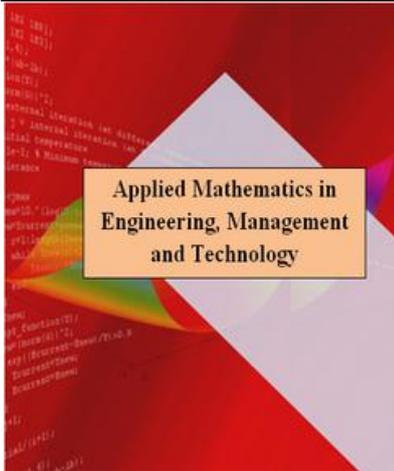


How could improve English language learning in students, by increasing Emotional intelligence in them?

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Abstract:

This research explores how to increase students' "emotional intelligence", in order to improve their learning of the English language courses by development the level of their emotional intelligence. So the researcher ,performed Bar-On EQ standardized emotional intelligence test , to ensure about the difference between emotional intelligence of specific student, who scores below 17 in English language course, with the other students whose scores were above 17 .

After obtaining the test result and researcher's certainty about the difference of emotional intelligence between these two groups, emotional intelligence training to improve the level of emotional intelligence, started in specific students. After three months of training in addition to behavioral changes in these students, their emotional intelligence test scores was promoted from 266.45 to 332.60.

hence the type of educations, given the short time of 3 months, and that there was no time for the researcher to be able to accompany with the students and teach the contents by Face to face learning, they are very influential on the promotion of

emotional intelligence . And based on increasing the emotional intelligence,the scores of their English language in the middle of the year, developed from 10.72 to 14.13.

This research indicates that, the type of training had a significant impact on raising students' emotional intelligence and was effective to improve their emotional intelligence .

1.Introduction

Emotional Intelligence EQ,is the ability to accurate perception and exprss emotion, access or create feelings when they facilitate thoughts. It is the ability to understand emotion and emotional knowledge and regulate emotions to raise emotional and intellectual growth (Mayer & Salovey 1997) . This concept was introduced by Salovey& Mayer and became famous and spread by Goleman (1995). Most important factor that will make a difference in people,is the intelligence. Intelligence has a particular position in the human brain ,and is the result of general reaction of cells and brain centers. logical thinking processes can be found in the left hemisphere and the right brain is the place for feeling of love and affection.

According to Prahalad`s opinion, using emotional intelligence makes all the details of a subject to be dealt with quickly, and the results of acts automatically announce as a warning message, to select the best option .Emotional insights are responsible for an important part of problem solving and reasoning , increase creativity. Creativity and innovation are necessary for survival in today's world. So to create a creative environment should equip people to emotional intelligence-EQ, besides reasonable intelligence-IQ.

2.Describe the current situation

The researcher has 14 years experience of teaching English in all high school and university levels. During these years, was accepted for the MA course in English teaching with grade 2 and after two years this period successfully, and she was one of the best of the group. The thesis subject of the researcher was to find the relationship between emotional intelligence and performing "Close test" between the Iranian students ,which was defended and was graduated with Excellence degree.

In the same year, the investigator with the submission of an article to the Analysis of student`s errors in English language lessons (Error Analysis) contest, was awarded third place in the, and was honored by the Khorasan Razavi Department of Education.

According to many scientists and researchers opinion, "Emotional intelligence is the key for success," and many of the issues that hinder student achievement in the field of education is derived from the low degree of their emotional intelligence.

Therefore, the researcher decided that as far as possible according to potency, conditions and time, accomplish this matter ,means educate and increase emotional intelligence of the students and by this weaken and pale the cause of students weakness in lessons , even though she cannot completely overcome that.

Research was performed at martyr family`s schools , and in particular in Girls High School and Pre university centers for martyrs families named "shahedane noor" at district 6 of Mashhad city. Each class has 30 students, which are almost 50% of them From martyrs and sacrificer families. Learning environment is relatively good in terms of consultation and planning for interested students, and much effort has been done for training them .

3.Gathering information and evidence 1

The results of the survey reveals the significant role of Emotional intelligence in academic, clinical, occupational, and management sciences achievements.

3.1.Scientific findings

Several research projects have made use of Emotional intelligence, and now it is used in all research fields such as education, employment, administrative and clinical and they are running. The studies conducted in the field of Emotional intelligence, reveals that Emotional intelligence to 80% and Logic intelligence only to 20%,are involved in the success of people .

3.2.Investigations

From a century ago, that Emotional intelligence was proposed in academic conventions and was little by little concerned scientists and researchers, up to now, many researches has been done in this field.

Among these studies:

1. Bar-An and Parkers (2000) concluded in their study that success in various spheres of education is directly related to Emotional intelligence. In other words , the much higher is the degree of people`s Emotional intelligence ,they are more successful in the field of their training and learning.
- 2.In another research by Sharareh Ghods in 2003, the effects of Emotional intelligence on comprehension of learners was examined. Results showed that when people have higher Emotional intelligence they are more successful in comprehension.
- 3.In 2004 Masoud . Jalali, in a study concluded that there is positive correlation between Emotional intelligence and Selection of appropriate "Vocabulary Strategy".
4. Sarah Badakhshan in 2006, in research has concluded much higher is our Emotional intelligence ,we are more successful at listening skill.
- 5.A researcher at a university research in 2005,proved that higher Emotional intelligence contributes to perform a more successful Close test among Learners .

3.3.Initial observations

The researcher .by observing the students which are weak in English language course, decided to seek for an efficient and practical solution, in order to improve their study condition. Due to the continuous communication and investigation of their problems, and meditating on solutions that contribute to improve their situation, the researchers noticed these problems: study apathy, low tolerance, withdrawal, excessive stress (anxiety), lack of aim and decision making failure. Some of them insisted that we can not. We did not understand the English language from the first.

We do not have susceptibility to learn this course. Why English language is the international language that we have to learn it. Some of them had problem in alphabets, after three years of learning English languages in the

Guidance school. Some of them did not listen ,because they felt that do not understand they and became bored due to idleness and some times they put their heads on the table. Some were restless and had a lot of physical movement and sometimes, sometimes looked the teacher's eyes , shocking, anxious and sometimes depressed.

3.4.The initial questionnaire

Bar-on Emotional intelligence test consists of 90 questions . It is a Likert –type questionnaire. Each question has five options that include : completely agree, agree , somewhat agree, disagree , and completely disagree more. Most points that each of the questions that could be allocated to, is five points . The questions are divided into two groups, in terms of rating. Positive group of questions that ratings options leads from A to E. A has 5 points, B has 4 points, C has 3points, D has 2 and E has 1 points. The second group of questions , are negative questions which are reversed scored.It means E has 5 points and,the total score of this questionnaire is 450 points.

4.The proposed solutions

In order to improve Emotional intelligence the considered persons, given that, extracurricular class and additional time was not possible by the the school, for implementation of the proceeding by face to face method, the researcher should work in written form at first, and then use the time in the classroom, and in particular, in school`s recess times.

4.1.Implementing solutions

It was long that the researcher realized the weakness of students scores ,particularly in English language course, also observation of behaviors that indicate no motivation, apathy, lack of purpose, impatience andhad made busy the researcher's mind, to find an appropriate solution. As the researcher previously attained academic research on Emotional intelligence and learning English language, she knew that this behaviors stems from lack of Emotional intelligence. The do abeneficial movement for the dear ones who are deserving of help.

Emotional intelligence training methods and improving its level in this work are as follows :

Every three weeks they were given a booklet, that they had 20 days time , to study that , then investigator was talking to them about document content and changes in their views and its ambiguities ,and they were given the necessary advice. After that the effects of booklet content should be seen ,more or less on their behaviors.

At the beginning, the influences was invisible or very low in some of them but little by little became evident . After reading the first educational booklet, they realized that if they really want something should always to think about that and try to achieve that.After clarifying the issue for the students, the researcher told them:

One of the ways that you can always remember your important demands ,is to write it with calligraphic writing and put it somewhere to see it regularly. Another thing they mentioned, was the use of colors for the important writings ,to be more effective for them. By this researcher has led them to the effects of colors and their psychology. The research make them attention to the fact that colors of nature are not created without infinite wisdom , and each of them has its own impact or influence on the human psyche ,and people who want to be successful should take advantage of all natural and unnatural blessing, to achieve their lofty goals.

By what happened , they were eager to know two things:

1. How to design goals?
2. What is the purpose of the various colors in nature and what is their affects on us?

To meet these two needs of students, researchers gave them the second booklet , which included :

- a. How the design goals
 - b. . How to create the designed goals ,and asked them to read the booklet carefully and perform that.
- Since this booklet was practical and administrative. To meet the additional requirements of them, the audio CD of color`s psychology which is very informative and interesting was given to them. Because the researcher was concerned that maybe some of them are not able to use it at home , they were asked about the possibility of

using it at home , but fortunately all of them were able to use it at home . Educational booklet² and color`s psychology CD, offered them at Esfand the third in 1387, and they had 20 days time to study and use it .

After the designated time , they were asked to share their learning with their classmates , for 10 minutes, until the contents become more stabilized in their mind and others who are not part of the plan , acquire knowledge about this important issues. At this level they have set up their first goal , which is to promote their English language score and they know that they should try to achieve that. Objectives are written on paper and put them on an in sight place at home . Also, they know a lot about the influence of colors. So they used a paper that has a color with positive effect.

After 1388 school holidays for Newrooz that they came back to school, their task was to come to class with relative dominance (ie to remember at least 80% of words). After oral questions, the researcher concluded to give them another 15 days opportunity, to dominate completely to the Lexical knowledge in their books.

At this stage, the researcher can observe easily changes in their behavior, including their willingness to learn and willingness to work together. So the researcher managed the class from the first of Ordibehesht ,1388, in groups .And students by methods to solve the problem and discover the solutions have cooperated together and demonstrate their creativity and prosperity. They were highly motivated, active and hungry for learning. They asked their questions about the English from their group`s high leveled students and tried to convert their weakness to strength.

In this period, the researcher had 2 sessions with their parents, they must to give them, necessary solutions to improve their child's condition, the first secession was on 11.7.87 and second session was on 2.6.88. It did not require hard work by them, the only thing that they need to control was to surveillance their behavior and the time they were assigned to read the words. Also monitor that whether they have written their goals placed the at in sight. The rest must be analyzed and evaluated by the researcher.

In Ordibehesht 22nd ,1388, the researcher made another Bar-on Emotional intelligence test from this particular group , to determine the results of trainings in this period .Then compared their initial scores and their final scores. After that ,by completion of the school year and the beginning of the final year exams ,they prepared for English exams on 3/11/88 . Of course, at this time, which was two weeks interval, the research into some of the top students of the class, who were willing to cooperate and contribute with this special Dear ones, gave the responsibility to review the work of their friends, during these 2 weeks, by phone or at the school .

Each top student with one particular student (of course the grant of top students, was reserved by the teacher). And if they had a problem, which they could not solve and needed help, particular students and their helpers were allowed to call the researcher and fix the problem, but there was no case .

4.2. Gathering information and evidence 2

The researchers after found the probability that the poor students in English language lessons may have weakness in Emotional intelligence, to ensure the guess, chose two groups of students to take the “standardized tests of Emotional intelligence” from them. These groups include a. Students whose mid-year score is 18 and above (Ordinary students) b. Students whose mid-year score is less than 18 (particular students). The results are given in Table 1.

Table 1: Emotional intelligence test scores of students whose score in English language course is 18 and above

Emotional intelligence test	number	minimum	maximum	average	Standard deviation
	20	318	369	336.25	13.730

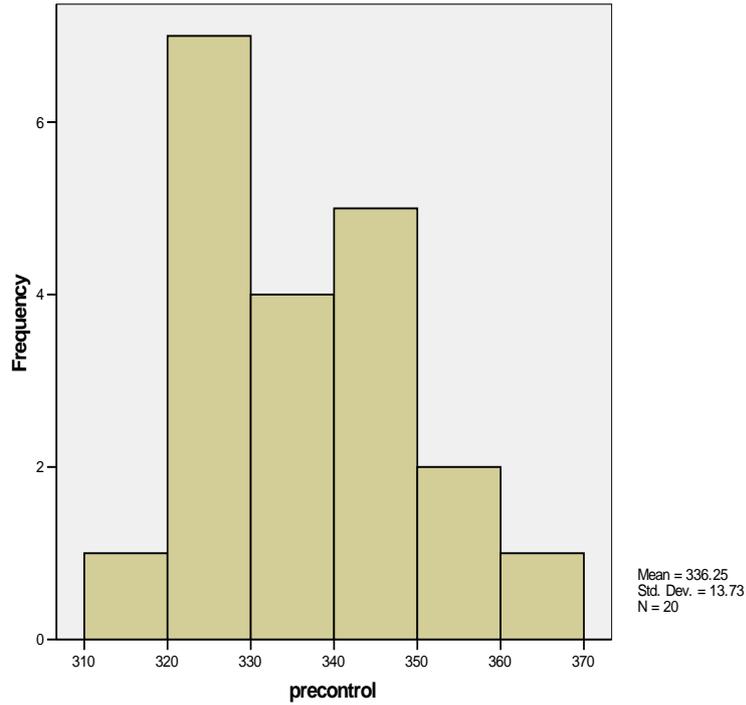


Table 2: Emotional intelligence test scores of students who score less than 18 in English language course (particular students)

Emotional intelligence test	number	minimum	maximum	average	Standard deviation
	20	245	325	266.45	18.667

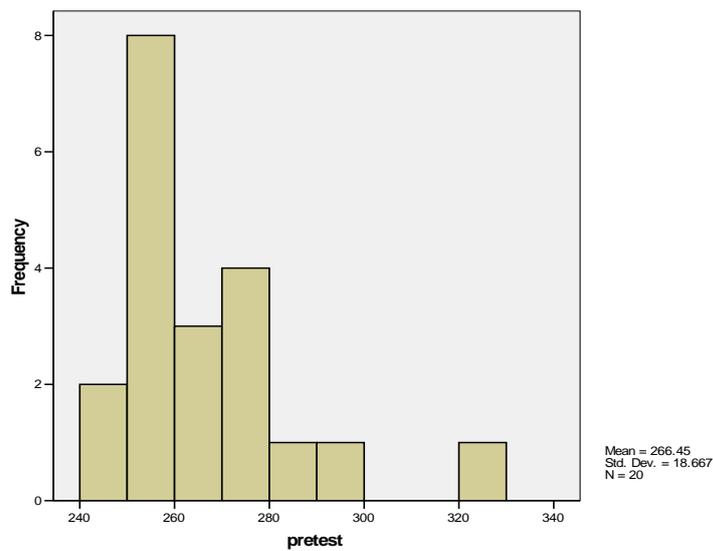
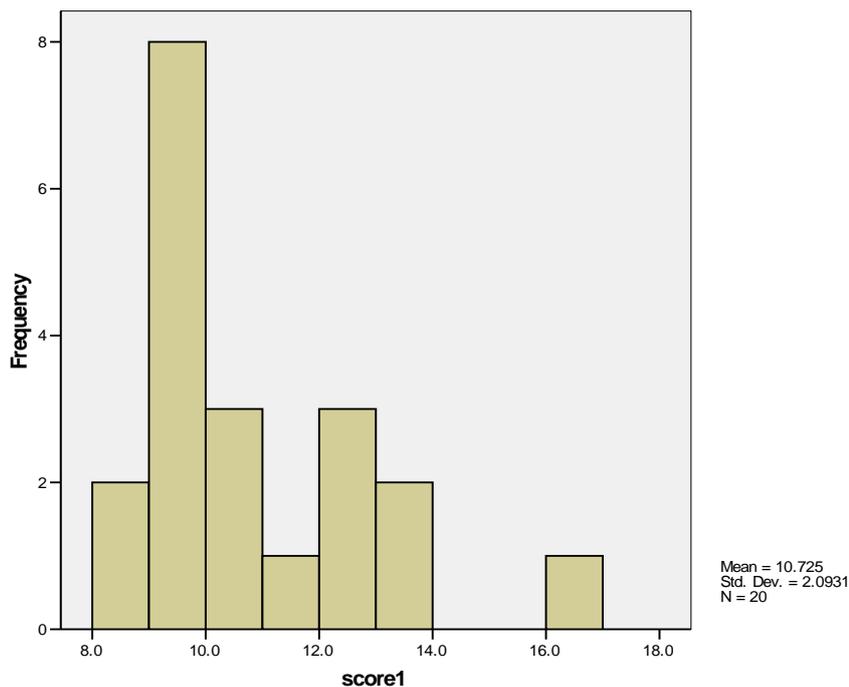


Table 3: Comparison of Emotional intelligence scores of these two groups

Emotional intelligence test	number	average	Standard deviation
	20	336.25	13.730
	20	266.45	18.667

Table 4: The mid-year exam of English language course in particular students

Mid –year English language exam	number	minimum	maximum	average	Standard deviation
	20	8.5	16.5	10.72	2.093



After giving the first Emotional intelligence training booklet ,to the students and establishment of that in their minds, that about a month of passed from its implementation , the behavioral changes were more or less visible . Their impatience was greatly reduced . They used lessons in class time by desire and passion. Less in despair and helplessness were observed in their eyes. Had more interacting and more friendly relations with their friends, than before . They did not hide their eyes from the teacher and wanted to talk with him . Some of them were strictly decided to compensate their weaknesses in the past. They are looked for practical solutions that the researcher applied to them, the second booklet which was practical . They looked forward to receiving the booklet in order to answer the questions in their minds , to continue the work . With this booklet, an audio CD called Color psychology was also given to them that their effects is clear in final students works. From the end of the Farvardin 1388, changes in English scores was also made, and made the researchers hopeful, to continue the project.

Table 5: Emotional intelligence test scores of particular students after education of Emotional intelligence

Emotional intelligence test	number	Minimum	maximum	average	Standard deviation
	20	273	380	332.60	25.224

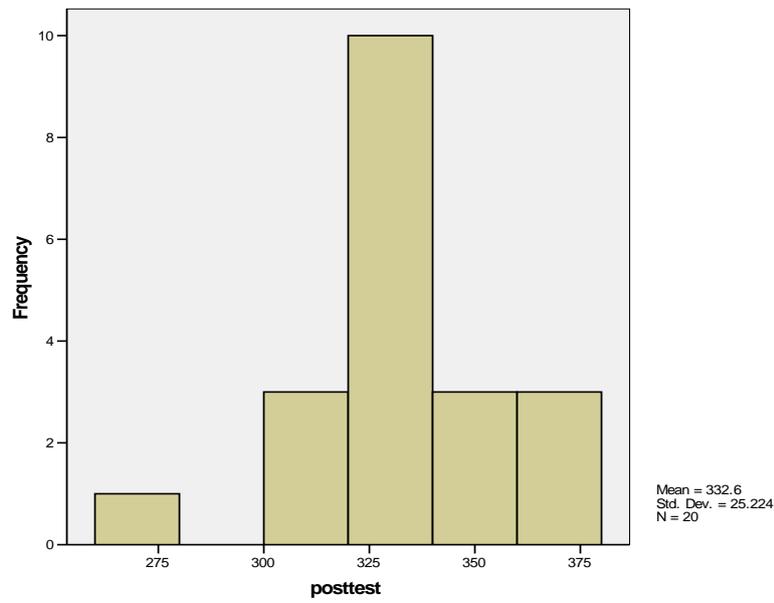


Table 2 and Table 5 shows the comparison of particular student's level of Emotional intelligence, before and after Emotional intelligence training. By comprising this results obtained: Emotional intelligence's average of 20 particular students before training Emotional intelligence was 266.45, that after three months of training, the mean was upgraded to 332.60. It means that the kind trainings according to its 3 month's short time and that no extracurricular time was available for the researcher that could be associated with students and teach the contents by face to face training,

Was very effective on the improvement of their Emotional intelligence. According to this increasing of Emotional intelligence, their English language scores at the final exam (Table 6) were also significantly increased and improved.

Table 6: Final English language exam, at the end of the year, that was held on 03/11/88.

Final (end of the year) English language exam	number	minimum	maximum	average	Standard deviation
	20	10.5	18.5	14.13	2.165

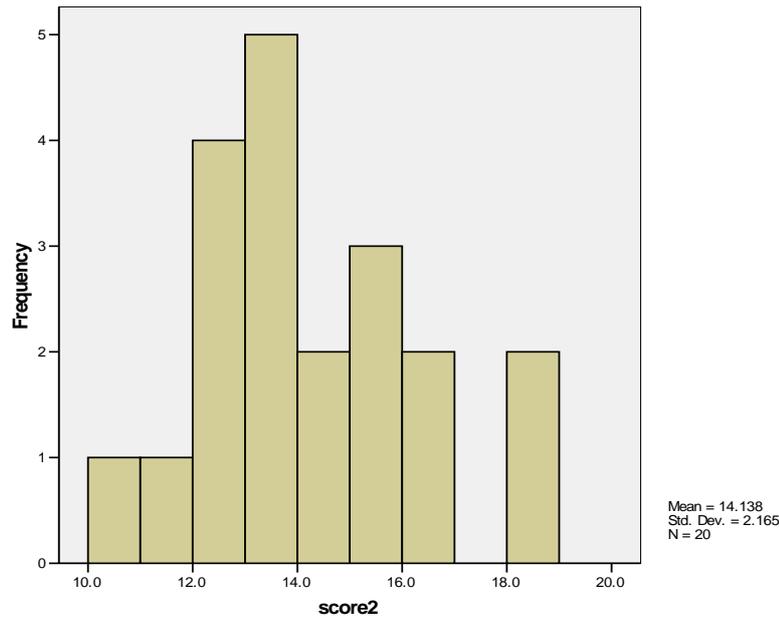


Table 7: Comparison of English language exams in the middle and at the end of the year, for particular students

English language exam	number	Average	Standard deviation
	20	10.72	2.093
20	14.13	2.165	

As could be seen in Table 4 and 6 ,minimum score has improved from 8.5 to 10.5 and the maximum score is increased from 16.5 to 18.5.The average scores of mid- year was 10.72,that at the end of the year has increased to 14.13. These indicate improvement in students' studying condition that this improvement indicates Emotional intelligence training, that they had. It also indicates that Emotional intelligence education method helped greatly to the researcher to improve the particular students` English language course.

5.Decisions and recommendations

If the researcher would have recognized sooner , particular students and need for improving Emotional intelligence, it means before approaching to the mid-year exams, may get a better result, and had more time to train them.
 If the school has agreed with extracurricular time for the project, and provided conditions of its implementation, better results would be created.
 If the researcher had the more opportunity to work and additional resources, surely the result was enhanced more than this.

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