

Emotional Intelligence (EQ) In ELT/EFL Curriculum¹

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Abstract

This paper discusses the implementation of Emotional Intelligence (EQ) constructs (Goleman, 1995) in ELT curriculum. Along with textbook designs, teaching in ELT itself has some priorities that should be followed strictly by teachers both methodologically and academically. To some extent, EQ may help us how to navigate our students' emotional feelings, learning habits and strategies developed by themselves while learning takes place. We, as non-native teachers, textbook designers and curriculum developers are all responsible for furnishing our students with necessary linguistic skills in ELT. Besides, EQ will play an important role on both learners' and teachers' emotional state of being. So Goleman's (1995) Constructs- self-awareness, self-regulation, motivation, empathy, social skills - will be a guide for us to understand teachers' and learners' interaction. EQ, however, is also the core point as for how to regulate teacher-learner interactions and presenting Target Language (TL) in an unthreatening, excitement-free, motivating atmosphere.

Bu makalede, Duygusal Zeka unsurlarının İngilizce Dil Öğretimi'ne uyarlanması ele alınmıştır. Dil öğretim kitaplarının yanısıra, İngilizce Dil Öğretimi'nin öğretmenler tarafından hem metodolojik hem de akademik olarak sıkı bir şekilde takip edilmesi gereken bazı özellikleri de mevcuttur. Duygusal Zeka, belli bir oranda öğrencilerimizin duygusal gelişimlerini, geliştirdikleri öğrenme alışkanlıkları ve stratejilerini öğrenim aşamasında yönlendirmemize yardımcı olabilmektedir. Yabancı dil öğretmenleri, kitap yazarları ve program tasarımcıları olarak bizler, öğrencilerimize İngilizce Dil Öğretimi'nde gerekli olan dilbilim becerilerini kazandırmaktan birinci derecede sorumluyuz. Ayrıca Duygusal Zeka, hem öğretmenin hem de dil öğrenen kişilerin duygusal konumlarını anlamada önemli bir rol oynamaktadır. Bu nedenle Goleman'ın (1995) ileri sürdüğü, *kendi-farkındalık, kendini-kontrol, motivasyon, kendini başkalarının yerine koyma, sosyal beceriler* gibi unsurlar öğrenci - öğretmen ikili iletişimde bizim için önemli bir yol gösterici olacaktır. Öte yandan Duygusal Zeka, öğrenci - öğretmen iletişimini düzenlemede ve Hedef Dil'i endişeden uzak, ürkütücü olmayan ve motive edici bir atmosferde sunmada da önemli bir rol oynayacaktır.

Key words: Emotional Intelligence, ELT, Learner-Teacher Interaction

Introduction

For many years too many efforts by field experts, native and non-native ELT (English Language Teaching) and EFL (English as a Foreign Language) teachers have been put on how to get better results from ELT. These efforts cover non-native teacher training, textbook designs and content, teaching environment created by institutions and teachers, supplementary materials and most significantly non-native learners in ELT classes. The components above are all interrelated as for giving a very specific account of what important aspect ELT has in a non-native teaching environment.

All learners in ELT should be trained in accordance with their ultimate principles accordingly designed in ELT curriculum in advance. Every ELT institution, teachers and administrators including field experts as well have been searching for some solutions both theoretically and experimentally in order to achieve success in ELT. However, the search findings, either individual or institutional, are based on learner, teacher, institutional ELT policy and learning / teaching atmosphere. In fact, among all these efforts a very significant issue emerges and it is going to be the main concern of this paper.

Teacher ↔ learner interaction in ELT still have a great impact on learners' and teachers' success in ELT classes. So, all these effective components will be studied in regard to **Emotional Intelligence** (commonly used as EQ or EI).

Over the past several years, Emotional Intelligence has received much attention as a factor that is potentially useful in understanding and predicting individual performance at work (James Kierstead, 1999). So the EQ concept has been a very predominant factor as for understanding an individual's success and

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relationships with others in a work place. Even though the main source of EQ is the human psychology, it will be covered in this paper as how we can utilize its defined components to train our teachers and learners accordingly. EQ covers emotions and their effects on individual professional success and life. Our purpose is to find out some solutions and offer some specific guidelines for teacher training and success in ELT. Mainly EQ constructs by Daniel Goleman, (1998) will be utilized for designing better syllabuses in both teacher training and class interaction.

Background to the Study

Over 2000 years ago, Plato's definition of learning "*all learning has an emotional base*" has led us to think our teaching considerably in regard to learners and teachers. Then I thought EQ should be taken up as a discipline in ELT. Since human psychology, irrespectively, is a very dominant issue both for teachers and learners in teaching. As commonly believed, teacher and learner interaction in an ELT environment has been the focus of attention for many years. In each ELT method, the field experts have always emphasized these interactions in regard to learners' learning strategies and cognitive abilities that help them to learn/acquire a foreign language. So that is why I have decided to cover EQ principles in this study. Besides, I have been searching for some pragmatic solutions for designing an implicit syllabus and how to designate EQ findings in ELT teacher training and student appraisal.

At the very beginning, EQ may, however, seem to be quite theoretical and most suitable to work life its constructs covered in this paper will help us to review our ELT principles in a non-native (also called artificial) environment in which teaching has been carried out by native and non-native teachers.

Following is the EQ background to this study: Academically John D. Mayer and Peter Salovey (1990,1993) first used the term **Emotional Intelligence** in their articles. Following this Daniel Goleman's (1995) best selling book *Emotional Intelligence: Why it can Matter more than IQ* emerged into the field. Even though there have been counter arguments on this issue by Steve Hein since 1998, this paper is in favor of Goleman's ideas, and the counter arguments will not be covered because this may be considered as a preliminary study in ELT. Besides, psychological aspects finalized by experts in EQ will not be considered for the sake of refinement of our study in specifically ELT business.

Recently some issues about EQ at schools have been revealed but they are mostly concentrated on EQ lessons at schools as a discipline but our purpose is to utilize EQ defined constructs to train ELT teachers and help them how they can use these principles in their teaching business. There are several researchers who have been working on EQ in organizations, but few about utilizing EQ principles in ELT so far. What I would like to emphasize is that EQ will help us both as teachers and learners to review our objectives, textbooks and curriculum in ELT.

What is Emotional Intelligence and How can we utilize it in ELT?

There are several definitions of EQ made by the field experts. Since it has gained so much popularity, the definitions of EQ may sometimes lead us to a misconception, but it is clearly seen that all definitions are pertaining individuals' emotional development and social interaction to which they have been exposed. Now let us consider the following EQ definitions:

Daniel Goleman who is said to be the founder of Emotional Intelligence (EQ) defines it as *the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships* (Goleman, 1998: 317).

J.M. Freedman, et al. (1997/1998) in their book **Emotional Intelligence Activity Book** give us a very comprehensible account of EQ such as *Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions.*

Another definition is from "Executive EQ" by Robert Cooper and Ayman Sawaf. Their interpretation of EQ is that *it is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Emotional intelligence emerges not from the musings of rarefied intellect, but from the workings of the human heart.*

James Kierstead (1999) who is a Research Directorate, Public Service Commission of Canada expresses that *the concept of Emotional Intelligence is an umbrella term that capture a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills.*

John Mayer (1999) in the **Psychology Today** interprets EQ as *it is a group of mental abilities which help you recognize and understand your own feelings and others'. Ultimately, EI leads to the ability to regulate your feelings.*

My last selection of EQ definition is from Salovey and Mayer (1997) from their book **Emotional Development and Emotional Intelligence**. They both present us with the following detailed account of EQ: *Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.*

All definitions above are almost '**I & We - focused**' first and then '**You-focused**'. That is to say, we, as individuals, should consider our own emotions first and then the others'. We can use our emotional state of being as to understand others and create a positive environment, motivate ourselves and others. All these efforts are done to promote our personal perception and motivation through controlling our emotions. Here emerges **Emotional literacy** (D. Goleman 1995) in which Goleman expresses that *...Emotional Literacy expands our vision of the task of schools themselves, making them more explicitly society's agent for seeing that children learn these essential lessons for life a return to a classic role for education. This larger design requires, apart from any specifics of curriculum, using opportunities in and out of class to help students turn moments of personal crisis into lessons in emotional competence. ...* In fact, Emotional literacy may also play an important role in an ELT classroom due to many reasons such as misconception of target culture's values, learner's acquisition difficulty of the **Target Language** (TL) linguistic skills, individual motivation problem, **inter-personal** skills (*the ability to understand the feelings and intentions of others*) and **intra-personal** skills (*the ability to understand one's own feelings and motivations*) by Howard Gardner (1983- www.wholechild.net/ei.htm) personal and social skills (also in Goleman 1998 **Working with Emotional Intelligence**) as well.

As for how we can apply the EQ principles and constructs in ELT, Emotional Intelligence will be a guide for us as teachers, administrators, textbook writers, evaluators and counselors in order to manipulate the learners' potential acquired and in-born EQ traits in regard to success in class in the triangle of **teacher-learner-ELT class**. Another purpose of this is to put teachers' and learners' EQ traits into practice for creating a positive learning environment. Following are some traits of a positive learning environment:

Principles of a positive learning environment

Safe - *Free from fear of physical, psychological or emotional pain and abuse. Free from threats, force, punishment, coercion, manipulation, pressure, stress, intimidation, humiliation, embarrassment, and invalidation.*

Free – *Students have real choices. Participation in activities and lessons is voluntary.*

Respectful – *Students and teachers respect each other's feelings and uniqueness.*

Individual/Supportive/Nurturing – *Students are treated individually. Their individual needs, talents, potential and interests are supported.*

Emotionally Intelligent – *Feelings are valued, discussed, validated. EI is part of the formal and informal curriculum.*

Relevant/Meaningful/Practical – *Material helps students with real problems in their lives. Life skills, relationship skills and parenting skills are taught.*

Empathetic & Caring – *Students and teachers care about each other's feelings.*

Interesting/Stimulating – *The material and the environment stimulate the student's natural curiosity and need to learn.*

Flexible – *Changes are made frequently, easily and smoothly.*

(EQ in Education: <http://www.eqi.org/edu.htm>)

None of us can deny that those traits above are never applied in an ELT class. In ELT class management in a non-native environment, teachers who are responsible for the success of their class should always take these traits into consideration. However, the teachers' professional development, personal motivational level (extrinsic and intrinsic motivation), their EQ as well as their learners' may play a very significant role in the designation of EQ skills in the classroom. Nevertheless, the teacher's level of EQ is by far the single most important variable in creating an emotionally intelligent classroom. Besides, another most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. It is commonly believed that an effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way. So the following steps could be given to teachers as for how to manage their emotions in a non-native ELT class environment:

a. Identify Your Feelings

- b.** Label your feelings, not your students (or situation)
- c.** Take Responsibility for Them (own your feelings)
- d.** Don't blame the students for your feelings (that is to say, be self-evaluative of your feelings)
- e.** Use Your Emotional Awareness to Learn About Yourself
- f.** That means your negative feelings reveal your unmet emotional needs. (Remember that the students are not there to meet your needs, you are there to meet theirs)
- g.** Work on Keeping Your Area of Acceptance Wide Open
- h.** When a teacher feels good about himself/herself s/he is more
 - accepting
 - tolerant
 - patient
 - understanding
 - predictable

(partly inspired from <http://www.eqi.org/steps.htm>)

Regarding the use of EQ constructs in ELT classes, a questionnaire was prepared and given to the ELT teachers from six different schools including a university prep department, two high schools and two primary schools and a military language school in which English has been the medium of instruction. The respondents were 111 teachers some of whom were also holding administrative position. The questionnaire was divided into two sections: personal and professional information, and all the respondents were from various ELT teaching environment and different levels with various teaching experience. The respondents were chosen randomly and requested to answer the questions about utilizing EQ principles in ELT classes. Totally 25 questions were asked, and some of them related to our study are included as in the following:

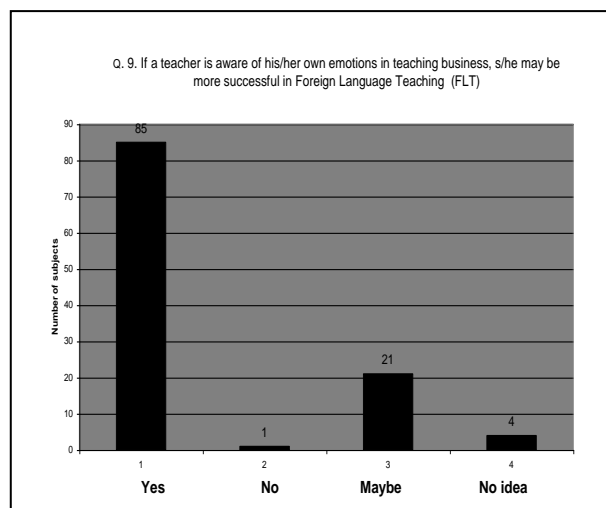


Chart 1: Teachers' Awareness of their own emotions

As seen in the above chart 85 out of 111 respondents agree that if a teacher is able to handle his/her emotions s/he will be successful in ELT.

Another most important issue is how we could help our students to acquire ELT skills through increasing their EQ level. Some of us might think that EQ can be helpful for us only on the psychological level. To some extent that may be true, but the interaction that takes place in a non-native class environment is unexpectedly taking much attention of the teachers as well as learners. We can say that EQ is important at schools for the following reasons:

For students;

- It helps them to improve their grades

- It gives them enormously valuable life skills

For teachers;

- It helps them to relate to their students, influence them better
- It gives them the EQ skills they need to deal with the stress of their job.

(partly inspired from EQ at Schools: <http://www.nw.com.au/-thomas/EQSchools.html>)

In ELT environment, every culture may hold different beliefs about which emotions are appropriate and which can be displayed. Naturally we have been discussing the ELT environment and non-native teachers as a preliminary study in Turkey. The scope of this study can be broadened up to a nationwide study but it may take several years. In fact, Hyson's contribution will make the point clearer and she adds;

However, an emotion-centered curriculum explicitly recognizes the central importance of emotions in young children's development. The development of emotional competence is seen as an essential foundation for effective academic and social functioning.

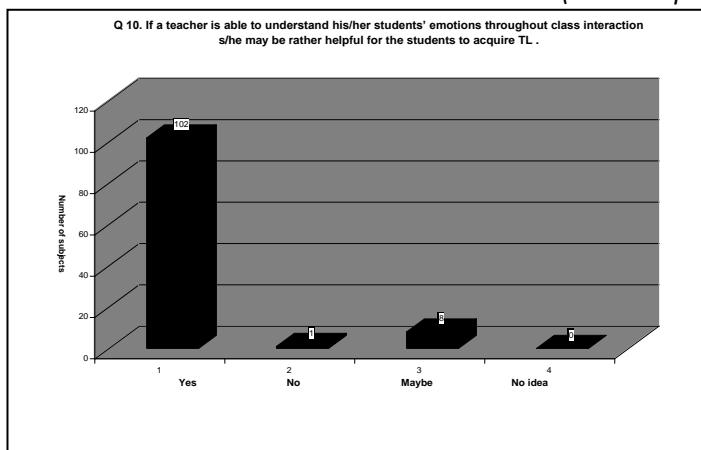
(from **Emotional Development of Young Children: Building an Emotion-Centered Curriculum** by Marion C. Hyson: <http://www.eqi.org/hyson.htm>)

All efforts have been put in action to create a better teaching/learning atmosphere in ELT classes. Teachers are the only facilitators of this atmosphere, but at times, due to various reasons such as textbook designs, biased views on target culture, students' acquisition and internalization problems along with their motivation problems, this idealized atmosphere can not be built up. In such situations, teachers are held responsible for the situation, and they are expected to overcome this problem. So, in such circumstances, EQ principle may play a crucial role, and teachers are forced academically and institutionally to deal with such burdens. Teachers in ELT classes are all expected to set a model for their students and help them solve out their cognitive and competence problems. As an aid to teachers in ELT classes the following points may be considered;

How can we help our students feel better through increased EQ:

- a. *Help them label their feelings*
- b. *Give them real choices (honor their decisions)*
- c. *Respect their feelings (ask them how they feel)*
- d. *Validation (accept their feelings; show understanding, empathy, caring and concern)*
- e. *Empower them (teach them to solve their own problems using empathy, compassion and mutual respect for each other's feelings)*
- f. *Avoid labels and judgment*

(Basic steps to EQ in the classroom: <http://www.eqi.org/steps.htm>)



Concerning the same subject, another question was asked to teachers and the answers developed as follows:

Chart 2: Students' in-class emotions

102 out of 111 respondents answered this question as shown in the chart above. So what we infer from this response is that nearly all teachers to whom this questionnaire was given agree that students' emotional state of being should always be taken into account by teachers in ELT classes.

3, almost 1/3 of the respondents agree that a teacher should be aware of his/her EQ first and then s/he can teach ELT better in a non-native class environment. Now let us consider the following chart:

Chart 3: FLL/FLT teachers EQ level and students

The following question was about students having high EQ success in ELT classes and the answers given to that question developed as follows:

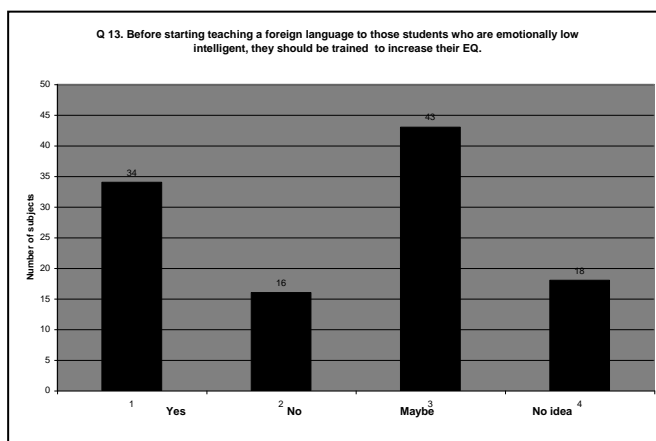
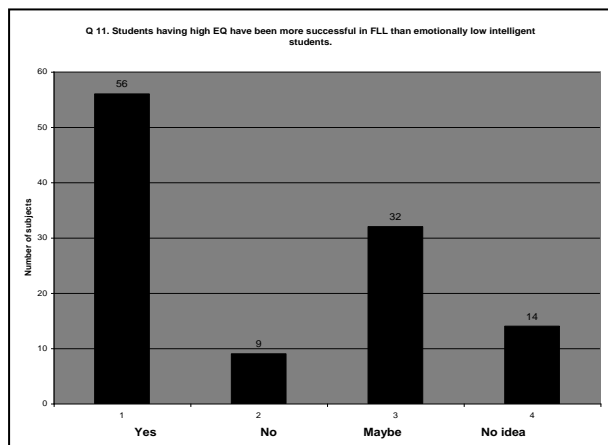


Chart 4: The effect of students' EQ level in FLL

EQ Constructs to be utilized in ELT Curriculum

Daniel Goleman (1998) presents us with two competencies: **Personal** and **Social**. These competencies as given in the book seem to cover mostly social life and life at work but, for our unique purpose they are considered in terms of ELT success by teachers and learners in an emotionally safe class (in *Six Seconds*). There are, of course, some other components that are related to success in ELT in a non-native environment. These subsequent components may include paralinguistic aspects such as over training, teachers' linguistic considerations of ELT, learner variables, learners' FLL (Foreign Language Learning) aptitude, attitude towards TL, teaching variables and the like.

Goleman's EQ constructs seem to be applicable to organizations but, I would like to emphasize some of his ideas in how we can make use of those constructs in ELT curriculum. Both personal and social competences are based on individual EQ development, and we can utilize some of these components for our own purposes in ELT curriculum. These findings could also be covered in regard to teachers' and learners' success in ELT. Following are the EQ constructs:

Personal Competence Issues

SELF - AWARENESS

***Emotional Awareness** - recognizing one's emotions and their effects*

***Accurate Self-Assessment** - knowing one's strengths and limits*

***Self-confidence** - sureness about one's self-worth and capabilities*

SELF - REGULATION

***Self-control** - managing disruptive emotions and impulses*

***Trustworthiness** – maintaining standards of honesty and integrity*

***Conscientiousness** – taking responsibility for personal performance*

***Adaptability** – flexibility in handling change*

***Innovativeness** – being comfortable with and open to novel ideas and new information*

SELF - MOTIVATION

***Achievement Drive** – striving to improve or meet a standard of excellence*

***Commitment** – aligning with the goals of the group or organization*

***Initiative** – readiness to act on opportunities*

***Optimism** – persistence in pursuing goals despite obstacles and setbacks*

Social Competence Issues

SOCIAL AWARENESS

***Empathy** – sensing others' feelings and perspective, and taking an active interest in their concerns*

(Service orientation, Developing others, Leveraging diversity and Political awareness which are also subtitles of social awareness are intentionally excluded from this study as they are thought to be more applicable to business organizations)

SOCIAL SKILLS

***Influence** – wielding effective tactics for persuasion*

***Communication** – sending clear and convincing messages*

***Conflict management** – negotiating and resolving disagreements*

***Leadership** - inspiring and guiding groups and people*

***Change Catalyst** - initiating or managing change*

***Building Bonds** - nurturing instrumental relationships*

***Collaboration and Cooperation** – working with others toward shared goals*

***Team Capabilities** – creating group synergy in pursuing collective goals*

These competence issues will be a framework for us as to how we can manipulate them in ELT Teacher Training. Each competence issue and its components are given below as a guideline for the teacher trainers and teachers themselves. So in the following chart, it is purposefully specified in order to fit into our objectives and given what non-native ELT teachers are expected in applying EQ competence issues throughout ELT in a non-native teaching environment:

APPLICATION OF THE EMOTIONAL COMPETENCE FRAMEWORK BY NON-NATIVE ELT TEACHERS IN ELT CURRICULUM	
(What are non-native ELT teachers expected in applying EQ competence issues throughout ELT in the non-native teaching environment ?)	
Personal Competence Issues	non-native ELT teachers should ...
SELF - AWARENESS	
Emotional Awareness	<i>be able to identify their emotions in teaching to the target group and develop their behavior accordingly and keep doing so</i>
Accurate Self-Assessment	<i>Identify their weak and strong points of teaching and learn from their experience and be reflective as much as possible</i>
Self-confidence	<i>be decisive and reflect their self-assurance about presenting the lessons in ELT</i>
SELF - REGULATION	
Self-control	<i>know how to manage their distracting feelings and not spoil emotionally safe class atmosphere</i>
Trustworthiness	<i>be able to admit their own mistakes and build trust with students for the sake of success</i>
Conscientiousness	<i>believe that they are the only persons to be held responsible for meeting ELT objectives in class</i>
Adaptability	<i>be able to adapt themselves into the changing situations in class and be flexible with their teaching objectives and student demands</i>
Innovativeness	<i>search for innovative ideas and issues in ELT class applications and management and be able to generate their own teaching ideas</i>
SELF - MOTIVATION	
Achievement Drive	<i>focus on pre-set objectives and have a high drive to meet their ELT objectives and standards, and find out how to improve their students' performance</i>
Commitment	<i>enthusiastically seek out some opportunities to fulfill their peer group's task in ELT and be aware of their sense of purpose in a group mission</i>
Initiative	<i>insistently pursue their goals in ELT beyond what is required or expected and utilize every opportunity to get their job done</i>
Optimism	<i>be able to overcome some unexpected setbacks with the hope of success rather than failure and persistently carry out their goal of teaching</i>
Social Competence Issues	
SOCIAL AWARENESS	
Empathy	<i>be able to understand their students' perspectives and know that way s/he will be a very considerate and understandable teacher</i>
SOCIAL SKILLS	
Influence	<i>be helpful and persuasive about their students' learning and acquisition of the TL and use some ELT strategies to render support to the learners</i>
Communication	<i>set up a very comprehensive communication channel with their students and listen well and be open to communication to seek mutual understanding in learner-based difficult issues</i>
Conflict management	<i>for the sake of speaking skills in ELT, encourage open discussion and predetermined debates and be able to handle difficult situations arisen in class without harming students' emotions</i>
Leadership	<i>be the leader of their class and be able to guide the students performance by setting a good example and arouse a very common enthusiasm toward learning in ELT</i>
Change Catalyst	<i>be able to recognize the change in class or the students' attitude towards the TL and motivate the learners to adapt the changes in ELT</i>
Building Bonds	<i>be able to create a steady relationship among the students and enhance the peer group interaction and be able to foster good relations among their colleagues</i>
Collaboration and Cooperation	<i>be collaborative and share any useful information with their colleagues and be able to promote a friendly, cooperative climate among the colleagues and their students</i>
Team Capabilities	<i>consider ELT class as a team and draw all team members into active and enthusiastic participation in class work and project assignments, and set the goals of their teaching in advance and protect the class and its commitment</i>

In the implementation of EQ principles into ELT curriculum it is said that teachers are the predominant factor in pursuing the success but, we can never exclude students, textbooks, institutional policy, learning environment and teacher training as well. As mentioned earlier, teachers are there to meet student's needs rather than their own. The objectives above may also be implemented for students, and their efforts in learning and acquisition of TL can be regarded as significant as that those of teachers'.

As for how textbook writers and curriculum designers could be helpful in the implementation of EQ skills in ELT, it is very obvious that they should achieve their own share in ELT as well. In fact, the textbook writers might be quite helpful for us by reviewing their objectives of writing ELT textbooks through considering EQ skills and their impact on the learners' acquisition of TL. First of all, they might consider the non-native learners' cultural understanding of the TL in designing the textbooks and design the textbooks in accordance with those cultural inputs and students' expectations from TL.

The curriculum designers are another dominant factor in the implementation of the TL objectives in a non-native ELT environment. The objectives in the curriculum should be mainly focused on learners' acquisition of the TL rather than its cultural background, and all learners may be considered in how effectively they will be able to use their own potential and aptitude in TL acquisition.

What is more, we can never disregard the learners' consideration of the TL culture and their EQ skills to be developed in and out of a non-native teaching atmosphere. So in this case merely the non-native teachers cannot be held responsible for their students attaining the TL skills but, all individuals involved in ELT, in some way, may be crucially helpful for non-native students' attainment of the TL skills in an emotionally safe ELT environment.

Conclusion

EQ on the psychological base has been studied by psychologists for many years, and there is an impressive, and growing, body of research suggesting that these abilities are important for success in many areas of life (C. Cherniss, 2000). What we infer from this is that we should concentrate on how important EQ is on personal success in ELT both as teachers and learners. Besides, a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. So what comes next is how to implement those EQ skills into learners' and teachers' lives in the ELT curriculum.

Recently in child development in terms of education of children **Developmentally Appropriate Practice** (DAP) has emerged into the field by Lorraine Dunn and Susan Kontos (1994/1997) in which they focus on creativity, language development, children's perception of their cognitive competence, and traditional measures of achievement. All efforts are put forward to increase children's performance by facilitating a creative learning environment, because it is believed that *"if a child does not learn, it could be teaching problem instead of a child problem"* (John M. Steinberg, *Six Seconds*). DAP is, however, another area of study that may be connected with EQ skills implementation in ELT.

Language and Language learning/teaching has always been a challenging task for teachers ever since it started. So many researches have been done and still being done to help learners and teachers. The word 'language' that I have been using in order to emphasize language and age interrelations can be viewed as a starting point in designing the ELT syllabus covering EQ principles in it. In FLL/ELT, language learning and age has been discussed by many experts so far but, by way of implementing EQ competence issues in ELT curriculum, this could be reduced to a certain extent. So how we can implement the EQ principles in ELT curriculum can be viewed as follows:

Implementation of EQ principles in ELT curriculum

- EQ should be included in ELT curriculum to pursue success.
- Non-native teachers' and learners' EQ awareness should be defined through various surveys.
- EQ should be regarded as a guide for teachers and learners in order to attain ELT skills.
- Learners should be evaluated in regard to EQ competencies.
- Institutions and ELT experts should consider EQ principles in their agendas.
- In ELT teacher training, non-native teachers should be guided to facilitate success in ELT through implementing EQ constructs.
- ELT textbook writers and curriculum designers are expected to consider how EQ can be utilized in furnishing non-native learners with the necessary ELT skills.

- How important role EQ may play in performance evaluation of non-native learners and teachers should be determined through various workshops and seminars.
- Present ELT teaching methods and approaches can be reconsidered in designing further ELT materials.
- More significantly we, as non-native teachers, should review our ELT objectives in order to suit them for further changes that might happen in the coming years ahead.

As a final remark, we, as teachers or curriculum designers and textbook writers, who are involved in ELT have to meet contemporary standards of English Language Teaching through developing and implementing EQ competencies in the curriculum in order to help our students to attain necessary skills of the TL.

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Internet resources:

- <http://eqi.org/educ.htm#Creating a Positive Learning Environment>
- <http://www.connected.org/learn/school.html> *Emotional Intelligence in Schools*
- <http://www.connected.org/learn/emotion.html> *Emotional Intelligence*
- <http://edweb.gsn.org/edref.mi.histschl.html> *Traditional Intelligence in Education*
- <http://www.granddynamics.com/emotiona.htm> *What is Emotional Intelligence*
- <http://www.queendom.com/tests/ene/emotionaliq.frm.html> *Emotional Intelligence Test by Cyberia Shrink*
- <http://www.windycreek.com/wwami/emotionalintelligence.html> *Emotional Intelligence*
- <http://www.utne.com/azEq2.tmpl> *What is Your Emotional Intelligence Quotient?*
- <http://www.comp.nus.edu.sg> *EQ*
- <http://www.connected.org/learn/learning.html> *Learning in the Information Society*
- <http://homearts.com/depts/relat/01eqqab5.htm> *Emotional Intelligence: How Do You Rate?*
- <http://www.helpself.com/eqtest.html> *Anger ? Love? E-IQ Test : Emotional Intelligence Test*
- <http://www.ihhp.com/survey/default.cfm> *Test Your EQ*
- <http://www.solnet/emotional-intelligence.html> *Emotional Intelligence Self-Evaluation*
- <http://www.leadwise.com/leadu/coaching/Competencies/centering.html> *Centering Yourself with Emotional Intelligence*
- <http://www.iqtest.com/iq-test.html> *The Free, Fast & Fun Intelligence Test*
- <http://www.eqi.org/edu.html>
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