

*"All learning has an emotional base."  
-- Plato*

## Teaching with emotional intelligence: A boost for motivation



Universidad  
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1. Warm-up
2. What is Emotional Intelligence (EI)?
3. EI in language teaching: an old hat?
4. How can EI be used in Language teaching?
5. Wrap-Up



## 1. Warm-up



In 2 minutes, ask your neighbour these questions:

1. What is Emotional Intelligence (EI) for you?
2. What is your experience with EI in teaching?

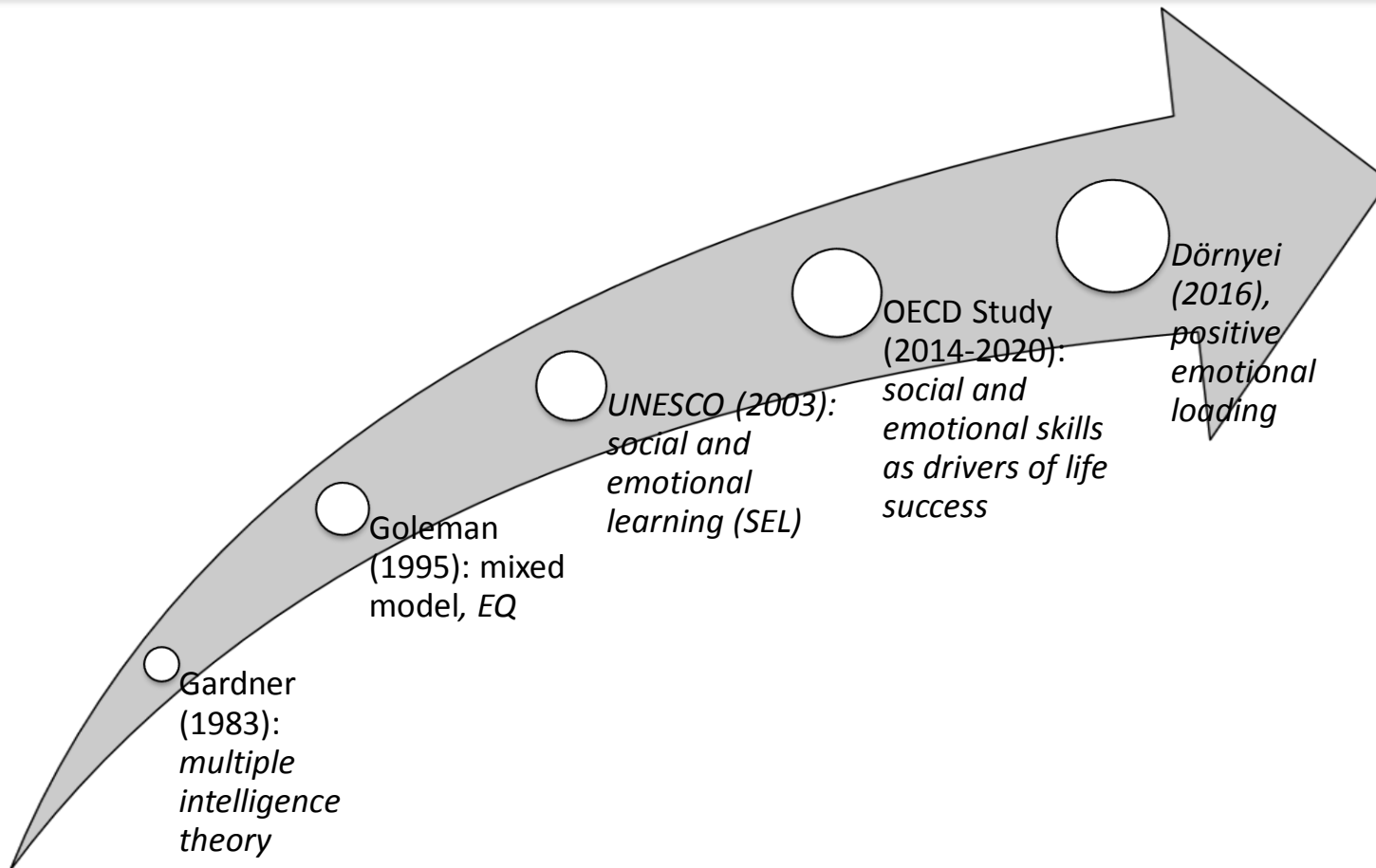


## 2. What is Emotional Intelligence? (1)



Emotional intelligence can be defined as the **ability to monitor one's own and other people's emotions**, to discriminate between different emotions and label them appropriately and to use emotional information to **guide thinking and behavior**.

Coleman, Andrew (2008). *A Dictionary of Psychology* (3 ed.). Oxford University Press. ISBN 9780199534067.



### 3. EI in Language teaching: An “old hat”?



### 3. EI in Language teaching: An “old hat”? (1)



**Watts-Martinez, Evanda Shentelle, Ph.D. Dissertation, 2015**

Self-determined Motivation, **Emotional Intelligence**, Persistence Attitudes, and Persistence Behaviors are non-cognitive factors that **influence students' academic progression**.

**Taqi, Hanan A. et al., English Language Teaching, 2014**

It seems that the fourth category (**social and emotional skills**) is the most favoured among students, and **highly important** to them.

**Valizadeh, Mohammad Reza; Alavinia, Parviz, English Language Teaching, 2013**

... a **strong relationship between listening comprehension performance of the learners and their emotional intelligence scores** ...

**Dörnyei, Z. and Ema Ushioda, Teaching and Researching Motivation, 2011**

... one of the 5 main classes of self-motivating learner strategies are **emotion control strategies** for managing disruptive emotional states or moods, and for generating emotions that will be conducive to implementing one's intentions (e.g. self-encouragement...)

## 2. What is your idea of Emotional Intelligence?



### True or false?



Please go to [www.kahoot.it](http://www.kahoot.it) and enter the game pin.

1. EI matters more than IQ.
2. Women are “smarter” than men regarding EI.
3. Strong feelings do not generally occur in classroom environments, since learning is principally an intellectual exercise.
4. Teachers bring 2 main things to the classroom: Subject expertise and class methodology.
5. Emotions are an obstacle to reason.
6. Affective behaviours are the most important determinant in student satisfaction.
7. EI cannot be learnt.
8. Teacher expectations of a given group of students are often self-fulfilling.
9. It is important to deal with learner expectations to avoid unproductive emotions.
10. Learners should trust the teacher’s judgment.

## 4. How can EI be used in teaching?



From Alan Mortiboys (2012):

1. By recognising and responding to your own and your students' feelings in the classroom, thus making teaching and learning more efficient
2. By encouraging an emotional state in the learner that is conducive to learning

### Increase your and your students' self-awareness

If a learner feels...

<i>... safe</i>	⇒	<i>He will try things out.</i>
<i>... curious</i>	⇒	<i>She will ask questions.</i>
<i>... motivated</i>	⇒	<i>He will be more likely to ask questions.</i>
<i>... inspired</i>	⇒	<i>She will be more likely to do follow-up work.</i>

### Activity:

Choose a feeling you would like your learners to feel in your online class. How can you encourage these feelings?

Some ideas:

*confident enthusiastic capable understood challenged empowered engaged valued ...*



## 4. How can EI be used in teaching?



### Increase your and your students' self-awareness

#### Consider

- Your feelings toward teaching
- Your values and attitudes as a teacher
- Your behaviours as a teacher

#### Activity

Discuss with a partner how you see yourself as a teacher:

- *The phrase I most commonly use is ...*
- *Learners are most likely to leave my session feeling ....*
- *My greatest skill as a teacher is ...*
- *A skill as a teacher that I could handle better is ...*
- *The quality I display that learners respond to best is ...*
- *I respond best to learners who ...*
- *If there is one thing I do too much of, it is ...*
- *If there is one thing I could do more of, it is ...*
- *Learners find my manner predominantly ...*



## 4. How can EI be used in teaching?



### Language at start of course

How do you start your first lesson with a new group?

**Discuss with your neighbour.**



Remember? We want to make our students feel **safe, curious, motivated and inspired....**

- *What are you good at?* – reveals positive information about you to the course.
- *What can you already do in English? In another language?*
- *What types of activities do you like?*
- *What would you like to learn in this course?*
- *How do you like to learn? Do you like to sing, read, move, play...?*

## 4. How can EI be used in teaching?



### Variety of experience: multimodal learning

**Multimodal teaching** is a style in which students learn material through a number of **different sensory modalities**. For example, a teacher will create a lesson in which students learn through **auditory and visual methods, or visual and tactile methods**. Teachers can use any combination of learning modalities; however in multimodal teaching, a teacher **must utilize more than one**.

Source: [http://www.ehow.com/info\\_12049345\\_multimodal-teaching-strategies.html](http://www.ehow.com/info_12049345_multimodal-teaching-strategies.html)

**Multimodal perspectives on teaching and learning** build on the basic assumption that meanings are made (...) through many forms and resources of which language is but **one—image, gesture, gaze, body posture, sound, writing, music, speech, and so on** (Kress & van Leeuwen, 2001; Jewitt, 2009).

Source: The Encyclopedia of Applied Linguistics at <http://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal0815/abstract>



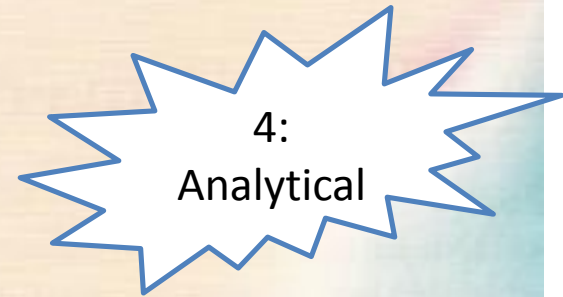
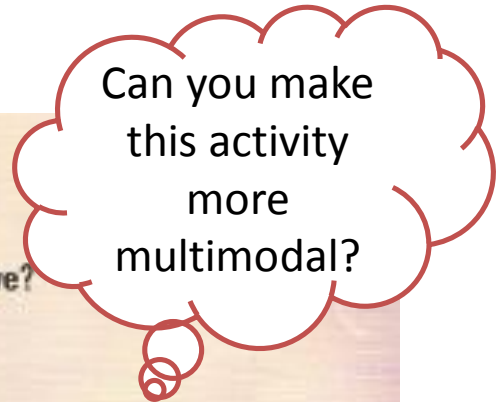
## 4. How can EI be used in teaching?



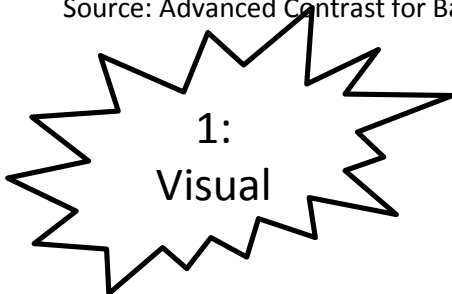
**LIFE SKILLS Going Out**

**1** Look at the suggestions and responses below. Which responses are positive?

- How about going out to a club tonight?
  - To tell you the truth, I'm not mad about clubs.
  - I'm not sure I want to go. Actually, I'd rather stay home.
  - That's a great idea!
- I'm dying to go to the football match!
  - OK, why don't we get tickets?
  - Are you serious? Personally, I can't stand football!
  - All right, I wouldn't mind going.
- Let's go to Ellen's party together.
  - That makes sense, we can share a taxi.
  - Fine. We could leave at 9.00.
  - I don't think I can make it.



Source: Advanced Contrast for Bachillerato 2, Students Book. A Willams & M. Bained. Burlington 2013.



# Instructions



1. Groups of 4 receive a star each in a given color.
  2. As a group, they decide on 1 proposal to make the activity more multimodal, according to their instructions. (5 min)
  3. Each group member then finds a participant with a different coloured star, tells him/her his proposal and takes note of the other person's proposal.
  4. Participants repeat this until everyone has "collected" 3 activities in 3 different colours, apart from his own
  5. Participants then return to their home groups, to share what they have learnt.
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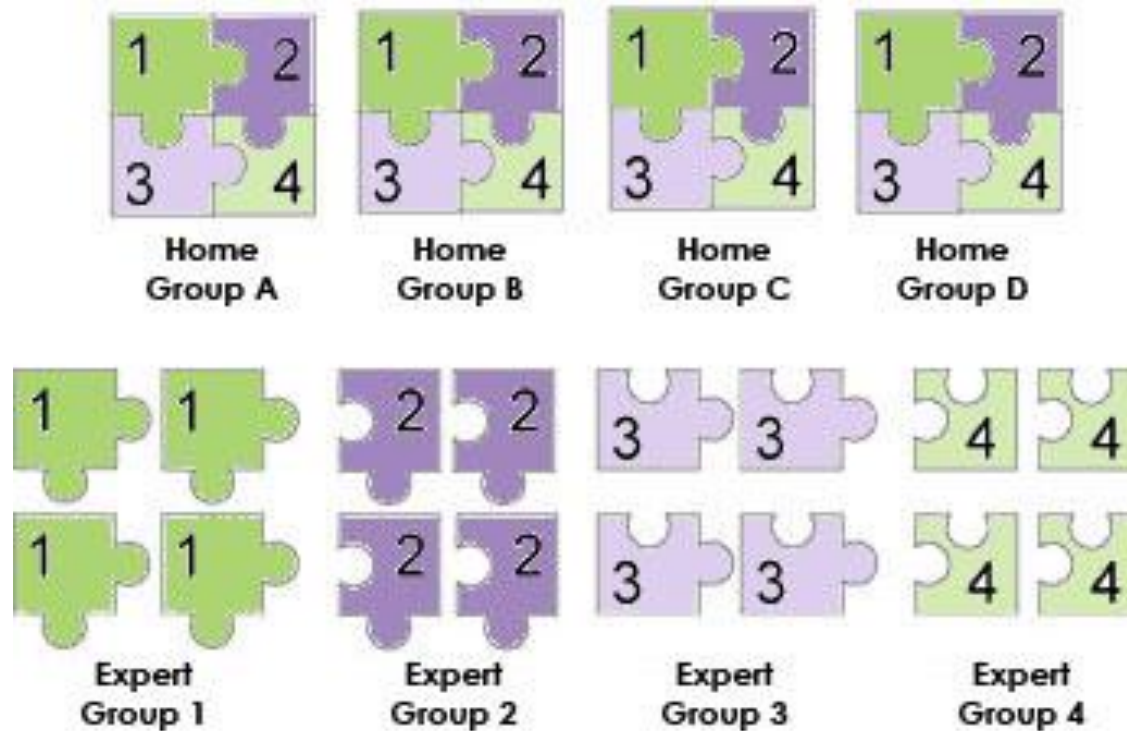
## Result

Each group should have collected 9 new activities plus their own = 10.

## 4. How can EI be used in teaching?



### Variety of experience: multimodal learning



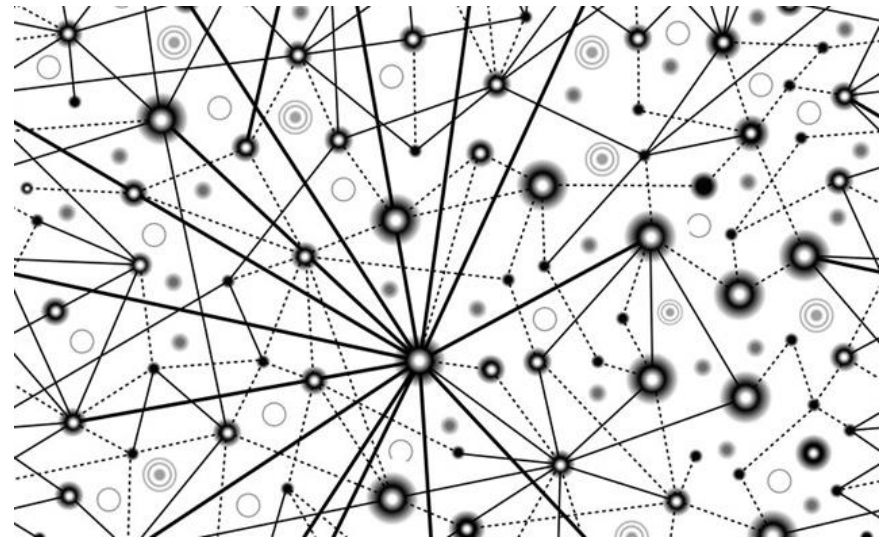
Jigsaw activity (<https://www.jigsaw.org/>)

## 4. How can EI be used in teaching?



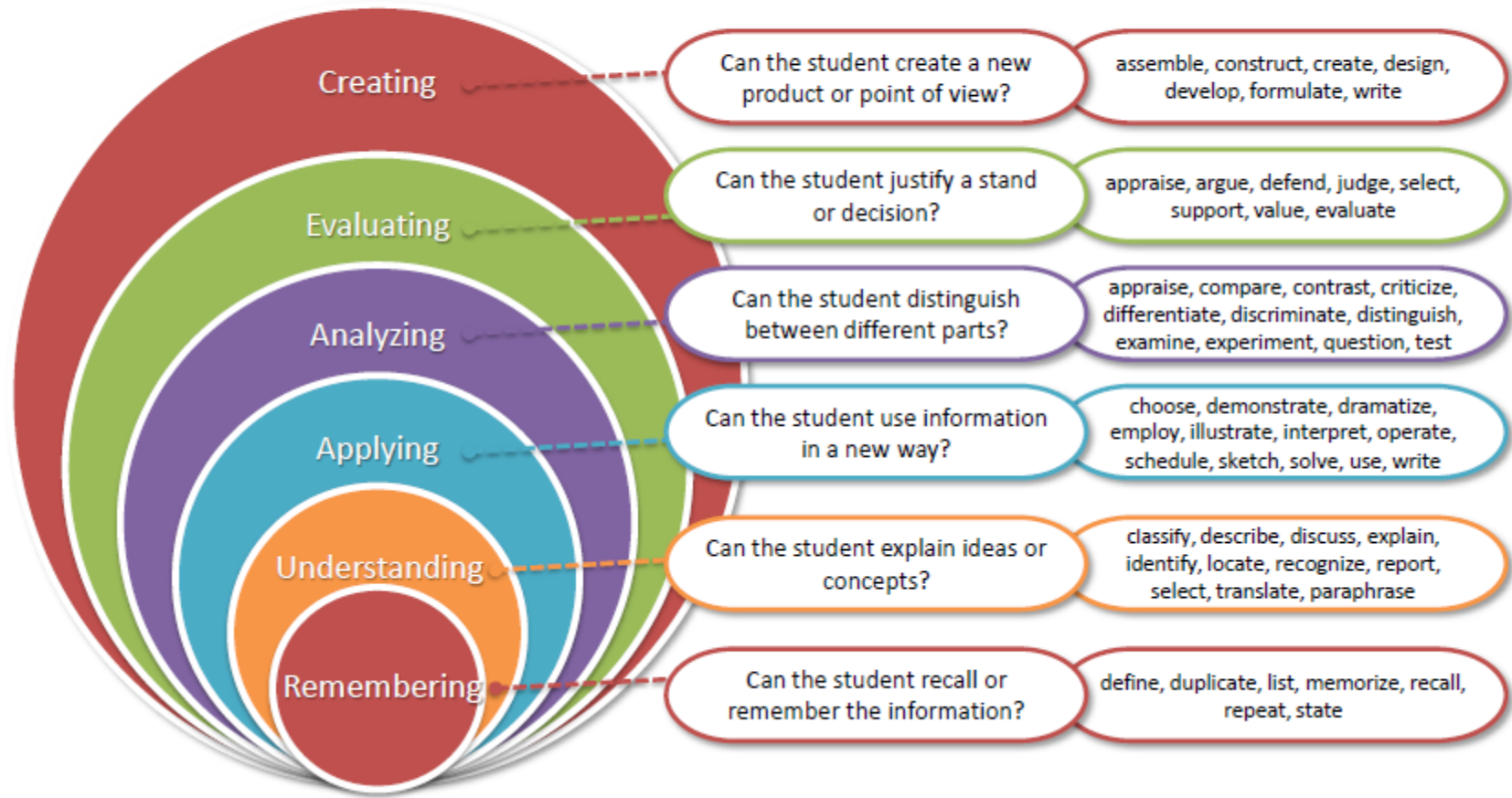
### Integrate complexity into your class

**HOTS and LOTS**





# Bloom's Taxonomy (Revised)





#### 4. Discuss: Where on Bloom's scale would you locate this exercise? How can you cover all the different scales?




Course content: T2\_A2\_M33

Type the words given to complete the sentences. Use the pictures to help you.

ground lamb | lentils | pastry | spices | vinegar

- 1 You know,  is a great addition to salads. Did you know you can also cook with it? It's really sour and it tastes great with meat.
- 2 I love going to the coffee shop for breakfast. I can get things I wouldn't make at home like a sweet  with cream. Yum.
- 3 I make a great soup with  and beans. It's thick and completely vegetarian. It's really good for you.
- 4 I bought some  at the store yesterday. I'm going to make lamb burgers out of it.
- 5 I don't really like Mexican food that uses hot . It burns my mouth.



spices

Menu

II Pause

## 5. Wrap-up



In 2 minutes, discuss these questions with your neighbour:

1. What have you learnt in this workshop?
2. Can you apply it to your teaching context?





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## Recommended reading

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## Websites of interest

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*Pictures taken from (in order of appearance):*

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