

THE IMPACT OF THE EMOTIONAL INTELLIGENCE TRAINING ON ENGLISH LANGUAGE LEARNING IN SECONDARY SCHOOL STUDENTS

SUMMARY IN ENGLISH

Considering the fact that emotional intelligence has been gaining more and more popularity in the educational environment and has an impact on learning a foreign language, the author has undertaken an experiment aimed at increasing the level of emotional intelligence of students and analyzing its influence on acquisition a foreign language. Researchers have proven that emotions are crucial in the process of learning a foreign language and the learning process includes not only cognitive but also affective aspects. Students' success depends largely on the ability to deal with emotional states and emotions. According to Arnold and Brown (1999), there are at least two reasons to test emotions. The first reason is to increase the efficiency of learning. Negative emotions such as fear, anxiety, stress, anger or depression can slow down the language learning process and have a negative impact on student performance. On the other hand, positive emotions, such as self-esteem, self-confidence, empathy or motivation, can strengthen this process. Understanding the problems caused by negative emotions, working out effective ways of dealing with negative emotions or, finally, creating the right conditions to deal with negative emotions can positively effect the acquisition of a foreign language. Enhancing emotional competencies takes place just by means of native languages; training emotional intelligence in English is something very innovative because not much research related to this area has been conducted so far. The second reason for examining the role of emotions is closely related to understanding the purpose of the educational process. The holistic approach to the student is emphasized. In this approach, emotional factors are treated equally with cognitive processes. Emotions are not an addition, but they are an important part of the reflection process. Educational development includes not only cognitive processes, but also affects the emotions of learners and their self-development. The aim of this dissertation is to examine the truthfulness of the statement that emotional intelligence is a key factor in the process of learning English.

This dissertation consists of two parts: theoretical and practical. The first part is divided into three chapters. In the first chapter, the author presents a description of research on intelligence and emotions. It contains a presentation of the evolution of understanding the concept of intelligence, its definitions, structural theories and contemporary approaches to intelligence. Then, there is the meaning of emotion, its definitions as well as neurobiology of emotion. In the second chapter, the

author illustrates the evolution of the understanding of emotional intelligence in the cognitive sense, its models and possible tools for its measurement. It also devotes a part of the description to the role of emotional intelligence in schools, describing programs used in certain institutions as well as the importance of emotional intelligence in the teaching profession. The author of the dissertation explains that during foreign language classes, students have to overcome many difficulties, for example, language anxiety, shyness, cultural differences, their own introversion tendencies and lack of communication readiness. The teacher's role is to build appropriate conditions conducive to linguistic development and communication in a given language. If the teacher wants to achieve better results in his / her work, he / she must also focus on the development of emotional intelligence in students, which should be an inseparable element of language and communication competence.

The third chapter is a review of research on the role of intelligence in various aspects of human life. The author has made an analysis of research projects related to the importance of emotional intelligence in the general functioning of people, in professional life, in the school environment, in teaching and learning a foreign language and in terms of the use of emotional training. The role of emotional intelligence of men and women has also been analysed in this chapter. The results of the studies described show that emotional intelligence correlates with task performance, which means that people who show a higher level of emotional intelligence are better at solving cognitive activities and manage better negative emotions (Schutte, Schuettpeles and Malouff, 2001). Studies also show that the relationships between children at school largely depend on demonstrating emotional abilities, and antisocial behaviour is less probable (Petrides et al., 2006). In addition, general well-being, mental health and marital quality positively correlate with emotional intelligence. This construct also plays a fundamental role in the work environment. Success is more often achieved when among the leaders and managers there is a higher level of emotional intelligence. This also applies to educational institutions in which the teacher-student relationship determines the student's school performance (Szorc, 2013). A key aspect of current research is the relationship between language learning and emotional intelligence, as well as its development, which is also presented in this chapter. Selected empirical studies indicate that the process of learning a foreign language does not take place without perceiving, understanding, expressing and managing emotions (Dolev and Leshem, 2016). Language skills for interpersonal interaction are influenced by skills related to emotional intelligence; what is more, students with higher levels of intelligence score higher in school performance (Rastegar and Karami, 2013). The studies, which the author analysed, led her to undertake research aimed at educating students' emotional intelligence on the basis of the developed English language training used during the

English classes of secondary school students. Another factor is the fact that there are no such studies in the context of Polish educational research.

The second part of the work is also divided into three chapters. The main purpose of the fourth chapter is to present the description of the pedagogical experiment as well as the results related to it. In this chapter, the author focuses on presenting the main hypotheses, the research method, the participants, the tools and the analysis of the research. The fifth chapter begins with a description of the quantitative results obtained in the study using statistical tools and qualitative data that was received in interviews with students who were divided into three groups (5 people representing the highest level of emotional intelligence, 5 people showing the lowest level, and 5 people who achieved the highest results after the training). Three hypotheses were put forward in the study: the first hypothesis assumed that the conducted training of emotional intelligence will contribute to its growth; the second hypothesis concerned the relationship of emotional intelligence with the student's self-esteem and the obtained grades from English; the third hypothesis assumed that women have a higher level of emotional intelligence in comparison with men. In order to examine the hypotheses, the author conducted a personal questionnaire containing participants' self-assessment in terms of different skills and their school grade in English. Additionally, the test measuring emotional intelligence (TIE 1.0 test) was applied twice (before and after the training) and structured interviews. In addition, the author conducted an emotional intelligence training developed by her in an experimental group that took place every two weeks during the school year. Thanks to the applied tools, all the hypotheses were positively verified: the conducted training contributed to a significant increase in the level of emotional intelligence in the experimental group; students who were characterized by a higher level of emotional intelligence assessed their language skills better and received better grades; and women have slightly higher scores than men. The conducted training proves to be beneficial in developing the skills of emotional intelligence. The level of emotional intelligence should be increased due to its relationship with educational aspects. Fer (2004) stated that EI activities should be used and can be used in a classroom environment. Teachers could also greatly benefit from programs focusing on the capabilities of emotional intelligence. Brackett and Katulak (2007) describe the benefits of introducing such programs, stressing that they can be easily implemented and treated as an additional element of the traditional school curriculum. In addition, there is a significant correlation with the understanding and management of emotions, using them to facilitate thinking and general results in the personal and professional sphere. The process of learning a foreign language can be facilitated by underlining and integrating EI in it. Creating an appropriate atmosphere based on positive emotions during English lessons can improve the learning of this language.

The sixth chapter begins with the outline of the main aim of the dissertation, then moves on to the didactic implications and suggestions for further research in the field of emotional intelligence. What is underlined in this chapter is the fact that the conducted experiment / training of emotional intelligence may be the initial stage of educating emotional intelligence in schools. Almost every school can be an opportunity to talk about emotions, and, because English has become an integral part of our general knowledge, it can be used as a tool to educate students' emotional intelligence.

In summary, the assumed goal of the dissertation was achieved and the results that the author received may contribute to the didactic practice. In addition, the significance of the student's emotional sphere and its impact on the learning process are topics that are currently being increasingly undertaken in works devoted to the acquisition and learning a foreign language.