

**GAZI UNIVERSITY
EDUCATIONAL SCIENCE INSTITUTION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

745188

**THE USE OF EMOTIONAL INTELLIGENCE IN
ENGLISH LANGUAGE TEACHING**

M.A. THESIS

165188

**By
Shahzad AZARMI**

**Supervisor
Assist. Prof. Dr. Paşa Tevfik CEPHE**

Ankara – 2004

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Shahzad Azarmi'ye ait **“The Use of Emotional Intelligence in English Language Teaching”** adlı çalışma jürimiz tarafından İngiliz Dili Anabilim Dalında YÜKSEK LISANS TEZİ olarak kabul edilmiştir.

Başkan.....

Akademik ünvanı, Adı Soyadı

Üye.....

Akademik ünvanı, Adı Soyadı

Üye.....

Akademik ünvanı, Adı Soyadı

ÖZET

Duygusal zekayı tanıtan bu çalışma öğretmenler ve İngilizce öğrencilerinin bilgilerini duygusal zeka hakkında ölçmeği ve öğretmenlere sınıfta yararlanmaları için bazı öneriler vermeği amaçlamıştır.

Bu çalışma beş bölümden oluşmuştur. Birinci bölüm çalışma boyunca tartışılan problemi, bu problemin varsayımlarını, çalışmanın amacını, kapsamını ve çalışmada kullanılan veri toplama ve değerlendirme metotlarını sunmaktadır.

Bu çalışmanın ikinci bölümü konuyla ilgili kaynak taramasını kapsamaktadır. Bu bölüm genel olarak duygusal zekanın kaynak taramasını sunmaktadır.

Üçüncü bölüm çalışmaya katılan öğrenci ve öğretmenlerden anket ve görüşme yoluyla toplanan verilerin analizi ve yorumlanmasını içerir. Bilgiler çetveller ve çartlarda verilerek özetlenmiştir.

Dördüncü bölüm tüm bölümlerdeki bilgilere, özellikle anket sonucuna dayanarak öğretmenler ve İngilizce öğrencilerine bir öneri sunmaktadır. Beşinci bölüm çalışmanın kısa bir özetinin yapıldığı sonuç bölümüdür.

ABSTRACT

This study, which introduces emotional intelligence, aims to evaluate teachers and students information about emotional intelligence and give some data and suggestions about emotional intelligence.

This study has five chapters. The first chapter aims to give the problem to be discussed through the study. This chapter also includes the aim and scope of the study. At the end of the chapter methodology and assumptions have been presented.

The second chapter presents the literature review of the thesis. This chapter provides the theoretical background of the study.

Chapter three deals with the data analysis and interpretation of the data collected from teachers and students. The data has been given in charts and tables representing the participants' knowledge about emotional intelligence.

Chapter four represents a suggestion part for teachers, students and parents. These suggestions are based on the findings of the questionnaire.

Chapter five is the conclusion part and gives a summary of the study.

ACKNOWLEDGEMENTS

I am grateful to Assist. Prof. Dr. Paşa Tevfik CEPHE, my thesis supervisor, for his guidance. To him I give my sincerest thanks.

I owe thanks to Assist. Prof. Dr. Abdullah ERTAS, for his invaluable helps in determining questionnaires.

Finally, I thank my brother Assist. Prof. Dr. Shirzad AZARMI without his support and patience I would not have completed this study.



TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I	
INTRODUCTION	1
1.1. Importance of Research	1
1.2. Aim	2
1.3. Method	2
1.4. Assumptions	3
 CHAPTER II	
LITERATURE REVIEW	4
2.0. Introduction	4
2.1. Definitions of Emotional Intelligence	5
2.2. History of Emotional Intelligence	7
2.3. Importance of Emotional Intelligence	8
2.4. Emotional Competence	14
2.4.1. Contributions of Emotional Competence	14
2.4.1.1. The Self's Role	14
2.4.1.2. The Role of Moral Disposition	15
2.4.1.3. One's Development History	16
2.4.2. Consequences of Emotional Competence	16
2.4.3. Capacities of Emotional Intelligence	17
2.4.4. Dimensions of Emotional Intelligence	18
2.4.4.1. Personal Competence	18
2.4.4.2. Social Competence	19
2.4.5. Guidelines for Emotional Competence Training	29
2.5. Emotion and Intelligence	33
2.6. Multiple Intelligence	36
2.7. IQ or EQ	37
2.8. Models of Emotional Intelligence	41
2.8.1. Dimensions of Emotional Intelligence	41

	<u>Page</u>
2.8.1.1. Self-awareness	41
2.8.1.2. Self-Regulation	42
2.8.1.3. Motivation	43
2.8.1.4. Empathy	44
2.8.1.5. Social Skills	45
2.9. Emotional Intelligence's Role in Behavior Change	45
2.10. Emotional Time Table	46
2.11. Emotional Intelligence and Language Teaching	48
2.11.1. Teacher's Role at School	48
2.11.1.1. Suggestions for Teachers	49
2.11.2. Why Schools	57
2.11.3. Team Advantage	58
2.11.3.1. Team Capabilities	59
 CHAPTER III	
DATA ANALYSIS AND INTERPRETATION	61
3.0. Introduction	61
3.1. Subjects	61
3.2. Questionnaires' Application	62
3.3. Findings Obtained From Group I	63
3.4. Findings Obtained From Group II	84
 CHAPTER IV	
SUGGESTIONS	105
4.0. Introduction	105
4.1. Discussions of the Results of Questionnaires	106
4.2. Suggestions for Teachers and Students	107
4.3. Implementation of the Emotional Intelligence Programs	109

	<u>Page</u>
CHAPTER V	
CONCLUSION	111
BIBLIOGRAPHY	114
APPENDIX	118
QUESTIONNAIRE	119



LIST OF TABLE

1. The Features of Each Group 62



CHAPTER I

INTRODUCTION

1.1. Importance of Research

In this study for improving the success of students in language learning the effects of emotional intelligence will be studied and its effects will be made clear.

It has been made clear by numerous specialists that learning in stressful situations is difficult but by using the effects of emotional intelligence in English Language Teaching, teachers can reduce the stress in classrooms and make students feel more comfortable.

Hargreaves (2000) in his essay tells about the importance of emotions as a field of inquiry for deepening our understanding of the nature, conditions and consequences of teaching, learning in schools today. So by understanding the effect of emotions it is possible to improve students' language learning abilities.

According to Goleman (1995) emotional intelligence may be the best predictor of success in every aspect of life, redefining what it means to be smart, and that emotional intelligence will confer an advantage in any domain in life, whether in education, romance or career.

A number of people have made rather bold claims for the power of emotional intelligence, suggesting that it is more important than intelligence equation (IQ) and maybe the most important determinant of success in education and careers (Ciarrochi, Chan and Caputi, 2000).

According to Quebbeman and Rozell (2002), individuals with low levels of emotional intelligence are likely to misunderstand the emotions of others in a conflict situation. These individuals may misinterpret the emotions of others to be hostile and threatening, thus leading to aggressive responses. Therefore, teachers also should be aware of emotional intelligence and its uses.

In the light of this information, it is possible to say that by using the effects of emotional intelligence better situations can be provided to teach English and also students can learn English more easily and in unstressed situations.

1.2. Aim

The aims of this thesis are;

- a) to investigate the effects of using emotional intelligence in English Language Teaching.
- b) to show how using emotional intelligence in English Language Teaching can improve students' learning.

1.3. Method

In order to achieve the aim of this study, some specific stages will be completed to investigate the knowledge of students and teachers about emotional intelligence. First, the relevant literature will be reviewed to provide the theoretical frame. Then, in order to determine the students and teachers views about emotional intelligence, questionnaires will be administered to 150 ELT students and to 50 ELT teachers.

In the literature review part, books and essays related to emotional intelligence will be studied and findings of scientists in this case will be collected and used.

In the second part, questionnaires will be administered. Questions will be selected to evaluate emotions, fears, empathy, self-awareness and attitudes toward school. English teachers and English classes.

The questionnaires administered to teachers and students will reveal what teachers know about emotional intelligence, how they treat their students and how much they can transfer their information to students. The result of the questionnaire administered to students will reveal their knowledge about emotional intelligence and make clear that how they will treat their future students. Following the data collection part, a suggestion part for teachers, students and even parents will be presented.

1.4. Assumptions

This research is based on the following assumptions:

- a) As every student is a human being, they have emotions. The problem is how to use these emotions effectively in the learning process.
- b) Teachers in the ELT departments can use these points in their classes.
- c) The questionnaires used in this research are reliable data collection devices, and participants have answered the questions honestly and correctly. Thus it is supposed that results are correct and valid.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

In this chapter, there are 11 sections. Section 2.1. presents different definitions of emotional intelligence by different researchers. Section 2.2. gives a history of emotional intelligence, and when and how emotional intelligence came to the view has been discussed.

Section 2.3. describes the importance of emotional intelligence .Section 2.4. is about emotional competence, the abilities that a person with emotional competence has. At the end of this section, two tables are given to represent emotional competencies and guidelines for emotional competence training.

Section 2.5. considers emotion and intelligence differently to see which is more important than the other. Section 2.6. speaks about multiple intelligence. This section aims to prove that there are different kinds of intelligences that all are important. Then comes section 2.7. that shows the difference between IQ and EQ and how they can complete each other. Section 2.8. presents different models of emotional intelligence and gives definitions and examples of the models.

Section 2.9. presents the influence of emotional intelligence on people's behavior. Section 2.10. deals with the time table of emotional intelligence and describes the time that the information about emotional intelligence should be given to individuals. The last section is about emotional intelligence and language teaching. It describes teacher's role while using emotional intelligence in language teaching, and gives some suggestions to them about the use of emotional intelligence.

2.1. Definitions of Emotional Intelligence

There are different definitions of emotional intelligence and in general all represent the same meaning. The definitions are written below one by one:

Goleman (1995:XIII) in his book *Emotional Intelligence* states that “emotional intelligence is being able, for example, to control in emotional impulse; to read other’s innermost feelings; to handle relationship smoothly-as Aristotle put it, the rare skill to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way”.

In an initial theoretical paper, according to Bar-On and Parker (2000:45) Salovey and Mayer (1989/1990:189) define emotional intelligence as “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Although this definition encompasses emotional self-awareness and empathy, in another place they argue that it gives insufficient emphasis to “thinking and feelings.” Then Mayer and Salovey introduce a revised and more complex definition that identifies four central components of the construct: emotional facilitation of thinking; understanding and analyzing emotions. employing emotional knowledge; and reflective regulation of emotions to promote emotional and intellectual growth and state “Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and /or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. After these definitions that give some importance to cognition and thinking Bar-On and Parker (2000:102) characterize emotional intelligence as “an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures. This definition of emotional intelligence is consistent with that of the creators of the construct, who view emotional intelligence as a set of mental abilities. These include the ability to perceive emotions, access and generate emotions to assist thought, understand and reason

about emotions, and reflectively regulate emotions to promote emotional and intellectual growth. All involve the ability to consciously process emotional information (2000:171, Bar-On and Parker). They interpret finding from a self-report scale of emotional intelligence that they developed, the EQ-i, as indicating that it is divisible into five broad categories. The first is intrapersonal EQ, which is further divided into emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. The second is interpersonal EQ, which is divided into empathy, interpersonal relationship, and social responsibility. These two factors are reminiscent of Gardner's personal intelligence, which are also divided into intrapersonal and interpersonal functions. The third is adaptability EQ, which is divided into problem solving, reality testing, and flexibility. The fourth is stress management EQ, which is divided into stress tolerance and impulse control. The fifth and last is general mood EQ, which is divided into happiness and optimism (2000:102, Bar-On and Parker).

There is another descriptive definition by Bar-On and Parker (2000:344) stating that "emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation". In this definition, the writers have given more importance to social matters and how a person can adapt to these matters. But in another place Bar-On and Parker (2000:344) define emotional intelligence as a single construct, using cognitive abilities and state that the term emotional intelligence might be misleading and offer an association with cognitive capability (traditionally defined intelligence or what psychologists often call g, referring to general cognitive ability) and say that emotional intelligence does not mean giving freedom to feelings—"letting it all hang out". Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals.

As it is clear from definitions, they all represent the same meaning in different words. Sometimes they mix emotion with cognition and give a definition.

In another place they completely separate emotion from cognition and give another definition. So if we look at definitions at whole, they all speak about being aware of emotions both in ourselves and in others and being able to empathy with whom we are in relation and being able to understand them. These are prerequisites of all works. It is impossible to teach something without being aware of students' moods. It is important to consider person as a whole with emotions and cognition.

2.2. History of Emotional Intelligence

In 1985, a graduate student at an alternative liberal arts college in the USA wrote a doctoral dissertation, which included the term “emotional intelligence” in the title. This seems to be the first academic use of the term “emotional intelligence” (Hein, 2003).

Then in 1990 the work of two American university professors, John Mayer and Peter Salovey, was published in two academic journal articles. Mayer, (U. of New Hampshire), and Salovey (Yale), were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotions. They found that some people were better than others at things like identifying their own feelings, identifying the feeling of others, and solving problems involving emotional issues.

Since 1990 these professors have developed two tests to attempt to measure what they are calling our “emotional intelligence.” Because nearly all of their writings have been done in the academic community, their names and their actual research findings are not widely known.

The person most commonly associated with the term emotional intelligence is actually a New York writer named Daniel Goleman. Goleman had been writing articles for the magazine Popular Psychology and then later for the New York Times newspaper. Around 1994 and early 1995 he was evidently planning to write a book

about “Emotional Literacy.” For that book he was visiting schools to see what programs they had for developing emotional literacy. He was also doing a lot of reading about emotions in general. In his reading he came upon the work of Mayor and Salovey. At some point it seems that Goleman or his publisher has decided to change the title of his upcoming book to “Emotional Intelligence.”

So in 1995 the book “Emotional Intelligence” was published. The book made it to the cover of Time Magazine, at least in the American market. Goleman began appearing on American television shows such as Oprah Winfrey and Phil Donahue. He also began a speaking tour to promote the book. As a result of his own and his publisher’s efforts, the book became an international best seller. It remained on the New York Times best-seller list for approximately one year.

In his book he collected a lot of interesting information on the brain, emotion, and behavior. Goleman has very few of his own ideas and he shares a few of his personal prejudices and beliefs in his book. Mostly what he did was to collect the work of many others, organize it, and dramatize it (Hein, 2003).

2.3. Importance of Emotional Intelligence

Although in the past much work has gone into the development and application of emotional intelligence in people’s lives, there has been a general lack of independent, systematic analysis of the claim that emotional intelligence increases individual performance over and above the level expected from traditional notions of general intelligence. But in the last decade or so, science has discovered a tremendous amount about the role emotion play in all aspects of our lives (Thi Lam and Kirby, 2002). The idea that emotional intelligence may lead to personal and professional success has generated a great deal of excitement among the general public, managers, academics, and business consultants alike.

According to popular opinion and work place testimonials, emotional intelligence affects individual performance. Proponents claim that increasing emotional intelligence can do everything from improving the general quality of work life to enhancing career success. Two supporters of the importance of emotional intelligence (Lam and Kirby, 2002) have stated that “Emotional Intelligence gives you a competitive edge...having great intellectual abilities may make you a superb fiscal analyst or legal scholar, but a highly developed emotional intelligence will make you a candidate for CEO or a brilliant trial lawyer. Researchers have found that even more than IQ, the emotional awareness and abilities help people to determine their success and happiness in all walks of life, including family relationships, work and school. To succeed in school, family, friendship, the workplace, community life, and democratic participation, students need a full complement of skills-social, emotional, and academic that unfortunately mostly academic skill but not emotional skills are considered in our schools. (Elias, Butler, Blum and Schuyler, 1997)

There is another opinion that people with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought. Some researchers claim that our feelings get in the way of our improve. However, it should be known, to the degree that our emotions get in the way of our improve, our ability to think and plan, to pursue training for a distant goal, to solve problems and the like, in fact they define the limits of our capacity to use our innate mental abilities, and so determine how we do in life (Goleman, 1995:36). These researchers think of emotional and cognitive abilities as two different entities but according to McCowen, developer of the Self-Science Curriculum and director of Nueva, as put it in Goleman (1995:262) “learning doesn’t take place in isolation from kid’s feelings. Being emotionally literate is as important for learning as instruction in math and reading”. If children do poorly in language, people assume they are not very bright or poorly educated; but when they do poorly in the nonverbal rules of interaction, people- especially playmates- see them as “strange,” and avoid them. These are the children who do not know how to join a

game gracefully, who touch others in ways that make for discomfort rather than camaraderie- in short, who are “off.” They are children who have failed to master emotional intelligence rules. Apart from becoming social isolates, such children also suffer academically. The classroom, of course, is as much a social situation as an academic one; the socially awkward child is as likely to misread and misrespond to a teacher as to another child. The resulting anxiety and bewilderment can themselves interfere with their ability to learn effectively. Indeed, as tests of children’s nonverbal sensitivity have shown, those who misread emotional cues tend to do poorly in school compared to their academic potential as reflected in IQ tests (Goleman, 1995:122). So it should be said that there is no separation of mind and emotions; emotions, thinking, and learning are all linked”. By separating emotion from logic and reason in the classroom, we have simplified school management and evaluation, but we have also then separated two sides of one coin-and lost something important in the process. It is impossible to separate emotion from the other important activities of life. Emotions give a more activated and chemically stimulated brain, which helps us read things better.

So according to (Shuford, 2003), it can be said that there are three systematic benefits of having a school-wide emotional intelligence approach. First, it serves as an umbrella under which all prevention programs can be coordinated. Second, it will improve academic performance. As we saw research has shown that emotional intelligence has a significant impact on academic learning. If a student cannot cope emotionally, the student will be unable to concentrate on what is being taught. In order for students to learn, they need to be able to focus. This also affects a student’s attitude and motivation. Finally, emotional literacy is essential for success in adulthood because social and emotional skills are crucial to succeed in the workplace.

Here is a model of emotional intelligence as operating across both the cognitive and emotional systems. Of course as the writers mention (Bar-On and Parker, 2000:107) “we know that emotion and cognition operates in a mostly unitary fashion but is still subdivisible into four branches”. The first of these branches,

emotional perception and identification, involves recognizing and inputting information from the emotional system. The second and third branches, emotional facilitation of thought and emotional understanding, involve the further processing of emotional information with an eye to problem solving. In general, the emotional facilitation of thought branch involves using emotion to improve cognitive processes, whereas the emotional understanding branch involves cognitive processing of emotion. The fourth branch, emotion management, concerns emotional self-management and the management of emotions in other people. These four branches are shown arranged in a circle (see appendix II). Partly as a consequence of various popularizations, and partly as a consequence of societal pressures to regulate emotions, many people identify emotional intelligence primarily with its fourth branch, emotional management. Emotional management might be thought of more profitably as beginning with a capacity for openness that allows emotions—both pleasant and unpleasant to enter into (in other words, to be perceived or identified by) the intelligence system. That is, management encourages emotions to be experienced, although not always expressed. This is because the emotional management branch— to which we will return—work hand-in-hand with the other aspects of emotional intelligence.

The first branch of emotional intelligence begins with the capacity to perceive and to express feelings. Emotional intelligence cannot begin without the first branch of emotional intelligence. If each time an unpleasant feeling emerged, a person turned his attention away; he would learn nearly nothing about feeling. Emotional perception involves registering, attending to, and deciphering emotional messages as they are expressed in facial expressions, voice tone, objects of art, and other cultural artifacts. A person who sees the fleeting expression of amusement in the face of another understands much more about that other's emotions and thoughts than someone who misses such a signal. When emotionally upset, people cannot remember, attend, learn, or make decisions clearly. As one management consultant put it, "stress makes people stupid." Blatant disrespect, repeated fighting, and loneliness among students—until now these troubling situations in our schools have seemed unconnected. Goleman, a reporter for the New York Times, brings them

together under one rubric: “the need for emotional intelligence”. This cluster of skills includes “self control, zeal persistence, and the ability to motivate oneself” (O’Neil and Goleman, 1996). On the positive side, imagine the benefits for work of being skilled in the basic emotional competencies- being attuned to the feelings of those we deal with, being able to handle disagreements so they do not escalate, having the ability to get into flow states while doing our work. Leadership is not domination, but the art of persuading people to work toward a common goal. And, in terms of managing our own career, there may be nothing more essential than recognizing our deepest feelings about what we do- and what changes might make us more truly satisfied with our work. An adolescent who is able to read a teacher’s feeling is more likely to get a break on a late assignment, some extra help, and maybe even a better grade than a student who is just as smart in “IQ” but not as smart in “EQ”-emotional intelligence.

The second branch of emotional intelligence concerns emotional facilitation. The emotional facilitation of thought (branch 2) focuses on how emotion enters the cognitive system and alters cognition to assist thought. Cognition can, of course, help to forget or lower anxiety. Emotions can also impose priorities and even focuses on what it best does in a given mood. Emotions also change cognition, making the positive when a person is happy and negative when a person is sad. These changes force the cognitive system to view things from different perspectives, for example, alternating between skeptical and optimistic points of view. The advantages of such alteration to thought are fairly apparent. The shifting of one’s point of view between the skeptical and the optimistic encourages the individual to see multiple points of view and, as a consequence, to think about a problem more deeply and perhaps more creatively as well. It is just such an effect that may lead people with mood swings toward greater creativity than those who have stable moods.

The third branch of emotional intelligence involves understanding and reasoning with emotion. As already suggested, emotions form a rich symbol set full of complex relationships that have puzzled and delighted philosophers for centuries. The person who is able to understand emotions-their meanings, how they blend

together. how they progress over time-have the ability to understand fundamental truths of human nature and of interindividual relationships (Bar-on and Parker, 2000:108.109).

This brief tour of the four branches proves that management must begin with perception. And a person with emotional perception can make use of mood changes and understand emotions. So cognition and emotion are two completely related entities.

Sadowski (1998) states that “about 75 people representing virtually all constituencies of the new haven school community-parents, teachers, administrators, business owners, clergy, and others met and discussed ways to improve the achievement of underperforming students. The group concluded, based on their observations, that many of these students shared common social and emotional characteristics, including lack of impulse control, poor problem-solving skills, low self-esteem, difficulty in accepting individual differences, and poor communication skills. The group members realized that they had to do something about students’ social and emotional development if they were going to have any hope of improving academically”.

The National Association of Colleges and Employers in its “Job Outlook 2001” lists the 10 most important qualities employers seek. The qualities cited were communication skills, honesty/integrity, teamwork skills, interpersonal skills, motivation/initiative, strong work ethic, analytical skills, flexibility/adaptability, computer skills and self-confidence. As it is clear all but analytical skills and computer skills are social or emotional skills and this shows the importance of emotions everywhere in every subject.

2.4. Emotional Competence

The working definition of emotional competence as Bar-On and Parker (2000:68) state is “the demonstration of self-efficacy, emotion-eliciting and social transactions”. Self-efficacy is used here to mean that the individual believes that he or she has the capacity and skills to achieve a desired outcome. What that particular desired outcome is, will reflect cultural values and beliefs, but those values and beliefs will have been transformed by the self into personal meanings. So an emotional competence is a learned capacity based on emotional intelligence that shows the capabilities of the individuals in what they want to do. For example suppose the fitness shown by the flight attendant. She was superb at influence, an important emotional competence: getting others to respond in a desired way. At the heart of this competence are two abilities: empathy, which involves reading the feeling of others and social skills, which allows handling those feelings artfully (Goleman, 1998:24).

It is clear that teachers can help students by developing their emotional competence, so their understanding of their own and others’ emotions will be developed and this makes them to be more successful in all walks of life.

2.4.1. Contributors of Emotional Competence

The primary contributors to emotional competence include one’s self (or ego identity), one’s moral disposition, and one’s developmental history. They will be described below one by one:

2.4.1.1. The Self’s Role

As Bar-On and Parker, (2000:69) state that “the self functions to coordinate and mediate in an adaptive fashion the meaningfulness of the environment for the

individual". A critical consequence of the self's role is that values are assigned to the context we are engaged in when we differentially respond to the particular context facing us because of its significance to us, then we are also acting in a good-directed way, and because we want to act according to our goals function with motives when engaged in a particular context. For example, one child grows up with love for spiders, and another child panics in terror at the sight of one; another example is that some adults love to party, and others would rather stay home spending time on reading a good book. The significance of the evaluative self is that it refers to the goal directed nature of the self-system; as we grow up we learn to maneuver through our interactions such that we seek out advantages and try to avoid disadvantages. We also apply this approach to our relationships and the perception we have of other's feelings about us. A powerful motivator for many human behaviors is to gain and maintain other's approval of oneself, and the evaluative self in conjunction with the extended self internalizes these valenced messages about the self into beliefs and expectancies about oneself. By the time they enter school, children who are developing normally have the capacity for self-evaluation, which is necessary for being able to regulate or monitor the self in relation to other's expectations for appropriate behavior, whereas developmentally delayed children often demonstrate a deficit in such self-regulatory capacity (Bar-on and Parker, 2000,70).

2.4.1.2. The Role of Moral Disposition

As Bar-On and Parker (2000:72) state "I make the assumption that if we are functioning in an emotionally adaptive and competent fashion, we are invariably also living in accord with our moral disposition but not necessarily, however, with our moral rules. The latter are quiet frequently relativistic and change with development and context, but the former is embedded in such concepts as sympathy, self-control, fairness, and a sense of obligation".

2.4.1.3. One's Developmental History

This subject describes one's developmental functioning and one's social experience and this is different from social construction of emotions. For example all of these factors contribute to our learning what it means to feel something and then do something about it. (Bar-On and Parker, 2000:73)

2.4.2. Consequences of Emotional Competence

As children acquire these skills of emotional competence in a variety of contexts, they demonstrate the consequences of emotional competence in their behavior. According to Bar-On and Parker (2000:78) there are three consequences of these researches that each has a rich empirical research history. "The first noteworthy consequence is effective skill in managing one's emotions, which is critical to being able to negotiate one's way through interpersonal exchanges. The other important consequences of emotional competence are a sense of subjective well-being and the third is adaptive resilience in the face of future stressful circumstances". Resilience according to Bar-On and Parker (2000:81) is defined "as the ability to recover rapidly after experiencing some adverse experience". It would make sense that if one behaves with emotional competence across a great many stressful experiences, then one would apparently be demonstrating resilience.

In summary, if people have emotional competence, they can understand the relation between individuals and their social and physical environments and also they can understand the difference between individual behaviors, for example, why person A feels satisfied in a situation while person B feels differently in the case of the same situation. The point to be made here is that the similar social situation is not experienced in the same way (Bar-On and Parker, 2000:71).

Emotional intelligence determines the ability for learning the practical skills that are based on five elements of emotional competence: self-awareness, motivation,

self-regulation, empathy, and adeptness. These emotional competence shows that how much of that potential we have translated into on-the-job capabilities. For instance, being good at serving customers is an emotional competence based on empathy. Likewise, trustworthiness is a competence based on self-regulation, or handling impulses and emotions well. Both customer service and trustworthiness are competencies that can make people outstanding in their work (Goleman, 1998:24).

So list 1 below shows the relationship between the five dimensions of emotional intelligence and the twenty-five emotional competencies. Of course nobody is perfect on all scales but is capable in a few of them, at least six or so, and that the strengths be spread across all five areas of emotional intelligence. In other words, there are many paths to excellence.

2.4.3. Capacities of Emotional Intelligence

These emotional intelligence capacities as Goleman (2000:25) states are as follows:

- Independent: Each makes a unique contribution to job performance.
- Interdependent: Each draws to some extent on certain others, with many strong interactions.
- Hierarchical: The emotional intelligence capacities build upon one another. For example, self-awareness is crucial for self-regulation and self-awareness contributes to motivation; all the first four are at work in social skills.
- Necessary, but not sufficient: Having underlying emotional intelligence ability does not guarantee people will develop or display the associated competencies, such as collaboration or leadership. Factors such as the climate of an organization or a person's interest in his or her job will also determine whether the competence manifests itself.
- Generic: The general list is to some extent applicable to all jobs. However, different jobs make differing competence demands.

2.4.4. Dimensions of Emotional Intelligence

Five dimensions of emotional intelligence and twenty-five dimensions of emotional competence according to Goleman (1998:26,27)

LIST 1:

The Emotional Competence Framework

2.4.4.1. Personal Competence

These competencies determine how we manage ourselves.

❖ Self-Awareness

Self-awareness is knowing one's internal states, preferences, resources, and intuitions. People with this intelligence will have the following competencies:

- Emotional awareness: Recognizing 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

❖ Self-Regulation

Self-regulation is managing one's internal states, impulses, and resources. People with self-regulation have the abilities mentioned below:

- Self-control: Keeping disruptive emotions and impulses in check
- Trustworthiness: 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

❖ Motivation

Motivation is emotional tendencies that guide or facilitate reaching goals. People with this intelligence kind will have the following competencies:

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

2.4.4.2 . Social Competence

These competencies determine how we handle relationships.

❖ Empathy

Empathy is awareness of others' feelings, needs, and concerns. People with this intelligence kind will have the following competencies:

- Understanding others: Sensing other's feelings and perspectives, and taking an active interest in their concerns
- Developing others: Sensing other's development needs and bolstering their abilities
- Service orientation: Anticipating, recognizing, and meeting customers' needs
- Leveraging diversity: Cultivating opportunities through different kinds of people

- Political awareness: Reading a group's emotional currents and power relationships

❖ Social Skills

Social skill is adeptness at inducing desirable responses in others. People with this intelligence kind will have the competencies mentioned below:

- 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

Now let's see what people with these emotional competencies can do:

❖ Self-Awareness:

Emotional Awareness:

Emotional awareness is the ability to recognize what a person feels. According to Goleman (1998:54) people with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Such awareness is our guide in fine-tuning on-the-job performance of every kind, managing our unruly feelings, keeping ourselves motivated, tuning in with accuracy to the feelings of those around us, and developing good work-related social skills, including those essential for leadership and teamwork.

Accurate Self-Awareness:

Accurate self-assessment is the ability of knowing one's strengths and limits in every field. So people with accurate self-awareness as Goleman (1998:61) states are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Self-Confidence:

Self-Confidence, the third dimension of self-awareness is the ability of knowing your own abilities. According to Goleman (1998:68) people with this competence:

- Present themselves with self-assurance; have “presence”
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

❖ Self-Regulation

Self-Control:

Self-control that is the first dimension of self-regulation is the ability of controlling impulses. People with this competence according to Goleman (1998:82) can:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness:

Trustworthiness is the ability that helps to make faithful relation with people and trust others. As Goleman (1998:89) states people with this competence can:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

Consciousness:

Consciousness is the ability of taking responsibility for what you or others do. So people with this competence according to Goleman (1998:90) are able to:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Innovation:

This competence lets people be able to come over with new ideas and accidents. As Goleman (1998:95) states, people with this competence can:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

Adaptability:

Adaptability is the ability to be able to cope with all situations. People with this ability as Goleman (1998:95) states:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

❖ Motivation

Achievement Drive:

Achievement drive makes people able to improve towards the excellence in all cases. People with this competence according to Goleman (1998:113)

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment:

Commitment is the ability of taking care about everyone's goals, means devoting yourself to the team's goals. According to Goleman (1998:118) people with this competence can:

- Readily make sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group's mission

Initiative:

Initiative is the ability to use the chances as well as possible. People with this competence as Goleman (1998:122) states:

- Are ready to seize opportunities
- Pursue goals beyond what is required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

Optimism:

Optimism is the ability of doing according to the goals against the difficulties. People with this competence according to Goleman (1998:122)

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

2.4.4.2. Social Competence

❖ Empathy

Understanding Others:

Understanding others helps people to read the others' emotions. So people with this competence according to Goleman (1998:138)

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspective
- Help out based on understanding other people's needs and feeling

Developing Others:

Developing others is the ability to help people towards their goals. According to Goleman (1998:146) people with this competence:

- Acknowledge and reward people's strengths and accomplishments
- Offer useful feedback and identify people's needs for further growth
- Mentor, give timely coaching, and offer assignments that challenge and foster a person's skill

Service Orientation:

Service orientation is the ability of understanding others needs. So people with this competence according to Goleman (1998:151)

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor.

Leveraging Diversity:

Leveraging diversity is the ability of using chances to help others. People with this competence as Goleman (1998:154) states:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldview and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political Awareness:

Political awareness is the ability of understanding emotions of people in the group. So people with this competence according to Goleman (1998:160):

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read organizational and external realities

❖ Social Skills

Influence:

Influence is the ability to persuade others, as you want. According to Goleman (1998:169) people with this competence:

- Are skilled at winning people over
- Fine-tune presentations to appeal to the listener

- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication:

Communication is the ability to listen to others and understand them and tell them what you want. People with this competence as Goleman (1998:174) states:

- Are effective in give-and-take, registering emotional cues in attuning their messages
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Conflict Management:

Conflict management makes people able to resolve disagreements. People with this competence according to Goleman (1998:178) can:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help de-escalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

Leadership:

Leadership is the ability to guiding others towards their goals. People with this competence according to Goleman (1998:183):

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change Catalyst:

Change catalyst is the ability of making a change and teaching others to adapt according to the changes. As Goleman (1998:193) mentions people with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Building Bonds:

Building bonds is the ability of making relationship with others. People with this competence according to Goleman (1998:206) can:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and Cooperation:

Collaboration and cooperation is the ability of working in team towards a goal. People with this competence

- Balance a focus on task with attention to relationships

- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team Capabilities:

Team capabilities are the ability to recognize the abilities of everybody in-group to arrive to the intended goal. People with this competence according to Goleman (1998:216) can:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

LIST 2

2.4.5. Guidelines for Emotional Competence Training

According to Goleman (1998:251) there are different ways for training emotional competence:

Assess the job. Training should focus on the competencies needed most for excellence in a given job or role.

Caveat: training for irrelevant competencies is pointless.

Best Practice: Design training based on a systematic needs assessment.

Assess the individual. The individual's profile of strengths and limitations should be assessed to identify what needs improving.

Caveat: There's no point in sending people for training in competencies they already have or do not need.

Best Practice: Tailor training to the individual's needs.

Deliver assessments with care. Feedback on a person's strengths and weaknesses carries an emotional charge.

Caveat: Input feedback can be upsetting; skillful feedback is motivating.

Best Practice: Use emotional intelligence in delivering initial evaluations of a person's emotional competence.

Gauge readiness. People are at differing levels of readiness.

Caveat: When people lack readiness, training is more likely to be wasted.

Best Practice: Assess for readiness, and if someone is not yet ready, make cultivating readiness an initial focus.

Motivate. People learn to the degree they are motivated—for example, by realizing that a competence is important to doing their job well—and making the competence a personal goal for change.

Caveat: If people are unmotivated, training will lack effectiveness.

Best Practice: Make clear how training will pay off on the job or for the individual's career, or be otherwise rewarding.

Make change self-directed. When people direct their learning program, tailoring it to their needs, circumstances, and motivations, learning is more effective.

Caveat: One-size-fits-all training programs fit no one specifically.

Best Practice: Have people choose their own goals for development and help them design their own plan for pursuing them.

Focus on clear, manageable goals. People need clarity on what the competence is and the steps need to improve it.

Caveat: Poorly focused on unrealistic programs for change lead to fuzzy results or failure.

Best Practice: Spell out the specifics of the competence and offer a workable plan to get there.

Prevent replace. Habits change slowly, and relapses and slips need not single defeat.

Caveat: People can become discouraged by the slowness of change and the inertia of old habits.

Best Practice: Help people use lapses and slip-ups as lessons to prepare themselves better for the next time.

Give performance feedback. Ongoing feedback encourages and helps direct change.

Caveat: Fuzzy feedback can send the training off track.

Best Practice: Design into the change plan feedback from supervisors; peers, friends—anyone who can help coach, mentor, or give appropriate progress reviews.

Encourage practice. Lasting change requires sustained practice both on and off job.

Caveat: A single seminar or workshop is a beginning, but not sufficient in itself.

Best Practice: Use naturally arising opportunities for practice at work and at home, and try the new behaviors repeatedly and consistently over a period of months.

Arrange support. Like-minded people who are trying to make similar changes can offer crucial ongoing support.

Caveat: Going it alone makes change tougher.

Best practice: Build a network of support and encouragement. Even a single buddy or coach will help.

Provide models. High-status, highly effective people who embody the competence can be models who inspire change.

Caveat: A do-what-I-say-not-what-I-do attitude in superiors undermines change.

Best Practice: Encourage supervisors to value and exhibit the competence; make sure trainers do, too.

Encourage. Change will be greater if the organization's environment supports the change, values the competence, and offers a safe atmosphere for experimentation.

Caveat: When there is no real support, particularly from bosses, the change effort will seem hollow—or too risky.

Best practice: Encourage change that fits the values of the organization. Show that the competence matters for job placement, promotion, performance review, and the like.

Reinforce change. People need recognition—to feel their change efforts matter.

Caveat: A lack of reinforcement is discouraging.

Best practice: Be sure the organization shows it values the change in a consequential way: praise, a raise, or expand responsibility.

Evaluate. Establish ways to evaluate the development effort to see if it has lasting effects.

Caveat: Many or most development programs go unevaluated, and so mistakes or pointless programs go unchanged.

Best practice: Find measures of the competence or skill as shown on the job, ideally before and after training, and also several months (and if possible, a year or two) later.

To sum up: For star performance in all jobs, in every field, emotional competence is twice as important as purely cognitive abilities. For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage. (Goleman, 1998)

2.5. Emotion and Intelligence

In this part emotion and intelligence have been considered separately from each other and then their relations have been noticed together. In discussions of

emotional intelligence, it is sometimes unclear whether the focus is on the intelligent use of emotions or on emotions as a form of intelligence. Theoretically, these are different concepts, although in practice they may be difficult to distinguish. The first (the intelligent use of emotions) as Bar-On and Parker (2000:278) state “leaves intact the traditional view of emotions as primitive, relatively automatic responses”. It means that if we domesticate a wild animal it may be domesticated and put to intelligent use by its trainer, without thereby making the animal any more intelligent. So it can not go more than what an animal can be. The second concept (emotions as a form of intelligence) is more radical. As Bar-On and Parker (2000:278) suppose that “emotions are determined by some of the same processes that help account for other forms of intelligent behavior”. It means to learn more than what it is possible. These distinctions are illustrated in appendix III

As it is clear from the top portion of the figure in Appendix III, there is a meaningful pattern between emotion and intelligence. It is this stage that can be spoken of the intelligent use of emotion and it is claimed that intelligence is a facilitator of emotion. The more interesting question is whether, on a deeper level, different kinds of cognitive processes have an effect on intelligent and emotional behavior. Although there is no simple answer to this question, the following observations can be related and helpful in answering this question. The human brain (which necessarily mediates cognitive processes, however conceived) is an exceedingly complex organ that has developed over many millions of years. There have been some adaptations in the past that are seldom rejected, but rather, are maintained and incorporated into newer systems; thus, there exist different kinds of cognitive processes that undoubtedly exist. Some of these processes (such as concept formation) may be more related to intelligent behavior, whereas others (such as sensitivity to interpersonal cues) may be more relevant to emotion. However, intelligence and emotion are concepts that apply to molar behavior; and they may be related to underlying cognitive processes. So it is impossible to say that these processes and these intelligent behaviors are related in one side and other processes are related in other side (Bar-On and Parker 2000:279).

Now if we consider emotion and intelligence differently, it can be said that all emotions are motives for acting, planning and overcoming life difficulties instilled in us. The very root of the word emotion is *motere*, the Latin verb “to move,” plus the prefix “e-” mean “move away,” so it is clear from the meaning that emotion is the tendency inside us to act. That emotions lead to actions is most obvious in watching animals or children; it is only in “civilized” adults we so often find the great irregularity and they often try to control their emotion and act according to their reason and in fact this is not really what they want (Goleman. 1995:6). According to a lot of evidences, feeling is the most powerful and valuable resource we have. Emotions are the important resource of self-awareness and self-preservation that deeply connect us to others and ourselves to nature and cosmos. Emotions inform us about things that are of utmost importance to us—the people, values, activities, and needs that lend us motivation, zeal, self-control, and persistence (Segal, 1997:19).

In its most literal sense, the Oxford English Dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion; any vehement or excited state.” Emotion has been taken to refer to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act (Goleman, 1995:289). Emotion is an organized response system that coordinates physiological, perceptual, experiential, cognitive, and other changes into coherent experiences of moods and feelings (Salovey and Mayer, 1990 in Goleman 1995:289). Later in their 2000 “Zeitgeist” article Mayer et al state that emotions are complex organizations of the physiological, emotional experiential, cognitive, and conscious. In this definition of emotion, it is clear that the writer has kept emotion inside the research circle not more than that. but this is not right in the case of emotion.

According to Bar-On and Parker (2000:105), intelligence is defined as “a group of mental abilities. An ability (of any sort), in turn, is a characteristic of an individual when that individual can “successfully complete (i.e., obtain a specific, desired, outcome on) a task of defined difficulty, when testing conditions are favorable.” From this perspective, mental ability is synonymous with mental capacity, similar to mental skill (which specifically connotes something learned), and

similar to mental competence, which emphasizes the ability to meet a specific standard”. Salovey and Mayer (1990) list the following as necessary criteria for declaring something intelligence:

- “You must be able to break it down into a set of mental abilities.
- The abilities coming from the intelligence must form a related set. Emotional intelligence must be intercorrelated—they must rise and fall as a group.
- The abilities must have a significant positive correlation to traditional intelligence, without being so highly correlated that they are just another indication of traditional intelligence.
- The abilities of the intelligence should “develop with age and experience”.

2.6. Multiple Intelligence

Gardner’s influential 1983 book *Frames of Mind* was a manifesto arguing the IQ view; as Gardner says there was not just one kind of intelligence that was crucial for life success, but rather a wide spectrum of intelligence, with seven key varieties. His list includes seven different kinds of intelligence that later stretched. At first in his list there were the two standard academic kinds, verbal and mathematical-logical intelligence, that mostly teachers expect their students to be good at, otherwise those students will be called stupid. But it goes on to include the spatial capacity seen in, say, an outstanding artist or architect; so that a person good at spatial intelligence can imagine all pictures in his/her mind. The kinesthetic genius that has been displayed in the physical fluidity and grace of a Martha Graham or Magic Johnson is another kind of the seven intelligence types; and the musical gifts of a Mozart or YoYo Ma are the examples of musical intelligence. Then at the end comes the two kind of intelligences called “the personal intelligences”: interpersonal skills, like those of a great therapist such as Carl Rogers or a world-class leader such as Martin Luther King, Jr., and the “intrapsychic” capacity that could emerge, on the one hand, in the brilliant insights of Sigmund Freud, or, with less fanfare, in the inner contentment

that arises from attuning one's life to be in keeping with one's true feelings. Gardner acknowledges that seven is an arbitrary figure for the variety of intelligences; there is no magic number to the multiplicity of human talents. At one point, Gardner and his research colleagues had stretched these seven to a list of twenty different varieties of intelligence. Interpersonal intelligence, for example, broke down into four distinct abilities: leadership, the ability to nurture relationships and keep friends, the ability to resolve conflicts, and skill at the kind of social analysis that four-year-old Judy excels at. It was at this time that even those people who were not good at verbal or mathematical skills could be counted as intelligent and schools tried to use all skills of students to improve them (Goleman, 1995:38).

Gardner's model pushes way beyond the standard concept of IQ as a single, unchangeable factor. It recognizes that the tests that categorized students as intelligent or stupid are not giving right information about children's intelligence and they cannot be put to different schools or colleges according to the IQ tests. Before knowing about the multiple intelligence, if any, college we would be allowed to attend—is based on a limited notion of intelligence, one out of touch with the true range of skills and abilities that matter for life over and beyond IQ (Goleman, 1995:38).

2.7. IQ or EQ

According to Segal (1997:19):

“You can change your EQ.

You're stuck with your IQ forever”.

One of psychology's open secrets is the relative inability of IQ grades, it is supposed that a person with high IQ will be successful in whole life especially in work but sometimes this is completely vice versa. Of course, there is a relationship between IQ and life circumstances for large groups as a whole: many people with very low IQs end up in menial jobs, and those with high IQs tend to become well-

paid—but by no means always. There are widespread exceptions to this rule that IQ predicts success—and the numbers of these exceptions according to researches are so more that they cannot be neglected. According to Goleman (1995:8), “IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces”. As one observer notes, the vast majority of one’s ultimate success in society is determined by non-IQ factors, ranging from social class to luck.

As it is clear there are a lot of emphases on IQ at schools but despite of this much emphasis and importance that has been given on IQ and IQ tests the results show surprisingly little achievement at work or in life. For example, a study of Harvard graduates in the fields of law, medicine, teaching, and business found that scores on entrance exams—a substitute for IQ—had zero or negative correlation with their eventual career success. And this result shows that a teacher does not need to have too high IQ, of course intelligence is important for a teacher but it is not enough (Goleman, 1998:18). According to Goleman (1995:8), “What is learned in school distinguishes superior performers in only a handful of the five or six hundred jobs for which we have done competence studies, it is just a threshold competence; you need it to get in the field, but it does not make you a star. It is the emotional intelligence abilities that matter more for superior performance”. In fact, IQ has the least power in predicting success among that pool of people who are smart enough to handle the most cognitively demanding fields, and the value of emotional intelligence for success grows more powerful. In fields like law or teaching that need a person to have high intelligence and the focus is on intellectual abilities, emotional intelligence carries much more weight than IQ in determining who emerges as a leader. (Goleman, 1998:19)

In a sense we have two brains, two minds—and two different kind of intelligences: rational and emotional that show the distinction between “heart” and “head”; but being sure in your heart that something is right is more powerful than what your head says. According to Goleman (1995:8), “there is a steady gradient in the ratio of rational-to-emotional control over the mind; the more intense the feeling, the more dominant the emotional mind becomes—and the more ineffectual the

rational". These two minds, the emotional and the rational, operate in tight harmony together to guide us through the world and in working harmony there is a balance between emotional and rational minds, with emotion feeding into and informing the operations of the rational mind, and the rational mind refining and sometimes vetoing the inputs of the emotions. But in spite of their harmonious work together still, the emotional and rational minds are semi-independent faculties, each, doing their own duty distinct but interconnected (Goleman, 1995:8). So it is possible to say that they are two halves of a whole and without one the other is incomplete and ineffectual, it means that with high IQ you can get an A on a test but it cannot get you ahead in life because EQ's domain is personal and is responsible for your self-esteem, self-awareness, social sensitivity, and social adaptability (Goleman, 1995:8).

Here is another research result about the difference between IQ and EQ by Bar-On and Parker (2000,103) stating that "according to Goleman emotional intelligence can be as powerful, and at times more powerful, than IQ," and that "crucial emotional competencies can indeed be learned." From this perspective, the cultural spirit of "emotional intelligence"—its zeitgeist value—was egalitarian, for anyone could learn it. And Goleman says that the abilities in school do not transfer to real life needs for example an individual can be able to solve everyday math problems but may not be able to do well in IQ tests and in a research by Bar-On and Parker no relation was found between IQ and complex strategies used in life for solving problems (Bar-On and Parker, 2000:104).

In an unusual study begun at the university of California at Berkeley in the 1950s, eighty Ph.D. students in science took part in a very difficult IQ and personality tests and then expert psychologists evaluated them on such qualities as emotional balance and maturity, integrity, and interpersonal effectiveness. After forty years, when former students were about seventy years old they were put into tests again and their career success were evaluated, the result shows that emotional intelligence abilities were about four times more important than IQ in determining professional success and prestige—even for these scientists. (Goleman, 1998:49)

Now there is a question, whether it is possible to change IQ and EQ? If yes when and how it is possible?

The concern is with a key set of these “other characteristics,” emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to empathize and to hope. Unlike IQ, with its nearly one-hundred-year history of research with hundreds of thousands of people, emotional intelligence is a new concept. No one can yet say exactly how much of the variability from person to person in life’s course it accounts for. But what data exist suggests that it can be as powerful, and at times more powerful, than IQ. And the good news about emotional intelligence is that it is virtually all learned (O’Neil and Goleman, 1996). According to Goleman (1998:240), “while there are those who argue that IQ cannot be changed much by experience or education. I can prove that the crucial emotional competencies can indeed be learned and improved upon by children—if we bother to teach them”.

After telling all about EQ and IQ, it should be made clear which is more important. According to Goleman emotional intelligence is more important than IQ, but there are other researches that do not prove this result and suggest that both types of intelligences are important, but they are important in different ways. So as we said IQ contributes, at best, about 20 percent to the factors that determine life success. That leaves 80 percent to everything else. There are many ways in which your destiny in life depends on having the skills that make up emotional intelligence. For example boys, who are impulsive and always get into trouble in 2nd grade, are six to eight times more likely than other kids to commit crimes and be violent in their teen years. And also girls who confuse feelings of anxiety and anger, boredom and hunger are the ones most likely have problems latter (O’Neil and Goleman, 1996).

2.8. Models of (Dimensions of) Emotional Intelligence

Goleman (1998) with great deal of research, presented a model of emotional intelligence with twenty-five competencies arrayed in five clusters: “(1) the Self-Awareness cluster included Emotional Awareness, Accurate Self-Assessment, and Self-confidence; (2) the Self-Regulation cluster included Self-Control, Trustworthiness, Conscientiousness, Adaptability, and Innovation; (3) the Motivation cluster included Achievement Drive, Commitment, Initiative, and Optimism; (4) the Empathy cluster included Understanding Others, Developing Others, Service Orientation, Leveraging Diversity, and Political Awareness; and (5) the social skills cluster included Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation, and Team Capabilities (Bar-on and Parker, 2000:345). These dimensions will be described below one by one: of course these dimensions have been described in Table 1, (in part 2.4.4. emotional intelligence).

2.8.1. Five Dimensions of Emotional Intelligence

Five dimensions of emotional intelligence according to Goleman (1995) are as below:

2.8.1.1 Self-Awareness

As Goleman states self-awareness is “observing yourself and recognizing your feelings: knowing the relationship between thought, feeling, and reactions”. Self-awareness is the basis for self-confidence. Each person needs to know his strengths and limits and needs to be able to decide for his/her future. For developing this, it is necessary to teach kids from young age what the words for feelings are, and they should be able to recognize why sometimes they are happy, sad or bored, why they feel the way they do, and what action options they have. For example, a recent

study found that 6th grade girls who confused feelings of anger, anxiety, loneliness, and hunger were at high risk of developing an eating disorder like bulimia or anorexia in their teens. Such children would benefit from higher self-awareness and healthier decision making (McCluskey, 1997). So we can say that people with greater certainty about their feelings are better pilots of their lives and have a sure sense of how they really feel about personal decisions (Goleman, 1995:43).

2.8.1.2. Self-Regulation

The second dimension of emotional intelligence is about self-regulation, knowing how to handle upsetting feelings, or impulses, and this dimension is considered as the root of emotional intelligence. Consider the famous Marshmallow Test as stated by Goleman (1995:43):

“Four-year-old kids from the Stanford University preschool are the subjects. The experimenter puts a marshmallow in front of each kid and says: “you could have this marshmallow now, if you want, but if you wait until I run an errand, and do not eat it until I get back, you can have two then.” The videotaped results are hilarious. Some kids go up to the marshmallow, smell it, and then leap back like it is dangerous. Some go off in a corner and sing and dance to distract themselves. Some kids just grab it. About a third of the kids grab it and eat it, about a third wait just a while, and the rest wait an endless 10 minutes until the experimenter comes back, and they get two.

These kids were followed up 14 years later, when they graduated from high school. The “grabbers” were still impulsive; they were quick to anger and not very popular. The “waiters” were popular and well balanced emotionally. But the most astonishing finding was that the “waiters” had higher scores —210 points higher than the “grabbers,” out of a possible score of 1,600”.

At the end it is good to mention that handling feelings is good for building self-awareness. People who are poor in this ability are constantly battling feelings of distress, and always get depressed with a small failure, while those who excel in this

ability can get their way far more quickly from life's setbacks and upsets (Goleman, 1995:43).

2.8.1.3. Motivation

Moving toward our goals is the third element of emotional intelligence. According to Goleman (1995:43), "an important element of motivation is hope—having a goal, knowing the small manageable steps it takes to get to that goal, and having the "zeal or persistence" to follow through". Controlling emotion, as it is needed for arriving to a goal is essential for paying attention, for self-motivation and mastery and also for creativity. People with this ability are more highly productive and effective in whatever they tend to do.

Here comes a question to the mind and that is if we can measure—and thus teach—hope? According to Goleman (1995:43), "a psychologist, C.R. Snyder, devised such a measurement and tested freshmen as they entered college. He found that those who scored higher on hope had higher grades at the end of the year and that hope was a better predictor of good grades than were IQ scores. Goleman said that:

'We can actually teach hope, optimism, and motivation to learn. Many families do this on their own—teaching children by small steps how to set goals, how to persevere, how to work toward high achievement, how to find fulfillment in life'.

So another very near word to motivation is hope; a person who is hopeful is a person that knows the steps needed to get to a goal and has the energy to pursue those steps. Hope is the motive or better to say is the force for going toward the goals. Hopefulness is crucial when anyone undertakes a tough task; positive expectations may be especially beneficial in the toughest jobs, where high optimism may be a pragmatic job strategy (Goleman, 1995:44).

2.8.1.4. Empathy

According to Goleman (1995:45), empathy the fourth element, means “reading other people’s feelings by tone of voice or facial expression, not necessarily words”. Empathy is understanding others’ feelings and concerns, taking their perspectives; and also being able to appreciate the differences of people’s feelings about things. Knowing how someone else feels is a fundamental human ability—seen even in infants and small children. Goleman (1995:45) states “2-year-olds from loving families will often try to comfort a friend who is crying. But young children who have been seriously abused or neglected in the first years of life tend to yell at or hit crying children”. He further stats, “emotional intelligence is learned, and it is learned from the earliest years straight on through”.

Recognizing emotions in others (empathy) is an ability that builds on emotional self-awareness; it is the fundamental “people skill.” People who are empathetic are more attuned to the subtle social signals that indicate what others need or want (Goleman 1995:46). This ability helps people to be good at the caring professions like teaching, sales, and management, so it is possible to say that empathy is one of the most essential abilities that a teacher needs because without empathy; it is difficult to have a positive impact on students and understand what they feel about class or about lessons, and people who are poor at understanding what others feel are very poor at influence. The first step in influence is building rapport.

According to Goleman (1995:46), “one psychologist decided to form a Buddies Club to help socialize some bullies he was working with (note that he did not call it the “Bullies Club”). In one activity, he repaired all the children and had them make faces at each other, then identify what feelings the faces communicated. The bullies learned the differences between sad, angry, neutral, and hostile expressions. The psychologist also taught the children other social skills, such as how to ask other kids about themselves and how to take turns. Goleman concluded: Guess what? They were not bullies anymore after that.” So it is possible to change

children's behavior by teaching them and being able to teach children to put aside their self-centered focus and impulses that have social benefits: it opens the way to empathy, to real listening, to taking another person's perspective. Empathy, as we have seen, leads to caring, altruism, and compassion. Seeing things from another's perspective breaks down biased stereotypes, and so breeds tolerance and competence of differences.

2.8.1.5. Social Skills

This is the fifth element of emotional intelligence. As Goleman noted, "bullies benefit from instruction in social skills. And such skills are contagious". Goleman's story of the "urban saint" shows such positive contagion. He described an unusually friendly bus driver who greeted passengers, pointed out interesting features on the route, and wished passengers well as they alighted—each with more energy in his or her step. This is for sure the case for all jobs especially at school, if a learner loves the teacher this will be a motivation for the learner to listen to the teacher and do what is asked from (McCluskey, 1977).

2.9. Emotional Intelligence Role in Behavior Change

As Goleman (1995:252) states, "emotional intelligence is all a matter for fine-tuning; the hopeful sign is that many or most rejected children can be brought into the circle of friendship with some basic emotional coaching". We always have observed disrespect, repeated fighting, and loneliness among students in our schools but we were not always able to make a connection with these discipline behaviors. Daniel Goleman in an interview with The New York Times, brings them together under one rubric: the need for emotional intelligence and mentions that if teachers take care about learners feelings and notice their problems and try to make empathy with them, they will be able to solve these problems in school. Fortunately these skills can, to some extent, be taught. But unfortunately "As a society," we have not

bothered to make sure every child is taught the essentials of handling anger or resolving conflicts positively—nor have we bothered to teach empathy, impulse control, or any of the other fundamentals of emotional competence. If we can teach children ways to handle stress, we can help their creativity to be successful in all affairs that they are weak at. It is possible to teach them to be empathetic and this will help them to show positive behavior in school instead of getting angry in front of a problem or fight in school. Many of these skills can be taught with deliberate effort and purposeful intervention of teachers in school and parents at home. In this article “The Feeling Vocabulary”, Steven Tobias states that “children can learn about feelings when watching television, sitting on a bench in the mall, or when reading. Point out the feelings that you see around you, and talk about them. Talk about how the characters on TV or in the book are feeling and why. Look at people you see and try to guess how they are feeling” (Ellis. 2001).

2.10. Emotional Time Table

As Goleman (1995:274) states, “the timetable for emotional growth is intertwined with allied lines of development, particularly for cognition, on the one hand, and brain and biological maturation, on the other”. As we can observe in behavior of even new born children, emotional capacities such as empathy and emotional self-regulation start to build virtually from infancy, and the kindergarten year is the most important period for developing “social emotions”—feeling such as insecurity and humility, jealousy and envy, pride and confidence—that all these are essential feelings for comparing oneself with others. The reason for emphasizing on puberty is that, this is a time of extraordinary change in the child’s biology, thinking capacities, and brain functioning—is also a crucial time for emotional and social lessons (Goleman.1995:273).

The six-year-old, on entering the wider social world of school, enters to the world of social comparison. It is not just the external shift in a child but a great change in cognitive skills that help child to compare oneself to others on particular

qualities, whether popularity, attractiveness, or skateboarding talents (Goleman 1995:273). As Goleman (1995:273) states, “to be most effective, emotional lessons must be pegged to the development of the child, and repeated at different ages in ways that fit a child’s changing understanding and challenges”. As the babies are born, it is right that they have intense feelings but the newborn’s brain is far from fully mature; and they get completely mature when they are near their teen years and get into early adolescence—and at this time their emotions ripen completely. But this should not be forgotten that each emotion has its preprogrammed moment of appearance in a child’s growth and it should not be kept until teen years because they are exposed to sexuality, alcohol, drugs and smoking,” and other temptations when most adolescents are ten to fifteen years old. (Goleman 1995:275).

The Harvard pediatrician T. Berry Brazelton proposes “many parents can benefit from being coached as emotional mentors to their infants and toddlers, as some home-visit programs do”. But there is a strong argument made for emphasizing social and emotional skills more systematically in preschool programs such as Head Start; but researches have shown that these before school readiness programs can be helpful on acquiring some of these basic emotional skills and have shown that the preschool years are crucial ones for basic skills, and there is some evidence that Head Start, when run well, can have beneficial long-term emotional and social effects on the lives of its graduates even into their early adult years, and different researches have shown that these children mostly are not exposed to drug problems and arrests, they have better marriage, and later can be successful in their professions with greater earning power (Goleman, 1995:273).

As Goleman (1995:274) states, “Dr. David Hamburg, a psychiatrist and president of the Carnegie Corporation, has evaluated some pioneering emotional-education programs, and has seen the years of transition into grade school and then again into junior high or middle school as marking two crucial points in a child’s adjustment. From age six to eleven, says Hamburg, “school is a crucible and a defining experience that will heavily influence children’s adolescence and beyond. A child’s sense of self-worth depends substantially on his or her ability to achieve in

school. A child who fails in school sets in motion the self-defeating attitudes that can dim prospects for an entire lifespan.” Among the essentials for profiting from school, Hamburg notes, are an ability “to postpone gratification, to be socially responsible in appropriate ways, to maintain control over their emotions, and to have an optimistic outlook”—in other words, emotional intelligence”. The reason that the school period is considered too important is that middle school or junior high school marks an end to childhood, and is itself a difficult emotional challenge. All other problems aside, as they enter this new school arrangement virtually all students have a dip in self-confidence and a jump in self-consciousness; their very notions of themselves are changing and they are trying to understand this change and its reasons (Goleman, 1995:274).

2.11. Emotional Intelligence and Language Teaching

2.11.1. Teachers Role at School

According to Howard Gardner, the Harvard psychologist who developed the theory of multiple intelligence, “flow—an internal state that signifies a kid is engaged in task that is right—and the positive states that typify it, are part of the healthiest way to teach children, motivating them from inside rather than by threat or promise of reward”. The researchers report that the multiple intelligence and the learner’s positive states are very important to find about because just in this way it is possible to understand where and how they develop competencies. It is when kids get bored in school that they fight and act up, and when they are overwhelmed by a challenge that they get anxious about their schoolwork. But you learn at your best when you have something you care about and you can get pleasure from being engaged in. The strategy used in many schools that are putting Gardner’s model of multiple intelligence into practice revolve around identifying a child’s profile of natural competencies and playing to the strengths as well as trying to shore up the weaknesses. A child who is naturally talented in music or movement, for example, will enter floe more easily in that domain than in those where she is less able.

Knowing a child's profile can help a teacher fine-tune the way a topic is presented to a child and offer lessons at the level—from remedial to highly advanced—that is most likely to provide an optimal challenge. Doing this makes learning more pleasurable, neither fearsome nor a bore. As Goleman (1995:94) states, “the hope is that when kids gain flow from learning, they will be emboldened to take on challenges in new areas.

A report from the National Center for Clinical Infant Programs makes the point that school success is not predicted by a child's fund of facts or a precocious ability to read but learners success depends mostly on emotional and social measures: being self-assured and interested; knowing what kind of behavior is expected and how to rein in the impulse to misbehave; being able to wait, to follow directions, and to turn to teachers for help; and expressing needs while getting along with other children. Almost all students who do poorly in school lack one or more of these elements of emotional intelligence even if they do not have cognitive problems (Goleman 1995:153).

2.11.1.1. Suggestions for Teachers

- Be specific: The teachers should try to choose the specialties that the learners are good at and tell them that they can do it perfect; this encourages them because always emphasizing mistakes or weak points demoralizes people change. So focus on the specifics, saying what the person did well, what was done poorly, and how it could be changed. Of course it should be noticed that vague praise has no effect or maybe a little but not much, and the learner can not learn from it (Goleman, 1995:153).
- Offer a solution: The critique, like all useful feedback, should point to a way to fix the problem. Otherwise it leaves the recipient frustrated, demoralized, or demotivated. The critique may show the way to possibilities and alternatives that the person did not realize, or simply

show the points that need attention—and include suggestions about how to take care of these problems (Goleman, 1995:150).

- Self-confidence: Teachers should help students be sure about what they do because people with high self-confidence can reveal themselves in a strong self-presentation. Self confidence sets apart the best performers from average ones, and helps both teachers and students to express themselves in the best way (Goleman, 1998:69).
- Good mood: Being in good mood helps to find solutions to problems, whether intellectual or interpersonal, calmly and as soon as possible. This suggests that one way to help someone think through a problem is to tell them a joke. Laughing seems to help people think more broadly and associate more freely. According to a study people who had just watched a video of comedy movie were better at solving a puzzle, so this can be used as a way of creative thinking. A study of middle and upper level teachers and managers found that those rated best as communicators shared the ability to adopt a calm, composed, and patient manner, no matter what state they were in. They were able to put aside the imperatives of their own feelings, even when they had a lot of problems, in order to make themselves fully available for the person they were with. As a result, these teachers were able to take the time needed to gather essential information and find a way to be helpful, including giving constructive feedback. Instead of being dismissive or attacking, they tend to be specific about what went right, what went wrong, and how to keep the good things going while fixing what was off. They exercised emotional control, keeping cool so as to stay open to what they were hearing, fine-tuning their responses (Goleman, 1998:177).
- Assess the job and take strategic plans: Students should be asked to plan everything that they are supposed to do far before and the teachers should

inform them a few days in advance about their duties and should assess their job (Goleman. 1998:190).

- Give performance feedback: Feedback is the heart of change but it should be performance feedback. Knowing how we are doing helps us to keep on going. A common mistake is simply devoting too little time to the feedback. For example if a teacher points a problem, the teacher should give the solution ways and should tell exactly what the problem is. Otherwise learner will spend two or three days in an assessment center, going through complex simulations, taking inventory after inventory, getting all kinds of performance measures done on them and this makes them too bored and confused. When feedback is given poorly, too harshly, or not at all, it can demoralize and demotivate (Goleman. 1998:269).
- Gauge Readiness: Willingness is crucial. If people are not ready to take action, forcing them will lead to disaster so not only teachers but the most important parents should take care a lot about what their children want and like to do. Nobody can be successful going through the motions only to satisfy others (Goleman, 1998:264).
- Motivate: As Goleman (1998:265) states, “the feeling that ‘I can do it’ and I will be successful is the motor that drives change”. If learners are not motivated, teachers should challenge children to motivate themselves, set clear goals, and develop a hopeful, optimistic opinion (Davies, M.Ed. 2003).
- Focus on goals: It is necessary to teach the learners to have clear and manageable goals (Goleman, 1998:267). Goals are most meaningful when they are the learner’s goals not someone else’s for example parents’ goals. Ideally, the learners themselves should determine the decision to change and the way in which those goals are pursued. It is difficult, if not impossible, to change someone who does not want to change. Thus,

according to Bar-On and Parker (2000:446), “whenever possible, change should be self-directed”.

- Prevent Relapse: Do not forget that a new skill is gradual, with stops and starts. So teachers should bear students slow development (Goleman, 1998:268).
- Encourage practice: Emotional competence cannot be improved overnight because the emotional brain changes its habits over weeks and months, not hours and days. Therefore, the teachers should try to work on students during the year (Goleman, 1998:270).
- Arrange support: Even if students are grouped in teams of ten to twelve, teachers should try to help them as a facilitator and a corporate executive who serves as advisor (Goleman, 1998:272). Teachers should not wait learners to ask for help but help them when they feel that learners need their help and this will encourage their feeling of loyalty and support.
- Provide models: Teachers should give as much example as possible until they become sure that all the learners are able to understand. Especially teachers should try to give live examples because unlike cognitive learning, emotional learning occurs mostly at the nonverbal level, thus the live models are more effective than simply telling the learners what to do and how to do it and most of the training also should involve experimental learning rather than lecture and discussion (Goleman, 1998:274).
- Curiosity: Curiosity is the sense of finding out about positive things that lead to pleasure. So teachers should try to encourage learners to find out what they are interested about and get happy doing it (Goleman, 1998:274).

- **Self-control:** As Goleman (1998:40,254) states, “self-control is the ability to modulate and control one’s own actions in age-appropriate ways; a sense of inner control”. Every body should know what is behind a feeling for example if the person is angry, they should be able to learn the reason of that anger, it means that they should be able to identify their feelings; be able to name feelings, and better distinguish between them. For developing this ability, learners can bring different pictures for example from magazine and name which emotion the face displays and explain how to tell the person has those feelings. Also learners should be able to take responsibility for decisions and actions; in this case they will be successful (Goleman, 1995:270). Teachers should teach students to manage their emotions; children need to know that they have the power to cope with negative feelings in constructive ways. There are different methods of dealing with negative emotions for example teachers or parents can ask learners to write down their feelings, count slowly, breath deeply, love a pet, tell someone what happened, sing, read, or draw (Davies,M.Ed. 2003).

The successful teacher is the one that under stress can remain calm and confident—and dependable—in the heat of crises. In this case, the learners can get the positive behavior from their teachers. Thus, teachers should try to learn and master steps for better self-control, and learn students, what they get as “criticism” is most often feedback that is meant to be helpful. For being self confident, the teacher should ask students to role-play troubling situations together and try out new self-control strategies. For example have a fellow member of the learning team to signal when he/she sees the partner inflexible, or overreacting, so they can exercise self-control (Davies, M.Ed. 2003).

- **Relatedness:** It is the ability to engage with others based on the sense of being understood by and understanding others, so teachers should ask students to listen to their friends and try to understand them.

- Capacity to communicate: It is the wish and ability to verbally exchange ideas, feelings, and concepts with others. This is related to a sense of trust in others and of pleasure in engaging with others, including adults.
- Cooperativeness: It is the ability to balance one's own needs with those of others in-group activity and in this case learners can build in social support so teachers should try to encourage the formation of groups where people give each other support throughout the change effort (Bar-On and Parker. 2000:452). According to a lot of researches done in this field, there is no doubt that the group mind can be far more intelligent than the individual.
- Foster a positive relationship between the trainer and learner: We know that this is an important case for most students because if they like their teachers and schools they will have a good emotional relationship and try to do as their teacher asks them (Bar-On and Parker. 2000:451).
- Empathy: According to Goleman (1995:44), "a key social ability is empathy, understanding others' feelings and taking their perspective, and respecting differences in how people feel about things". This is the prerequisite of teaching otherwise it is impossible to teach something without understanding what learners need. And also teachers should be sensitive; that being sensitive is a call for being empathetic, for being attuned to the impact of what you say and how you say it on the person at the receiving end. Managers who have little empathy, Levinson points out, are most prone to giving feedback in a hurtful fashion; the net effect of such criticism is destructive: instead of opening the way for a corrective one, it creates an emotional backlash of resentment, bitterness, defensiveness, and distance.
- Absence of threat: To be successful students should feel physically and emotionally safe in classroom (Davies, M.Ed. 2003).

- Self-awareness: Teachers should try to increase self-awareness of learners by using materials that help children identify their feelings, build a feeling vocabulary, and recognize links between feelings, thoughts, and actions. Help them assess their strengths and weaknesses and thus develop a realistic view of themselves. (Davies, M.Ed. 2003).
- Develop listening and communication skills: Teachers should help increase children's awareness of nonverbal communication including tone of voice, gestures, facial expressions, and eye contact. Train them to be good listeners and to express their ideas and emotions clearly and effectively. Teach problem solving, stress management, and negotiating skills. Help children learn to be assertive rather than aggressive or passive (Davies, M.Ed. 2003).
- Involve parents: As much as possible schools should try to involve parents in emotional programs, so they can be able to model emotionally healthy behavior in the home (Davies, M.Ed. 2003).
- Nurture your own EQ: Since children are looking to older people for guidance on how people in our society live, parents and teachers should try to be empathetic, self-disciplined, enthusiastic, and compassionate (Davies, M.Ed. 2003).
- Trustworthiness: Successful teachers have high integrity, with a strong concern for the needs of their subordinates and colleagues, and for demands of the task at hand, and by treating like this gives the needed confidence to learners and even their parents (Goleman. 1998:41).
- Social skills: Successful teachers should be aware of social skills and be empathic and sensitive, showing tact and consideration in their dealings with everyone, superiors and subordinates alike (Goleman. 1998:41).

- Building bonds and leveraging diversity: Successful teachers should be able to get along with students of all kinds, super intelligent or low in intelligence, active or inactive (Goleman. 1998:41).

As we saw in the list above, teachers can help students from different points so that learners can develop themselves emotionally. Although the teacher is important in any learning situation, the role of the teacher is crucial in social and emotional learning. Technical skill is not enough. The trainers themselves need to be emotionally intelligent, for they are models for the learners. Also, social and emotional change needs to occur in a safe and supportive setting, and the relationship between trainers and learners becomes crucial in defining how safe and supportive the learning environment is for the learners. Thus, the trainers must be carefully selected in terms of their social and emotional competencies. They should be closely monitored and guided at least during the early part of their work to ensure that they use those competencies effectively in helping the learners to change. When implemented, these factors can create an emotionally intelligent classroom. However, it is important to realize that these concepts should be extended beyond the classroom. They should be integrated into school-wide assemblies, pro-social behavior codes, and extracurricular activities-including sports (Shuford. 2003).

A good example is the program developed in the New Haven schools, which goes from 1st through 12th grade and is developmentally appropriate. The program addresses all the skills for example, empathy, how to calm yourself down when you are feeling anxious, and so on. In some grades, lessons in emotional intelligence are taught as a separate topic three times a week. In other grades, it is part of courses such as health, even math or study skills. All the teachers are familiar with the ideas and look for opportunities to teach them. Whenever a child is upset, it is an opportunity to make sure that she/he learns something from that experience that will help her/him.

In New Haven, they also use techniques that make healthy emotional responses a pervasive part of the school culture or environment. For example, in a

school “stoplight” poster is used on the wall of every room. It indicates to kids that whenever you are distressed or upset or you have a problem’ red light—stop, calm down, and think before you act. Yellow light—think about a number of different things you could do and what the consequences will be. Green light—picks the best one and tries it out. Now that is a wonderful lesson in impulse control, in soothing yourself, and in making the distinction between having the feeling and what you do, how you act when you have the feeling. These are crucial lessons and kids are really learning them. It is not needed to have separate classes for these lessons. This information can be taught to students together with other lessons (Goleman, 1998:43). So an emerging strategy in emotional education is not to create a new class, but to blend lessons on feelings and relationships with other topics already thought. Emotional lessons can emerge naturally into reading and writing, health, science, social studies, and other standard courses as well.

2.11.2. Why Schools

As Bar-On and Parker (2000:391) state, “schools are a critical setting in which programmatic competence-enhancing and preventative efforts could and should occur. Schools have extended and intensive accessibility to the majority of children and can facilitate opportunities for students to develop, practice, and receive recognition for emotionally appropriate and socially competent behaviors both within and beyond the classroom setting. Yet, school-based programs addressing these competencies can vary significantly in quality, scope, and effectiveness”. But here is a question about how a given program or currently available one is selected by educators and effectively implemented in the school that meets the needs of their students?

If educators realize the importance of implementing social and emotional learning in the life of children they never will neglect such a matter. Building a safe and collaborative classroom environment in which children can sort out their feelings, put aside their hassles, and appreciate the joy of learning, provides lifelong

benefits that children miss out on when they are too angry, hurt, or scared to participate in learning (J. Elias, Bruene-Butler, Blum, and Schuyler. 1997). So it is possible to say that schools are more important than home for teaching emotional intelligence as family life no longer offers growing numbers of children a sure footing in life; therefore, schools are left as the one place communities can turn to for correctives to children's deficiencies in emotional and social competence. That is not to say that schools alone can stand in for all the social institutions that too often are in or nearing collapse. But since virtually every child goes to school (at least at the outset), it offers a place to reach children with basic lessons for living that they may never get otherwise. Of course this important task requires two major changes socializing children: that teachers go beyond their traditional mission and that people in the community become more involved with schools so teachers and people in the society should change their behavior to be able to help children (Brandt. 1996). So Goleman argues that because "emotional literacy is prerequisite to everything else schools are trying to teach, the school curriculum should include well-planned programs for teaching social and emotional skills". But it should not be forgotten that more than devoting a special class to emotional literacy, it should be noticed that how these lessons are taught (Goleman 1995:279).

Another importance of the school is that whenever a teacher responds to one student, twenty or thirty others learn a lesson (Goleman. 1995;279) So we need to make sure that teachers are teaching in the very best ways with the very best skills in order to effectively build that protective environment for kids. That protective environment can prevent the self-destructive behaviors that lead to delinquency, drug use, and dropping out (Brandt. 1996).

2.11.3. Team Advantage

There's no doubt that the group mind can be far more intelligent than the individual; the scientific data on this point is overwhelming. In one experiment as Goleman (1995) states, "students studied and worked in groups while taking a

college course. For their final exam, they first took a portion of the exam individually. Then after they turned in their answer sheets, they were given an additional set of questions to answer as a group. Results from hundreds of groups showed that 97 percent of the time the group scores were higher than those of the best individuals". This same effect has been found over and over again, even for extremely short-lived groups, ones that were formed solely for the purposes of an experiment. When teams of strangers listen to a narrative about the ups and downs of someone's career, the more people on the team, the better their collective memory: three people did better than two, four better than three, and so on. (Goleman. 1998:203)

Of course working in a good team has a lot of advantages because at first it is clear that team performance raises the IQ as the sum total of the best talents of each member on a team, contributes to their fullest talents. So what makes a team perform better than the best person on it? When teams operate at their best, the results can be more than simply additive as they may have different multiple intelligence to produce results far beyond what any one person might have done. But we should know that having at least one high-IQ member is essential for good performance but not sufficient so the group should have other good points in (Goleman. 1998:205).

2.11.3.1. Team Capabilities

Here are the factors that a team should include as far as possible:

- Motivation mattered greatly. If members cared and were committed to the goals, they tried harder and so did better (Goleman. 1998:34).
- Rapport building is central to developing strong, useful relationships (Goleman. 1998:34).

➤ Collaboration and Cooperation is the ability of working with others toward shared goals and People with this competence according to Goleman (1998:211,216,220):

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration
- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit
- Empathy, or interpersonal understanding
- Open communication, setting explicit norms and expectations, and confronting underperforming team members.

In this chapter different subjects concerning emotional intelligence have been mentioned, and the significant points about 'the time table' for emotional programs and some important suggestions for teachers as a guideline to be used in their classes have been given. It is hoped that teachers by using the information about emotional intelligence in this chapter can improve their students' awareness of the learning process in their English classes.

CHAPTER III

DATA ANALYSIS AND INTERPRETATION

3.0. Introduction

This chapter deals with the analysis and interpretation of data collected from two different groups, students and teachers. The aim of these questionnaires are to investigate the ELT students and teachers' knowledge of emotional intelligence. Section 3.1. gives a general picture of the subjects to whom the questionnaires have been administered. Section 3.2. describes the data collection process in which the questionnaires and the application are briefly presented.

3.1. Subjects

The first questionnaire has been administered to 100 fourth grade ELT department students at Gazi University, but we recieved just the answers of 60 students. The second questionnaire has been administered to 30 instructors working at the ELT department and English prep school at Gazi University.

In this study, the knowledge of students and teachers about emotional intelligence, and whether they take care about their students' emotions, and whether they are or will be emotionally competent teachers have been determined. The characteristics and the number of participants are presented in the following table.

Table 3- The Features of Each Group

Group	Grade	Experience	The number of students
I	4	Novice	60
II	—	Experienced	30

As it is seen in the table out of 90 participants 60 are forth grade ELT students, the other 30 are experienced university lecturers and teachers.

3.2. Questionnaires

Data in this study were obtained through two questionnaires (see appendix I) which were administered to 100 ELT students and 30 university lecturers and experienced teachers at Gazi University.

The questionnaires given to participant students and teachers have 25 questions, each of which explores students and teachers feelings about their work and their awareness of their and their students' emotions.

In the questionnaire some statements about emotional intelligence are given and participants required to reflect their opinions toward the questions by indicating the frequency of their agreements to the given statements. Participant students do this through marking the figures ranging from always, often, sometimes to never.

There are different questions in the questionnaires that aim at perceiving the participants' feelings and estimating their emotional potential. In the first group of participants that consists of fourth grade ELT students, it is aimed to perceive their feelings about their classmates and English classes and to see how much they like their major and to show their interest and feelings to their future job. The second group of participants is university lecturers and teachers in the ELT department and English prep school. The questions are prepared with the aim to understand their

feelings about their learners and about being in the English classes and also to learn what they feel while working in the ELT department.

3.3. Findings Obtained from Group I

Here are the tables that show the results of the questionnaire applied to fourth grade ELT students at Gazi University.

Item 1- Using feelings in decision making

Group	Item	a	b	c	d	No answer	Number of students
I	1	11	28	19	2	0	60

As it is seen in the table above, 11 students chose (a), means that they always use their feelings to make decisions. 28 students chose (b), shows that they often use their feelings and 19 students chose (c). so they sometimes use their feelings and 2 students chose (d) that means they never use their feelings. The data obtained from this item shows that nearly all students use their feelings, and their emotional intelligence is near its potential. As it is clear from the chart below, 18% of the participants always and 47% of them often use their feelings to make decisions, so they have high emotional intelligence. 32% of the participants sometimes use their feelings and their emotional intelligence is low. Just 3% of the participants chose never, it means that they have also low emotional intelligence.

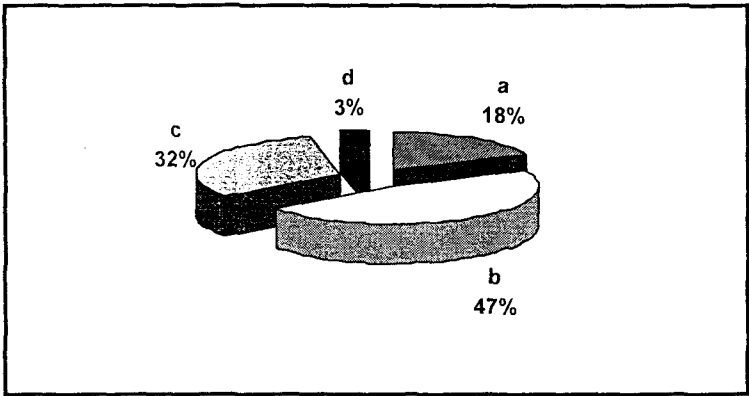


Chart 1- Percentages of item 1.

Item 2- Remaining helpful and optimistic when having setbacks in working toward goals

Group	Item	a	b	c	d	No answer	Number of students
I	2	10	27	23	0	0	60

The table above displays that 10 participants out of 60 chose (a), 27 chose (b), 23 chose (c) and nobody chose (d). Those participants who chose (a) and (b) have high emotional intelligence and can remain optimistic when they have setbacks in their work, but those who chose (c) have low emotional intelligence and are not optimistic in front of failures. We can see the percentage of the results in the chart below.

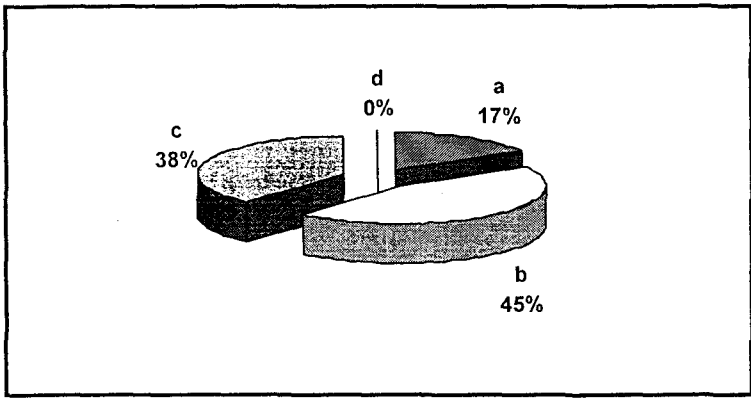


Chart 2- Percentages of item 2.

Item 3- Thinking about the consequences of actions before acting

Group	Item	a	b	c	d	No answer	Number of students
I	3	22	20	17	1	0	60

According to the responses given to this item, 22 participants out of 60 said always, 20 of the participants chose often, 17 said sometimes and one of them says never to the third item. Here 36% of participants chose (a) and 32% (b), so their emotional intelligence is high and think about the consequences of their actions before acting. But 27% of the participants chose sometimes and this shows their low emotional intelligence, and 5% said that they never think about the result of their actions, so they are not emotionally in high potential.

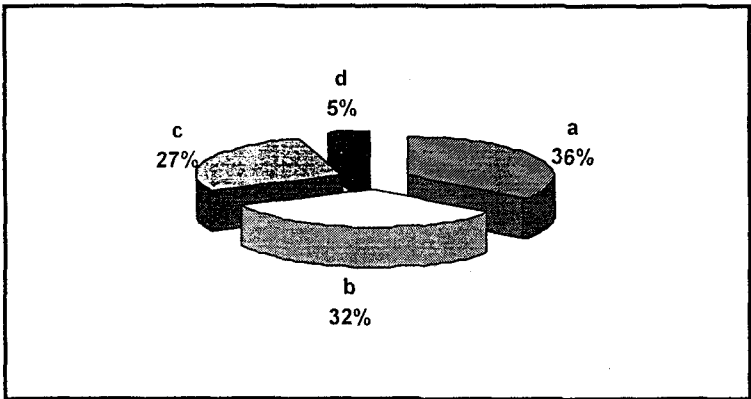


Chart 3- Percentages of item 3.

Item 4- Interfering of feelings with thinking

Group	Item	a	b	c	d	No answer	Number of students
I	4	12	22	26	0	0	60

For this item 12 students chose (a), 22 (b), 26 (c) and nobody chose (d). Those who chose always or often are highly aware of their emotions and are sensitive to their emotions but the others that chose (c) are weak in their emotional awareness because they just sometimes mix their heart with their mind. The percentages of the answers are clear in the chart below.

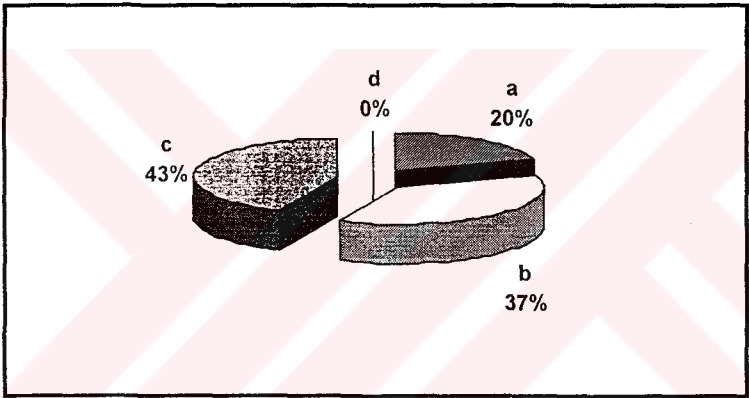


Chart 4- Percentages of item 4.

Item 5- Admitting wrong behavior

Group	Item	a	b	c	d	No answer	Number of students
I	5	17	27	16	0	0	60

The table above displays that there are 17 answers for (a), 27 to (b), 16 to (c) but nobody chose item (d). It means that 17 of the participants said always and 27 said often, so their emotional potential is high and they can admit their mistakes, but 16 of the participants that said sometimes are low in their emotional potential and when they have done something wrong they can't accept it.

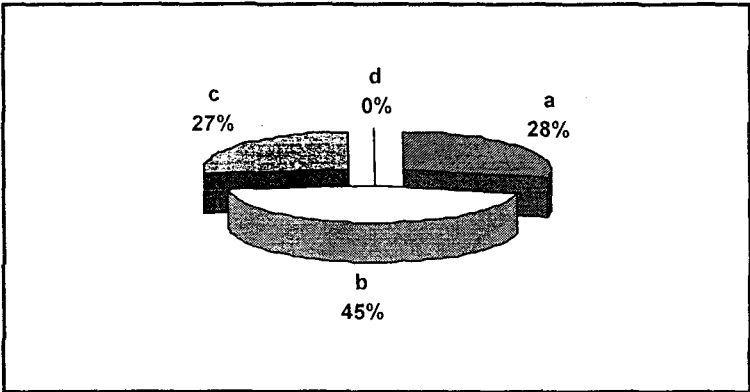


Chart 5- Percentages of item 5.

Item 6- Understanding others feelings

Group	Scale	a	b	c	D	No answer	Number of students
I	6	16	32	12	0	0	60

According to the table 16 of the participants said always and chose (a), 32 of them said often by choosing (b), 12 of them said sometimes and chose (c), but nobody chose never. So 27% of the participants by choosing (a) and 53% by choosing (b) showed that they are aware of the feelings of the people around them, so their emotional intelligence is high. But 20% of them that chose (c) are weak in understanding others feelings and their emotional intelligence is low.

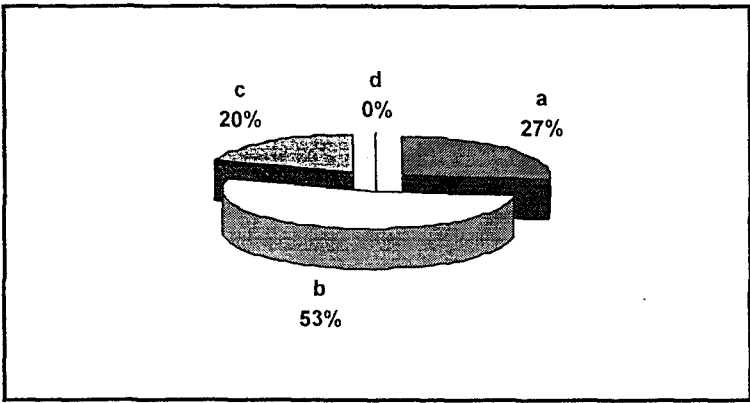


Chart 6- Percentages of item 6.

Item 7- Enjoying organized activities in the classroom

Group	Item	a	b	c	d	No answer	Number of students
I	7	20	15	22	3	0	60

As it is clear from the table 20 of the participants said always and 15 of them said often. 22 said sometimes and 3 of the participants said never. According to the findings, those who say always or often have high emotional intelligence, and they know that it makes sense to lead in some arenas and follow in others. Those that choose (c) and say sometimes are weak in their emotional intelligence and do not like organized activities and those that say never do not trust society or do not trust themselves and have low emotional intelligence. The percentages of the answers have been shown in the table below.

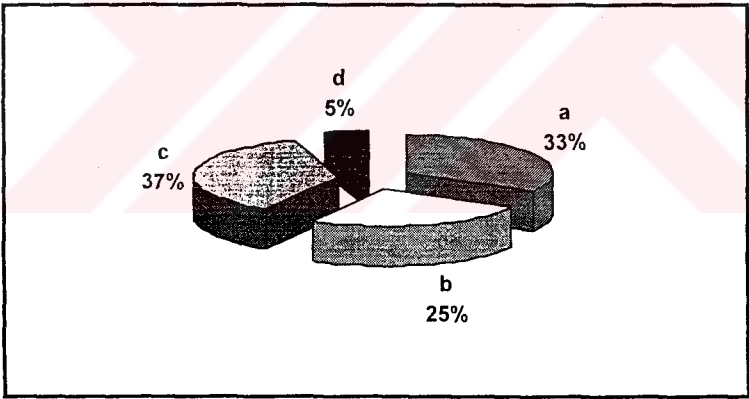


Chart 7- Percentages of item 7.

Item 8- Being leader of the classmates

Group	Item	a	b	c	d	No answer	Number of students
I	8	5	21	26	8	0	60

The table above displays that 5 participants out of 60 chose always, 21 said often, 26 preferred sometimes and 6 of them chose never. Those who prefer to lead or follow other people and choose (a) or (b) are aware of their emotions and have a high emotional intelligence. Those who choose (c) by saying sometimes are not too

high in their emotional intelligence, but those who say never to this item are people who cannot trust their society or do not trust themselves and their emotional intelligence is low and mostly they do not have the power of leading or following; in short, they do not have the power of cooperation.

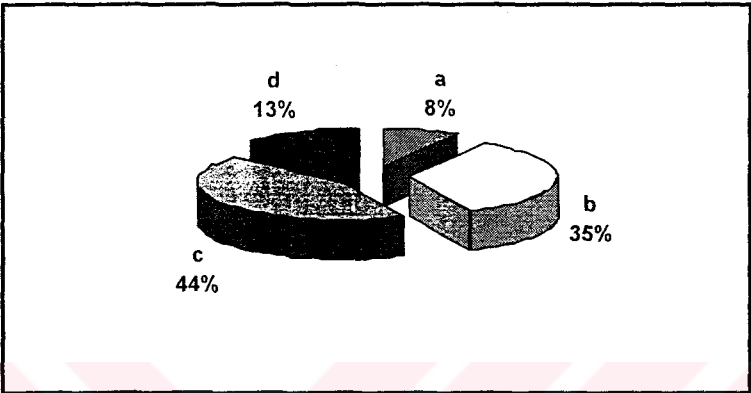


Chart 8- Percentages of item 8.

Table 9- Setting your own standards

Group	Item	a	b	c	d	No answer	Number of students
I	9	19	30	10	1	0	60

According to the table above, 19 of the participants always set their own standards for what they want, 30 of them often set their own standards. 10 students do this sometimes and 1 participant says that he/she never sets the standards. So according to the table those who chose (a) or (b) are good at planning their work and their emotional intelligence are high but those who chose (c) are low or weak in emotional intelligence and cannot plan their work very good according to their needs. But just one of the students said never and this shows very low emotional intelligence. The percentages of the results are clear in the chart below.

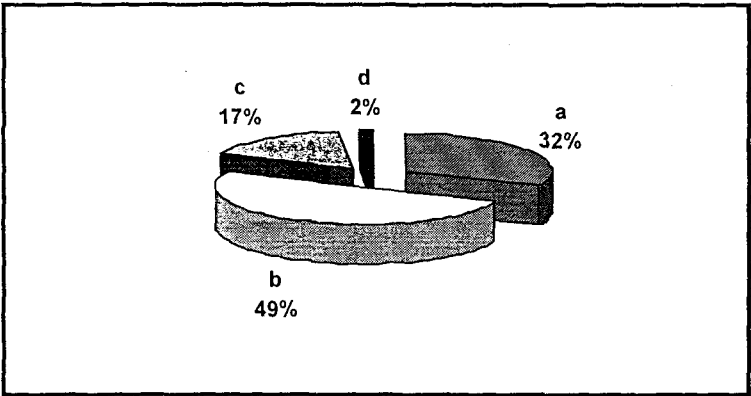


Chart 9- Percentages of item 9.

Item 10- Planning everything far in advance

Group	Item	a	b	c	d	No answer	Number of students
I	10	19	18	18	5	0	60

It is clear from the table that 19 of the participants always plan everything far in advance, but 18 of them often plan far in advance and 18 do this sometimes. 5 of the participants chose (d), so they are late planners. According to the findings, those who said always (32%) or often (30%) have high emotional intelligence and can be successful in their work. but those who chose sometimes (30%) are low in their emotional intelligence and the participants who said never (8%) to this question are not good planners of their job and have low emotional intelligence.

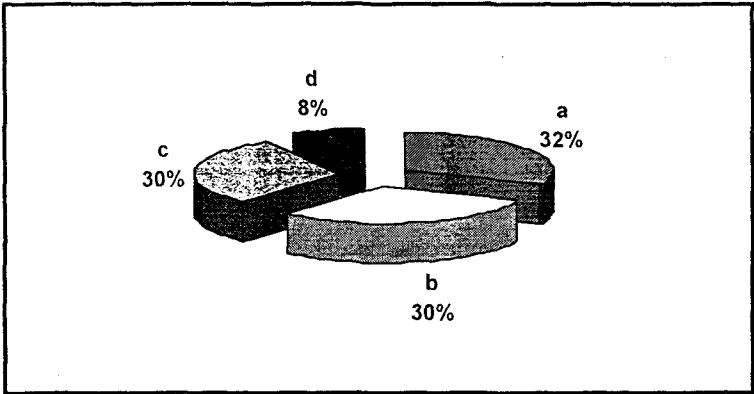


Chart 10- Percentages of item 10.

Item 11- Importance of the common good in the classroom

Group	Item	a	b	c	d	No answer	Number of students
I	11	10	13	31	6	0	60

As becomes clear from the table, 10 of the participants chose (a), it means that they always take care about the common good of their classmates in the classroom, so they will be aware of their classmates’ emotions and they can make good relations with them. 13 of the participants said that they often take care about the emotions of their classmates and this shows their high emotional intelligence and their feeling of empathy. 31 said that it is sometimes important for them what others want, so 51% of the participants do not care too much about the emotions of their classmates; thus, we can say that their emotional intelligence is low. 6 of the participants chose never, it shows that they never take care about their classmates’ emotions. The percentages are displayed in the chart below.

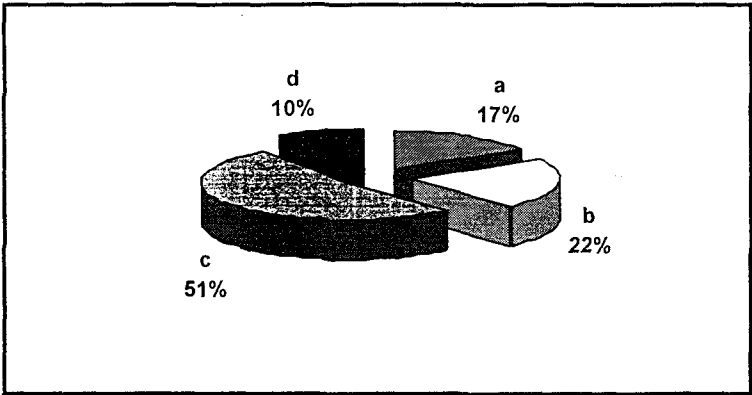


Chart 11- Percentages of item 11.

Item 12- Feeling comfortable in the classroom

Group	Item	a	b	c	d	No answer	Number of students
I	12	14	28	15	3	0	60

This table claims that (a) had been chosen by 14 of the students so they are always comfortable in the classroom and this shows their too high emotional awareness. 28 of the participants chose (b) so they are often comfortable and they are also emotionally intelligent. 15 of the participants chose (c), sometimes, so they are not comfortable in the classroom and have not good feeling in the classroom. 3 of them chose never that shows their low emotional intelligence. The percentages of the results have been shown in the chart below.

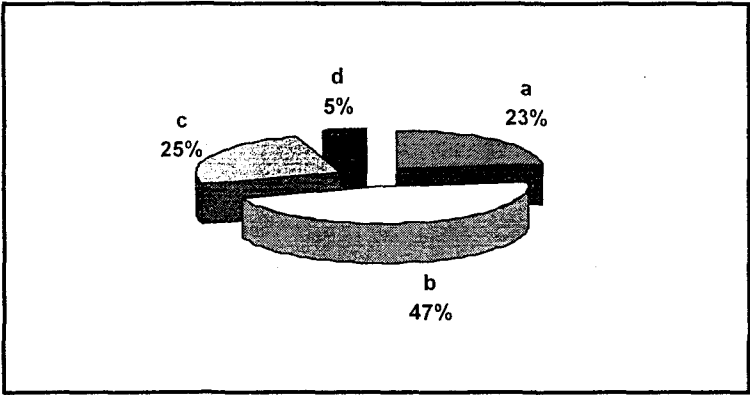


Chart 12- Percentages of item 12.

Item 13- Knowing right away your wrong behavior

Group	Item	a	b	c	d	No answer	Number of students
I	13	15	21	22	2	0	60

According to the table, we can see that 15 of the participants chose (a), said always, 21 of them said often and chose (b) they are aware of other people’s emotions and take care about other’s emotions. So they can empathize with others. 22 of the participants sometimes take care about the emotion of the people around them, so they do not feel too much empathy. Therefore, their emotional intelligence is low. For 2 of the participants that chose never others’ emotions are not at all important.

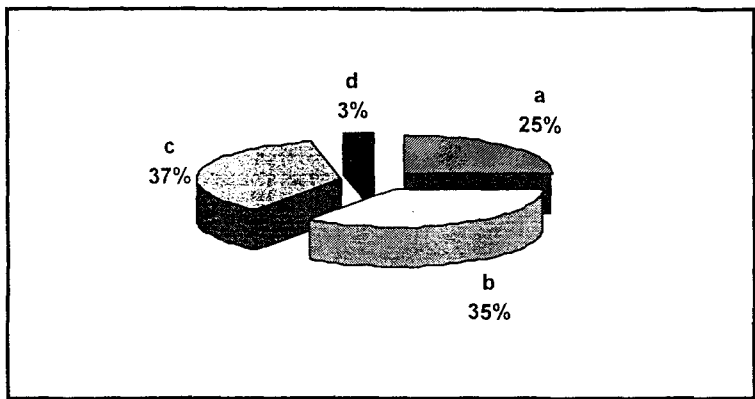


Chart 13- Percentages of item 13.

Item 14- Listening without saying anything

Group	Item	a	b	c	d	No answer	Number of students
I	14	24	22	12	2	0	60

According to the item 14, 24 of the participants chose always and 22 of them said often, so they can listen to other people without being agree or disagree, it means that they can respect other people’s emotions; thus, they have high emotional potential. 12 of the participants chose (c) and this shows that 20% of the participants are weak in empathizing with other people. 2 of the participants said that they never take care about other people’s emotions so they have low emotional intelligence. The percentages have been shown in the chart below.

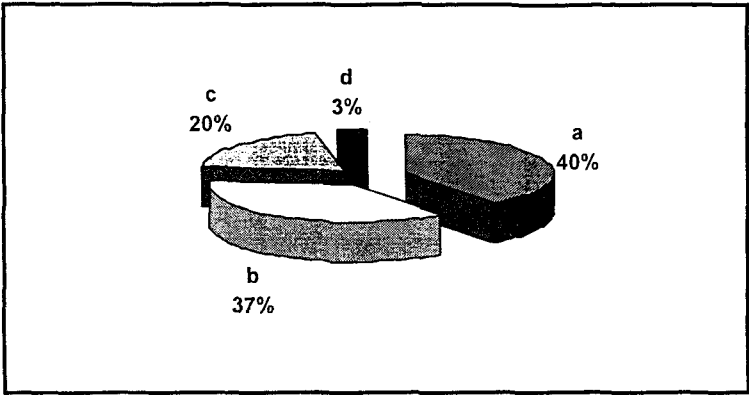


Chart 14- Percentages of item 14.

Item 15- Remembering teachers’ complaint

Group	Item	a	b	c	d	No answer	Number of students
I	15	3	17	21	19	0	60

For item 15 as we can see from the table, 3 of the participants chose (a), always, 17 of them chose (b), often, 21 of them (c), sometimes and 19 of the participants chose never (d). So mostly the participants prefer to forget about their teachers complaints and as it is clear from the table just 3 out of 60 always remember the complaints and take care about their teachers complaints. 17 of them often, 21 of them sometimes and 19 of them never take care about it. And as we see from the chart, only 5% show too much importance for other people’s emotions. 28% often take care about the complaints and 35% sometimes. But 32% of the participants can never remember the complaints of their teachers.

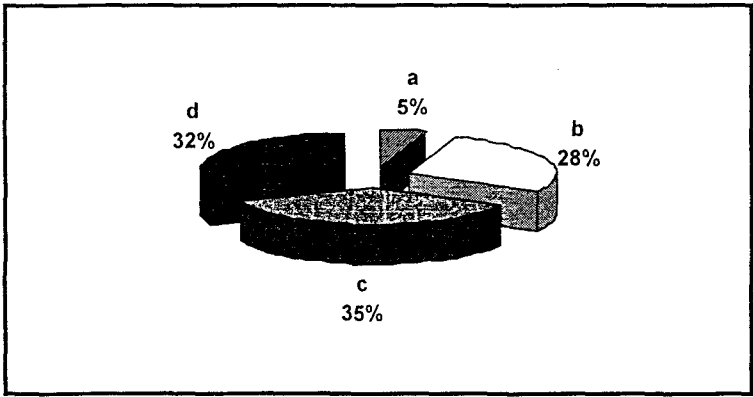


Chart 15- Percentages of item 15.

Item 16- Anticipating conflicting problems with dread

Group	Item	a	b	c	d	No answer	Number of students
I	16	6	12	36	3	3	60

According to the table, 6 of the participants always anticipate conflicting problems with dread, 12 of them often, 36 of them sometimes and 3 of them never. So those who said always and often do not have emotional confidence in front of problems. This shows their low emotional intelligence. But 36 of the participants that chose sometimes are aware of their emotions and 3 of them that chose never are highly potential with their emotional intelligence. 3 of the participants did not answer this question. We can see the percentages from the chart below.

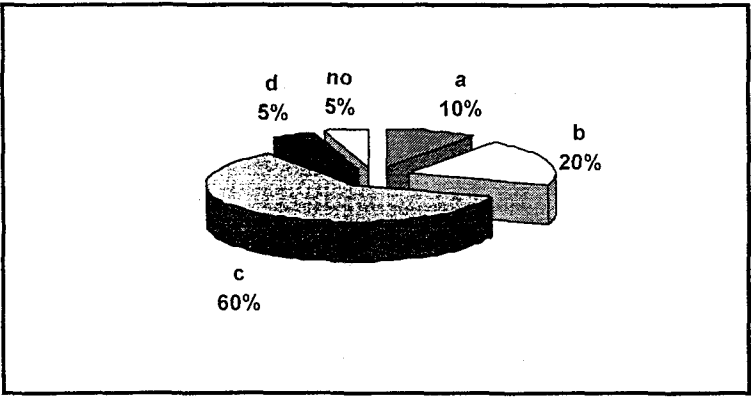


Chart 16- Percentages of item 16.

Item 17- Listening to your teacher without composing an answer in your head

Group	Item	a	b	c	d	No answer	Number of students
I	17	2	13	35	10	0	60

As it is displayed on the table, 2 of the 60 participants chose (a), 13 of them chose (b), so they can listen to their teacher without composing a question in their head and they can attune to other people’s feelings, needs, wants, and desires while remaining fully aware of their own separate emotional experience. But 35 said sometimes and 10 chose never, so they are not too much aware of other people’s and their own needs and emotions. The percentages have been displayed in the chart below.

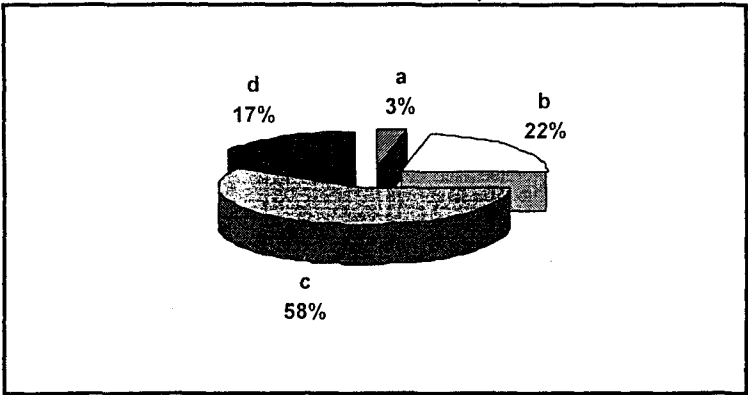


Chart 17- Percentages of item 17.

Item 18- Using the chances for revitalizing your relationship

Group	Item	a	b	c	d	No answer	Number of students
I	18	13	26	20	1	0	60

According to the table, 13 of the participants chose always, 26 of them chose often, 20 of them chose sometimes and 1 of them said never. So those that say always (22%) or often (43%) take care about others emotions and use the chances to renew their emotions, but 20 of them do this sometimes and 1 of the participants never take care about making a good relation with others, so their emotional intelligence is low. The percentages are clear in the chart below.

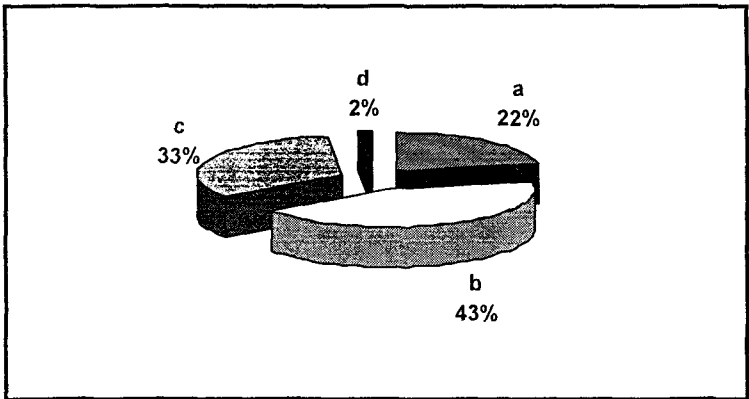


Chart 18- Percentages of item 18.

Item 19- Enjoying English classes

Group	Item	a	b	c	d	No answer	Number of students
I	19	25	19	15	1	0	60

As the table displays, 25 of the participants chose (a) and say that always-English classes are fun for them, for 19 of them often classes are fun, for 15 of them sometimes and for 1 of them never. If they do not feel good in their classes so they are not emotionally relaxed in their English classes and cannot be successful. 41% of the participants enjoy being in their English classes and 32% of them often like being in their English classes, but 25% just like it sometimes and 2% never like and enjoy the classes.

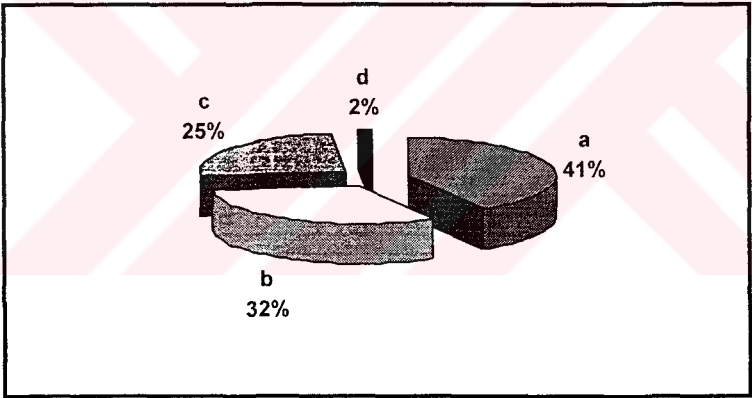


Chart 19- Percentages of item 19.

Item 20- Like to be with your classmates

Group	Item	a	b	c	d	No answer	Number of students
I	20	22	19	16	3	0	60

According to the table, 22 of the participants chose (a) so they are always happy to be with their classmates, 19 of them chose (b), it means that they often prefer to be with their classmates so they are aware of their emotions and like to

share their time with their friends. 16 of them said that they sometimes like to be with their classmates. 3 of them said they are never happy when being with their classmates. so they do not feel good at class and cannot be too successful in an unhappy environment. The percentages have been shown in the chart below.

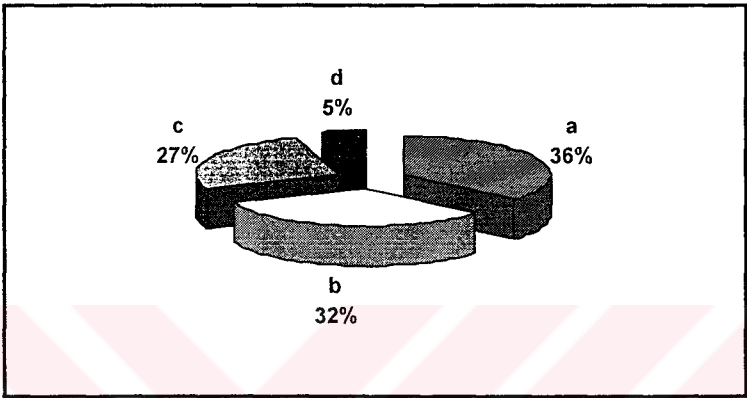


Chart 20- Percentages of chart 20.

Item 21- Feeling appreciated in your English classes

Group	Item	a	b	c	d	No answer	Number of students
1	21	13	24	20	3	0	60

According to the table, the results of item 21 are as follow: 13 of the participants chose always, 24 often, 20 sometimes and 3 of them never. So those that always or often feel appreciated in their English classes have good emotions in the classroom, and they know that their work will be evaluated so they will be successful learners. Those that sometimes feel good in English classes do not like the classroom a lot, but 3 of the participants never like to be in English classes and they will not be successful in their work because their emotional intelligence is low in this case. The percentages have been displayed in the chart below.

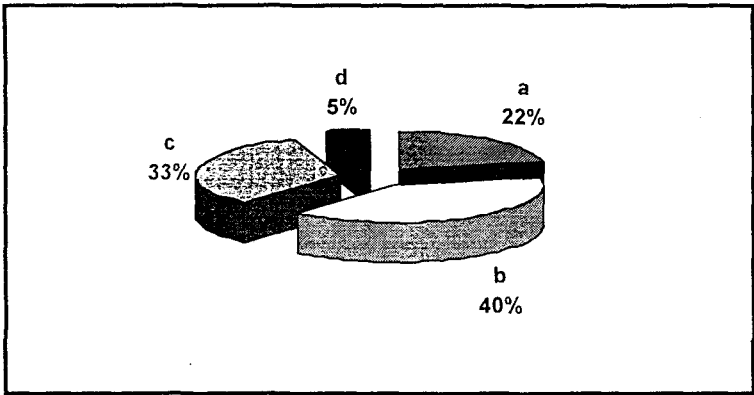


Chart 21- Percentages of item 21.

Item 22- Feeling challenged in your English classes

Group	Item	a	b	c	d	No answer	Number of students
I	22	7	12	37	4	0	60

As it is displayed in the table above, 7 of the participants feel challenged in the classroom so they are always emotionally busy with their lesson and they can be more successful.12 of them are often challenged and they again like to study in English courses. But 37 of the participants, more than half of them (61%), chose sometimes so they are not feeling too challenged and may get bored, which is not a good feeling for a learning situation. At the end, 4 of the participants chose never, it means that they are always bored in English classes, and this shows their low emotional potential to English classes.

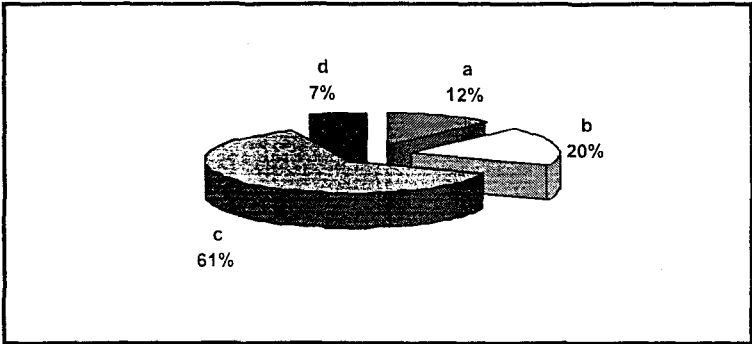


Chart 22- Percentages of chart 22.

Item 23- Feeling energized in the classroom

Group	Item	a	b	c	d	No answer	Number of students
I	23	10	26	20	4	0	60

The above table states that 10 of the students always, 26 of them often, 20 of them sometimes and 4 of them never feel energized and mentally clear in the classroom. Those that are always or often energized can learn easily and are emotionally ready to learn because they have positive feelings to the English classes. Those that sometimes feel themselves energized in the classroom may feel bored most of the time and cannot learn very well. But those that never feel energized and mentally cleared do not have good emotions to English classes and will have problems with this subject. The percentages have been shown in the chart below.

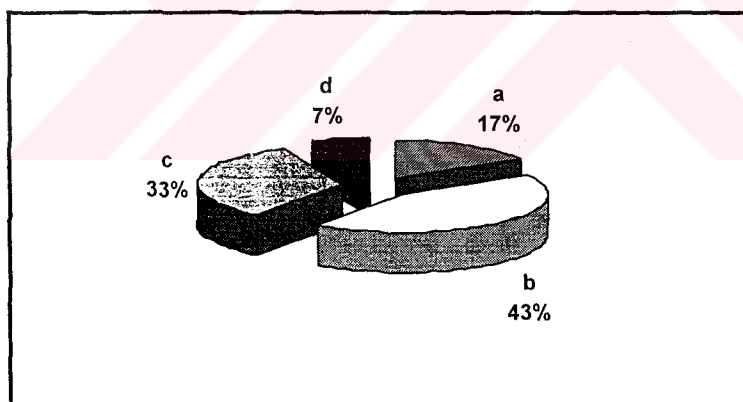


Chart 23- Percentages of item 23.

Item 24- Feeding your self-esteem in the classroom

Group	Item	a	b	c	d	No answer	Number of students
I	24	11	19	24	6	0	60

According to the table above, 11 of the participants out of 60 think that school always feeds their self-esteem so they have good emotions of being at school. 19 of them think that they are often good at school, 24 of them say sometimes but 6 of them do not feel good at school and think that school never feeds their self-esteem, so when they do not have good emotions about school they cannot be successful in such an environment. The percentages have been shown in the chart below.

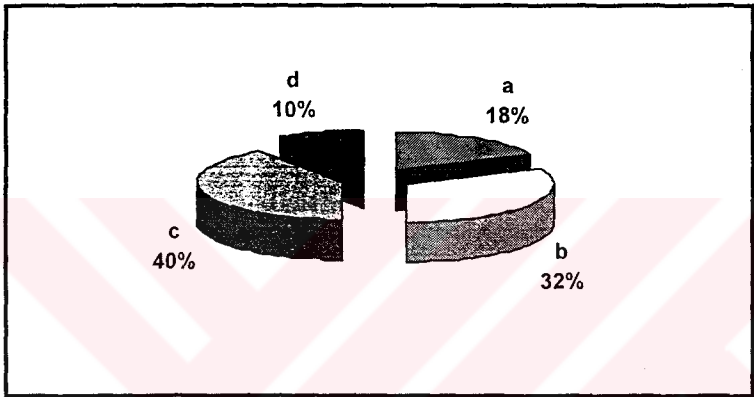


Chart 24. Percentages of item 24.

Item 25- Leaving English classes feeling tired but good

Group	Item	a	b	c	d	No answer	Number of students
1	25	12	27	18	3	0	60

According to the table above, 12 of the students always, 27 of them often, 18 of them sometimes and 3 of them never leave English classes feeling tired but good. So those that say always (20%) or often (45%) can enjoy and have good emotions about their classes but the others are not too satisfied about their English classes. Those who say sometimes (30%) or never (5%) do not feel good when leaving English classes and this shows their low emotional intelligence. The percentages are clear in the table below.

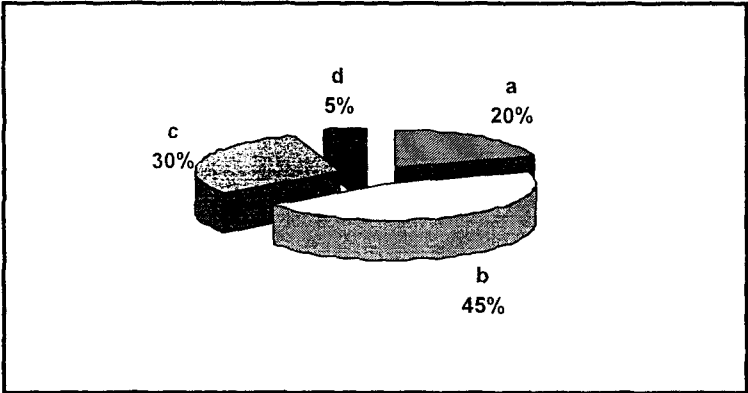


Chart 25. Percentages of item 25.

3.4. Findings Obtained from Group II

The following table presents the results of the questionnaire given to the university lecturers and English teachers in the ELT department at Gazi University.

Item 1- Using feelings to make decisions

Group	Item	a	b	c	d	No answer	Number of students
II	1	4	9	17	0	0	30

According to the table, 4 of the participants chose (a), it means that they always use their feelings when making decisions so their emotional potential is high, 9 of them often use their feelings, and take care about their emotions. 17 of them sometimes take care about their feelings and none of them said never. We can see the percentages in the chart below.

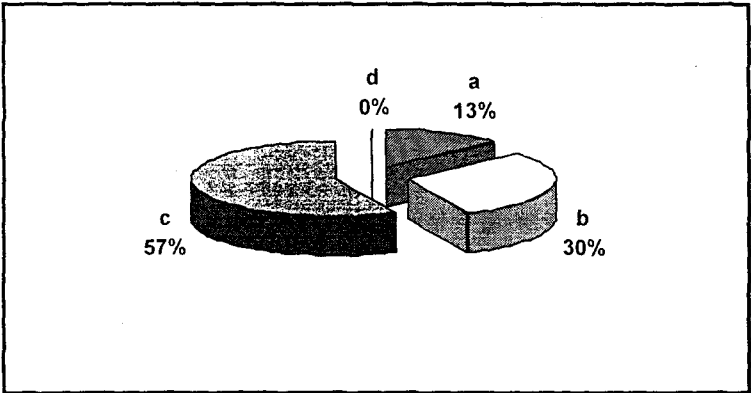


Chart 1. Percentages of item 1.

Item 2- Remaining helpful and optimistic when having setbacks in working toward goals.

Group	Item	a	b	c	d	No answer	Number of students
II	2	4	16	8	2	0	30

As the table displays, 4 of the participants always and 16 of them often remain optimistic when they have setbacks in their work, so they are emotionally in high potential. 8 of them said that they sometimes remain hopeful, so their emotional intelligence is low and 2 of the 30 participants said that they could never remain hopeful when having a problem and this shows their disappointment and low emotional intelligence. The percentages of the results have been shown in the chart below.

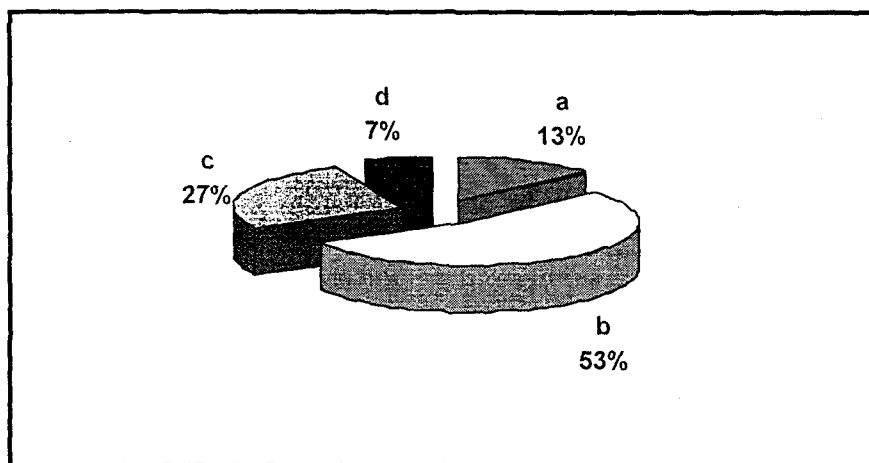


Chart 2. Percentages of item 2.

Item 3- Thinking about the consequences of actions before acting

Group	Item	a	b	c	d	No answer	Number of students
II	3	7	20	3	0	0	30

As it is clear from the table above, out of 30 participants 7 of them always and 20 of them often think about the consequences of their actions. What the result of an action will be and whether it will cause a problem to somebody or themselves are important for these participants, so they care about others' emotions. But 3 of them sometimes take care about the consequences of their actions. Never was not chosen in this item. The percentages are shown in the chart below.

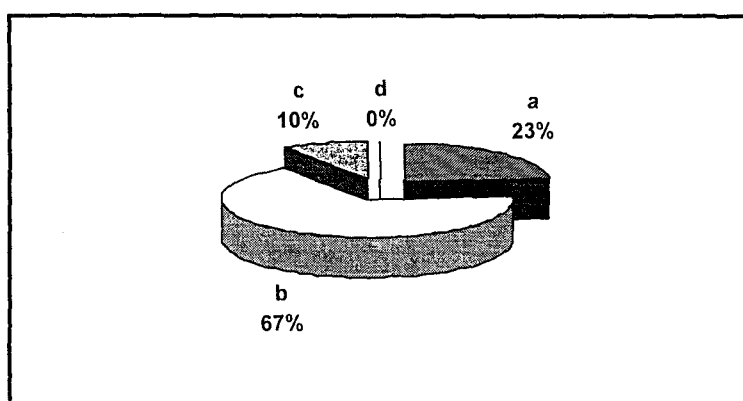


Chart 3. Percentages of item 3.

Item 4- Interfering of feelings with thinking

Group	Item	a	b	c	d	No answer	Number of students
II	4	1	3	24	2	0	30

According to the table above, just 1 of the participants out of 30 always lets his/her feelings interfere with his/her thinking, so he/she has too high emotional potential. 3 of them said often and 24 said that they sometimes mix their emotions with their thinking; thus, they take care about their mind and emotions but those that chose (d) and said never do not care about their feelings and their mind is most important for them and their emotional intelligence is too low. The percentages are shown in the chart below.

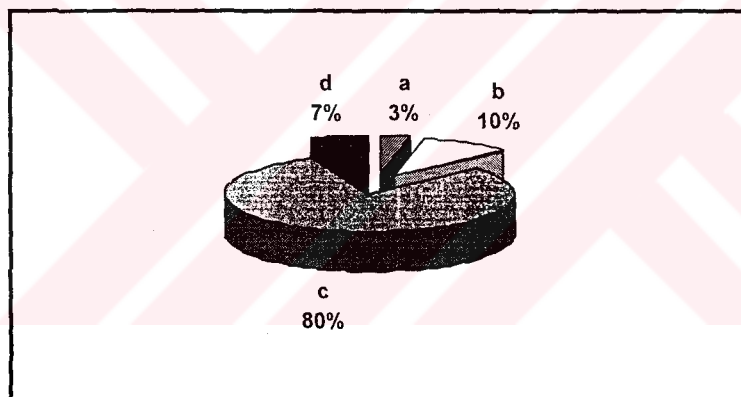


Chart 4. Percentages of item 4.

Item 5- Admitting wrong behavior

Group	Item	a	b	c	d	No answer	Number of students
II	5	6	11	12	1	0	30

As it is seen from the table above, out of 30 participants 6 of them chose always and 11 of them chose often so they can admit their mistakes and are emotional people. The other 12 participants sometimes accept their mistakes, so they do not have high emotional intelligence, but 1 of them never accepts the mistakes

that he/she has done. It shows that this participant has low emotional intelligence. The percentages are clear in the chart below.

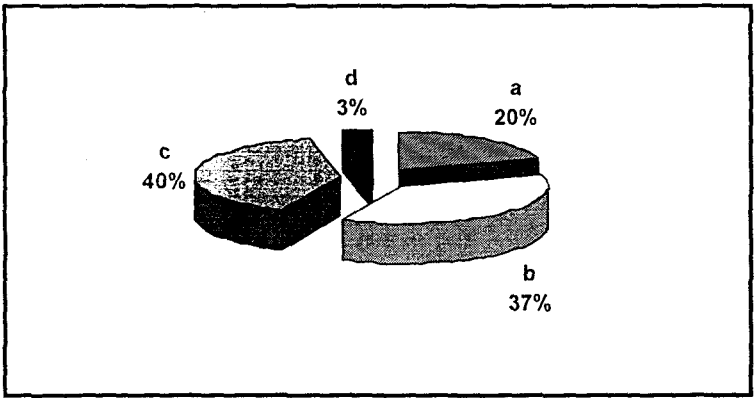


Chart 5. Percentages of item 5.

Item 6- Understanding others feelings

Group	Item	a	b	c	d	No answer	Number of students
II	6	4	18	8	0	0	30

The figures displayed in the table above reveal the participants’ viewpoint for item 6. Out of 30 participants 4 of them always and 18 of them often understand what other people around them feel, so they have high emotional potential and can empathize with their learners. But 8 of them just sometimes understand their learners’ feelings. Nobody chose never for this item. The chart below displays the percentages.

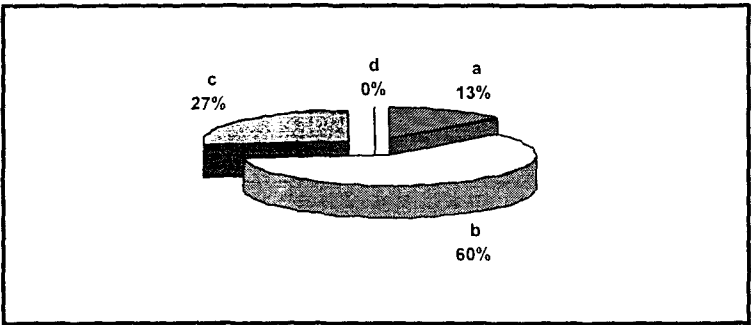


Chart 6. Percentages of item 6.

Item 7- Enjoying organized activities in the classroom

Group	Item	a	b	c	d	No answer	Number of students
II	7	9	14	6	0	1	30

According to the results displayed in the table above, 9 students out of 30 chose always and 14 chose often, so they mostly prefer organized activities and this means that they know how it makes sense to lead in some arenas and follow in others and they have high emotional intelligence. 6 of the participants chose sometimes, so their emotional intelligence is low and does not like to have too much organization in their work. Nobody chose (d) for this item. The percentages are displayed in the chart below.

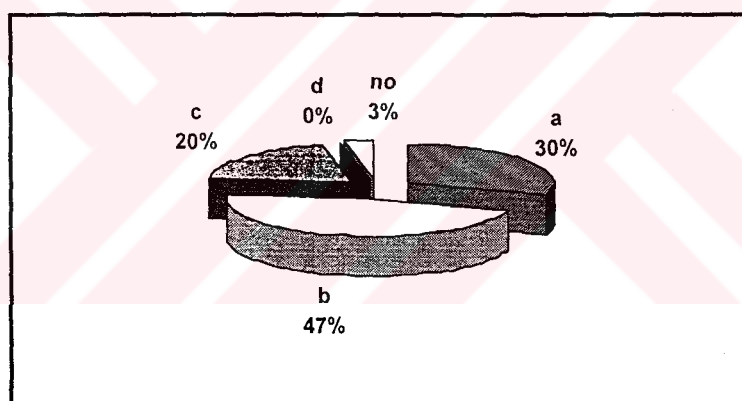


Chart 7. Percentages of item 7.

Item 8- Being leader of your colleagues

Group	Item	A	b	c	d	No answer	Number of students
II	8	6	12	8	2	2	30

Findings obtained from the above table show that 6 of the participants out of 30 always and 12 of them often like to be leaders or followers of their groups, so they have high emotional intelligence and like to take part in group activities. 8 of the participants sometimes like to be leaders or followers, so their emotional

potential is low. 2 of the participants said never so this shows that they do not like to take part in group activities. 2 of the participants did not answer this item. The chart below displays the percentages.

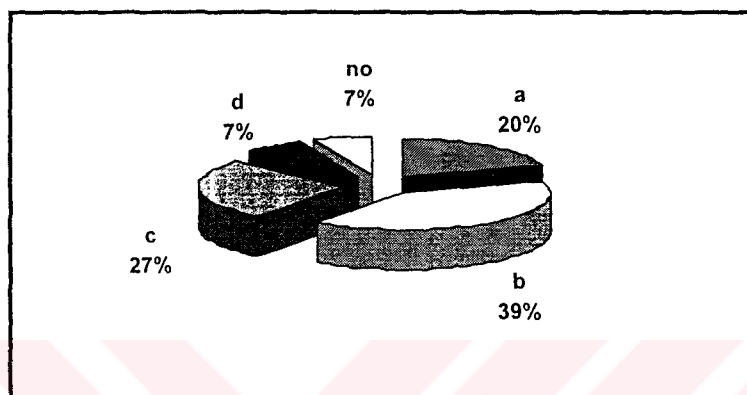


Chart 8. Percentages of item 8.

Table 9- Setting your own standards

Group	Item	a	b	c	d	No answer	Number of students
II	9	19	6	5	0	0	30

According to the responses to item 9, 19 of the participants always and 6 of them often like to set their own standards for what they want to do, so they are good planners of their work and they have high emotional intelligence. 5 of the participants chose sometimes, so their emotional intelligence is low and they are weak in planning. Never was not chosen by the participants. The percentages are shown in the chart below.

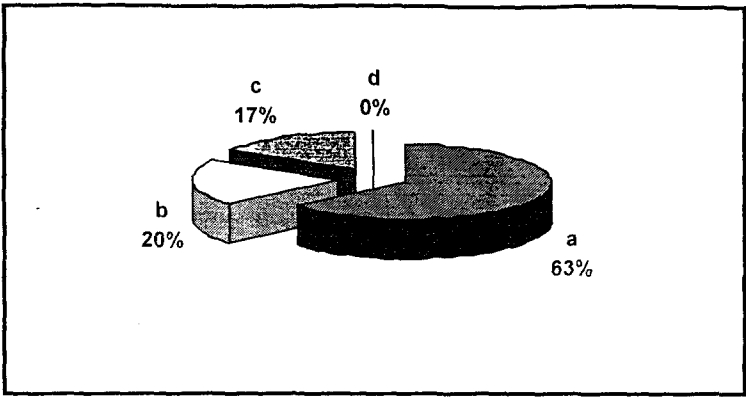


Chart 9. Percentages of item 9.

Item 10- Planning everything far in advance

Group	Item	a	b	c	d	No answer	Number of students
II	10	12	7	10	1	0	30

According to the table above, 12 of the 30 participants always and 7 of them often like to plan everything far in advance, so their emotional intelligence is high and can be successful in their work. 10 of the participants said sometimes, so they sometimes plan their work before doing and they cannot be too successful. 1 of the participants chose never, so when a person does not have a plan for the work he/she cannot be a successful leader and his/her emotional intelligence will be low. The percentages for this item are clear in the chart below.

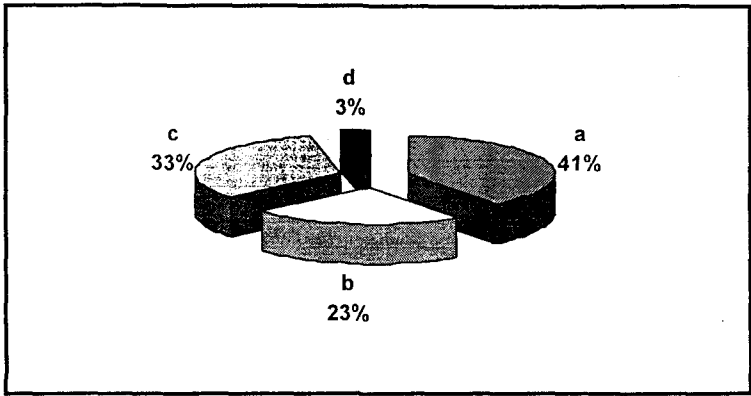


Chart 10. Percentages of item 10.

Item 11- Importance of the common good in the classroom

Group	Item	a	b	c	d	No answer	Number of students
II	11	10	14	6	0	0	30

For this item 10 of the participants said always and 14 of them chose often, then the common good in their classroom is important for them and they take care of learner’s emotions and they can understand and empathize with their learners, so their emotional intelligence is high. 6 of the participants chose sometimes, so their emotional intelligence is low and they do not take care about their learners’ emotions. Nobody chose never in this item. The results in percentages are clear in the chart below.

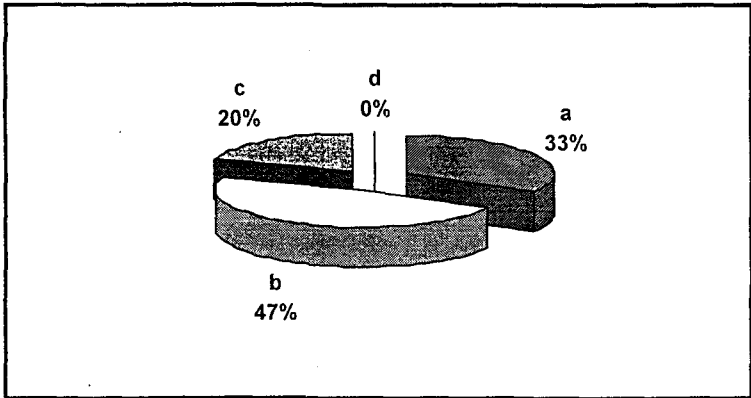
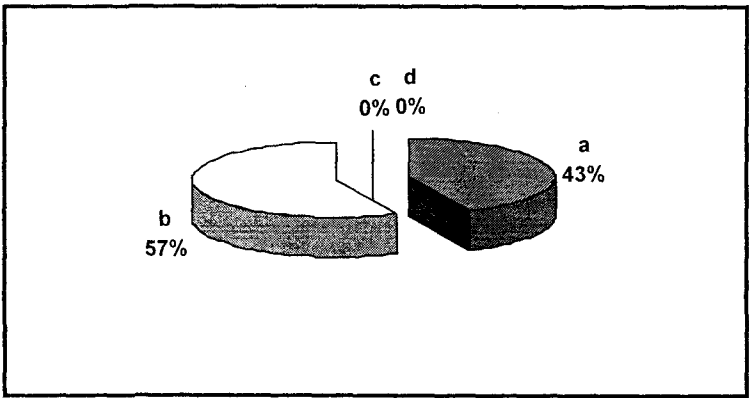


Chart 11. Percentages of item 11.

Item 12- Feeling comfortable in the classroom

Group	Item	a	b	c	d	No answer	Number of students
-------	------	---	---	---	---	-----------	--------------------



II	12	13	17	0	0	0	30
----	----	----	----	---	---	---	----

According to the table above, 13 of the participants out of 30 always and 17 of them often feel comfortable in the classroom, so they have good emotions about their learners and the class. Their emotional intelligence is high. Nobody chose (c) or (d) for this item, and you can see the percentages in the chart below.

Chart 12. Percentages of item 12.

Item 13- Knowing right away your wrong behavior

Group	Item	a	b	c	d	No answer	Number of students
II	13	6	17	7	0	0	30

As it is clear from the table above, 6 of the participants out of 30 always and 17 of them often know it right away when they did something that bothered others, they take care about their learners' emotions and they have high emotional intelligence. 7 of the participants chose sometimes then their emotional intelligence is low and they cannot empathize with their learners very well. Nobody chose never for this item. The percentages of the results are clear in the chart below.

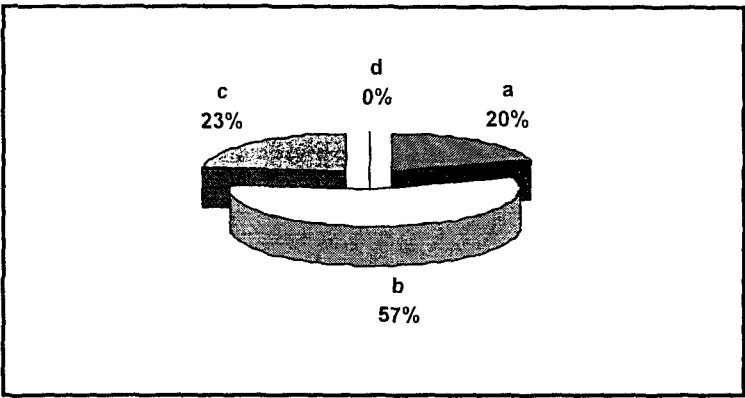


Chart 13. Percentages of item 13.

Item 14- Listening without saying anything

Group	Item	a	b	c	d	No answer	Number of students
II	14	8	13	7	1	1	30

As the table above displays, 8 of the participants out of 30 said always and 13 of them chose often so they can listen to other people without having to agree or disagree, then these participants know to respect others’ opinions and they have high emotional intelligence. 7 of the participants said that they sometimes could listen without having to agree or disagree, so they do not have high emotional intelligence and cannot exactly understand what others feel. 1 of the participants said never so his/her emotional intelligence is too low. 1 of the participants did not answer this item. Results in percentages are clear in the chart below.

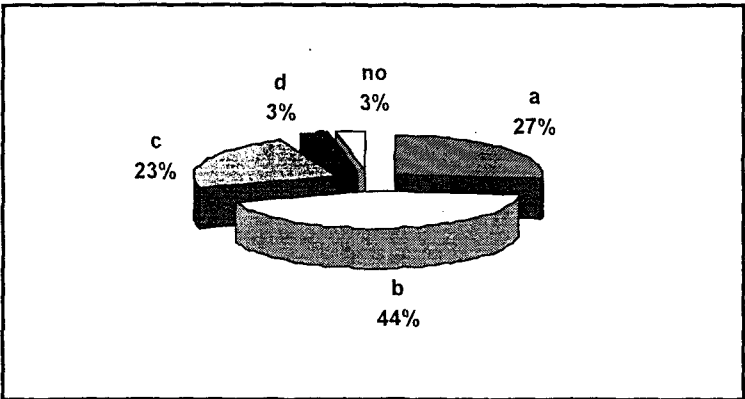


Chart 14. Percentages of item 14.

Item 15- Remembering students’ complaint

Group	Item	a	b	c	d	No answer	Number of students
II	15	10	9	7	4	0	30

Out of 30 participants, 10 chose always and 9 chose often for item 15. They mostly remember their learners’ complaints and this shows that they take care about their learners’ emotions, so their emotional intelligence is high. 7 of the participants chose sometimes, so their emotional intelligence is not high. 4 of them said that they never remember their learners’ complaints, so they don’t care about their learners’ emotions and needs. Their emotional intelligence is low. You can see the percentages of the results in the chart below.

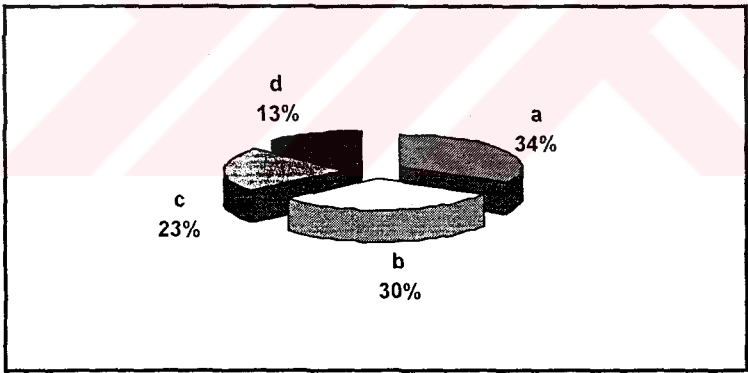


Chart 15. Percentages of item 15.

Item 16- Anticipating conflicting problems with dread

Group	Item	a	b	c	d	No answer	Number of students
II	16	1	6	18	4	1	30

As the table above displays, 1 of the participants out of 30 said that he/she always anticipates conflicting problems with dread, so this participant does not have

high emotional intelligence and cannot bear problems. 6 of them chose often then their emotional intelligence is low and 18 of the participants chose sometimes and 4 of them chose never, so those that chose (c) and (d) can be powerful in front of problems and their emotional intelligence is high. 1 of the participants did not answer this item. The percentages are clear in the table below.

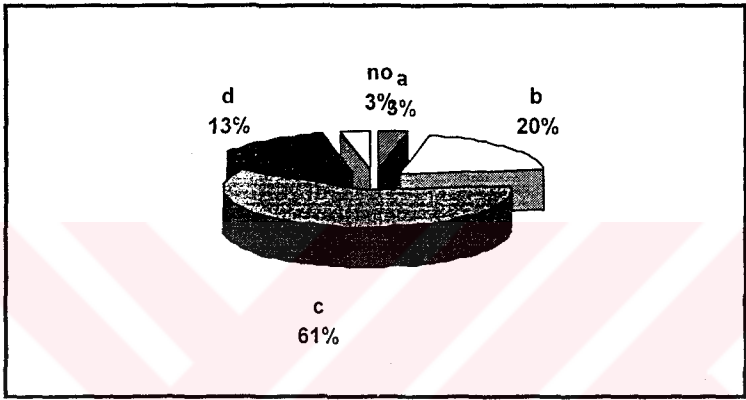


Chart 16. Percentages of item 16.

Item 17- Listening to your students without composing an answer in your head

Group	Item	a	b	c	d	No answer	Number of students
II	17	5	11	9	5	0	30

As it is displayed in the table above, 5 of the participants out of 30 chose always and 11 of them chose often, so they listen to their learners without composing an answer in their head. They have high emotional intelligence and completely empathize with their learners and respect their opinions. 9 of the participants chose sometimes, so their emotional intelligence is not high and do not care about learners opinions. 5 of them chose never, so their emotional intelligence is low and cannot empathize with their learners.

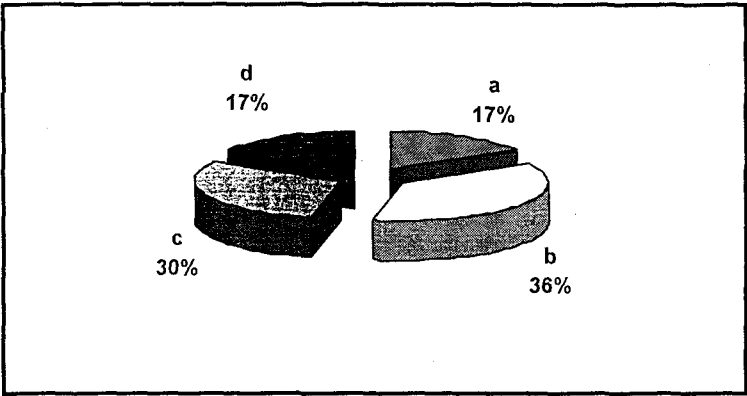


Chart 17. Percentages of item 17.

Item 18- Using the chances for revitalizing your relationship

Group	Item	a	b	c	d	No answer	Number of students
II	18	8	15	7	0	0	30

According to the table above, 8 of the participants always and 15 of them sometimes use the chances as an opportunity to renew their relationship, so their learners’ feelings are important for them and they have high emotional awareness. But 7 of the participants chose sometimes, so their emotional awareness is low and they do not care about making good relations with their learners and about others’ feelings a lot. Never was not chosen by any of the participants. You can see the results in percentages in the chart below.

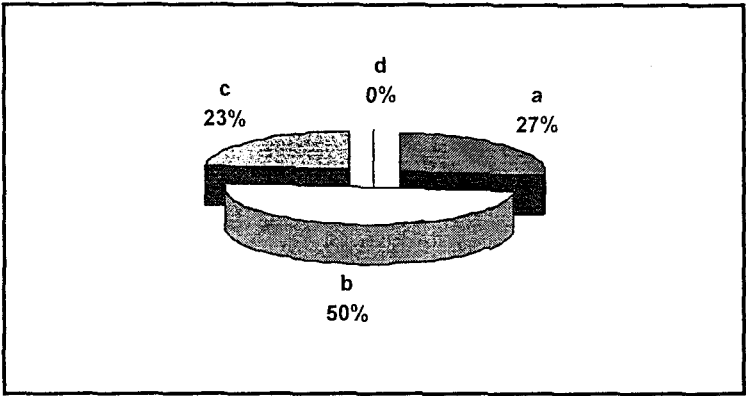


Chart 18. Percentages of item 18.

Item 19- Enjoying English classes

Group	Item	a	b	c	d	No answer	Number of students
II	19	6	17	7	0	0	30

According to the 30 participants, 6 of them chose always and 17 of them chose often. so they mostly enjoy English classes then they can be successful leaders of their learners and their emotional intelligence is high about their classes and learners. But 7 of the participants chose sometimes and this shows their low emotional intelligence and cannot be too much successful with learners. None of the participants chose never. The percentages are shown in the chart below.

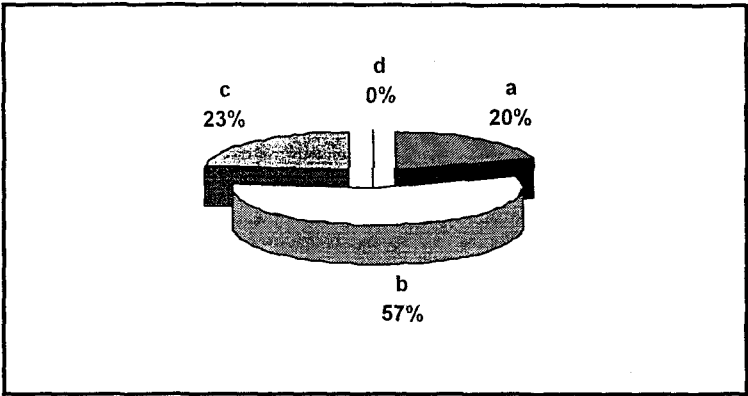


Chart 19. Percentages of item 19.

Item 20- Like to be with your students

Group	Item	a	b	c	d	No answer	Number of students
II	20	14	11	5	0	0	30

According to the table above, 14 of the participants chose always and 11 of them chose often, so they like being with their learners and their emotional awareness about their learners’ emotions is high. But 5 of the participants chose sometimes, so their emotional intelligence is low and cannot empathize with their learners. None of the participants chose never for this item. The percentages are clear in the chart below.

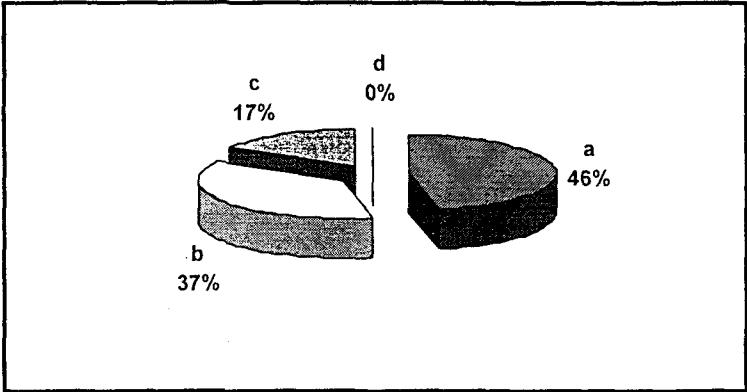


Chart 20. Percentages of item 20.

Item 21- Feeling appreciated in your department

Group	Item	a	b	c	d	No answer	Number of students
II	21	7	9	9	4	1	30

As it is displayed in the table above, 7 of the participants chose always and 9 of them chose often, so they feel appreciated in their department and they have high emotional intelligence about their work place. 9 of the participants out of 30 chose sometimes, so they are not too satisfied in being in their department. 4 of the participants said that they are never satisfied in their workplace, so their emotional intelligence is low and cannot be successful in their work. One of the participants did not answer this item. The percentages are displayed in the chart below.

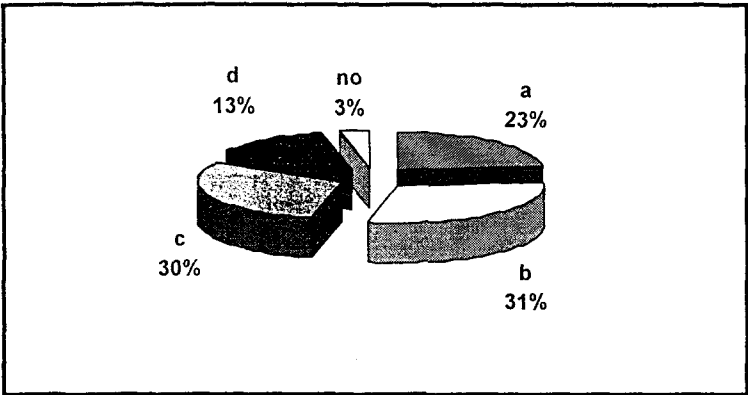


Chart 21. Percentages of item 21.

Item 22- Feeling challenged in your department

Group	Item	a	b	c	d	No answer	Number of students
II	22	2	6	17	6	1	30

As it is clear from the table above, 2 of the participants out of 30 chose (a), 6 of them (b), 17 of them (c) and 6 of them chose (d). Those that say always or often feel challenged in their department, so they like their work and their workplace and their emotional intelligence is high and can be successful in their work. But those who said sometimes do not have high emotional potential about their department and cannot be too successful. Those that chose never feel bored in their work place and have low emotional intelligence. 1 of the participants did not answer this question. You can see the percentages in the chart below.

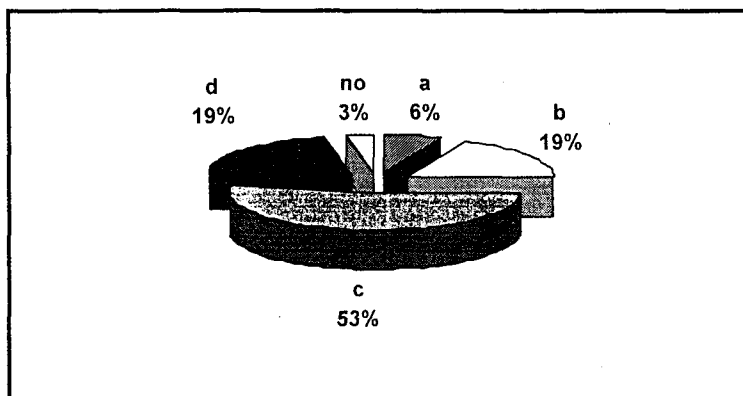


Chart 22. Percentages of item 22.

Item 23- Feeling energized in the classroom

Group	Item	a	b	c	d	No answer	Number of students
II	23	6	22	1	0	1	30

According to the table above, 6 of the participants out of 30 always feel energized and mentally clear in the classroom, so their emotional intelligence is too high and can be a good leader of their learners. 22 of the participants chose often, so their emotional intelligence is high again. But one of the participants chose sometimes then this participant is not relaxed in the classroom and cannot be successful with the participants. (d) was not chosen by any of the participants and 1 of them did not answer this item. The percentages are clear in the chart below.

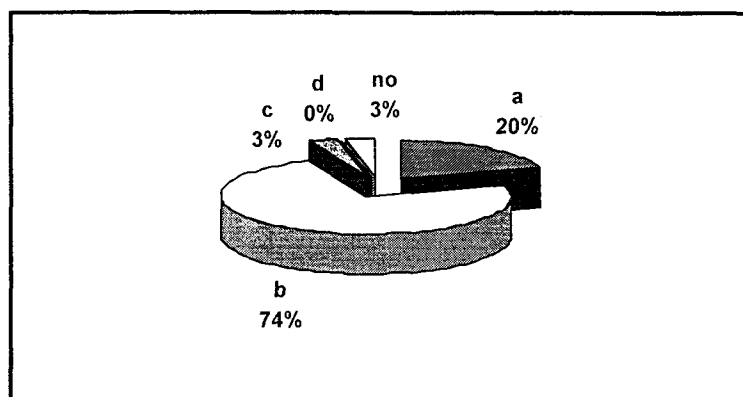


Chart 23. Percentages of item 23.

Item 24- Feeding your self-steem in English department

Group	Item	a	b	c	d	No answer	Number of students
II	24	5	9	10	6	0	30

As it is displayed in the table above, 5 of the participants always and 9 of them often think that their department feeds their self-steem, so they have positive emotions about their work place and can be successful in their work. But 10 of the participants chose sometimes, so their emotions about their workplace are not too positive. 6 of the participants said that they never think that their department feeds their self-esteem, so they cannot be successful in their work. The percentages are shown in the chart below.

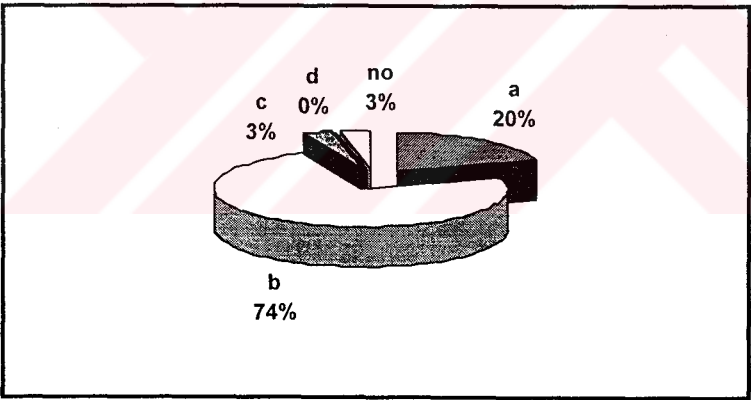


Chart 24. Percentages of item 24.

Item 25- Leaving English department feeling tired but good

Group	Item	a	b	c	d	No answer	Number of students
II	25	5	16	8	1	0	30

According to the table above, 5 of the participants chose (a) so they always leave their department feeling tired but good, and their emotional potential is too high about their workplace. 16 of the participants chose often and this shows their high emotional intelligence. 8 of the participants out of 30 chose sometimes, so they are not too satisfied with the work they have done. They do not feel good and their emotional intelligence is low. 1 of the participants chose never, this shows the participant has too low emotional intelligence. The percentages are clear in the chart below.

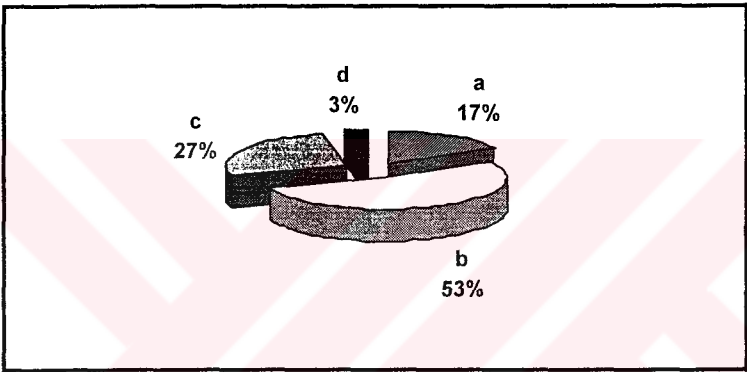


Chart 25. Percentages of item 25.

In this chapter the analysis of the questionnaires has been presented. As it is clear from the tables and graphs, lecturers and students are mostly aware of their and others' feelings, but as it is clear from the percentages some of the participants especially fourth grade ELT students do not have the prerequisites of a good teacher according to the findings. Considering the analysis and results of the study, some suggestions for English teachers will be given in the following chapter.

CHAPTER IV

SUGGESTIONS

4.0. Introduction

The aim of this chapter is to conclude this study by giving some suggestions to ELT teachers about how they should treat learners in the classroom to be able to teach them the necessary steps for developing their emotional intelligence and to make them use these methods to be successful in all steps of life. After giving suggestions for teachers, there will be some suggestions for learners as well about how they should use these steps. So at the end of this chapter the questions given below will have been answered.

- 1- How does emotional intelligence affect students and teachers?
- 2- How can teachers help learners develop their emotional intelligence?
- 3- When should emotional intelligence development lessons be taught to learners?
- 4- How can students be involved in the emotional intelligence development programmes?
- 5- How can parents help for the improvement of these programs?

Before investigating these questions it is better to look once again at the results of questionnaires that were distributed to teachers and learners and to see how much teachers and students in the ELT department of Gazi University give importance to emotional intelligence.

4.1. Discussion of the Results of the Questionnaires

The findings shown in tables and graphs can be seen in Chapter III. At first the questionnaire was administered to fourth grade students in the ELT department of Gazi University. As it is clear from the tables and graphs in chapter III some of the students sometimes or even never consider emotional intelligence. This is not a good result because they are ELT students and in a year they will be teachers and will start to educate their students. If they do not care about their students' feelings, how they can be able to understand their students and teach them the necessary points needed for their life. The negative viewpoints of students may have different causes coming from home or school. Either they may have problems at home with their parents, which causes them not to be able to develop emotionally or their teachers could not teach them the essential points about emotional intelligence and the importance of empathizing with others especially their future students.

In the second part, the questionnaire was administered to teachers in the ELT department and the results collected and put into the charts as shown in chapter III. The results in this part show that teachers even if not always but mostly often take care about the points of emotional intelligence and are aware of the importance of these points. According to their answers, they are emotionally intelligent people and understand others' feelings.

Here there is a contradiction between the results obtained from teachers and students questionnaires. If teachers are aware of the emotional intelligence and its importance, why their students mostly do not care or are not aware of emotional intelligence and its importance. So we can get to the conclusion that either teachers do not teach their students emotional intelligence lessons appropriately or their students do not consider what their teachers teach them. These are important points in the ELT department that should be taken into consideration.

4.2. Suggestions for Teachers and Students

Emotions are considered as one side of a coin, and the other side of which is cognition; without one, the other will be incomplete. Teachers should know that without considering one the other will be incomplete, so they should take care about students' emotions. It is important for teachers to determine what to teach and how to teach to develop emotional intelligence. Of course it is clear that at first teachers themselves should develop their emotional intelligence to a high potential to be able to be a good model for their students. Here are some suggestions for teachers' behaviors in order to bring up emotionally intelligent students:

- At first it should be made clear that teachers like other people will have their own problems, but they should try to leave their problems behind school door ; otherwise, they cannot be helpful with students problems, so being in good mood is the prerequisite of a good and helpful teacher.
- Teachers should like their job, so schools and universities should try to choose future teachers carefully and be sure about their interest to teaching. This is the case not only in teaching but also in all professions, as a person who does not like his/her job will not be successful in.
- Another very important point is about teachers' feedback to the students about both positive and negative behaviors. It is not enough to tell students that they did something right or wrong, they should know the reason of their wrong actions or answers; otherwise, it is impossible for them to learn the right action (Goleman. 1998:264).
- Tell students what you want them to do and why. For example when a teacher gives an activity to be done, students should be clear what that activity is for and what they will learn by doing it. This shows the importance that teachers give to the students' feelings. Without the stress of how they should do the activity, they will be able to complete it successfully (Goleman. 1998:269).
- Inform students before hand when they are supposed to do something. For example when they are supposed to take an exam, tell them days or even weeks before because this helps them to be relaxed and causes them not to be

afraid of going to school; otherwise, they will not have good emotions about class and school (Goleman. 1998:190).

- Teachers should not just give importance to students' knowledge of lessons but also their emotions. They should try to understand how their students feel because when a student is not in good mood it is impossible for the student to understand the lessons given. For example, teachers can ask students to make an emotional box expressing their feelings with faces like sad, angry, happy, and excited and so on. When they feel angry they can put the angry face on their box, when they feel happy they can show the happy face. In this case the teachers can know how the students feel.
- Teachers should remember that emotional competence cannot be developed in a few hours or days. They should teach students these competencies step by step together with other lessons or separately during the year (Goleman. 1998:268).
- Teachers should not forget that all students are not the same both in behavior and understanding skills. It means that they have different emotional and cognitive abilities. They come from different families with different emotional, economical and social levels. So teachers should try to understand all these differences and make a good relationship with them (Goleman. 1998:41).

Of course there are a lot of other points to be considered about emotions of students but these are the most necessary points that a teacher needs to take care about emotional intelligence and the students' feelings. Now we will see the points that students should be made aware of:

- ELT students should try to develop their listening and communication skills in order to be able to listen to and understand others, they should even be able to understand the tone of voice, gestures, facial expressions and the like, otherwise they cannot empathize with others. Because some people cannot express themselves, reading their feelings by tone of voice or facial expressions is very important (Davies,M.Ed. 2003).

- Students should try to get along with their classmates and work in cooperation together: in this case they can understand other people and will learn how to do according to others need, so they can improve their emotional intelligence (Bar-On and Parker. 2000:452).

After teachers and students it is parents that should take care about their children's emotions, because children spend most of their time at home with their parents, parents must get emotional lessons to be able to help their children in developing their children's emotional intelligence. Parents should try to make a good relationship with their children. When their children have a problem without fear of their parent's reactions they can speak to their parents. This can help them to improve their emotional intelligence at home; furthermore, they can realize that they are living in a safe place that everybody wants to help them with their problems (Davies,M.Ed.2003).

4.3. Implementation of the Emotional Intelligence Programs

In this part we want to see when and how these programs should be implemented into the school programs and whether they should be thought separately or they can be taught together with other lessons. It should be said that both is possible. it means that they can be taught as a separate lesson in different times as other lessons are taught, and they can have expert teachers to teach emotional lessons. But some school managers do not consider the importance of these lessons and claim that it is impossible for them to have some extra time devoted to emotional lessons. In this case these lessons can be taught together with other lessons, so the teachers of other majors should be made aware of emotional intelligence and the ways that they should treat students to improve their emotions.

There are different examples of this case. In a program students were used as active learners and teachers were interactive using techniques such as group work, discussions, cooperative learning, and role-plays, as well as dialoguing and guided

practice. These programs were used to develop students' emotional intelligence. For example immediately following the role-play, actors are provided feedback from both teachers and peers to reinforce their performance of the skill and to guide them toward proficiency. They are then encouraged to practice the skills in real-life. If we consider dialoguing a teacher can encourage students to reflect on a situation, become aware of their immediate feelings about it and generate strategies they can then use to resolve the issue at hand successfully. However, opportunities are not limited to the classroom and teachers can make use of all the opportunities out of the classroom. (Bar-On and Parker 2000)

Also teachers can use the tasks given to students to improve their emotional intelligence by offering guidance to them about ways to apply skills to other settings. These settings can be their home or peer groups. For example, students can describe the feelings of their parent at home by describing their facial expressions. They can get faces from magazines and try to predict their feelings and can have discussions on these feelings among peers.

All these are a few guidelines that can help learners to improve emotional intelligence, of course there are a lot of other ways but because of the limitations of the study and time, it is impossible to refer to all of them here. Hopefully, the suggestions given in the study will help both teachers and students to improve their teaching and learning procedures by making use of emotional intelligence.

CHAPTER V

CONCLUSION

Some students hate school and teachers, and do not want to go to school or do not want to see those disliked teachers once again in their life. All these negative attitudes towards school and teachers originate from a divorce between teaching/learning and emotion. The main reason for this divorce is that teachers cannot or do not establish a good relation with their students, and they cannot or do not make use of emotional intelligence in their classes effectively. Therefore, making teaching, learning and emotion work together becomes one of the main concerns of educational discussions.

Researchers such as Goleman (1995), Bar-On and Parker (2000) and Segal (1997) who feel the need to integrate emotion with instruction and learning try to change the traditional method of teaching. As a result of this change, emotional intelligence comes on the scene. Emotional intelligence holds great promises for learners and teachers. Although this change is not easy, forgetting about the results of using emotional intelligence is impossible. So the great benefits of using emotions in teaching make emotional intelligence popular in education. Therefore, emotional intelligence is the main concern of this study.

Regarding emotional intelligence, the concepts and dimensions of it have been discussed. As it is defined, emotional intelligence includes self-awareness; identifying, expressing, and managing feeling; impulse control and delaying gratification; handling stress and anxiety and emphasizing hope and motivation. So emotional intelligence can help students to overcome their stress and anxiety, and learn lessons with motivation and hope.

Emotional intelligence programs can be used for children of any age from newborn to adult in order to document their accomplishments. Students can get

developed emotionally by being involved in emotional programs at school or home. As a result of this, these lessons help students to become emotionally aware and overcome the difficulties of lessons and schools easily.

During these programs students can be asked to speak about their feelings and how much their opinions have changed about school, teachers and lessons. Students can describe their own feelings or the feelings of their classmates by looking at their gestures, tone of voice or their facial expressions. Consequently, they can understand their own feelings or the feelings of others and empathize with them.

The role of emotional intelligence in ELT should be noticed. As emotional intelligence can facilitate learning and teaching, it could be applied according to students' needs and their syllabus. Emotional intelligence may provide different kinds of devices related to ELT as it tries to make students be involved in teaching consciously. It means that students can learn in situations that they know they are important and that they feel teachers take care about them.

In order to tackle with the problem how emotional intelligence can be integrated with instruction and learning activities effectively, we should consider the necessary changes in instruction and learning activities comprehensively. This point will lead to introducing emotional intelligence, which is going to be reconsidered thoroughly. Up to this time, there have not been so many tendencies towards emotional intelligence and emotional intelligence has not received a crucial role in ELT. However, in this study the significance of emotional intelligence has been emphasized in terms of instructors and learners.

In this study, chapter one deals with the problem, aim and scope, method as well as assumptions. Each section has been discussed respectively. The starting point of this study is the inconsistencies between instruction and emotional intelligence. Therefore, this study has dealt with this problem and it has attempted to find solutions to this problem.

Chapter two is related to review of literature. Dimensions, definitions and other related subjects are discussed in detail. Different models of emotional intelligence are also dealt with and different guidelines have been given to teachers.

In chapter three, data analysis and interpretation of it are included. The result of the questionnaire which has been administered to 30 teachers in the ELT department is satisfactory. It shows that teachers care about emotions of students and know how they should treat students. The same questionnaire was administered to 60 ELT students. The results have revealed that ELT students do not know a lot about emotional intelligence and in some cases they are not satisfied of being ELT students. So more should be done about ELT students to change their point of view. ELT teachers should work a lot on students to improve their emotional intelligence because as it is clear from the results of questionnaires administered to teachers and students, there is an opposition between the results. If teachers try more than ever on teaching models of emotional intelligence to their students, some problems which are encountered may be facilitated.

In chapter four, a suggested part is developed. This part provides teachers and students with guidelines of emotional intelligence development. These guidelines can be applied to not only language courses but others also. This study only aims to introduce emotional intelligence and to heighten teachers' and students' awareness of it. Therefore, it is expected that ELT teachers notice these points.

It is believed that the application of emotional intelligence can facilitate learning and teaching strategies in ELT. It can help both teachers and students to learn and teach in a relaxed way without stress and achieve their goals. However since emotional intelligence is very new in our educational system, it is hoped that researchers make further work on it to integrate emotional intelligence completely into the whole educational process.

BIBLIOGRAPHY

- Ashkanasy, N. M. and Hartel, Ch. E.J. and Daus, C. S. (2002). Diversity and Emotion: The New Frontier in Organizational Behavior Research. **Journal of Management**. 28(3), 307-338
- Bar-On, R., Brown, J.M., Kirkcaldy, B.D., Thome, E.P., (2000). Emotional expression and implications for occupational stress; an application of the Emotional Quotient Inventory (EQ-i). **Personality and Individual Differences**. 28, 1107-1118
- Bar-On and Parker, D.A. James. (2000). The Handbook of Emotional Intelligence, Theory, Development, Assessment, And Application at Home and School and in the Workplace. Jossey-Bass Inc., A Wiley Company.
- Brandt, Ron. (1996). Overview / Climate in the Classroom—and in the Community. **Educational Leadership**, 54 (1)
- Ciarrochi, J., Deane, F.P., Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. **Personality and Individual Differences**. 32, 197-209.
- Ciarrochi, J.V., Chan, A.Y.C. Caputi, P., (2000). A critical evaluation of the emotional intelligence construct. **Personality and Individual Differences**. 28, 539-561
- Ciarrochi, J., Caputi, P. Mayer, D.M., (2003). The distinctiveness and utility of a measure of trait emotional awareness. **Personality and Individual Differences**. 34, 1477-1490

- Ciarrochi, J., Chan, A. Bajgar, J., (2001). Measuring Emotional Intelligence in adolescents. **Personality and Individual Differences**. 31, 1105-1119
- Davies, M.Ed. Leah. (2003). Emotional Intelligence: An Essential Component of Education. [Available online: [www.kellybear.com/Teacher Articles](http://www.kellybear.com/Teacher%20Articles)]
- Derksen, J. Kramer, I. Katzko, M., (2002). Does a self- report measure for Emotional Intelligence assesses something different than general intelligence? **Personality and Individual differences**. 32, 37-48
- Elias, Maurice J. Bruene-Butler, Linda, and Schuyler, Thomas. (1997).How to Launch a Social & Emotional Learning Program. **Educational Leadership**, 54 (8)
- Ellis, Dianna. (2001). How important is Emotional Intelligence? **Parents Source**. [Available online: www.parentssource.com]
- Goleman, D., (1995). Emotional Intelligence, New York, Bantam Books
- Goleman, Daniel. (1998). **Working With Emotional Intelligence**. New York. A Bantam Books.
- Hargreaves, A.. (2000). Mixed emotions: teachers' perceptions of their interactions with students. **Teaching and Teacher Education**. 16, 811-826
- Hein, Steve. (2003). Definition and History of "Emotional intelligence". [Available online: www.eqi.org]
- Jaušovec, N., Jaušovec, K., (2003). Intelligence related differences in induced brain activity during the performance of memory tasks. **Personality and Individual Differences**. In Press

- Lambert, Craig. (2003). The Emotional Path to Success: Skill with Anger, and Their Brethren Turns out to be a Secret of High Achievement. **Harvard Magazine**. [Available online: www.harvard-magazine.com]
- MacCann, C., Roberts, R.D., Matthews, G., Zeidner, M., (2003). Consensus scoring and empirical option weighting of performance-based Emotional Intelligence (EI) tests. **Personality and Individual Differences**. In Press
- McCluskey. (1997). Emotional Intelligence in Schools. [Available online: www.connected.org]
- Sadowwski, Michael. (1998). Programs Fostering “Emotional Intelligence” Show Promise. **Harvard Education Letter**. [Available online: www.edletter.org]
- Salovey, Peter and Mayer, John D. (1990). Emotional Intelligence: Imagination, Cognition, and Personality. [Available online: www.eqi.org]
- McPhail, K.. (2004). An emotional response to the state of accounting education: developing accounting students’ Emotional Intelligence. **Critical Perspectives on Accounting**. In Press
- O’Neil, John and Goleman Daniel. (1996). On Emotional Intelligence: A Conversation with Daniel Goleman. **Educational Leadership**. 54 (1)
- Pool, Carolyn R. (1997). Conference Report / Up with Emotional Health. **Educational Leadership**. 54 (8), 12-14
- Quebbman, A.J., Rozell, E.J., (2002). Emotional intelligence and dispositional affectivity as moderators of workplace aggression: The impact on behavior choice. **Human Resource Management Review**. 12, 125-143

Scherer, Marge. (2000). Perspectives / In the Name of Science. **Educational Leadership**. 58 (3)

Segal, Jeanne. Ph.D. (1997). **Raising Your Emotional Intelligence: A Practical Guide**. Henry Holt and Company, Inc. New York.

Shuford, John. (2003). Emotionally Intelligent Schools. In Focus Channels.
[Available online: www.guidancechannel.com]

Suchy, S. (1999). Emotional Intelligence, Passion and Museum Leadership.
Museum Management and Curatorship. 18, 57-71

Thi Lam, Laura and Kirby, Susan L. (2002). Is Emotional Intelligence an Advantage? An Exploration of the Impact of Emotional and General Intelligence on Individual Performance. **The Journal of Social Psychology**. 142 (1), 133-143

Trinidad, D.R., Jhonson, C.A., (2002). The association between emotional intelligence and early adolescent tobacco and alcohol use. **Personality and Individual Differences**. 32, 95-105

Trinidad, D.R., Unger, J.B. Chou, C., Johnson, C.A., (2003). The productive association of emotional intelligence with psychosocial smoking risk factors for adolescents. **Personality and Individual Differences**. In Press.

Weissberg, Roger P., Resnik, Hank, Payton, John, O'Brien, Utne, Mary. (2003). Evaluating Social and Educational Learning Programs. **Educational Leadership**. 60 (6)

APPENDICES



Appendix I

QUESTIONNAIRE**THE STUDENTS' QUESTIONNAIRE**

1- Do you use your feelings to make good decisions?

a-always b-often c-sometimes d-never

2- Do you remain helpful and optimistic when you have setbacks in working toward goals?

a-always b-often c-sometimes d-never

3- Do you think about the consequences of your actions before acting?

a-always b-often c-sometimes d-never

4- Do your feelings interfere with your thinking?

a-always b-often c-sometimes d-never

5- Do you admit when you have done something that you are ashamed of?

a-always b-often c-sometimes d-never

6- Do you understand what people around you feel?

a-always b-often c-sometimes d-never

7- Do you always enjoy organized activities-in the classroom?

a-always b-often c-sometimes d-never

8- Do you like to lead your classmates?

a-always d-often c-sometimes d-never

9- Do you set your own standards for what you want to do?

a-always b-often c-sometimes d-never

10- Do you like to plan everything far in advance?

a-always b-often c-sometimes d-never

11- Is the common good in your classroom always most important to you?

a-always b-often c-sometimes d-never

12- Do you generally feel comfortable in the classroom?

a-always b-often c-sometimes d-never

13- Do you always know it right away when something you did unintentionally makes someone else feel bad?

a-always b-often c-sometimes d-never

14- Do you listen without having to agree or disagree with someone?

a-always b-often c-sometimes d-never

15- Do you remember what your teacher's complaint was the last time you had a dispute with them?

a-always b-often c-sometimes d-never

16- Do you anticipate conflicting problems with dread?

a-always b-often c-sometimes d-never

17- Do you listen to your teacher without composing an answer in your head?

a-always b-often c-sometimes d-never

18- Do you use the chances as an opportunity to renew and revitalize your relationship?

a-always b-often c-sometimes d-never

19- Are English classes fun for you?

a-always b-often c-sometimes d-never

20- Do you like being with your classmates?

a-always b-often c-sometimes d-never

21- Do you feel appreciated in your English classes?

a-always b-often c-sometimes d-never

22- Do you feel challenged in your English classes?

a-always b-often c-sometimes d-never

23- Do you feel energized and mentally clear in the classroom?

a-always b-often c-sometimes d-never

24- Does school feed your self-esteem?

a-always b-often c-sometimes d-never

25- Do you leave English classes feeling tired but good?

a-always b-often c-sometimes d-never

THE TEACHERS' QUESTIONNAIRE

1- Do you use your feelings to make good decisions?

a-always b-often c-sometimes d-never

2- Do you remain helpful and optimistic when you have setbacks in working toward goals?

a-always b-often c-sometimes d-never

3- Do you think about the consequences of your actions before acting?

a-always b-often c-sometimes d-never

4- Do your feelings interfere with your thinking?

a-always b-often c-sometimes d-never

5- Do you admit when you have done something that you are ashamed of?

a-always b-often c-sometimes d-never

6- Do you understand what people around you feel?

a-always b-often c-sometimes d-never

7- Do you always enjoy organized activities-in the classroom?

a-always b-often c-sometimes d-never

8- Do you like to lead your colleagues?

a-always d-often c-sometimes d-never

9- Do you set your own standards for what you want to do?

a-always b-often c-sometimes d-never

10- Do you like to plan everything far in advance?

a-always b-often c-sometimes d-never

11- Is the common good in your classroom always most important to you?

a-always b-often c-sometimes d-never

12- Do you generally feel comfortable in the classroom?

a-always b-often c-sometimes d-never

13- Do you always know it right away when something you did unintentionally makes someone else feel bad?

a-always b-often c-sometimes d-never

14- Do you listen without having to agree or disagree with someone?

a-always b-often c-sometimes d-never

15- Do you remember what your students complaint was the last time you had a dispute with them?

a-always b-often c-sometimes d-never

16- Do you anticipate conflicting problems with dread?

a-always b-often c-sometimes d-never

17- Do you listen to your students without composing an answer in your head?

a-always b-often c-sometimes d-never

18- Do you use the chances as an opportunity to renew and revitalize your relationship?

a-always b-often c-sometimes d-never

19- Are English classes fun for you?

a-always b-often c-sometimes d-never

20- Do you like being with your students?

a-always b-often c-sometimes d-never

21- Do you feel appreciated in your department?

a-always b-often c-sometimes d-never

22- Do you feel challenged in your department?

a-always b-often c-sometimes d-never

23- Do you feel energized and mentally clear in the classroom?

a-always b-often c-sometimes d-never

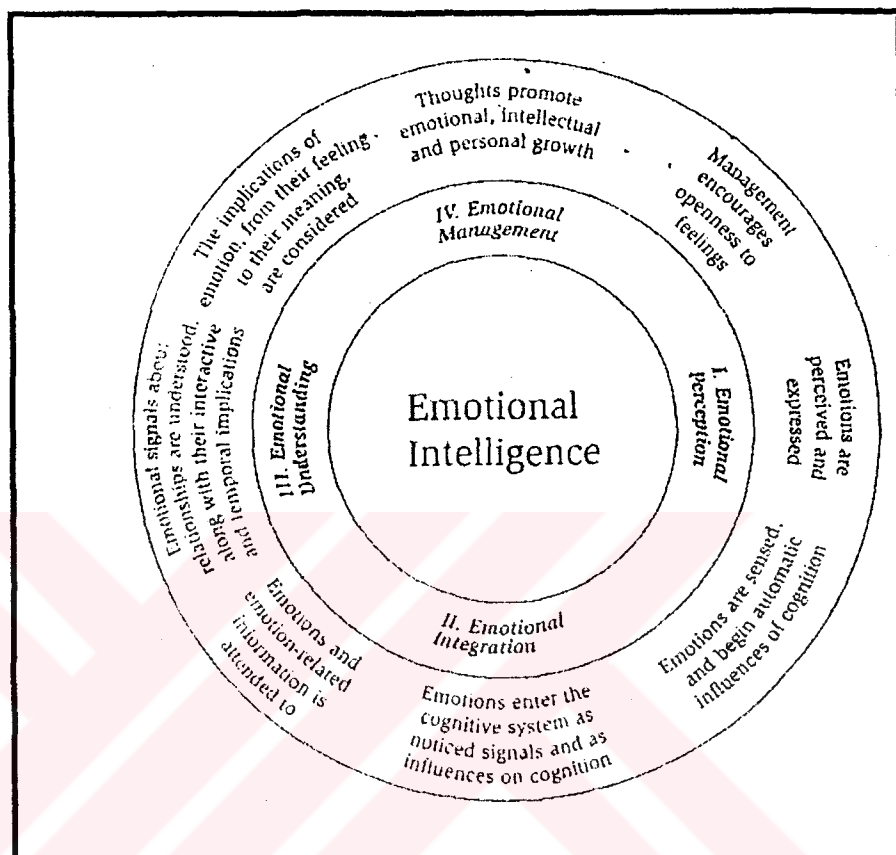
24- Does your department feed your self-esteem?

a-always b-often c-sometimes d-never

25- Do you leave your department feeling tired but good?

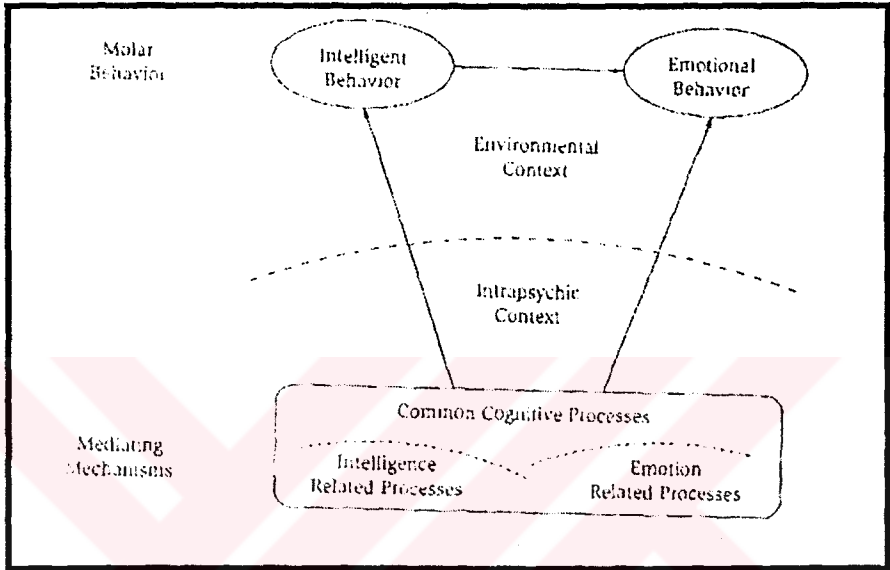
a-always b-often c-sometimes d-never

Appendix II



A circular depiction of the four-branch model of emotional intelligence (after Mayer & Salovey, 1997)

Appendix III



Common and specific cognitive processes that help mediate intelligent and emotional behavior.