REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A CASE STUDY ON AN INTEGRATION OF FIVE DOMAINS OF EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

THESIS BY

Zeliha HARTOĞLU

SUPERVISOR

Assist. Prof. Dr. Hülya YUMRU

MASTER OF ARTS

MERSİN, September 2015

REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of "A CASE STUDY ON AN INTEGRATION OF FIVE DOMAINS OF EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING" is the satisfactory for the award of the degree of **Master of Arts** is the Department of **English Language Teaching**. Thesis by Zeliha HARTOĞLU 20138039.
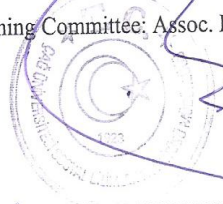
....
Supervisor-Head of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

....
Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

....
Member of Examining Committee: Assoc. Prof. Dr. Jülide İNÖZÜ
(Çukurova University)

....
16/09/2015
Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for other sources is subject to the Law of Works of Arts and Thought. No: 5846.

ACKNOWLEDGEMENTS

ÖZET

İNGİLİZCE DİL ÖĞRETİMİNDE BEŞ DUYGUSAL ZEKÂ ALANININ KAYNAŞTIRILMASI ÜZERİNE BİR ÖRNEK OLAY ÇALIŞMASI

Zeliha HARTOĞLU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yard. Doç. Dr. Hülya YUMRU

Eylül 2015, 52 Sayfa

Bu çalışmanın ana amacı Goleman'ın (2014) beş duygusal zeka alanı temel alınarak nasıl anlamlı bir İngilizce dil eğitim süreci oluşturulabileceğini incelemektir. Çalışma aynı zamanda öğrencilerin İngilizce derslerinde duygusal zeka farkındalık yaratma aktivitelerine karşı tutumlarını da araştırmayı amaçlamaktadır. Bu çalışmada araştırmacı duygusal zeka farkındalık yaratma aktivitelerini İngiliz edebiyatının en eski efsanelerinden biri olan Beowulf adlı kitabın ilk beş bölümüne kaynaştırmıştır. Çalışma, Mersin'de bulunan özel bir ortaokulun haftada iki saatlik Edebiyat dersleri esnasında beş hafta süre ile yürütülmüştür. Çalışmaya on yedi öğrenci katılmıştır. Öğrenciler doğal öğrenme süreçleri sırasında gözlemlenmiştir. Çalışma boyunca araştırma verileri araştırmacı gözlem formu, öğretmen günlüğü ve her ders sonunda rastgele seçilmiş iki öğrenci ile ders sonu anketi uygulanarak toplanmıştır. Çalışmanın bulguları Goleman'ın beş duygusal zeka alanı ile entegre edilmiş ve iyi bir şekilde hazırlanmış ders aktivitelerinin öğrencilerin duygularını nasıl yöneteceklerini öğrenmelerine ve duygusal zekalarını geliştirmelerine yardımcı olabildiğini göstermiştir. Eğer öğretmenler öğrencileri derse etkin bir şekilde dâhil ederlerse, öğrenciler daha kolay ve daha etkili öğrenebilirler. Bu çalışma, İngilizce dil eğitimi sürecinde duygusal zekânın rolünü anlamak ile ilgili gerekli ve faydalı bilgiler içermektedir.

Anahtar Kelimeler: İngiliz Dili Öğretimi, Duygusal Zekâ, Duygusal Zeka Alanlarının İngilizce Derslerine Entegrasyonu

ABSTRACT

A CASE STUDY ON AN INTEGRATION OF FIVE DOMAINS OF EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

Zeliha HARTOĞLU

Master Thesis, Department of English Language Teaching

Thesis Supervisor: Assist. Prof. Dr. Hülya YUMRU
SEPTEMBER 2015, 52 Pages

The main purpose of this study was to investigate how to establish a meaningful English language learning process in the context of Goleman's (2014) five domains of Emotional Intelligence. The study also aimed to investigate the learners' attitudes towards the integration of emotional intelligence awareness raising activities in English lessons. The researcher integrated five domains of emotional intelligence into the first five chapters of the book Beowulf, the earliest legend in English literature. The study was conducted with 8th grade learners in a Private Secondary School in Mersin, Turkey. The study was conducted during two-hour additional Language of Arts lessons at this school. 17 learners participated in this study. The learners were observed in their natural learning process. Throughout the research, the data were obtained through observation forms; a teacher journal and follow-up interview questions. It took 5 weeks to implement the study. Findings showed that as educators if we set well-designed lesson activities which are integrated with five domains of emotional intelligence as identified by Goleman (2014); self-awareness, motivation, self-regulation, empathy and adeptness, the learners can learn how to manage their emotions and this enables them to improve their emotional intelligences. If the teachers involve the learners into the lesson, the learners can learn the target language easily and effectively. This study provides necessary and useful information to understand the role of emotional intelligence in English language learning process.

Key Words: English Language Teaching, Emotional Intelligence, Integration of Emotional Intelligence in English language Classes

ABBREVIATIONS

EQ: Emotional Quotient

IQ: Intelligence Quotient

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER I

CHAPTER II

CHAPTER III

CHAPTER IV

CHAPTER V

CHAPTER I

1. INTRODUCTION

This study aims to explore how to set a meaningful language learning context through raising learners' awareness on five main domains of EQ as identified by Goleman (1995). It also investigates the learners' attitudes towards the integration of emotional intelligence awareness raising activities in English lessons. This chapter first presents the background of the study, the statement of the problem, the purpose of the study and its significance and the research questions. Then, it finalizes with the definitions of the terms used in the study.

1.1. Background of the Study

Every student is a unique person and so their language learning differs from one student to another. These differences have been investigated since earlier times. Lately there has been an expanded enthusiasm for the role of Emotional Intelligence (EQ) in both the scholastic achievement of learners and their emotional adjustment in school (Tosun, 2013). The researchers have studied the characteristics of some learners who learn a language easily and some others who devote more time and energy (Tosun, 2013). According to the findings, as well as motivation and anxiety, the degree of intelligence has a very important role over learning a second language (Kezar, 2005). When we talk about the effect of intelligence level on learning a language, we generally do not think about EQ. Learners who are weak in adaptability, assertiveness, decisiveness, empathy, or commitment could also be inclined to be weak for learning a language. On the other hand, taking time away from the academic schedule to build such skills could degrade academic progress (Rice, 2006). Because of this reason ELT programs which are being presented at schools need to support student achievement and personal growth as well. But one thing that must be taken into account is every student has emotions. The question is how to use these emotions effectively in the language learning process.

Pressure between Intelligence Quotient (IQ) and EQ shows itself in discussions over the significance of reading, writing, mastering the sciences and social sciences, and solving mathematical equations versus the significance of adjusting to the

environment, working helpfully, capably, adequately, and with certainty and enthusiasm (Goleman, 2014). Achievement may not be an aftereffect of scholarly accomplishment alone, but rather a mix of components. That is, the individuals who are scholastically less slanted however have all around created passionate aptitudes could be more effective in meeting life's difficulties than those with high review point midpoints and lower levels of one or more enthusiastic aptitudes (Goleman, 2014).

Recently, educational psychologists have started to address individual differences. This consolidates perspective, feelings and emotions in association with insightful achievement - a course in which learners work and execute according to the normal current workload. "Different abilities settle in EQ. As characterized, emotional competence is a scholarly ability in view of EQ that outcomes in remarkable performance at work" (Ogundokun & Adeyemo, 2010, p.129). However, what most of instructors may not know is that imperative study demonstrates that one of psychology's open mysteries is the relative failure of evaluations, IQ or examination scores, in spite of their prominent persona, to foresee unerringly who will succeed in life (Goleman, 2014).

Azarmı (2004), in his study, tells that teachers can reduce the stress in classrooms and make learners feel more comfortable. Teachers can do these by using the effects of emotional intelligence in ELT. In the light of this information, it is possible to say that by using the effects of EQ better situations can be provided to teach English language and also learners can learn English language more easily in an unstressed situation.

1.2. Statement of Problem

It is, without no doubt, known that emotions have a direct effect on learning. Many study results show that emotions can affect student's learning process in a negative or positive way. It means that an emotionally intelligent student is able to recognize, comprehend, employ and manage emotions. These kinds of learners can set up effective communication and this is what language learning aims (Tosun, 2013).

Most of the researches, which have carried out studies in this field, have shown how important EQ is. At the same time, they have shown that both the teachers and the learners are conscious about their own emotional intelligences. Because of this reason,

the relationship between EQ and learning English needs to find ways to improve the learners' English learning capability.

1.3. Purpose of the Study

Emotional Quotient is a set of procured aptitudes and skills that foresee positive results at home with one's family, in school, and at work. Individuals who have these are healthier, less discouraged, more profitable at work, and have better connections between other people (Goleman, 2014).

Being aware of EQ is a necessary task in the educational arena. Because of this reason, raising learners' awareness level is important. It is beneficial to investigate how a meaningful language learning context can be established.

This study aims to explore how to set a meaningful English Language learning context through raising learners' awareness on five domains of EQ as identified by Goleman (1995). It also investigates student perceived benefits of emotional intelligence awareness raising activity based English lessons.

1.4. Research Questions

This study seeks to find answers to following research questions:

1. How can I integrate five domains of emotional intelligence awareness raising activities in my English lessons?

2. What are the contributions of Emotional Intelligence awareness raising activities to learners' English language learning?

1.5. Definitions of the Terms

Intelligence: "The ability to solve problems or to create products that are valued within one or more cultural settings" (Gardner,1999 cited in Tosun, 2013, p.8)

Emotion: "Responses that guide the individual's behavior and serve as information that helps the individual achieve goals. Emotions are thought to have three components. The cognitive-experiential component comprises thoughts and awareness of emotional states. The behavioral-expressive component comprises such domains as speech, body movement, facial expression, posture, and gesture. The physiological-

biochemical component comprises physical states, and is reflected in such measures as brain activity, heart rate, skin response, and hormone levels" (Brenner & Salovey, 1997, p.183).

Emotional Intelligence: Daniel Goleman defined the term in his book Emotional Intelligence as "the ability to know one's own emotions, have empathy for others' feelings and rearrange emotions so as to enrich one's life" (Goleman, 2010, p. 62). His EQ model includes five main domains:

1. Self-Awareness: Recognizing and being able to name our feelings,

2. Motivation: The ability to keep going despite failures,

3. Self-Regulation: The way we handle our emotions to avoid negative effects,

4. Empathy: The ability to read the emotions of others,

5. Adeptness: Being sensitive to the feelings of others and handling them appropriately to build positive relationships" (Goleman, 2010, pp.368-369)

CHAPTER II

2. LITERATURE REVIEW

2.1.   Introduction

In this chapter, the related literature about the relationship between Emotional Intelligence and English language teaching is investigated. Definitions, history, and models of Emotional Intelligence are presented in some detail.

2.2.   Definitions of Emotional Intelligence

There are various definitions of Emotional Intelligence. Mayer Dipaolo and Salovey (1990) coined the concept of Emotional Intelligence (EQ). For them EQ is:

> The ability that includes the exact examination and articulation of feelings in oneself as well as other people and the regulation in a manner that upgrades living. In other words, EQ is the capacity to see feelings; to get to and produce feelings in order to aid thought; to comprehend feelings and passionate information; and to brilliantly manage feelings to advance enthusiastic and scholarly development. In spite of the fact that this definition envelops passionate mindfulness and sympathy, in other place they contend that it gives deficient importance to thinking and feeling. And also they see emotional intelligence as part of social intelligence (p.772).

One of the most important proponents of Emotional Intelligence is Goleman. For Goleman (2014), "EQ is having the capacity to control in emotional desire; to understand other's deepest feelings; to handle relationship easily - as Aristotle put it, the uncommon aptitude to be furious with the opportune individual, to the proper degree, at the proper time, for the proper reason, and in the proper way" (p.19). Similarly, Bar-On, Parker and James (2000) argue, "EQ is the skill to understand one's own feelings and to understand other's deepest feelings; to guide thinking and actions" (as cited in Azarmı, 2004, p.5).

All in all, the definitions of EQ underline the importance of establishing a feeling of empathy with which people have a relationship.

2.3.   History of Emotional Intelligence

It is known that when it comes to academic life, Intelligence Quotient (IQ) seems more important than EQ. In most cases, EQ is not even taken into account. After researchers realized this situation, a lot of studies were carried out to understand the role of EQ in the field of education (Humphrey et al., 2007).

It all started around 2,000 years back when Plato composed, "All learning has an emotional base" (as cited in Chicvak, 2013-2014, p. 1). Since then, researchers, teachers, and logicians have attempted to demonstrate or negate the significance of feelings. "Feelings are standing out. They keep us from right judgment, and they keep us from concentrating" (Freedman, n.d.). In the most recent three decades, a developing group of exploration is demonstrating just the opposite.

The term, Emotional Intelligence has turned into a real subject of research in scientific circles since the publication of Daniel Goleman's bestseller by the same name in 1995 (Goleman, 2014). In spite of this increased level of enthusiasm for this new thought over the previous decade, researchers have been studying on this development for most of the twentieth century; and the chronicled foundations of this more extensive range can really be followed back to the nineteenth century (Bar-On, 2006).

2.4.   Importance of Emotional Intelligence

In the past, before the researches about EQ, there was a general lack of systematic and independent analysis of the truth that EQ increases personal performance (Azarmı, 2004). Researchers have found that even more than IQ, emotional capacity, in all aspects of life, helps people to achieve success. But, unfortunately in our schools, emotional skills are not taken into account (Elias, Butler, Blum and Schuyler, 1997). However, learning doesn't occur in isolation from learners' emotions. If learners can't do in language, people think that the learners are not smart but the truth is different. They are learners who have failed to control their emotional intelligences (Goleman, 2014).

As it is inferred from the related literature, EQ affects personal performance in every part of life; in determining success and failure, academic life, family and friendship, workplace and in community life. So it is clear that EQ has a great importance in everywhere and in every subject.

2.5.   Emotion and Intelligence

Emotions strongly affect the management of intelligence. But, still, most people see intelligence as a thing apart. According to Mackaye (1928), evidence is presented that intelligence is part of a complete natural perspective including attitudes of mind, emotional conditions, fixed habits and influenced performance. "Emotions are often thought of as irrational or "nonintellectual" feelings that are beyond our control. However, emotions are complex states of mind and body, consisting of physiological, behavioral, and cognitive reactions to situations that can be managed and directed" (Stanford University, 2003, p.90). In the light of this information it can be surely understood that emotions and intelligence are interrelated.

2.6.   Models of Emotional Intelligence

There have been different models of Emotional Intelligence throughout the history, but Mayer & Salovey's Model of Emotional Intelligence, Bar-On's Model of Emotional Intelligence and Goleman's Model of Emotional Intelligence are seen as the main models. Among these models, Mayer & Salovey's Model of Emotional Intelligence is connected firmly to the previous century's IQ tradition (Goleman, 2014). On the other hand, Bar-On's Model of Emotional Intelligence and Goleman's model of Emotional Intelligence are based on both personalities and abilities.

2.6.1.   Peter Salovey and John D. Mayer's Model of Emotional Intelligence

As claimed by Zarafshan & Ardeshiri (2012), Mayer and Salovey see EQ as a scientifically testable intelligence. Their sight of EQ has led to the idea that EQ is a construct as a form of mental ability and focuses on pure intelligence.

According to Goleman (2014), Mayer and Salovey constructed a perfect research standard in order to create a scientifically defendable theory by presenting an unfailing measurement, which enables living an effective life. For most of the scholars, Mayer and Salovey's Model of Emotional Intelligence is assumed as a well-formed one; on the other hand, it is reported that scores of MSCEIT were unrelated (Roberts et al., 2010).

2.6.2.   Reuven Bar-On's Model of Emotional Intelligence

Bar-On's Model presents Emotional Intelligence under the title of The Bar-On Model of Emotional-Social Intelligence (ESI). Rauven Bar-On is one of the main sources of academic findings in the field of Emotional Intelligence. His own EQ theory

and highly energetic enthusiasm have an impact on most of the following researches in this area (Goleman, 2014).

> In Bar-On's model, EQ has an instrumental role in developing this model... The term of Social Intelligence influenced the way Emotional Intelligence was later conceptualized… According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components (Self-awareness and self-expression, Interpersonal Social awareness and interpersonal relationship, Stress management- Emotional management and regulation, Adaptability Change management, Self-motivation). Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures (Bar-On, 20006, pp. 13-14).

As it is pointed out by Tosun (2013, p. 38), "Bar-On's model is the most descriptive and detailed model when compared with Mayer & Salovey's and Goleman's. In addition, it is regarded as one of the most reliable ways of measuring EQ."

2.6.3. Daniel Goleman's Model of Emotional Intelligence

Daniel Goleman's model of emotional intelligence is based on both personalities and abilities. Daniel Goleman popularized the term 'Emotional Intelligence' in 1995 in the title of his bestselling book, *Emotional Intelligence: Why It Can Matter More Than IQ*. With great deal of researches, Goleman (2014) presented a model of emotional intelligence by identifying five domains: "1- recognizing and being able to name one's feelings (self-awareness), 2- the ability to keep going despite failures (motivation), 3- the way we handle our emotions to avoid negative effects (self-regulation), 4- the

ability to read the emotions of the others (empathy), 5- being sensitive to feelings of others and handling them appropriately to build positive relationships (adeptness)" (pp. 73-74). These domains are described below one by one.

2.6.3.1.   Self-Awareness

Self-awareness is the foundation of personal growth and success. Daniel Goleman calls it the 'keystone' of emotional intelligence. Knowing about oneself is the first step of life. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions. As Goleman (2014) states, self-awareness enables one person to know the relationship between thoughts, emotions and reactions. Recognizing and being able to name one's feelings is the basis for self-confidence. Azarmı (2004) argues, "Each person needs to know his/her strengths and limits and also needs to be able to decide for his/her future" (p.41).

While constructing a meaningful learning process, recognizing the feelings is the main part of EQ. Ability of being conscious about feelings is a must when it comes to realize psychological perception and to understand oneself. If someone is not able to realize his/her own real feelings, he/she cannot get the control of his/her life. People who know about their emotions are able to control their lives in a better way: in deciding whom to marry or what job to have. They are much more sure of what they are thinking (Goleman, 2014).

2.6.3.2.   Motivation

Self-awareness is the first step of life, but motivation (the ability to keep going despite failures) is the power to take this step. The word 'motivation' shares its root with 'emotion': both come from the Latin motere, to move. Our motives give us our aims and the drive to achieve them. When things go wrong, this helps us keep going through tough times. Anything that's motivating makes us feel good. Motivation is fundamental to focus emotions on an aim, to courage oneself, to control oneself and to be creative. In order to prevent being stuck in a situation, motivation enables any kinds of high performances (Goleman, 2014).

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious

learning process; indeed, all the other factors involved in L2 acquisition presupposes motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (Dörnyei, 1998, p. 117).

2.6.3.3.   Self-Regulation

Self-regulation has become a widely discussed subject in education as it facilitates learners' ability to master their own learning. Self-Regulation is the ability to control feelings appropriately. It grows on the ground of self-awareness. While the ones, who are unable to calm down their stress and to control their feelings, are always busy with discomfort, others, who are able to manage their feelings, can overcome much more easily (Goleman, 2014). In everyday life, having problems is not an unusual thing. But if a person is unable to understand and manage the problematic situations, it means that person needs to improve the way he/she handles his/her emotions to avoid negative effects. This shows the importance of self-regulation.

2.6.3.4.   Empathy

Empathy, another skill growing on the ground of emotional self-awareness, is the main skill of establishing relationship among people. Empathetic people are more likely to be sensitive to social signals and others' needs. This sensitiveness enables them to be successful at the careers, which are related with caring people (Goleman, 2014). The following quotation explains the notion in some detail:

The more self-aware we are, the more skilled we become at reading the feelings of others. Rapport, the root of caring, arises from the capacity for empathy. Those who can read other's feelings are better adjusted, more popular, outgoing and sensitive. Empathy begins in infancy, with attunement, the non-verbal physical mirroring between child and parent. Attunement reassures an infant and makes it feel emotionally connected. This requires enough calm to be able to read subtle, non-verbal signals from the other person (Goleman, 1997, p.4).

2.6.3.5. Adeptness

Art of relationship is the skill of being sensitive to the feelings of others and handling them appropriately to build positive relations. This skill is the underlying aspect of being popular among people and leadership. People who have improved this skill are more likely to be successful in every field, which includes interaction with other people, and they lead a brighter life (Goleman, 2014).

Because of this reason, "The better we are at sensing the emotions of others and controlling the signals we send, the more we can control the effect we have on others. This is a fundamental part of emotional intelligence" (Goleman, 1997, p. 4).

2.7. Emotional Intelligence in the Context of Education

It is a well-known fact that, a person learns at his/her best when he/she has something he/she is interested in and he/she gets pleasure from being engaged in (Azarmı, 2004). The essence of science consists of feelings; a person's own feelings and the feelings that occur when there is a relationship. This subject requires teachers and learners to focus on a person's emotional structure (Goleman, 2014).

It is known that when it comes to academic life, IQ seems more important than EQ. Actually; Emotional Intelligence is not even taken into account. After researchers realized this situation, a lot of studies were carried to understand the role of Emotional Intelligence in the field of education. In most of the studies, researchers have found a significant relationship between EQ and academic success (Humphrey et al., 2007).

As cited in Tosun (2013, p. 39), Shuford (2003) asserts, "…learners with an inability to deal with emotions cannot concentrate on cognitive tasks. Therefore, emotional literacy cannot be separated from the context of education." Teaching and learning process do not only consist of knowledge, cognition and ability but also emotions (Koçoğlu, 2011).

As the result of their study Joibari & Mohammadtaheri (2011) found out that there is a significant correlation between main domains of EQ including self-awareness, motivation, self-regulation, social consciousness, social skills and learners' academic achievement.

2.7.1. Emotional Intelligence and Language Teaching

Most of the researches that appeared in the field of EQ have supported emotional intelligence integrated into school education. Some studies have also been carried out in

language learning context giving a special focus on a specific feeling and emotional intelligence. The result showed that the learners in experimental group had higher EQ skills and their foreign language anxiety lowered contributing to their performance (Tosun, 2013). For example, "Emotions can interfere with students' learning in several ways; including 1) limiting the capacity to balance emotional issues with schoolwork, 2) creating anxiety specifically about schoolwork, and 3) triggering emotional responses to classroom events." (Darling-Hammond, Orcutt, Strobel, Kirsch, Lit & Martin, 2002, p.90).

2.7.1.1. Why Schools

"It is becoming increasingly difficult to ignore the rising trend of emotional intelligence in education" (Şakrak, 2009, p. iii); because Emotional Intelligence is directly related with life. In their study Mayer & Salovey (1997, p.18) state, "Emotional Intelligence is expected to be involved in the home, in school, in work, and other settings." Today learners spend most of their time at schools, so curriculums that are being used at schools need to support learners to improve their emotional intelligences.

2.7.1.2. Teacher's Role at School

In Koçoğlu (2011, p. 472-473), Hargreaves explains that as an emotional practice
Teaching and learning are not only concerned with knowledge, cognition and skill. They are also emotional practices. As an emotional practice, 'teaching activates, colors, and expresses the feelings and actions of teachers. Teachers can enthuse their learners or bore them… All teaching is therefore inextricably emotional – by design or default.

In the light of this information, it can be understood that teachers have a very important role in helping learners to improve their EQ skills and learning process. When teacher presents opportunities for learners, she encourages risk-taking while developing her students' self-confidence. Positive classrooms have many ways of improving learners' capabilities. For example, through teacher comments and display of learners' works (Darling-Hammond, Orcutt, Strobel, Kirsch, Lit & Martin, 2002).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This section gives detailed information about the research and how the research was conducted. It presents the research design, participants and the procedure followed.

3.2. Research Design

This study aims to explore how to set a meaningful English language learning context through raising learners' awareness on five main domains of EQ as identified by Goleman (1995). It also investigates learners perceived benefits of emotional intelligence awareness raising activities based English lessons.

In order to achieve the stated aims, the study investigated the answers to the following questions:

1. How can I integrate five domains of emotional intelligence awareness raising activities in my English lessons?

2. What are the contributions of Emotional Intelligence awareness raising activities to learners' English language learning?

The study was designed as a case study. Case study as defined by Mackey & Gass (2005) is "a detailed description of a single case, for example an individual or a class within a specific population and setting" (p.351). Qualitative research methods were used to collect data. Qualitative research mirrors the analyst's objective of finding what is critical to know and it has a center that is wide and open-ended at the beginning and it takes into consideration critical implications to be found (Maykut & Morehouse, 1994). The qualitative data of the study were gathered through a teacher journal (see Section 3.4.1.), observation reports (see Section 3.4.2.) and follow-up interviews (see Section 3.4.3.).

3.3. The Context and the Participants of the Study

This study was conducted at a Private Secondary School in Mersin, Turkey during 2014-2015 academic year. The participants of the study were 8th grade learners between the ages of fourteen and fifteen. They were from the same classroom. The class consisted of seventeen learners. They all have been the learners of the same private

school since they were five. This means they have been learning English since kindergarten. The learners' socio-economic level is quite high. Their academic success is high, as well. Their English language proficiency level is B1, intermediate. They had two-hours of additional English lesson in a week for this research. Apart from this, they have seven-hours-English lessons in a week.

3.4. Data Collection Instruments

Throughout the research, data were obtained through three instruments. These were a teacher journal, observation reports (Appendix 1) and follow-up interviews (Appendix 2). Detailed information about these instruments is presented in the following sub-sections.

3.4.1. Teacher journal

The first data collection tool was the teacher journal. Teacher journal is "used to allow language professionals and teachers to write about their language teaching experiences without the constraints imposed by specific questions" (Mackey & Gass, 2005, p.177). The researcher recorded her reflections on action right after each lesson with a specific focus on the level of learners' participation and activities. In addition, she reflected on which activities went as planned, which activities required further improvement for future use.

3.4.2. Observation Reports

The second data collection tool was the observation reports (Appendix 1). The observation report is needed to be objective and to focus on the aim of the research while making observation (Farrell & Jacobs, 2010). The researcher prepared the observation report used in the present study (Appendix 1). The observation report consists of three main parts: general information about the lesson, learners' level of participation during the activities and the comments part for future use. The general information about the lesson part includes the number of the lesson, the date, the duration of the lesson and the materials used in the lesson. In the learners' level of participation during the activities part there are four yes-no questions about participation of learners. The comment part involves questions such as: *What have I done? What have the learners done? What was good? What needs improvement? Anything*

interesting happened? The aim of this section was to guide the teacher to take extra notes about the lesson.

3.4.3. Follow-up Interviews

The third data collection tool was the follow-up interviews. The follow-up interviews included four open-ended questions (see Appendix 2). The aim of the interview was to triangulate the data recorded in teacher journal and the observation report. After each lesson, two randomly chosen learners were interviewed about their opinions of the lesson.

3.5. Data Collection Procedure

This research consisted of ten hours lasting five weeks. The main aim of the research was to establish a meaningful language learning context through raising learners' awareness on five domains of EQ as identified by Goleman (2014). Totally, five main domains were used to prepare the lesson plans. Goleman's five domains of emotional intelligence includes: " 1- recognizing and being able to name one's feelings (self-awareness), 2- the ability to keep going despite failures (motivation), 3- the way we handle our emotions to avoid negative effects (self-regulation), 4- the ability to read the emotions of the others (empathy), 5- being sensitive to feelings of others and handling them appropriately to build positive relationships (adeptness)" (Goleman, 2014, pp. 73-74).

The study was conducted during two-hour additional Language of Arts lessons at this school. The English language teaching department chooses the books that are used in these lessons at the beginning of the term. Because of this reason, the researcher didn't choose a particular book, instead integrated five domains of emotional intelligence into the chosen book. The book was Beowulf, the earliest legend in English literature. In Beowulf, there is a mediaeval hero named Beowulf. Goleman's five domains of emotional intelligence were integrated into the lessons to enable learners to realize, understand and name both their own feelings and the hero's feelings. And also, the learners got the chance of monitoring how the hero managed his feelings. This enabled them to think about and realize their reactions to similar situations. Throughout the study the first five chapters of the book was used.

The activities began with an explanation of the subject, continuing with warm-up activities and concluding with a production part. The warm up activities prepared the learners physically and mentally for the lesson. Then the teacher introduced the aim of the lessons, which drew the learners' attention, or with some game like activities that the learners were familiar with. She used a storybook, pictures, videos or real situations. In the practice part, the learners experienced a different language learning process. They had many opportunities to understand and realize the effects of emotions in everyday life. In the production part, they improvised different situations. Sometimes they worked in groups. Moreover, they handled their emotions to avoid negative effects. The following sub-sections describe how I conducted the lessons in detail.

3.5.1. Week 1: Self-awareness

The Aim:
- to establish a meaningful language learning context,
- to learners recognize the characters' feelings,
- to help learners name their feelings,
- to help learners name the characters' feelings.

The Materials Used: First chapter of the storybook ("Beowulf", 2013), Checklist 1 (Appendix 3), Checklist 2 (Appendix 4).

The Procedures Followed:
- the learners were informed about the book and the aim of the lesson with a teacher presentation to establish a meaningful language learning context,
- the learners were asked to complete Checklist 1 to help them recognize their feelings,
- the learners were asked to complete Checklist 2 to help them name their feelings,
- group discussions and describing the characters' feelings to help the learners name the characters' feelings.

3.5.2. Week 2: Motivation

The Aim:
- to help learners recognize their motives in learning English,
- to help learners recognize their friends' motives to learn English,
- to help learners recognize the hero's motives.

The Materials Used: Second chapter of the storybook ("Beowulf", 2013) and a YouTube video: 'Why is English Important to Me & YOU' (ViRuZz_Basil, 2013).

The Procedures Followed:
- the learners watched a video about learning English and then they explained what motivates them to learn English (to help learners recognize their motives in learning English),
- the learners asked questions to find out their friends motives in learning English and then they shared their notes with the rest of the classroom (to help learners recognize their friends' motives to learn English).
- the learners had a discussion on the hero's motives in the story as a group activity and then prepared posters with illustrations.
-

3.5.3. Week 3: Self-regulation

The Aim:
- to help learners recognize how the hero handles his emotions to avoid negative effects,
- to help learners recognize how to avoid negative effects in a language learning process.

The Materials Used: Third chapter of the storybook ("Beowulf", 2013) and a YouTube video: 'Controlling Emotions: A Lesson from Angry Birds' (AishVideo, 2013).

The Procedures Followed:
- the learners watched a video about controlling feelings (to help learners recognize how people handle their emotions to avoid negative effects),

- the learners had group discussions on avoiding negative effects in English learning process and then prepared a suggestions list to English learners,
- Learners played an empathy game. In the game some situations were given to the learners and they were asked to tell how they would feel in such situations. The situations that were given to the learners were as in the following:
- *A student does not do well on a test*
- *A girl who heard some gossip appears upset*
- *A rumor about you is spreading around the school*
- *You were in a fight with your best friend at lunch today.*
- Learners had group discussions to find answers to these questions:
- *Which character do you relate yourself with?*
- *How do you behave in such a situation?*
- *Why do you think he\she reacted in that way?*
- *What would you do if you were him\her?*

3.5.4. Week 4: Empathy

The Aim:
- to help the learners understand the emotions of others,
- to help the learners to value the emotions of others.

The Materials Used: Fourth chapter of the storybook "Beowulf" (2013).

The Procedures Followed:
- The teacher started a discussion about the characters' feelings in the legend and the learners were asked to find real life examples that show empathy,
- The learners wrote short paragraphs to explain their thoughts about the feelings of the characters in the story ("Beowulf", 2013),
- The learners shared their ideas with the other learners.

3.5.5. Week 5: Adeptness

The Aim:
- to help learners to be sensitive to the feelings of others,

- to help learners to handle the effects of others' feelings appropriately to build positive relations by controlling the signals they send.

The Materials Used: Fifth chapter of the storybook ("Beowulf", 2013) and a YouTube video: 'Giving Is The Best Communication - Thai Mobile Advert That Has Everyone Weeping' (SuperBlueTaurus, 2013).

The Procedures Followed:

- the learners watched a video about being sensitive (to help learners to be sensitive to the feelings of others),

- the learners prepared dialogues about handling the effects of others' feelings appropriately to build positive relations by controlling the signals sent and then acted out the dialogues.

3.6. Data Analysis

The data gathered through a teacher journal, observation reports and follow-up interviews were subjected to content analysis, which is usually based on comments and notes. Content analysis, as defined by Krippendorf (2004, p.18), is "a technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use."

CHAPTER IV

4. FINDINGS

4.1. Introduction

This study aimed to establish a meaningful language learning context through raising learners' awareness on five domains of emotional intelligence as identified by Goleman (2014). This chapter reports the findings of the study gathered through a teacher journal (see Section 3.4.1.), observation reports (see Section 3.4.2.) and follow-up interviews. The findings of the study are presented using the research questions of the study as a basis.

4.2. Findings on Integrating Five Domains of Emotional Intelligence Awareness Raising Activities

The researcher had two main aims to be achieved for the first week in an attempt to put the arguments in related literature into practice. The first one was to establish a meaningful language learning environment for the learners. The second aim was to raise the learners' awareness of their feelings, which is considered to be the first domain in Goleman's (2014) model of emotional intelligence.

Following the arguments put forward in related literature, in the first session of the first week, I gave information to the learners about the aim of the study and why the learners were going to fill in a follow-up interview form (see Appendix 2) after each lesson. Secondly, I asked all the learners to complete Checklist 1 (see Appendix 3) to help them recognize their feelings and Checklist 2 (see Appendix 4) to help them name their feelings. Checklist 1 and Checklist 2 were applied only on the first week. The items in the Checklist 1 were '*labeling feelings, taking responsibility for feelings, empathizing, suggesting, and stating wants & needs, being positive*'.

Table 1. Findings from Checklist – 1: The Language of Emotional Intelligence

Items	Number of The Learners
Labeling Feelings	
I feel impatient	8
I feel happy	6
I feel excited and nervous	2
I feel happy	1
TOTAL	17
Taking Responsibility for Feelings	
I feel confident	7
I feel jealous	6
I feel bored	4
TOTAL	17
Empathizing: I understand/accept/realize	
Yes	9
No	3
TOTAL	12
Suggesting: I/You could/might/should	
Yes	10
No	3
TOTAL	13
Stating wants and needs: I/You need/would like to/want	
Yes	14
No	3
TOTAL	17
Being Positive	
I'd feel better if there was no school	2
I'd feel better if I played game	2
I'd feel better if everything was all right	1
I'd feel better if I ate chocolate	1
I'd feel better if I did my best	1
I'd feel better if I was alone	1
I'd feel better if I read book	1
I'd feel better if I knew English better	1
I'd feel better if I learnt everything better	1
TOTAL	11

According to the responses given to Checklists 1, we might assume that some of the learners are aware of their feelings and they know what makes them be positive. For example, in *labeling the feelings* part: eight learners wrote 'I feel impatient'; six of the learners wrote 'I feel happy'; two learners wrote 'excited and nervous'; and one learner wrote 'I feel inspired'. In *taking responsibility for feelings* part, seven learners wrote 'I feel confident'; six learners wrote 'I feel jealous'; and four learners wrote 'I feel bored'. In empathizing, suggesting, stating wants and needs parts, nine learners wrote 'yes' to *I*

understand/accept/realize; three learners wrote 'no' and the rest did not write any responses. After filling in the Checklist 1, the learners had group discussions. It was clearly noted in the observation report that the learner who said 'no' was a female learner and she said 'I misunderstood the items that is why I said no, but now I want to say yes if it is possible to change my response'. The other learners who didn't write any responses said similar things as well.

I also observed that just a few of the learners had difficulties in stating their wants and needs. For example, fourteen learners said 'yes' to *stating wants and needs* and

Table 2. Findings from Checklist – 2

Items							
				Number of The Learners			
How often do you	Very often	Often	Sometimes	Rarely	Never	Total	
Laugh	7	6	2	1	1	17	
Get angry	2	6	8	0	1	17	
Argue with your parents	1	4	4	8	0	17	
Make mistakes	1	1	11	2	2	17	
Forget things	3	4	6	3	1	17	
Change your mind	1	4	7	3	2	17	
Really enjoy yourself	6	4	3	4	0	17	

The items of the Checklist 2 were; '*how often do you laugh, get angry, argue with your parents, make mistakes, forget things, change your mind, and really enjoy yourself'*. The optional responses for the items were '*very often/often/sometimes/rarely/ never'*. For the Item *laugh*, seven learners chose '*very often'*, six learners chose '*often'*, two learners chose '*sometimes'*, one learner chose '*rarely'* and the last learner chose '*never'*. For the Item *get angry*, two learners chose '*very often'*, six learners chose '*often'*, eight learners chose '*sometimes'*, no learner chose '*rarely'* and one learner chose '*never'*. For the Item *argue with your parents*, one learner chose '*very often'*, four learners chose '*often'*, another four learners chose '*sometimes'*, eight learners chose

'*rarely*' and no learner chose '*never*'. For the Item *make mistakes*, one learner chose '*very often*', one learner chose '*often*', eleven learners chose '*sometimes*', two learners chose '*rarely*' and the last two learners chose '*never*'. For the Item *forget things*, three learners chose '*very often*', four learners chose '*often*', six learners chose '*sometimes*', three learners chose '*rarely*' and the last learner chose '*never*'. For the Item *change your mind*, one learner chose '*very often*', four learners chose '*often*', seven learners chose '*sometimes*', three learner chose '*rarely*' and two learners chose '*never*'. For the Item *really enjoy yourself,* six learners chose '*very often*', four learners chose '*often*', three learners chose '*sometimes*', four learner chose '*rarely*' and no learner chose '*never*'.

In the same week, we studied the first chapter of Beowulf. In this chapter, Beowulf, the hero, learns that king Hrotghar, his father's old friend, has a big problem with a monster, Grendel. This monster comes to Heorot Hall, the place where Hrotghar rules his kingdom and has feasts with his warriors, and kills the warriors. Beowulf goes to Hrotghar's kingdom and says he wants to kill the monster. At this point in the story, I guided the learners to discuss the feelings of the characters, which I thought would help learners strengthen their self-awareness with specific reference to thoughts, emotions and reactions. Analyzing the reflections recorded in the observation report, the comments in the teacher journal and the responses given to follow-up interview questions, it became clear that almost all the learners were able to name the feelings of the characters in the story. However, as it is understood from the observation report and teacher journal notes, two of the female learners said 'It is hard to understand Beowulf's feelings, because this is not his personal problem'.

On the second week, the teacher, the researcher at the same time, gave information about the focus of the second week, which was to help learners recognize their motives in learning English, their friends' motives in learning English and the hero's motives in the story.

During lessons, the learners watched a video about the reasons of learning English. And then they answered the following questions asked by the teacher:

1. Do you think learning English is important?

2. What motivates you to learn English? Explain.

According to the findings from the observation report, except one, all the learners answered the first question as 'yes'. Generally they have the same idea about the importance of learning English: 'it is an internationally most used language and if they learn it they can communicate easily with foreigners'. The explanation of the one who said 'no' to the question one is that 'learning English ruined our culture'.

The answers of the learners' for the second question are as follows: 'Videos, films, games, role-plays, foreign friends, understanding the lyrics of English songs, going abroad.' These answers showed that the learners seem to be aware of their motives in learning English.

Table 3. Learners' motives to learn English

Learners' Motives	Number of The Learners
Playing games	17
Going abroad	17
Role – play activities	16
Watching video	15
Watching films	13
Foreign friends	12
Understanding the lyrics of English songs	8

The next stage during the week was to have the learners engage in group discussions to find out their friends' motives in learning English and to discuss the hero's motives in his fight with the monsters in the story. In the second chapter of the book, Beowulf gets ready to fight with Grendel. In the process, he needs motivation because killing Grendel, 'like learning a language' as one of the learners said, is not an easy thing. So, while the learners were trying to find Beowulf's motives they experienced the importance of motives in life.

On the third week, the teacher, informed the learners about the focus of the third week which was to help learners recognize how people handle their emotions to avoid negative effects. As the first step, the third chapter of the book was studied. In this part, Beowulf has a fight with Grendel. It is so strong that any weapon is not able to hurt it. So Beowulf needs to handle this negative situation; he kills Grendel with his bare hands. Beowulf succeeds in the fight with Grendel, which made it easy for the learners to recognize how the hero handles his emotions to avoid negative effects. One of the learners said: *'If I were Beowulf, I would use my sword but he was able to kill the monster with his bare hands. So, in my opinion, if we manage the negative effects, we can be successful in English learning'.*

Learners watched a video about controlling feelings. The video was about controlling emotions, and the characters were from a well-known mobile game 'Angry Birds'. In the usual game, angry birds kill the pigs. But in this video one of the birds decides to control his feelings and becomes a friend with the pigs. With the help of the video, learners had group discussions and prepared mind maps to show how to avoid negative effects in English learning process. It is understood from the observation report comments that learners had difficulties to handle negative effects in the language learning process. For example, while preparing the mind map, most of the time they needed help from the teacher. Generally they needed help while they were trying to find solutions for the negative effects of language learning process. The learners asked the following questions:

St 10: 'Ma'am, how can we improve our self-confidence in speaking, I get anxious when I need to speak in English?'

The responses given to the follow-up interview questions in third week revealed one main theme: writing has a negative effect on the learners in learning English. It seemed that almost all the learners didn't want to do writing activities as exemplified in the following quotation taken from observation report:

St.7: ''I hate writing activities.''

Emotional Intelligence integrated lessons creates an effective atmosphere for learners to understand and be able to handle their emotions during the language learning

process. In the observation report and daily journals, it was easily seen that the learners could learn how to manage their emotions. The important point was once they learn how to manage their feelings better, they can use their inner power to learn the target language more easily.

St. 1: *'Now it seems much easier to get high mark from the 3ʳᵈ exam, because this time I know how to calm down before exams'*.

The focus of the fourth week was empathy, in other words, the ability to read the emotions of others. First, the learners played an empathy game. In the game, some situations were given to the learners and they were asked to tell how they would feel in the related situations. The situations were; *'A student does not do well on a test; A girl who heard some gossip appears upset; A rumor about you is spreading around the school; You were in a fight with your best friend at lunch today.'* During the game, the male learners said that it was hard for them to think like a girl.

Then we moved on Chapter four of the story. In this chapter, Grendel's mother appears. She comes to Heorot Hall and kills some of the warriors. When the teacher asked why she came, all the learners said *'she wanted to get the revenge of her son'*.

Then the learners prepared presentations about the importance of empathy. In the process of preparations learners tried to understand feelings of Grendel's mother, and found real life examples. The process was a bit tiring and hard for them, because they had difficulties to understand the feelings of others; especially when they were trying to read the emotions of people from different genders.

On the fifth week the focus was being sensitive to the feelings of others which refers to adeptness. In order to establish background knowledge in the features of adeptness I chose a video. The video was about a poor boy. His mother is ill and he has to find medicine for her. So, he goes to a pharmacy and steals medicine for his mum. But, the pharmacist catches and starts to beat him. A soup-seller sees them and comes to check what is going on. When he comes, they understand the reality. The soup-seller pays for the medicine and lets the boy go. Years later the soup-seller has a heart attack and his daughter takes him to the hospital. He has to have an operation to survive but it costs too much money. The other day his daughter gets a letter and in the letter 'your

bill was paid years ago to a poor boy' is written. The doctor of the soup-seller is that poor boy.

Having watched the video, we discussed the characters' feelings and also tried to find out how their feelings affected the characters' behaviors. During discussion, the learners were very creative. They were able to think multi-dimensionally. When they were asked 'how would you behave if you were the boy?' most of them said *'I would do the same'*. But one of the female learners said "*I'm not sure of remembering the soup-seller if I were the boy.*"

4.3. Findings on the Contributions of Emotional Intelligence Awareness Raising Activities to Students' English Language Learning

The learners are in adolescence period. This means that they have both physical and psychological changes. Because of this reason recognizing and understanding their feelings have an important value. On the first week, the learners were guided to discuss the feelings of the characters. This activity contributed to some learners in recognizing their feelings. The following quotations taken from observation reports reflect this finding:

St.4: 'ohm! I haven't thought like that before!'

St. 5: 'so… It is normal to feel angry?'

St. 6: 'Will we watch a video like this again next week?'

There was only one thing they actually didn't like feeling like that as one learner said:

St. 17: "I recognized that I'm often impatient!"

I also realized that the learners' level of participation in the tasks was very high. It was clear that learners enjoyed the lessons. One of the learners expressed his feelings explicitly:

St. 2: 'The book we are reading at the moment is about a legend. I like mythology so it caught my attention.'

Because they liked the activities, they were motivated for English Lessons, and they wanted to do similar activities in the following classes as well.

The focus of second week was to help learners recognize their motives in learning English, their friends' motives in learning English and the hero's motives in the story. According to the observation report, the teacher journal and the answers of follow-up interview questions, the learners seemed to be good at finding and discussing the hero's motivates in the story. This activity gave the chance to communicate and participate in the lesson. They liked expressing their own opinions and being a part of the lesson. Almost all of the learners stated that they liked watching videos and the group discussions. Because the researcher recorded in the teacher journal that learners stated these activities helped them recognize their own motives in learning English. In addition, they stated that it is important for a person to realize his/ her own motives in what he/she is doing.

The focus of the third week was to help learners to handle their emotions to avoid negative effects. Enabling this, learners had group discussions and prepared mind maps. The designs of the lessons were to facilitate classroom activities and classroom interaction. Because, the learners got the chance of working together to find ways to avoid negative effects of English learning process. It is observed that, since the learners were adolescence, the activities helped them to understand their emotional situations more clearly. In addition, as it is recorded in teacher journal, these enabled them to realize not only them, but also their friends have similar problems. Also, it's clearer in the following quotation, which is taken from the observation report:

St. 9: 'Until today, I thought that only I had difficulties in explaining my ideas in the target language in this classroom'.

Empathy was the focus of the fourth week. At the end of the activities, the teacher asked what the learners liked most about the lesson; two of the learners' answers were surprising since they were silent during the lesson. However, in the follow-up interviews, they said:

St.12: 'I loved trying to understand other people's feelings. Now I can understand why my mum got angry when she wants me to help her and I don't.'

St.11: 'Well…I liked the activity because we can understand what others feel.'

The two learners' responses showed that, even for the silent learners, teachers could use the benefits of well-designed activities, which enable learners to mirror their feelings such as hiding behind the character that they are acting. In this way, they can express themselves easily in the target language. Because they enjoyed and could understand better how feelings affect our behaviors, they were motivated and they wanted to do similar activities in the following classes as well.

On the fifth week the focus was being sensitive to the feelings of others. As it is known surely, only understanding or realizing feelings aren't enough to manage the emotions. Therefore, the lessons were set with activities to enable learners to experience how to control their feelings. The learners' comments in the follow-up interview form about the theme were:

St.8: 'Ma'am! Now I can understand why I shouldn't have shouted at my little brother. I feel sorry for that.'

St. 16: 'so… It is normal for Beowulf to help Hrothgar; because once he had helped his father.'

It is clear that as educators if we set well-designed lesson activities which are integrated with five domains of emotional intelligence as identified by Goleman (2014); self-awareness, motivation, self-regulation, empathy and adeptness, the learners can learn how to manage their emotions and this enables them to improve their emotional intelligences. If the teachers involve the learners into the lesson, they can learn easily and more effectively.

Analysis of observation reports, teacher journal records and learners' answers to follow-up interviews uncloaked two main themes: the lessons were good and funny, and also learners got the chance of realizing both their own feelings and others' feelings. It was clear in the teacher journal comments that learners pleased with what they had done, learnt or realized. As it is exemplified in the following quotation taken from the follow-up interviews, one of the learners expressed his feelings clearly:

St. 13: 'everything was pretty good. And also, I know the importance of emotional intelligence better now.'

During five weeks, the teacher did not need to insist on calling a volunteer student to involve in the lesson. Furthermore, almost all learners asked whether they could do the activities in all stages of the lesson, except for writing activities. I, as the teacher and the researcher at the same time, could guide the learners easily and let them move their energy to the lesson. In other words, with the help of these types of activities, I was able to draw the learners' attention more and they all wanted to join the lesson. What is more, I myself, as the researcher, realized how important being emotionally intelligent is.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1.   Introduction

This research was designed on Goleman's (2014) five domains of emotional intelligence in order to establish a meaningful language learning context through raising learners' awareness. In this part, the researcher first presents the overview of the study. Then the discussion and the conclusions of the study are pointed out. Finally, limitations of the study and suggestions for further study are presented.

5.2. The Overview of The Study

The study was carried out in a private primary school in Mersin, Turkey during 2014-2015 academic year. The study was conducted during two-hour additional Language of Arts lessons involving ten hours of English lessons lasting for five weeks. The participants of the study were 8th grade learners between the ages of fourteen and fifteen. The success of the school and the learners was considerably high especially in English, as learners had studied English since pre-school. The aim of the study was to establish a meaningful language learning context through raising learners' awareness on five domains of emotional intelligence as identified by Goleman (2014). The study also aimed to investigate the learners' attitudes towards the integration of emotional intelligence awareness raising activities in English lessons. The researcher integrated five domains of emotional intelligence into the book Beowulf, the earliest legend in English literature. Goleman's five domains of emotional intelligence were integrated into the lessons plans to enable learners to realize, understand and name both their own feelings and the hero's feelings. And also, the learners got the chance of monitoring how the hero managed his feelings. This enabled them to think about and realize their reactions to similar situations. Throughout the study the first five chapters of the book was used.

During the research period, the teacher used some data collection methods such as observations and follow-up questions. The learners were observed in their natural learning process. More specifically, the teacher filled in the observation forms during the lessons and then follow-up questions were asked to learners to take detailed

comments about the lessons. Meanwhile, the teacher's noted her observations in a journal. Qualitative data collected through the study was subjected to content analysis.

5.3. Discussion and Conclusion

Regarding related literature and my observations throughout the study, I may firstly conclude that, we, the teachers need to be aware of the fact that learners have a great potential and the teachers need to help the learners to improve their emotional intelligence skills. "EQ training program with the help of an instructor is seen to be essential for the improvements as well as for assuring the success of any teaching and learning activity" (Fer, 2004, p.580). Secondly, integration of five domains of Emotional Intelligence with stories seems to work well in language classes through well-designed activities. According to Richardson (2000, as cited in Fer, 2004, p.581), "If the program is not integrated into the school schedule it is preferable to have it as a separate curriculum or incorporated into academic subjects such as social skills or language arts". It is clearly understood from the results of Motallebzadeh's study "…except for social responsibility and empathy as interpersonal categories, there was a strong relationship between EQ and English as a Foreign Language learners' reading comprehension and structural ability (2009, p.39). As stated by Berrocal & Ruiz (2008), "Teaching emotional skills depends on giving importance to practice, training and improvement. The main thing is to exercise and practice emotional skills, enabling them to become just one more adaptive response within a person's natural repertoire" (p. 431). As teachers, we constantly search for effective strategies to motivate and enhance our learners' language learning process. Taking adolescence learners' feelings into account, we need to give importance to emotional intelligence integrated lessons as a meaningful and valuable teaching strategy. In her study, Fer (2004) underlines the importance of EQ skills; "EQ skills are so useful that learners will be able to apply them to their whole life, that is, both to their private life and to their careers"(p. 580). As emotional intelligence integrated lessons applies for all ages, we need to prepare qualified lesson plans and materials such as authentic materials, videos so as to draw the learners' attention easily. These types of activities not only help them raise their awareness but also their level of motivation towards learning English. "Language teaching and learning typically includes communication; therefore, EQ is beneficial and since EQ is perceived to play a crucial part in every aspect of life, it can be extended to language teaching and learning"(Sucaromana, 2012, p.54). Secondly, integration of five

domains of Emotional Intelligence with stories seems to work well in language classes through well-designed activities.

As for the learners' attitudes towards the integration of emotional intelligence awareness raising activities in English lessons, we observed that all the learners seemed willing enough to join the lessons. For example, when the teacher asked for some volunteers for warm up activities, they all raised their hands. Additionally, the learners also reported that they benefited from the listening speaking and reading activities in terms of improving their language proficiency. Improvement in language skills and vocabulary enrichment were listed as the positive side effects of the emotional intelligence integrated lesson plans. Since they wanted to take part in the activities, classroom management was much easier. Thus, there was almost no problem on time management and the sequences of the activities. This conclusion is in line with Tuyan (2010). Tuyan explained the benefits of this process both for the teachers and the learners as in the following:

> I had the chance to clear away some affective barriers that may hinder my learners' language learning and my teaching process. This gain was two sided. Because, as I felt in my class, when my learners were ready to learn affectively, their readiness for learning English also increased. This helped me a lot while I was teaching to them. There was understanding and caring among us. The more I cared for them the more they cared for me. So, they followed the lessons respectfully, and worked cooperatively during the pair work and group work activities (p.95).

The study also highlighted the fact that the majority of the learners realized their own feelings and the other people's feelings. They had the idea of how to manage their feelings, and they would be able to use these experiences even out of the classroom with different situations.

5.4. Limitations and Suggestions for Further Research

Studies about EQ have started to be a piece of second language learning. Notwithstanding, there are areas on the relationship between English language learning and EQ, which still stay untouched. In this appreciation, it is challenging to make

generalization about the capability of this study. As for the limitations of the study, the most essential of all is the quantity of the participants.

Although there were no limitations during study, there are some limitations to apply these lesson plan techniques in Turkey. Since the school, which the study was carried out was a private one, teachers are aware of how important emotional intelligence is. However, it was also obvious that some teachers think these kinds of attempts are waste of time and causes discipline problems in the classroom. The first thing that needs be done to solve this problem is to provide in-service training for teachers by The Ministry of National Education, and as in-service training by school administrations. If then, teachers will lose the fear of losing control in the classroom and will prepare emotional intelligence raising-based lesson plans for the learners.

6. REFERENCES

AishVideo. (2013, May 7). Controlling Emotions: A Lesson from Angry Birds [Video file]. Retrieved from: https://www.youtube.com/watch?v=pFkRbUKy19g

Azarmı, S., 2004. "*The Use of Emotional Intelligence in English Language Teaching*"; M.A. Thesis, Gazi University Educational Science Institution Department of English Language Teaching, Ankara.

Bar-On and Parker, D. A. James. (2000). *The Handbook of Emotional Intelligence, Theory, Development, Assessment, And Application at Home and School and in Workplace*. Jossey-Bass Inc., A Wiley Company.

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema 2006. Vol. 18, supl., pp.13-25*. Retrieved from www.psicothema.com

Berrocal, P. F. & Ruiz, D. (2008). *Emotional Intelligence in Education.* Electronic Journal of Research in Educational Physchology. ISSN. 1696-2095. No15, Vol 6(2) 2008, p. 421-436. Retrieved from: http://www.investigacion-psicopedagogica.com/revista/articulos/15/english/Art_15_256.pdf

Brenner, M.E. & Salovey, P. (1997). Emotional Regulation During Childhood: Developmental, Interpersonal, and Individual Considerations. In P. Salovey&D.J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp.168-195). New York: *Basic* Books.

Chicvak, C. (2013-2014). *Concretizing the Mediator's Je Ne Sais Quoi: Emotional Intelligence and Effective Mediator.* The American Journal of Mediation. Vol. 7 2013-2014, pp. 1-15. Retrieved from: www.americanjournalofmediation.com/pg9.cfm

Dörnyei, Z.(1998). *Motivation in second and foreign language learning.* Language Teaching, 3 1, pp 117135 doi:10.1017/S026144480001315X

Elias, M. J., Bruene-Butler, L., Schuyler, T. (1997). *How to Launch a Social & Emotional Learning Program.* Vol.54, pp.15-19. Retrieved from www.ascd.org/publications/educational-leadership/may97/vol54/num08/How-to-Launch-a-Social-$-Emotional-Learning-Program.aspx

Farrell, T.S.C. & Jacobs, G.M. (2010). *Essentials for successful language teaching.* Continuum International Publishing Group, London; New York.

Freeman, J. (n.d.). Definitions and history of emotional intelligence. Retrieved from http://www.6seconds.org/2010/01/26/emotional-intelligence-definition-history/

Goleman, D. (2014). *Duygusal Zeka: Neden IQ'dan Daha Önemlidir.* Çev.:B.S.Yüksel,Varlık Yayınları, Istanbul.

Hill, R., comp. *Beowulf.* Litoprint, Genoa, 2013. Print.

Humphrey, N., Curran, A., Morris, E., Farrel, P. & Woods, K. (2007). Emotional Intelligence and Education: A critical review, Educational Psychology: An International Journal of Experimental Education Psychology, 27:2, 235-254, DOI: 10.1080/01443410601066735

Darling-Hammond, L., Orcutt, S., Strobel, K., Kirsch, E., Lit, I. and Martin, D. (2002). The Learning Classroom. *Session 5: Feelings count: Emotions and learning.* p. 89-104. Stanford University School of Education.

Joibari, A., Mohammadtaheri, N. (2011). The study of relation between emotional intelligence and learners' academic achievement of High Schools in Tehran city. Paper presented at the International Conference on Education and Educational Psychology (ICEEPSY 2011). Retrieved from www.sciencedirect.com

Kezar, A. (2005). What do you mean by "learning" in the context of higher education? *New Directions for Higher Education,* 131:49-59.

Krippendorf, K. (2004). *Content analysis: An introduction to its methodology,* 2nd Edition. University of Pennysilvania. Saga Publications, Thousands Oaks; London; New Delhi. Retrieved from: http://pages.cmns.sfu.ca/daniel-ahadi/files/2013/01/cmns_362_week_4_krippendorf_ch_2and4_required.pdf

Koçoğlu, Z., 2011, Emotional Intelligence and Teacher Efficacy: A Study of Turkish EFL Pre-service Teachers, Teacher Developmant: An International Journal of Teachers' Professional Development, 15:4, 471-484, DOI:10.80/13664530.2011.642647

Maykut, Pamela S & Morehouse, Richard E., (1994). *Beginning qualitative research : a philosophic and practical guide*. Falmer Press, London ; Washington, D.C

Mackey, A. & Gass, S. M., (2005). *Second language research: methodology and design.* Lawrence Erlbaum Essociates, Publishers, London; New Jersey.

Mackaye, D.L., (1928). The Interrelation of Emotion and Intelligence. *American Journal of Sociolagy,*Vol.34(3), 451-464. Retrieved from Chicago Journals database.

Mayer, J.D., Dipaolo, M., Salovey, P.,1990. Perceiving Affective Content in Ambiguous Visual Stimuli: A Component of Emotional Intelligence. *Journal of Personality Assessment*, 54: 772.

Ogundokun, M.O., Adeyemo, D.A.,2010, "Emotional Intelligence and Academic Achievement: The Moderating Influence of Age, Intrinsic and Extrinsic Motivation", An Online Journal of the African Educational Research Network, The African Symposium, 127-141, Nigeria: University of Ibadan.

Rice, Donna M., 2006. "An Examination of Emotional Intelligence: Its Relationship to Academic Achievement In Army JROTC and The Implications for Education"; A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Philosophy, Capella University, United States.

Roberts, R. D., MacCan, C., Matthews, G., & Zeidner, M. (2010). Emotional Intelligence: Towards a Consensus of Models and Measures. Social and Personality Psychology Compass, 4(10),821-840 doi:10.111/j.1751-9004.2010.0027.x

Salovey, P., Mayer, J.D., (1997). What is Emotional Intelligence. In P. Salovey&D.J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp.3-34). New York: Basic Books.

Stanford University, 2003. [CBP Course Guide]. The Learning Classroom: Theory into Practice; A 13-video- and Web-based course for teacher education and professional development. Mort Crim Communications, Inc.

SuperBlueTaurus. (2013, September 15). Giving Is The Best Communication - Thai Mobile Advert That Has Everyone Weeping (TrueMove H) [Video file]. Retrieved from: https://www.youtube.com/watch?v=JPOVwKPMG8o

Şakrak, G., 2009. "*The Relationship Between Emotional Intelligence and Foreign Language Anxiety in Turkish EFL Learners*"; M.A. Thesis, Bilkent University Department of Teaching English As A Foreign Language, Ankara.

Tosun, M., 2013. "*On The Relationship between Emotional Intelligence and Foreign Language Skills in ELT*"; Master's of Art Thesis, University of Gaziantep Graduate School of Educational Sciences Department of English Language Teaching, Gaziantep.

Tuyan, S., 2010. "*A Visit To Character Education In A Language Classroom*", Khazar Journal of Humanities and Social Sciences (former Journal of Azerbaijani Studies], 88-107., vol.13, no.6, pp.88-107.

ViRuZz_Basil. (2013, March 6). Why is English Important to Me & YOU [Video file]. Retrieved from: https://www.youtube.com/watch?v=abc72pgfL7Q

7. APPENDICES

7.1. Appendix 1: Observation Report

OBSERVATION REPORT			
LESSON:		DATE:	
SUBJECT:		DURATION:	
MATERIALS:		METHODS:	
ACTIVITIES:			
CONDITIONS	YES		NO
1. Learners participate in eagerly			
2. Learners follow lesson with enjoyment			
3. Learners want to do something different			
4. Learners don't pay attention to the lesson			
COMMENTS (for teacher journal):			
5. What I've done:			
6. What learners have done:			
7. What was good:			
8. What needs improvement:			
9. Anything interesting or other details:			

7.2. Appendix 2: Follow-Up Interviews

FOLLOW-UP QUESTIONS FORM	
1. What did you like about the lesson?	
2. What didn't you like about the lesson?	
3. What did you recognize about feelings?	
4. What do you think about the lesson?	

7.3. Appendix 3: Checklist - 1

<table>
<tr><td colspan="2" align="center">**The Language of Emotional Intelligence (Checklist-1)**</td></tr>
<tr><td align="center">*Function*</td><td align="center">*Language*</td></tr>
<tr><td align="center">**Labeling feelings**</td><td align="center">I feel……………………………………/I am …………………(angry/impatient/bitter/frightened/...)</td></tr>
<tr><td align="center">**Taking responsibility for feelings**</td><td align="center">I feel……………………………(jealous/hurt/left out/…)</td></tr>
<tr><td align="center">**Empathizing**</td><td>I understand/accept/realize (yes ☐ / no ☐)</td></tr>
<tr><td align="center">**Suggesting**</td><td>I/You could/migth/sholud (yes ☐ / no ☐)</td></tr>
<tr><td align="center">**Stating wants and needs**</td><td>I/You need/would like to/want (yes ☐ / no ☐)</td></tr>
<tr><td align="center">**Being positive**</td><td>I'd feel better if…………………………………………………………</td></tr>
</table>

7.4. Appendix 4: Checklist - 2

Tick (√) the most suitable options for you (Checklist-2)					
How often do you…………?	**very often**	**often**	**sometimes**	**rarely**	**never**
Laugh					
Get angry					
Argue with your parents					
Make mistakes					
Forget things					
Change your mind					
Really enjoy yourself					