



Universidad  
de Alcalá

# GUÍA DOCENTE

INTELIGENCIA EMOCIONAL Y  
CREATIVIDAD APLICADAS A LA  
ENSEÑANZA DEL INGLÉS COMO  
LENGUA EXTRANJERA

EMOTIONAL INTELLIGENCE AND  
CREATIVITY IN THE TEACHING OF  
ENGLISH AS A FOREIGN LANGUAGE

**Grado en *Estudios Ingleses y Lenguas  
Modernas y Traducción***  
**Universidad de Alcalá**

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**Curso Académico 2022/2023**  
**3º / 4º Curso - 1º Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Inteligencia Emocional y Creatividad aplicadas a la Enseñanza del Inglés como Lengua Extranjera // Emotional Intelligence and Creativity in the Teaching of English as a Foreign Language</b>
Código:	<b>251067</b>
Titulación en la que se imparte:	<b>Grado en Estudios Ingleses y Lenguas Modernas y Traducción</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna / Filología Inglesa</b>
Carácter:	<b>Optativa</b>
Créditos ECTS:	<b>8</b>
Curso y cuatrimestre:	<b>3º/ 4º - Primer cuatrimestre</b>
Profesorado:	<b>Antonio García Gómez</b> <a href="mailto:antonio.garciag@uah.es">antonio.garciag@uah.es</a>
Horario de Tutoría:	<b>Por determinar</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1a. COURSE SUMMARY

Learning to become a teacher involves both inward and outward perspectives and considerations. For this reason, students will be asked throughout the course to consider their own personality and approach to learning, which will have an inevitably strong influence on their teaching style. As part of this process, students will learn how to draw on their strengths and minimise the influence of any traits not conducive to good classroom practice, as they begin to define themselves as Secondary English teachers. There may be practical and emotional adjustments associated with making the transition from having previously been a learner to now becoming a Secondary English teacher with emotional intelligence. Students will be engaged in a range of explorations about their own previous learning and teaching experiences with the aim of awakening how this personal practical knowledge is likely to impact on their teaching practices and beliefs. Ultimately, this course will provide a strong foundation for the transition to creating their own teacher identity. This is vital in order not to fall automatically and uncritically into teaching in the ways they were taught as learners, whether good or bad.

## 1b. COURSE DESCRIPTION

This course provides practical, research-based answers to questions that trainee secondary English teachers might have about the social and cognitive benefits that emotions and creativity play afford in teaching teenagers (ranging in age from 12 to 18). More specifically, this course considers the ways in which emotions, language play, and creativity can construct new possibilities for classroom identity, critique prevailing norms, and reconfigure particular relations of power when teaching secondary students.

### Pre-requisites

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4<sup>th</sup> year. Students in their 3<sup>rd</sup> year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

## 2. OBJECTIVES

### General competences:

- Critical understanding and critical thinking
- Use of bibliographical resources
- Analysis and argumentation
- Social and interpersonal skills
- Self-knowledge and self-regulation

### Specific competences:

At the end of the course, students should have:

- Gained an understanding of Emotional Intelligence theory as applied to the teaching of English as a Foreign Language
- Acquired essential subject knowledge and familiarity with the principles of becoming an emotionally intelligent teacher/student
- Acquired a range of strategies and activities for helping students make effective choices
- Identified which educational belief system(s) are influential in motivating students while learning
- Acquired self-reported creativity, classroom management and pedagogical skills.

## 3. CONTENTS

### Unit 1. Emotional Intelligence

- 1.1. Perceiving and expressing emotions
- 1.2. Emotional Intelligence in the EFL classroom
- 1.3. Neurolinguistic Programming (NLP): teaching strengths and weaknesses

### Unit 2. Becoming an emotionally intelligent teacher: strategies for helping students make effective choices

- 2.1. Developing emotional and social skills
  - 2.1.1. Improving students' social skills
- 2.2. The relationship between Emotional Intelligence and teachers: self-awareness; self-regulation; teacher motivation; empathy; and social skills
- 2.3. The relationship between Emotional Intelligence and learners: Strategies for dignifying & developing students' Emotional Intelligence

### Unit 3. Boosting creativity in the classroom: Making communicative competence happen

- 3.1. Creative thinking and language performance: creating language/creative thinking
- 3.2. Creativity in the English language classroom: how to teach grammar, pronunciation and vocabulary.
- 3.3. New approaches to teaching: The Flipped Classroom, Mindfulness and its applications.

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (200 hours)

Class-contact hours:	48 (45 one-hour whole group sessions, 2 workshops and 1 small-group tutorial).
Self-study hours:	152

## 4.2. Learning strategies

Seminars	<p>The class will follow a seminar format. Students are expected to come to class prepared and make significant contributions to class discussion. IMPORTANT: Seminars are designed (1) to engage students in a wide range of practical activities and (2) to provide students with action tasks which require them to apply their own ideas.</p>
Workshops	<p>Students will attend 2 workshops throughout the semester to be presented and guided on a lesson plan they have to design.</p>
Tutorials	<p>In order to guide and supervise students' work during the course, the teacher is available at the times specified for individual / group guidance.</p>
Autonomous work	<p>Students will take part in a Design for Change thematic project that will help them understand the importance of developing creativity and imagination in students.</p> <p>Students will also be required to complete assignments connected to the reading and design of teaching materials.</p>

## 5. ASSESSMENT

### Assessment procedures:

The course will be marked by continuous assessment except for those students who are granted evaluation by final exam, according to the University regulations. Should a student, for some reason, not be able to follow continuous assessment, he/she will have to ask for permission in writing to the Dean of the Faculty during the first two weeks of course to be evaluated in the subject through final assessment.

**Important:** In both assessment processes, students must obtain a pass mark in all these elements. To opt for continuous assessment, students need to attend a minimum of 80% of the class sessions. Students are expected to be prepared for class by having read the assigned materials, to participate in class discussions, and to submit assignments on time. An absence does not relieve students of the responsibility to turn in an assignment on time. Students are responsible for getting information and assignments presented during an absence.

### Assessment criteria:

By means of completing assignments, compulsory readings as well as classroom tasks, students should demonstrate they have acquired the main contents and competences aforementioned. Thus, by the end of the course, students are expected to be able to:

- Design classroom tasks that engage students in active, constructive, intentional, and cooperative ways.
- Take part in an oral project.
- Demonstrate their ability to apply their learning in designing a lesson plan for a particular year of Secondary education.
- Present one session taken from students' written lesson plan.
- Evaluate and adapt materials.
- Work cooperatively with classmates on classroom tasks; and
- Describe ways on improving your own emotional intelligence.

### Assessment tools and procedures:

1. **Continuous assessment process.** Student's final mark will be obtained from:

- Oral classroom presentation: 15%
- Design for Change project: 15%
- Two written homework assignments: 40%
- A two-week lesson plan: 30%

**Total:** 100% out of the final mark

2. **Final assessment process: Final examination.** Total: 100% out of the final mark:

- Definition of key terms (20%).
- Short essay questions (30%).
- Practical question (50%)

**Total:** 100%

## Marking criteria

1. **Continuous assessment process.** Course assignments will serve as formative assessment of the knowledge and insights students develop that are related to Emotional Intelligence in teaching English as Foreign Language. They also provide a foundation for the design and in-class presentation of a lesson plan for a group of secondary students.
  - a. **A Design for Change thematic project.** Through this project, students will immerse themselves in an oral/written project. They will not only refine their oral/written skills, but also they will have first-hand experience of learning in a creative environment. This project will be evaluated on the students' ability (a) to address all parts of the tasks; (b) to arrange information and ideas coherently; and (c) to use an adequate range of vocabulary for the tasks.
  - b. **Two-written work assignments.** Students are required to design activities in the light of the contents studied. These assignments will test students on their ability (a) to think critically about the main issues around Emotional Intelligence and (b) to teach social and emotional skills.
  - c. **Oral classroom presentation.** Students will present one session from their lesson plan to get constructive feedback from classmates and instructor. The purpose of the presentation is to provide a forum for students to discuss different teaching practices. The presentation will be evaluated on (a) quality of preparation (e.g. level of organization and thoughtfulness), (b) the content of the presentation, and (c) the extent to which students engage the class in a meaningful discussion of the topic.
  - d. **A two-week lesson plan.** Students are required to design a coherent, focused two-week lesson plan that is consistent with state standards for foreign language teaching and appropriate to meet the needs, abilities and interests of a particular group of secondary students (ranging in age from 12 to 18).
2. **Final assessment process.** The final exam consists of the following three exercises from the lecture notes:
  - a. **Definition of key terms.** Students will be asked to define 5 core language teaching terms.
  - b. **Short essay questions.** Students will choose three short essay questions out of five. They are required to apply the ideas, principles and techniques studied throughout the semester.
  - c. **Practical question.** Students will choose one question out of two practical questions. Students are required to apply all the acquired knowledge to a particular teaching situation connected to the ones studied during lectures.

**Important note:** Plagiarism will not be tolerated in any of the elements of assessment, and will result in this part of the mark being a “0”. No resubmission will be possible.

## 6. BIBLIOGRAPHY

### Basic bibliography:

- Bowkett, S. and Percival, S. (2011) *Coaching Emotional Intelligence in the Classroom*. London: Routledge.
- Colverd, S. and Hodgkin, B. (2011) *Developing Emotional intelligence*. London: Routledge
- Ebrahimi, M. E. (2019) *Emotional intelligence and language learning*. Mauritius: Lambert Academic Publishing.
- Martínez, L. (2021) *Teaching with the heart in mind*. Londong: Brisca Publishing.
- Mortiboys, A. (2012) *Teaching with Emotional Intelligence*. London: Routledge.
- Savina, E., & Fulton, C. (2021) *Training Teachers in Emotional Intelligence: A Transactional Model*. London: Routledge.
- Zhoc, K. C., King, R. B., Chung, T. S., & Chen, J. (2020). Emotionally intelligent students are more engaged and successful: examining the role of emotional intelligence in higher education. *European Journal of Psychology of Education*, 35(4), 839-863.

### Reference books:

- Bloom , A. (2007) *Teaching Emotional Intelligence*. London: Corwin.
- Campbell, L. and Campbell, B. (1999) *Multiple Intelligences and student achievement success stories from six schools*. Alexandria: Association for Supervision and Curriculum Development.
- Ekman, P. (2003) *Emotions revealed: Recognising faces and feelings to improve communication and emotional life*. New York: Henry Holt.
- García Gómez, A. & Bautista Martín, S. (eds.) (2017) *Motivation in EFL Teaching: Innovative Approaches for the Primary Classroom*. *Educación y Futuro. Revista de Investigación Aplicada y Experiencias Educativas*. No. 37
- Goleman, D. (2001) *The emotionally intelligent workplace*. San Francisco: Jossey-Bass.
- Humphrey, N. (2013) *Social and Emotional Learning: a critical appraisal*. London: SAGE.
- Oxford, R.L. (2011) *Teaching and Researching Language Learning Strategies*. Harlow: Pearson Longman.
- Powerl, W. and Kusuma-Powell (2010) *Becoming an Emotional Intelligent Teachers*. London: Corwin.
- Schwed, A. and Melichar-Utter, J. (2008) *Brain-Friendly Study Strategies*. London: Corwin.

Steinwider, S (2016) *Emotional intelligence in the English learning classroom*.  
Department of English Studies, University of Graz.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.