

Designing English Language Materials Based on Emotional Intelligence for the Learners of Grade 6

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Abstract

Emotional intelligence though affects on different aspects of human life but plays very significant role in language achievements among ESL learners. The higher level of emotional intelligence considered the driving force to motivate the ESL learners to become more proficient regarding language achievement. Therefore, researchers attempted to investigate the relationship between emotional intelligence and language proficiency. Both descriptive and experimental designs were adopted for this research. Firstly, 80 teachers were selected randomly in descriptive phase to know the impact of EQ skills on language proficiency. Secondly, 160 students were selected randomly in experimental phase in order to check their emotional literacy and language proficiency. The tools were developed in form of questionnaires and tests. The obtained data was statistically analyzed through applying descriptive statistic technique. The findings indicated the excellent results of the experimental group students at post treatment phase. On the basis of empirical evidence, the study demonstrated highly positive impact of emotional intelligence on language proficiency among ESL learners. The study recommend that teachers should adopt useful strategies and techniques to make students emotionally intelligent and enhance language proficiency skills among ESL learners.

Keywords: Emotional intelligence; English teaching module; EQ literacy; ESL learning

Introduction

It is said that the child of today is the builder of tomorrow. It can be possible only through the well designed and effective implementation of curriculum by proper and organized way that the child could be realized his inner potential and contribute meaningfully to national development. The curriculum is the primary means of education and is the basic to the student's emotional, intellectual, physical, social, spiritual and vocational development. Curriculum is something that can be changing from time to time and it should be changed according to the latest requirements. Curriculum is the part of schedule and pre-planned material that how we can work out properly step by step. When we talk about the need of the curriculum, So it is all about the clear purposes, and goals, that should be very much clear and we have properly know how about our purposes and goals that how

can we achieve to our goals .Purposes means that from the initial stages when a student involves in an activity then he keeps so many capabilities, So here curriculum helps the student to cannot him in development of those capabilities and then gradually student's abilities started to grow up.

(Jenkins & Shipman, 1981) have very rightly observed that, "if the teacher is the guide, the curriculum is the path". For hundred and thousand years, the focus is only on educational development is going on, and focus on students intelligence abilities in academic field but not on their emotional intelligence. In 1990, the term study of human behavior firstly introduced that deal with two aspects of our psyche, the firstly one deals our ability to understand and manage our emotions, the second one deals our ability to understand the

emotion in other people. Now in these days, many professional and scholars are highly recommending that we must teach emotional intelligence on the every level. There must be proper guidelines while designing effective English teaching material. English language material should be contextualized and emotional effective and powerful moreover material should be related to the social and daily life experiences, realities English material based upon the 1st language of the learners which can be the cause of the enhancement of the learning . This sort of material should be based on under the ethical values, proper rules and regulation, and must be social and religious requirements. Herrick 1950 treated the topic of design as a central feature of curriculum theory. This theory is highly suitable to some curriculum areas, especially to the one we assign a name or title to as social competence in which study and experience is real social life and social activities.

Moreover, academic discipline was also designed to help the students to get the knowledge, skills, rules, and values of the particular academic discipline. A part from that, in the era of western world, the popular and the oldest form of curriculum organization found in the schools and educational systems that type of design was based on the classification of the subject into different groups which were called as a subjects. Curriculum design is actually a systematic plan which is based on strategies which are implemented in educational environment to achieve the target. Furthermore, the concept of (EQ) was considered more accurate and powerful than the concept of IQ. (Daniel Goleman, 1995) was the first who introduced this idea of emotional intelligence since 1990. According to him, the secret of success chances are 80% if a person has strong EQ level than IQ, if a person has 80% IQ and 20% EQ level he cannot get the success in every field of life. So, this theory was also included in the process of curriculum design because the learner's learning chances can be better due to EQ. The first educational conference was held in Karachi in 1947 after achieving the target of the beloved country. The basic purpose of that conference was to reshape and restructured the entire curriculum design. In 2015, Fawad had proved that the curriculum design is based on the continuous chain of activities, getting the target of educational goals, implementation of advance material, new trends and strategies and flexible change in behavior of the people, teachers and the students as well. Through his research, a lesson plan method was very good example applied by the teachers in the classroom.

Background of the Study

Curriculum is typically considered to be the official written document from a higher authority, such as local school district or school board. And the document was considered as a mandated template that must be followed by the teachers. Unfortunately teachers are supposed to follow blindly that mandated curriculum. There was increasing pressure on teachers to follow such mandated curricula at any cost (Joshi, 2014). Moreover, the learners were stick to the specific system. The traditional schools were following the same curriculum even rules and regulations. Although the concept of emotional intelligence is different from cognitive or general intelligence, there is some evidence that emotional intelligence affects the way cognitive intelligence is used (Reiff, et al. 2001). According to the previous curriculum main attention was paid only to increase the level of IQ of the learners. The high grades and marks were considered the foundation of success in every field. Traditional schools give awards to students who excel in grades. No one

was concerned regarding learner's emotional intelligence (Hultin M, 2011). In a nutshell, traditional curriculum only teaches students what to think, not how to think. As a result this shabby approach impedes the development of their ability to form original opinions and acquire a nuanced understanding of issues.

Statement of the Problem

The deficiency of emotional needs and interest English in curriculum is the major problem for the ESL learners. Curriculum is not to be considered merely official document by the higher authorities and must be followed blindly. In curriculum, there is need to fill the gap regarding learner's emotional intelligence and to empower the curriculum more effective and comprehensive on primary and middle levels at school. Earlier studies had also identified the gaps regarding emotional intelligence and done great work to fill the gap but still there is need to fill the gap in English curriculum in order to improve the competence or performance among ESL learners. The rationale of the study focused on EQ skills that will help the learners to improve their efficiency level regarding English learning process.

Research Questions

1. What is the existing level of Emotional Quotient of students of 6th grade?
2. Whether EQ based English materials be taught to the students of grade 6?
3. What is the impact of EQ based material on language proficiency of students of grade 06?
4. What is the impact of EQ based material on emotional literacy of ESL learners at grade 06?

Literature Review

EQ Matter more than IQ

In 1998, Goleman defined emotional intelligence as "the capacity of recognizing our own feelings and those in others, for motivating ourselves". This EQ concept was most popularized and published the book (1995) in which he argued that (EQ matters a lot than IQ and the most effective businessman and leaders are distinguished not by their education IQ or subject knowledge, but by the (EQ) emotional intelligence in the work place context having certain characteristics like, self-awareness and self-control, influence others through the best skills of communication. (Berger S, 2004) had suggested three major models of emotional intelligence. 1, The (Salvoes and Mayer Model, 2000) 2, The Bar-On Model (2010:55) 3, The (Goleman Model, 1998) all three models presented the importance of emotional intelligence curriculum also effect on all types of generations and genders differently, because each generation has its own different level of mentality. In curriculum EQ at different multigenerational workplaces plays a vital role because it motivates a lot and enhances the employees' productivity, happiness and job satisfaction. (Abraham A, 2006) defined (EI) aptitude as essential for success and they could improve the individual abilities to know about the personal strength and weaknesses. (Zarezen T, 2012) investigated the effect of emotional intelligence in English language learning. (Mohzan et al. 2013); (Low GR, et al. 2004) asserted that emotional intelligence skills hold a major key to improve education and students, teachers faculty, their

career, success, and personal wellbeing. (Bora 2012) found out the impact of (EQ) on developing speaking skills from brain-based perspective where high level of students were eager to be actively participated in speaking classes than low level of (EQ) students. According to the perception of (Lombardi J, 2004) deeply ingrained learning comes later, when students digested. When they learnt they connected it to life experience or apply the knowledge to life events.

Role of Trait EI in Primary and Secondary Education

(Humphrey N, 2013) studied trait EI and stated that EI is positively linked to school behaviors such as appreciated by teachers and peers in matter of kindness and leadership. It is stated that positive and negative behavior by their fellows and friends in form of acceptance and rejections affected a lot having low and high level of (EI) traits among the children of 8-10 years old. (Ciucci 2014) & (Gower et al. 2014) studied regarding EI traits of emotional intelligence and bullying behaviors are being reported that having low self-esteem and emotional intelligence caused such bullying expressions and effected emotional intelligence of the children and adults. Another recent research on trait of EI and anger and stress and concluded that the children and adults who were having less EI traits always engaged in bullying behaviors and those who were having high EI traits found less anxious, angry and frustrated they were cool and calm personalities in both sectors. (Garcia-Sancho E, et al. 2016) Many other anti-bullying programs had arranged and organized to improve the relationship environments in educational fields and better outcomes.

Emotional Intelligence in Business Management

According to (Koc E, 2018; Waver, 2014; and Lee J, et al. 2017) emotional abilities proved very useful to satisfy the customers and run business effectively. Moreover, The service employee must be aware of the internal states as well as aware of external states through their facial expressive mimicry and body language which can help him as her to perform social functions easily (Koc & Boz, 2019; Ambady, 2007; Marsh AA, et al. 2005). Furthermore, over the past few decades the interest of emotional intelligence abilities is going to be increased among many researchers and psychologists. According to them (IQ) intelligent quotient is the natural process but (EQ) emotional quotient can be increased and learnt. This is the flexible process as well (Erasmus P, 2013; Fariselli G, et al. 2008 Mayers and Salavey, 1997; Siskos BN, et al. 2011). In addition the employees with high level of emotional intelligence can manage their service with extraordinary emotional skills (Kwek A, et al. 2014; Lee J, et al. 2017). Being a service employee it was argued that the employee must be capable to understand the customer's emotions and then quickly respond according to the customer's demands (WU and Cheng, 2018). Moreover, employee must be sensible and emotionally kind and soft speaker and must be good face reader to understand and read the customer's facial expressions quickly and satisfied the customer accurately (Bello and Bello, 2017, Stone, 1998; Lengler, 2017, Koc E, 2013). The findings also showed that organized training, can be proved better in the development of emotional / facial expressions to judge the abilities of the service employees (Lee and Ok, 2015), (Lee J, et al., 2017; Wolfe and Kim, 2013). Furthermore the service managers should be very co-operative and polite regarding their staff as well as externals and causal customers (create calm and cozy atmosphere (Wang YCH, et al. 2019).

Research Methodology

Research Design

This research design is known as descriptive and experimental sort of study. The researcher has dealt with one independent variable and another dependent variable. This study was divided into two separate phases i.e. phase one or phase two. In phase one research design has concerned with the descriptive sort of study and the data has collected through 80 teachers of Government School GGHS, & GHS Khair Pur Tamewali district (BWP). In phase two research design was experimental. The experiment was conducted using tools of pre-test and post-test from pre-control group and pre experimental group. Each group has 30 students who were selected randomly to check the efficiency level of emotional literacy among students.

Population and Sampling

The population is the whole set of persons, objects, etc. The population was the public schools of District Bahawalpur. Sample refers to the selected persons and objects from that particular area for the participation in the study. It can be the specific portion of the population for the research study. In descriptive phase sample was consisted of 100 students and 80 teachers, while in experimental phase sample was consisted of 60 students of grade 6. The data was collected through questionnaires and proficiency tests. The tools were piloted before administration to ensure validity and reliability.

Instrumentation

Data collection is a methodical process of gathering and analyzing specific information of relevant questions and evaluates the results. Quantitative method was used through questionnaire with close-ended questions to arrive at figures to be calculated statistically in form of frequency, mean and standard deviations. The instruments were used to collect data such as SEI inventory, EQ inventory, pre-test and post-test.

Analysis and Discussion

Data Obtained from Teacher's Questionnaire

A questionnaire tool EQ (Inventory) was used for 80 teachers to know about their relevant views regarding emotional intelligence skills among students. Findings of the data obtained from the questionnaire about different related questions to know the significant role of the emotional intelligence in children of ESL learners. It was asked that children's awareness about personalities, 95% of teachers were strongly agreed. Develop emotional skills among students, supported by 74% respondents. Moreover 88% respondents showed their positive response regarding to recognize other's feelings at school level among children. Learn and enjoy good relationships help the learners to perform good social skills, this statement was supported by 77% respondents. In addition, the majority of the respondents, around 89% showed their strongly agreement regarding reduce stress in children for better social skills. Around 67% of respondents showed their positive response regarding to appreciate the dullest students in the class and encourage them. 87% respondents showed their strongly agreement about to manage negative emotions or to cope with the difficult situations.

Data Obtained from Student's Questionnaire

The second questionnaire (SEI Inventory) was designed for the students to know the relevant views regarding their self-awareness and emotional skills. The finding of the obtained data has shown quite positive response from the respondents. It was asked from the students regarding understanding the emotions through facial expressions 99% respondents were strongly agreed and having good sense about their interpersonal skills. Further 89% respondents showed quite positive response regarding the awareness of their own weaknesses and flaws. 78% respondents were confident about their personal limitations. Moreover, 87% respondents were aware regarding non-verbal messages. In addition, 95% respondents were quite confident to express their disliking and liking in front of people. The overall data concluded by the researcher that 90% respondents were aware regarding emotional self-awareness, empathy and flexibility. Further 85% respondents showed positive response regarding problem solving, stress tolerance and optimism. And the experiment showed quite good results.

Data Obtained from the Language Proficiency Tests

The tests were developed to highlight the gap between language proficiency performances through English Text Book and the performance after teaching the designed EQ based material of Grade 6. Tests were analyzed through SPSS.

The findings show that there is an extremely difference between the responses of the pre-test and post-test of the students. The performance of the students of experimental group was quite satisfactory than the performance of the control group. Table 1 indicates the comparison of total pre-test and post-test. The mean in the control group of pre-test is 19.4750 and mean in experimental group is 19.7333. Standard deviation of control group 3.03307 and in experimental group standard deviation is 4.13175. While there is also huge difference in post-test of control group and the experimental group, the mean in the post-test of control group is 19.4750 and in the experimental group, the mean is 36.0083. It shows the significant difference between the control group and the experimental group. It can be concluded that the designed EQ based material played its vital role in the enhancement of emotional skills among ESL learners.

Table 01. Paired Samples Statistics

		Paired Samples Statistics		
		Mean	N	Std. Deviation
Pair 1	Total pre-Test of Control Group	19.4750	60	3.03307
	Total Pre-Test of Experimental Group	19.7333	60	4.13175
Pair 2	Total Post-Test of Control Group	19.4750	60	3.03307
	Total Post-Test of Experimental Group	36.0083	60	3.22397

Analysis of Skills in Pre-Test and Post-Test

Tests were designed to check the efficiency level among students before and after teaching them the EQ based English material. Tests were consisted of 40 marks and different skills were examined through tests.

Description of Skills:

- S1 was based on grammar skills that were tested through vocabulary and simple present form of verbs.
- S2 was tested through correct degree of adjectives and reflexive pronouns
- S3 was tested through reading comprehension in form of passage to check the reading awareness among students.
- S4 was based on writing composition, writing paragraph in your own words. Skill 4 was tested through the written passage activity. Here is the detailed skill-wise analysis of pre-test and post-test of control group and experimental group.

Findings show differences in pre-test and post-test among the students of control group. Both pre-test and post-test were conducted for the students and the results didn't indicate significant differences in their performance. Result indicates no major difference of mean in the above mentioned 4 skills of test. The overall mean in the pre-test of control group is 17.3750 and in the post-test is 18.4750. The mean differences between pre-test and post-test indicate that there is minor difference regarding student's performance in test. The findings obtained from experimental group students were quite different from students of control group. Both pre-test and post-test were conducted for the students and the results indicate hugely differences in their performance. Further result indicated the major difference of mean in the above mentioned 4 skills of tests and indicated through the paired sampling techniques. The overall mean in the pre-test of experimental group is 19.7333 and in the post-test is 36.0083. The mean differences between pre-test and post-test indicate that there is a major difference regarding student's performance in tests. To sum up the findings of the tests it can be concluded that EQ based material is very beneficial for the ESL learners. The learners became more confident and energetic regarding their skills.

Data Obtained from the Post treatment Questionnaire

The post treatment questionnaire tool was designed for 60 students to check the language proficiency through independent variable (i.e. Emotional Intelligence). Students showed quite positive and confident response regarding the role of emotional intelligence and enhancement of language proficiency skills. 100% respondents were agreed about the positive impact of emotional intelligence on language proficiency. And 100% positive responses were received about the role of emotional intelligence on learner's self-awareness, their interpersonal skills and social skills. Mostly students were agreed that EQ designed syllabus has enhanced their emotional literacy much more by reading of its story contents and performed activities. The performance of the experimental group and their language proficiency, emotional literacy has quite better as compared to the control group. The findings represent the role of EQ based syllabus and the enhancement of emotional skills among learners and 100% of respondents showed their favor for its role. Many students have

increased their EQ level and language proficiency skills after reading the EQ based syllabus. The findings indicate that 96% respondents were agreed the positive role of EQ based syllabus in their learning skills. 80% of respondents have improved their interpersonal skills, empathy and self-regulation through the EQ based material. Many respondents have developed their concepts and understanding by reading it. The findings showed that 100% of learners were motivated by the interesting contents of EQ based material. It helps them to read more and developed interest regarding reading habits. 98% respondents were agreed that it develops the interest and curiosity to read it more and more. Moreover, 100% respondents gave the positive feedback regarding the energetic activities including in this material to perform better in learning process.

Justification of Research Questions

What is the existing Level of Emotional Intelligence of Students of Grade 6?

The finding of the study has shown that different learners have different existing levels of emotional intelligence. The researcher has investigated that how many students are aware of their own personalities, behaviors and others as well? How much students are emotionally strong? To answer this question that every student is emotionally different from each other. Some students are very good in management and some are not able to deal with people. Moreover, the result of the study has revealed that students who are having very high emotional intelligence skills they can grow positively in their lives. As (Goleman D, 1995) has justified that EQ matters more than IQ and the student who has 80% EQ and 20% IQ he can achieve success in his life. The personal finding of the researcher has also in favor of this evidence that 80% success depends on emotional intelligence of the learner. The researchers has compared his findings with the previous studies and found quite similarity regarding those findings. According to (Abraham A, 2006) that emotional intelligence depends our empathy and sense of internal balance to maintain effective leadership even under stress. The study has revealed the already existing level of emotional intelligence among the learners and found out that EQ level of the teachers and the students is an important variable to create the atmosphere in the classroom where EQ skill can be taught and developed children's emotions, and manage their thoughts with negative feelings effectively.

What is the Need to Develop English Curriculum based on EQ for 6th Grade Students?

The basic need was to develop emotional intelligence curriculum for the ESL learners to build strong relationship in educational field in which learners can get success and achieve their personal goals with consistency. EQ material created the interest among learners to cling with their goals until accomplished their goals. (Abraham A, 2006) has defined EQ aptitude as essential for success and has improved the individual abilities to know about the personal strength and weaknesses. Further, (Fahim and Pishghadam, 2007) has argued that English text book designers should introduce new techniques and methods which can highlight and signify the emotional intelligence. In addition, the findings of previous studies like (Low GR, 2004) have also asserted that emotional intelligence skills is key to improve education and student's learning, teachers faculty, their career, success and personal

wellbeing. According to this question, the researcher has investigated the need to develop EQ based curriculum which has desired brain based perspective on various aspects of human life. (Bora, 2012) findings are quite similar with current findings of the researcher that students who have high level of EQ are more eager to attend to speaking classes because they have self-esteem and manage to cooperate with others due to their social skills. EQ connected the life experience or applies the knowledge to life events. Moreover, (Wolfe P, 2006) "has also associated the life experiences with emotions in positive manner helped them to feel more motivated.

(Benson N, et al. 2010) has mentioned that emotional mind is far quicker than the rationale mind. Because human beings are the emotional creatures, our emotions dominate all our thoughts, actions and reflections as well. That's why EQ based material not only encouraging in academic development of children but also for their social and emotional competencies. As (Goleman D, 1995) cited in (Motalebzadeh, 2009) "emotional intelligence is the ability to love and to be loved by friends." This research question has also dealt with another aspect of emotional intelligence which "Understanding development is better than adjustment. Although IQ plays vital role to be successful in academic field, but the EQ has proved its high rank in both fields whether it is field of educational success or the field of professional success. The highly desired need of EQ based curriculum to keep maintenance of positivity in depression and loneliness in children. Moreover, the main purpose to develop EQ material for students to reduce their stress and offended moods. As (Davis KS, 2019) & (Evelin LP, 2017) have supported that emotional intelligence also reduced the stress anxiety and social fear, losing confidence fear in adolescents.

What is the Impact of EQ based Material on Language Proficiency of Students of Grade 6?

Learning English language has become the most essential part of the education. There is strong relationship between language proficiency and emotional intelligence. As (Mayer JD, et al. 2016) has investigated the influence of emotional intelligence on academic achievements of the students of education faculty (University Teknologi Mara UTIM). The rapidly progress of academic field is just because of emotional intelligence based curriculum. There is great impact of EQ based material on language proficiency because the EQ components are connected to the linguistic components in primary and middle education. The researcher has also supported that higher levels of emotional intelligence can serve as a driving force and motivation for language achievement. Further individuals with higher levels of emotional intelligence expected to express more positive attitudes toward learning second language. The basic linguistics components are, listening, speaking, reading and writing. While EQ components, interpersonal skills, and self-regard are closely connected to the linguistic components of listening and speaking in which students are able to speak well about himself/herself and listen to others in better way. (Bharwaney et al. 2007, 2011) has stated that that emotional intelligence is the ability to understand and manage the emotion of self and others. Further the EQ component of adaptability has the strong impact on reading skills and the stress management has closely related to writing skills. Further, the early years of school education has considered very challenging, where children got new ways to adjust their emotions in the school environments as EI positively linked to school behaviors such as

appreciated by teachers and peers in matter of kindness and leadership. The finding of this study has proved that EQ components have great influence on language proficiency.

What is the Impact of EQ based Material on Emotional Literacy of ESL Learners at Grade 6?

The results of the study showed that EQ based material has affected a lot on emotional literacy of ESL learners. Emotional literacy has developed among the learners to make them able to understand, manage the situations accordingly having the power of self-efficacy. However, researcher has also agreed that emotional literacy is more reverent to education it focuses on the emotional health of the learner in emotional related situations and qualifies the social environment in educational institutions. Further, emotional intelligence and self-efficacy has strongly related with the leadership. (Anderson et al. 2012) explained that if a leader has higher level of emotional intelligence has also higher self-efficacy. Researcher has compared his findings with the previous study of (Joshi and Dutta, 2014) and the results were quite similar that self-efficacy is the most powerful factor of the leadership. The researcher has also supported the new techniques and activities on daily basis to enhance their self-efficacy skills of the learners. The positive impact of emotional intelligence on job performance is remarkable. There is the strong link between emotional intelligence and job performance success. Apart from that, several studies of emotional intelligence have shown positive impact of emotional intelligence in educational level as well as in every field. EQ based material has considered the most powerful aspect to be successful in every field of life

Conclusion

The empirical evidences concluded that EQ based curriculum and techniques can improve children's emotional intelligence and can increase the ratio of success among children not only in school but in their lives as well. EQ based material has played important role to educate learners emotionally. The study concluded that emotional intelligence is a trait that can always be nurtured and strengthen in all of us and EQ curriculum has the power to grab the learner's attention and cover all the psychological aspects of human life. In addition, multi effective programs have approaches including many EQ components that are based on emotional and social skills, teach children to apply EQ skills, build social and emotional connections in school or in life, make good relations with parents, peers or in communities. The findings of this study suggested that we need to teach broader range of EQ skills and competencies to our children in order to prepare them good human beings and sensible citizens in future. Most of the researchers agreed that emotional intelligence is the best approach to develop multi programs and methods into the curriculum, not only included in units but also apply in learning contexts. Moreover, teachers should be able to teach and apply EQ skills in the school and classroom environment in order to encourage social and emotional development. The study also concluded that although IQ is used to determine academic abilities and identify individual's intelligence or mental challenges but EQ is a better indicator of success in the workplace and is used to identify leaders, good team players and workers. Moreover, the EQ based programs must focus on self-management and stress management among ESL learners. It is also recommended that training authorities should conduct the useful

trainings based on EQ curriculum to train the teachers for better grooming of the emotional skills among learners.

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