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**Emotional intelligence studies in the UK, the USA and Russia**

Abstract: The work focuses on the concept of emotional intelligence (EI) in the area of language teaching. Even though considerable attention has been given to the studies of teachers’ EI, only few of them were performed in the Russian educational context. The article compares the ways and the extent of work that is done in the USA, the UK and Russia to develop the EI skills of language teachers. The research has shown that there is a wide range of private EI development programmes for teachers in the USA; however, only one course for language teachers was found in the UK and, similarly, only one course was found in Russia.

Key words: emotional intelligence, language teaching, educational standards, teacher education

The introduction of the Federal State Educational Standards of the third generation led to the person-centred approach in teaching, which means that “a free, educated and well-developed person started to be considered the greatest value in the society” [Bim, 2005:2]. One’s ‘emotional literacy’, in our opinion, is an inherent part of a ‘well-developed person’. Moreover, the widely-spread communicative approach in teaching languages aims to form and strengthen one’s communicative competence, which includes certain skills to recognize, understand, manage and express emotions (CEFR considers these skills to be a part of the functional competence) [1:126] – the skills which are connected with the concept of emotional intelligence.

All of the abovementioned considerations lead us to the idea that nowadays a language teacher should be able to develop the emotional intelligence of their students and also have a high EQ themselves. This field provides us with a number of questions: is there a correlation between EI of teachers and their performance? Are there any requirements in educational standards which concern language teachers’ emotional intelligence? Should we set any minimum level of EI for teachers – or maybe teachers with a really low EI should not be recommended to teach at all?

Before trying to answer these questions, it is necessary to review the recent studies of EI in different countries (besides Russia, we chose the USA and the UK as the countries in which emotional intelligence has been studied for a long time) as well as compare the educational standards and the possibilities for developing the EI of language teachers there. The analysis of the current situation in different countries will enable us to understand what could be improved in this field in our country, which opportunities language teachers have to develop their EI and which directions the next research could take.

Emotional intelligence (EI) is understood as “the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one’s goal(s)” [Colman, 2008:112].Nowadays there are three main approaches in defining the concept of EI: the ‘ability model’ (Mayer, Salovey and Caruso), the ‘trait model’ (R. Bar-On), and the ‘mixed model’ (Goleman, Lusin). We have chosen to follow the ‘trait model’ which defines EI as a set of cognitive abilities (4 skills: the ability to perceive emotions, to use them, to understand them and to manage them), which can be developed.

For analyzing the current research in the field, we chose Scopus as one of the largest and most user-friendly scientific databases. Table 1 shows the number of the articles concerning EI, EI in education and EI in language teaching, published in each country during the period of 2009-2019:

Table 1 – The studies of EI in the UK, the USA and Russia in 2009-2019

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | **The number of the articles concerning EI (Scopus)** | **The number of the articles concerning EI in education** | **Universities which were involved in the research** | **The number of the articles concerning EI in language teaching** |
| **The UK** | 405 | 24 (Including: 13 in partnership with universities from other countries) | University of Central Lancashire (5)  University of Edinburgh (4)  Edge Hill University (3)  Glasgow Caledonian University (2)  University of Liverpool (2)  Caledonian University (1).  Cambridge Assessment (1)  Canterbury Christ Church University (1)  Edinburgh Napier University (1)  Imperial College London (1)  Liverpool John Moores University (1)  Liverpool Women's Hospital  Research Division  Royal Liverpool Children's Hospital (1)  Swansea University (1)  The Tavistock Institute of Human Relations (1)  The University of Edinburgh (1)  The University of Southampton (1)  University Belfast (1)  University of Birmingham (1)  University of Cumbria (1)  University of Glasgow (1)  University of Greenwich (1)  University of Leeds (1)  University of Manchester (1)  University of Teesside (1)  University of Wolverhampton (1) | 0 |
| **The USA** | 1948 | 28  (3 in partnership) | Case Western Reserve University (2)  Harvard University (2)  Lehigh Valley Health Network (2)  Mayo Clinic College of Medicine (2)  University of Minnesota (2)  Western Governors University (2)  Andrews University  Fairfield University (1)  Forbes School of Business and Technology (1)  Fort Hays State University (1)  Hull York Medical School (1)  Indiana University (1)  Ithaca College (1)  Ivy Tech Community College (1)  Lorain Correctional Institution (1)  Missouri State University (1)  Nova Southeastern University College of Dental Medicine (1)  Ohio State University (1)  Old Dominion University (1)  Princeton University (1)  Regis University (1)  Sacred Heart University (1)  Stanford University (1)  The City University of New York (1)  The University of Tennessee College of Veterinary Medicine (1)  University at Buffalo School of Dental Medicine (1)  University of Akron (1)  University of Alabama (1)  University of Arkansas (1)  University of Connecticut (1)  University of Florida (1)  University of Hawaii (1)  University of Kansas (1)  University of Kentucky (1)  University of Michigan (1)  University of Oklahoma (1)  University of Pennsylvania (1)  University of South Florida (1)  University of Texas at El Paso (1)  University of Texas at Tyler (1)  University of Washington (1)  University of York (1)  Western Carolina University (1) | 0 |
| **Russia** | 138 | 10 | Kazan Federal University (2)  Lobachevsky State University of Nizhni Novgorod (2)  Chuvash State University named after Ulyanov I.N (1)  Far Eastern Federal University (1)  Gzhel State University (1)  ITMO University (1)  Kozma Minin Nizhny Novgorod State Pedagogical University (1)  Lomonosov Moscow State University (1)  Mari State University (1)  Moscow State Pedagogical University (1)  National Research University Higher School of Economics (1)  Ural Federal University (1) | 1 (*Prerequisites for emotional intelligence formation in second language learning and career choice*) |

As we can see, the number of the articles concerning EI is the largest in the USA. However, the number of such articles which are connected with education in the USA is less than 2 per cent of the total. Interestingly, Scopus shows that the only article in the field of language teaching was published in Russia. So, further research in the connections between EI and language teaching is needed.

Another important fact to mention is that in the USA more that the half of all the works in the sphere of EI in education was dedicated to nursing and healthcare. In comparison, in the UK there were only 4 such articles, whereas in Russia there were none.

The analysis of the documents regulating education in these countries (teaching standards, teaching standards of foreign language education and standards of higher education) showed that there are EI components in them, which can be seen in Table 2:

Table 2 – Educational standards in the UK, the USA and Russia

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **EI in teaching standards** | **EI in school FL education** | **EI in standards of higher education** |
| **The UK** | Teaching Standards | The National Curriculum (England):  Key stage 2: Foreign language | Subject Benchmark Statements (Languages, Cultures and Societies) |
| **The USA** | National Board for professional teaching standards (world languages) | Standards for foreign language learning | We did not manage to find such standards |
| **Russia** | Professional standards for teachers | Federal Education Standards: basic general education | Federal standards of higher education (in linguistics) |

The concept of EI is not explicitly mentioned in the documents. However, there are some phrases which can be referred directly to the EI skills. For example, in the Professional standards for teachers in Russia there are the following words: ‘A teacher should be able to analyze the real situation in the class and maintain a friendly and professional atmosphere in the group of children’ [4]. In the Federal standards of higher education (in linguistics) a student should have ‘the skills of sociocultural and intercultural communication which ensure the adequacy of social and professional contacts’ [2], and in the Educational standard of Lomonosov MSU (linguistics) a student should have ‘the skills to set communicative tasks and solve them in all areas of communication’ [3].

We can make a conclusion that it is necessary for a language teacher to develop certain EI skills since it is required by official documents. However, if we consider the number of EI development courses designed for language teachers, we will find out that there is little opportunity for language teachers to develop their emotional intelligence.

Table 3 – EI development courses in the UK, the USA and Russia

|  |  |  |  |
| --- | --- | --- | --- |
| Country | EI courses | EI courses for teachers | EI courses for language teachers |
| The UK | >50 | 5 | 1 (The Mindfulness and Emotional Intelligence in Language Teaching course in Brighton) |
| The USA | >50 | 1 | 0 |
| Russia | >30 | 6 | 0 |

The table shows that there is a large number of EI courses in all three countries, mostly private (nevertheless, some courses are based in universities – for example, there is an EI course at the department ‘Lomonosov MSU Business school’ [7]). Still, there is only one course for the development of EI skills for teachers in Russia, and the only course for EI development for language teaches is held in Brighton.

So, the following conclusions can be made:

* The number of articles in the field of EI presented in Scopus during 2009-2019 is the largest in the USA (1948) and the smallest in Russia (138). However, the number of the articles concerning EI in education is rather low in all countries (24, 28, 10), and the only country to have an article on EI in language teaching is Russia (1).
* The studies of EI in the field of education in the USA show a strong tendency towards nursing and healthcare, whereas in the UK the number of such articles is much lower and there is no such trend in Russia;
* We have managed to find some elements of EI in the teaching standards and in the standards of teaching foreign languages at schools in all three countries. There are also such elements in the standards of higher education in Russia and the UK;
* In the USA, the UK and Russia there are many EI courses. However, there is only one course for developing the emotional intelligence of teachers in Russia, and the only country to have a course for developing the EI of language teachers is the UK.

As we can understand, there is there is a need of articles concerning language teachers’ EI. The educational standards in Russia and abroad also require language teachers to develop their EI, but there are no special courses for them. It proves that it is necessary to develop such course in Russia, which can be considered in further research

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