



The Influence of Applying Emotion Based Language Instruction in Teaching Oral Skills to EFL Learners

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Learning could not be thought of as unrelated to cognitive processes and cognitive processes are not unrelated to affective ones; thus, the current study tried to empirically examine the influence of Emotion Based Language Instruction (EBLI) in fostering teaching oral skills to EFL learners. An IELTS test was utilized to measure the progress of both control and experimental groups at the beginning of the research and also at the end. The content of the material chosen to be taught for experimental group was selectively written based on the Metric of Emotioncy designed by Pishghadam (2016). The differences in scores of pre and posttest of IELTS were statistically calculated to observe the effect of EBLI. The results revealed a significant change in speaking skill in experimental group and a change in listening skill, though it was not statistically significant. The results of the current investigation can increase the knowledge on applying EBLI in teaching foreign/second languages.

Keywords: EBLI, emotioncy, emotions, EFL learners, IELTS

INTRODUCTION

Cognitive processes such as attention, learning, and perception in human beings are strongly influenced by Emotions. Their strong effect on attention, particularly modulating the selectivity of attention is intimately linked to learning processes as attentional capacities are more centralized on related content. Emotions entered the world of education after the emergence of humanistic approaches. Learning a foreign

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language is 'in general' influenced by emotions as Pekrun, Goetz, Titz and Perry (2002) argue and it is influenced 'in particular' as MacIntyre and Gregersen (2012) stated. Emotions along with moods can influence cognitive processes in perception and memory (Parkinson, Totterdell, Briner & Reynolds, 1996), yet not a burgeoning amount of research could be found on experienced emotions by English language learners if a search were done (Imai, 2010). Lopez and Aguilar (2013) argue that the question of whether to study a new language or not and also whether to continue it or not, is influenced by emotions. They claimed that negative and positive emotions can significantly influence motivation in foreign language learners. Negative emotions like fear and sadness were found to enhance learning and they could be regarded as positive and motivational in foreign language learning process. As Goleman stated "students who are anxious, angry, or depressed do not learn; people who are caught in these states do not take in information efficiently or deal with it well" (1995, p. 78). Fried (2011) believes that positive emotions lead to the production of more ideas and strategies by both teachers and students, hence, studies on emotions seem to imply that teaching must try to lower negative impacts of negative emotions and does the reverse for positive ones. Some of the leading practitioners in the field of psychoanalysis have emphasized on the pivotal role played by emotion in language learning and in education (Bowlby, 1952; Murphy, 1974). Greenspan and Wieder (1998) stated our actions, experiences, behaviors, and thoughts are supported by emotions. In brief, emotions must not be neglected, on the contrary they must receive proper attention in syllabi and in a broader view, Pishghadam (2011) rightly argued that EFL classes could be used for improving human abilities beside learning and teaching English, which seems to be a good issue to be considered and delved into. Thus, the research question is as follows:

RQ: Is there any impact for EBLI on oral skills development?

The hypothesis could be posited as follows:

Ho: There is no impact for EBLI on oral skills development.

Emotion

Emotions as the heart of the foreign language teaching and learning were not given enough support and care until the rise of humanistic approach (Lopez & Aguilar, 2013). De Sousa (1987, p. 10) stated that "Emotions fall somewhere in between clear cases of activity (intentional actions) and clear cases of passivity (involuntary physiological processes)" (as cited in Ebrahimi & Khoshsima, 2015). In humanistic education, the emphasis is on self-esteem, introspection, self-discovery, human feelings and emotions, and active engagement of learners in the learning process (Mishra, 2000). Key to this discussion, Hascher (2008) contended that emotions are subjective responses to a specific situation, object or person in educational context. A learner is not a well-oiled machine, yet he is an emotional entity able to experience positive and negative emotions in language classes which have an impact on their achievement and the ultimate outcome (Ismail, 2015). Positive emotions like enjoyment and hope can enhance students' performances in processing information (Febrilia, Warokka & Abdullah, 2011), rise motivation and interest (Pekrun, Frenzel, Goetz, & Perry, 2007). Positive

emotions also facilitate decision-making and creative problem solving. On the contrary, negative emotions like anger, anxiety, fear, insecurity, shame, and boredom have depressing impact and decrease students' participation in class activities.

According to Fried (2011), almost all parts of education are related to emotion processes. That is, emotions must be considered as very powerful potentials in each person which lead to a lot of changes in the way people behave and think. Likewise, Nagamine (2014) emphasized on the role of emotions in facilitating and inhibiting learning and understanding which are strongly connected to the formation and maintenance of motivation (Dörnyei & Ushioda, 2013).

Emotions and Oral Skills

Presentations in general are emotional activities and in second language presentations, the role of emotions become more significant. Speaking as an emotional endeavor is susceptible to be influenced by some affective variables. Speaking is a step toward choosing convenient vocabulary and grammatical structure which is full of risk especially on the occasion that there is a new vocabulary and/or the speaker is not certain about the usage. Oral performance in front of the teacher and students, confronting with a native speaker, being tested on interpreting podcasts or speaking by the use of accurate grammar and spelling without making any mistakes can cause negative emotions and in turn hinder speech or make it slow. According to Pishghadam, Zabetipour and Aminzadeh (2016) listening skill was found to be the only English language skill associated with all of the negative emotions namely anger, shame, boredom and hopelessness. Pekrun et al. (2007) believes that hopelessness originates from negative achievement outcomes or when "a positive achievement outcome cannot be attained" (p. 19).

In a study by Pishghadam, Zabetipur and Aminzadeh (2016), views about the emotions experienced in EFL classes of 20 subjects were recorded. This study was used to construct a 20 item EFL Skills Emotions Questionnaire and 308 subjects filled the scale. The results showed that they experience shame over listening and speaking, boredom, hopelessness, also they experienced enjoyment and pride in speaking, anger frequently over listening skill, and hope over listening and writing, and anxiety while practicing all skills of language.

Emotioncy

The emotions evoked by the senses that can relativize one's cognition are called emotioncy and it is a blend of the words *emotion* and *frequency* of the exposure to different senses, (Pishghadam, Jajarmi, & Shayesteh, 2016). Pishghadam and Shayesteh (2016) claimed that people experience different emotion when they face up a word or a concept, thus, some vocabularies are learned easier and faster due to a higher level of "emotioncy". The coined term of emotioncy refers to the amount of emotions learners have related to every vocabulary (Pishghadam, Adamson et al., 2013). Given that learners bring their emotions to the L2 learning from their L1 experiences, some words may be learned faster and easier due to a higher level of *emotioncy* for learners. Lower

levels of emotioncy as Pishghadam (2015) posits, namely auditory, visual, and kinesthetic lead to exvolvedment (Figure 1) because they engage learners from outside. On the other hand, inner and arch which are higher levels of emotioncy cause higher levels of learning and comprehension and also they increase retention due to involvement and engaging from inside.

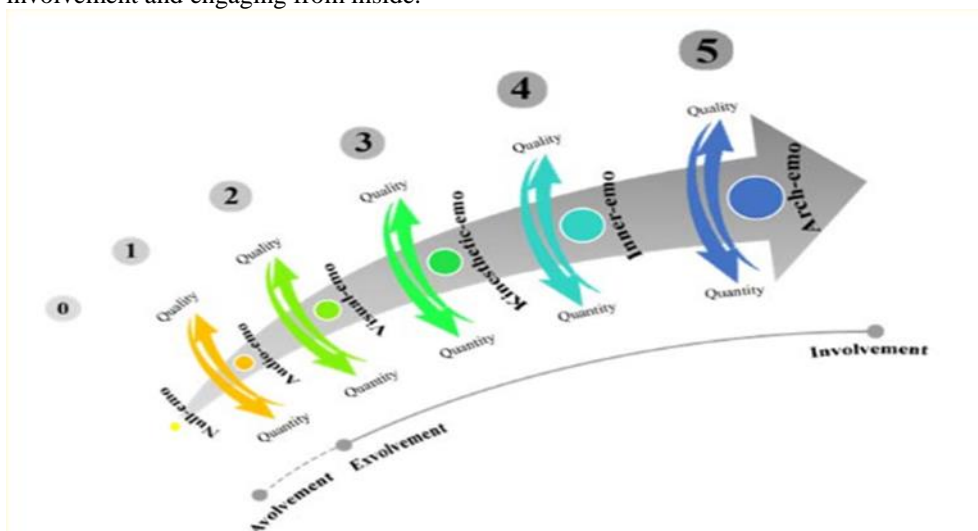


Figure 1

Adapted from "Emotioncy in Language Education: From Exvolvedment to Involvement" by R. Pishghadam. Paper presented at the 2nd Conference of Interdisciplinary Approaches to Language Teaching, Literature, and Translation Studies, Mashhad, Iran, October 2016.

Pishghadam (2015) argues that "emotioncy ranges on a hierarchical order of null, auditory, visual, kinaesthetic, inner, and arch emotioncies" (p. 1). Children seem to repeat words as they experience some feelings with them, like different feelings they experience with the word "juice", an example that Greenspan (2001) utilizes to demonstrate how words are learned while they create feelings and emotions.

Emotion Based Language Instruction

Inspired by Greenspan's (1992) Developmental Individual-Difference Relationship-Based model (DIR), Pishghadam, Adamson et al. (2013) proposed an innovative approach to EFL learning called Emotion-Based Language Instruction (EBLI). This model posits that a better understanding of foreign language vocabularies happens while learning words toward which learners have stronger emotions. To illustrate the concept of emotioncy a child who is learning a number of English words in the following order will be discussed.

1. Banana
2. Knife

3. Cook
4. Chopsticks

The order indicates that those words are learned toward which the child has stronger emotion followed by those for which there is less emotion.

'Banana' raises the strongest level of emotions in the child because of being tasted, touched and smelled, yet 'knife' may not be used or even touched by the child, not to mention no smell is linked with the entity, thus, it is located second in rank. Lack of experience in 'cooking', and just seeing it being done, brings it as the third word in the order of learning by child and none applies to the word 'chopsticks', hence it is the last word in the order. The content of the lessons of the current study were chosen based on these levels of emotions.

Provided that it would be accepted that some words which are probably more widely used by the learners are capable of arising more emotions as they have higher amount of emotioncy, it could be safe to claim that vocabularies with higher amount of emotioncy are learnt faster and should be included more in the syllabi.

METHOD

The present study is a quantitative study in which 'Quasi Experimental Study' design was applied. After choosing intact group sampling, a pre and post-test of IELTS was administered to observe the progress of the learners.

Participants

Freshmen EFL learners in Gonabad Higher Education Complex in Iran were the participants of the research. At the beginning of the project the authors administered an Interchange Placement Test to ascertain the sameness of proficiency among the subjects.

The participants were 57 intermediate EFL learners, the profile of whom goes as follows: they were between 18 and 21 years old. In Experimental group and also in control group half of the learners were female. 13 female and 14 male students were in the control group. Based on students' announcement they did not attend any extra curriculum classes for conversation before enrolment in university and during the implementation of the project they did not receive any other instructions on oral skills.

Data Measurement

IELTS test was used for pre and post-test of oral skills (speaking and listening skills) and the tests were rated by 3 raters to ensure the reliability of the scores. The average score for each student was finally taken into account.

Instruments

Interchange Placement Test was used as the proficiency test and IELTS test for pre and post-test. For choosing the vocabularies based on their emotioncy level Metric for Measuring Emotioncy designed by Pishghadam (2016) was utilized in the study.

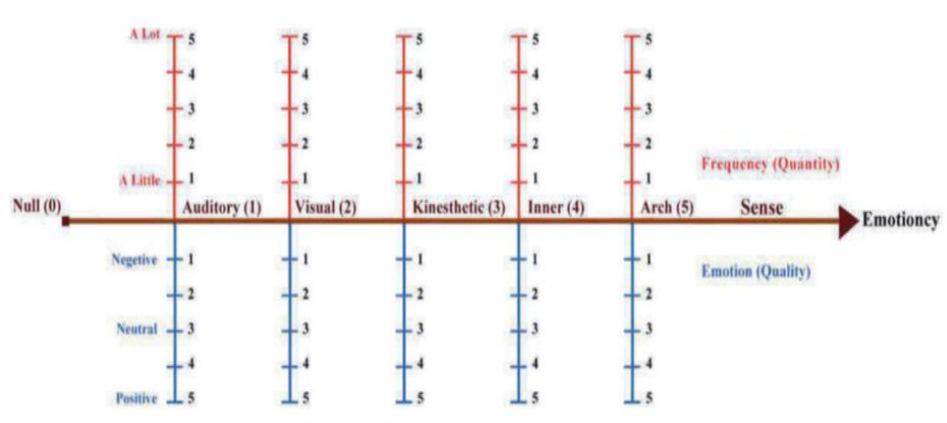


Figure 2
A Metric for Measuring Emotioncy

Adapted from "Emotioncy, extraversion and anxiety in willingness to communicate in English" By R. Pishghadam, 2016, May, Paper presented at the 5th International Conference on Language, Education and Innovation. England: London.

Based on the metric of emotioncy levels, Pishghadam (2016) claims that a 10 item emotioncy scale is devised which "tapped the participants' emotioncy score with regard to the hypothetical situations introduced to the respondents through attribution scale". He states that "Null, auditory, visual, kinesthetic, inner, and arch emotioncies were put into words for each hypothetical situation".

It consists of 3 different parts: the sense aspect (including null = 0 point, auditory = 1 point, visual = 2 points, kinesthetic = 3 points, inner = 4 points, and arch = 5 points), the emotion aspect (their feelings toward the hypothesized situation, ranging from extremely positive to extremely negative based on a 5-point Likert scale), and the frequency aspect which aimed to measure their amount of exposure to the situation.

Pishghadam and Abbasnejad (2017) state that for calculating emotioncy score, the sense score is multiplied by the summation of emotion and frequency scores. They argue that if a person has filled out the emotioncy scale as: I have got a low score on an exam, though I had studied hard (sense score = 4). I feel bad about it (emotion score = 2) and this has occurred to me very much (frequency score = 5). His total emotioncy score would be 28.

Data Collection

State university of Gonabad, Khorasan-Razavi province in Iran was chosen as the place of carrying out the study. The study was explained to the subjects. Then interchange placement test was given to ensure the sameness of proficiency. Afterwards, an IELTS test was administered to calculate the oral skills of the learners namely speaking and listening. Students in control group received regular instruction on their regular courses. On the contrary the content of the courses that learners in control groups received was

modified. Vocabularies were first being measured on the amount of emotioncy they convey based on the metric of Pishghadam and then they were introduced to the students. Obviously the words which stood highest in the order of emotioncy were the preferred ones in applying in the materials. After one semester (spring, 2018) IELTS test was administered again. Both control and experimental group participated in it and the results are discussed in following section.

FINDINGS

In order to analyze the relevant data in this experiment, the Statistical Package for Social Sciences (SPSS), version 22 was employed.

Table 1
Descriptive Statistics

Groups		N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control	speaking. pre	27	4.00	6.00	5.0000	.58835	.346
	speaking. post	27	4.50	6.00	5.0741	.51335	.264
	listening. pre	27	4.00	6.00	4.9259	.64605	.417
	listening. post	27	4.00	6.00	4.9630	.55341	.306
	Valid N (listwise)	27					
Experimental	speaking. pre	30	4.00	6.00	4.9667	.50742	.257
	speaking. post	30	4.50	6.00	5.5000	.50855	.259
	listening. pre	30	4.00	6.00	5.0667	.46855	.220
	listening. post	30	4.00	6.00	5.2333	.50401	.254
	Valid N (listwise)	30					

According to Table 1. the score of listening and speaking in IELTS test increased, yet progress in speaking is more. The range of scores in pre and post-test of Speaking for control group were 4.00 to 6.00 and also 4.50 to 6.00, respectively. In listening test of control group the range of scores were from 4.00 to 6.00 in both pre-test and post-test. Exactly the same ranges were observed for speaking and listening of experimental group.

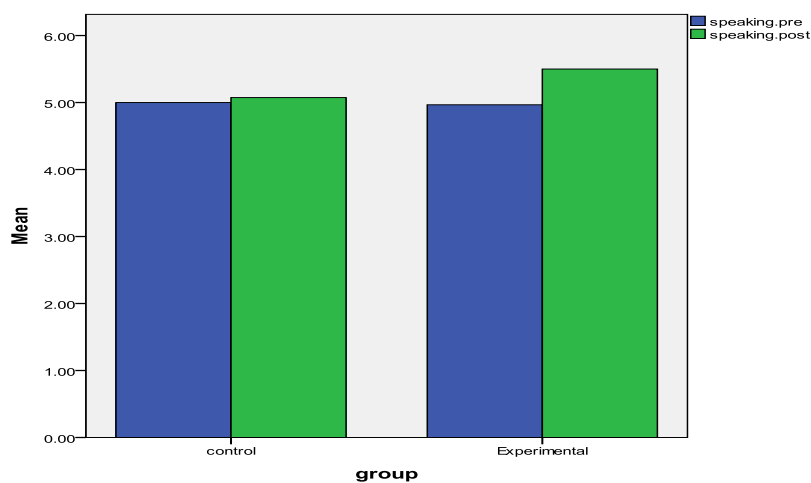


Figure 3
Comparing Speaking Skill in Control and Experimental Group

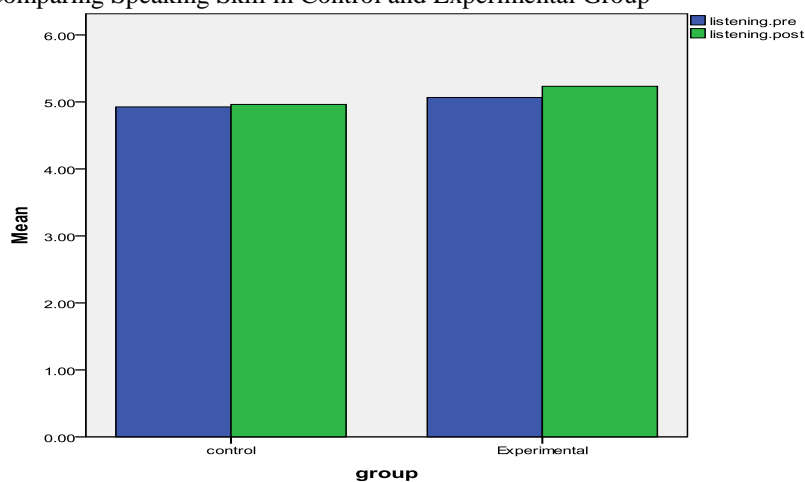


Figure 4
Comparing Listening Skill in Control and Experimenta

Table 2
Using Kolmogorov-Smirnov Test to Check the Normality of Scores

One-Sample Kolmogorov-Smirnov Test					
Groups		speaking. pre	speaking. post	listening. pre	listening. post
Control	Kolmogorov-Smirnov Z	.866	1.048	.793	1.263
	Asymp. Sig. (2-tailed)	.441	.222	.556	.082
Experimental	Kolmogorov-Smirnov Z	1.239	1.299	1.333	1.287
	Asymp. Sig. (2-tailed)	.093	.068	.057	.073

Based on the table 2. the significance value (Asymp. Sig. (2-tailed) for all the variables was more than 0.05, thus it could be claimed that variables are normal, then parametric tests were used.

Table 3
Comparing the Scores of Control and Experimental Groups for Listening and Speaking in Pre and Post-Test of IELTS

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Lower	Upper	
speaking. pre	Equal variances assumed	.477	.493	.230	55	.819	-.25755	.32422	
	Equal variances not assumed			.228	51.693	.821	-.26028	.32694	
speaking. post	Equal variances assumed	.119	.731	-3.143	55	.003	-.69749	-.15436	
	Equal variances not assumed			-3.142	54.261	.003	-.69771	-.15414	
listening. pre	Equal variances assumed	4.367	.041	-.948	55	.347	-.43819	.15671	
	Equal variances not assumed			-.933	47.000	.356	-.44435	.16287	
listening. post	Equal variances assumed	.159	.692	-1.931	55	.059	-.55103	.01029	
	Equal variances not assumed			-1.921	52.884	.060	-.55269	.01195	

T-test was used to compare the scores of experimental and control groups. The level of significance for variance of the two groups is 0.493 for pre-test of speaking, which is more than 0.05, thus the variance of the two groups are equal. The level of significance for the means of the two groups in pre-test of speaking is 0.819 which is more than 0.05, thus there was no significant difference in pre-test of speaking in control and experimental group.

The level of significance for variance of the two groups was 0.731 for post-test of speaking, which is more than 0.05, thus the variance of the two groups are equal. The level of significance for the means of the two groups in post-test of speaking is 0.003 which is less than 0.05, thus there a significant difference between pre-test and post-test of speaking in control and experimental group.

The level of significance for variance of the two groups was 0.041 for pre-test of listening, which is more than 0.05, thus the variance of the two groups are equal. The level of significance for the means of the two groups in pre-test of listening is 0.356 which is less than 0.05, thus there no significant difference between control and experimental group.

The level of significance for variance of the two groups was 0.692 for post-test of listening, which is more than 0.05, thus the variance of the two groups are equal. The level of significance for the means of the two groups in post-test of listening is 0.059 which is less than 0.05, thus there is no significant difference between control and experimental group.

Table 4
Comparing the Scores of Speaking and Listening in Pre and Post-Test in Each Group

Paired Samples Test			Paired Differences			t	df	Sig. (2-tailed)
Group	Pair		95% Confidence Interval of the Difference					
			Mean	Lower	Upper			
Control	Pair 1	speaking.pre - speaking.post	-.07407	-.31132	.16317	-.642	26	.527
	Pair 2	listening.pre - listening.post	-.03704	-.27569	.20162	-.319	26	.752
Experimental	Pair 1	speaking.pre - speaking.post	-.53333	-.60151	-.46516	-16.000	29	.000
	Pair 2	listening.pre - listening.post	-.16667	-.33886	.00552	-1.980	29	.057

Based on table 2 the level of significance for comparing speaking scores in pre-test of control group is 0.527 and is above 0.05, thus, it could be claimed that there is no significant difference between pre and post-test in control group.

Based on the same table, the level of significance for comparing listening scores in pre-test and post-test of control group is 0.572 and is above 0.05, thus, it could be claimed that there is no significant difference between pre and post-test of listening in control group.

Based on the same table, the level of significance for comparing speaking scores in pre-test and post-test of control group is 0.000 and is below 0.05, thus, it could be claimed that there is a significant difference between pre and post-test of speaking in experimental group.

Based on the table 2, the level of significance for comparing listening scores in pre-test and post-test of control group is 0.057 and is above 0.05, thus, it could be claimed that there is a significant difference between pre and post-test of listening in experimental group.

DISCUSSION

The current study sought to find a partial answer to whether EBLI teaching influences oral skills among Iranian EFL learners or not. The results of the study showed a significant progress both in speaking and listening skills in experimental group compared with the results of the progress in oral skills in control group, which although showed progress, but they were not statically significant. Thus, the research question is rejected, which posits that there is no impact for EBLI on oral skills development.

The researchers of the current study presumed that including vocabularies with higher amount of emotioncy will foster teaching and learning rate in oral skills. They chose the words based on Pishghadam's Metric (2016) and found a significant increase in the rate of learning.

Jahandar, Khodabandehlou, Seyedi, and Mousavi Dolat Abadi (2012) investigated the impact of emotional Intelligence on listening and the findings of the research showed

that Emotional Intelligence components exert a significant effect on listening skill of both genders. It was revealed that learners' listening skill is influenced by interpersonal flexibility, stress tolerance, and relationship.

Salahi (1998) along with Aghasafari (2006), and Fahim and Pishghadam (2007) found academic success to be linked with emotions which is in line in somehow with the results of the current research. Considering the development in language skills, Vahdat and Khavandgaran (2013) found a significant positive relationship between emotional intelligence of language learners and reading ability. Abdolrezapour and Tavakoli (2012) found similar results on the relationship between reading skill and emotions. The same thing happened in the research done by Majidi Dehkordi and Shirani Bidabadi (2015).

In the same vein, Brand (1989) theorized that writing skill is dependent upon emotions from the beginning and during writing, revising and also drafting. All in all, it was observed that all language skills are in somehow developed by paying due attention to emotions.

The significance of the study could be perceived as paying much more attention to emotions and involving them more in the syllabi as they are influential in learning. It appears that while emotioncy is taken more into consideration, the speed of learning increases.

CONCLUSION

Intact Group was elected as sampling procedure of the study and not random selection, what shall be considered as a limitation to the current research and also a limitation to the generalizability of the results, unless it would be replicated in other settings like language institutions and in other universities. An implication of this research can be for the syllabus designers to take EBLI, Emotioncy and Emotions more into account as it seems a safe route to be more humanistic in teaching.

Workshops or in-service instructions on emotions seem to be a safe bet in the world of language teaching for those who desire for success. Another implication could be including a separate course on emotions in which emotional intelligence and emotioncy and the related concepts would be taught to the language learners. Provided that it were observed that educational systems may not take an urgent step, informing students of the benefits of emotions and the emotioncy of the words seems to be a redeeming job. Knowledge of EQ and consciousness must not be neglected which appear to have the potential to resolve some affective educational problems that in turn could alter the quantity and quality of learning.

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