

Implementing EQ Strategy in ELT Teacher Training Syllabus¹

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Abstract

Emotional Intelligence (EQ) has become the hottest term many researchers have studied. In this study, EQ will be considered as a guiding principle to set up a new in-service non-native ELT teacher training syllabus.

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

However the main concern is to discuss how to utilize EQ principles and strategy non-native teacher training for success in ELT class. The paper is based on a questionnaire given to the EFL teachers from several schools and various teaching levels, and the results obtained will also be evaluated and discussed. Some specific solutions are drawn as to create a non-threatening atmosphere in ELT environment.

Key words: EQ, Teacher Training, Syllabus

I. Introduction

Non-English speaking teachers and learners are closely related issues to be studied in English Language Teaching (ELT). Although the issue has been covered by several ELT experts, this paper focuses on non-native EFL teachers rather than learners. The following subsequent issues such as teacher-learner interactions, Emotional Intelligence (EQ) principles in Teacher Training (TT), in promoting teachers' interaction with learners and teachers' problem solving skills and teachers' roles in conflict resolution set up a basis with regard to non-native in-service TT.

The paper is supported with the results of a questionnaire. This was a very preliminary questionnaire and the questions were chosen to enable the respondents to reveal the facts as they understand them.

Besides, a detailed outline of the suggested syllabus appears in the paper. The purpose of this syllabus design is to integrate EQ strategies and principles into an overall syllabus TT. In this study the expression 'non-native ELT teacher' covers non-native EFL teachers in non-native environment in L2 country.

II. Background to the Study

It seems that EQ, at first, has nothing much to do with TT in ELT. Contrary to this opinion, the following definition of EQ reveals it has something to do with both EFL learners and teachers. Salovey and Mayer (1997), in their book *Emotional Development and Emotional Intelligence*, define EQ as "Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."

The definition emphasizes that our intellectual growth depends on how emotionally intelligent we are. Mario C. Hyson (1995) in his book *Emotional Development of Young Children: Building an Emotion-Centered Curriculum* points out that "children's emotional development has never been strictly a function of family influences. Rather, the teacher-student and student-student interactions and modeling are critically important as well." Here, it is inferred that the role expected from the EFL teachers is to be emotionally intelligent models for their students. Hence they are expected to solve the conflicts and problems skillfully without harming the students' emotions.

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III. Teacher Training in ELT

TT is not the main concern in this article; nevertheless, it is thought to be useful to cover it on the theoretical basis. Both in practice and theory, teachers and learners are two unavoidable issues as well as syllabus, environment, administration and so on. Besides, classroom management and teacher-student interaction are integral to sound methodological practice (Nunan 1991:189).

Learning to teach is not usually seen as a lifelong process, learning teaching is (Di Prima 1999: 21). As non-native teachers in ELT we all have been experiencing how to teach English in a non-native environment through our personal beliefs and understandings as well as teaching skills having been developed throughout the years in formal education. Here the main concern is to discuss the “novice”, “inexperienced” (Van Thielen 1993:94), “prospective” (Di Prima *ibid*:22) and also named “reflective practitioner” (Hargreaves, cited in Elliott 1993: 88), that is to say, non-native EFL teachers’ training and how to implement EQ constructs and principles in an in-service (in some cases *pre-service*) TT. Di Prima (*ibid*:23) puts emphasis on the view that “in service training programmes are intended to initiate a stage of personal development and to explore different teaching/learning procedures.”

Teaching and becoming an experienced EFL teacher require some teaching abilities no matter whether it is a native or non-native ELT environment. Titone in the article “*The Changing Role of the Teacher*” (Titone 1995:12) stresses the following point in regard to the changing role of teachers in ELT as follows:

“There has been lots of research into the classroom situation, lots of research into language acquisition, lots of research into how the brain works, and lots of research into how language is constructed. The conclusions of this research are that the way most teachers teach has no correlation with the way learners learn.”

Professional development of teachers can also be described that “teacher education becomes largely a matter of facilitating the development of teachers’ capacities for situational understandings as a basis for wise judgement and intelligent decisions in complex, ambiguous and dynamic educational situations” (Elliott 1993:18,19). Following is the chart that shows the EFL teachers’ roles:

Teachers Expected Roles in ELT		
<ul style="list-style-type: none">• Needs Analyst• Curriculum Developer• Materials Developer• Counselor• Mentor• Team Member Researcher• Professional	<ul style="list-style-type: none">• Creator of external realities• Creator of imaginary realities• Creator of Internal Realities• A Rich Resource• Selector• Party Host• The Bold Deserter• The Simple Recycler• The Three Phase Recycler• Three Step Challenges• Monitor Learning	<ul style="list-style-type: none">• Controller• Organiser• Assessor• Prompter• Participant• Resource• Tutor• Observer

Figure 1 : Teachers’ Expected Roles in ELT (Richards & Lockhard 1994: 97-112; RenzoTitone 1995: 12-15 cited in ELI ; Jeremy Harmer 2001:56-67)

In fact, class management, teacher-student interaction (Nunan 1991) and the ability to make decisions (Kenedy 1999) are the most important skills and roles that EFL teachers should assume to succeed in a non-native ELT environment. The following modified chart may be very explanatory as to how *Personal* and *Social Competence Issues* in EQ (Goleman 1998: 24-9) are important and indispensable to implement in TT.

EQ COMPETENCE ISSUES TO BE UTILIZED BY NON-NATIVE EFL TEACHERS IN ELT CURRICULUM		
PERSONAL COMPETENCE	Self - awareness	Non-native EFL teachers should ...
	Emotional Awareness	be able to identify their emotions in teaching
	Accurate Self-Assessment	identify their weak and strong points of teaching
	Self-confidence	be decisive and reflect their self-assurance about presenting the lessons in ELT
	Self - regulation	
	Self-control	know how to manage their distracting feelings and not spoil an emotionally safe class atmosphere
	Trustworthiness	be able to admit their own mistakes and build trust with students
	Conscientiousness	believe that they are the only persons to be held responsible
	Adaptability	be able to adapt themselves into the changing situations in class
	Innovativeness	search for innovative ideas and issues in ELT class
	Self - Motivation	
	Achievement Drive	focus on pre-set objectives and have a high drive to meet t ELT objectives
	Commitment	seeks out some opportunities to fulfill their peer group's task
	Initiative	insistently pursue their goals in ELT
	Optimism	be able to overcome some unexpected setbacks
SOCIAL COMPETENCE ISSUES	Social Awareness	
	Empathy	be able to understand their students' perspectives
	Social Skills	
	Influence	be helpful and persuasive
	Communication	set up a very comprehensive communication channel with their students, listen well and be open to communication
	Conflict management	encourage open discussion and predetermined debates and be able to handle difficult situations
	Leadership	be the leader of the class and guide the student's performance by setting a good example
	Change Catalyst	be able to recognize the change in class or the students' attitude towards the TL
	Building Bonds	be able to create a steady relationship among the students, enhance the peer group interaction
	Collaboration and Cooperation	be collaborative and share any useful information with colleagues and be able to promote a friendly, cooperative climate
	Team Capabilities	consider ELT class as a team

Figure 2 : EQ Competence Issues Adapted to be Implemented by non-native ELT Teachers

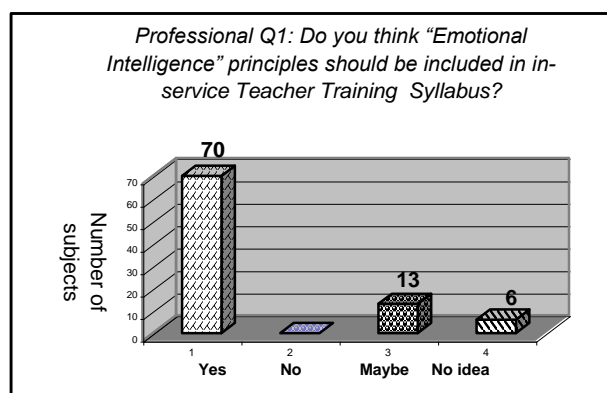
As far as the above EQ competencies are concerned, it is clearly seen that some of these competence issues are overlapping with ELT teachers' roles above. It is also thought to be useful to implement those issues in class management, problem solving and conflict management in the TT curriculum.

IV. Evaluation of Questionnaire

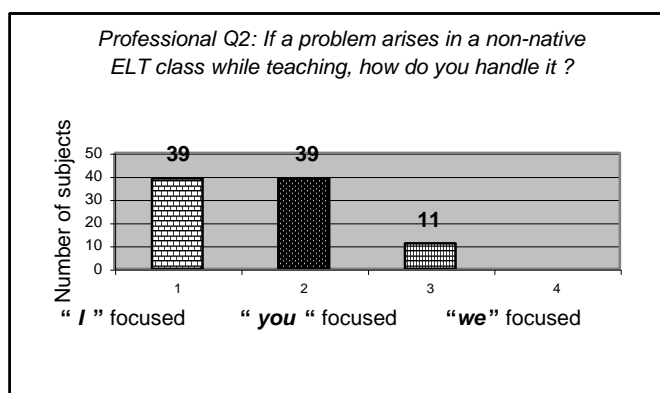
To ensure the implementing of EQ principles (Goleman 1998:317-8) into in-service (or pre-service) TT, a questionnaire was given to EFL teachers from various schools such as universities, high schools and a primary school. First section is made up of 4 background information questions. In total, 89 teachers (17 from high schools, 38 from University prep schools and 34 from primary schools) (Q1)-81 female and 19 male EFL teachers (Q2) answered the questions designed both in two sections- *personal* and *professional*. In question 3 the respondents teaching experinec in ELT is asked and 6 are inexperined 33 have 4-6 years of, 14 have 7-10 years and 36 almost 32% respondents have more than 10 years of experince. Question 4 asks about *major EFL group they have experined teaching* and here are in which group they experined ELT: 3% adults, 20% young adults, 38% teenagers and 39% young learners. In the second section there are 12 questions searching for data about EQ principles and their implementation. The results are illustrated with various computer-generated graphs.

Nevertheless some case studies regarding teacher-learner interaction, positive learning environment, problem-solving and conflict-management skills can be studied as well. The following are the results and assessment of the data obtained from some of the professional questions in the questionnaire:

Graph 1

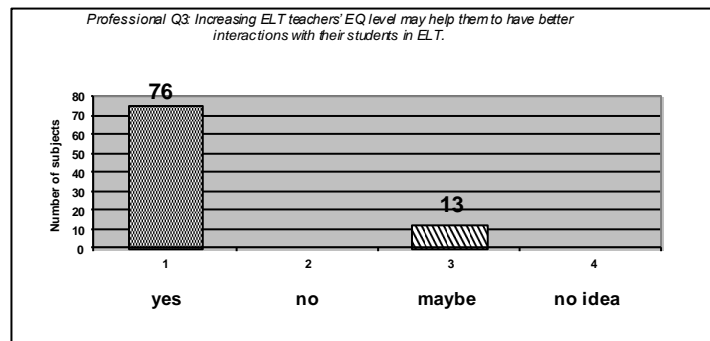


Graph 2



In an overall assessment of the questionnaire, most of the respondents do agree with the inclusion of EQ principles in in-service TT (Q1). Nearly 79% of them agree with this idea. In regard to *problem solving*, *conflict management* and *class management* in ELT (Q2), about 44% of the respondents do agree with "**I**" focused and 44% of them "**you**" focused solutions. What this means is that the teacher, depending on his/her EQ level, would prefer either himself/herself or the student be in the center of problem solving, conflict management or class management. However, in EQ, "**empathy**" (that means *sensing others' feelings and perspectives, and taking an active interest in their concerns*) (Goleman 1998) requires an "I" focused solution to the problems.

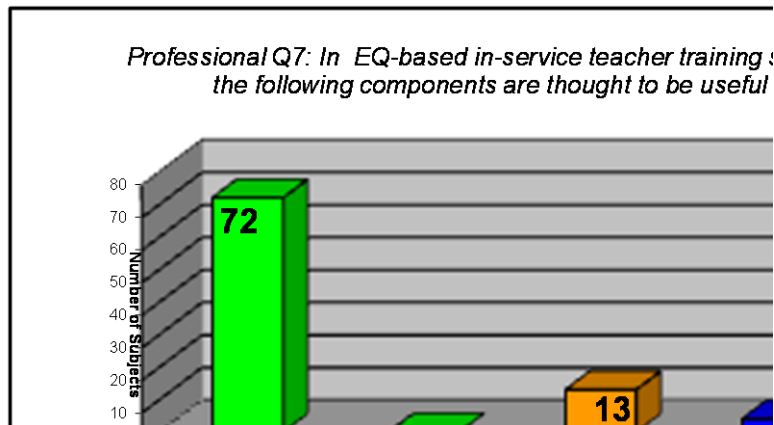
Graph 3



The majority of the respondents (Professional Q3) seem to agree that teachers with high EQ level can be very successful in student-teacher interactions. Class interactions in both non-native and native environments should be taken into consideration at any phase of instruction.

Professional question 4 asks about the EQ constraints (*Self awareness, Managing Emotions, Empathy, Communicating, Co-operation, Resolving conflicts*- McCown et al. Six Seconds, 1998) and if they are regarded closely related with teaching and

learning in ELT. Nearly 84% of the respondents agree that there is a very close relation between learning and emotions. However, this will ensure a safe learning environment and a healthy interaction between learners and teachers in ELT. In question 5 most respondents (73%) do agree with the idea that EQ courses are to be given to EFL teachers at the beginning of the ELT career.



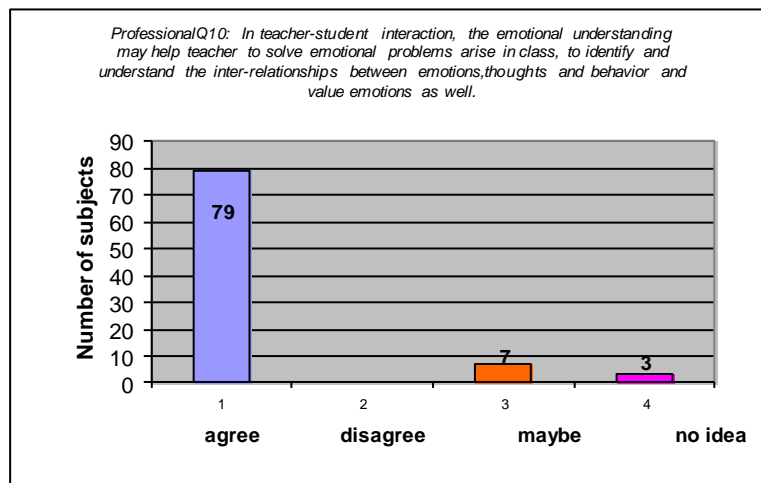
Graph 4

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

In this item of the questionnaire Q7 helps us identify that an EQ-based, in-service TT syllabus may be very beneficial to ensure teacher-learner interaction and nearly 83% of

the subjects agree with this idea.

Question 9 is about “A teacher’s appropriate response and helpful approach to the feelings of his/her students may help him/her to ease students’ learning anxiety and increase self-motivation in ELT class.” Almost 90% of the respondents agree with the idea and this reveals that teachers should encourage their students through being very considerate of their emotions and feelings. As far as students concerned in the ELT atmosphere, motivation depending on the circumstances students are exposed to is an issue to be covered by the EFL teachers, NESTs (native English Speaking Teacher) or non-NESTs (Non-Native English Speaking Teachers).



Graph 5

In Q10 most respondents agree that implementing of EQ principles will be very appropriate to solve problems in a non-native ELT environment. Besides it is considered that in teacher-learner interaction, EQ could be most helpful in solving the problems and overcoming the exposed difficulties related to emotions and feeling in ELT class atmosphere. This is a basic step to the questionnaire because the study is done to reveal the facts in a non-native ELT class and scenes that any EFL teacher might encounter during teaching

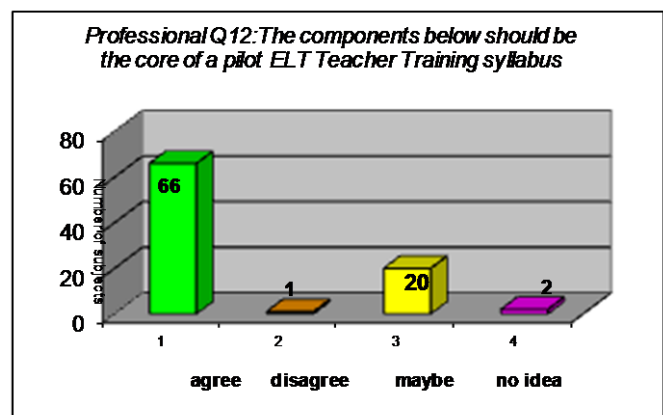
takes place.

Graph 6

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

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

Finally in Q12, the components above are given to the respondents and they are widely accepted and



they acknowledged those could be included in a pilot study of TT syllabus.

When all items above are considered in an overall assessment, it is inferred from the results that EQ principles could be implemented in an in-service TT syllabus. However, such an inclusion in the syllabus body should be supported by some other findings about personal, institutional and language teaching and learning issues as well.

V. EQ-based ELT Teacher Training Syllabus

Since this type of syllabus is expected to be different from so-called language teaching syllabuses such as “grammatical, lexical, grammatical-lexical, situational, topic-base, notional, functional-notional, mixed or ‘multi-strand’, procedural, process” (Ur 1996: 176-179), the suggested syllabus is thought to be a task/teacher-based syllabus. Gillian Brown (cited in IATEFL Issues 161/9) states that “syllabus is a plan for teaching that contains an explicit and complete inventory of categories which are weighed, related, and sequenced.” In fact, the purpose of such a syllabus is to help non-native teachers identify both their own and the students’ emotions and feelings. The syllabus is a significant part of TT studies.

Following is a chart designed to give some objectives and syllabus content for EQ principles that could be implemented in TT. The syllabus will have three phases: *EQ principles, integration of principles into ELT environment, case studies and resolution activities*. Prior to implementing the syllabus an EQ Self-Evaluation Test (see appendix) may be given to all trainee teachers. The test results will be assessed by the training instructor/expert. The weakest and strongest emotional points may be discussed with the trainee-teacher in advance and the syllabus content might be individualized/modified accordingly.

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

Figure 3 : EQ-Based ELT Teacher Training Syllabus

After implementing the syllabus, the teachers' weakest and strongest points are reevaluated and, if needed, additional studies could be designed to promote teachers' EQ levels. As long as they do not interfere with teachers' teaching skill, conflict management (Goleman 1998:178-183) and maintaining desired classroom atmosphere, and minor matters are not taken into account. In such cases, teachers are recommended to work on their weakest points themselves. So a certain period of time should be allocated for teachers' self-assessment. If a problem emerges about "empathy", this should be discussed and studied on the personal basis, and necessary changes could be encouraged to train the EFL teachers in a non-native environment.

VI. Conclusion

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

1. The suggested - TT syllabus could be modified with other findings and suggestions by the field professionals.
2. EQ is accepted as one leg of the tripod: **teacher-learner-EQ**.
3. The more they are trained and increase their EQ level, the more positive feedback they can provide for their students.
4. All components syllabus should cover are to be based on the strategically humanized teacher-learner interactions.
5. Teachers' enhanced problem solving ability, conflict management skills and developed management skills are as important as language learning/teaching skills and theoretical language teaching itself.

As a final remark, EQ is our standpoint to design a syllabus, but it is not considered to be the main issue in ELT. For ELT is of its own principles, and it is a wide area to be worked on. The teacher who is in the center of the issue has a two-fold role to assume: *teacher as a human* and *teacher as a professional*. When these two are combined appropriately in the professional life, an elaborated input for success in ELT is assured.

Emotional Intelligence Self-Evaluation Test

(<http://www.solnet/emotional-intelligence.html>)

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

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

- Emotional Awareness
- Managing one's Emotions
- Self-Motivation
- Empathy
- Coaching Others' Emotions

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

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

Emotional Intelligence Self-Evaluation Test

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

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

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

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

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

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- <http://www.connected.org/learn/school.html> *Emotional Intelligence in Schools* (Alan McCluskey, accessed on April 16, 2000)
- <http://www.queendom.com/tests/ene/emotionaliq.frm.html> *Emotional Intelligence Test by Cyberia Shrink*
- <http://www.eqi.org/steps.html> - *Basic Steps to Emotional Intelligence in the Classroom* (the website visited on January 2, 2002)