary, Kelly (1963) proposes that there is a place for cultural similarity and commonality of behaviour. In view of this, in spite of their individuality, people may share a cultural similarity and tacit theory of the world in the way they think, react and give meaning to the world. However, this similarity should be viewed as the interpretation of a particular experience in a similar way. That is, they don't

experience the same event or use the same labels for a particular construct (Yumru, 2000).

- **Modulation Corollary:** *The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie.*

Kelly defines "permeability" as a degree of openness to change. In addition, he claims that permeability is a "construct's capacity to be used as a referent for novel events and to accept new subordinate constructions within its range of convenience" (in Zuber-Skerritt, 1992, p. 60). Following this view, Zuber-Skerrit (1992) theorises that the resistance to innovations occur when some parts of a person's construct system are impermeable. Fransella (1980, in Zuber-Skerrit, 1992) further explains resistance to change- "hostility" in Kelly's terms- as follows:

We can resist change and refuse to accept the invalidation for what it is. We thereby show hostility. ... we often 'make' the events support our predictions. One reason for this refusal to accept the invalidatory evidence could be that to acknowledge this reality staring us in the face would require personal change of such enormity that we could not contemplate it. It is too threatening.

(p. 61)

Kelly (1970) thinks that conceptual structures consist of independently organised substructures. These structures are hierarchically organised and can be differentiated in relation to their functions. This means that some events which may be viewed as inappropriate or not applicable by a substructure or construct may be viewed as appropriate by other substructures or constructs in relation to their different functions. These hierarchical structures are integrated in a person's construct system in a way that enables him/her to make wider range of cross references. Therefore, the hierarchical integration is an important aspect of conceptual development (Yumru, 2000; Zuber-Skerrit, 1992).

- **Fragmentation Corollary:** *A person may successfully employ a variety of construction subsystems which are inferentially incompatible with each other.*

According to Kelly (1963), people's construction systems have different ranges of convenience. Consequently, some people may tolerate more incompatibility whereas others may not, depending on the permeability of their superordinating constructs. That

is, since roles are often determined by circumstances, an individual can be inconsistent within him/herself while taking on different roles at different circumstances (Yumru, 2000). For example, a man may be a tidy employee at work, but he might be a sloppy husband at home.

- **Choice Corollary:** *A person chooses for himself an alternative in a dichotomised construct through which he anticipates the greater possibility for the extension and definition of his system.*

This proposition is important in education with its emphasis on the "intentionality" of personal change. That is, change does not emerge out of an external stimuli, but the person himself brings about personal, conceptual development through cognitive and conscious activity.

- **Range Corollary:** *A construct is convenient for the anticipation of a finite range of events only.*

As Kelly proposes, each construct has a limited applicability (range of convenience). This means that the use of each construct depends on people's experiences and beliefs. As Bannister and Fransella (in Sendan, 1995) explain:

Kelly used the term "range of convenience" to indicate that those things for which a construct was specifically developed. Thus, the construct "honesty", for some people, has "its focus of convenience" keeping your fingers off other people's property. The "range of convenience" is all those things to which people might eventually find the construct applicable. Thus, for some people "honesty" may eventually be used in relation to political honesty, aesthetic honesty and so forth.

(p. 28)

- **Experience Corollary:** *A person's construction system varies as he successively construes the replication of events.*

This corollary holds that a person revises his/her constructs continually to see if his/her anticipations of the world ended in success or failure. For example, when s/he sees that the result is a failure, s/he adapts or revises his/her constructs and consequently changes his/her future expectations (Yumru, 2000).

The points mentioned above regarding Kelly's Theory have been summarised by Zuber-Skerritt (1992) as follows:

Kelly's fundamental postulate and his corollaries give a picture of the person/learner as a 'personal scientist', with a hierarchical construction system (organisation) which is personally unique (individuality) and which can be explored by him/herself as well as by others (sociality). Apart from their individuality, a group of people may be similar in terms of their construction of experience (commonality). The development of intelligence or conceptual change depends on the permeability of a person's constructs (modulation) and on the balance between hierarchical integration and consistency of differing constructs on the one hand and their differentiation and inconsistency (fragmentation) on the other.

(p. 65)

Consequently, constructivist view suggests that all learning involves relearning and reorganisation in a person's prior representations of the world (Roberts, 1998) i.e. , "there is no intellectual growth without some reconstruction, some reworking" (Dewey, 1938, p. 64, in Roberts, 1998, p. 23). Accordingly, a constructivist view entails the following learning cycle:

- The person filters new information according to his/her expectations and existing knowledge of the world;
- S/he constructs the meaning of input;
- This meaning is matched with his/her prior internal representations relevant to the input;
- Matching confirms or disconfirms existing representations;
- If there is a match, then s/he maintains the meaning as presently constructed (assimilation);
- If there is a mismatch s/he revises his/her representation of the world to incorporate the new information (accommodation).

( Roberts, 1998, p. 23)

We believe that Kelly's Personal Construct Theory, which provides insights into conceptual change, has an important impact on the theoretical framework of the teacher

development model that we based our emotional literacy improvement programme on. In addition, with regards to the educational philosophy of this study, we agree with Roberts (1998) who suggests that "Constructivism and humanistic theories are mutually consistent, in that they value the perceptions of the individual and see learning in terms of personal change" (p.29). In this respect, the following remarks made by Freeman (1989, in Yumru, 2000) regarding change in teacher education also support our aim within the theoretical framework of this study for teacher development:

1. Change does not necessarily mean doing something differently; it can mean a change in awareness
2. Change is not necessarily immediate or complete. Indeed some changes occur over time, with the collaborator serving only to initiate the process
3. Some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not
4. Some types of change can come to closure and others are open-ended.

(p. 11)

## **2.4 Research Methodology: Action Research**

In this study, the term "action research" is viewed mainly as research conducted by a 'staff developer' in order to develop a framework of a new Staff Development Unit (SDU) programme considering the needs of the EFL teachers at YADIM for emphasis on affective domain in ELT.

Literally, action research is a kind of "insider" investigation by practitioners in their own area as a focus for their study (Staples, 2000). However, it is, generally more complex than that. Within all the definitions of action research (McCutcheon and Jung, 1990; Kemmis and McTaggart, 1990; Rapoport, 1970; McKernan 1991, cited in Masters, 1995), there are four basic themes: "empowerment of participants; collaboration through participation; acquisition of knowledge; and social change." The process that the researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phases: "planning, acting, observing, and reflecting" (Zuber-Skerrit, 1991, p.2).

Grundy and Kemmis (1981, as cited in Grundy, 1988) assert that there are three minimal requirements for action research to exist:

1. The project takes as its subject-matter a social practice, regarding it as a strategic action susceptible to improvement;
2. The project proceeds through a spiral of cycles of planning, acting, observing, and reflecting, with each of these activities being systematically and self-critically implemented and interrelated; and
3. The project involves those responsible for practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice and maintaining collaborative control of the process

(p. 353)

Following the definitions given so far, it becomes clear that we have a range of processes into questioning our situation as staff development unit members to undertake an action research project. Therefore, the most important issue seems to devise our own model and method of research, consistent with constraints imposed by YADIM staff, availability of support and resources for our new programme. With this aim in mind, in the following section, different models of action research will be elaborated and discussed in detail.

#### **2.4.1 Models of Action Research**

Different researchers discuss action research under different modes, approaches, types and perspectives (see Table 4).

**Table 4: MODELS OF ACTION RESEARCH**

|                    | <b>Technical AR</b>                                        | <b>Practical AR</b>                              | <b>Emancipatory AR</b>                       | <b>Researcher's Name</b>                      |
|--------------------|------------------------------------------------------------|--------------------------------------------------|----------------------------------------------|-----------------------------------------------|
| <b>Mode</b>        | Technical                                                  | Practical                                        | Emancipatory                                 | Grundy, 1988, p.353                           |
| <b>Approach</b>    | Technical<br>Collaborative                                 | Mutual<br>Collaborative                          | Enhancement                                  | Holter and Schwartz-<br>Barcott, 1993, p.301  |
| <b>Type</b>        | The Scientific-<br>technical View<br>of Problem<br>Solving | Practical-<br>deliberative<br>Action<br>Research | Critical-<br>Emancipatory Action<br>Research | McKernan, 1991,<br>pp. 16-27                  |
| <b>Perspective</b> | A Positivist<br>Perspective                                | An<br>Interpretivist<br>Perspective              | A Critical Science<br>Perspective            | McCutcheon and<br>Jurg, 1990, pp. 145-<br>147 |

(adapted from the information cited in Masters, 1995; Darwin, 1999)

However, within this broad framework, there are basically three labels employed which are in common usage among action researchers for three different action research models: "Technical", "Practical" and "Emancipatory" (Carr & Kemmis, 1986; Grundy, 1988) (see Table 4). We anticipate that, in order to have a better understanding of how to conduct our own model of action research and how to choose the most appropriate one considering our ultimate aim, a deeper understanding of action research models is required. Consequently, in the following sub-section, different models of action research regarding the interests of different researchers in terms of mode, approach, type and perspective will be explored in turn.

#### **2.4.1.1 Model 1: Technical /Technical-Collaborative /Scientific-Technical /Positivist**

Early advocates of action research such as Lippitt and Radke in 1946, Lewin in 1947, Corey in 1953 and Taba and Noel in 1957 put forward a scientific method of problem solving (Mc Kernan 1991, in Masters 1995). In this approach, the underlying goal of the researcher is to test a certain intervention based on a pre-specified theoretical framework. A researcher identifies the problem and a specific intervention. Then, the practitioner implements the intervention and the researcher collects data in this way. The collaboration between the researcher and the practitioner is technical and

facilitatory as it is instrumental to the research goals (Holter & Schwartz-Barcott 1993, in Masters 1995; Darwin 1999; Hughes 2001).

This approach to action research has positivist notions of rationality, objectivity and truth. Thus, “it results in the accumulation of predictive knowledge, the major thrust is on validation and refinement of existing theories and is essentially deductive” (Holter et al 1993, in Masters 1995, p.4) , especially regarding the theories about the effects of interventions (Hughes, 2001).

#### **2.4.1.2 Model 2: Mutual-Collaborative/ Practical-Deliberative/Interpretivist**

In this type of action research project, the researcher and the practitioners come together to identify potential problems, their underlying causes and possible interventions (Holter et al 1993, in Darwin, 1999). The problem is defined after dialogue with the researcher and the practitioner and a mutual understanding is reached. “Practical action research seeks to improve practice through the application of the personal wisdom of the participants” (Grundy 1982, in Darwin, 1999, p.8).

This design of action research allows for a more flexible approach, not available in the positivist paradigm. “Indicative of this flexibility is the frequent use of ‘interpretive’ as umbrella term that comfortably accommodates interactive and phenomenological perspectives” (Mc Cutcheon and Jung 1990, in Darwin, 1999, p.8). Practical action research helps improvements in professional practices to develop by increasing the resources of knowledge, skill and reflexivity available to practitioners. Grundy (1987, in Masters, p.5) feels that this mode of action research “ promotes autonomous, deliberative action, that is, ...-praxis.” Accordingly, practitioners involved obtain a new understanding of their practice. However, “the changes tend to be connected to the individuals directly involved in the change process, and therefore the interventions tend to be short-lived when these individuals leave the system or there is an influx of new people” (Holter et al. 1993, in Darwin, 1999, p.9; Hughes, 2001, p.3-4).

### 2.4.1.3 Model 3: Enhancement Approach/Critical-Emancipatory Action Research/Critical Science Perspective

Emancipatory action research “...promotes a critical consciousness which exhibits itself in political as well as practical action to promote change” (Grundy 1987, in Masters 1995, p.6). Holter et al. (1993, in Masters 1995) assert that there are two goals for the researcher using this approach:

- To increase the closeness between the actual problems encountered by practitioners in a specific setting and the theory used to explain and resolve the problem,
- To assist practitioners in identifying and making explicit fundamental problems by raising their collective consciousness.

(p. 6)

In this type of action research, the expert is a process moderator, collaborating and sharing equal responsibility with the participants (Hughes, 2001).

Jurgen Habermas, a critical social theorist, presents a framework of critical social theory for action research. In critical theory, the mediation of theory and practice is possible. In his framework, the development of action-oriented critique has three phases: **theory**, **enlightenment**, and **action**.

Emancipated strategic action follows from the disposition of critical intent. At all stages of emancipatory action research, the critical intent motivates action and interaction and is specially important in the elaboration of the theoretical perspective which informs and underpins a project. This model of action research does not begin with theory and ends with practice, nevertheless, it is informed by theory and often the confrontation with the theory provides the first step to undertake the practice. There is a dynamic relationship between theory and practice which involves and causes the expansion of both theory and practice during the project (Habermas, 1972 as cited in Grundy, 1982, in Masters 1995).

When a person reflects upon a **theory** in the light of practical judgement, it results with personal knowledge. This knowledge can be acquired through the process of reflection. Thus, As Grundy (1982, in Masters, p.6) claims, “the interaction of theory

and practical judgement through the process of reflection, with the input from critical intent leads to critical theorems.”

The second function in the mediation of theory and practice as distinguished by Habermas is **enlightenment**. In this process, the critical theorems are applied and tested by the initiation of processes of reflection carried out within certain groups involved. According to Habermas (1972, as cited in Grundy 1982, in Masters, 1995, p. 6), “these group processes of reflection will give rise to enlightenment in the form of authentic insights.” Consequently, if the facilitator attempts to direct the outcome of this deliberative process by thrusting enlightenment on the participants, there won’t be a symmetrical communication from which enlightenment will flow (Grundy, 1982, in Masters 1995).

The organisation of **action** is the third function Habermas distinguishes. In this respect, Grundy (1982, in Masters, 1995) suggests that when the action is freed from the dominating constraints of the environment, the development of ‘critical theorems’ and the process of enlightenment result in true praxis-committed action.

#### 2.4.2 The Three Models Compared

According to Grundy (1982), these three models of action research don’t differ in their methodologies, but to some extent in the underlying assumptions and world views of the participants which give rise to the variations in the application of methodology. Thus, in Grundy’s (1982, in Masters 1995) view:

The differences in the relationship between the participants and the source and scope of the guiding ‘idea’ can be traced to a question of power. In **technical action research** it is the ‘idea’ which is the source of power for action and since the ‘idea’ often resides with the facilitator, it is the facilitator who controls the project. In **practical action research** power is shared between a group of equal participants, but the emphasis is upon individual power for action. Power in **emancipatory action research** resides wholly within the group, not with the facilitator and not with the individuals within the group. It is often the change in power

relationships within a group that causes a shift from one mode to another.

(p. 8)

As the above quotation suggests, different facilitators' roles establish different modes of action research. Therefore, in our case the most appropriate model seems to be **practical action research** since the ultimate aim is to develop the framework of a new SDU programme by a staff developer. Consequently, in 'the application of methodology' of this study, the emphasis is upon the 'staff developer' who tries a new intervention. Therefore, firstly, the researcher in this study is viewed as "participant actor observer" (Hughes, 2000), who tries a new SDU programme and observes outcomes. Secondly, the participants of this study, who may be affected by the outcomes of the action, share the power of the researcher depending on the objectives of the study, the resources available and the institutional context.

Overall, the action research in this study can be defined as in the definition of Southern Cross University as being:

- A family of research methodologies which pursue action (or change) and research (or understanding) at the same time,
- A cyclic or spiral process which alternates between action and critical reflection and in the later cycles continuously refining methods, data and interpretation in the light of the understanding developed in the earlier cycles,
- An emergent process which takes shape as understanding increases,
- An iterative process which converges towards a better understanding of what happens
- Participative (among other reasons, change is usually easier to achieve when those affected by the change are involved) and qualitative.

(taken from,

<http://www.scu.edu.au/schools/gcm/ar/whatisar.html>)

### 2.4.3 Theories Behind Action Research

In the following sub-section, this model of action research will be elaborated and discussed in the light of interrelated theories: Kolb's experiential learning theory, Schon's view of expertise: reflective practitioner.

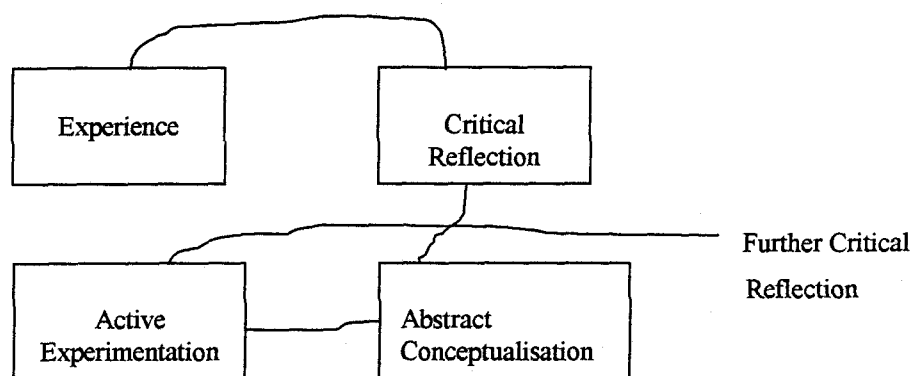
#### 2.4.3.1 Kolb's Experiential Learning Theory

Experiential Learning Theory is a theory that defines the cognitive processes of learning. Specifically, it asserts the importance of critical reflection in learning. In the early 1980's researchers such as Mezirow, Freire and others emphasised that the essence of learning lies in the way we process experience, mainly, our critical reflection of experience. They spoke of learning as a cycle that begins with experience, continues with reflection and later leads to action, which itself becomes a concrete experience for reflection (Rogers, 1996, in Kelly, 1997). Kolb further clarified the concept of reflection by dividing it into two distinct learning activities: perceiving and processing (Algonquin, 1996, in Kelly, 1997). He thus added another stage, called "Abstract Conceptualisation." This means that in *critical reflection stage* we ask questions about the experience in terms of previous experiences, whereas in the *abstract conceptualisation stage*, we try to find answers. We make generalisations, draw conclusions and form hypotheses about the experience. The *action phase*, in the light of this interpretation, then becomes a phase of "Active Experimentation" (Kelly, 1997; Roberts, 1998) (see Figure 2). As Kolb (in Kelly, 1997) says:

**Abstract Conceptualisation:** In this stage learning involves using logic and ideas, rather than feelings to understand problems or situations. Typically, you would rely on systematic planning and develop theories and ideas to solve problems.

**Active Experimentation:** Learning in this stage takes an active form-experimenting with, really influencing or changing situations. You would like to take a practical approach and be concerned with what works.

(p.2)



**Figure 2.** Experiential Learning Cycle (taken from Kelly, 1997, p.2)

Kolb's theory uses the "first-hand experience of the learner as a major source of knowing and learning" (Zuber-Skerritt, 1992a, p.97). In this sense, in the learning process, it involves the whole person with his/her emotions, feelings, values as well as his/her intellect. As Zuber-Skerritt (1992a, p.98) indicates, Kolb's experiential learning theory makes it easier for the differences between theory and practice, "between abstract generalisations and concrete experiences, between the affective and cognitive domains."

Regarding Kolb's experiential learning theory, Roberts (1998) also suggests that, this theory offers a flexible and helpful framework for formal (i.e. course based) and informal teacher learning. Accordingly it proposes the following principles:

- Direct personal experience is essential for conceptual development;
- Reflection on this experience is essential to conceptual development;
- There is value in access to abstract theory (by reading and formal instruction) to explain cases and provide terms with which to analyse experience;
- There is no need to see either experience or abstraction as prior, so long as they are both available to the learner;
- The experiential learning cycle can be entered *at any point* so long as it is ongoing.

(pp. 33-34)

Therefore, in this **practical participatory action research**, following Kolb's experiential learning theory, it's assumed that both the researcher who tries out a new SDU programme and observes outcomes, and the participants who may be affected by the outcomes of the action use their first-hand experience as a major source of their knowing and learning. Besides, to access to abstract theory, we also thoroughly approve of what Roberts (1998) proposes with regards to the reading done, the formal instruction and informal guidance given by the researcher to the participants of this study in order to explain cases and provide terms with which to analyse this experience.

Kolb's theory from philosophical perspective of pragmatism is partly based on Dewey's model of learning. Therefore, Dewey's model of learning will be highlighted in the following sub-section.

#### **2.4.3.1.1 Dewey's Model of Learning**

Dewey regards learning as a dialectical process in which experience and concepts, observation, and action are integrated (Keiny, 1994; Carr, 1995). Dewey explains how learning converts the experience into purposeful action. In Zuber-Skerritt, 1992a), his model of experiential learning consists of a four-stage cycle of:

- The impulse of experience
- Observation of surrounding conditions
- Knowledge of similar situations in the past
- Judgement based on observation and knowledge

(p. 100)

Dewey's ideas have influenced schooling and professional education throughout the twentieth century. He laid the basis for later progressive and person-centred models of learning by "characterising reflection as disciplined, conscious, explicit and critical thought which contributes to the intellectual and moral development of the person" (Roberts, 1998, pp.47-48). Dewey argued that reflective thought occurs when the usual progress of our normal activity is interrupted with a perplexity or surprise. According to him when we are in such a situation, we are presented with a dilemma which proposes

alternative solutions and thus a complete cycle of reflection can follow. Dewey integrates personal experience, feeling and thinking as follows:

- i. There's a 'feeling of discrepancy or difficulty' likely to be experienced as an emotional disturbance as much as explicit thought. It could result from a mismatch between the ends we want and the means we have at our disposal: or between our expectations and what actually takes place; or between our beliefs and incidents we cannot explain.
- ii. We 'observe' to define the difficulty. The more deliberately and critically this is done, the better the eventual resolution will be. Dewey stresses the need to suspend judgement in order to 'determine the nature of the problem before proceeding to attempts at its solution.' (Dewey, 1910, p. 74)
- iii. We cultivate a variety of alternative 'suggestions' to solve the problem.
- iv. We think through the implications of each suggestion as a solution. We then select the best idea to resolve the original difficulty.
- v. We observe again to confirm our 'theory' and we can adapt it as personal knowledge.

(Roberts, 1998, p. 48)

As Dewey puts it, reflection is a process within which an individual reframes problems in a variety of ways, and consequently arrives at a wide range of possible solutions. As a result, this process helps the individual to change his/her perspectives (Yumru, 2000). Hence, Dewey argued for the concept of 'reframing' as later refined by Arygis and Schon (1974), Schon (1983) and Arygyris et al., (1985): "that our ability to conceptualise alternative perspectives on a problem lies at the very heart of professional development and of also creative, appropriate problem solving" (Roberts, 1998, p.49).

### 2.4.3.2 Gaining Expertise through Experiential Learning

In the words of Herbert Otto (in Jonhson & Jonhson, 1997, p.51) “change and growth take place when a person has risked himself and dares to become involved with experimenting with his own life.” From this point of view, all humans need to become proficient in taking action and concurrently reflecting on their action to learn from it. In this respect, we need action theories so as to see what actions are needed to achieve a desired consequence in a given situation. Only if we see that a pattern of behaviour deals effectively with a recurrent situation, then we tend to repeat it again and again until it functions automatically (Johnson & Jonhson, 1997). Thus, when you induce an action theory from your own experiences, and then continually reform it to improve its effectiveness, you are learning experientially.

Consequently, as Johnson & Johnson (1997) claim, experiential learning can be considered in a clarified way as a four stage cycle as:

1. Take action on the basis of one's current action theory,
2. Assess consequences and obtain feedback,
3. Reflect on how effective actions were and reformulate and refine the action theory,
4. Implement the revised action theory by taking modified action

(p.53)

The experiential learning process of formulating an action theory, testing it out behaviourally, assessing consequences, and obtaining feedback, reflecting, and modifying and refining the theory is based on a number of principles that need to be understood and followed. These **principles** are based on the theorising of Lewin (Lewin, 1935; Lewin & Grabbe, 1945, in Johnson & Johnson, 1997):

1. Effective experiential learning will affect the learner's cognitive structures (action theories), attitudes and values, perceptions, and behavioural patterns.
2. People will believe more in knowledge they have discovered themselves than in knowledge presented by others.

3. Learning is more effective when it is an active rather than a passive process.
4. Acceptance of new action theories, attitudes, and behavioural patterns can not be brought about by a piece-meal approach- one's whole affective- behavioural system has to change.
5. It takes more than information to change action theories, attitudes and behavioural patterns.
6. It takes more than firsthand experience to generate valid knowledge.
7. Behaviour changes will be temporary unless the action theories and attitudes underlying them are changed.
8. Changes in perceptions of oneself and one's social environment are necessary before changes in action theories, attitudes, and behaviour will take place.
9. The more supportive, accepting, and caring the social environment, the freer a person is to experiment with new behaviours, attitudes, and action theories.
10. For changes in behaviour patterns, attitudes, and action theories to be permanent, both the person and the social environment have to change.
11. It's easier to change a person's action theories, attitudes, and behavioural patterns in a group context than in an individual context.
12. A person accepts a new system of action theories, attitudes, and behavioural patterns when he or she accepts membership in a new group.

(pp. 54-55)

Considering the approach, the aim and the scope of this study, experiential learning procedures seem remarkably practical if we want to learn new skills (in our case, the skills which provide the basis for the kinds of social and emotional competencies that are important for success in many areas of life under EI Theory). Regarding the research methodology (practical-participatory action research) of this study, experiential learning offers the convenience for experiencing success by allowing

the freedom to decide what aspects of experience the researcher wish to centre upon, what skills to be developed both from the researcher's and the participants' point of views, and how to conceptualise the conclusions drawn from these experiences (Johnson & Johnson, 1997).

#### 2.4.3.3 Schon's view of expertise: the reflective practitioner

In his theory of professional expertise, Schon rejects a 'positivist view' (knowledge-centred) of professional expertise i.e. as he claims objective knowledge about the world is not an adequate guide for action. Instead, he refers to the "reflective practitioners' who examine, reformulate, and test their tacit knowledge and understandings of their practice (Zuber-Skerritt 1992; Roberts, 1998; Smith, 2002). When trying to make sense of a practical problem, Schon's reflective practitioner "also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticises, restructures, and embodies in further action" (Schon, 1983; cited in Zuber-Skerritt, 1992, p.26).

The notions of **reflection-in-action** and **reflection-on-action** were central to Donald Schon's efforts in this area. According to Schon, *reflection-in-action* entails looking to our experiences, connecting with our feelings, and attending to our theories in use. This process also involves building new understandings to inform our actions in the situation that is unfolding. As Schon (1983) puts it (cited in Smith, 2002) :

The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out in an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.

(p. 10)

This process of thinking can be linked with *reflection-on-action* which is done later- after the experience. In this respect, Smith (2002, p.11) recommends that the act of reflecting-on-action "enables us to spend time exploring why we acted as we did,

what was happening in a group and so on. In so doing we develop sets of questions and ideas about our activities and practice.” The key aspect of this approach is the concept of ‘repertoire.’ Practitioners build up a collection of images, ideas, examples and actions that they can draw upon. Schon like Dewey, saw this as central to reflective thought (Smith, 2002).

When a practitioner makes sense of a situation he perceives to be unique, he *sees* it as something already present in his repertoire. To see *this* site as *that* one is not to subsume the first under a familiar category or rule. It is, rather, to see the unfamiliar, unique situation as both similar to and different from the familiar one, without at first being able to say similar or different with respect to what. The familiar situation functions as a precedent, or a metaphor, or... an example for the unfamiliar one.

(Schon, 1983; cited in Smith, 2002, p.11)

Reflection-on-action is not different from Dewey’s notion of reflective thinking. As mentioned earlier (see 2.4.3.1.1), this process helps an individual to change his/her perspectives.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

The primary aim of this study is to develop in the researcher an understanding of how to design and conduct emotional literacy improvement courses for teachers of English as a foreign language (EFL) for future use. As a secondary aim, the participant teachers of this study are expected to raise their awareness on the emotional basis of learning in self and in others and accordingly identify behaviours that will result from learning about emotional intelligence. Thus, in this study we hope to determine a framework of a teacher development programme within which the teachers at YADIM improve their emotional literacy with its underlying skills, traits and behaviours and/or feel the need to consider these constructs both in their classroom settings and in their personal lives as human beings.

The assessment of the effects of this study can be interpreted in terms of change in participant teachers. However, this study aimed to combine professional development as a form of in-service teacher development and maturation of the framework of an emotional literacy improvement programme for EFL teachers for future use. Therefore, regarding the design of the study, in the light of the theories discussed so far, the frame of reference of this study is mainly related to the tools of data collection, particularly EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5 (1997), EQ Map Interpretation Guide (1997), The EQ Map Scoring Grid (1997), EQ Map Results Evaluation Checklist, All about me Participant Profile Checklist; the researcher's footnotes, researcher's diary, participant teachers' learning logs and Course Evaluation Questionnaire. These instruments are chosen to be employed as their rationale is based on both the theoretical and the methodological framework of this study.

## 3.2 Subjects

The subjects of this action research study (both in the piloting and in the main study) were teachers of English who are teaching at YADIM, The Foreign Languages Centre, at Çukurova University. At the beginning of the year, the researcher held a meeting with all the YADIM teachers and explained the basics of emotional intelligence and the fundamental principles of the course. Following the meeting, the voluntary participation of 17 teachers out of 50 was ensured. The groups were formed on a voluntary basis since teacher development is believed to be self-initiated (Mathur, 1987, Fullan, 1991). Finally, out of the 17 volunteer participants, seven teachers in the piloting in fall semester and ten teachers in the main study in spring semester participated the course since the sessions aimed to integrate both the teachers' immediate needs and the requirements of the study.

## 3.3 Pilot Study

Before getting involved in the real study, a pilot study was conducted during the 2000-2001 academic year/ fall semester. Throughout the study, seven participant teachers were met once a week during three hour sessions, for ten weeks. The focus of the programme was mainly on Kagan's model of EQ and supporting articles and activities to help teachers become aware of their strengths and weaknesses regarding EQ.

### 3.3.1 The Cycles of the Pilot Study

1<sup>st</sup> CYCLE: Eliciting teachers' strengths and weaknesses regarding their Emotional Intelligence (EQ)

- EQ Map
- All about me Participant Profile Checklist
- Results Evaluation Document

(the results were triangulated with the results evaluation document)

2<sup>nd</sup> CYCLE: Preparation of the input for the Emotional Intelligence Programme;

- The most problematic dimension according to the EQ Map results considering the whole group was identified by means of content analysis and dealt with first. The course continued with the other problematic dimensions considering the density of the weaknesses of the participants.

### 3<sup>rd</sup> CYCLE: Task preparation ;

- Kagan's five-dimensioned EQ model was taken as a guide, because of the fact that his model was neatly organised and was used before for educational purposes.
- Each scale in EQ Map was categorised under Kagan's EQ dimensions and was ensured to match with the course syllabus items.
- Tasks for each session fronted by the researcher mainly consisted of the related articles for reading (gathered from different sources), experiential activities for practice (mostly produced by the researcher) and ideas for classroom practice (Kagan's activities).

### 4<sup>th</sup> CYCLE: Introducing the course content to the participants;

#### ❖ Providing Input

- Teachers read some related articles in their own time,
- Whole group discussion on the articles,
- Brainstorming,
- Peer discussion on definitions, etc.

#### ❖ Involvement in Experiential Activities

#### ❖ Reflection on the activities by the teachers

- Learning Logs
- Peer discussion
- Whole group discussion

#### ❖ Ideas for classroom practice

### 5<sup>th</sup> CYCLE: Finding out to what extend the activities help the teachers improve their emotional intelligence,

- EQ Map

- Teachers' learning logs
- Researcher's diary
- Researcher's footnotes

6<sup>th</sup> CYCLE: Researcher's reflection on the factors that should be taken into consideration while establishing an Emotional Literacy Improvement Programme.

- Researcher's Diary
- Course Evaluation Questionnaire
- Teachers' reflections in the learning logs.

The cycles followed in the pilot study were also followed in the real study. The researcher, considering the feedback on the content and structure of the pilot study gathered from the data elicited, tried to improve the possible weak points of the piloting in order to have better results in the real study. Accordingly, the following points were observed to have problematic effects on the efficiency of the pilot study:

- Some components of the EQ Map, such as **Trust Radius** were found to be lacking in the contents of the sessions, which meant a mismatch between the contents of the course and components of the test. This may cause false interpretations regarding the improvement of the participants, when the lack of information related to some post-test items in the course content is considered.
- The teachers seemed to have difficulty during the individual readings before discussion. They claimed that it would have been much better if they had had the chance to read the articles in their own time before they came to the session. The following extract taken from a learning log illustrates the negative aspect of individual reading during the session:
  - The Self Control Session went on well, except... Actually, this is the dimension I should work on deeply. But it was a pity that, the session was more like a rush. I wish we had had the chance to read the texts on self control and then had this session. My friends thought just like me.
- The time devoted for some parts of the sessions seemed to be insufficient considering the researcher's notes. Her reflections are highlighted as follows:

- No matter how satisfactory the session went on, I feel and wish we had had some more time to practise Kagan materials, I feel I should reconsider this fact during the real study, that is we should spend more time on **classroom practice for EQ components**.
- Participant teachers left the session with smiling faces, however I wish we had had more time to spend on practising more **experiential activities for practice on Self Motivation** in our session.

Considering the grounds behind these problems, the steps taken to avoid the occurrence of these problems in the main study are presented below:

- The contents of each session was made sure to match with the test items of the EQ Map and the lacking test items in the session contents of the pilot study were added to the main study.
- The readings for the next sessions were decided to be given to the teachers before the sessions, to be read in their own time with the aim of having more fruitful discussions in the sessions.
- Considering the felt need from the pilot study, in the main study, more time was decided to be spent on classroom practice for EQ components and practising more experiential activities for practice. Therefore, the time devoted for the main study was extended to thirteen weeks, from ten.

### 3.4 Procedure

The “Emotional Literacy Improvement Programme for EFL Teachers” in this study was conducted for thirteen weeks (as was suggested by EQ Map procedures-3 months) in spring semester of 2000-2001 academic year following an action research cycle. During the course of the study, the participants were met weekly in three-hour sessions. The cycles mentioned below were followed by the researcher to conduct the study:

1. Eliciting teachers' strengths and weaknesses regarding their Emotional Intelligence (EI),
2. Preparation of the input for the Emotional Literacy Improvement Programme,
3. Task preparation (see Appendices VIII-XIX),
4. Introducing the course content to the participants,
5. Finding out to what extent the activities help teachers improve their emotional intelligence,
6. Researcher's reflection on the factors that should be taken into consideration while establishing an emotional intelligence improvement programme.

As one of the SDU Unit members, the researcher conducted this “action research” to develop a framework of a new SDU programme, considering the need for emphasis on affective domain in ELT. As a result, the participant teachers of this study were expected to raise their awareness on the emotional basis of learning in self and in others and accordingly identify behaviours that will result from learning about EI.

### **3.4.1 Introducing the Course Components to the Participants**

The Emotional Literacy Improvement Course consisted of six main components: General Awareness Raising about Emotional Intelligence (section 3.4.1.1), Social Skills (section 3.4.1.2), Self Control (section 3.4.1.3), Self Awareness (section 3.4.1.4), Self Motivation (section 3.4.1.5), and Empathy (section 3.4.1.6). While designing the course, the following procedures were followed:

- a) Each session was named in line with Kagan's dimensions of Emotional Intelligence (EQ), that is, Kagan's five- dimensioned EQ model was taken as a guide. This was because of the fact that his model was neatly organised for educational purposes and the theoretical background of his model was properly including Goleman's and Mayer and Salovey's EI theories.
- b) The criteria in EQ Map (1996,1997), which was used to assess the participants' strengths and weaknesses regarding their individual EQ profiles, were also included in the course syllabus. It was made sure that each scale in EQ Map took its place under Kagan's dimensions and match with the course syllabus items.

- c) To make sure that EQ Map scales were placed under Kagan's five-dimensioned EQ Model appropriately, three experts in the field (two Asst. Prof. doctors from the Department of Educational Psychology and one Asst. Prof. Dr. from the ELT Department, whose main interest area is the psychology of ELT) were asked to check both the contents of Kagan's Model and the scales of the EQ Map and approve which scales of the EQ Map may assess the intended course syllabus items (see Appendix VII). Apart from the experts' suggestions, the researcher also reviewed Gowing's (2001) comparison of the EQ Map and Goleman's Emotional Competence Framework and accordingly compiled the course content.
- d) Regarding the delivery of the sessions, right after the first session on introduction to Emotional Intelligence, the course went on with the most problematic dimension according to the EQ Map results considering the whole group and continued with the other problematic dimensions considering the density of the weaknesses of participant teachers in each dimension. The delivery of each component of the course lasted nearly for two weeks.

The aims in mind and the procedures followed for each component of the ELI course will be dealt with separately in the following sub-sections (see also 4.3.1 for the session-based evaluation of the course components).

### **3.4.1.1 General Awareness Raising about Emotional Intelligence**

#### **A) Aims**

1. To help the teachers form a kind of background regarding EI
2. To familiarise teachers with some vocabulary items that they will come across during the sessions
3. To arouse interest and curiosity
4. To help the teachers develop a kind of perspective
5. To highlight the importance of emotions in people's lives
6. To introduce EQ based listening, which is assumed to be one of the most important skills needed to be acquired when learning about emotional intelligence

**B) Procedure**

1. Teachers read some articles on EI in their own time
2. A whole group discussion on the articles
3. Discussion on some definitions of EI
4. Presenting Goleman's reasons for the importance of emotions
5. Practice on how to get in touch with our emotions and inspire ourselves
6. Highlighting the importance of listening to somebody, the definition of EQ based listening and discussion on the requirements
7. Practising EQ based listening through the teachers' personal stories

**3.4.1.2 Social ( Interpersonal) Skills****A) Aims**

1. To highlight some features of social skills,
2. To familiarise teachers with the basic character components of social skills,
3. To draw teachers' attention to the importance of effective use of social skills within the classroom environment both for the students' and the teachers' benefit

**B) Procedure**

1. Reading the related article individually
2. Whole group discussion about the article
3. Focussing on the definitions of the components of social skills
4. Comprehension practice for social skills
5. Individual reading about the importance of social skills in education
6. Introducing and practising different classroom activities for teachers to help their students develop a kind of awareness related to the effective use of social skills in the classroom environment

### **3.4.1.3 Self Control (Self Management Skills)**

#### **A) Aims**

1. To familiarise teachers with the ideas/ methods for controlling difficult behaviours
2. To highlight some key terms about self control which Kagan (2000) has linked EQ to character development and the scales about self control in the EQ Map which I thought would evaluate Self Control skills
3. To involve the teachers in the experiential understanding of the self control skills
4. To introduce the teachers to the rationale behind the students' appropriate and effective use of Self Control skills in class
5. To introduce some ideas/tips to teachers on how to soothe/relax themselves when they are tense, etc. and to gain self control over their own lives

#### **B) Procedure**

1. Reading an article on managing difficult behaviour individually
2. Whole group discussion on the article
3. Focussing on the underlying components of self control skills from Kagan's character development links and EQ Map perspective
4. Comprehension check for self control skills through different stories
5. Individual reading of self control in education
6. Introducing and practising different activities for teachers to help their students develop a kind of awareness related to the effective use of self management skills in class
7. Information and practice on how to help ourselves relax and gain more self control

#### **3.4.1.4 Self Awareness**

##### **A) Aims**

1. To highlight some features of Self Awareness
2. To familiarise teachers with the four components of self awareness which Kagan (2000) has linked EQ to character development and the scales about self awareness in the EQ Map which I thought would evaluate self awareness skills
3. To involve teachers in the experiential understanding of the self awareness skills
4. To introduce the teachers to the rationale behind the students' appropriate and effective use of self awareness skills in class

##### **B) Procedure**

1. Teachers read some articles on self awareness in their own time
2. Whole group discussion on the articles
3. Focusing on the underlying components of self awareness skills from Kagan's character development links and EQ Map perspective
4. Comprehension practice for self awareness skills through different activities
5. Individual reading about the importance of self awareness skills in education
6. Introducing and practising different classroom activities for teachers to help their students develop a kind of awareness related to the effective use of self awareness skills in their classrooms

#### **3.4.1.5 Self Motivation**

##### **A) Aims**

1. To familiarise teachers with some features of self motivation
2. To draw teachers attention to different skills and dimensions of self motivation mainly focused on in the scales of EQ Map (EQ Map scales cover Kagan's character development links)

3. To involve teachers in the experiential understanding of the self motivation skills
4. To raise awareness in the teachers that they can help their students improve their appropriate and effective use of self motivation skills in class

#### **B) Procedure**

1. Teachers read an article on Motivation-Attribution Theory and Achievement in their own time
2. Whole group discussion on the article
3. Focusing on the underlying components of self motivation mainly from the EQ Map perspective
4. Exercising self motivation skills through different stories
5. Individual reading of self motivation in education
6. Introducing and practising different Kagan activities for teachers to help their students develop a kind of awareness related to the effective use of Self Motivation skills in class

#### **3.4.1.6 Empathy**

##### **A) Aims**

1. To familiarise teachers with some features of empathy
2. To draw teachers attention to different skills and dimensions of empathy mainly focusing on Kagan's character development links, since those links were found to be detailed enough and were included in EQ Map scales
3. To involve teachers in the experiential understanding of the empathy skills
4. To raise awareness in the teachers that they can help their students improve their appropriate and effective use of empathy skills in class

##### **B) Procedure**

1. Teachers read an article on Empathy in their own time
2. Whole group discussion on the article

3. Focusing on the underlying components of empathy mainly from Kagan's perspective
4. Exercising empathy skills through different stories
5. Individual reading of empathy in education
6. Introduction and practice of different Kagan activities for teachers to help their students develop a kind of awareness related to the effective use of empathy skills in class

### **3.5 Data Collection**

The data of the study were collected through the following instruments: All about me Participant Profile Checklist (see Appendix I), EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5; EQ Map Interpretation Guide; The EQ Map Scoring Grid, EQ Map Results Evaluation Document (see Appendix II), the researcher's footnotes, researcher's diary (see Appendix VI), participant teachers' learning logs (see Appendix III), Course Evaluation Questionnaire (see Appendix IV) and the follow-up interview for insignificant change.

#### **3.5.1 All about me Participant Profile Checklist**

This checklist was given to the participants once, before starting the programme, prior to assessing their strengths and weaknesses regarding their Emotional Intelligence Quotients (EQs) to be filled in their own time. This instrument was mainly used:

- a) to have a general profile of the participants before starting the sessions and specifically get some detailed information on their gender, educational and emotional backgrounds to be used when needed for the qualitative aspect of the study,
- b) as a warm-up activity for the participants before the emotional literacy improvement sessions,
- c) to foster openness among the participants by sharing those parts of themselves they feel safe sharing with the researcher, as a first step of communicating from their heart.

### 3.5.2 EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5

According to the information gathered from EQ Map Technical Manual (May 1, 2000, Version 7.0), EQ mapping is a process that guides the exploration of EI by plotting the participants' personal strengths and vulnerabilities to identify individual paths for success. In this respect, it is a self-administered emotional intelligence assessment tool which measures 16 capacities, and four outcomes and impacts that EI puts out in one's life. It is a package which has three components; the questionnaire, the interpretation guide and the scoring grid.

#### 3.5.2.1 The EQ Map Questionnaire

The questionnaire has 20 scales each of which aims to measure EI and the effect it has upon one's life, both personally and professionally. The EQ Map Assessment is divided into three sections:

- **Section 1: Current Environment.** This part of the questionnaire examines the pressures and satisfactions that are part of the everyday work, personal and family worlds. There are two scales in this section: *Life Pressures and Life Satisfactions*.
- **Section 2: Dimensions in Emotional Intelligence.** This part has three sub-sections which inquire three basic areas: *Emotional Awareness, Emotional Competencies, and Emotional Values and Attitudes*.
- **Section 3: Outcomes.** This component of the questionnaire measures the impact that emotional intelligence has on one's life, by assessing the physical, emotional, and psychological health of the individual as well as the quality of his/her relationships and day-to-day performance.

The EQ Map is a reliable measure and is supported by the evidence of content validity, construct validity, and convergent and divergent validity (Gowing, 2001). Furthermore, as Gowing (2001) states,

Nine of the EQ Map scales match fairly closely to the Goleman competencies...three emotional dimensions-Emotional Awareness (specifically Emotional Self Awareness Emotional Awareness of Others), EQ Competencies (Constructive Discontent, Creativity,

## Resilience, Interpersonal Connections, and EQ Values and Attitudes (Personal Power, Compassion)

(pp. 118-119)

Gowing (2001) also compares the other EQ Map scales with Goleman's Emotional Competence Framework, and finds a match between each scale and the framework. A similar match between EQ Map and Kagan's Model was also tried by three experts for the purpose of this study (see 3.4.1). Besides, the map provides "the Q-Metrics Approach" as an alternative way for the respondents to interpret their individual results in relation to three broad categories of behaviours: *Increasing Energy and Effectiveness Under Pressure*, *Building Trust Radiusing Relationships*, and *Creating the Future*. However, since this map had been used as a pre-test and a post-test to assess the possible change before and after the ELI course, the results were interpreted only by the researcher individually to each participant during follow-up meetings and thus the interpretations regarding "the Q-Metrics Approach" of EQ Map was not within the limits of this study.

### 3.5.2.2 EQ Map Interpretation Guide

As mentioned earlier, the participants of this study were asked to map their EQ strengths and vulnerabilities twice- first before they started attending the ELI sessions given by the researcher, second after the EQ sessions were over. The results of EQ Map were collected and interpreted to the participants by the researcher using the *EQ Map Interpretation Guide* during private meetings with each participant.

This guide gives the interpretations of the performance zones (Optimal, Proficient, Vulnerable, Caution), which represent varying levels of skill or competency in the EQ areas that are being mapped. It also provides "a brief definition of each scale, a discussion of the major points of interest concerning that scale, and tips for learning behaviours or skills that could help improve the user's performance" (EQ Map Technical Manual, 2000, p.10).

### 3.5.2.3 The EQ Map Scoring Grid

This scoring grid was used to visually map the participants' personal performance, creating a snapshot of their current EQ strengths and vulnerabilities. It indicates individual measures of emotional intelligence and maps them into four definite performance zones. Responses for the twenty scales are placed in one of these performance zones, which represent the varying levels being mapped. The top two zones are considered strengths, areas of capacity and skill. The lower two zones reflect areas of vulnerability or difficulty. The four zones are defined as follows:

- **Optimal:** EQ strengths; in these areas show great strength, effectiveness and creativity, even under pressure
- **Proficient:** Steady, balanced EQ effectiveness in most situations.
- **Vulnerable:** Some skills and competencies, but often have difficulty bringing EQ into your day-to-day life. Your overall EQ performance is unsteady and may fluctuate from situation to situation.
- **Caution:** EQ ability is compromised or needs enhancement and may prove difficult to use without concentrated attention.

(EQ Map Technical Manual, 2000, p.10)

EQ Map was completed by the participants of this study twice- during two separate 45 minute sessions (undisturbed time-15 minutes more than the time suggested for completing the questionnaire part)-before and after the ELI Course. When the EQ Maps were returned, the researcher placed the responses for the twenty scales and interpreted the results individually to each participant during follow-up meetings.

### 3.5.3 EQ Map Results Evaluation Document

This document was given to the participants right after the time when they first took the test before the ELI course to be filled in their spare time after the interpretations were delivered. The purpose of giving this document to the participants

was to see if the participants agree with the interpretation of results in relation to their strengths and vulnerabilities.

#### **3.5.4 Researcher's Footnotes**

These notes were taken on the spot during the sessions by the researcher and were mainly used:

1. as feedback for the ongoing sessions, and
2. to support the findings obtained.

These notes included information as to the steps to be taken for the areas of concern either felt by the researcher or posed by the teachers in the sessions.

#### **3.5.5 Researcher's Diary**

A diary which was also used as a data collection instrument was kept by the researcher after each ELI session,

1. as a consciousness raising activity for self analysis, self evaluation and Self Awareness,
2. as a means of immediate feedback for the researcher to evaluate the contents and the running of the course components as well as the teachers' uptake of the topics covered and experienced (Yumru, 2000, p. 60).

In her diary, the researcher made weekly entries in which she noted down the points she made, her ideas and her conclusions originated from these particular sessions. Her notes also included information about the steps to be taken for the areas of concern for the subsequent sessions.

#### **3.5.6 Participant Teachers' Learning Logs**

This data collection instrument was used by the participant teachers as a reflective activity. The learning log was used:

1. as a consciousness-raising activity to provide the teachers with an instrument for self-analysis, self-evaluation, and Self Awareness,

2. to help the participant teachers monitor their own learning, i.e., the learning points from the sessions, the implications for their department and the things they learn that impact on their current role,
3. to support the findings obtained.

Each week, during the course of the study, the teachers used their learning logs (see Appendix III) to respond what the sessions generated that were relevant to them and their personal and professional roles. The teachers were expected to bring these logs to the following session to be collected by the researcher to see their immediate reflection on the action.

### **3.5.7 Course Evaluation Questionnaire (CEQ)**

At the end of the study, the participant teachers were given a questionnaire and asked to answer the questions by trying to be as reflective as possible. This questionnaire was given to the teachers in order to elicit their opinion about the course content, the main procedure followed and get insider's perspective as feedback for future EQ courses.

The CEQ consisted of two sections: A and B (see Appendix IV). In Section A, the teachers rated the strength of their agreement to the usefulness of the items mentioned by using a 5-point scale. They were also asked to clarify the reasons for their ratings. The aim of this section was to elicit the teachers' opinion about the course components and the procedures employed, considering the extent of usefulness to improve their own weaknesses and reinforce their strengths as EFL teachers regarding their emotional intelligence.

In Section B, the teachers were asked two questions for the purpose of eliciting their comments on the ELI course as a whole. The aim of this section was to get insiders' perspective on the course to be used on the point of feedback as implications for future ELI courses.

### **3.5.8 Follow-up Interview for Insignificant Change**

This semi-structured interview was conducted with *some participants* after the pre-test and post-test results were subjected to analysis and certain findings were obtained. The aim of doing this interview was specifically to find out the reasons why

some participants posed no significant and/or unwanted change connected to some scales while they were expected to undergo a change for the better. The focus was mainly on getting comments from those participants to identify any problems/ideas/points that might have led to such results.

### **3.6 Data Analysis**

The analysis of this study was mainly based on the data obtained from the EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5 (see Section 3.5.2) and the Course Evaluation Questionnaire (see Section 3.5.7). Essentially, the information given by the teachers in All about me Participant Profile Checklist (see Section 3.5.1), the opinions expressed in EQ Map Results Evaluation Checklist (see Section 3.5.3), the teacher reflections in the learning logs (see Section 3.5.6) and the follow-up interview for insignificant change (see Section 3.5.8) were used to support the findings obtained.

#### **3.6.1 EQ Map Data Analysis**

The EQ Map was firstly used as a pre-test before starting the ELI course, to assess the strengths and weaknesses of the participant teachers regarding their emotional intelligence. After the course finished, the participant teachers were asked to re-take the EQ Map as a post-test to plot their changes over time. The pre-test and post-test results were subjected to Wilcoxon Signed-Rank Test in order to see if the change the participants underwent after the ELI course were significant or not.

#### **3.6.2 Course Evaluation Questionnaire**

The responses given to the CEQ were analysed using the following procedures:

1. The number of teacher responses on a five-point scale was counted in order to identify the frequency of the teachers' ratings (for Section A)
2. The opinions expressed in the CEQ were used to establish comment-based categories (for Sections A, B)

3. The findings obtained from the CEQ were triangulated with the reflections carried out both in the participants' learning logs and the researcher's footnotes and diary



## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the discussion of the results in the light of the data obtained from:

- A. EQ Map- An Integrated EQ Assessment and Individual Profile pre-test-post-test results , consequent follow-up interviews held after the post-test, EQ Map evaluation checklists completed by the participants after pre-check
- B. Teachers' learning logs and researchers' diary
- C. Course Evaluation Questionnaires (CEQs)

The discussion of the findings has been presented under the following sub-sections:

- I. EQ profiles of individual teachers and their estimated change both before and after the Emotional Literacy Improvement (ELI) programme,
- II. Evaluation of the ELI programme.

#### 4.2 The EQ Profiles of Individual Teachers

In this section individual teachers' EQ profiles regarding the features that lead to personal and professional development are presented. In each case, a brief EQ profile and his/her estimated change before-during-after the ELI programme are pointed out in tables under the five dimensions of EQ. To support the statistical findings gathered from EQ Map, quotations from EQ Map Evaluation Checklists, follow-up interviews, and teachers' learning logs are used. When reporting the findings in tables, we used 'f' for pre-test, 'l' for post-test, '↑' for positive change, '↓' for negative change, '↔' for no

change. While interpreting the results we used '⇒' to mean change in scores or zones either negative or positive.

#### 4.2.1 Participant Teacher 1

Teacher 1, aged 26, has been teaching English for four years. She is a graduate of the ELT Department of Çukurova University in Turkey, and she obtained her MA degree at Gaziantep University, Turkey. After completing her EQ Map questionnaire before attending the EQ sessions, Teacher 1 claimed in her EQ Map Evaluation Document that the EQ Map interpretations were really unexpected and surprising for her. Regarding her surprise she stated the following in her EQ Map Evaluation Document:

In fact I wasn't expecting such a map of my EQ profile. However, I feel so happy now that I am aware of my weaknesses and I know that EQ sessions will lead me to improve my emotional intelligence. It is clear that it will take sometime to analyse myself, but I am sure I will be able to change some weak points in my life.

In the following subsections her pre-test and post-test scores listed under the five dimensions of EQ, before and after taking part in EQ sessions.

##### 4.2.1.1 Social Skills

Table 5- T1's pre-test - post-test performance zones- Social skills EQ Map scales

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |  | 28-96   |  |
|               |                           |         |       |            | 11(l) |            |  | 34(f)   |  |
| ↑             | Life Satisfactions        | 63-28   |       | 27-21      |       | 20-12      |  | 11-0    |  |
|               |                           | 53(f)   | 54(l) |            |       |            |  |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |  | 18-0    |  |
|               |                           |         | 29(l) |            |       | 21(f)      |  |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |  | 16-0    |  |
|               |                           |         | 28(l) |            |       | 21(f)      |  |         |  |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |  | 12-0    |  |
|               |                           |         | 21(l) | 18(f)      |       |            |  |         |  |

As shown in Table 5, Teacher 1 has experienced a positive change regarding all the scales listed under Social skills dimension of EQ when her pre-test-post-test scores are considered (Life Pressures: Caution  $\Rightarrow$  Proficient; Life Satisfaction: Optimal  $\Rightarrow$  Optimal; Interpersonal Connections: Vulnerable  $\Rightarrow$  Optimal; Quality of Life: Vulnerable  $\Rightarrow$  Optimal; Relationship Quotient: Proficient  $\Rightarrow$  Optimal).

Accordingly, considering her results, we can argue that Teacher 1 has been engaged to the process of change in terms of Social Skills. Besides, she seems to show great strength, effectiveness, creativity even under pressure by occupying the four optimal performance zones in four scales out of five (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.1.2 Self- Awareness

**Table 6- T1's pre-test - post-test performance zones- Self- Awareness EQ Map scales**

| Marked Change | Self-Awareness           | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|--------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          |         | 23(l) | 19(f)      |  |            |  |         |  |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          |         | 23(l) | 21(f)      |  |            |  |         |  |
| ↑             | Outlook                  | 24-21   |       | 20-17      |  | 16-12      |  | 11-0    |  |
|               |                          |         | 22(l) | 17(f)      |  |            |  |         |  |
| ↑             | Intuition                | 33-28   |       | 27-23      |  | 22-18      |  | 17-0    |  |
|               |                          |         | 30(l) |            |  | 19(f)      |  |         |  |
| ↑             | Integrated Self          | 27-23   |       | 22-20      |  | 19-16      |  | 15-0    |  |
|               |                          |         | 26(l) |            |  | 19(f)      |  |         |  |

It is evident from Table 6 that Teacher 1 has undergone a very positive change related to the scales listed under the Self Awareness dimension of EQ. As can be seen, she occupies the Optimal category when all the scales are concerned. If we have a closer look at Table 6 we see that in three scales out of five, she has moved to the Optimal Zone from the Proficient Zone (Emotional Self Awareness; Emotional Expression; Outlook). Moreover, regarding the other two scales she seems to be even more successful as she has moved to the Optimal Zone from the Vulnerable Zone (Intuition; Integrated Self).

In sum, according to the EQ Map results, we may suggest that Teacher 1 is good at exploring her emotional sources and has been marked to proceed a long way regarding Self Awareness in her process of change.

### 4.2.1.3 Empathy

**Table 7- T1's pre-test - post-test performance zones- Empathy EQ Map scales**

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Awareness of Others | 36-22   |       | 21-19      |  | 18-15      |  | 14-0    |  |
|               |                               | 29(f)   | 33(l) |            |  |            |  |         |  |
| ↔             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |  | 21-0    |  |
|               |                               | 34(f)   | 34(l) |            |  |            |  |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |  | 19-0    |  |
|               |                               | 34(f)   | 35(l) |            |  |            |  |         |  |

Teacher 1's all EQ Map scale scores listed under Empathy dimension of EQ signify positive change. When we have a close look at Table 7, we see that her pre-test scores already occupy the Optimal Zone. Therefore, her observable change proceeds within the Optimal Zone for the scales Emotional Awareness of Others (29(f)  $\Rightarrow$  33(l)) and Trust Radius (34(f)  $\Rightarrow$  35(l)). As for Compassion Scale, no change has been marked between the pre-test and post-test scores. This doesn't seem to be a problem since she already occupies the Optimal Zone, which means she shows great strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

### 4.2.1.4 Self Control

**Table 8- T1's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Intentionality          | 39-34   |       | 33-29      |       | 28-23      |  | 22-0    |  |
|               |                         |         |       |            | 32(l) |            |  | 21(f)   |  |
| ↑             | Constructive Discontent | 30-26   |       | 25-21      |       | 20-16      |  | 15-0    |  |
|               |                         |         | 28(l) |            |       | 19(f)      |  |         |  |
| ↑             | General Health          | 0-8     |       | 9-16       |       | 17-30      |  | 31-93   |  |
|               |                         |         | 8(l)  | 9(f)       |       |            |  |         |  |

Table 8 indicates that Teacher 1 has undergone a positive change regarding the EQ Map scales listed under Self Control dimension of EQ. Accordingly, she seems to change positively in all the three categories. As can be seen, she occupies the Caution Zone when the Intentionality Scale is concerned. However, her post-test score indicates that she has changed her zone into the Proficient Zone, jumping over the Vulnerable

Zone. The same is true for the Constructive Discontent Scale. This time, while she is marked to be in the Vulnerable Zone according to the pre-test scores, after the post-test she occupies the Optimal Zone. She is also observed to change for the better regarding the General Health Scale moving from the Proficient Zone to the Optimal Zone.

#### 4.2.1.5 Self Motivation

**Table 9- T1's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|---------------------|---------|------------|------------|---------|
| ↑             | Creativity          | 30-25   | 24-20      | 19-14      | 13-0    |
|               |                     | 26(l)   | 20(f)      |            |         |
| ↑             | Resilience          | 42-35   | 34-30      | 29-25      | 24-0    |
|               |                     | 40(l)   | 32(f)      |            |         |
| ↑             | Personal Power      | 33-32   | 31-27      | 26-22      | 21-0    |
|               |                     | 32(l)   |            | 24(f)      |         |
| ↑             | Optimal Performance | 21-20   | 19-18      | 17-15      | 14-0    |
|               |                     | 20(l)   |            |            | 14(f)   |

As shown in Table 9, Teacher 1 occupies the Optimal Zone regarding the pre-test -post-test results of the EQ Map scales listed under Self Motivation dimension of EQ. Having a closer look at Table 9, we see that the most striking change seems to happen related to the Optimal Performance scale (Caution  $\Rightarrow$  Optimal). As for Creativity Scale and Resilience Scale, she has moved to the Optimal Zone from the Proficient Zone. Moreover, although she is marked to occupy the Vulnerable Zone regarding the pre-test score for Personal Power Scale, her post-test score indicates that she has moved to the Optimal Zone in her process of change.

#### 4.2.2 Participant Teacher 2

Teacher 2, aged 31, is a graduate of the ELT Department of Çukurova University, Adana, Turkey. He also completed his MA at Çukurova University. He has been teaching English for eight years. Having taken the EQ Map before attending the EQ sessions, he accepted the fact that he was expecting similar results. However, he noticed that EQ Map results definitely led more awareness on his part. Thus, Teacher 2 appears to believe that the EQ Map helped him to picture his life with all of its parts including the areas he thought “unimportant.” In his EQ Map Evaluation Document he explained why EQ Map showed him such a picture:

I think the interpretations reflect my performance difficulties. I am not quite aware of my feelings, which leads to less excitement and energy in my life and I've been in a stable, low position in my personal and interpersonal life recently, leading to nowhere where I can solve my problems. The suggestions were very helpful too, which sounded like the things I should be doing or I should have done. I know it is "me" who should start doing things to change my life.

In the following subsections, we present his pre-test -post-test scores under the five dimensions of EQ, before and after taking part in the EQ sessions:

#### 4.2.2.1 Social Skills

**Table 10- T2's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |  | VULNERABLE |       | CAUTION |       |
|---------------|---------------------------|---------|-------|------------|--|------------|-------|---------|-------|
| ↓             | Life Pressures            | 0-8     |       | 9-16       |  | 17-27      |       | 28-96   |       |
|               |                           |         |       |            |  | 25(f)      |       |         | 31(l) |
| ↑             | Life Satisfaction         | 63-28   |       | 27-21      |  | 20-12      |       | 11-0    |       |
|               |                           | 35(f)   | 41(l) |            |  |            |       |         |       |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |  | 24-19      |       | 18-0    |       |
|               |                           |         |       |            |  |            |       | 13(f)   | 16(l) |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |  | 22-17      |       | 16-0    |       |
|               |                           |         |       |            |  |            | 20(l) | 14(f)   |       |
| ↔             | Relationship Quotient     | 21-19   |       | 18-16      |  | 15-13      |       | 12-0    |       |
|               |                           |         |       |            |  |            |       | 12(f)   | 12(l) |

The data showed in Table 10 reveals that Teacher 2 has experienced difficulty in practising the use of the five EQ Map scales listed under Social Skills dimension of EQ. If we look at the table, we see that he hasn't undergone a certain change in terms of performance zones except for the Quality of Life Scale. This is because only that scale indicates that Teacher 2 has moved from Caution Zone to the Vulnerable Zone. Still, his occupying the Vulnerable Zone signifies that he demonstrates an unsteady performance and may fluctuate from situation to situation (EQ Map Interpretation Guide, Version 4.5, 1997).

Regarding the Life Satisfaction Scale, he occupies the Optimal Zone considering his pre-test -post-test results, so we can assume that he has had a slight

change within the same performance zone, as he has already been mapped to show great strength, effectiveness, creativity even under pressure according to his pre-test scores (EQ Map Interpretation Guide, Version 4.5, 1997).

Concerning the Interpersonal Connections scale, he occupies the Caution Zone; however, the table shows us that he has increased his score in the Caution Zone (0-18) from 13 (f)  $\Rightarrow$  16 (l). Therefore, we speculate that although he hasn't undergone a change in performance zones, he has increased his score within that zone, which still signifies a slight change. On the other hand, Teacher 2 has the same pre-test -post-test scores for the Relationship Quotient Scale. This means that he has remained the same regarding the necessary skills to be acquired both before and after the EQ sessions.

As for the Life Pressures Scale, Teacher 2 has moved from the Vulnerable Zone to Caution Zone, which signifies a change for the worse in terms of EQ Map performance zones. During the follow-up interview, Teacher 2 couldn't explicitly state the reason behind this negative change, yet he explained why he had problems or difficulties in comprehending the nature of Social Skills to be acquired for life-long use:

In terms of relationships, I had the idea that I should have some kind of a format. Can relationships be formatted? During the EQ sessions I found my answer. The articles, the stories we read and discussed helped me to think more about these concepts. Now I see it. I observed some people doing what they want, acting in the way they want just because they want it. This made me feel relaxed. I said to myself "OK, you have the right to be yourself, not for anybody's sake, just for your own. This was an unbelievable process. I knocked down some systems in me and had to rebuild some of them. I am still thinking about them. So process is a process and I sometimes have my setbacks temporarily. This even affected my relationship with students. I am a more cheerful person and a teacher. I like this self of mine "more."

Drawing on Teacher 2's views to improve his social skills, we may argue that we achieved our aim in establishing a self-development course to help our participants like Teacher 2 improve their EQ skills and competencies.

#### 4.2.2.2 Self Awareness

Table 11- T2's pre-test - post-test performance zones- Self Awareness EQ Map scales

| Marked Change | Self Awareness           | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|--------------------------|---------|------------|------------|---------|
| ↑             | Emotional Self Awareness | 24-23   | 22-18      | 17-14      | 13-0    |
|               |                          |         |            | 17(l)      | 11(f)   |
| ↑             | Emotional Expression     | 27-23   | 22-18      | 17-14      | 13-0    |
|               |                          |         | 21(l)      | 16(f)      |         |
| ↑             | Outlook                  | 24-21   | 20-17      | 16-12      | 11-0    |
|               |                          |         |            | 15(f)      | 16(l)   |
| ↑             | Intuition                | 33-28   | 27-23      | 22-18      | 17-0    |
|               |                          |         |            | 19(l)      | 16(f)   |
| ↑             | Integrated Self          | 27-23   | 22-20      | 19-16      | 15-0    |
|               |                          |         |            | 16(f)      | 17(l)   |

Concerning the EQ Map scales which were listed under the Self Awareness dimension of EQ, we found that Teacher 2 has undergone a change in all the scales. For example, in Emotional Self Awareness Scale and Intuition Scale, while he occupies the Caution Zone according to the pre-test results, he has moved to the Vulnerable Zone in the post-test, which signifies a change for the better (see Table 11). The same is true for the Emotional Expression Scale when his move from the Vulnerable Zone to the Proficient Zone is considered. In the other two scales Outlook and Integrated Self, his scores do not show a change in performance zones. However, when we consider the pre-test-post-test scores we can see a change for the better considering the increase regarding the post-test findings (see Table 11). In his learning log Teacher 2 rationalises his view of this change as follows:

From what I read and discussed, I understand that I should accept my feelings positive or negative, because they are my own feelings and refusing them doesn't help gain control over them... I will try to accept my feelings and hug them-negative or positive. When this disturbs me, I will again accept that feeling and observe it. When people or students get angry or unhappy and cry, I will not try to stop and soothe them in order to let them experience their feelings.

### 4.2.2.3 Empathy

Table 12- T2's pre-test - post-test performance zones- Empathy EQ Map scales

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |       | CAUTION |       |
|---------------|-------------------------------|---------|-------|------------|--|------------|-------|---------|-------|
| ↑             | Emotional Awareness of Others | 36-22   |       | 21-19      |  | 18-15      |       | 14-0    |       |
|               |                               |         | 25(l) |            |  | 18(f)      |       |         |       |
| ↓             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |       | 21-0    |       |
|               |                               |         |       |            |  | 22(f)      |       |         | 21(l) |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |       | 19-0    |       |
|               |                               |         |       |            |  |            | 24(l) | 18(f)   |       |

Teacher 2's EQ Map scale scores which were listed under Empathy dimension of EQ signify a positive change for the two scales: Emotional Awareness of Others (Vulnerable  $\Rightarrow$  Optimal) and Trust Radius (Caution  $\Rightarrow$  Vulnerable). However, concerning the Compassion Scale, the scores signify a negative change. Although this change seems to be very small in number (22(f)  $\Rightarrow$  21(l) ), we see that while the number 21 indicates the Caution Zone, the number 22 indicates the Vulnerable Zone. Thus, during the follow-up interview, we asked Teacher 2 to comment on the meaning he attached to the word 'compassion', and the Compassion Scale as a whole and we were provided with the following explanation:

Compassion is something like mercy, sympathy for the other one in a relationship. I feel very depressed about this because, sometimes to do something for other people-just because they may get hurt or disturbed makes me feel uneasy. Considering my feelings and the things I want to change in my life, now I ask to myself: Am I motivated enough to empathise with this person or feel compassion for him/her? I feel that I don't always want to be the person who always understands and cares for, I want a personal gain out of it. Otherwise it's too tiring.

Therefore, we may argue that Teacher 2's ideas for compassion may have resulted from his temporary setbacks and the difficulties he experienced in order to balance his Life Pressures in general (see also 4.2.2.1) especially when considering his desire for "gain" in a relationship instead of being the one who gives all the time.

#### 4.2.2.4 Self Control

Table 13- T2's pre-test - post-test performance zones- Self Control EQ Map scales

| Marked Change | Self Control            | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION     |
|---------------|-------------------------|---------|------------|------------|-------------|
| ↑             | Intentionality          | 39-34   | 33-29      | 28-23      | 22-0        |
|               |                         |         |            | 27(l)      | 21(f)       |
| ↔             | Constructive Discontent | 30-26   | 25-21      | 20-16      | 15-0        |
|               |                         |         |            | 19(f)      | 19(l)       |
| ↓             | General Health          | 0-8     | 9-16       | 17-30      | 31-93       |
|               |                         |         |            |            | 35(f) 43(l) |

As shown in Table 13, Teacher 2 has experienced a positive change concerning the Intentionality scale (Caution  $\Rightarrow$  Vulnerable) while he seems to have no change regarding the Constructive Discontent Scale (Vulnerable  $\Rightarrow$  Vulnerable). On the other hand, his General Health Scale pre-test -post-test scores indicate a negative change within the Caution Zone (35 (f)  $\Rightarrow$  43 (l)). In this respect, being in the Caution Zone with both his pre-test and post-test scores we assume that Teacher 2 needs to enhance his ability concerning the required EQ capacities which can influence his overall health. Therefore, we tend to agree with the interpretations given in the EQ Map Interpretation Guide, Version 4.5 (1997) regarding this issue:

The presence of EQ skills will show up in many ways: your physical, psychological, and emotional health; the quality of your relationships; your day-to-day performance; the quality of your life overall.

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For this reason, we went back and considered his scores on the most related to General Health as was suggested by EQ Map Interpretation Guide. According to EQ Map, these scales are: Life Pressures (Scale1); Life Satisfaction (Scale 2); Emotional Expression (Scale 4) and Resilience (Scale 8). When we examine his scores concerning these scales we meet the following result (see Table 14):

**Table 14- T2's pre-test - post-test performance zones concerning the scales that may affect the score of his General Health Scale**

| EQ Map Scale                | Scale Number | Pre-test Score/<br>Performance<br>Zone | Post-test Score/<br>Performance<br>Zone | Marked<br>Change |
|-----------------------------|--------------|----------------------------------------|-----------------------------------------|------------------|
| Life Pressures              | Scale 1      | 25/ Vulnerable                         | 31/ Caution                             | ↓                |
| Life<br>Satisfactions       | Scale 2      | 35/ Optimal                            | 41/ Optimal                             | ↑                |
| Emotional Self<br>Awareness | Scale 3      | 11/ Caution                            | 17/ Vulnerable                          | ↑                |
| Emotional<br>Expression     | Scale 4      | 16/ Vulnerable                         | 21/ Proficient                          | ↑                |
| Resilience                  | Scale 8      | 24/ Caution                            | 28/ Vulnerable                          | ↑                |

Therefore, we conclude that having an unsteady performance and fluctuations in different situations regarding the scales mentioned above, Teacher 2 needs to enhance his ability to deal especially with the areas mapped in Life Pressures scale to have better physical, psychological and emotional health.

#### 4.2.2.5 Self Motivation

**Table 15- T2's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked<br>Change | Self<br>Motivation     | OPTIMAL        | PROFICIENT | VULNERABLE     | CAUTION             |
|------------------|------------------------|----------------|------------|----------------|---------------------|
| ↑                | Creativity             | 30-25<br>27(l) | 24-20      | 19-14<br>19(f) | 13-0                |
| ↑                | Resilience             | 42-35          | 34-30      | 29-25<br>28(l) | 24-0<br>24(f)       |
| ↑                | Personal<br>Power      | 33-32          | 31-27      | 26-22          | 21-0<br>10(f) 19(l) |
| ↔                | Optimal<br>Performance | 21-20          | 19-18      | 17-15          | 14-0<br>13(f) 13(l) |

In Table 14 we see that Teacher 2 has undergone a certain positive change in two scales: Creativity (Vulnerable  $\Rightarrow$  Optimal) and Resilience (Caution  $\Rightarrow$  Vulnerable) by changing his performance zones. He is also seen to raise his scores in the post-test result regarding the Personal Power Scale even if he occupies the Caution Zone (10 (f)  $\Rightarrow$  19 (l) ). Therefore, we can claim that this result may mean a change in his awareness related to the areas having been mapped. However, when we examine the scores of his Optimal Performance Scale, we find out that he has the same scores both in the pre-test and post-test. So, there isn't any observable change (see in Table 15). The following action plan taken from his learning log explains to some extent how he plans to change himself in this respect:

I am going to find out what I want to do in life and set major goals, then set minor goals that would lead to the major goals. I am going to be aware of myself and my environment on my way to achieving my goals.

### 4.2.3 Participant Teacher 3

Teacher 3, aged 28, is a graduate of the ELT Department of Çukurova University, Adana, Turkey. Having completed the EQ Map questionnaire before attending the EQ sessions, she believed that the interpretations of the pre-test results reflect her performance vulnerabilities and strengths. In her EQ Map Evaluation Document, she explained the following with regards to her belief and her action plan on how to develop her potential in life:

As it is evaluated, I feel much life pressure on me and it effects my health and creativity. I sometimes can't express myself emotionally... Therefore, I will think about my behaviours and try to change my negative sides. I will try to overcome my weaknesses.

In the subsequent subsections, we provide Teacher 3's pre-test - post-test scores before and after her attending the EQ sessions:

#### 4.2.3.1 Social Skills

Table 16- T3's pre-test - post-test performance zones- Social Skills EQ Map scales

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |  | VULNERABLE |       | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|--|------------|-------|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |  | 17-27      |       | 28-96   |  |
|               |                           |         |       |            |  | 26(l)      |       | 43(f)   |  |
| ↑             | Life Satisfactions        | 63-28   |       | 27-21      |  | 20-12      |       | 11-0    |  |
|               |                           | 46(f)   | 54(l) |            |  |            |       |         |  |
| ↓             | Interpersonal Connections | 30-29   |       | 28-25      |  | 24-19      |       | 18-0    |  |
|               |                           |         |       | 27(f)      |  |            | 23(l) |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |  | 22-17      |       | 16-0    |  |
|               |                           | 27(f)   | 29(l) |            |  |            |       |         |  |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |  | 15-13      |       | 12-0    |  |
|               |                           | 19(f)   | 20(l) |            |  |            |       |         |  |

As can be seen in Table 16, Teacher 3's all EQ Map scale scores listed under Social Skills dimension of EQ indicate a positive change (Life Pressures: Caution  $\Rightarrow$  Vulnerable; Life Satisfaction: Optimal  $\Rightarrow$  Optimal; Quality of Life: Optimal  $\Rightarrow$  Optimal; Relationship Quotient: Optimal  $\Rightarrow$  Optimal). However, concerning the Interpersonal Connections scale, her scores signify a negative change (Proficient  $\Rightarrow$  Vulnerable). Consequently, during the follow-up interview, we asked Teacher 3 about the possible reason behind this unwanted change and she explained the following:

My daily routine is full of responsibilities. So, I need to plan my everything, arrange them carefully. Otherwise, my life becomes more complex and unbearable. Most of the time, I have many people around me, surrounded by them but can not act like real "me." I feel tired, but can not refuse a call for the cinema, or don't want to cook, but don't ask for somebody's help, etc. Birthdays, weddings, funerals, I feel like I have to take my place in every occasion, get tired and bored, then suddenly need to isolate myself from the outer world. I guess, I can't keep my balance.

Considering her statement, we assume that her negative change regarding the Interpersonal Connections scale may have resulted from her temporary setbacks and/or the hard times she experience to maintain her balance in terms of interpersonal connections. Therefore, she may need to work more on this area in her life-long change process.

#### 4.2.3.2 Self Awareness

Table 17- T3's pre-test - post-test performance zones- Self Awareness EQ Map scales

| Marked Change | Self Awareness           | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|--------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |       | 17-14      |  | 13-0    |  |
|               |                          |         | 24(l) |            |       | 17 (f)     |  |         |  |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |       | 17-14      |  | 13-0    |  |
|               |                          |         |       |            | 20(l) | 15(f)      |  |         |  |
| ↔             | Outlook                  | 24-21   |       | 20-17      |       | 16-12      |  | 11-0    |  |
|               |                          | 21(f)   | 21(l) |            |       |            |  |         |  |
| ↑             | Intuition                | 33-28   |       | 27-23      |       | 22-18      |  | 17-0    |  |
|               |                          |         | 28(l) | 26(f)      |       |            |  |         |  |
| ↑             | Integrated Self          | 27-23   |       | 22-20      |       | 19-16      |  | 15-0    |  |
|               |                          |         |       |            | 21(l) | 18(f)      |  |         |  |

It is evident from Table 17 that Teacher 3 has undergone a positive change related to the scales listed under Self Awareness dimension of EQ. If we examine Table 17 closely, we see that except the Outlook Scale, she seems to change for the better regarding the other four scales (Emotional Self Awareness: Vulnerable  $\Rightarrow$  Optimal; Emotional Expression: Vulnerable  $\Rightarrow$  Proficient; Intuition: Proficient  $\Rightarrow$  Optimal; Integrated Self: Vulnerable  $\Rightarrow$  Proficient). As for the Outlook Scale no change has been marked between the pre-test and post-test results. However, this can't be interpreted as a problem since she already seems to occupy the Optimal Zone.

#### 4.2.2.3 Empathy

Table 18- T3's pre-test - post-test performance zones- Empathy EQ Map scales

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |       | 18-15      |  | 14-0    |  |
|               |                               | 24(f)   | 29(l) |            |       |            |  |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |       | 26-22      |  | 21-0    |  |
|               |                               |         |       |            | 28(l) | 26(f)      |  |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |       | 25-20      |  | 19-0    |  |
|               |                               |         | 31(l) |            |       | 23(f)      |  |         |  |

Teacher 3's all EQ Map scale scores categorised under the Empathy dimension of EQ indicates a positive change (see Table 18). Concerning the Emotional Awareness of Others Scale, she seems to proceed within the Optimal Zone. Besides, regarding the Trust Radius Scale, she is marked to be in the Vulnerable Zone, when her pre-test score is concerned. However, strikingly, her post-test score at this scale shows that she has changed her zone into Optimal, jumping over the Vulnerable Zone. As for Compassion Scale, she seems to move to the Proficient Zone from the Vulnerable Zone, which means she has started to demonstrate steady, balanced EQ effectiveness (EQ Map Interpretation Guide, Version 4.5, 1997)

#### 4.2.3.4 Self Control

Table 19- T3's pre-test - post-test performance zones- Self Control EQ Map scales

| Marked Change | Self Control            | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|-------------------------|---------|------------|------------|---------|
| ↑             | Intentionality          | 39-34   | 33-29      | 28-23      | 22-0    |
|               |                         |         | 31(l)      | 25(f)      |         |
| ↑             | Constructive Discontent | 30-26   | 25-21      | 20-16      | 15-0    |
|               |                         |         | 21(l)      | 20(f)      |         |
| ↑             | General Health          | 0-8     | 9-16       | 17-30      | 31-93   |
|               |                         |         |            | 24(l)      | 32(f)   |

When we consider Teacher 3's all EQ Map scale scores, we see that she seems to have undergone a positive change regarding all the scales listed under the Self Control dimension of EQ. As showed in Table 19, her most problematic area is marked to be related to the General Health Scale. In this respect, Teacher 3 appears to believe that she feels much life pressure and this affects her health in a bad way (see 4.2.3-quotation). She also explains her weakness which may have a bad influence on her general health in her learning log as:

I smoke cigarette. About this habit of mine, I can't control myself.  
After the EQ session, I started thinking more about how to get rid of it.

Nevertheless, Teacher 3 is marked to have moved to Vulnerable Zone from the Caution Zone when her post-test score is considered. Accordingly, we can argue that she has been engaged to the process of change regarding the scores of her General Health Scale. Moreover, the results presented in Table 19 also show us that she has undergone a positive change when the Intentionality Scale and Constructive Discontent Scale are concerned by her move from the Vulnerable Zone to the Proficient Zone regarding the both scales. This means that she has started to demonstrate steady, balanced EQ effectiveness related to these scales (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.3.5 Self Motivation

Table 20- T3's pre-test - post-test performance zones- Self Motivation EQ Map scales

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT  | VULNERABLE | CAUTION |
|---------------|---------------------|---------|-------------|------------|---------|
| ↑             | Creativity          | 30-25   | 24-20       | 19-14      | 13-0    |
|               |                     |         | 24(l)       | 16(f)      |         |
| ↑             | Resilience          | 42-35   | 34-30       | 29-25      | 24-0    |
|               |                     | 38(l)   |             |            | 23(f)   |
| ↑             | Personal Power      | 33-32   | 31-27       | 26-22      | 21-0    |
|               |                     |         | 27(f) 29(l) |            |         |
| ↑             | Optimal Performance | 21-20   | 19-18       | 17-15      | 14-0    |
|               |                     |         | 18(l)       | 16(f)      |         |

The results reported in Table 20 indicate that Teacher 3 has undergone a positive change regarding all the scales listed under the Self Motivation dimension of EQ. When we have a closer look at Table 20, we see that the most striking change seems to happen related to the Resilience Scale (Caution  $\Rightarrow$  Optimal). When we examine her learning log, we notice that being aware of her weakness, Teacher 3 comes up with the action plan below to follow in her change process:

I used to get happy thinking of very small things. I could learn from the bad happenings. I will be like that again. If a person is in good health and is happy, she has to be optimistic about life. Bad expectations or thoughts draw bad results and happenings. I am trying to motivate myself. From now on I won't get stuck in the minor details and feel pessimistic about them. I will also stay away from the pessimistic people. Isn't that true? Pessimist teachers also affect their students' way of thinking in a bad way.

Apart from the Resilience Scale, Teacher 3 seems to change in a positive direction when the other three scales are considered. Regarding the Creativity Scale and Optimal Performance Scale, she is marked to move to the Proficient Zone from the Vulnerable Zone. As for the Personal Power Scale, she seems to proceed within the Proficient Zone by raising her scores in the post-test during her process of change for the better.

#### 4.2.4 Participant Teacher 4

Teacher 4, aged 25, has been teaching English for two years. She is a graduate of the ELT Department of Çukurova University in Adana, Turkey. After taking the EQ Map before attending the EQ sessions, she considered EQ Map as an instrument which might help her to clarify some of her confusing or unidentified thoughts, beliefs, feelings and ideas placed in her inner self. In her EQ Map Evaluation Document she stated the following with regards to her self inquiry:

When I first decided to attend this programme, my aim was to define and clarify some of my feelings and try to balance some characteristics of me. Of course I believe that EQ Map will help me. If I didn't believe, I wouldn't be here at the moment. I want to learn something about myself that I can't tell or illustrate. When you feel yourself very different-I mean, when you can't express yourself, you may want an instrument which may help you...

The following are her pre-test and post-test scores before and after attending the EQ sessions:

##### 4.2.4.1 Social Skills

**Table 21- T4's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|-------|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |       | 28-96   |  |
|               |                           |         |       |            |       |            | 17(l) | 39(f)   |  |
| ↑             | Life Satisfaction         | 63-28   |       | 27-21      |       | 20-12      |       | 11-0    |  |
|               |                           | 46(f)   | 48(l) |            |       |            |       |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |       | 18-0    |  |
|               |                           |         |       |            | 27(l) | 23(f)      |       |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |       | 16-0    |  |
|               |                           |         | 28(l) |            |       | 20(f)      |       |         |  |
| ↔             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |       | 12-0    |  |
|               |                           | 19(f)   | 19(l) |            |       |            |       |         |  |

Table 21 indicates the change Teacher 4 has undergone concerning the EQ Map scales listed under the Social Skills dimension of EQ. Accordingly, she seems to change positively with regards to the four scales out of five. As shown in Table 21, she

occupies the Caution Zone when the Life Pressures Scale is concerned. However, her post- score signifies that she has changed her zone into Vulnerable. With respect to the Life Satisfaction Scale, her observable change process proceeds within the Optimal Zone. As for the Relationship Quotient Scale, she also occupies the Optimal Zone, although no change has been marked between the pre-test and post-test scores. This doesn't seem to be a problem since she already occupies the Optimal Zone which means she shows great strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997). Table 21 also shows us that Teacher 4 has moved to the Proficient Zone from the Vulnerable Zone concerning the Interpersonal Relationships Scale, and she has changed her Vulnerable Zone to Optimal Zone, when the Quality of Life Scale is concerned.

#### 4.2.4.2 Self Awareness

**Table 22- T4's pre-test - post-test performance zones- Self Awareness EQ Map scales**

| Marked Change | Self Awareness           | OPTIMAL        | PROFICIENT           | VULNERABLE     | CAUTION |
|---------------|--------------------------|----------------|----------------------|----------------|---------|
| ↑             | Emotional Self Awareness | 24-23<br>23(l) | 22-18<br>20(f)       | 17-14          | 13-0    |
| ↑             | Emotional Expression     | 27-23<br>25(l) | 22-18<br>21(f)       | 17-14          | 13-0    |
| ↑             | Outlook                  | 24-21          | 20-17<br>20(l)       | 16-12<br>16(f) | 11-0    |
| ↑             | Intuition                | 33-28          | 27-23<br>26(l)       | 22-18<br>20(f) | 17-0    |
| ↓             | Integrated Self          | 27-23          | 22-20<br>21(f) 20(l) | 19-16          | 15-0    |

It is evident from Table 22 that Teacher 4 has undergone a positive change related to the scales listed under Self Awareness dimension of EQ. If we examine Table 22 closely, we see that except for the Integrated Self Scale, she seems to change for the better regarding the other four scales (Emotional Self Awareness: Proficient ⇒ Optimal; Emotional Expression: Proficient ⇒ Optimal; Outlook: Vulnerable ⇒ Proficient; Intuition: Vulnerable ⇒ Proficient). In this respect, we can argue that her post-test results pose a significant change i.e. she seems to demonstrate either steady, balanced EQ effectiveness or even more than that by showing her strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

As for the Integrated Self Scale, a slight change for worse has been marked between her pre-test -post-test results (Proficient (21)  $\Rightarrow$  Proficient (20) ). However, this doesn't mean to be a big problem, since still occupies the Proficient Zone, which means she shows steady, balanced EQ effectiveness (EQ Map Interpretation Guide, Version 4.5, 1997). Still, we wanted to know her own interpretation regarding this unwanted change and she explained the following in the follow-up interview:

I am still thinking about my integrity. My attitudes and values surprise me from time to time. I am trying to be true to myself but sometimes I find myself influenced by the people who are with me at that specific moment.

Keeping her statement in mind, we assume that the fall in her post-test result might be due to her temporary setbacks or indecisive attitude towards the settings in which she needs to use her integrated self.

#### 4.2.4.3 Empathy

Table 23- T4's pre-test - post-test performance zones- Empathy EQ Map scales

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|--|------------|-------|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |  | 18-15      |       | 14-0    |  |
|               |                               |         | 30(l) |            |  | 18(f)      |       |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |       | 21-0    |  |
|               |                               |         | 30(l) |            |  | 23(f)      |       |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |       | 19-0    |  |
|               |                               |         |       |            |  | 21(f)      | 24(l) |         |  |

Teacher 4's all EQ Map scale scores listed under the Empathy dimension of EQ signify a positive change (see Table 23) (Emotional Awareness of Others: Vulnerable  $\Rightarrow$  Optimal; Compassion: Vulnerable  $\Rightarrow$  Optimal; Trust Radius: Vulnerable (21)  $\Rightarrow$  Vulnerable (24) ). When we have a closer look at Table 23, we see that the slightest change seems to happen regarding the Trust Radius Scale. As can be seen in the table, Teacher 4 occupies the Vulnerable Zone according to the pre-test results and she proceeds within the same zone after the post-test , which means she demonstrates unsteady performance and may fluctuate from situation to situation (EQ Map Interpretation Guide, Version 4.5, 1997). Accordingly, she may need to work more on

this scale, especially when approaching a new interaction or relationship in her life-long change process.

#### 4.2.4.4 Self Control

**Table 24- T4's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL |  | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------|---------|--|------------|-------|------------|-------|---------|--|
| ↑             | Intentionality          | 39-34   |  | 33-29      |       | 28-23      |       | 22-0    |  |
|               |                         |         |  |            | 33(l) | 27(f)      |       |         |  |
| ↑             | Constructive Discontent | 30-26   |  | 25-21      |       | 20-16      |       | 15-0    |  |
|               |                         |         |  |            | 23(l) | 18(f)      |       |         |  |
| ↔             | General Health          | 0-8     |  | 9-16       |       | 17-30      |       | 31-93   |  |
|               |                         |         |  |            |       | 26(f)      | 26(l) |         |  |

As shown in Table 24, Teacher 4 has undergone positive change regarding the Intentionality Scale and Constructive Discontent Scale by moving to the Proficient Zone from the Vulnerable. However, when the General Health Scale is concerned, no change has been marked between her pre-test and post-test scores. As a result, she seems to occupy the Vulnerable Zone, which means she still demonstrates unsteady performance and may fluctuate from situation to situation, despite attending the EQ programme (EQ Map Interpretation Guide, Version 4.5, 1997). Therefore, we may suggest that she needs to take better care of her physical, psychological and emotional health in her life-long change process. Otherwise, her health may be influenced in a bad way.

#### 4.2.4.5 Self Motivation

**Table 25- T4's pre-test - post-test performance zones- Self Motivation EQ Map Scale**

| Marked Change | Self Motivation     | OPTIMAL |  | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|---------------------|---------|--|------------|-------|------------|-------|---------|--|
| ↑             | Creativity          | 30-25   |  | 24-20      |       | 19-14      |       | 13-0    |  |
|               |                     | 27(l)   |  |            | 16(f) |            |       |         |  |
| ↑             | Resilience          | 42-35   |  | 34-30      |       | 29-25      |       | 24-0    |  |
|               |                     |         |  | 34(l)      | 29(f) |            |       |         |  |
| ↑             | Personal Power      | 33-32   |  | 31-27      |       | 26-22      |       | 21-0    |  |
|               |                     |         |  |            |       | 25(l)      | 19(f) |         |  |
| ↑             | Optimal Performance | 21-20   |  | 19-18      |       | 17-15      |       | 14-0    |  |
|               |                     | 20(l)   |  |            | 16(f) |            |       |         |  |

Teacher 4's all EQ Map scales categorised under Self Motivation dimension of EQ indicates a positive change (Creativity: Vulnerable ⇒ Optimal; Resilience:

Vulnerable  $\Rightarrow$  Proficient; Personal Power: Caution  $\Rightarrow$  Vulnerable; Optimal Performance: Vulnerable  $\Rightarrow$  Optimal). Among these four scales, the most striking results indicating her change for the better are of Creativity Scale and Optimal Performance Scale. This is because, regarding these two scales, she seems to move from the Vulnerable Zone to the Optimal Zone passing by the Proficient. On the other hand, concerning the Personal Power Scale, although her EQ Map results signify a positive change, she still occupies the Vulnerable Zone. This may mean that in order to have a steady performance, she had better strengthen her beliefs about how she can better meet the challenges and live the life she chooses.

#### 4.2.5 Participant Teacher 5

Teacher 5, aged 31, has been teaching English for seven years. She is a graduate of Çukurova University, ELT Department in Adana, Turkey. She has also obtained her MA at Bilkent University, Ankara, Turkey. After completing her EQ Map questionnaire before taking part in the EQ sessions, she thought that the results of the EQ Map came out as she expected and therefore she wasn't surprised. In her EQ Map Evaluation Document, she notes the following statement related to her point of view:

I have been aware of my strengths and weaknesses for ten years but I haven't been able to do anything about them.

Regarding her thoughts about the use of taking EQ Map, she didn't sound very optimistic and she claimed that it would be helpful if she herself broke the barriers inside her.

In the following subsections we provide Teacher 5's pre-test -post-test scores before and after attending the EQ sessions:

#### 4.2.5.1 Social Skills

**Table 26- T5's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|-------|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |       | 28-96   |  |
|               |                           |         |       |            |       | 25(f)      | 22(l) |         |  |
| ↓             | Life Satisfaction         | 63-28   |       | 27-21      |       | 20-12      |       | 11-0    |  |
|               |                           | 50(f)   | 45(l) |            |       |            |       |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |       | 18-0    |  |
|               |                           |         |       |            | 25(l) | 22(f)      |       |         |  |
| ↓             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |       | 16-0    |  |
|               |                           |         |       |            |       | 22(f)      | 19(l) |         |  |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |       | 12-0    |  |
|               |                           |         |       |            | 16(l) | 13(f)      |       |         |  |

Teacher 5's EQ Map scale scores listed under the Social Skills dimension of EQ signify a change for the better regarding the three scales out of five (see Table 26).

These scales are: Life Pressures: Vulnerable  $\Rightarrow$  Vulnerable; Interpersonal Connections: Vulnerable  $\Rightarrow$  Proficient; Relationship Quotient: Vulnerable  $\Rightarrow$  Proficient. Concerning the Life Pressures scale, although she occupies the Vulnerable Zone according to the post-test result, she has increased her score within that zone. Therefore, we speculate that she has been engaged to the process of change and raised her awareness despite the fact that she hasn't been able to change her performance zone and demonstrates unsteady performance.

On the other hand, when we have a closer look at Table 26, we see that her pre-test-post-test scores of the Quality of Life Scale indicate a negative change within the Vulnerable Zone. Consequently, during the follow-up interview, we asked Teacher 5 about the possible reason behind this unwanted change and she explained the following:

I don't think I have efficient social skills. This is because, I don't feel comfortable or as "real me" when I am in contact with other people. Most of the time I am busy and have a lot of things to earn my living, pay my debts or help my family. This feeling makes me feel very stressful. I am in between; on one side, I want to live my own life, on the other, I am very dependent on people who surround me and need me. It is very interesting that both of these sides hate each other. I think I need more time...

Considering the above statement, we assume that Teacher 5 needs to enhance her ability concerning the required EQ capacities which can influence the quality of her life. Therefore, we tend to agree with the interpretations given in the EQ Map Interpretation Guide, Version 4.5 (1997) regarding this scale:

Quality of Life measures the effect of your EQ profile on your sense of self-acceptance and your general satisfaction with your life. This scale reflects the degree which you have created the relationships, opportunities and life circumstances that you find fulfilling... If your score on this scale is in the Vulnerable or Caution range, go back and look at Life Satisfaction (Scale 2), Interpersonal Connections (Scale 5), Outlook (Scale 11, Trust Radius (Scale 14), Personal Power (Scale 25) and Integrated Self (Scale 16). Notice how these might be related for you.

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Accordingly, when we examine her scores on these scales, we meet the following result (see Table 27):

**Table 27- T5's pre-test - post-test performance zones concerning the scales that may affect the score of her Quality of Life scale**

| EQ Map Scale              | Scale Number | Pre-test Score/<br>Performance<br>Zone | Post-test Score/<br>Performance<br>Zone | Marked<br>Change |
|---------------------------|--------------|----------------------------------------|-----------------------------------------|------------------|
| Life Satisfaction         | Scale 2      | 45/ Optimal                            | 50/ Optimal                             | ↓                |
| Interpersonal Connections | Scale 9      | 22/ Vulnerable                         | 25/ Proficient                          | ↑                |
| Outlook                   | Scale 11     | 15/ Vulnerable                         | 16/ Vulnerable                          | ↑                |
| Trust Radius              | Scale 14     | 25/ Vulnerable                         | 20/ Vulnerable                          | ↑                |
| Personal Power            | Scale 15     | 19/ Caution                            | 25/ Vulnerable                          | ↑                |
| Integrated Self           | Scale 16     | 21/ Proficient                         | 20/ Proficient                          | ↓                |

Eventually, we can conclude that her pre-test -post-test scores on the related scales suggested by EQ Map Interpretation Guide also reflect her unsteady, unbalanced EQ performance. Thus, we argue that she has been in a change period (either negative or positive), as she has mentioned earlier (see her quotation in 4.2.5.1), she needs more

time to settle down her relationships, opportunities and life circumstances she finds fulfilling to improve the quality of her life in general.

As for the Life Satisfaction Scale (see Table 26), a slight change for worse has been marked between her pre-test- post-test scores within the Optimal Zone. However, this doesn't seem to be a big problem, since she still occupies the Optimal Zone, which means she can show strength, effectiveness, creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.5.2 Self Awareness

**Table 28- T5's pre-test - post-test performance zones- Self Awareness EQ Map scales**

| Marked Change | Self Awareness           | OPTIMAL | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|--------------------------|---------|------------|-------|------------|-------|---------|--|
| ↑             | Emotional Self Awareness | 24-23   | 22(f)      | 21(l) | 17-14      |       | 13-0    |  |
| ↑             | Emotional Expression     | 27-23   | 22-18      |       | 17-14      | 15(l) | 11(f)   |  |
| ↑             | Outlook                  | 24-21   | 20-17      |       | 16-12      | 15(f) | 16(l)   |  |
| ↑             | Intuition                | 33-28   | 27-23      |       | 22-18      | 19(f) | 21(l)   |  |
| ↑             | Integrated Self          | 27-23   | 22-20      | 21(f) | 20(l)      | 19-16 | 15-0    |  |

Table 28 indicates that Teacher 5 has undergone a positive change regarding all the EQ Map scales listed under the Self Awareness dimension of EQ (Emotional Self Awareness: Proficient (20) ⇒ Proficient (21); Emotional Expression: Caution ⇒ Vulnerable; Outlook: Vulnerable (15) ⇒ Vulnerable (16); Intuition: Vulnerable (19) ⇒ Vulnerable (21); Integrated Self: Proficient (21) ⇒ Proficient (20) ). When we have a closer look at Table 28, we see that out of the five scales she occupies three vulnerable zones on three scales when her pre-test -post-test scores are concerned (Emotional Expression; Outlook; Intuition). In this respect, as for the Outlook Scale and Intuition Scale, she seems to proceed within the Vulnerable Zone, whereas for Emotional Expression Scale her scores pose that she has moved to the Vulnerable Zone from the Caution Zone. Despite her positive change observed, she still occupies the Vulnerable Zone when these three scales are concerned. Hence, we may argue that she needs to work more on these areas in her life-long change process.

On the other hand, concerning the other remaining scales- Emotional Self Awareness and Integrated Self, she seems to proceed within the Proficient Zone, which

means she already demonstrates steady, balanced EQ effectiveness (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.5.3 Empathy

Table 29- T5's pre-test - post-test performance zones- Empathy EQ Map scales

| Marked Change | Empathy                       | OPTIMAL |  | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------------|---------|--|------------|-------|------------|-------|---------|--|
| ↓             | Emotional Awareness of others | 36-22   |  | 21-19      |       | 18-15      |       | 14-0    |  |
|               |                               | 22(f)   |  |            | 20(l) |            |       |         |  |
| ↑             | Compassion                    | 36-30   |  | 29-27      |       | 26-22      |       | 21-0    |  |
|               |                               |         |  |            | 29(l) | 24(f)      |       |         |  |
| ↓             | Trust Radius                  | 36-31   |  | 30-26      |       | 25-20      |       | 19-0    |  |
|               |                               |         |  |            |       | 25(f)      | 20(l) |         |  |

In Table 29, we see that Teacher 5 has undergone a negative change concerning the Emotional Awareness of Others Scale (Optimal  $\Rightarrow$  Proficient) and Trust Radius Scale (Vulnerable (25)  $\Rightarrow$  Vulnerable (20)). When we have a closer look at Table 29, we can easily note that she has moved to the Proficient Zone from the Optimal Zone when the Emotional Awareness of Others scale is concerned. In this respect, although the Proficient Zone represents the level of her EQ effectiveness as 'steady and balanced', the fall in her post-test score indicates a setback in this area which have been mapped. Similarly, her pre-test-post-test results regarding the Trust Radius Scale signify a negative change. Related to this scale, she seems to change for worse by keeping on being in the Vulnerable Zone and letting her post-test score fall. Therefore, we asked Teacher 5 the possible reason behind the negative change concerning these scales, and she came up with the following explanation:

Thinking about these scales, I feel like bursting into tears. I feel very emotional when I remember the memories hidden in me. I think Emotional Awareness of Others is my biggest problem. I mean, my problem is that I hear and sense too much what the other people might be feeling from their attitudes, although I don't really trust their sincerity. I don't want to sound as if I misunderstood these scales or I don't want to get rid of my empathy skills, but I just need to find a balance, because I want to break some of my existing barriers and live my own life.

Considering this statement, we may conclude that she needs to reconstruct some of her thoughts on her way to change into her 'real self' and balance the level of her skills or competencies in these areas.

Apart from these two scales, Teacher 5's Compassion Scale scores signify a positive change (Vulnerable  $\Rightarrow$  Proficient). Accordingly, the rise in her score may mean that she has started to work on her criticalness and selfishness and forgive herself and others by walking in their shoes. Therefore, we assume that in time as she starts to extend more trust to others and hold them accountable for the results, she might demonstrate a steadier and more balanced EQ effectiveness regarding her Empathy scales.

#### 4.2.5.4 Self Control

Table 30- T5's pre-test - post-test performance zones- Self Control EQ Map scales

| Marked Change | Self Control            | OPTIMAL |  | PROFICIENT |       | VULNERABLE |       | CAUTION |       |
|---------------|-------------------------|---------|--|------------|-------|------------|-------|---------|-------|
| ↓             | Intentionality          | 39-34   |  | 33-29      |       | 28-23      |       | 22-0    |       |
|               |                         |         |  |            |       | 27(f)      | 24(l) |         |       |
| ↑             | Constructive Discontent | 30-26   |  | 25-21      |       | 20-16      |       | 15-0    |       |
|               |                         |         |  |            | 21(l) | 20(f)      |       |         |       |
| ↓             | General Health          | 0-8     |  | 9-16       |       | 17-30      |       | 31-93   |       |
|               |                         |         |  |            |       | 19(f)      |       |         | 33(l) |

Table 30 indicates that Teacher 5 has undergone a negative change concerning the Intentionality Scale (Vulnerable (27)  $\Rightarrow$  Vulnerable (24) ) and General Health Scale (Vulnerable  $\Rightarrow$  Caution) listed under the Self Control dimension of EQ. If we examine Table 30 carefully, we see that her pre-test- post-test scores of the Intentionality Scale indicates a negative change within the Vulnerable Zone. This unexpected change may be caused by some temporary setbacks in her life, however, when we questioned this fall, we found the following explanation in her learning log:

I have self control, but I always depend on my logic rather than my emotions. I have realised that I am familiar with the topics that we deal with in our sessions but what worries me is that I can't put into practice what I know and I can't express myself for some reason.

As it is interpreted in the EQ Map Interpretation Guide, Version, 4.5 (1997), Intentionality Scale explores how consciously we are able to make decisions consistent with our personal and professional goals and values. Accordingly, considering her explanation, we can argue that T5 has difficulty in accepting the responsibility both for her actions and her motivations. In other words, she seems not to make a consistent effort to bring about the things she wants to make happen. For this reason, we suggest that she needs to practise more to improve her intentionality.

The other scale in Table 30 which signifies an alarming fall on the post-test score is the General Health Scale. As mentioned earlier (see 4.2.2.4), according to the EQ Map Interpretation Guide (1997), this scale measures the effect of EQ profile on physical, behavioural and emotional health. Therefore, there are some other scales which are related to General Health Scale. When we go back and consider her scores on the scales most related to General Health, we meet the following result:

**Table 31- T5's pre-test - post-test performance zones concerning the scales that may affect the score of her General Health Scale**

| EQ Map Scale                | Scale Number | Pre-test Score/<br>Performance<br>Zone | Post-test Score/<br>Performance<br>Zone | Marked<br>Change |
|-----------------------------|--------------|----------------------------------------|-----------------------------------------|------------------|
| Life Pressures              | Scale 1      | 25/ Vulnerable                         | 22/ Vulnerable                          | ↑                |
| Life<br>Satisfactions       | Scale 2      | 50/ Optimal                            | 45/ Optimal                             | ↓                |
| Emotional Self<br>Awareness | Scale 3      | 20/ Proficient                         | 21/ Proficient                          | ↑                |
| Emotional<br>Expression     | Scale 4      | 11/ Caution                            | 15/ Vulnerable                          | ↑                |
| Resilience                  | Scale 8      | 23/ Caution                            | 32/ Proficient                          | ↑                |

Therefore we conclude that, the fall in her post-test score might result from either some temporary setbacks or her unsteady EQ performance regarding the scales listed above. In order not to be influenced in a bad way and be in better health we argue that Teacher 5 had better practise how to acquire the skills or competencies in the areas being mapped by the above mentioned scales.

The only scale whose pre-test-post-test scores signify a positive change in Table 30 is the Constructive Discontent Scale (Vulnerable  $\Rightarrow$  Proficient). This means that she has started to demonstrate steady, balanced EQ effectiveness concerning the area which has been mapped by this scale (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.5.5 Self Motivation

**Table 32- T5's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION     |
|---------------|---------------------|---------|------------|------------|-------------|
| ↑             | Creativity          | 30-25   | 24-20      | 19-14      | 13-0        |
|               |                     |         |            | 14(l)      | 13(f)       |
| ↑             | Resilience          | 42-35   | 34-30      | 29-25      | 24-0        |
|               |                     |         | 32(l)      |            | 23(f)       |
| ↓             | Personal Power      | 33-32   | 31-27      | 26-22      | 21-0        |
|               |                     |         |            |            | 21(f) 18(l) |
| ↓             | Optimal performance | 21-20   | 19-18      | 17-15      | 14-0        |
|               |                     |         |            | 16(f)      | 12(l)       |

The results reported in Table 32 indicate that Teacher 5 has undergone a positive change regarding the two scales out of four listed under the Self Motivation dimension of EQ (Creativity: Caution  $\Rightarrow$  Vulnerable; Resilience: Caution  $\Rightarrow$  Proficient). However, concerning the other two scales, her scores seems to have fallen (Personal Power: Caution (21)  $\Rightarrow$  Caution (18); Optimal Performance: Vulnerable  $\Rightarrow$  Caution).

When we consider her pre-test- post-test scores with respect to the Personal Power Scale, we note that she has remained in the Caution Zone and has been marked to change for worse after taking the EQ Map Questionnaire as a post-test. During the follow-up interview she rationalised her view of this negative change as follows:

I still have doubts about my Personal Power, and honestly I don't know how to deal with it. I want to believe that I can meet the challenges, make myself 'real' and even live the life I choose. But the barriers inside me! Simply, I can't get over barriers. I have a controlled life, I'm surrounded by people who are used to control me by using my feelings. I let them do this to me. I am very aware of that and this feeling hurts me, hits me and influence my health in a bad way, I have to take action...

Taking this view into consideration, we suggest that T5 should immediately put her view into action and start to enhance her ability regarding the area which has been mapped by this scale.

The other sharp fall that can be seen in Table 32 is related to her pre-test- post-test scores on Optimal Performance Scale. While her pre-test score indicates the Vulnerable Zone, she seems to move to the Caution Zone according to the post-test result.

This certain fall into the Caution Zone in the post-test indicates that T5 needs to work on the scales which are most related to the Optimal Performance Scale as was suggested by EQ Map Interpretation Guide, Version 4.5 (1997). According to the guide, these scales are as follows including the information on T5's pre-test- post-test scores concerning the scales that measure those related areas:

**Table 33- T5's pre-test - post-test performance zones concerning the scales that may affect the score of her Optimal Performance Scale**

| EQ Map Scale             | Scale Number | Pre-test Score/<br>Performance<br>Zone | Post-test Score/<br>Performance<br>Zone | Marked<br>Change |
|--------------------------|--------------|----------------------------------------|-----------------------------------------|------------------|
| Emotional Self Awareness | Scale 3      | 20/ Proficient                         | 21/ Proficient                          | ↑                |
| Creativity               | Scale 7      | 13/ Caution                            | 14/ Vulnerable                          | ↑                |
| Resilience               | Scale 8      | 23/ Caution                            | 32/ Proficient                          | ↑                |
| Constructive Discontent  | Scale 10     | 20/ Vulnerable                         | 21/ Proficient                          | ↑                |
| Intuition                | Scale 13     | 19/ Vulnerable                         | 21/ Vulnerable                          | ↑                |
| Trust Radius             | Scale 14     | 25/ Vulnerable                         | 20/ Vulnerable                          | ↓                |
| Integrated Self          | Scale 16     | 21/ Proficient                         | 20/ Proficient                          | ↑                |

Teacher 5's related scores signify that, this fall might result from her vulnerable EQ performance regarding the Creativity Scale, Intuition Scale and Trust Radius Scale. Therefore, we believe that she needs to increase her level of skills or competencies in the related areas in her life-long change process.

#### **4.2.5 Participant Teacher 6**

Teacher 6, aged 30, has been teaching English for seven years. She is a graduate of the ELT Department of Hacettepe University, Ankara, Turkey. She has also completed her MA at Bilkent University. Having taken the EQ Map before attending the EQ sessions, she implied that what the EQ Map results reflected in a way approved

her way of thinking about using our potential in life. In her EQ Map Evaluation Document she presented her view as quoted below:

Being aware of my strengths and weaknesses is very important for me. Besides this, I like sharing my views, discussing my competencies, reading to improve my vision and to raise my awareness both for my personal and professional life. I believe everyone needs some spare time for her own to get to know herself better. To me that is what the EQ Map does. EQ Map provided the opportunity to see our inner selves. It shows who we are and the aspects that need improvement. In a way, it is a kind of awareness raising which is the first step to develop your potential in life. Later on you can focus on the certain areas that need development.

The following are her pre-test and post-test scores before and after attending the EQ sessions:

#### 4.2.6.1 Social Skills

Table 34- T6's pre-test - post-test performance zones- Social Skills EQ Map scales

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |  | 17-27      |  | 28-96   |  |
|               |                           |         | 8(l)  |            |  |            |  | 35(f)   |  |
| ↑             | Life Satisfactions        | 63-28   |       | 27-21      |  | 20-12      |  | 11-0    |  |
|               |                           | 38(f)   | 60(l) |            |  |            |  |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |  | 24-19      |  | 18-0    |  |
|               |                           |         | 30(l) | 28(f)      |  |            |  |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |  | 22-17      |  | 16-0    |  |
|               |                           | 28(f)   | 30(l) |            |  |            |  |         |  |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |  | 15-13      |  | 12-0    |  |
|               |                           | 19(f)   | 20(l) |            |  |            |  |         |  |

As shown in Table 34, considering her pre-test- post-test scores, Teacher 6 has experienced a certain positive change regarding all the scales listed under Social Skills dimension of EQ (Life-Pressures: Caution ⇒ Optimal; Life Satisfactions: Optimal (38) ⇒ Optimal (60); Interpersonal connections: Proficient ⇒ Optimal; Quality of Life: Optimal (28) ⇒ Optimal (30); Relationship Quotient: Optimal (19) ⇒ Optimal (20). As

can be seen from Table 34, T6 occupies the Optimal Zone according to the post-test results related to the five scales. She seems to proceed within the Optimal Zone regarding the three scales- Life Satisfaction, Quality of Life and Relationship Quotient when her pre-test- post-test scores are concerned. Furthermore, she is marked to move from the Proficient Zone to the Optimal Zone when we consider the pre-test- post-test scores of her Interpersonal Connections Scale. The most striking of all, she has moved to the Optimal Zone from the Caution Zone with regards to the Life Pressures Scale.

Accordingly, considering her results we can assume that T6 has been engaged to the process of change in terms of Social Skills. As a result, she seems to show great strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.6.2 Self Awareness

**Table 35- T6's pre-test - post-test performance zones- Self Awareness EQ Map scales**

| Marked Change | Self Awareness           | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|--------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          |         | 23(l) | 21(f)      |  |            |  |         |  |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          |         | 26(l) | 22(f)      |  |            |  |         |  |
| ↑             | Outlook                  | 24-21   |       | 20-17      |  | 16-12      |  | 11-0    |  |
|               |                          | 22(f)   | 23(l) |            |  |            |  |         |  |
| ↑             | Intuition                | 33-28   |       | 27-23      |  | 22-18      |  | 17-0    |  |
|               |                          | 31(f)   | 31(l) |            |  |            |  |         |  |
| ↔             | Integrated Self          | 27-23   |       | 22-20      |  | 19-16      |  | 15-0    |  |
|               |                          | 25(f)   | 25(l) |            |  |            |  |         |  |

It is evident from Table 30 that Teacher 6 has undergone a positive change concerning the scales listed under the Self Awareness dimension of EQ. That is to say, she occupies the Optimal Zone when all the five scales are considered. In the first place, as for the Emotional Self Awareness Scale and Emotional Expression Scale, she seems to move from the Proficient Zone to the Optimal Zone by raising her post-test scores. In the second place, considering the pre-test- post-test scores of her Outlook Scale and Intuition Scale, we see that she proceeds within the Optimal Zone, which means her process of change still continues for the better. Lastly, regarding the Integrated Self Scale, no change has been marked between her pre-test- post-test scores. This doesn't seem to be a problem, since she already occupies the Optimal Zone, which means she

shows great strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.6.3 Empathy

**Table 36- T6's pre-test - post-test performance zones- Empathy EQ Map scales**

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |  | 18-15      |  | 14-0    |  |
|               |                               | 26(f)   | 32(l) |            |  |            |  |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |  | 21-0    |  |
|               |                               | 33(f)   | 34(l) |            |  |            |  |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |  | 19-0    |  |
|               |                               | 35(f)   | 36(l) |            |  |            |  |         |  |

Teacher 6's all EQ Map scale scores listed under the Empathy dimension of EQ signify positive change (see Table 36). When we have a close look at Table 36, we see that her pre-test scores already occupy the Optimal Zone. Therefore, her observable change process proceeds within the Optimal Zone for all the scales in this dimension. This means that she can show great strength, effectiveness and creativity even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.6.4 Self Control

**Table 37- T6's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Intentionality          | 39-34   |       | 33-29      |  | 28-23      |  | 22-0    |  |
|               |                         |         | 36(l) |            |  | 28(f)      |  |         |  |
| ↑             | Constructive Discontent | 30-26   |       | 25-21      |  | 20-16      |  | 15-0    |  |
|               |                         |         | 29(l) | 25(f)      |  |            |  |         |  |
| ↑             | General Health          | 0-8     |       | 9-16       |  | 17-30      |  | 31-93   |  |
|               |                         |         | 7(l)  | 14(f)      |  |            |  |         |  |

As shown in Table 37, Teacher 6 has undergone a positive change regarding all the three scales listed under the Self Control dimension of EQ. To illustrate, when the pre-test- post-test results of the two scales- Constructive Discontent and General Health are concerned, she is marked to move from the Proficient Zone to the Optimal Zone. As for the Intentionality Scale, she seems to have changed her zone from the Vulnerable Zone to the Optimal Zone. When we examine her change regarding this scale, we see that her pre-test result may signify her unsteady performance and fluctuations from

situation to situation. However, her post-test result indicates that by changing her performance zone into Optimal, she can show high EQ effectiveness even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.6.5 Self Motivation

**Table 38- T6's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|---------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Creativity          | 30-25   |       | 24-20      |  | 19-14      |  | 13-0    |  |
|               |                     | 28(f)   | 30(l) |            |  |            |  |         |  |
| ↑             | Resilience          | 42-35   |       | 34-30      |  | 29-25      |  | 24-0    |  |
|               |                     | 36(f)   | 39(l) |            |  |            |  |         |  |
| ↑             | Personal Power      | 33-32   |       | 31-27      |  | 26-22      |  | 21-0    |  |
|               |                     |         | 32(l) | 29(f)      |  |            |  |         |  |
| ↑             | Optimal performance | 21-20   |       | 19-18      |  | 17-15      |  | 14-0    |  |
|               |                     |         | 20(l) | 18(f)      |  |            |  |         |  |

As shown in Table 38, Teacher 6 occupies the Optimal Zone regarding the post-test results of the four EQ Map scales listed under the Self Motivation dimension of EQ. In other words, in the first place, her observable change process proceeds within the Optimal Zone for the Creativity Scale and Resilience Scale. In the second place, she seems to move from the Proficient Zone to the Optimal Zone when the Personal Power Scale and Optimal Performance Scale are concerned.

#### 4.2.6 Participant Teacher 7

Teacher 7, aged 30, has been teaching English for 9 years. She is a graduate of the ELT Department of Çukurova University, Adana, Turkey. She has also obtained her MA at Bilkent University, Ankara, Turkey.

Having completed the EQ Map questionnaire before attending the EQ sessions, T7 was very surprised by the results which she believed truly reflected her EQ strengths and vulnerabilities. She was also very pleased to see that EQ researchers confirm what's in her mind regarding the areas having been mapped. Therefore, she was looking forward to taking part in the EQ sessions to proceed on her way to life-long change.

In the following subsections we present her pre-test-post-test scores before and after attending the EQ sessions:

#### 4.2.7.1 Social Skills

**Table 39- T7's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |       |
|---------------|---------------------------|---------|-------|------------|-------|------------|--|---------|-------|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |  | 28-96   |       |
|               |                           |         |       |            |       |            |  | 55(f)   | 33(l) |
| ↑             | Life Satisfaction         | 63-28   |       | 27-21      |       | 20-12      |  | 11-0    |       |
|               |                           | 39(f)   | 51(l) |            |       |            |  |         |       |
| ↔             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |  | 18-0    |       |
|               |                           |         |       | 27(f)      | 27(l) |            |  |         |       |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |  | 16-0    |       |
|               |                           | 27(f)   | 32(l) |            |       |            |  |         |       |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |  | 12-0    |       |
|               |                           |         | 21(l) | 17(f)      |       |            |  |         |       |

As shown in Table 39, Teacher7's all EQ Map scale scores listed under the Social Skills dimension of EQ except for the Interpersonal Connections Scale signify positive change. When we have a closer look at Table 39, we see that regarding the Life Pressures Scale, she seems to change for the better within the Caution Zone. Of course, the raise in her scores confirm that she has undergone a positive change, however, her still occupying the Caution Zone after the post-test demonstrates that her EQ ability needs further enhancement. Therefore, during the follow-up we inquired her thoughts and plans concerning this matter and she explained the following:

This is typical me. Actually, I can say that the pressures in my life make my life miserable. Nevertheless, after attending the EQ sessions, I've started to make some of these pressures manageable. I can feel the change in my awareness towards this matter, but still I am in the Caution Zone. To me this means that I need some more time to digest this awareness or in other words put my awareness into practice.

As for Interpersonal Connections Scale, no change has been seen between the pre-test and post-test results. Yet, since she already occupies the Proficient Zone, this doesn't seem to be a problem.

When the Life Satisfaction Scale and the Quality of Life Scale are concerned, she can be marked to proceed within the Optimal Zone, by raising her scores in the area

having been mapped. Similarly, she occupies the Optimal Zone regarding the Relationship Quotient Scale if her post-test score is taken into consideration. However, regarding this scale, she seems to have moved to the Optimal Zone from the Proficient Zone (see Table 39).

#### 4.2.7.2 Self Awareness

Table 40- T7's pre-test - post-test performance zones- Self Awareness EQ Map scales

| Marked Change | Self Awareness           | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|--------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          | 29(f)   | 30(l) | 22(f)      |  |            |  |         |  |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |  | 17-14      |  | 13-0    |  |
|               |                          | 29(f)   | 30(l) | 22(f)      |  |            |  |         |  |
| ↑             | Outlook                  | 24-21   |       | 20-17      |  | 16-12      |  | 11-0    |  |
|               |                          | 29(f)   | 30(l) | 19(f)      |  |            |  |         |  |
| ↑             | Intuition                | 33-28   |       | 27-23      |  | 22-18      |  | 17-0    |  |
|               |                          | 29(f)   | 30(l) | 27(f)      |  |            |  |         |  |
| ↑             | Integrated Self          | 27-23   |       | 22-20      |  | 19-16      |  | 15-0    |  |
|               |                          | 25(f)   | 27(l) |            |  |            |  |         |  |

Table 40 indicates that Teacher 7 occupies the Optimal Zone regarding the post-test scores of all the EQ Map scales listed under the Self Awareness dimension of EQ. As for the scales Emotional Self Awareness, Emotional Expression, Outlook and Intuition, she seems to move from the Proficient Zone to the Optimal Zone by raising her post-test scores. On the other hand, when the Integrated Self Scale is concerned, she seems to proceed her change for the better within the Optimal Zone.

#### 4.2.7.3 Empathy

Table 41- T7's pre-test - post-test performance zones- Empathy EQ Map scales

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|--|------------|--|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |  | 18-15      |  | 14-0    |  |
|               |                               | 29(f)   | 30(l) |            |  |            |  |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |  | 21-0    |  |
|               |                               |         | 30(l) | 27(f)      |  |            |  |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |  | 19-0    |  |
|               |                               |         |       | 28(l)      |  | 24(f)      |  |         |  |

In Table 41, we can see that Teacher 7's all EQ Map scales listed under Empathy dimension of EQ signify a positive change (Emotional Awareness of Others: Optimal (29) ⇒ Optimal (30); Compassion: Proficient ⇒ Optimal; Trust Radius:

Vulnerable  $\Rightarrow$  Proficient). If we have a close look at Table 41, we see that among the three scales within this dimension, she occupies the Vulnerable Zone only for the Trust Radius Scale according to the pre-test results. However, related to this scale, she seems to have moved to the Proficient Zone from the Vulnerable Zone when her post-test score is concerned. Therefore, we assume that she has started to demonstrate steady, balanced EQ effectiveness in her change process (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.7.4 Self Control

**Table 42- T7's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL | PROFICIENT  | VULNERABLE  | CAUTION |
|---------------|-------------------------|---------|-------------|-------------|---------|
| ↓             | Intentionality          | 39-34   | 33-29       | 28-23       | 22-0    |
|               |                         |         | 33(f) 32(l) |             |         |
| ↑             | Constructive Discontent | 30-26   | 25-21       | 20-16       | 15-0    |
|               |                         |         | 23(f) 25(l) |             |         |
| ↑             | General Health          | 0-8     | 9-16        | 17-30       | 31-93   |
|               |                         |         |             | 24(f) 17(l) |         |

Table 42 indicates the change Teacher 7 has undergone a negative change concerning all the EQ Map scales listed under the Self Control dimension of EQ. Accordingly, she seems to change positively when the Constructive Discontent Scale and General Health Scale are concerned. Considering her Constructive Discontent Scale pre-test-post-test scores we can say that she seems to proceed for the better within the Proficient Zone. As for the General Health Scale, although she has raised her post-test score, she still seems to occupy the Vulnerable Zone, which means she demonstrates an unsteady EQ performance and thus her physical, behavioural and emotional health are influenced in a bad way from time to time. Therefore, we suggest that Teacher7 should reconsider her scores on the scales most related to General Health Scale (see 4.2.2.4 & 4.2.5.4) and practise how to acquire the skills in the areas mapped by those scales. Otherwise, she might be influenced in a bad way.

On the other hand, T7's Intentionality pre-test-post-test scores display a slight fall within the Proficient Zone. This fall in her post-test score might have resulted from some temporary setbacks, other than that she seems to show steady, balanced EQ effectiveness (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.7.5 Self Motivation

**Table 43- T7's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL |       | PROFICIENT |  | VULNERABLE |  | CAUTION |  |
|---------------|---------------------|---------|-------|------------|--|------------|--|---------|--|
| ↔             | Creativity          | 30-25   |       | 24-20      |  | 19-14      |  | 13-0    |  |
|               |                     | 25(f)   | 25(l) |            |  |            |  |         |  |
| ↑             | Resilience          | 42-35   |       | 34-30      |  | 29-25      |  | 24-0    |  |
|               |                     |         | 40(l) | 33(f)      |  |            |  |         |  |
| ↑             | Personal Power      | 33-32   |       | 31-27      |  | 26-22      |  | 21-0    |  |
|               |                     |         | 32(l) |            |  | 24(f)      |  |         |  |
| ↑             | Optimal performance | 21-20   |       | 19-18      |  | 17-15      |  | 14-0    |  |
|               |                     |         | 20(l) |            |  | 17(f)      |  |         |  |

Table 43 shows that Teacher 7 occupies the Optimal Zone regarding the post-test scores of all the EQ Map scales listed under the Self Motivation dimension of EQ. In the first place, as for the Creativity Scale, no change has been marked between her pre-test and post-test scores. In the second place, concerning the Resilience Scale, she seems to have changed her zone from Proficient to Optimal by raising her post-test score. Lastly, when the Personal Power Scale and the Optimal Performance Scale are concerned, we see that she has changed her performance zones from Vulnerable to Optimal. As a result, related to these two scales, we assume that T7 has been able to change her unsteady EQ performance into a balanced EQ effectiveness even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.7 Participant Teacher 8

Teacher 8, aged 26, is a graduate of the ELT Department of Çukurova University, Adana, Turkey. She has been teaching English for three years. After completing her EQ Map questionnaire, before attending the EQ sessions, she believed that she agreed with the interpretations since they reflected her strengths and vulnerabilities well. Accordingly, she notes the below statement related to her point of view to develop her potential in life:

I believe that the EQ Map will help me become more aware of my strengths and vulnerabilities. If I am aware of them, and if I have the willpower to achieve the optimal, I can set my goals, identify possible solutions and create change!

The following are her pre-test and post-test scores before and after attending the EQ sessions:

#### 4.2.8.1 Social Skills

**Table 44- T8's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |  | 28-96   |  |
|               |                           |         |       |            | 12(l) | 19(f)      |  |         |  |
| ↑             | Life Satisfactions        | 63-28   |       | 27-21      |       | 20-12      |  | 11-0    |  |
|               |                           | 40(f)   | 50(l) |            |       |            |  |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |  | 18-0    |  |
|               |                           |         | 29(l) | 26(f)      |       |            |  |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |  | 16-0    |  |
|               |                           |         | 32(l) | 25(f)      |       |            |  |         |  |
| ↑             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |  | 12-0    |  |
|               |                           | 20(f)   | 21(l) |            |       |            |  |         |  |

The results reported in Table 44 indicate that Teacher 8 has undergone a positive change and has shown a remarkable improvement concerning all the scales listed under Social Skills dimension of EQ. As can be seen in Table 44, T8 occupies the Optimal Zone in four scales out of five according to the post-test results. This means that, she demonstrates great strength, effectiveness and creativity even under pressure when these four scales are concerned (EQ Map Interpretation Guide, Version 4.5, 1997). Among these four scales, she seems to proceed for the better within the Optimal Zone for the Life Satisfactions Scale and Relationship Quotient Scale. As for the Interpersonal Connections Scale and the Quality of Life Scale, she appears to move from the Proficient Zone to the Optimal Zone by raising her post-test results. Besides, when the Life Pressures Scale is concerned, although her pre-test scores signify that she occupies the Vulnerable Zone before the EQ sessions, she seems to have raised her scores in the post-test and moved to the Proficient Zone.

#### 4.2.8.2 Self Awareness

**Table 45- T8's pre-test - post-test performance zones- Self Awareness EQ Map scales**

| Marked Change | Self Awareness           | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|--------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |       | 17-14      |  | 13-0    |  |
|               |                          |         |       |            | 21(l) | 16(f)      |  |         |  |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |       | 17-14      |  | 13-0    |  |
|               |                          |         | 24(l) |            |       | 16(f)      |  |         |  |
| ↑             | Outlook                  | 24-21   |       | 20-17      |       | 16-12      |  | 11-0    |  |
|               |                          |         | 21(l) | 19(f)      |       |            |  |         |  |
| ↑             | Intuition                | 33-28   |       | 27-23      |       | 22-18      |  | 17-0    |  |
|               |                          |         | 29(l) |            |       | 22(f)      |  |         |  |
| ↑             | Integrated Self          | 27-23   |       | 22-20      |       | 19-16      |  | 15-0    |  |
|               |                          |         | 23(l) | 22(f)      |       |            |  |         |  |

Teacher 8's all EQ Map scale scores listed under the Self Awareness dimension of EQ signify a remarkable, positive change. According to the pre-test results, she seems to occupy the Vulnerable Zone concerning the three scales (Emotional Self Awareness; Emotional Expression; Intuition). However, when we consider the post-test results, we see that she has moved to the Proficient Zone at Emotional Self Awareness Scale and to the Optimal Zone at Emotional Expression Scale and Intuition Scale by raising her scores. As for the Outlook Scale and the Integrated Self Scale, while she appears to occupy the Proficient Zone considering her pre-test results, she is noted to change her zone to Optimal according to the post-test results.

As a result, we can assume that T8 has increased her awareness towards her weaknesses mapped by the EQ Map, and has started to demonstrate a balanced EQ effectiveness in the related areas in her life-long process of change.

#### 4.2.8.3 Empathy

**Table 46- T8's pre-test - post-test performance zones- Empathy EQ Map scales**

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|-------|------------|--|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |       | 18-15      |  | 14-0    |  |
|               |                               | 27(f)   | 32(l) |            |       |            |  |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |       | 26-22      |  | 21-0    |  |
|               |                               |         | 34(l) |            |       | 25(f)      |  |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |       | 25-20      |  | 19-0    |  |
|               |                               |         |       | 26(f)      | 30(l) |            |  |         |  |

As shown in Table 46, Teacher 8 has experienced a positive change when her EQ Map results for the scales listed under the Empathy dimension of EQ are

considered. Accordingly, she is marked to proceed for the better within the Optimal Zone at Emotional Awareness of Others Scale and within the Proficient Zone regarding the Trust Radius Scale. On the other hand, while her Compassion Scale pre-test score indicates that she occupies the Vulnerable Zone, which represents her unsteady performance, her post-test score shows her sharp improvement to occupy the Optimal Zone.

#### 4.2.8.4 Self Control

**Table 47- T8's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL | PROFICIENT  | VULNERABLE | CAUTION |
|---------------|-------------------------|---------|-------------|------------|---------|
| ↑             | Intentionality          | 39-34   | 33-29       | 28-23      | 22-0    |
|               |                         |         | 30(l)       | 25(f)      |         |
| ↑             | Constructive Discontent | 30-26   | 25-21       | 20-16      | 15-0    |
|               |                         |         | 22(f) 23(l) |            |         |
| ↑             | General Health          | 0-8     | 9-16        | 17-30      | 31-93   |
|               |                         | 7(l)    | 16(f)       |            |         |

It is evident from Table 47 that Teacher 8 has undergone a positive change when all her Self Control scale scores listed under Self Control dimension of EQ are concerned. When we have a closer look at Table 47, we see that she has increased her Intentionality Scale score and has moved to the Proficient Zone from the Vulnerable Zone. This means that she has stopped to fluctuate from situation to situation in the area which has been mapped (EQ Map Interpretation Guide, Version 4.5, 1997). In a similar way, T8 is also marked to proceed for the better within the Proficient Zone at Constructive Discontent Scale and within the Optimal Zone regarding the General Health Scale.

#### 4.2.8.5 Self Motivation

**Table 48- T8's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|---------------------|---------|------------|------------|---------|
| ↑             | Creativity          | 30-25   | 24-20      | 19-14      | 13-0    |
|               |                     |         | 20(l)      | 16(f)      |         |
| ↑             | Resilience          | 42-35   | 34-30      | 29-25      | 24-0    |
|               |                     | 36(l)   |            | 27(f)      |         |
| ↑             | Personal Power      | 33-32   | 31-27      | 26-22      | 21-0    |
|               |                     |         | 29(l)      | 25(f)      |         |
| ↑             | Optimal performance | 21-20   | 19-18      | 17-15      | 14-0    |
|               |                     |         | 18(l)      | 16(f)      |         |

When compared with the other EQ dimensions, T8's Self Motivation EQ Map pre-test results are considerably lower. Accordingly, she is marked to occupy the Vulnerable Zone regarding all the four scales (Creativity; Resilience; Personal Power; Optimal Performance). However, it is a fact that she has increased her post-test scores and has shown a remarkable improvement. This means that she has been successful at fulfilling her action plan, to improve her weaknesses in the areas which have been mapped under the Self Motivation dimension of EQ. In this respect, in her learning log T8 states the following after the related EQ session concerned with her action plan:

In this session, talking about my aims and sharing them with my colleagues as well as listening to them with empathy was an unbelievable experience. I also realised in this session that while you are talking about your goals, even the ones which seems impossible to achieve, they start to sound like achievable. For this reason, from now on I am planning to share my goals and expectations in life more with people. Hopefully, one day I can achieve all the goals in my list we prepared in the session and in this way my new goals can replace them.

As a result of this positive change, the post-test findings reported in Table 48 shows us that, T8 seems to change her zone to Proficient considering the three scales out of four (Creativity; Personal Power; Optimal Performance). As for the Resilience Scale, she appears to be even more successful by moving to the Optimal Zone from the Vulnerable Zone.

#### 4.2.8 Participant Teacher 9

Teacher 9, aged 29, has been teaching English for 7 years. She is a graduate of the ELT Department of Çukurova University, Adana, Turkey. She has also completed her MA at Çukurova University, Turkey. After taking the EQ Map, before attending the EQ sessions, she confirmed the interpretations regarding her performance zones which represent the varying levels of skills or competencies in the areas which have been mapped. In her EQ Map Evaluation Document, she explained the following with regards to her EQ Map pre-test results:

I was surprised when I saw the results, because the interpretations were just telling me, myself, though I never expected it so. All the results were about the real, true problems I live, I have been living in some parts of my life. Although I knew them, I was unable to name those 'vulnerabilities' and 'strengths.' So, I mean I realised the problems once more, but more consciously this time.

In the following subsections we present her pre-test- post-test scores before and after attending the EQ sessions:

##### 4.2.9.1 Social Skills

Table 49- T9's pre-test - post-test performance zones- Social Skills EQ Map scales

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|-------|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |       | 28-96   |  |
|               |                           |         |       |            | 14(l) |            |       | 29(f)   |  |
| ↓             | Life Satisfaction         | 63-28   |       | 27-21      |       | 20-12      |       | 11-0    |  |
|               |                           | 47(f)   | 39(l) |            |       |            |       |         |  |
| ↓             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |       | 18-0    |  |
|               |                           | 30(f)   |       |            |       |            | 24(l) |         |  |
| ↓             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |       | 16-0    |  |
|               |                           | 31(f)   | 30(l) |            |       |            |       |         |  |
| ↓             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |       | 12-0    |  |
|               |                           | 21(f)   | 19(l) |            |       |            |       |         |  |

The data showed in Table 49 reveals that Teacher 9 has experienced difficulty in practising the use of some of the scales listed under the Social Skills dimension of EQ. If

we look at the table closely, we see that she hasn't undergone a certain change except for the Life Pressures Scale (Caution  $\Rightarrow$  Proficient). It is interesting to note that with regards to the three scales- Life Satisfaction, Quality of Life and Relationship Quotient, she seems to occupy the Optimal Zone considering her pre-test-post-test results. This means that she shows high EQ effectiveness even under pressure (EQ Map Interpretation Guide, Version 4.5, 1997). However, her post-test scores signify that she has undergone a negative change within the Optimal Zone. We believe that this fall in her post-test scores may have resulted from some personal, temporary setbacks in her life related to the areas which have been mapped.

On the other hand, regarding the scores of her Interpersonal Connections Scale, she is marked to decrease her post-test scores sharply has moved to the Vulnerable Zone from the Optimal. This result seemed to show a sharp negative change and consequently, during the follow-up interview when we asked T9 about the possible reason behind this unwanted change, she explained the following:

I may have misunderstood the interpretations given related to this scale or needed some time to comprehend what I really was to do. Because considering the pressures in my life, which I believed were mostly caused by people around me, I isolated myself a bit. I was aware of that. I tried to listen to my inner voice then I did it. I wanted to be my 'real' and 'whole' self. That's why I tried to avoid some of my relationships with some people, especially when they seemed to resist real me. I believe, this is not a permanent change. Things will settle down in time.

Drawing on T9's view, we assume that she will be able to maintain her balance in time in terms of Interpersonal Connections Scale. Therefore, she may need to work more in this area in her life-long change process. We are also very positive regarding this issue, especially when we consider her move from the Caution Zone to the Proficient Zone at Life Pressures Scale.

#### 4.2.9.2 Self Awareness

Table 50- T9's pre-test - post-test performance zones- Self Awareness EQ Map scales

| Marked Change | Self Awareness           | OPTIMAL |       | PROFICIENT |       | VULNERABLE |  | CAUTION |       |
|---------------|--------------------------|---------|-------|------------|-------|------------|--|---------|-------|
| ↑             | Emotional Self Awareness | 24-23   |       | 22-18      |       | 17-14      |  | 13-0    |       |
|               |                          |         |       |            | 19(l) | 15(f)      |  |         |       |
| ↑             | Emotional Expression     | 27-23   |       | 22-18      |       | 17-14      |  | 13-0    |       |
|               |                          |         |       |            | 21(l) | 16(f)      |  |         |       |
| ↓             | Outlook                  | 24-21   |       | 20-17      |       | 16-12      |  | 11-0    |       |
|               |                          | 23(f)   | 21(l) |            |       |            |  |         |       |
| ↔             | Intuition                | 33-28   |       | 27-23      |       | 22-18      |  | 17-0    |       |
|               |                          |         |       | 27(f)      | 27(l) |            |  |         |       |
| ↓             | Integrated Self          | 27-23   |       | 22-20      |       | 19-16      |  | 15-0    |       |
|               |                          |         |       | 20(f)      |       |            |  |         | 15(l) |

In Table 50, we see that Teacher 9 has undergone a positive change in two scales; Emotional Self Awareness (Vulnerable  $\Rightarrow$  Proficient) and Emotional Expression (Vulnerable  $\Rightarrow$  Proficient). However, when the Intuition Scale is concerned, no change has been marked between her pre-test and post-test scores. As for the Outlook Scale, she seems to occupy the Optimal Zone, nevertheless, her post-test score signifies a slight fall within the Optimal Zone, which doesn't affect her EQ proficiency.

On the contrary, when compared with the other scale scores, her Integrated Self Scale score demonstrates a striking negative change from the Proficient Zone to the Caution Zone. Therefore, we wanted to know her own interpretation regarding this negative change for worse and during the follow-up interview she stated the following:

I was trying to be true to myself just to lessen the amount of my Life Pressures. Maybe, I worked on the wrong areas. At least, the result shows that. I will have to concentrate more on my weak points again. Now, I see that I haven't had any problems about my integrity or my interpersonal connections related to the pressures in my life. I mean, they weren't the cause of my Life Pressures. My problem must have been different. I think, I need some more time to balance things, to change for the better.

Considering her reflection in the follow-up interview regarding her problem, we conclude that T9 is aware of the level of skills concerning her vulnerabilities. Thus, we

believe that she will be able to balance varying levels of skills in the areas which have been mapped as she overcomes her temporary setbacks in time.

#### 4.2.9.3 Empathy

**Table 51- T9's pre-test - post-test performance zones- Empathy EQ Map scales**

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|-------|------------|-------|---------|--|
| ↓             | Emotional Awareness of others | 36-22   |       | 21-19      |       | 18-15      |       | 14-0    |  |
|               |                               | 29(f)   | 28(l) |            |       |            |       |         |  |
| ↔             | Compassion                    | 36-30   |       | 29-27      |       | 26-22      |       | 21-0    |  |
|               |                               |         |       | 28(f)      | 28(l) |            |       |         |  |
| ↓             | Trust Radius                  | 36-31   |       | 30-26      |       | 25-20      |       | 19-0    |  |
|               |                               |         |       | 29(f)      |       |            | 23(l) |         |  |

As shown in Table 51, Teacher 9 has been marked to occupy the Optimal Zone at Emotional Awareness of Others Scale, while she seems to occupy the Proficient Zone regarding the Compassion Scale considering her pre-test-post-test scores. However, her post-test score of the Emotional Awareness of Others Scale signifies a slight negative change within the Optimal Zone. In addition, when the Compassion Scale is concerned, she seems to have no change and keeps her place at Proficient Zone.

On the other hand, as can be seen in Table 51, T9's main vulnerability concerning the Empathy dimension of EQ seems to be with the Trust Radius Scale (Proficient ⇒ Vulnerable). Accordingly, this result indicates that she has experienced a certain setback in this area which has been mapped. When we questioned the fall in her post-test scores, she made the explanation quoted below:

Now, I can see that as we talked in our EQ sessions, each dimension of EQ is interrelated. This specific fall in my Trust Radius scale post-test score doesn't surprise me because I had similar results related to the other scales. Actually, I was only trying to improve some of my EQ vulnerabilities, however, I've spoiled some of my strengths. I think, I need to believe in my existing EQ effectiveness and strengths and study my vulnerabilities more closely including the sources that cause them.

Considering her comments, we suggest that T9 needs to take specific action to have a steady EQ performance (EQ Map Interpretation Guide, Version 4.5, 1997).

#### 4.2.9.4 Self Control

**Table 52- T9's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|-------------------------|---------|------------|------------|---------|
| ↑             | Intentionality          | 39-34   | 33-29      | 28-23      | 22-0    |
|               |                         |         |            | 24(l)      | 22(f)   |
| ↓             | Constructive Discontent | 30-26   | 25-21      | 20-16      | 15-0    |
|               |                         | 26(f)   | 23(l)      |            |         |
| ↑             | General Health          | 0-8     | 9-16       | 17-30      | 31-93   |
|               |                         |         | 16(l)      |            | 35(f)   |

Concerning the EQ Map scales which were listed under Self Control dimension of EQ, we found that Teacher 9 has undergone a positive change regarding the Intentionality (Caution  $\Rightarrow$  Vulnerable) and General Health (Caution  $\Rightarrow$  Proficient) scales. With respect to the post-test score of her Intentionality Scale, although she seems to change for the better by changing her performance zone from Caution to Vulnerable, her still being in the Vulnerable Zone implies that she still has an unsteady and fluctuating EQ effectiveness in the area which has been mapped (EQ Map Interpretation Guide, Version 4.5, 1997). Therefore, she may need to work more on this area to have a more balanced EQ effectiveness (EQ Map Interpretation Guide, Version 4.5, 1997).

On the other hand, regarding the Constructive Discontent Scale, she seems to move from the Optimal Zone to the Proficient Zone which signifies a change for worse. As a result, despite her occupying the Proficient Zone, we can conclude that the fall in her post-test score indicates a setback in the mapped area.

#### 4.2.9.5 Self Motivation

**Table 53- T9's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT | VULNERABLE | CAUTION |
|---------------|---------------------|---------|------------|------------|---------|
| ↑             | Creativity          | 30-25   | 24-20      | 19-14      | 13-0    |
|               |                     |         | 22(l)      | 17(f)      |         |
| ↑             | Resilience          | 42-35   | 34-30      | 29-25      | 24-0    |
|               |                     | 38(l)   | 31(f)      |            |         |
| ↓             | Personal Power      | 33-32   | 31-27      | 26-22      | 21-0    |
|               |                     |         | 30(f)      | 25(l)      |         |
| ↓             | Optimal performance | 21-20   | 19-18      | 17-15      | 14-0    |
|               |                     |         | 19(f)      | 18(l)      |         |

As Table 53 indicates, Teacher 9 has undergone a positive change regarding the two scales out of four which were listed under the Self Motivation dimension of EQ (Creativity: Vulnerable  $\Rightarrow$  Proficient; Resilience: Proficient  $\Rightarrow$  Optimal).

On the contrary, concerning the other two remaining scales-Personal Power and Optimal Performance, she seems to have changed for worse. In this respect, as for the Optimal Performance Scale while she demonstrates a slight fall within the Proficient Zone, her post-test score signifies a marked negative change (Proficient  $\Rightarrow$  Vulnerable) regarding the Personal Power Scale. During our follow-up interview, Teacher 9 commented on this unwanted change related to the Personal Power Scale as quoted below:

I was trying to find a way to live my own life and lessen my stressors. Otherwise, I didn't mean to spoil my EQ strengths. Nevertheless, if you want to repair something, then you want to open the inside of it and try to understand. Only after then you can fix it. So, for me, it is very normal to need more time to change my vulnerabilities into EQ strengths

#### **4.2.9 Participant Teacher 10**

Teacher 10, aged 27, is a graduate of the ELT Department of Middle East Technical University, Ankara, Turkey. She has also completed her MA at Bilkent University, Ankara, Turkey. She has been teaching English for five years. After completing her EQ Map questionnaire, before taking part in the EQ sessions, she stated in her EQ Map Evaluation Document that she believed and agreed with some of the interpretations made, however, she also added that she had difficulty in understanding the concepts she saw for the first time in EQ Map.

The following are her pre-test and post-test scores before and after attending the EQ sessions:

#### 4.2.10.1 Social Skills

**Table 54- T10's pre-test - post-test performance zones- Social Skills EQ Map scales**

| Marked Change | Social Skills             | OPTIMAL |       | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|---------------------------|---------|-------|------------|-------|------------|-------|---------|--|
| ↑             | Life Pressures            | 0-8     |       | 9-16       |       | 17-27      |       | 28-96   |  |
|               |                           |         |       |            |       |            | 20(l) | 37(f)   |  |
| ↑             | Life Satisfaction         | 63-28   |       | 27-21      |       | 20-12      |       | 11-0    |  |
|               |                           | 46(f)   | 48(l) |            |       |            |       |         |  |
| ↑             | Interpersonal Connections | 30-29   |       | 28-25      |       | 24-19      |       | 18-0    |  |
|               |                           |         |       |            | 25(l) | 21(f)      |       |         |  |
| ↑             | Quality of Life           | 33-27   |       | 26-23      |       | 22-17      |       | 16-0    |  |
|               |                           |         |       |            |       |            | 21(l) | 16(f)   |  |
| ↔             | Relationship Quotient     | 21-19   |       | 18-16      |       | 15-13      |       | 12-0    |  |
|               |                           |         |       | 18(f)      | 18(l) |            |       |         |  |

As shown in Table 54, Teacher 10's all EQ Map scale scores listed under the Social Skills dimension of EQ except for the Relationship Quotient Scale signify a positive change. When we have a closer look at Table 54, we see that regarding the Life Pressures Scale and Quality of Life Scale, she seems to change for the better by moving from the Caution Zone to the Vulnerable Zone. Of course, the raise in her scores confirms that she has undergone a positive change, however, her still occupying the Vulnerable Zone after the post-test demonstrates her unsteady EQ performance and that she may fluctuate from situation to situation (EQ Map Interpretation Guide, Version 4.5, 1997). With regards to the Interpersonal Connections Scale, while her pre-test result demonstrates the Vulnerable Zone, she is seen to move to the Proficient Zone after the post-test. When the Life Satisfaction Scale is concerned, she can be marked to proceed within the Optimal Zone by raising her post-test score in the area which have been mapped (Optimal (46) ⇒ Optimal (48)). As for the Relationship Quotient Scale, no change has been seen between her pre-test-post-test results. Yet, since she already occupies the Proficient Zone, this doesn't seem to be a problem.

#### 4.2.10.2 Self Awareness

**Table 55- T10's pre-test - post-test performance zones- Self Awareness EQ Map scales**

| Marked Change | Self Awareness           | OPTIMAL        | PROFICIENT           | VULNERABLE     | CAUTION |
|---------------|--------------------------|----------------|----------------------|----------------|---------|
| ↑             | Emotional Self Awareness | 24-23<br>23(l) | 22-18                | 17-14<br>16(f) | 13-0    |
| ↑             | Emotional Expression     | 27-23<br>27(l) | 22-18                | 17-14<br>17(f) | 13-0    |
| ↑             | Outlook                  | 24-21<br>22(l) | 20-17                | 16-12<br>14(f) | 11-0    |
| ↓             | Intuition                | 33-28          | 27-23<br>25(f) 23(l) | 22-18          | 17-0    |
| ↑             | Integrated Self          | 27-23<br>23(l) | 22-20<br>21(f)       | 19-16          | 15-0    |

Table 55 indicates the change Teacher 10 has undergone concerning the EQ Map scales listed under Self Awareness dimension. Accordingly, she seems to change positively concerning the four scales out of five. As can be seen in Table 55, she occupies the Vulnerable Zone when the post-test scores of her Emotional Self Awareness Scale, Emotional Expression Scale and Outlook Scale are concerned. However, her post-test scores regarding these three scales indicate that she has changed her zone into Optimal passing by the Proficient Zone. Similarly, with regards to the Integrated Self Scale, she seems to change her zone from Proficient to Optimal. As a result, we can argue that T10 has started to show great strength, effectiveness and creativity even under pressure related to the areas which have been mapped after the EQ programme (EQ Map Interpretation Guide, Version 4.5, 1997).

On the other hand, with respect to the Intuition Scale, the slight fall in her post-test score indicates a negative change. However, since she already occupies the Proficient Zone, this doesn't seem to be a problem and might be because of some temporary setbacks in her life-long change process.

### 4.2.10.3 Empathy

**Table 56- T10's pre-test - post-test performance zones- Empathy EQ Map scales**

| Marked Change | Empathy                       | OPTIMAL |       | PROFICIENT |  | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------------|---------|-------|------------|--|------------|-------|---------|--|
| ↑             | Emotional Awareness of others | 36-22   |       | 21-19      |  | 18-15      |       | 14-0    |  |
|               |                               | 25(f)   | 29(l) |            |  |            |       |         |  |
| ↑             | Compassion                    | 36-30   |       | 29-27      |  | 26-22      |       | 21-0    |  |
|               |                               |         | 30(l) |            |  | 24(f)      |       |         |  |
| ↑             | Trust Radius                  | 36-31   |       | 30-26      |  | 25-20      |       | 19-0    |  |
|               |                               |         |       |            |  | 21(f)      | 23(l) |         |  |

Teacher 10's all EQ Map scale scores listed under Empathy dimension of EQ signify positive change (see Table 56). When we have a close look at Table 56, firstly we see that her pre-test score concerning the Emotional Awareness of Others Scale occupies the Optimal Zone. Therefore, her observable change process proceeds within this zone as marked by her post-test score. Secondly, with regards to the Compassion Scale, she seems to move from the Vulnerable Zone to the Optimal Zone passing by the Proficient. This means that she can show great strength, effectiveness and creativity even under pressure in the area mapped by the post-test (EQ Map Interpretation Guide, Version 4.5, 1997). As for the Trust Radius Scale, she is marked to change for the better by proceeding in the Vulnerable Zone. Although this result indicates that she still demonstrates an unsteady EQ performance in this area, we believe that she may perform better in time, in her life-long change process.

### 4.2.10.4 Self Control

**Table 57- T10's pre-test - post-test performance zones- Self Control EQ Map scales**

| Marked Change | Self Control            | OPTIMAL |  | PROFICIENT |       | VULNERABLE |       | CAUTION |  |
|---------------|-------------------------|---------|--|------------|-------|------------|-------|---------|--|
| ↑             | Intentionality          | 39-34   |  | 33-29      |       | 28-23      |       | 22-0    |  |
|               |                         |         |  |            | 32(l) | 28(f)      |       |         |  |
| ↑             | Constructive Discontent | 30-26   |  | 25-21      |       | 20-16      |       | 15-0    |  |
|               |                         |         |  |            |       |            | 16(l) | 14(f)   |  |
| ↑             | General Health          | 0-8     |  | 9-16       |       | 17-30      |       | 31-93   |  |
|               |                         |         |  |            | 16(l) | 29(f)      |       |         |  |

The results reported in Table 57 indicate that Teacher 10 has undergone a positive change regarding all the scales listed under the Self Control dimension of EQ. As can be seen in the table, when the Intentionality Scale and General Health Scale are concerned, her pre-test- post-test scores mark that she has moved to the Proficient Zone

from the Vulnerable Zone. Considering this result, we may argue that she has started to show a balanced EQ effectiveness in these areas. Similarly, with respect to the post-test score of her Constructive Discontent Scale, she is also marked to change for the better by moving from the Caution Zone to the Vulnerable Zone. In this respect, although she occupies the Vulnerable Zone at this scale, her existing move in the positive direction suggests that she may overcome her vulnerability in time, during her life-long change process.

#### 4.2.10.5 Self Motivation

**Table 58- T10's pre-test - post-test performance zones- Self Motivation EQ Map scales**

| Marked Change | Self Motivation     | OPTIMAL | PROFICIENT  | VULNERABLE  | CAUTION |
|---------------|---------------------|---------|-------------|-------------|---------|
| ↓             | Creativity          | 30-25   | 24-20       | 19-14       | 13-0    |
|               |                     |         | 22(f) 21(l) |             |         |
| ↑             | Resilience          | 42-35   | 34-30       | 29-25       | 24-0    |
|               |                     |         | 32(l)       | 26(f)       |         |
| ↑             | Personal Power      | 33-32   | 31-27       | 26-22       | 21-0    |
|               |                     |         |             | 23(f) 26(l) |         |
| ↑             | Optimal performance | 21-20   | 19-18       | 17-15       | 14-0    |
|               |                     |         | 19(l)       |             | 14(f)   |

It is evident from Table 58 that Teacher 10 has undergone a positive change related to all the scales listed under Self Motivation dimension of EQ except the Creativity Scale (22 (f)  $\Rightarrow$  21 (l)). Accordingly, if we examine Table 58 closely, firstly, we see that the most striking change seems to happen regarding the Optimal Performance Scale (Caution  $\Rightarrow$  Proficient). Moreover, concerning the Resilience Scale, she seems to have moved from the Vulnerable Zone to the Proficient Zone by raising her post-test scores. When the pre-test-post test results of her Creativity Scale are considered, she is marked to have a slight negative change within the Proficient Zone. Lastly, with respect to her Personal Power Scale post-test score, although she is observed to have changed for the better within the Vulnerable Zone, her being in the Vulnerable Zone means that her EQ effectiveness is still 'unsteady and fluctuating' in this area (EQ Map Interpretation Guide, Version 4.5, 1997). Thus, she may need to work more on this area to have more balanced EQ effectiveness.

### **4.3 Evaluation of the Teacher Development Programme**

This programme has been evaluated under the following subsections:

- I. The evaluation of the course components (session-based),
- II. The evaluation of the responses given to the Course Evaluation Questionnaire (CEQ).

#### **4.3.1 The Evaluation of the Course Components**

In this section, the components of the course-Emotional Literacy Improvement (ELI) Programme for EFL teachers are reflected on and evaluated through the researcher's diary, her footnotes during the sessions, participants' learning logs as well as Wilcoxon Signed Rank Test results for each scale listed under the five dimensions of EQ.

Specifically, this course consists of six main components in the order that each session was delivered: General Awareness Raising about Emotional Intelligence (see 4.3.1.1); Self Control (see 4.3.1.2); Self Motivation (4.3.1.3); Social skills (4.3.1.4); Self Awareness (4.3.1.5) and Empathy (4.3.1.6). Therefore, as outlined in this section our analysis comprises six different sub-sections as will be described in detail in the following subheadings:

##### **4.3.1.1 General Awareness Raising about Emotional Intelligence (Session 1)**

As the starter component of the programme, this part was placed into the programme just after the teachers had taken the EQ Map and the related interpretations for their results. Before the session, the participant teachers were given some articles to read in their own time and have an overall idea about what Emotional Intelligence is. Another aim of this part was to arouse interest and curiosity, help teachers form a kind of background and familiarise them with some content-specific vocabulary items. Consequently, we aimed to attain a better understanding of EQ. The other aims of this session and procedures followed during the session were mentioned earlier related to the pilot study (see Methodology section, 3.4.1.1). Ten participant teachers joined the session which took three hours. The session went on well i.e. the teachers looked happy, involved and contented. It was found out that the participant teachers liked the

discussions most compared to the readings and experiential activities they were provided with, probably because then they had a chance to hear about and learn others' perspectives. However, they concluded that more time should have been devoted to this very first session.

Consequently, the teachers were found to note the following outcomes in their learning logs which they filled after the session (see Table 59):

**Table 59: Teachers' Review of their own Experience  
Session 1-General Awareness Raising about EQ**

| Points:                                                                                                   | Frequency (f) |
|-----------------------------------------------------------------------------------------------------------|---------------|
| Significant Learning Points Perceived by the Participants                                                 | F             |
| 1. EQ based listening is very important in every walk of life                                             | 4             |
| 2. Experience of exchanging personal stories is very enjoyable and informative                            | 3             |
| 3. Learning how to face bitter facts of life in an optimistic way is essential                            | 2             |
| 4. We need to use our EQ knowledge in our teaching and learning period                                    | 3             |
| 5. EQ can be learned and developed                                                                        | 2             |
| 6. We need to be in touch with our emotions                                                               | 2             |
| 7. Beliefs divide us but emotions bring us together                                                       | 2             |
| 8. Our EQ knowledge helps us to be more positive and non-judgemental                                      | 2             |
| Participants' Conclusions                                                                                 | f             |
| 1. I got a general idea about the concept                                                                 | 3             |
| 2. Complaining is not a good solution to real-life events. We need to do something to solve the conflicts | 3             |
| 3. Suppressing our feelings is harmful                                                                    | 2             |
| 4. What my life will be like is up to me                                                                  | 3             |
| 5. Listening is crucial for better communication                                                          | 3             |
| Action Plans Taken by the Participants                                                                    | f             |
| 1. I will keep on focusing on feelings                                                                    | 2             |
| 2. I will listen to my students and close ones more carefully and patiently                               | 4             |
| 3. I'm going to improve my EQ                                                                             | 3             |
| 4. I'm going to be more open and know how to listen and respond                                           | 3             |
| 5. I'm going to spend more time with me                                                                   | 4             |

#### 4.3.1.2 Self Control (Session 2-3)

As it was found to be the most problematic dimension of EQ by the participant teachers according to EQ Map pre-test results, we continued the programme with Self

Control part. In this part, our main aim was to familiarise teachers with the ideas/methods for controlling difficult behaviours both in self and in others (see 3.4.1.3 for other aims and procedures followed). Therefore, we provided the participants with some informative articles and related materials. Taking into consideration the feedback obtained for the pilot study, the reading materials were provided for the teachers before the session so that the teachers could come to the sessions with some preparation. In this way, we managed to devote more time to the discussion of content knowledge and the practice of the EQ activities. Due to similar reasons, we also held two weekly sessions, each lasting for three hours, to cover up Self Control dimension of EQ. As the time was extended to two weeks, the participants seemed to be relaxed, concentrated and involved while completing the required activities of the session. The session was also fruitful because the participant teachers had the chance to share their individual experience and feelings related to the importance of students' awareness in learning and using Self Control skills in an EFL class. Below are the marked points made by the teachers in their learning logs (see Table 60):

**Table 60: Teachers' Review of their own Experience  
Self Control Dimension of EQ (Sessions 2-3)**

| Points:                                                                                                 | Frequency (f) |
|---------------------------------------------------------------------------------------------------------|---------------|
| Significant Learning Points Perceived by the Participants                                               | f             |
| 1. I need to control my anger to feel better and healthier                                              | 2             |
| 2. Bad habits like smoking influence our health in a bad way                                            | 2             |
| 3. Self Control can be practised                                                                        | 4             |
| 4. We need a high willpower to correct our misbehaviours                                                | 1             |
| 5. Stories are good means to learn about healthy behaviours                                             | 5             |
| 6. Discussing about the causes of conflicts in an assertive way helps us to improve our Self Control    | 3             |
| Participants' Conclusions                                                                               | f             |
| 1. Thinking of events just from my point of view makes me aggressive                                    | 2             |
| 2. I should try to keep my assertiveness                                                                | 4             |
| 3. Everybody should learn to manage emotions                                                            | 3             |
| 4. Stress and conflict are hand in hand                                                                 | 1             |
| 5. I can help my students to improve their Self Control skills and competencies                         | 2             |
| 6. The more indecisive I am, the faster things get decided                                              | 1             |
| Action Plans Taken by the Participants                                                                  | f             |
| 1. I will try to be more patient and tolerant not to regret later on                                    | 3             |
| 2. I am going to listen to people before I reach at a conclusion about them                             | 2             |
| 3. I am going to share the EQ stories with my class. They have a lot to learn                           | 3             |
| 4. I'm going to look for people like me and to do this I will be 'me', open to others sharing that 'me' | 1             |

Regarding the change of the participant teachers after the EQ programme, when the EQ Map scales which were listed under Self Control dimension of EQ concerned, the statistical analysis showed the following results:

**Table 61: Self Control Pre-score -Post-score Wilcoxon Test Results (the change is significant  $\leq .05$ )**

| Scale                             | <i>p</i> value |
|-----------------------------------|----------------|
| Scale 6: Intentionality           | .035           |
| Scale 10: Constructive Discontent | .066 ***       |
| Scale 17: General Health          | .256 ***       |

Note: \*\*\* refer to insignificant change

The results presented in Table 61 indicate no significant change between pre-test- post-test scores except for the Intentionality Scale ( $0.01 \leq 0.35 \leq 0.05$ ). Therefore,

if we have a closer look at the scales which mark insignificant change we see that firstly, concerning the Constructive Discontent Scale ( $.066 > .05$ ) (see Table 62), only two of the participant teachers seem to occupy the Vulnerable Zone according to the post-test results. Given this circumstance, we can argue that despite the insignificant statistical change marked, the participants have already undergone a certain positive change after the ELI programme (see also 4.2.2.4 and 4.2.10.4 for T2 and T10's Self Control EQ Map scale results evaluations).

**Table 62- Scale 10: Constructive Discontent: Self Control**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(30-26) | P<br>(25-21) | V<br>(20-16) | C<br>(15-0) | O<br>(30-26) | P<br>(25-21) | V<br>(20-16) | C<br>(15-0) |
| ↑             | Teacher 1  |              |              | 19           |             | 28           |              |              |             |
| ↔             | Teacher 2  |              |              | 19           |             |              |              | 19           |             |
| ↑             | Teacher 3  |              |              | 20           |             |              | 21           |              |             |
| ↑             | Teacher 4  |              |              | 18           |             |              | 23           |              |             |
| ↑             | Teacher 5  |              |              | 20           |             |              | 21           |              |             |
| ↑             | Teacher 6  |              | 25           |              |             | 29           |              |              |             |
| ↑             | Teacher 7  |              | 23           |              |             |              | 25           |              |             |
| ↑             | Teacher 8  |              | 22           |              |             |              | 23           |              |             |
| ↑             | Teacher 9  | 26           |              |              |             |              | 23           |              |             |
| ↑             | Teacher 10 |              |              |              | 14          |              |              | 16           |             |

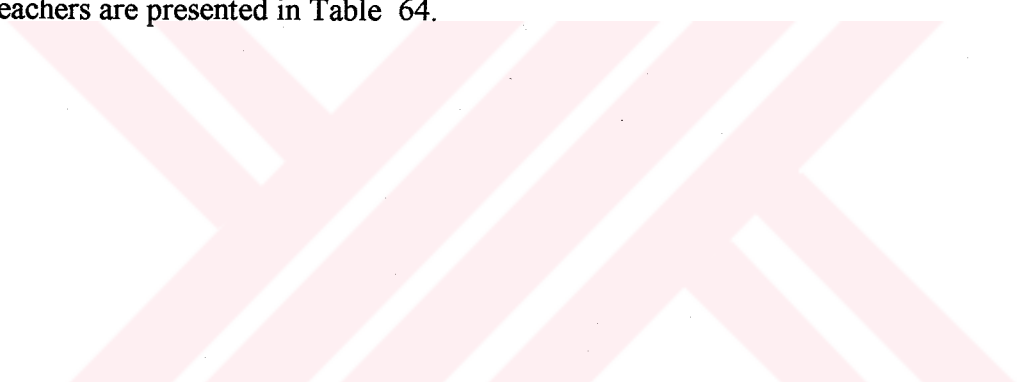
In addition, regarding the Self Control dimension of EQ, the statistical analysis subjected to General Health Scale, also reveals no significant change ( $.256 > .05$ ). As a consequence of this, if we examine the pre-test-post-test scores of the participants, we see that except T1 and T5 (see also 4.2.2.4 and 4.2.2.5 for further information), the other participants have been engaged to a positive change process. Nevertheless, as can be seen from Table 63, considering their post-test results, five participants out of ten still occupy the "Caution-Vulnerable" zones despite attending the ELI programme.

**Table 63- Scale 17: General Health: Self Control**

| Change Marked |            | Pre        |             |              |              | Post       |             |              |              |
|---------------|------------|------------|-------------|--------------|--------------|------------|-------------|--------------|--------------|
|               |            | O<br>(0-8) | P<br>(9-16) | V<br>(17-30) | C<br>(31-93) | O<br>(0-8) | P<br>(9-16) | V<br>(17-30) | C<br>(31-93) |
| ↑             | Teacher 1  |            | 9           |              |              | 8          |             |              |              |
| ↓             | Teacher 2  |            |             |              | 35           |            |             |              | 43           |
| ↑             | Teacher 3  |            |             |              | 32           |            |             | 24           |              |
| ↔             | Teacher 4  |            |             | 26           |              |            |             | 26           |              |
| ↓             | Teacher 5  |            |             | 19           |              |            |             |              | 33           |
| ↑             | Teacher 6  |            | 14          |              |              | 7          |             |              |              |
| ↑             | Teacher 7  |            |             | 24           |              |            |             | 17           |              |
| ↑             | Teacher 8  |            | 16          |              |              | 7          |             |              |              |
| ↑             | Teacher 9  |            |             |              | 35           |            | 16          |              |              |
| ↑             | Teacher 10 |            |             | 29           |              |            | 16          |              |              |

#### **4.3.1.3 Self Motivation (Sessions 4-5)**

In our ELI programme, Self Motivation was the second dimension of EQ to be focused on according to the pre-test results. Our main aim in this part of the programme was to familiarise teachers with the skills and competencies required in this area (see Methodology Chapter, 3.4.1.5 for the other aims and procedures followed). Therefore, we discussed the contents of the article the participants read in advance and they related what they had read to their real life experience, including their childhood, family and classrooms. The experiential activities and the stories helped them to think about their own students and the importance of their roles as teachers in students' lives. This part of the programme was also held in two weekly sessions, each lasting for three hours. Therefore, we didn't have any time constraints regarding the delivery of contents, like we had in the pilot study. The points made in their learning logs by the participant teachers are presented in Table 64.



**Table 64: Teachers' Review of their own Experience**  
**Self Motivation Dimension of EQ (Sessions 4-5)**

| Points:                                                                                                                     | Frequency (f) |
|-----------------------------------------------------------------------------------------------------------------------------|---------------|
| Significant Learning Points Perceived by the Participants                                                                   | f             |
| 1. Listing our priorities in life and dealing with them accordingly is of great importance if we want to achieve our goals. | 5             |
| 2. We can help our students improve their motivation                                                                        | 5             |
| 3. If you want to motivate yourself, work for it, you can be an 'optimist' person.                                          | 4             |
| 4. We need to spend more time to think about ourselves                                                                      | 3             |
| 5. Setting effective goals is important.                                                                                    | 2             |
| Participants' Conclusions                                                                                                   | f             |
| 1. I need to work on my goals, priorities and ways of achieving them.                                                       | 3             |
| 2. Working on optimistic thinking will help                                                                                 | 3             |
| 3. About what I have done so far, I was on the right track                                                                  | 2             |
| 4. We need to prioritise and believe in the things we want to make real.                                                    | 5             |
| 5. Teachers should have strategic, motivating activities                                                                    | 2             |
| 6. Listing and thinking about my priorities made them more achievable for me                                                | 3             |
| Action Plans Taken by the Participants                                                                                      | f             |
| 1. To have good health and to be happy, I am going to be more optimistic about life                                         | 2             |
| 2. I am going to work on my priorities                                                                                      | 5             |
| 3. I will start to make a weekly plan to save time                                                                          | 1             |
| 4. I will never give up my goals                                                                                            | 2             |
| 5. I will motivate my students and ask them to prioritise their goals                                                       | 4             |
| 6. I will try to find more motivating activities for my students                                                            | 1             |
| 7. I will try to use the conflict resolution strategies to solve my problems.                                               | 1             |

As for the change the participant teachers underwent after the EQ programme concerning the Self Motivation part, the statistical analysis showed the below significance levels:

**Table 65: Self Motivation Pre-score-Post-score Wilcoxon Test Results**  
**(the change is significant  $\leq .05$ )**

| Scale                         | <i>p</i> value |
|-------------------------------|----------------|
| Scale 7: Creativity           | .235 ***       |
| Scale 8: Resilience           | .022           |
| Scale 15: Personal Power      | .088 ***       |
| Scale 20: Optimal Performance | .074 ***       |

Note: \*\*\* refer to insignificant change

As showed in Table 65, the results reflect no significant change except for the Resilience Scale ( $0.01 < 0.22 < 0.05$ ). Consequently, in order to have a better idea related to this finding, we need to re-examine the pre-test-post-test scores of the participants concerning these scales (see Tables 66, 67, 68).

**Table 66- Scale 7: Creativity**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(30-25) | P<br>(24-20) | V<br>(19-14) | C<br>(13-0) | O<br>(30-25) | P<br>(24-20) | V<br>(19-14) | C<br>(13-0) |
| ↑             | Teacher 1  |              | 20           |              |             | 26           |              |              |             |
| ↑             | Teacher 2  |              |              | 19           |             | 27           |              |              |             |
| ↑             | Teacher 3  |              |              | 16           |             |              | 24           |              |             |
| ↑             | Teacher 4  |              |              | 16           |             | 27           |              |              |             |
| ↑             | Teacher 5  |              |              |              | 13          |              |              | 14           |             |
| ↑             | Teacher 6  | 28           |              |              |             | 30           |              |              |             |
| ↔             | Teacher 7  | 25           |              |              |             | 25           |              |              |             |
| ↑             | Teacher 8  |              |              | 16           |             |              | 20           |              |             |
| ↑             | Teacher 9  |              |              | 17           |             |              | 22           |              |             |
| ↑             | Teacher 10 |              | 22           |              |             |              | 21           |              |             |

In Table 66, despite the statistically insignificant change marked regarding the Creativity Scale, we see a positive improvement in terms of pre-test-post-test results. In other words, while six participants occupy the Vulnerable-Caution zones according to the pre-test results, there is only one participant occupying the Vulnerable Zone at the post-test after attending the related EQ sessions.

**Table 67- Scale 15: Personal Power**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(33-32) | P<br>(31-27) | V<br>(26-22) | C<br>(21-0) | O<br>(33-32) | P<br>(31-27) | V<br>(26-22) | C<br>(21-0) |
| ↑             | Teacher 1  |              |              | 24           |             | 32           |              |              |             |
| ↑             | Teacher 2  |              |              |              | 10          |              |              |              | 19          |
| ↑             | Teacher 3  |              | 27           |              |             |              | 29           |              |             |
| ↑             | Teacher 4  |              |              |              | 19          |              |              | 25           |             |
| ↓             | Teacher 5  |              |              |              | 21          |              |              |              | 18          |
| ↑             | Teacher 6  |              | 29           |              |             | 32           |              |              |             |
| ↑             | Teacher 7  |              |              | 24           |             | 32           |              |              |             |
| ↑             | Teacher 8  |              |              | 25           |             |              | 29           |              |             |
| ↓             | Teacher 9  |              | 30           |              |             |              |              | 25           |             |
| ↓             | Teacher 10 |              |              | 23           |             |              |              | 26           |             |

In the same way, the results presented in Table 67 also demonstrate the positive improvement that the eight participants of the programme underwent after attending the

related sessions. Other than T5 and T9, all the participants can be observed to have changed regarding their Personal Power Scale pre-test-post-test scores (for the possible interpretation behind this unwanted fall see 4.2.5.5 and 4.2.9.5). However, it is worth mentioning that in terms of the post-test results, five participants can still be seen to occupy the vulnerable-caution zones in spite of their taking the ELI programme.

**Table 68- Scale 20: Optimal Performance**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(21-20) | P<br>(19-18) | V<br>(17-15) | C<br>(14-0) | O<br>(21-20) | P<br>(19-18) | V<br>(17-15) | C<br>(14-0) |
| ↑             | Teacher 1  |              |              |              | 14          | 20           |              |              |             |
| ↔             | Teacher 2  |              |              |              | 13          |              |              |              | 13          |
| ↑             | Teacher 3  |              |              | 16           |             |              | 18           |              |             |
| ↑             | Teacher 4  |              |              | 16           |             | 20           |              |              |             |
| ↓             | Teacher 5  |              |              | 16           |             |              |              |              | 12          |
| ↑             | Teacher 6  |              | 18           |              |             | 20           |              |              |             |
| ↑             | Teacher 7  |              |              | 17           |             | 20           |              |              |             |
| ↑             | Teacher 8  |              |              | 16           |             |              | 18           |              |             |
| ↓             | Teacher 9  |              | 19           |              |             |              | 18           |              |             |
| ↑             | Teacher 10 |              |              |              | 14          |              | 19           |              |             |

Another scale which shows low significance level between pre-test-post-test scores is the Optimal Performance Scale (see Table 68). Therefore, if we have a closer look at the results obtained from that scale, we see that except T5 and T9 (see also 4.2.5.5 and 4.2.9.5 for further explanation) the other participants have been engaged to a positive change process. The data also supports our view regarding the possible positive change the participants underwent. In other words, while eight participants occupy the Vulnerable-Caution Zones according to the pre-test scores, only two participants seem to occupy these zones in the post-test.

#### **4.3.1.4 Social Skills (Sessions 6-7)**

In our ELI programme, Social Skills was the third dimension of EQ to be focused on according to the pre-test results. Accordingly, in this part of the programme we mainly focused on some features of Social Skills and their effective use by the participants within the environment that surrounds them (see 3.4.1.2 for other aims and the procedures followed). Consequently, we provided the participants with some informative articles and related materials like we did similarly for the previous sessions. We also devoted two weekly sessions (three hours each) to cover up the contents of this

part. The participants seemed to appreciate and benefit from taking part in the discussions and pair/group work activities which they were involved in. They also claimed that they would love to use some of the activities in their classes, since they thought the activities would be very helpful for their students. Below are the other marked points made by the participant teachers in their learning logs (see Table 69).

**Table 69: Teachers' Review of their own Experience  
Social Skills Dimension of EQ (Sessions 6-7)**

| Points:                                                                                                                          | Frequency (f) |
|----------------------------------------------------------------------------------------------------------------------------------|---------------|
| Significant Learning Points Perceived by the Participants                                                                        | f             |
| 1. Leadership doesn't mean dominating, but it means guiding, sharing, organising things                                          | 2             |
| 2. We had better learn how to cooperate with people around us more                                                               | 3             |
| Participants' Conclusions                                                                                                        | f             |
| 1. We shouldn't forget our own needs while prioritising others' such as a friend, a colleague, family member, etc.               | 2             |
| 2. We need to take care of our own responsibilities in our relationship for an easier and happier life                           | 3             |
| 3. I need to improve my social skills                                                                                            | 2             |
| Action Plans taken by the Participants                                                                                           | f             |
| 1. I am going to get rid of some of my extra responsibilities. They look like burden to me                                       | 1             |
| 2. I am going to implement my new knowledge about Social Skills in my life                                                       | 2             |
| 3. I'm going to work on the leadership, listening & understanding others and cooperativeness aspect of Social Skills in my class | 3             |

Related to the change the participant teachers were expected to undergo concerning Social Skills dimension of EQ after the related sessions, the statistical analysis showed the following results (see Table 70):

**Table 70: Social Skills Pre-score-Post-score Wilcoxon Test Results (the change is significant  $\leq .05$ )**

| Scale                              | <i>p</i> value |
|------------------------------------|----------------|
| Scale 1: Life Pressures            | .009           |
| Scale 2: Life Satisfactions        | .083 ***       |
| Scale 9: Interpersonal Connections | .005           |
| Scale 18: Quality of Life          | .005           |
| Scale 19: Relationship Quotient    | .019           |

Note: \*\*\* refer to insignificant change

The significance levels for Social Skills scales presented in Table 70 indicates statistically significant change between the pre-test-post-test scores for all the scales except for the Life Satisfactions Scale (.083 > .05). Therefore, we feel the need to examine the pre-test-post-test scores concerning this scale (see Table 71).

**Table 71- Scale 2: Life Satisfactions**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(63-28) | P<br>(27-21) | V<br>(20-12) | C<br>(11-0) | O<br>(63-28) | P<br>(27-21) | V<br>(20-12) | C<br>(11-0) |
| ↑             | Teacher 1  | 53           |              |              |             | 54           |              |              |             |
| ↑             | Teacher 2  | 35           |              |              |             | 41           |              |              |             |
| ↑             | Teacher 3  | 46           |              |              |             | 54           |              |              |             |
| ↑             | Teacher 4  | 46           |              |              |             | 48           |              |              |             |
| ↓             | Teacher 5  | 50           |              |              |             | 45           |              |              |             |
| ↑             | Teacher 6  | 38           |              |              |             | 60           |              |              |             |
| ↑             | Teacher 7  | 39           |              |              |             | 51           |              |              |             |
| ↑             | Teacher 8  | 40           |              |              |             | 50           |              |              |             |
| ↓             | Teacher 9  | 47           |              |              |             | 39           |              |              |             |
| ↑             | Teacher 10 | 46           |              |              |             | 48           |              |              |             |

The data in Table 71 demonstrate two possible conclusions to be drawn out. Firstly, despite the low significance level the table (see Table 70) indicates, the participants seem to occupy the Optimal Zone according to the pre-test results. In other words, they have already been mapped to show great strength, effectiveness, creativity even under pressure in the related areas before attending the programme. Secondly, except for P5 and P9 ( see also 4.2.5.1 and 4.2.9.1 for further interpretation), all the participants can be seen to proceed for the better within the Optimal Zone. Given this circumstance, we believe that the statistical analysis result for this scale doesn't seem to support the practical aims behind our study.

### 4.3.1.5 Self Awareness (Sessions 8-9)

According to the related pre-test results, Self Awareness was the fourth dimension of EQ to be focused on in the ELI programme syllabus. Thus, in this part we aimed to highlight some ideas/methods which we thought would help them raise their Self Awareness and improve their skills and competencies in this area (see 3.4.1.4 for the other aims and procedures followed). As for the delivery of the sessions, the articles for individual reading and the follow-up discussion were found to be fruitful and useful by the participants. Related to this point raised, they specifically claimed that it was inevitable for them to connect their learning points with their own experiences. The participants were also satisfied with the time we devoted for the sessions. This was firstly because during the two weekly sessions (three hours each), we were able to cover the contents we planned without any time constraints. Secondly, there was enough time for discussions, experiential and classroom-related activities which the participants enjoyed most. We present some of the noticeable learning outcomes of the participants, which they noted in their learning logs after the related sessions, in Table 72:

**Table 72: Teachers' Review of their own Experience  
Self Awareness Dimension of EQ (Sessions 8-9)**

| Points:                                                                                                                                                       | Frequency (f) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Significant Learning Points Perceived by the Participants</b>                                                                                              | <b>f</b>      |
| 1. Change can not be easy to achieve, so sometimes we must fall in the same hole many times before changing our direction                                     | 3             |
| 2. We should spend some time to think about ourselves, to understand our feelings                                                                             | 4             |
| 3. Acting upon your inner voice-being intuitive is a good thing                                                                                               | 2             |
| 4. I understand that I should accept my feelings positive or negative, because they are my own feelings and refusing them doesn't help gain control over them | 1             |
| <b>Participants' Conclusions</b>                                                                                                                              | <b>f</b>      |
| 1. I like seeing what I have felt so far in the articles                                                                                                      | 2             |
| 2. Believing is important                                                                                                                                     | 1             |
| 3. If I want a change, I should dare some unsuccessful tries, but it is worth another try before I give up                                                    | 2             |
| 4. Learning from the experience is a good point in personal and professional development                                                                      | 2             |
| 5. Facts are always there. The difference here is that you see something in the way you look at it.                                                           | 1             |

| Action Plans Taken by the Participants (Table 72 continued)                                                                                    | f |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 1. I will be more patient if I need a change about myself or another person in my life                                                         | 1 |
| 2. When people or students get angry or unhappy and cry, I will not try to stop and soothe them in order to let them experience their feelings | 1 |
| 3. I will listen to my intuition more and act upon it.                                                                                         | 2 |
| 4. I will use these activities in my class to help my students know themselves better                                                          | 3 |
| 5. I'm happy with what I have done so far so I will continue with that                                                                         | 1 |

Regarding the change of the participant teachers after the ELI programme, when the EQ Map scales which were listed under Self Awareness dimension concerned, the statistical analysis showed the following results (see Table 73):

**Table 73: Self Awareness Skills Pre-score-Post-score Wilcoxon Test Results (the change is significant  $\leq .05$ )**

| Scale                             | <i>p</i> value |
|-----------------------------------|----------------|
| Scale 3: Emotional Self Awareness | .016           |
| Scale 4: Emotional Expression     | .013           |
| Scale 13: Intuition               | .005           |
| Scale 11: Outlook                 | .311 ***       |
| Scale 16: Integrated Self         | .050           |

Note: \*\*\* refer to insignificant change

The significance levels for the EQ Map scales which were listed under Self Awareness dimension of EQ are presented in Table 73. Accordingly, this table shows statistically significant change between the pre-test-post-test scores for all the scales except for the Outlook Scale (.311 > .05). Therefore, in order to have a better idea related to this finding, we need to re-examine the pre-test-post-test scores of the participants regarding this scale (see Table 74):

**Table 74- Scale 11: Outlook**

| Change Marked |            | Pre          |              |              |             | Post         |              |              |             |
|---------------|------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|
|               |            | O<br>(24-21) | P<br>(20-17) | V<br>(16-12) | C<br>(11-0) | O<br>(24-21) | P<br>(20-17) | V<br>(16-12) | C<br>(11-0) |
| ↑             | Teacher 1  |              | 17           |              |             | 22           |              |              |             |
| ↑             | Teacher 2  |              |              | 15           |             |              |              | 16           |             |
| ↔             | Teacher 3  | 21           |              |              |             | 21           |              |              |             |
| ↑             | Teacher 4  |              |              | 16           |             |              | 20           |              |             |
| ↑             | Teacher 5  |              |              | 15           |             |              |              | 16           |             |
| ↑             | Teacher 6  | 22           |              |              |             | 23           |              |              |             |
| ↑             | Teacher 7  |              | 19           |              |             | 22           |              |              |             |
| ↑             | Teacher 8  |              | 19           |              |             | 21           |              |              |             |
| ↑             | Teacher 9  | 23           |              |              |             | 21           |              |              |             |
| ↑             | Teacher 10 |              |              | 14           |             | 22           |              |              |             |

In Table 74, despite the statistically insignificant change marked concerning the Outlook Scale, we see a positive improvement in terms of pre-test-post-test results. In other words, except for T3 who already occupies the Optimal Zone according to the pre-test results, all the participants seem to have raised their post-test scores for the better. Furthermore, while four participants seem to occupy the Vulnerable Zone at the pre-test, we see that only two participants who also proceed their change process for the better within the Vulnerable Zone can be noted according to the post-test results.

#### 4.3.1.6 Empathy (Sessions 10-11)

As the least problematic dimension found according to the EQ Map results, Empathy was the last component of our ELI programme. In a similar fashion, like we did for the previous parts of the programme, we also tried to include individual readings, discussions and practice of experiential activities through stories and Kagan materials to help the teachers improve both their professional and personal skills in the related area (see 3.4.1.6 for other aims and procedures followed during the sessions). During the two weekly sessions we held for Empathy dimension of EQ, we felt that the participants seemed to be interested in learning more about the area. They were also surprised by the fact that 'empathy' is for both sides, that is, it enriches not only the receiver but also the giver. Apart from that, nearly all the teachers agreed that putting themselves in their students' shoes especially in class would help them a lot. The other marked learning outcomes made by the participant teachers in their learning logs are presented below (see Table 75):

**Table 75: Teachers' Review of their own Experience  
Empathy Dimension of EQ (Sessions10-11)**

| Points:                                                                                                                                                            | Frequency (f) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Significant Learning Points Perceived by the Participants                                                                                                          | f             |
| 1. Forgiving somebody or at least neutralising your negative feelings about that person may help you unload your extra burden                                      | 3             |
| 2. Emotions are also reflected through facial expressions and body language                                                                                        | 3             |
| 3. It is essential for teachers to learn about Empathy                                                                                                             | 4             |
| Participants' Conclusions                                                                                                                                          | f             |
| 1. If you want to get rid of the weight in your spirit, forgive everyone in your life                                                                              | 1             |
| 2. If we have some idea about what students mean through their gestures, facial expressions we can understand what we should do and how we should teach the course | 3             |
| 3. I have been on the right way                                                                                                                                    | 1             |
| Action Plans Taken by the Participants                                                                                                                             | f             |
| 1. I will not nurse a grudge against anybody and forgive others to get rid of my extra load                                                                        | 3             |
| 2. I will try to empathise more with my students                                                                                                                   | 3             |
| 3. I already use my knowledge about some of the things we talked in the session so, I don't think I should do much about it.                                       | 1             |

As for the change the participant teachers underwent after the ELI programme concerning the Empathy part, the statistical analysis showed the below significance levels (see Table 76):

**Table 76: Empathy Pre-score -Post-score Wilcoxon Test Results (the change is significant  $\leq .05$ )**

| Scale                                  | <i>p</i> value |
|----------------------------------------|----------------|
| Scale 5: Emotional Awareness of Others | .032           |
| Scale 12: Compassion                   | .021           |
| Scale 14: Trust Radius                 | .035           |

Note: \*\*\* refer to insignificant change

As can be seen in Table 76, the significance levels indicate statistically significant change between the pre-test-post-test scores for all the scales listed under Empathy dimension of EQ after the ELI programme.

### **4.3.2 Evaluation of the Responses Given to the Course Evaluation Questionnaire (CEQ)**

In this section, we present the analysis of the responses given to the Course Evaluation Questionnaire (CEQ). In our analysis, we used the opinions expressed in CEQ by the teachers to support their ratings. We also used the ideas expressed in the learning logs to exemplify the ideas stated or the conclusions drawn. Since the CEQ consisted of two components (A, B) (see also 3.5.7)-our analysis comprises two separate sections.

#### **4.3.2.1 Course Evaluation Questionnaire: Section A**

The aim of this section was to elicit the teachers' opinions about the activities that they were offered in addition to the procedures we followed during our ELI programme. To achieve our aim the participant teachers were asked to rate their degree of agreement on the usefulness of the employed activities and procedures using a 5-point scale. They were also asked to comment on the reasons for their ratings.

#### **Question 1- Readings offered for the Introduction to Emotional Intelligence:**

With these readings we aimed to help the teachers have an overall idea about what emotional intelligence is. It was also thought that in this way the teachers would form a kind of background related to the contents of the programme and familiarise with some vocabulary items. The participant teachers read the articles in their own time and they were encouraged to question and discuss the information they were provided. These readings were found to be beneficial by all ten teachers. To support their ratings some teachers note the followings:

- Not only useful but also nice to read and interesting
- Very useful for the introduction and to be familiar with the concepts of EQ
- The reading materials were quite concise and informative enough

### **Question 2- Activities offered for the introduction to Emotional Intelligence:**

The starting point of these activities was to practise on how to get in touch with our emotions and inspire ourselves. In addition, the teachers also practised 'EQ based listening' through their personal stories, which is assumed to be one of the most important skills needed to be acquired when learning about EQ (see Appendix VIII).

All the teachers (5 very useful, 4 useful) claimed that the activities were beneficial. Nevertheless, they suggested that we should have devoted more time to the practice of these activities (see Appendix IX, for a sample activity). Regarding this point one teacher notes the following:

- I felt a bit of rush and think that we could have enjoyed these activities more. I mean I am still more 'thirsty' for more activities, discussions.

(Taken from a CEQ)

### **Question 3- Readings offered to provide input to Self Control:**

The readings offered for Self Control had two main aims. Firstly, we wanted the teachers to familiarise with the ideas behind difficult behaviours and some methods for controlling them. Secondly, we aimed to raise teachers' awareness regarding the use of Self Control skills in education.

All the teachers (8 very useful, 2 useful) confirmed that the readings offered were useful. The point raised to justify this contentment was commented on by one participant as below:

- I had learnt many things before I entered the session, so I could combine my ideas and organise them before I expressed.

(Taken from a CEQ)

**Question 4- Experiential Activities (stories, etc.) offered for practising Self Control:**

While including these activities in our programme, we had three main aims. These were:

- a) To help teachers focus their control over their own lives from a wider perspective,
- b) To practise the key terms (skills, competencies) to gain a better understanding of Self Control (specifically through stories),
- c) To practise some relaxation techniques to release stress, relax and gain more Self Control.

All the teachers (8 very useful, 2 useful) pointed out that they found the activities useful (see Appendix X for a sample Self Control activity). The justification of the participants' ratings relied on two reasons. First of all, they stated that these activities were enjoyable, informative and educating. Secondly, most of the teachers noted that they enjoyed the way the sessions were handled (the use of whole group discussions, pair/group work activities). That is, as shown in the teacher comment below, the teachers seemed to enjoy and learn from each other's experience through the conduct of these activities.

- While talking with my partner about the anecdotes, I was surprised to see another point of view. That new point of view either revealed a complete new idea or my partner's emphasis on one idea among the many we mentioned made things more salient for me as well. This is something like passing to another dimension which makes a difference and makes me feel good.

(Taken from a Learning Log)

**Question 5- Activities offered for practising Self Control in classroom:**

These activities were offered to teachers to help them raise their students' awareness regarding the importance of using Self Control skills/competencies in class.

Although two teachers stayed neutral, eight teachers (6 very useful, 2 useful) claimed that these activities were beneficial (see Appendix XI for a sample Self Control classroom activity). The following extracts taken from teachers' learning logs support the teachers' ratings and their comments expressed in CEQ:

- By means of these materials we talked about our student-related experiences and conflicts.
- ...It is also great to see that I can use these techniques in class. Students can do self-assessment and this may help them to improve their success.
- I talked about a conflict I experienced in my classroom with my partner. I explained her how I dealt with it and she also did the same thing. This raised more awareness about the causes and conflicts, what we did so far and should do, and its effectiveness.

#### **Question 6- Readings offered to provide input to Self Motivation:**

The aim of providing the teachers with these readings was mainly to familiarise teachers with some features of Self Motivation both in their personal and professional lives. These readings were gathered from different sources and included information on motivation, Attribution Theory and achievement, and Learned Optimism.

Although one teacher stayed neutral, nine teachers (8 very useful, 1 useful) indicated that these readings were useful for them. The following teacher comments taken from different CEQs support our belief:

- One of my favorite topics in EQ...I used to have a pessimistic approach in terms of Self Motivation, but now I can see the positive side of events.
- Readings related to improve Self Motivation were useful both for students and me.

**Question 7- Experiential Activities (stories, etc.) offered for practising Self Motivation:**

With these activities, we aimed to have the participant teachers get involved in the experiential understanding of the Self Motivation skills/competencies.

All the teachers (7 very useful, 3 useful) confirmed that they found the activities offered useful (see Appendix XII for a sample Self Motivation activity). The justification of the teachers' ratings mostly relied on the idea that these kind of experiential activities, such as stories, were more persuading and powerful than reading articles as shown in a teacher's extract from a learning log:

- I prefer reading stories, poems that make you think and consider your own situation rather than reading articles.

**Question 8- Activities offered for practising Self Motivation in classroom:**

These activities included different Kagan activities (see Appendix XIII for a sample Kagan activity) for teachers to help their students develop a kind of awareness related to the effective use of Self Motivation skills/competencies in class.

All the teachers (7 very useful, 3 useful) pointed out that they found the activities beneficial. The analysis of the teacher comments in the teacher learning logs supported the teachers' ratings as well, as shown in a teacher comment below:

- It was a very pleasurable session. I found Kagan's suggestions to encourage students' motivation very helpful because they do not only apply to students but also to us, teachers of those students.

**Question 9- Readings offered to provide input to Social Skills:**

These readings were offered to teachers in order to highlight some features of Social Skills and to raise their awareness regarding the importance of Social Skills in education.

Although one teacher stayed neutral, the other teachers (6 very useful, 3 useful) indicated that the readings were useful. The participant teacher who stayed neutral stated in his CEQ that the readings were not enough and he wanted to learn more about these concepts. We found the teacher's comment not very appropriate, since we believed that if not limited to a certain extent, Social Skills could also be taken as an other teacher development programme area which would last for many sessions.

**Question 10- Experiential Activities (stories, etc.) offered for practising Social Skills:**

While including these activities (see Appendix XIV for a sample Social Skills activity) in our programme, we had two main aims. Firstly, we wanted to help teachers comprehend better and practise Social Skills. Secondly, we aimed to exemplify different situations through different stories which we believed would help the participant teachers to increase their potential in finding a common ground with all the people around them.

Despite the two teachers' being neutral, the other eight teachers (7 very useful, 1 useful) claimed that they liked the stories most as can be seen from their comments in their learning logs and CEQs.

- The stories were again the fun part of the session. Discussing the morals of the stories helped us to evaluate our own experiences when compared with the ones in the stories. They are good because we don't forget them.

(Taken from a CEQ)

- The stories with underlying character components of Social Skills are highly interesting for me. Stories in general may seem more interesting than the other materials. This is because sometimes they make us 'see' something that we always look at that we look at everyday but can't see.

(Taken from a Learning Log)

**Question 11- Activities offered for practising Social Skills in classroom:**

These activities were for teaching Social Skills in class gathered from different sources (see Appendix XV for a sample Social Skills activity).

Although two teachers stayed neutral, eight teachers (6 very useful, 2 useful) said that the activities were useful. They mostly agreed that using these types of activities would help the students improve their social skills. The following extract taken from a teacher's learning log supports the teachers' ratings and their comments expressed in CEQ:

- Giving students these kinds of activities which requires them to work in pairs/groups...In this way, they can learn working in collaboration and helping others in the group. What's more, they can learn how to be a leader of a team and organise something for others e.g. by being the reporter of the group etc. These rules can be given to students so they can easily be motivated and be proud of taking part in a task. I will teach my students how to be good listeners and give them some responsibilities. I'm planning to help them improve their social skills during the semester.

**Question 12- Readings offered to provide input to Self Awareness:**

While providing the participant teachers with these readings, our main aim was to familiarise them with the underlying components of Self Awareness skills/competencies which they can generalise both for their personal and professional lives.

All the teachers (9 very useful, 1 useful) found these reading materials beneficial. To support their ratings, they noted the following:

- During the session, I found the article discussion period most effective and useful. In the articles you provide us, there are so many important points that it is inevitable not to connect them with our own experiences. (Taken from a Learning Log)

- The articles were full of important information about ourselves. What I like most about reading these kind of articles is that you find yourself, your own characteristics, tendencies, faults and how to deal with them.

(Taken from a CEQ)

### **Question 13- Experiential Activities (stories, etc.) offered for practising Self**

#### **Awareness:**

With these activities (see Appendix XVI for a sample Self Awareness activity), we aimed to have the participant teachers get involved in the experiential understanding of Self Awareness skills/competencies.

All the teachers (9 very useful, 1 useful) rated the activities offered useful. The justification of the teachers' ratings mostly relied on the idea that the activities were well-chosen in the way they led the participants think about their own experiences. Below are the teacher comments that make us feel in that way:

- The story 'enormous nose' made me think about how 'unaware' the people in general. I believe, Self awareness is the key dimension of EQ.

(Taken from a CEQ)

- We did many useful and interesting activities during the session. I liked the story very much. It was also striking to see that in one of the activities you asked us to write about our partner and compare our own description of ourselves with others' description of ourselves. Everything we had in the session was just to the point.

(Taken from a Learning Log)

**Question 14- Activities offered for practising Self Awareness in classroom:**

These activities were offered to teachers in order to introduce them the rationale behind the students' appropriate and effective use of Self Awareness skills/competencies in class (see Appendix XVII for a sample Self Awareness activity).

Although one participant stayed neutral, the other teachers (7 very useful, 2 useful) found these activities beneficial. Regarding this, the teachers stated that the activities have a great variety and interesting lay-out applying to the participants themselves as well as their students.

**Question 15- Readings offered to provide input to Empathy:**

These readings were offered to teachers in order to highlight some features of Empathy and to raise their awareness regarding the appropriate and effective use of Empathy skills/competencies both in their personal lives and in their professional lives as teachers.

All the teachers (7 very useful, 3 useful) confirmed that they found the readings useful. The following extract taken from a teacher's learning log support the teachers' ratings and their comments in CEQ:

- Empathy is one of the concepts which I have always wanted to improve in my personality. After the discussion session, we talked about the examples in our life and I started to think about using this in my class. The following day, I called one of the students and I asked her to be the teacher for an hour. It was lovely and it enabled both me and my students to understand our feelings and needs.

**Question 16- Experiential Activities (stories, etc.) offered for practising Empathy:**

With these activities we aimed to involve teachers in the experiential understanding of the Empathy skills/competencies. We also introduced some face recognition guidelines and empathy techniques from Kagan file (2000).

All the teachers (8 very useful, 2 useful) pointed out that they found the activities beneficial (see Appendix XVIII for a sample Empathy activity). The justification of the participants' ratings relied on two reasons. Firstly, as teachers, they felt very happy to be informed about the face recognition guidelines and empathy techniques. Referring to this point one participant makes the following remark:

- I'd love to share my feelings about this topic, because I do believe that it is very important to learn about the guidelines of face recognition as a teacher. Now, I feel that my face is prettier than before because my muscles are reflecting my feelings, thoughts, etc...

Secondly, the teachers mentioned that the activities helped them to rationalise the use of Empathy skills in different situations and differentiate among the words 'empathy', 'sympathy' and 'compassion.'

#### **Question 17- Activities offered for practising Empathy in classroom:**

These activities mainly consisted of Kagan activities designed for classroom purposes (see Appendix XIX for a sample Empathy classroom activity). We believe that by means of these activities the participant teachers would have a way to help their students develop a kind of awareness related to the effective use of Empathy skills in class.

Although two teachers stayed neutral, the other eight teachers (7 very useful, 1 useful) pointed out that they found the activities useful. Regarding this, a participant teacher who used the activities in her class makes the following remark in her learning log:

- I have already tried some Empathy activities in my class and I enjoyed doing them. These activities are really communicative. Apart from learning more about Empathy, the students also found the chance to speak in English about their feelings.

#### **4.3.2.2 Course Evaluation Questionnaire: Section B**

In this section of CEQ, the teachers were asked to answer two open-ended questions related to the future implications of the ELI course. With these questions, we aimed to elicit the teachers' opinions about the strengths and weaknesses of this programme in general.

##### **4.3.2.2.1 The Strengths of the Course**

The participants' identification of the strengths of the course covered two main areas:

- i. The atmosphere experienced during the sessions
- ii. The procedures followed to run the course

##### **i. The Atmosphere Experienced during the Sessions**

The teachers pointed out that they liked the friendly, non-threatening atmosphere created during the sessions which helped them to improve their knowledge of self, to involve their feelings and emotions and to evaluate themselves as a whole within the course environment for which they had created a sense of belonging. Regarding their positive experience, teachers stated the following in their CEQ:

- Good classroom atmosphere, real discussions and sharing...
- Our trainer was always motivating the people who joined the sessions, she was always one of us.
- The session atmosphere was really friendly and our trainer was always smiling
- I always cherish the interaction with my occasional partner and the whole group. I love it. Why? Because, I need relationships other than professional ones. Perhaps this is a sign telling me that my life lacks that kind of relationship, I mean, perhaps this is a need in everyone's life

## ii. The Procedures Followed to Run the Course

Within this category, the participants raised three points worth mentioning. Firstly, they pointed out that having been given the EQ Map at the beginning and at the end of the course made it possible for them to see the change in their EQ strengths and vulnerabilities as can be seen in one teacher comment made in a CEQ:

- In my opinion, the most important strength of the course is that you made it possible for us to see the change in our EQ, by giving the EQ test at the beginning and at the end of the course. I think it is a motivation to learn more about EQ and try to implement what we have learnt in our future life because I have noticed that the more I learn about EQ the happier I become.

Secondly, the participants stated that the input provided for the underlying components of EQ, the balance in the theory and the activities both for personal and professional development were interrelated, motivating, relaxing, exciting and informative. Concerning this point the teachers noted the followings:

- The materials given in the sessions were informative. The inspirational stories were especially related to the topic discussed in the session
- Generally, it was 'strong' enough. My general comment for each material is the same. Readings were interesting, enjoyable, and they teach a lot. Moreover, experiential activities were very important to me because they made me think about myself and I spent time to focus on myself as a whole.
- Use of stories which helped us to understand and organise our ideas was good.
- Good balance of theory and practice through poems, stories, cartoons, etc.

Lastly, the participants emphasised that during the discussions (pair work, group work or whole class) made after different parts of the sessions, they had the chance to share common problems with the other participants. The following quotations from different learning logs reflect the importance they give to this procedure:

- I talked about with my partner a conflict I experienced in my classroom. I explained her how I dealt with it. And she also did the same thing. This raised more awareness about the causes of conflicts, what we did and should do, and its effectiveness.
- Discussing the morals of the stories about our topic was the significant part of the session. We read the stories and talked about them with our partners. After that we had a whole group discussion and shared our ideas.

#### **4.3.2.2.2 The Weaknesses of the Course**

The participants identification of the weaknesses of the course covered three categories. These weaknesses included the following points:

- i. Context-specific vocabulary items,
- ii. Need of a wider/deeper content for some EQ sessions (theory & practice),
- iii. The time devoted for the activities and the duration of the course.

##### **i. Context-specific Vocabulary Items**

The CEQ revealed that some teachers had difficulty in understanding the unknown words while reading the text given for individual reading before coming to the sessions. So, some teachers suggested that the meanings of these words had better be given in advance as stated in the following extract in a CEQ:

The readings you have offered to provide input were so informative but sometimes there were some unknown words

in the texts that we couldn't find in dictionaries. Maybe, it is a good idea to give their meanings in advance.

This weakness of the course will be dealt with in the future ELI courses. This is because, we believe that giving the unknown context-specific vocabulary items attached to the reading materials may contribute to a better understanding of EQ concept by the participants.

## **ii. The Need of a Wider Content for some EQ Sessions (Theory & Practice)**

This point was raised by three participants each claiming this need for different sessions. Therefore, we concluded that this information was based on the personal needs of the individual participants, and the aim of the study need not be changed. However, since we think that any feedback can contribute to our implications for further studies we found the following related points worth sharing and suggestive:

- More theory and more activities about Social Skills are needed.
- More activities on Self Awareness would be helpful. They contribute to the understanding of EQ
- Number of articles can be increased. Some extra optional activities can be offered for the ones who would enjoy reading more about it.

## **iii. Duration of the Course**

This was a problem we also had met during our pilot study. Therefore, we had extended the time devoted for each EQ dimension from one week to two weeks. However, at the end of our real study, we still found out that there were some participants who suggested that we should devote more time either for some parts of the sessions or increase the number of the sessions we had for each EQ dimension.

During our ELI course, our main aim was to raise the participants' awareness regarding their EQ strengths and vulnerabilities and thus get involved in a kind of

personal and professional development. Therefore, we introduced the concepts, practised them for better comprehension and exemplified some classroom applications which they can use in their profession to increase their students' awareness regarding the different dimensions of EQ. In other words, we had our own limits for different parts of the sessions. As a result, since our main concern was not the classroom application of EQ by the teachers, we didn't spend extra time to focus on the activities to be used in classroom. Mostly, we applied one activity in the session, but explained the usage for the other activities provided. Nevertheless, we found two teachers who suggested a further emphasis on classroom activities.

Another point made by one teacher was that more time should be devoted for each session with the idea of providing opportunities for more activities and related discussions as stated in the following extract:

Perhaps the time allocated to each session and topic was enough being it was an introductory course, but expending more time on each topic could be more useful, providing opportunities for more discussion and activities.

Reflecting on these comments, we feel that since the participants want to learn more about EQ, some future EQ programmes can be developed by SDU at YADIM. The focus of these programmes may help the potential participants to improve their skills and competencies concerning different aspects of EQ, such as the use of EQ in an EFL classroom or empathy in education, etc.

## CHAPTER 5

### CONCLUSION

#### 5.1 Introduction

In this study we argued that it is more likely to raise the quality of education (ELT in our context) by enhancing the teachers' understanding of EQ which we believed to play a key role in their personal and professional growth. Therefore, throughout the course of our study, we focused on how to help the participant teachers raise their awareness on the emotional basis of learning in self and in others, and accordingly identify behaviours that will result from learning about EQ.

In the light of the argument made above, we believed that we would accomplish two aims simultaneously:

- 1) To help the participants realise the importance of expanding their awareness gradually regarding the consequence of improving their abilities listed under EQ which provide the basis for dealing with the conflicts they experience in different kinds of social and professional contexts,
- 2) To develop in the researcher an understanding of how to design and conduct ELI courses for EFL teachers for future use.

Hence, we tried to find answers to the following research questions to achieve the aims we mentioned above:

- 1) What are the strengths and weaknesses of teachers at YADIM, the Centre for Foreign Languages at Çukurova University regarding their EQ?
- 2) Does involvement in an Emotional Literacy Improvement (ELI) programme help teachers at YADIM improve their own weaknesses and reinforce their strengths as EFL teachers regarding their EQ?
- 3) What are the factors that should be considered regarding the approach employed and the activities used when establishing an Emotional Literacy Improvement Programme for EFL teachers?

Considering our aims and following our research questions, the essential step we made was to decide on an assessment tool which would plot the participants' personal strengths and weaknesses regarding EQ. Therefore we used EQ Mapping (see also 3.5.2) which is a process that guides the exploration of EQ. We used the EQ Map as a pre-test and a post-test to assess the possible change before and after the ELI course.

As for the preparation of the content of the ELI course, at the beginning of our study, we were affected by our tacit knowledge of certain theories. Reading more on the related areas during the development of this study, we became more aware of their relevance to our situation in concern. In Chapter 2, we reflected on the connections between certain theories, the related movements, different language teaching methodologies which have arisen from the related approaches coherent with our aims in conducting this study (see Chapter 2 for further information). Consequently, all the tasks fronted by the researcher during the ELI programme were developed independently, that is they were either gathered from different sources or prepared by the researcher herself for the purpose of this study in the light of the relevant information gained while reviewing the literature. During the preparation of the programme, Kagan's five-dimensioned EQ model was taken as a guide, as it was neatly organised and was used before for educational purposes (see 2.2.4).

In the view of Humanistic Approach, the premise of our study has been that it is necessary to study the person as a whole, especially as an individual who grows and develops over the life span. In our study, the meaning we attached to this development comprises the teachers' both personal and professional development, specifically their personal development as EFL teachers. In other words, we believe that professional change and personal change are interdependent (Roberts, 1998) and therefore, teachers, like other human beings, need to increase their conscious choices about the way they think, feel and behave (Miller de Arechaga, 2001). In this respect, at the end of our study we observed that the participant teachers as well as the researcher herself benefited from the ELI programme in increasing their conscious choices.

In the following sections, we present the implications of our research findings. In Section 5.2, we discuss the theoretical implications relevant to personal and professional development. In Section 5.3, we discuss the implications of our findings for the specific ELI Programme for YADIM teachers at Çukurova University, Turkey and where relevant for in-service teacher development programmes in general. Finally, in Section 5.4, we discuss the implications for further research.

## 5.2 Implications of the Study for Personal and Professional Development (Research Questions 1, 2, 3)

In the first place, we feel that the use of the two data collection tools before starting the ELI Programme; **the EQ Map** to diagnose the EQ strengths and vulnerabilities of the participants as a pre-test and **the EQ Profile Checklist** to have a general profile of the participants and get some detailed information on their educational and emotional backgrounds, is essential to establish sociality and have an understanding of the other person's perceptions as a first step in an intervention like our ELI Programme. Our findings are consistent with the Constructivist View and Robert's assumptions about teacher learning (see also Section 2.3 & 4.3.2.2).

Secondly, our experience with the participants suggests that learner-teachers are capable of reflecting on their personal theories and training experiences when they are given the opportunity and supportive environment. Therefore, consistent with Maslow's (1970 cited in Pervin, 1993) ideas on education, we believe that learner-teachers should be enabled to develop as individuals in their own right and actualise themselves. For example, our data, specifically the EQ Map results, teachers' reflections in their learning logs and their responses to CEQ (see Chapter 4), indicate that each participant teacher having had different perceptions as were diagnosed by EQ Map and Participant Profile Checklist, benefited from the ELI Programme according to their individual needs regarding their individual EQ strengths and weaknesses. In this respect, we also recognise that significant learning takes place when the subject matter is perceived to be of personal relevance to the learner-teacher and when the learner-teacher actively participates (Kolb's Active Experimentation in Kelly 1997; Dewey's Model of Learning in Zuber Skerritt, 1992a; Rodgers 1959 in Williams & Burden, 1997). Accordingly, considering the findings of this research and the feedback we obtained from the participants of this study concerned with the use of experiential activities both for EQ practice and for classroom application (see Section 4.3.2.1 & Section 4.3.2.2), we suggest that while preparing the input for teacher development programmes like ELI, programme developers should prefer experiential activities which foster change and growth through knowledge, observation and experience.

Our research also contains theoretical implications for personal and professional development connected with the nature of learning for learner-teachers, the effect of learning environment to their learning and the importance of reflection both by the

participants and by the researcher during the conduct of an emotional literacy improvement programme. There seem to be four areas of particular importance, as below:

- i. Consistent with the other studies focusing on the requirement of involving feeling in learning as well as cognition (Rodgers 1959 in Pervin, 1993; Fogarty, 1998; Gordon, 2000; Hargreaves, 2000), we believe that learning is 'self-initiated' and the learner-teachers should be asked to volunteer to take part in any attempted teacher development programme. Our experience with the participant teachers of the ELI Programme suggests that volunteer teachers have a natural motivation for learning because of their personal feelings into the matter and thus have a tendency to take the responsibility of learning for themselves and improve without any resistance, and implement their learning points into their personal and professional lives.
- ii. As Roberts (1998) noted, learner-teachers also learn from each other, so their knowledge can be pooled. Our experience with the participants of this study also supports this assumption. Specifically, our findings suggest that the participant teachers benefited from one another's learning points through discussions made on the contents of readings provided for the participants as well as the pair/group work activities and the Kagan structures aimed for experiential learning during the EQ sessions of the ELI Programme.
- iii. In line with Maslow's (1970 in Pervin, 1993) and Williams & Burden's (1997) views regarding the impact of learning environment on learning, when we consider our experience with the participants, we recognise that the environment created for the participants should help them to improve their feelings and emotions. In this sense, they should also be enabled to evaluate themselves as a whole and create a sense of belonging to the learning environment.
- iv. We believe that the learner teachers should be given opportunities for reflection on new ideas/learnings, personal experiences and their links to their beliefs and past lives (Roberts, 1998) so that they can relearn and/or recognise their prior representations of the world as the Constructivist View of learning entails. To illustrate, the learning logs used for 'reflection-on-action' by the participants after each EQ session during the conduct of this research served primarily to this purpose as well as collecting data related to the study. Furthermore, during the discussions held after the readings offered and the experiential activities provided for the sessions, the participants were encouraged to share their personal experiences related

to both their professional lives and their links to their individual beliefs and past lives. Additionally, the data we obtained from this study leads to the conclusion that these kinds of opportunities helped our participants to initiate a process of long-term personal and professional growth (see also Section 4.3.1).

In order to assess the change undergone by the participants of this study after the ELI Programme, EQ Map-An Integrated EQ Assessment and Individual Profile, Version 4.5 (1997) followed by private interviews with individual participants so as to get their own interpretations and clarifications of the results was fruitfully used for diagnostic and reflective purposes. However, considering the findings of this study, we recognise that despite the support, discussion and demonstration provided for the participants during the conduct of any teacher development programme (Roberts, 1998), particularly our ELI programme, the expected change may come out in different forms resulting from the complicated nature of change consistent with Freeman's (1989 in Yumru, 2000) views which are also in line with Constructivist Approach in education. In this respect, we have three conclusions:

- i. We feel that "change doesn't mean doing something differently; it can mean a change in awareness" (Freeman 1989 in Yumru, 2000, p.11). Our findings related to the EQ profiles of individual teachers (see Section 4.2), especially in the cases of participant teachers 2, 5 and 9, imply that change in awareness should also be considered as an essential step in the long-term process of change. Therefore, these kind of teacher development programmes should primarily aim awareness raising regarding the input provided for the participants.
- ii. We recognise that "change is not necessarily immediate or complete. Indeed, some changes occur over time, with the collaborator serving only to initiate the process" (Freeman 1989 in Yumru 2000, p.11). Similarly, as our data (see Section 4.2, Participant teachers 2, 5, 9) indicate, the collaborator should be aware that the expected change out of an attempted intervention doesn't need to be immediate or complete. Change may take time and the collaborator may serve to initiate the change process by providing the input for the attempted intervention like our ELI Programme.
- iii. All the evidence obtained by the results of this study confirm that "some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not" (Freeman in Yumru 200, p.11). As discussed earlier (see Table 61, Table 65, Table 70, Table 73, Table 76 and their respective interpretations), the

statistical analysis results supported positive significant change considering the pre-test-post-test results of the 13 scales of 20 scaled EQ Map and thus they could be accepted as quantifiable, whereas others were statistically insignificant and so they didn't seem to support the practical aims behind this study regarding awareness raising and initiating change by means of the ELI Programme.

As for the research methodology employed, it seems reasonable to suggest that using Practical Action Research which promotes autonomous deliberative action-praxis (Grundy 1987 in Masters 1995) may help practitioners involved to obtain a new understanding of their practice, especially concerning their puzzles about the development of new teacher development programmes. However, as a drawback of Practical Action Research, we have considered that the results we obtained from this study may be connected to the individual participants involved in the change process and the intervention may be short-lived when our participant teachers leave the institution or when new staff join (Holter et al. 1993 in Darwin 1999; Hughes 2001). Nevertheless, despite this drawback, this practical action research study primarily served the researcher to gain insight into how to design and conduct an emotional literacy improvement programme for EFL teachers for future use as well as fulfilling the immediate needs of YADIM staff. Therefore, we express our confidence in the study in terms of providing guidelines for the other action researchers in the field concerning the procedures to be employed and the environment to be created when establishing a similar teacher development programme. These implications will be presented in Section 5.3.

### **5.3 Implications of the Study for the Procedures to be Employed and the Environment to be Created When Establishing an Emotional Literacy Improvement Programme for EFL Teachers (Research Question 3)**

Depending on our experience with the participants and the findings we obtained from this study, we may conclude the following key considerations regarding the procedures to be employed and the environment to be created when establishing an ELI course for EFL teachers:

- Volunteer participants willingly participate in the development process. However, the teachers may not know the contents of the programme, so an introductory

session about the content of the programme to all the teachers in school helps to increase the number of volunteers for the programme.

- Assessment of the participants' EQ levels at the start and at the end of the programme helps them to become aware of their weaknesses and thus focus more on their weaknesses and improve during the sessions. For this reason, the delivery of the individual assessments (both the pre-test and the post-test results) should be handled with care. In other words, firstly, while interpreting the results, the staff developer needs to offer support, uncritical understanding as well as being kind, empathetic, informative and to the point. Secondly, but equally importantly, participants of the programme are also expected to improve by learning from the interpretations and the suggestions provided. Therefore, the staff developer needs to have digested the contents of the feedback to be delivered to the participants. In this way, especially the interpretations provided after the pre-check may be helpful and fruitful to complement and supplement the course content aimed at creating change (see Section 4.2.1, Section 4.2.2, Section 4.2.4, Section 4.2.6, Section 4.2.8, Section 4.2.9, also see ii.-first quotation in Section 4.3.2.2.1).
- We believe that a positive relationship between the staff developer/provider and the participants helps to create an effective learning environment. Therefore, the staff developer/provider had better be authentic, caring, friendly, motivating and empathetic during the conduct of the sessions (see i.-second and third quotation in Section 4.3.2.2.1).
- The findings of this research suggest that when the learning goals of the participants are linked to their personal values and hopes, they feel more motivated to change. So the staff developer/provider needs to help people realise if what they learn in the programme fits with their personal and professional values or not (see 4.2; Participant Teacher 2, Participant Teacher 3, Participant Teacher 5, Participant Teacher 7, Participant Teacher 8)
- Our experience with the participants reveals that experiential methods work very well for teaching emotional intelligence skills. Stories, cartoons, and different elaboration activities that employ all the senses are very powerful and effective for practising the EQ skills (see 4.3.2.1- Question 10, 13, also ii.-2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> quotations in Section 4.3.2.2.1).

- The results of this programme reveal that sharing personal experience, problem solving, discussion in a friendly atmosphere help teachers learn better, rather than being told what to do and how to do it (see 4.3.2.1-Question 4, also ii. In Section 4.3.2.2.1)
- The experience we gained throughout the study supports that learning log, as well as being a data collection tool of this study, is a very good learning device for the participant teachers for monitoring their own learning during the ELI programme. This is because, it includes statements both about the things experienced and about the action plans arising from them.
- Our experience and the feedback we obtained from the participants during the conduct of this study suggest that pair work, team work activities decreases the anxiety levels of teachers and help them emphasise more on sharing and exchanging ideas (see i.-4<sup>th</sup> quotation in Section 4.3.2.2.1).
- We recognise that the change in teachers may be more permanent if the school's culture and manner supports the change and offer a 'sheltered' atmosphere for practising EQ skills with students (Roberts, 1998). In other words, we believe that the school management should be open to change and flexible in terms of application of new ideas into the existing ELT syllabus. However, before this application, we suggest further studies to be conducted on how to teach EQ skills to students within an ELT syllabus and their results should be evaluated to have more fruitful outcomes.

#### **5.4 Implications of the Study for Further Research**

The type of this programme was determined by the individual needs of YADIM staff (see also 1.2) and accordingly, was addressed to negotiate personal and professional needs of the EFL teachers at YADIM, Çukurova University in Turkey. The conclusions we have drawn matured from the personal EQ Mappings of individual teachers. In other words, they were grounded in the data generated by the participant teachers working at YADIM. Although we checked and negotiated our interpretations with the teachers in the follow-up interviews, their validity applies only to this study. Therefore, in the first place, other action researchers can investigate whether these grounded theories are valid in their own contexts. Furthermore, this study is intended to

point out programme guidelines that maybe of concern to staff developers and may be pursued by other researchers in the field.

Secondly, during our ELI Programme, our main concern was not the classroom application of EQ by the teachers. So, in the following years, other EQ programmes whose focus are more like teaching Emotional Intelligence to students can be conducted and their results can be integrated into the existing ELT syllabus.

Thirdly, EQ has five dimensions each of which has different links to educational and social psychology. Considering the interests and needs of the teaching staff, different teacher development programmes which would increase the teachers conscious choices about the way they think, feel and behave can be developed and their use can be inquired.

## **5.5 Personal Reflection**

I recognise that this research is an intervention in the operation of a social situation (Sendan, 1995). Apart from its findings, there are significant effects of the research on participants during the research process in terms of raising their awareness on the emotional basis of learning in self and in others in both personal and professional terms. Additionally, they have gained access and improved their ability to reflect on their personal EQ strengths and weaknesses in relation with their experience, hopes and beliefs.

On my part, the outcomes of being involved in the research process were both personal and professional. First, I needed to have learnt my own EQ strengths and vulnerabilities to be able to be more helpful to my potential participants of the programme I attempted to prepare. As a result, I had the chance to improve my own strengths and vulnerabilities during the research process. I fell deeply in love with what I learnt which really helped me to lead a happier life. Second, to be able to relate the contents of emotional intelligence theory to ELT field, I have had to review a lot of literature both to gain a deeper insight and to become more aware of the relevance of my tacit knowledge of certain theories to our situation in concern.

I was fully aware that taking the responsibility of developing a programme had some requirements. Reviewing the literature and reading to gain a deeper insight wouldn't have been enough to develop a programme and share its contents with a group of colleagues. I needed to learn more about what to include and how to conduct such a

programme. For this purpose, I decided to have some formal training in assessment and teaching for emotional intelligence. This thought led me to America where I completed a training on the subject by Dr. Kagan of San Diego University in California. After all, I learnt many things from the experience, including seeing another country, meeting different educators like teachers, directors, etc., of different schools from different parts of the world. I also experienced being a participant in such a training course and had the chance to observe Dr. Kagan while delivering his course content as a provider. After this training, when I was back to Turkey, I was nearly sure about what to include in my own programme. Of course, Turkey and USA being two different countries in many aspects, I needed to reconsider what to include and make necessary adaptations in terms of cultural, political, religious and educational policies of my country. I am very happy that I had to do a lot of thinking to have a healthy and strong groundwork for my programme in general and my research in particular.

In addition, involvement in these processes resulted in a better and improved ability on my part to understand and interpret the EQ strengths and vulnerabilities of the participant teachers of this study, my colleagues, assessing and teaching for emotional intelligence skills and competencies, which I believe has led to re-thinking and elaboration of my own assumptions concerning the development of an emotional literacy improvement programme for EFL teachers. Besides, I feel I have learnt to be a more uncritical, sensitive, empathetic listener and interpreter during the process I delivered the interpretations to my colleagues, the participants of this study, as a staff developer and a researcher. This experience also provided my personality with a more productive alternative regarding my interpersonal skills both in my personal life and professional life as a teacher of English and a staff developer.

Finally, but most precious of all, conducting this research provided me with constructive and creative motivation to reflect 'in' and 'on' every action I take in different parts of my life, including my endless roles such as being a mother, a wife, a friend, a daughter, a sister, a teacher, a colleague, a staff developer, etc. In this way, I have also found chance to refine my beliefs, values and understandings towards a better grounded constructivist and humanistic view of change and development.

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N.B. The books and the articles used for the preparation of the ELI Programme are also included in the Reference List. The stories used for the purpose of practising the EQ skills are mainly collected from;

[Http://www.inspirationalstories.com](http://www.inspirationalstories.com)

[Http://www.storiestogrowby.com](http://www.storiestogrowby.com)

## **APPENDICES**

### **APPENDIX I**

#### **ALL ABOUT ME PARTICIPANT PROFILE CHECKLIST**

1. How old are you?
2. Male/Female?
3. The schools you graduated from (starting from kindergarten...)
4. Your area of interests, hobbies...
5. The best film(s) you have ever watched...Why?
6. The best book(s) you have ever read...Why?
7. A friend of yours has never met your family. How would you describe your family or individual members?
8. What is the best gift you ever received? Who gave it to you? When did you get it? Why was it so special?
9. What is your all-time favourite memory? Why do you cherish it so?

10. Who is the most important person or persons in your life? What do you do when you are together?

11. If you could change one thing about yourself, what would it be? Why?

12. If you won the lottery, what would you do with the money?

13. Name one item you own that best represents you. Why does it represent you best?

14. How would you describe yourself to someone who has never met you?

15. Who is your hero? How are you like your hero? How are you unlike him/her?

16. If you could be anyone else for a day, who would you be? Why?

17. What is the craziest thing you have ever done?

18. Forrest Gump said, "Life is like a box of chocolates. You never know what you're going to get." Make up your own life simile: "Life is like..." Explain your simile.

19. Who is the best teacher you ever had? What made him/ her the best?

20. Please finish the following statement.  
"School is..."

♡ Thank You ♡

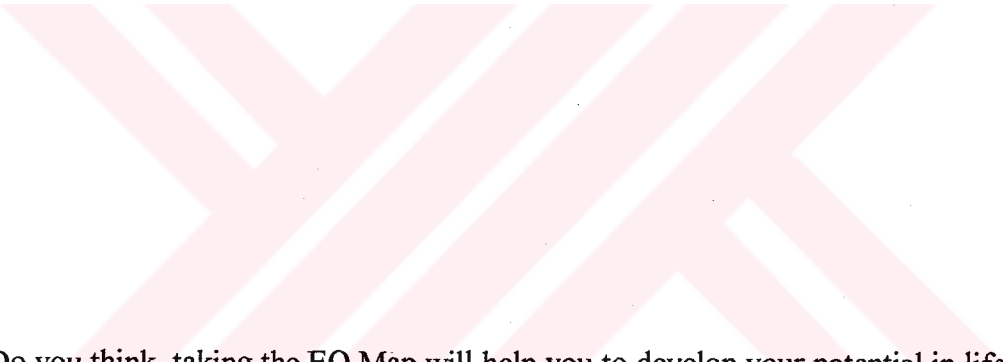
(Questions 7-20 are taken from Higher -level Thinking Questions, Personal & Social Skills, by Miguel Kagan, 1999)

## APPENDIX II



## EQ MAP EVALUATION ( Participants' point of view)

Please, evaluate the results of EQ Map. How did the you like the results? Do you agree with the interpretations? Do the interpretations truly reflect your performance vulnerabilities and strengths? Why? Why not?

A large, semi-transparent red 'X' watermark is centered on the page, spanning across the evaluation questions.

Do you think, taking the EQ Map will help you to develop your potential in life? How?

## APPENDIX III

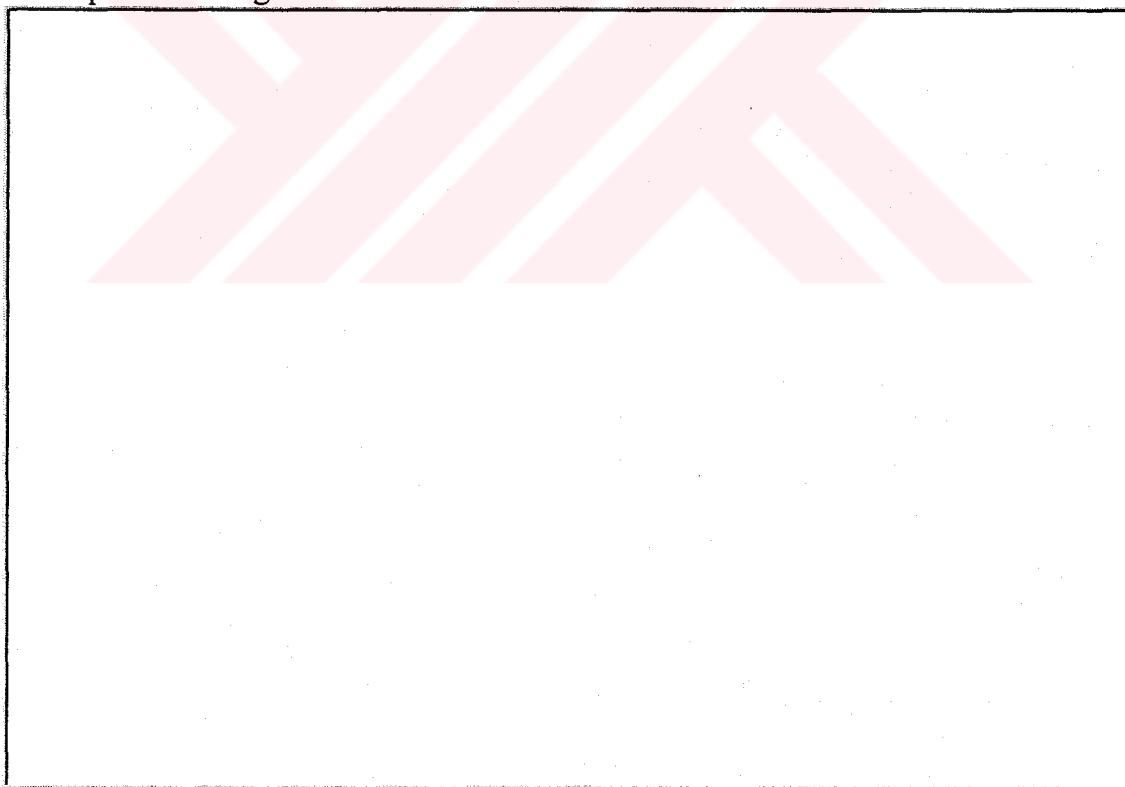
## LEARNING LOG

Each time you use your **Learning Log**, PLEASE follow this procedure:

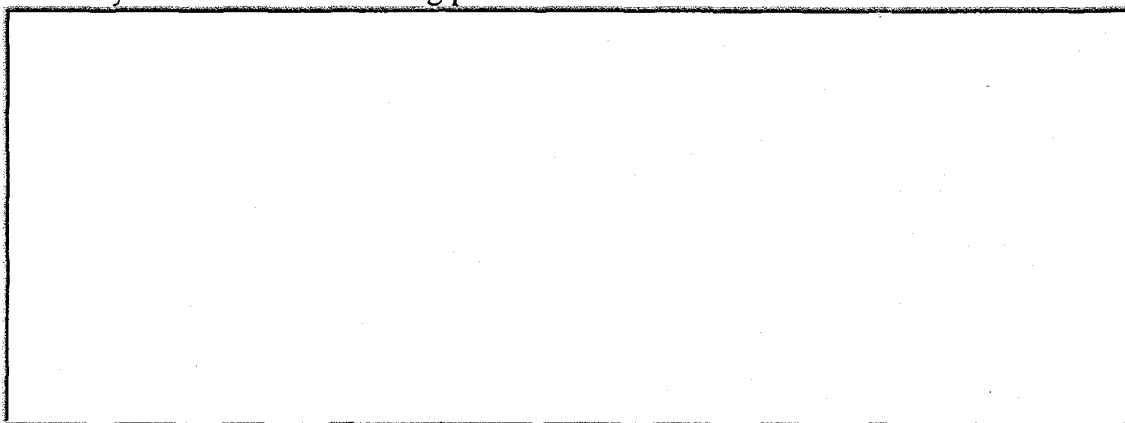
- Start by thinking back over the experience and selecting a part of it (a 15 minute period or so) that was significant or important for you.
- Write a detailed account of what happened during that period of the activity. Don't at this stage put any effort into deciding what you learned - just concentrate on describing what actually happened.
- Then list the conclusions you have reached as a result of the experience. These are, in effect, your learning points. Don't limit the number and don't worry about the practicality or quality of the points.
- Finally, decide which learning points you want to implement in the future and work out an action plan which covers:
  - What you are going to do?
  - When you are going to do it ?

Spell out your action plan as precisely as possible so that you are clear about what you have to do and that it is realistic.

Write a detailed account of what happened you have chosen as significant and important during the session.



List your conclusions/learning points.



Write out your action plan. - What you are going to do?  
- When you are going to do it ?



**Now refer to your Learning Log**

- What are your key learning points from these sessions?
- What implications are there for your department and organisation?
- What have you learned that impacts on your current role?

Note down your answers to these questions in your Learning Log, together with other questions and observations the sessions have generated that are relevant to you, your role and your organisation.

---

This resource  
was designed  
and developed  
by the  
International  
Management  
Centres

## APPENDIX IV

# **EMOTIONAL INTELLIGENCE (EQ)** **COURSE EVALUATION QUESTIONNAIRE**

☀ Please answer the following questions as sincerely as possible to give me a hand to make the necessary changes for future EQ courses.

**A-** Rate the following course components and the procedures employed considering the extent you think they have been useful to improve your own weaknesses and reinforce your strengths as EFL teachers regarding your Emotional Intelligence?

1) Readings offered for the introduction to Emotional Intelligence.

5

4

3

2

1

Very useful

Not very useful

.....

.....

.....

.....

.....

2) Activities offered for the introduction to Emotional Intelligence.

5

4

3

2

1

Very useful

Not very useful

.....

.....

.....

.....

.....

3) Readings offered to provide input to Self Control.

5

4

3

2

1

Very useful

Not very useful

.....

.....

.....

.....

.....

4) Experiential activities (stories, etc.) offered for practising Self Control.

5                      4                      3                      2                      1

Very useful

Not very useful

.....

.....

.....

.....

5) Activities offered for practising Self Control in classroom.

5                      4                      3                      2                      1

Very useful

Not very useful

.....

.....

.....

.....

6) Readings offered to provide input to Self Motivation.

5                      4                      3                      2                      1

Very useful

Not very useful

.....

.....

.....

.....

7) Experiential activities (stories, etc.) offered for practising Self Motivation.

5                      4                      3                      2                      1

Very useful

Not very useful

.....

.....

.....

.....

.....

8) Activities offered for practising Self Motivation in classroom.

5                  4                  3                  2                  1

**Very useful**                      **Not very useful**

9) Readings offered to provide input to Social skills.

Very useful                  Not very useful

10) Experiential activities (stories, etc.) offered for practising Social skills.

5 4 3 2 1  
Very useful Not very useful

11) Activities offered for practising Social skills in classroom.

|             |   |   |   |                 |
|-------------|---|---|---|-----------------|
| 5           | 4 | 3 | 2 | 1               |
| Very useful |   |   |   | Not very useful |

**12) Readings offered to provide input to Self Awareness.**

5                      4                      3                      2                      1

Very useful

Not very useful

13) Experiential activities(stories, etc.) offered for practising Self Awareness.

5                      4                      3                      2                      1

Very useful

Not very useful

14) Activities offered for practising Self Awareness in classroom.

5 4 3 2 1

Very useful

Not very useful

15) Readings offered to provide input to Empathy.

5 4 3 2 1

Very useful

Not very useful

16) Experiential activities(stories, etc.) offered for practising Empathy.

5                      4                      3                      2                      1

Very useful

Not very useful

### 17) Activities offered for practising Empathy in classroom.

5

4

3

2

1

Very useful

Not very useful

.....

.....

.....

.....

**B) Please answer the following questions:**

1) What are the strengths of the course?

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2) What areas of the course need improvement?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☺ Thank you for your collaboration

## APPENDIX V

### SAMPLE SESSION PLAN

#### **SELF CONTROL (SELF MANAGEMENT SKILLS)**

##### **A. AIMS**

1. to familiarise teachers with the ideas/ methods for controlling difficult behaviours,
2. to highlight some key terms about self control which Kagan(2000) has linked EQ to character development and the scales about self control in the EQ Map which I thought would evaluate Self Control skills,
3. to involve the teachers in the experiential understanding of the self control skills,
4. to introduce the teachers to the rationale behind the students' appropriate and effective use of Self Control skills in class,
5. to introduce some ideas/tips to teachers on how to soothe/relax themselves when they are tense, etc. and to gain self control over their own lives.

##### **B. PROCEDURE**

1. Reading an article on managing difficult behaviour individually,

##### **\*Managing Difficult Behaviour**

(taken from, <http://mentalhelp.net/psyhelp/chap4/chap4m.htm>)

2. Whole group discussion on the article,
  - What is self control?
  - What kind of forces block our intended behaviour?
3. Focussing on the underlying components of self control skills from Kagan's character development links and EQ Map perspective,
4. Comprehension check for self control skills through different stories,
5. Individual reading of self control in education,
  - Self control, Kagan workshop file; 2000

**- *Understanding Youth Development: Promoting Positive Pathways of Growth* by CSR (1997), Incorporated, for the Family and Youth Services Bureau; Administration on Children, Youth and Families; Administration for Children and Families; U.S. Department of Health and Human Services, under Contract No. 105-94-2017; Delivery Order No. 105-95-1735.**

6. Introduction and practice of different activities for teachers to help their students develop a kind of awareness related to the effective use of self management skills in class.

7. Information and practice on how to help ourselves relax and gain more self control.

-You already know how to soothe yourself, by Gloria Rose, [www.soothingyourself.com](http://www.soothingyourself.com)

## APPENDIX VI

### **SAMPLE REFLECTION FROM THE RESEARCHER'S DIARY**

We started the session by individual reading on self management skills. This was because I wanted to familiarise the teachers with the ideas behind difficult behaviours and some methods for controlling them. Following the reading, we discussed the main points mentioned in the article. The discussion went on well, teachers gave examples from their daily lives to better understand what is written in the text. Next, we talked about Calvin's cartoon on indecisiveness, trying focus our control over our own lives from a wider perspective. Following, different key terms taken from Kagan's definition of self control and EQ Map Interpretation Guide was taken and defined to the teachers to help them better understand how self control skills may interrupt their efficiency both in their daily and professional lives. For practising these key terms, different stories were given to the teachers and the teachers were asked to find out the virtues that each story introduced. We concluded that having these kind of virtues may help them to have a better control not only over themselves but also over their lives. After the introduction and practice of self control skills, our third step was about raising teachers' awareness regarding the use of self control skills in education. For this reason, I gave them a two-page reading including a report which was about certain stages of youth development and Kagan's definition of self control when students are concerned. Then we had a whole class discussion during which we also talked about the problems of Yadim students. We also discussed how we can teach self control skills to our students and I shared a material I had about "stress and conflict" from Cowan et al.(1992) for teaching self control skills in the classroom. They liked it and promised that they would use it when their students reach a certain level of English.

Finally the session ended with some practice on relaxation techniques to be able to release stress, relax and gain more self control. The teachers were also given two tasks to be fulfilled to strengthen their self control.

The session went on well, except the teachers seemed to have difficulty during the individual readings before discussion. They claimed that it would have been much better if they had had the chance to read the articles in their own time before they came to the session.

## Appendix VII

☺ Please help me to match Kagan's five dimensions of EQ with their counterparts in the EQ MAP.

**Kagan's 5 Dimensions of Emotional Intelligence(EQ) and their Character Development(CD)Links**

### EQ MAP Scales:

#### **1. Relationship Skills**

- Leadership
- Helpfulness
- Cooperativeness
- Responsibility

#### **2. Self Control**

- Good Judgement
- Self-Discipline
- Impulse Control

#### **3. Self Awareness( Self-Knowledge)**

- Integrity
- Honesty

#### **4. Self-Motivation**

- Perseverance
- Pride in One's Work

#### **5. Empathy**

- Understanding
- Caring
- Respect
- Fairness

**Attachment:**  
**Kagan's 5 Dimensions of Emotional Intelligence(EQ) and their Character Development(CD) Links:**

**1. RELATIONSHIP SKILLS (SOCIAL SKILLS)**

- Leadership is not domination, but it is the art of persuading people to work toward a common goal (Goleman; 1995).
- Helpfulness is a virtue which promotes the mental and health of the giver/receiver when given in a respectful and humble way and received in a thoughtful, kind and accepting way that will help the giver grow. It provides happiness, joy and efficacy ( 6 seconds, from the definition of service,1997/1998)
- Cooperativeness is the ability to balance one's own needs with those of others in a group activity (Goleman, 1995).
- Responsibility is being willing and able to respond. It is the initiative that leads us forge solutions, create compromise, find the "win-win" alternatives and live out loud (Louise Hart;1994, 6 Seconds;1997/1998).

**2. SELF CONTROL**

- Good Judgement: Making logical decisions, considering alternative solutions. Acting with insight and foresight, while weighing the consequences of your decisions. If you have good judgement you call on prior knowledge and experiences, collect relevant information before deciding, make moral/principled decisions, set aside your biases and don't rush to judgement (Kagan's Workshop file, 2000).
- Self-Discipline: If you have self discipline you control your impulses, you don't give in to peer pressure, prioritise and plan, be patient, look before you leap, evaluate where you are and where you want to be, delay gratification and avoid harmful temptations(Kagan's Workshop file, 2000).
- Impulse Control: "...is knowing the difference between feelings and actions, and learning to make better emotional decisions by first controlling the impulse to act, then identifying alternative actions and their consequences before acting" (Goleman, 1995, p.259).

**3. SELF AWARENESS( Self-Knowledge)**

- Integrity: Always do what is right, even when it's costly or difficult. Be true to your very best self. Live up to the highest ethical standards. Don't compromise your values by giving in to temptation (cited in [www.goodcharacter.com](http://www.goodcharacter.com)).

- Honesty: "Tell the whole truth, don't steal, cheat, keep your word, be genuine and true, don't twist or exaggerate the truth, be worthy of trust, don't tell lies, don't fib, be honest with yourself, don't deceive others with your words or actions, be straightforward and open, mean what you say and say what you mean (Kagan's Workshop file, 2000, p.9)."

#### 4. SELF MOTIVATION

- Perseverance: Don't give up, motivate yourself to keep trying, don't be afraid to fail, if at first you don't succeed, keep trying, strive for excellence, set high goals for yourself, don't give in to hardship, remain strong in the face of adversity, don't quit.
- Pride in One's Work: "When you have a sense of your own worth, you realise that one person's success doesn't have to be at another's expense. You understand that you don't need to put others down or make them wrong, in order to feel up. When you seek solutions that are mutually satisfying and beneficial to all involved parties, you move from a "win-lose" to a "win-win" mode of operating your life (Louise Hart, 1994, 102).

#### 5. EMPATHY

- Understanding: Being kind and forgiving, sympathising with others' feelings and forgive them if they disappoint you.
- Caring: Being responsive to the concerns and needs of others. Treating others with kindness, concern, and generosity. Being charitable. Giving of yourself for the benefit of others. Not being mean, cruel, or insensitive(cited in [www.goodcharacter.com](http://www.goodcharacter.com)).
- Respect: Treating others the way you want to be treated. Having consideration for others. Treating people with civility, courtesy, and dignity. Being accepting of differences. Solving problems without violence. Not ridiculing, embarrassing, or hurting others (cited in [www.goodcharacter.com](http://www.goodcharacter.com)).
- Fairness: Treat others the way you want to be treated. Treat people equally and impartially. Consider the feelings of all people who will be affected by your actions. Be open minded and reasonable. Play by the rules. Don't take advantage of others(cited in [www.goodcharacter.com](http://www.goodcharacter.com)).

## Appendix VIII- EQ Based Listening

### EQ Based Listening

- Listen non-judgementally
- Attempt to identify the underlying feelings

*"It sounds like you felt disappointed..."*

*"How did you feel when ... "*

- Listen with empathy; focus on feelings
- Show understanding and connection

*"I understand." "I see." "I know how you feel." "I have felt that way, too."*

- Clarify and paraphrase, particularly the feelings

*"So, you really felt insulted, is that it?"*

- Do not judge with your body language or facial expressions
- Don't show disapproval
- Don't spend your time "preparing your response"
- Don't interrupt, evaluate or jump to conclusions
- Use eye contact
- Show interest by nodding, "uh huh's", etc.
- Allow long pauses before asking questions; be patient
- Give your full attention; stop other tasks
- Avoid: Advising, Interrogating, "Sending solutions," Correcting, Debating, etc.

**Remember that listening to either a child or adult helps him feel heard, understood, important, valued, respected and cared about. And remember that EQ-based listeners focus on feelings, not "facts".**

(taken from <http://www.eqtoday.com>)

## Appendix IX- EQ Inspiration for Introduction to EQ

**ARE YOU IN TOUCH WITH YOUR EMOTIONS???****→ ACTIVITY****\*\*\*HOW TO INSPIRE OURSELVES TO BECOME MORE EMOTIONALLY INTELLIGENT???**

Please match the following experiences with the emotionally intelligent responses!

**WHAT KIND OF A DAY I AM GOING TO HAVE...**

I woke up early today, excited over all I get to do before the day ends. I have responsibilities to fulfil today. I am important. My job is to choose what kind of day I am going to have.

| <b>BITTER FACTS OF LIFE</b>                                                                                                                                                                     | <b>EMOTIONALLY INTELLIGENT RESPONSES</b>                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| ☞ Today I can complain because the weather is rainy.                                                                                                                                            | OR ☺ I can rejoice that I am alive.                                                                        |
| ☞ Today I can feel sad that I don't have more money.                                                                                                                                            | OR ☺ I can excitedly embark upon a quest to discover new relationships.                                    |
| ☞ Today I can grumble about my health.                                                                                                                                                          | OR ☺ I can shout for joy that I have a job to do.                                                          |
| ☞ Today I can lament over all that my parents didn't give me when I was growing up.                                                                                                             | OR ☺ I can feel honoured because life has provided shelter for my mind, body and soul.                     |
| ☞ Today I can cry because roses have thorns.                                                                                                                                                    | OR ☺ I can eagerly open my mind and fill it with rich new tidbits of knowledge.                            |
| ☞ Today I can mourn my lack of friends.                                                                                                                                                         | OR ☺ I can celebrate that thorns have roses.                                                               |
| ☞ Today I can whine I have to go to work.                                                                                                                                                       | OR ☺ I can feel grateful that they allowed me to be born.                                                  |
| ☞ Today I can complain because I have to go to school.                                                                                                                                          | OR ☺ I can be glad that my finances encourage me to plan my purchases wisely and guide me away from waste. |
| ☞ Today I can murmur dejectedly because I have to do housework.                                                                                                                                 | OR ☺ I can be thankful that the grass is getting watered for free.                                         |
| ♥ Today stretches ahead of me, waiting to be shaped. And here I am, the sculptor who gets to do the shaping. What today will be like is up to me. I get to choose what kind of day I will have! |                                                                                                            |

# Appendix X- Sample Experiential Activity for Practising Self Control

Think of the last words of Calvin in terms of self control and share your thoughts with your partner.



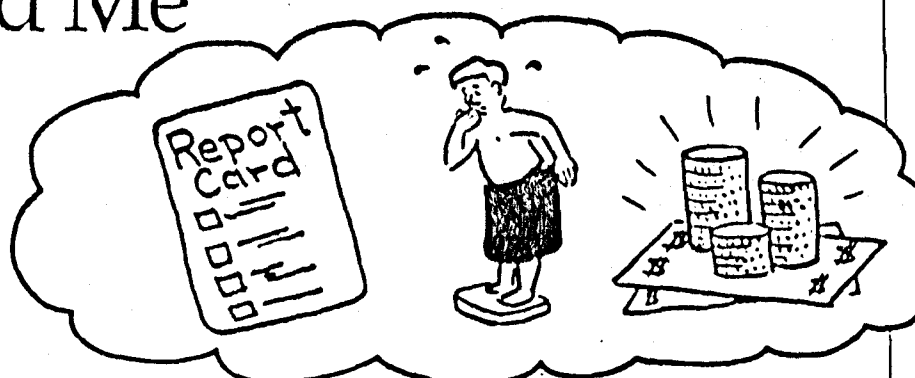
(Taken from, Watterson, B. (1996) There's treasure everywhere: A Calvin and Hobbes collection. Kansas City: Andrews and McMeel.)

## Appendix XI- Sample Self Control Classroom Activity

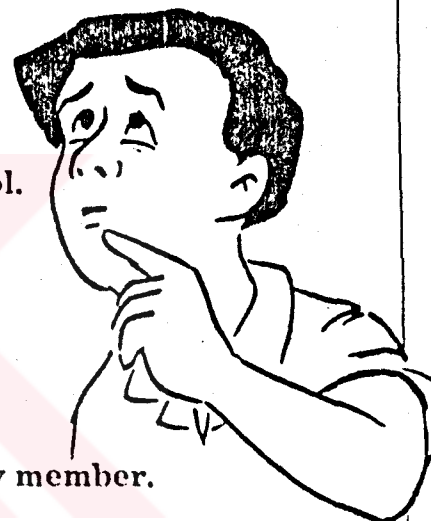
## Stress and Me

Read this list of possible stressors and decide, on a scale of 1 to 5, how concerned you are about

each one. Circle 1 on the scale if you never experience this kind of stress. Circle 5 on the scale if you experience this kind of stress frequently and in large doses.



- 1 2 3 4 5 1. I am concerned about my grades.
- 1 2 3 4 5 2. I am concerned about my appearance.
- 1 2 3 4 5 3. I am concerned about being lonely.
- 1 2 3 4 5 4. I am concerned about not fitting in at school.
- 1 2 3 4 5 5. I am concerned about making friends.
- 1 2 3 4 5 6. I am concerned about losing a friend.
- 1 2 3 4 5 7. I am concerned about being shy.
- 1 2 3 4 5 8. I am concerned about my health.
- 1 2 3 4 5 9. I am concerned about the health of a family member.
- 1 2 3 4 5 10. I am concerned about money.
- 1 2 3 4 5 11. I am concerned about my parents divorcing.
- 1 2 3 4 5 12. I am concerned about my weight.
- 1 2 3 4 5 13. I am concerned about disappointing my parents.
- 1 2 3 4 5 14. I am concerned about dying.
- 1 2 3 4 5 15. I am concerned about a specific subject or teacher.
- 1 2 3 4 5 16. I am concerned about alcohol or drugs.
- 1 2 3 4 5 17. I am concerned about a specific friend.
- 1 2 3 4 5 18. I am concerned about my safety.
- 1 2 3 4 5 19. I am concerned about responsibilities I have.
- 1 2 3 4 5 20. I am concern about . . .



(Taken from, Cowan, D. , Palomares, S.& Schilling, D. Teaching the skills of conflict resolution.

Torrance. CA: Innerchoice Publishing).

## Appendix XII-Sample Experiential Activity for Practising Self Motivation STORY

What saved the mule from the well? Please share your thoughts with your partner.



### Shake It Off and Step Up

A parable is told of a farmer who owned an old mule. The mule fell into the farmer's well. The farmer heard the mule 'braying' - or - whatever mules do when they fall into wells. After carefully assessing the situation, the farmer sympathized with the mule, but decided that neither the mule nor the well was worth the trouble of saving. Instead, he called his neighbors together and told them what had happened and enlisted them to help haul dirt to bury the old mule in the well and put him out of his misery.

Initially, the old mule was hysterical! But as the farmer and his neighbors continued shoveling and the dirt hit his back, a thought struck him. It suddenly dawned on him that every time a shovel load of dirt landed on his back **he should shake it off and step up!** This he did, blow after blow.

"Shake it off and step up... shake it off and step up... shake it off and step up!" he repeated to encourage himself. No matter how painful the blows, or distressing the situation seemed the old mule fought "panic" and just kept right on **shaking it off and stepping up!**

You're right! It wasn't long before the old mule, battered and exhausted, **stepped triumphantly over the wall of that well!** What seemed like it would bury him, actually blessed him. All because of the manner in which he handled his adversity.

*Author Unknown*

(Taken from <http://www.inspirationalstories.com>)

### Appendix XIII- Sample Self Motivation Classroom Activity

# Setting and Prioritizing Goals



List five goals on the lines below. Use the boxes to rank order your goals.

## rank your goals

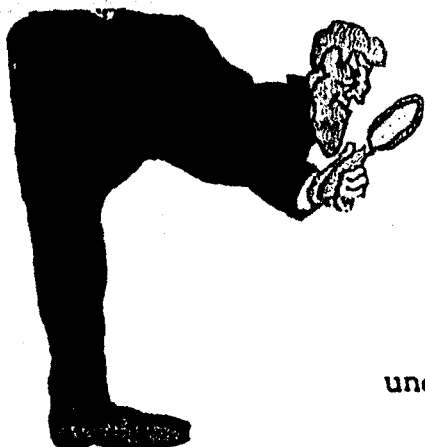
11



Describe in detail what you'll have to do to reach your number one goal.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# Appendix XIV- Sample Experiential Activity for Practising Social Skills



## SOCIAL SKILLS

### 😊 ACTIVITY

The morals of the following stories inspire us to be more emotionally literate regarding our awareness of the four virtues highlighted under social (interpersonal) skills (Kagan, 2000). Tick the appropriate virtue for each story!!!

1.

Two men were traveling together, when a Bear suddenly met them on their path. One of them climbed up quickly into a tree and concealed himself in the branches. The other, seeing that he must be attacked, fell flat on the ground, and when the Bear came up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could. The Bear soon left him, for it is said he will not touch a dead body. When he was quite gone, the other Traveler descended from the tree, and jocularly inquired of his friend what it was the Bear had whispered in his ear. "He gave me this advice," his companion replied. "Never travel with a friend who deserts you at the approach of danger."

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

2.

Alexander the Great, the Greek king, once led his troops across a hot, arid desert. After nearly two weeks of marching, he and his soldiers were near death from thirst, yet Alexander pushed ahead.

In the noonday sun, two of his scouts brought what little water they were able to find. It barely filled a cup. Alexander's troops were shocked with he poured the water into the burning sand.

The king said, "It is of no use for one to drink when many thirst."

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

This's a story about four people: Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realised that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody have done.

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

4. During my second month of nursing school, our professor gave us a pop quiz. I was a conscientious student and had breezed through the questions, until I read the last one: "What is the first name of the woman who cleans the school?"

Surely this was some kind of joke. I had seen the cleaning woman several times. She was tall, dark-haired and in her 50s, but how would I know her name? I handed in my paper, leaving the last question blank. Before class ended, one student asked if the last question would count toward our quiz grade.

"Absolutely," said the professor. "In your careers you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say hello".

I've never forgotten that lesson. I also learned her name was Dorothy.

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

*"Heart At Work"*

*Editor: Jack Canfield and Jacqueline Miller*

5. A Muleteer set forth on a journey, driving before him an Ass and a Mule, both well laden. The Ass, as long as he traveled along the plain, carried his load with ease, but when he began to ascend the steep path of the mountain, felt his load to be more than he could bear. He entreated his companion to relieve him of a small portion, that he might carry home the rest; but the Mule paid no attention to the request. The Ass shortly afterwards fell down dead under his burden. Not knowing what else to do in so wild a region, the Muleteer placed upon the Mule the load carried by the Ass in addition to his own, and at the top of all placed the hide of the Ass, after he had skinned him. The Mule, groaning beneath his heavy burden, said to himself: "I am treated according to my deserts. If I had only been willing to assist the Ass a little in his need, I should not now be bearing, together with his burden, himself as well."

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

6. A young man applied for a job as a farmhand. When the farmer asked for his qualifications, he said, "I can sleep when the wind blows."

This puzzled the farmer. But he liked the young man, and hired him.

A few days later, the farmer and his wife were awakened in the night by a violent storm. They quickly began to check things out to see if all was secure. They found that the shutters of the farmhouse had been securely fastened. A good supply of logs had been set next to the fireplace.

The young man slept soundly.

The farmer and his wife then inspected their property. They found that the farm tools had been placed in the storage shed, safe from the elements.

The tractor had been moved into the garage. The barn was properly locked. Even the animals were calm. All was well.

The farmer then understood the meaning of the young man's words, "I can sleep when the wind blows."

Because the farmhand did his work loyally and faithfully when the skies were clear, he was prepared for the storm when it broke. So when the wind blew, he was not afraid. He could sleep in peace.

- ☐ Leadership
- ☐ Cooperation
- ☐ Helpfulness
- ☐ Responsibility

## Appendix XV- Sample Social Skills Classroom Activity

# A Friend

With a partner, discuss the questions below. Take turns recording your answers. Share your answers with another pair.



What is a friend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are things friends do for each other? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are things friends say to each other? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is a sure way to lose a friend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you make new friends? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix XVI- Sample Experiential Activity for Practising Self Awareness



### ACTIVITY

**How do you like this story?**

|                                      |
|--------------------------------------|
| <b>Five Short Chapters on Change</b> |
|--------------------------------------|

**Chapter 1.**

I walk down a street and there's a deep hole in the sidewalk. I fall in. It takes forever to get out. It's my fault.

**Chapter 2.**

I walk down the same street. I fall in the hole again. It still takes a long time to get out. It's not my fault.

**Chapter 3.**

I walk down the same street. I fall in the hole again. It's becoming a habit. It is my fault. I get out immediately.

**Chapter 4.**

I walk down the same street and see the deep hole in the sidewalk. I walk around it.

**Chapter 5.**

I walk down a different street

**Now, consider the times you needed to change in you life. Why did you need to change yourself/your behaviours, etc. ? Discuss with your partner.**

(the story is taken from <http://www.inspirationalstories.com>)

# Emotional Intelligence

## Assessment of Understanding

Emotion:



What does it feel like? \_\_\_\_\_

\_\_\_\_\_

What does it make me want to do? \_\_\_\_\_

\_\_\_\_\_

What are the benefits of having this emotion? \_\_\_\_\_

\_\_\_\_\_

What are the risks of having this emotion? \_\_\_\_\_

\_\_\_\_\_

Describe a time you felt this emotion strongly.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix XVIII- Sample Experiential Activity for Practising Empathy

# How Did You Feel When...?

## Empathy Gambits

Cut out these gambit strips and place them upside down on your team's table. In your team, Student One shares his/her emotionally-charged event. Student Two selects a sentence starter, and uses it to empathize with Student One. Then, Student Two shares his/her event. Student Three picks a strip, empathizes, then shares his/her event. Student Four picks a strip, empathizes, then shares his/her event. Student One picks a strip and empathizes.

You must have felt...

If I were you, I would have felt...

I felt like you did...

I can relate to how you felt because...

If I was in your shoes...

## Appendix XIX- Sample Empathy Classroom Activity

## Count on Me!

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

I can count on \_\_\_\_\_ to \_\_\_\_\_.

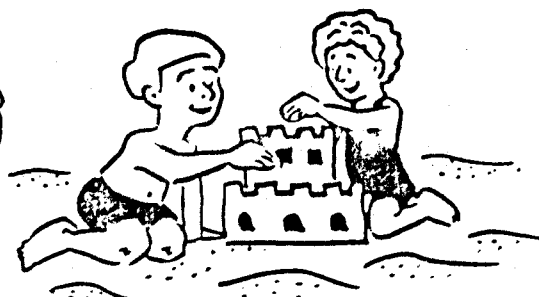
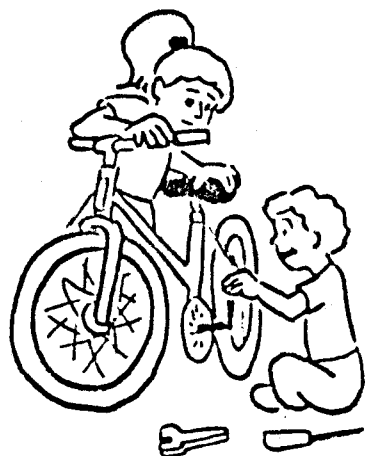
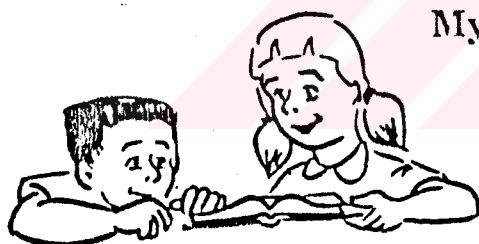
I can count on \_\_\_\_\_ to \_\_\_\_\_.

My classmates can count on me to:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## CURRICULUM VITAE

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## EDUCATION

- |             |                                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------|
| 1999-2003   | Çukurova University, Ph.D. (Adana)                                                              |
| July 2002   | Pilgrims Neuro-Linguistic Programming Course-Module 1                                           |
| July 2001   | Pilgrims Neuro-Linguistic Programming Course-Module 1                                           |
| August 2000 | Certificate of Completion, Emotional Intelligence &<br>Character Development Institute, CA, USA |
| 1995-1998   | Çukurova University, M.A in English Language Teaching<br>(Adana)                                |
| 1994-1995   | CEELT (Cambridge Examination in English for Language<br>Teachers, Cambridge University)         |
| 1993-1995   | COTE (Cambridge University, Certificate for Overseas Teachers<br>of English)                    |
| 1988-1992   | Dokuz Eylül University, English Language Teaching (İzmir)                                       |
| 1981-1988   | Adana Anatolian High School (Adana)                                                             |
| 1977-1981   | Ahmet Sapmaz İlkokulu (Adana)                                                                   |

## EXPERIENCE

Özel Gündoğdu Okulları (1992-1993)

- Teacher: Taught English to different levels (primary school, prep, secondary school 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grades, high school).

Çukurova University, YADIM (Center for Foreign Languages);

September 1993-present;

- Instructor: Taught various skills (study skills, reading, writing, listening, speaking), core language, KPDS, ESP (English for Specific Purposes).
- Reading-Writing Syllabus Co-ordinator (1996-1999): Adapting and creating reading-writing materials and preparing reading-writing syllabus for all levels.
- Staff Development Unit (SDU) Member (1999-2002): Organising programmes, meetings and activities for staff development.
- Staff Development Unit (SDU) Coordinator (2002-present): Organising programmes, meetings and activities for staff development.

#### **PAPER PRESENTATIONS:**

23-25 March 2001. The American University in Cairo, Egypt. 2<sup>nd</sup> International Conference on Contrastive Rhetoric “Can there be emotionally literate teachers or do they only exist in the fairytales?” (to be published)

9-11 September, 2001. METU, Ankara. IATEFL-Teachers Develop Teachers Research Conference “The World is your Oyster: An Emotional Literacy Improvement Programme for EFL Teachers.” (to be published)

4-6 October, 2002. Veszprem, Hungary. IATEFL- “Trendy Activities for Teacher Development.” (to be published)

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