PROMOTING EMOTIONAL INTELLIGENCE IN THE L2 CLASSROOM*

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ABSTRACT

The purpose of this article is to propose a teaching method for the L2 classroom based on recent research findings from the fields of SLA and psychology with respect to the role of emotions in the learning process. To this end, a theoretical review first provided a historical perspective and outlined connections developed between the concepts of emotional intelligence (EI) and affective L2 learning factors. Next, it is suggested that ideas and techniques developed in the fields of EI and SLA may be favorably combined in the L2 classroom. Indeed, this environment constitutes a propitious venue to teach EI skills and implement techniques that could help students cope with and benefit from their emotional state. Accordingly, a teaching methodology is derived from Goleman's EI model and from SLA findings on anxiety, empathy and motivation. Finally, this methodology is illustrated by several examples of L2 classroom activities designed to promote EI skills beneficial to L2 learning.

Keywords: emotional intelligence, learner variables, second language learning, second language teaching.

RESUMEN

El objetivo de este artículo es proponer un método de enseñanza para un segundo idioma (L2) basado en las investigaciones de los campos de la adquisición de una segunda lengua (ASL) y la psicología y su relación con el rol de la afectividad en el proceso de aprendizaje. La revisión teórica incluye una perspectiva histórica y establece los nexos entre los conceptos de la inteligencia emocional (IE) y los factores afectivos del proceso de aprendizaje de una L2. Luego, se sugiere que los principios y técnicas del campo de la IE y ASL pueden ser combinados favorablemente en la clase de L2. En realidad, este es un ambiente muy propicio para enseñar las habilidades de la IE e implementar técnicas que ayuden a los alumnos a sobrellevar y beneficiarse de sus emociones. Basado en estos principios, se presenta un método derivado del modelo de IE de Goleman y de las contribuciones de ASL sobre la ansiedad, la empatía y la motivación. Finalmente, se ilustra la aplicación de esta metodología a través de varios ejemplos de actividades específicas que promueven las habilidades de la IE que son beneficiosas para el aprendizaje de L2.

Palabras clave: inteligencia emocional, las variables de alumno, el aprendizaje de un segundo idioma, enseñanza de segundas lenguas.

RÉSUMÉ

Le but de cet article est de proposer une méthode d'enseignement pour une langue seconde (L2) basée sur la recherche dans les domaines de l'acquisition d'une langue seconde (ALS) et sur la psychologie et sa relation avec le rôle des comportements affectifs (émotions) dans le processus d'apprentissage. À cette fin, le resumé théorique donne un fondement historique et établit les liens entre les concepts de l'intelligence émotionnelle (IE) et les facteurs affectifs dans le processus d'apprentissage d'une L2. Ensuite, il est suggéré que les principes et les techniques dans le domaine de l'IE et ALS peuvent être favorablement utilisées dans la classe de L2. En fait, c'est un environnement très propice pour enseigner les compétences de l'IE et pour la mise en œuvre des techniques qui vont aider les apprenants à faire face et à tirer profit de leurs propres émotions. Sur la base de ces principes, nous présentons une méthode dérivée du modèle de IE de Goleman et aussi les contributions faites par l'ASL sur l'anxiété, l'empathie et la motivation. Enfin, nous illustrons l'application de cette méthodologie à travers de plusieurs exemples d'activités spécifiques qui favorisent les compétences de IE ce qui est bénéfique pour l'apprentissage de la L2.

Mots clés: l'intelligence émotionnelle, les variables des élèves, l'apprentissage d'une langue seconde, l'enseignement des langues secondes.

INTRODUCTION

Teachers from elementary school to college frequently encounter behaviors that seem to set apart successful from unsuccesful learners. Typically, good students display a more relaxed attitude, self-confidence, motivation, a general interest in the target culture and a greater ability to forge constructive relationships with their peers. In contrast, struggling students often show signs of low self-esteem, defensiveness, an apparent lack of interest in the subject matter, they may question teaching methods, avoid turning in homework, lack punctuality and show difficulty relating to their peers. These trends often manifest themselves from the first day of class and are likely to last throughout the course. While some of these circumstances may be coincidental, one gets a strong sense that these behaviors are driven by some compelling emotional state, which in turn can exert a strong influence on students' learning outcomes.

In fact, such observations are supported by recent research findings in psychology, linguistics and brain research, which have brought to light the central role played by emotions in the learning process. For instance, it has been claimed that emotional intelligence (EI) plays an important role in education, along with intellectual and technical skills (Goleman, 1995). In addition, second language acquisition (SLA) specialists have acknowledged the importance of emotional variables such as attitudes, motivation, language anxiety, empathy and self-esteem. Based on findings in brain research, it has also been submitted that "cognitive capacity is short-circuited by emotions" (Young, 1999). These new ideas have been adopted by many L2 education specialists and have inspired new methods and teaching guidelines (Horwitz, 2008).

Yet, little attention has been paid to the converging character of these theories and the synergy that could be gained from an adequate combination of practices derived from the fields of EI and SLA. Indeed, the L2 classroom could constitute a great venue for students to better comprehend their own emotions, find opportunities to discuss and manage them, and experience a range of feelings through activities such as role-playing. Concurrently, better emotional skills could help students recognize, control and take advantage of the affective components of L2 learning. The purpose of this article is to propose a teaching methodology for the L2 classroom that enhances the communicative skills of the students by taking into account the role played by emotional factors in SLA, in light of psychological insights afforded by EI principles.

THEORETICAL REVIEW
Development of Second Language Learning Theories

From the 1940's to the 1970's, L2 teaching was strongly influenced by a behaviourist view derived from the stimulus-response school of psychology (Skinner, 1957), which "believed that any human behavior followed by a reward would become reinforced and thus more likely to occur in the future" (Horwitz, 2008, p. 25), and by a premise based on the contrastive analysis hypothesis (CAH) proposing that differences between L1 and L2 induce difficulties in the learning of the new language (Lado, 1957). Thus, imitation and practice were considered main drivers of second language acquistion (SLA). Accordingly, these steps were often implemented "in the form of heavy pronunciation practice, pattern drills, and mimicry drills based on habit formation models" as defined by the audiolingual method (Young, 1999, p. 14). Later, these notions were challenged as the cognitive movement contributed to the field of L1 acquisition through the work of Chomsky (1959) and research results on children that showed that the building of mental rules played a stronger role than the learning of a set of habits (Ellis, 2008). This new paradigm was centered on the assumption that all humans were endowed with an innate capacity for language learning, denoted language acquisition device, which provided the learner with general principles of language, or universal grammar (Shrum & Glisan, 2010). This new perspective had two main effects on the field of SLA: 1. researchers shifted their efforts towards understanding *how* the L2 is processed by the mind (instead of *what* the learner does), and 2. L2 teaching methods were revised to follow a more process oriented approach, for instance by including "practice in the development of language skills or the use of a foreign language for negotiation of meaning and acquisition" (Young, 1999, p. 17). However, these important advances did not assign a role to the emotional state as a significant player in the learning process. As they followed a different path of research, Gardner and Lambert (1972) had previously suggested that attitude and motivation were in fact important factors of SLA. Later, Schumann (1978) also proposed an acculturation model to account for the influence of socio-cultural factors on the language learning experienced by immigrants in majority language settings; within this framework, he identified a number of affective variables that could be critical to progress made in the learning of the language, such as attitude, motivation, anxiety and fear. A synthesis between these schools of thought eventually was proposed by Krashen (1982), whose monitor model of SLA was influenced by Chomsky's cognitive approach while taking into consideration the critical effect of the affective component. Succinctly, this theory is based

on five hypotheses about SLA, which emphasize various mechanisms by which the L2 is internalized. One of these assumptions specifically addresses the way in which an affective filter influences communicative abilities as it acts as a "metaphorical barrier that prevents learners from acquiring language even when appropriate input is available" (Lightbown & Spada, 2006, p. 37). More precisely, this theory posits that L2 students with "low affective filters have positive dispositions toward the target language, low anxiety, lack of negative stereotypes and … are receptive to language input", while those with "high affective filters [have a] low motivation, high anxiety, [a] prejudice toward the target language group …, so they do not take input even when they have the opportunity" (Horwitz, 2008, p. 32). Based on this insight, Krashen made several pedagogical recommendations that took into account the emotional component of L2, such as the needs to provide a non-threatening learning environment and to minimize error correction (Krashen, 1982).

Effects of Emotional Factors on Second Language Acquisition

Krashen's affective filter hypothesis (1982) can be taken as a theoretical basis to the large body of research subsequently dedicated to the study of affective components in L2 learning. Today, affective L2 learner factors are classified as distinct variables such as anxiety, empathy and motivation (Brown, 2000).

Language anxiety can be defined as a specific type of anxiety encountered in the learning of an L2, which manifests itself through subjective feelings, psycho-physiological symptoms and unbalanced behavioral responses (Horwitz, Horwitz & Cope, 1986). Anxious L2 students typically experience a lack of concentration, forgetfulness, sweat, and could then even miss classes and avoid doing homework. As a result, L2 anxiety has been found to have negative effects on language proficiency and academic achievement (Horwitz, Tallon, & Luo, 2010). In addition, recent research (Gregersen, 2005) has shown that L2 anxiety is linked to non-verbal communication, as affected learners tend to display limited facial activity, maintain less eye contact with the teacher, are generally more rigid and use fewer gestures.

Another type of affective variable called empathy is viewed as a complex multifactorial concept including an affective component and a cognitive construct related to the emotions and intellectual understanding of another person (Duan & Hill, 1996), which can generally be seen as a capacity to reach beyond oneself and understand what another person is feeling (Brown, 2000). It has been observed that this factor facilitates the development of academic skills and performance in the classroom,

in that it promotes greater social competence and understanding of the teacher's viewpoint, as well as lead to more responsiveness in a learning context (Feshbach & Feshbach, 1987; Rapisarda, 2002).

Finally, motivation has been one of the most studied affective learner variables and is widely considered to be one of the keys to L2 acquisition (Dörnyei, 1998). This concept was first advanced by R. Gardner and Lambert (1972) who divided it into an integrative component, which relates to students' wishes of becoming part of the target culture, and an instrumental one, which deals with their aim to acquire the means of achieving further goals. According to this view, motivation does not directly assist L2 learning, but "rather its effect is mediated by the learning behaviours that it instigates" (Ellis, 2008, p. 680). Another view of motivation that is of more interest for the purpose of this paper makes a distinction between its intrinsic and extrinsic orientations (Deci & Ryan, 1985). The former ones "refer to reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity" (Noels, 2001, p. 45), while the latter ones are defined "as those actions carried out to achieve some instrumental end" (Noels, Pelletier, Clement & Vallerand, 2000, p. 61). Research has suggested that intrinsic orientations contribute more strongly to L2 learning and therefore that their development should be encouraged (Noels et al., 2000). It should be noted that several other constructs have been proposed to further define the concept of motivation, including self-regulation (Dörnyei, 2005), motivational phases (Williams & Burden, 1997), and the ideal language self (Csizer & Dörnyei, 2005). Significant correlations between motivation and L2 achievement were documented for instance in studies by R. Gardner et al. (1972) and Masgoret and R. Gardner (2003).

Emotional Intelligence

According to Barchard and Hakstian (2004, p. 438), "EI can be broadly defined as the ability to understand and manage emotions". This concept stemmed from research on emotion and the interaction between cognition and feelings conducted in the field of psychology during the 1980's. One of the first proponents of this line of investigation was H. Gardner (1983), who developed a theory of multiple intelligences consisting of a set of seven abilities. For instance, the capacity "to access to one's feelings, to express a broad range of feelings or emotions, [to self-reflect], [to discriminate] among these feelings ... to label them" (Gardner, H., 2004, p. 239) and to "draw upon them as a means of understanding and guiding one's behavior" was called intrapersonal intelligence (Kincheloe, 2004, p. 135). In contrast, the competency to understand others' feel-

ings, moods, motivations and intentions, sense motives, detect affective changes, engage at a personal level, share points of view and empathize was denoted interpersonal intelligence (Gardner, H., 2004; Kincheloe, 2004). These ideas were further developed by Salovey and Mayer (1989-90), who built a new construct referred to as emotional intelligence (EI), which was viewed as a cognitive ability "[focused] only on emotion abilities and understanding" (Arsenio, 2003, p.99). More specifically, EI was defined as an "ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to respectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5). According to Barchard (2003, p. 841), other researchers define EI in more general terms "and also include personality variables such as persistence and optimism..., the tendency to make decision based on feelings rather than logic..., and/or the tendency to express one's emotions nonverbally...". Furthermore, Goleman (1995) made the term available to the general public and characterized it as a set of five subskills (Richburg & Fletcher, 2002): 1. knowing one's emotions, 2. managing emotions, 3. motivating oneself, 4. recognizing emotions in others, and 5. handling relationships.

It has been noted that EI can promote better social and family relationships, higher academic achievement, and improved psychological well-being (Mayer, Roberts & Barsade, 2008). For instance, links between measures of EI and academic performance have been demonstrated by a number of studies (e.g., Barchard et al., 2004; Berenson, Boyles & Weaver, 2008; Hogan, Parker, Wiener, Watters, Wood & Oke 2010). The role of EI on students' behavior has also been observed by Mavrovelli, Petrides, Sangareau and Furnham (2009) as higher levels of EI were found to correlate with a better ability to forge relationships and more award nominations for cooperative and leadership skills.

Critically, EI is claimed to be both teachable and learnable, in informal as well as formal ways (Mayer & Salovey, 1997). For instance, Elksnin and Elksnin (2003, p. 64) have suggested that "teachers can help learners increase their emotional understanding by teaching nonverbal communication skills and by becoming emotion coaches". EI interpersonal skills may also be taught through mentoring, role playing and by providing examples of problem solving strategies (Mayer et al., 1997; Elksnin et al., 2003).

Teaching Principles

The goal of this paper is to outline a teaching method for the L2 classroom that enhances communicative abilities by combining findings in

the fields of L2 affective variables and emotional intelligence. The first step of this endeavor is to identify elements of L2 learning that are especially appropriate for the development of EI skills. This can be done by following Goleman's framework (1995):

Knowing One's Emotions

The capacity to recognize one's emotions is at the basis of the students' ability to control their affective filter, which illustrates the relevance of the L2 classroom for the acquisition of intrapersonal EI skills. For one, negative emotional reactions often come to the fore in L2 learning, as illustrated in L2 anxiety studies (MacIntyre, 1999; Horwitz et al., 2010). For another, students are likely to experience feelings of happiness, excitement and enjoyment within the context of the language classroom (Gardner et al., 1972).

Managing Emotions

Stress and anxiety are natural consequences of the L2 learning process. As a result, students may experience uncomfortable feelings that may hinder their academic performance. For instance, as was recorded from a student (Price, 1991, p. 104): "French classes were very, very stressful for me, because I didn't speak well... Everything came out in a Texas accent, which was horrible, because the professors would stop me and make me go over and over it and I still couldn't get it right!" Therefore, the L2 classroom may be seen as a good venue to explore and hopefully reduce the negative impacts of such emotions.

Motivating Oneself

L2 learning is a difficult activity that may compel students to do their best in order to succeed. Also, the learning of an L2 could be made quite more effective by exposing the students to elements of the target culture (e.g., through contacts with native speakers, movies, trips abroad), as teachers find opportunities to teach EI motivation skills within the framework of the L2 classroom—see for instance case study by Thorne (2003).

Recognizing Emotions

Due to the limited language proficiency of the students and intrinsic difficulties associated with language learning, the L2 classroom environment is charged with emotions that are not commonly displayed in other courses. As a result, students have an opportunity to witness and learn to recognize a range of feelings among their peers. In addition, the

communicative nature of language makes it one of the primary means of empathizing (Brown, 2000). As it happens, this exercise of "putting oneself into someone else's shoes" is central to the development of interpersonal EI skills (Brown, 2000, p. 153).

Handling of Relationships

By its nature, the L2 classroom involve many collaborative activities requiring interactions at various levels (teacher to students, student to student, peer groups). Moreover, the very situation of being in contact with aspects of an unfamiliar culture renders the task of learning an L2 even more challenging, an impediment that social theories of SLA describe as social distance (Horwitz, 2008). The L2 classroom is thus a good place to put in practice the use of EI skills that relate to the handling of relationships.

The second part of this methodology focuses on how improved EI abilities could help students in the acquisition of an L2 by giving them tools to deal with emotional factors. In this regard, one may gain valuable insight from the affective filter hypothesis and take into account the special roles played by anxiety, empathy and motivation in L2 learning.

The Affective Filter

As L2 learning may be influenced by the psychological barrier described by the affective filter hypothesis, it is crucial for students to develop the ability to recognize how their emotional state interact with their learning and to develop coping skills accordingly. To do this, techniques devised to enhance intrapersonal EI skills would then appear to be especially appropriate. For example, such an approach could involve "learning the language of emotions" through communicative development centered around the description of basic core emotions, such as happiness, sadness, anger and fear (Ripley & Simpson, 2007, p. 11), writing about one's past, present, and future emotions, as well as participating in group discussions focused on the range of feelings that take place in the L2 classroom.

L2 Anxiety

As observed in a large-scale study, EI was highly correlated to L2 anxiety (Dewaele, Petrides & Furnham, 2008). In combination with other empirical results that demonstrate a high correlation between language anxiety and academic achievement (e.g., Gardner & MacIntyre, 1993), it can be inferred that the use of EI techniques to lower anxiety can be beneficial to performance. Several EI techniques may be used to reduce

the detrimental effects that anxiety may exert on L2 students. A first approach involves the implementation of group activities aimed at building self-confidence, trust and camaraderie (Campbell & Ortiz, 1991). For example, strategy games opposing different teams may be played by the participants, followed by a discussion of the exercises' outcomes that may be used to draw parallels and shed light on the challenges of the language learning process. Another way of relieving the burden of anxiety is to teach strategies for decision making and problem solving, as this may provide a sense of ownership of the problem and lead to more realistic expectations. For instance, this can be done by means of a step-by-step procedure that help students assess and solve difficulties through small and practical actions (Elias & Butler, 2005).

Empathy

Since language is seen as "one of the primary means of empathizing" (Brown, 2000, p. 153), the building of interpersonal EI skills is expected to play a beneficial role in L2 learning. This is for instance supported by the positive correlation observed between school age girl's empathy and their reading and spelling abilities (Feshbach & Feshbach, 1987). Such a competency may be broadly defined as the ability "to understand and appreciate the feelings of others" (Bar-On & Parker, 2000, p. 19). Techniques to enhance these skills typically involve various group exercises, such as role playing situations that depict personal relationships, team building activities, documentary making and service-learning activities. In particular, studies documenting the positive effect of service learning on language learning, among other cognitive competencies, have been reviewed by Grim (2010).

Motivation

As the effort put into the L2 classroom may be reinforced by the need or desire to learn the language, EI teaching techniques targeted at increasing the students' motivation level can also play a positive role. For instance, positive correlations between components of motivation and language achievement were found within the framework of a meta-analysis of 75 independent studies (Masgoret et al., 2003). A first category of methods may attempt to generate extrinsic motivational orientations, such as the possibility of obtaining a reward, the prospect of being given a position of responsibility, and the exposure to mentors and/or role models throughout the course. A second type of approach could aim at building intrinsic orientations, such as using step-by-step achievement charts that allow students to project the completion of goals that are within their reach,

promoting learner autonomy, inciting the curiosity of the students and bringing a measure of excitement into the subject matter.

Teaching Activities and Guidelines

This section illustrates the proposed methodology through activities that promote communicative abilities in the L2 classroom through a wide range of EI skills. In a first example, the aim is to individually raise the emotional awareness of each classroom participant. To this end, the teacher introduces the topic of emotions by giving examples of personal situations that led to feelings of anger, sadness, happiness or fright. In this way, the teacher is able to 'break the ice' and provide the starting point of a conversation. The exchange below is given as an example and should be conducted in the target language and according to the learners' proficiency level.

Teacher:	Today, I found a dead bird in my backyard and it made me feel sad. Has anybody felt the same way before?
Student:	I have.
Teacher:	Why, What happened?
Student:	I found my pet hamster dead in its cage.
Teacher:	How did you express your sadness?
Student:	I cried.
Teacher:	Did your friends noticed anything different about you?
Student:	Yes, my eyes were red.
Teacher:	What made you feel better?
Student:	I remembered about the good times we spent together.

In this technique, the teacher introduces the theme of sadness and, through open-ended questions, guides students to recognize the manifestation of this feeling in themselves, how it can be expressed verbally and non-verbally, and how they can cope with it. It is a step toward developing the ability of knowing and understanding one's emotions (or intrapersonal skills).

As a follow-up to the previous activity, the teacher or students read a story with a strong emotional content in the target language. In groups, the students then answer written questions about what took place, how the characters felt, and what the characters did. After this, students write on a card if they have felt like the characters, and why. Next, the teacher collects the cards and reads a few of them anonymously to the group. The

goal of this group activity is to give students an opportunity to realize that others may experience similar feelings as their own.

In a third activity, students are given a sheet of L2 words arranged in two columns labeled "Basic Emotion" and "Related Feelings" (see Table 1). In groups, students must then fill in words associated with four prominent types of feelings. The purpose of this exercise is to learn words in the target language that cover a wide range of feelings related to basic emotional states. This activity may be followed by discussions or classroom sharing experiences.

The aim of the next activity is to develop group trust, camaraderie, empathy and to reduce L2 learning anxiety, while practicing oral skills in the target language. First, the teacher writes emotions related to the L2 classroom on small cards and places them inside a hat. A student then volunteers to pose as a statue. Another student is assigned the role of shaping the statue. The "sculptor" must then draw a card from the hat and tell the statue to display that emotion. The purpose of the activity is for the rest of the classroom to guess which emotion is being portrayed. These roles can be alternated.

The last type of exercises suggested here is centered on role-plays. The purpose of these dramatizations is to reason about affective factors, build empathy mechanisms, serve as L2 motivational learning tools, and develop L2 oral communications abilities. For example, students could dramatize Muneo's story (see Appendix) where a school boy had trouble expressing his feelings of anger and disappointment in a classroom circumstance. In doing so, actors could rely on L2 vocabulary, expressions, proper intonation and body language to convey a range of feelings. After the play, students could discuss Muneo's assumptions, feelings and unintended consequences of these emotional states. Also, the teacher could lead students to a more positive outcome through problem-solving techniques. Another role-play could relate to a language testing situation that would have required extensive study but eventually led to a mental block related to a state of anxiety. The teacher could inquire about the feelings of the participants and how they could have coped with this issue.

During the early stages of L2 instruction, the teacher may choose not to correct the students explicitly for the sake of maintaining a non-threatening environment, since feelings of anxiety have the potential of being detrimental to L2 learning. To do this, forms of non-threatening corrective feedback are available to the instructor, such as the reformulation of utterances without the error made by the student (or recast) and clarification questions (Lightbown et al., 2006).

Finally, formative assessments could be used throughout the class, which would require different measures for the L2 and EI components. For the language aspect, this could include vocabulary quizzes, questionnaires, interviews and communicative activities, such role-play and debates. For EI components, instructors may want to track what activities have been practiced by means of checklists or record keeping journals. In addition, teachers could survey their students to find out what was preferred or disliked about the EI components of a given activity in order to better adapt them to students' needs and learning style preferences (Elias, 2006).

Conclusions

In this paper, a teaching method enhancing communicative skills was proposed in view of recent research findings from the fields of EI and affective L2 learner variables. In a first step, a theoretical review provided a historical perspective and an explanation of the main concepts related to the role of emotions in SLA, and outlined the main elements of EI theories and findings. Next, the idea was advanced that knowledge and techniques developed in these fields could be mutually beneficial to the L2 learning process. For one, the L2 classroom provides a wealth of opportunities for the development of emotional skills, as students may learn to recognize their own feelings and that of others through the learning of new vocabularies and grammatical structures, labeling of their emotions, participating in group activities and role playing. For another, a number of helpful devices developed by EI specialists can be used to help students cope and/or take advantage of affective variables that influence their L2 learning, such as L2 anxiety, empathy and motivation. Finally, classroom examples were provided to illustrate how these ideas could be put in practice in the L2 classroom. From these precepts, a pedagogical approach was proposed with a view to fostering the inclusion of EI in the L2 classroom as a key element in students' language success. This methodological approach is grounded in the belief that the learning of an L2 cannot be reduced to mere language processing tasks, but that it must also incorporate the affective dimension of the learners.

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APPENDIX

Table 1

Vocabulary Chart

Basic Emotion	Related Feelings (Possible Answers)
Happy	bright, glad, joyful, jubilant, lucky, thankful
Sad	broken-hearted, depressed, down, miserable, upset
Angry	annoyed, cranky, grouchy, vengeful, worked up
Frightened	alarmed, anxious, disturbed, horrified, wary

(Ripley and Simpson, 2007, p. 42)

Sharing Feelings

Narrator:	A teacher is returning a test to the students. He says:
Teacher:	Here are your tests back. I know that most of you did the best you could. Some did very well, and some were not as successful.
Narrator:	A student, Muneo, is upset about his grade on the test. However, he doesn't like to let his feelings show. Muneo assumes: I must never let my feelings out, or it will be awful.
Narrator:	Muneo thinks: I'm so upset about this grade. I can't believe I did so badly. I'd better not let anyone know how I feel, or they'll think I'm weird.
Narrator:	Muneo feels: I'm sad and disappointed and scared of what my parents are going to say. I'm also really nervous that my friends will see how I feel.
Narrator:	Muneo tries to smile to cover up how he really feels. A friend wonders how he did on the test. He asks:
Friend:	How did you do?
Narrator:	Muneo snaps:
Muneo:	Why do you want to know?
Narrator:	The friend turns away, angry with Muneo. Muneo tries to ignore how upset he is, but his head begins to hurt and his stomach starts to feel funny. He says to the teacher:
Muneo:	I don't feel well. May I go to the nurse?
Narrator:	The teacher answers:
Teacher:	Certainly, Muneo, I hope you feel better.
From:	*Teaching emotional intelligence* (p. 42), by A. Leckowicz 2007. Thousand Oaks, CA: Corwin Press. Copyright 2007 Corwin Press. Adapted with permission from publisher.