

## Lesson 12

**Title:** Embedding Emotional Intelligence into the curriculum

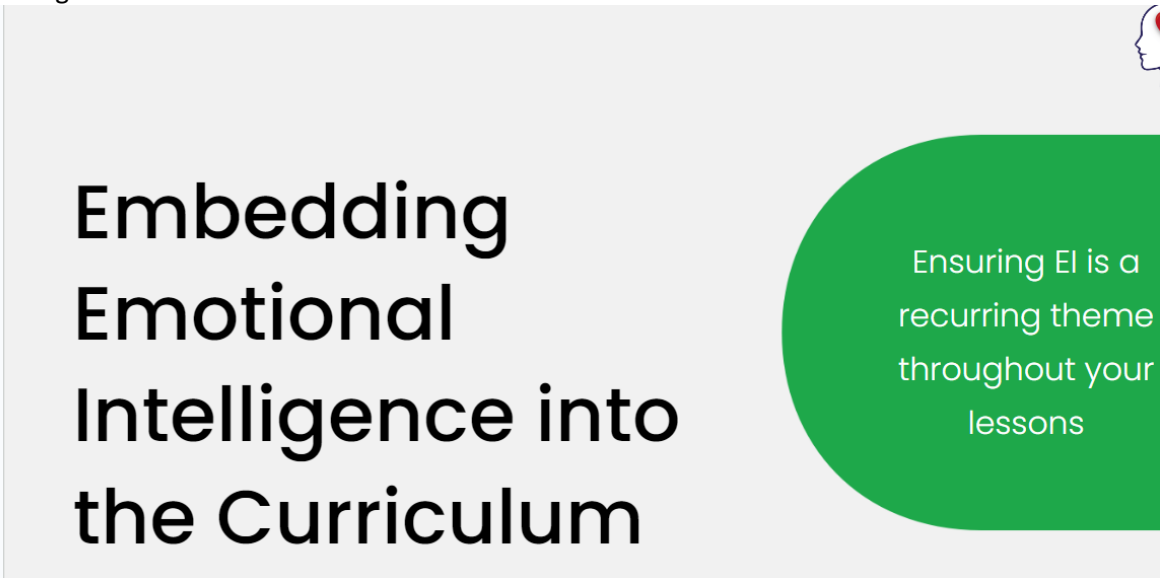
**Time frame:** 1 hour

**Number of participants:** Ideally between 10 to 15 participants

**Learning outcomes:**

1. Knowledge of what Emotional Intelligence is.
2. Knowledge of how emotional intelligence facilitates language learning.
3. Ability to embed Emotional intelligence into the curriculum.

**Lesson structure:**

<b>Introduction</b>
<p><b>Slide 2:</b> The facilitator welcomes the participants and introduces the session as, 'Embedding Emotional Intelligence into the Curriculum'.</p>  <p><b>Slides 4, 5, &amp; 6:</b> The facilitator invites participants to do a short introductory ice-breaking activity.</p> <p><b>Ice breaker: One-minute mindfulness meditation</b> The facilitator asks students to close their eyes, take deep breaths and be present allowing them to be more in tune with the lesson and assists their ability to learn.</p> <p>This is a good exercise to practise, as research shows that learners who can sit and breathe for a few minutes before they do something stressful like an exam will do better compared with those who do not.</p>

The facilitator explains that a short meditation at the beginning of a lesson can ground students and settle them into the learning environment. This will help them leave the outside world behind for a few minutes and help them get into a calmer mental state needed for learning.

The facilitator plays the following short one-minute meditation as an example of something that could be used in the classroom: <https://youtu.be/c1Ndym-lsQg>

**Discuss:**

The facilitator then asks the students to engage in a short reflection of the activity asking the following;

- Is this something you feel would be useful in your learning environment?
- Why/ Why not?
- What kind of mindfulness activity do you think would work best for your foreign language students?



## The Importance of Headspace

- Allowing learners to **close their eyes, take a few deep breaths** and be present **assists their ability to learn**
- **Research shows** that those who can sit and **breathe** for a few minutes before they do something stressful like an **exam will do better** compared with those who do not.

## Content

*In this section the facilitator should provide theoretical knowledge about the session topic.*

**Slides 8, 9, 10, & 11:**

**What is Emotional Intelligence?**

The facilitator should provide the following content as they move through the slides, Emotional intelligence involves being able to recognise and manage feelings appropriately as well as understanding what other people are feeling. Daniel Goleman popularised emotional intelligence with the public in his book “Emotional Intelligence- Why it can matter more than IQ”. Goleman predicts that emotional intelligence is a more important key to success and is a far more accurate success predictor in school than cognitive intelligence.

According to Goleman, those who are lacking EI skills may be at a disadvantage socially and emotionally. It can be said that emotional intelligence will help well-being, creativity, and for people to be better students (Goleman, 1995).

Emotion and intelligence are tied together because emotion and the capacity for empathy are both required to contribute to the ability to think intelligently.

### **EI in language learning**

Researchers now realise the importance of emotions in learning language skills. Applying EI to the foreign language classroom assists students in managing to tolerate situations which are stressful or frustrating. Students with good levels of EI also typically have a good command of their speaking skills. Equipping students with the emotional tools to overcome challenges can therefore increase their chances of success when attempting a foreign language speaking task.

### **EI and teachers**

It is easier for a learner to bring emotional intelligence into their life if they see it elsewhere. Therefore it is necessary to have an emotionally intelligent teacher, if your goal is to create an emotionally intelligent classroom atmosphere. Teachers should be aware of their own emotions and emotional intelligence in addition to that of their students.

Gkonou and Mercer (2017) show that it is important for teachers to have meaningful high-quality relationships with their students with four main characteristics: empathy, respect, trust and responsiveness.

### **Embedding EI in the classroom**

Mayer and Salovey suggested the following ideas for using emotional intelligence with education in the classroom:

- a) Express feelings instead of ordering the students to stop when they misbehave
- b) Take responsibility for feelings instead of imposing them one-sidedly on your students
- c) Be much more aware of your own feelings, rather than just the feelings of the students
- d) Try to understand the reasons behind students' behaviour before forming opinions
- e) Find ways of voluntary cooperation instead of making demands of students
- f) Help students to express themselves openly and to solve any problems they may have

### **Conclusion**

The facilitator should conclude the session with the following comment, 'evidence shows that introducing Emotional Intelligence to the classroom helps with language learning. The best way students can learn to be more emotionally intelligent is to see it in their teachers. Therefore, it is important that teachers are aware of their own emotions and emotional intelligence in addition to that of their students.'

## Tips for Embedding EI into Lessons

1

Express feelings instead of ordering the students to stop when they misbehave

2

Take responsibility for feelings instead of imposing them one-sidedly on your students

3

Be aware of your own feelings, rather than just the feelings of the students

### Sample Activities

Here, the facilitator provides short, engaging activities to demonstrate how the concept can be applied and duplicated in the classroom.

The facilitator begins with the following;

#### **Activity 2: Discussion:**

- Take 5 minutes to think about Mary Gordon's quote: "To teach children, we must reach them first"
- Apply the quote to learners of all ages and come up with a short argument for/against it.
- The facilitator asks participants to split into two groups to debate the reality of the quote with regards to foreign language teaching. One group should strongly agree and the other strongly disagree with the quote/ statement for the purpose of debating it.
- Finally the whole group comes back together to discuss what they actually think.

Facilitator then moves on to the next activity;

#### **Activity 3: Role-play:**

**The facilitator asks one person to role play the student who is finding language learning difficult.**

**They are asked:**

- How does this make you feel?
- What can the teacher do to help you?
- What do they do that doesn't help you?

**The other person should play the teacher and should practise asking a lot of questions:**

- How do you feel about that?
- What are you finding ok?

- What are you finding challenging?
- What would help you with this?


The facilitator should thank the participants for taking part in the activities and begin to conclude the session.

## Conclusion

### Slide 14:

This should be a wrap-up activity, ideally some reflection questions to make the teachers think about what they have learned and how it applies to their own teaching.

Facilitators should ask the participants to think of 3 ways that they personally can embed EI into their everyday lessons. Ask participants to reflect for 1 minute and think of 3 concrete improvements they will make in their own classroom.



## Conclusion

Think of 3 ways that you personally can embed EI into your everyday lessons. Reflect for 1 minute and think of 3 concrete improvements you will make in your own classroom.

Facilitators thank participants for taking part in the session and ask if there are any follow questions or reflections before concluding.