

Impact of Emotional Intelligence on Language Teaching and Learning: A Review

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ABSTRACT: Emotional intelligence has recently attracted educators' attention around the world. Educators who try to investigate the factors in language learning achievement have decided to pave the way to success through emotional intelligence. The relationship between emotional intelligence and language teaching and learning is the major concern of this study. The study is to investigate the impact of Emotional Intelligence on English Language teaching and learning by review of the studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on the teaching and learning of the students in general and college students in particular to improve language proficiency. Emotional intelligence helps people to be guided through the web of human relations and to understand their feelings as well as those of others. Mastering emotional intelligence in a foreign language can serve as a facilitating element as well as a progress marker, as it represents the threshold dividing a mediocre user from a fluent and natural one. It opens the gate to a much higher level of knowledge, to a much higher level of learning, living and being. A systematic review of peer-reviewed publications was carried out to summarise the information on the impact of emotional intelligence on Teaching and Learning Second Language. Google Scholar was searched to ensure that, most literature in the field could be identified while keeping the focus on the literature of greatest pertinence to the research objective. The findings of the study reveal that there is a positive impact of emotional intelligence on teaching and learning among students, as it has been proven by many modern theorists, language policymakers, and curricula developers. Therefore, the study recommends that both language teachers and students should be aware of and cooperate together to improve emotional intelligence and to create a more effective learning atmosphere for language teaching and learning.

INTRODUCTION

Contemporary Communicative Language Teaching approaches are highly social, interactional and interpersonal, calling forth the interpersonal skills of both learners and teachers. Indeed, it is likely that whatever language teaching approach is employed, it will probably involve some form of communication and interpersonal interaction and possibly some co-operative working structures, all of which can benefit from emotionally and socially competent learners as well as teachers. A great number of researches have focused on the effectiveness