

Collaboration Implements of Emotional Society Teaching are Reciprocal in EFL class

Kuai Liu Academic Discipline of Humanities, University of Wales Trinity Saint David



Introduction

- The main aim of the study is to find out the successful factors and the teaching approaches used by EFL teachers in the practical classroom.
- In this study, I would try to answer some questions that teachers and students encounter in the actual teaching-learning process.

Background

Language learning is a vivid and systematic activity. It is a big success for EFL teachers if every student engaged themselves totally in class.

So some questions are asked: What are the common factors influence students' participation in class? Especially for Chinese students, that is a challenge for the public school teachers.

The social-emotional learning first was known by the Collaborative for Academic, Social and Emotional Learning(CASEL), and the first scholar talk about this theory can help students in every way is Goleman Daniel (1994) .

Methodology

INTERVIEWS

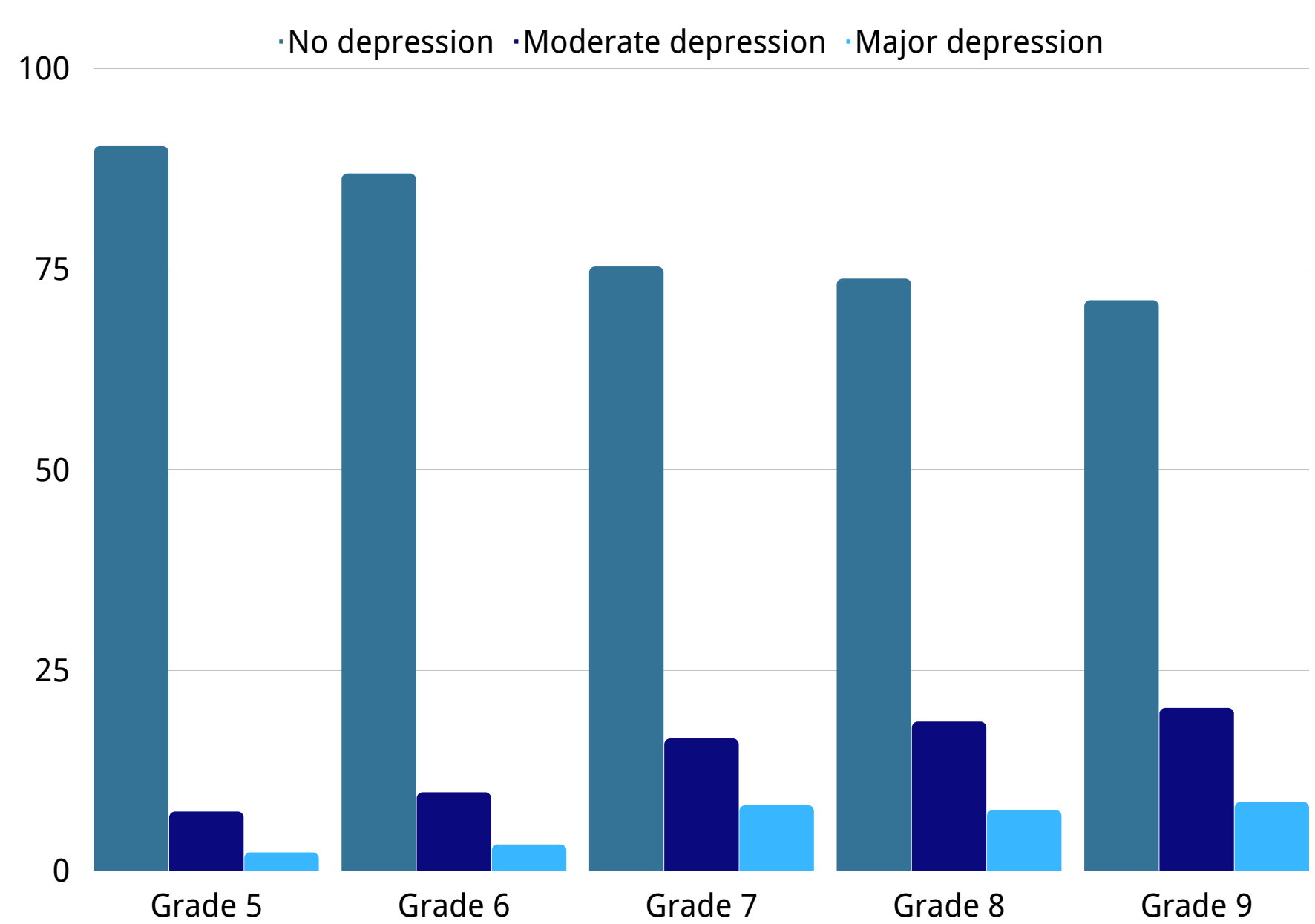
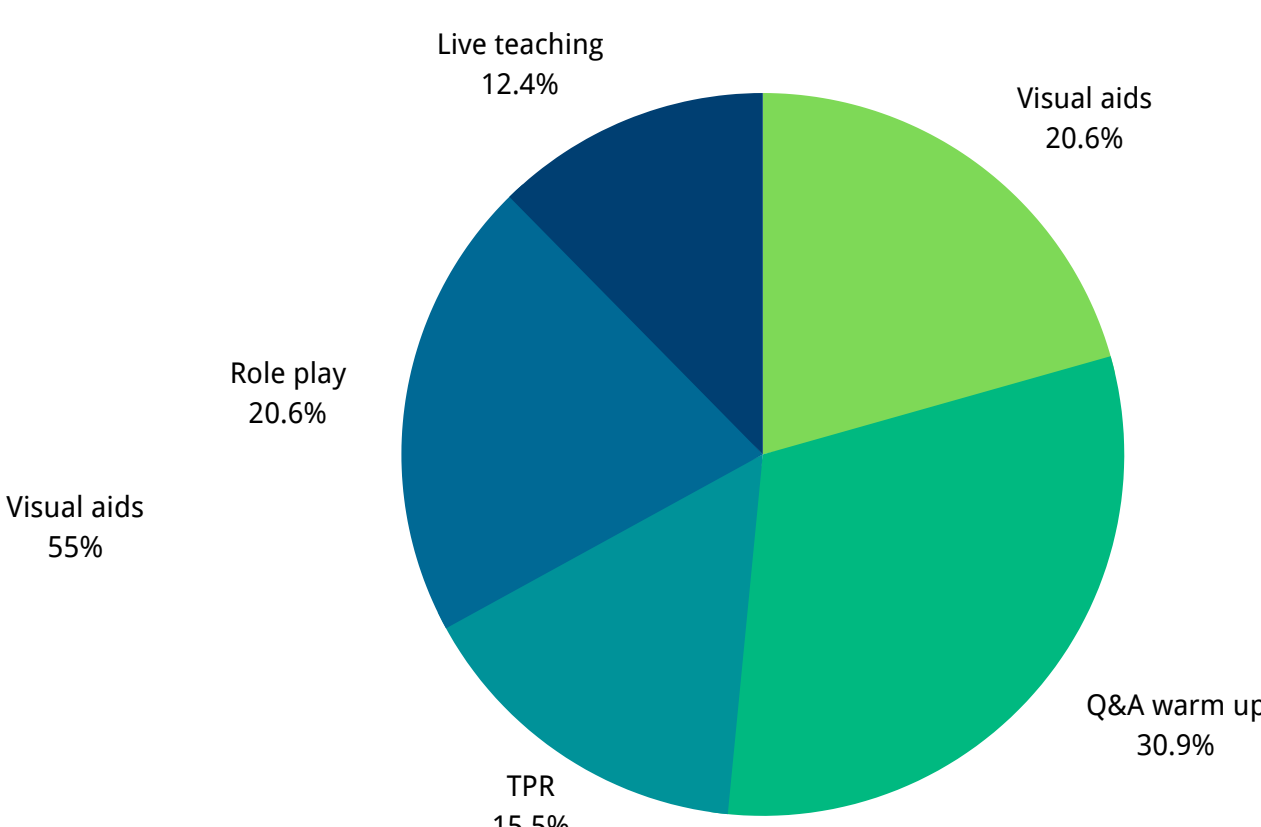
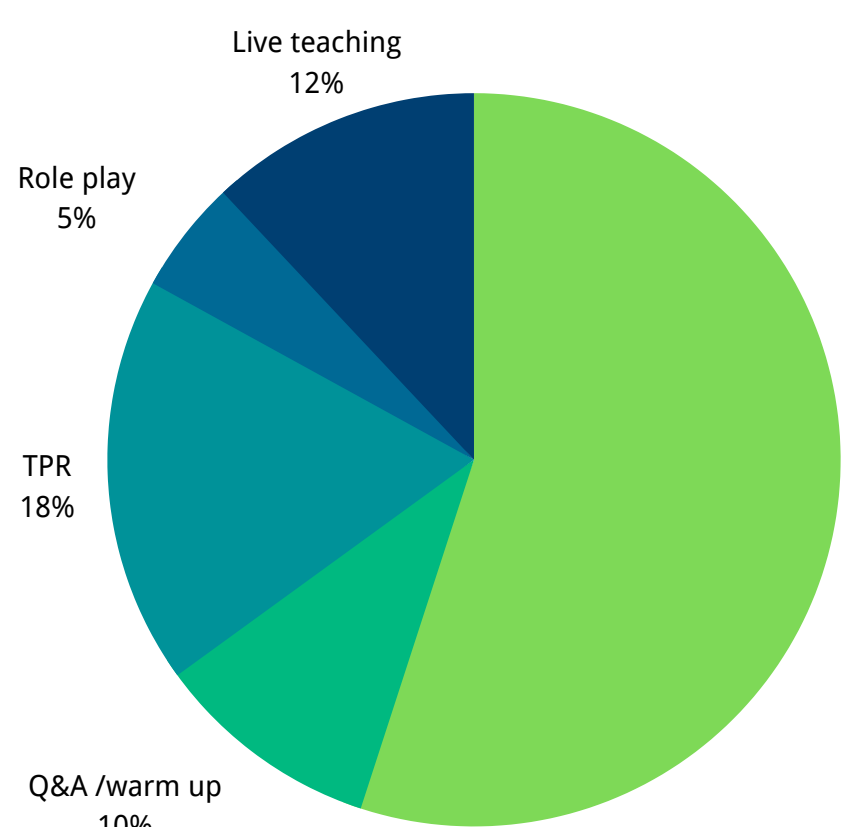
- Experienced EFL teachers interviews

RECORDS

- Strategies practice and records on individual teaching class

QUESTIONNAIRES

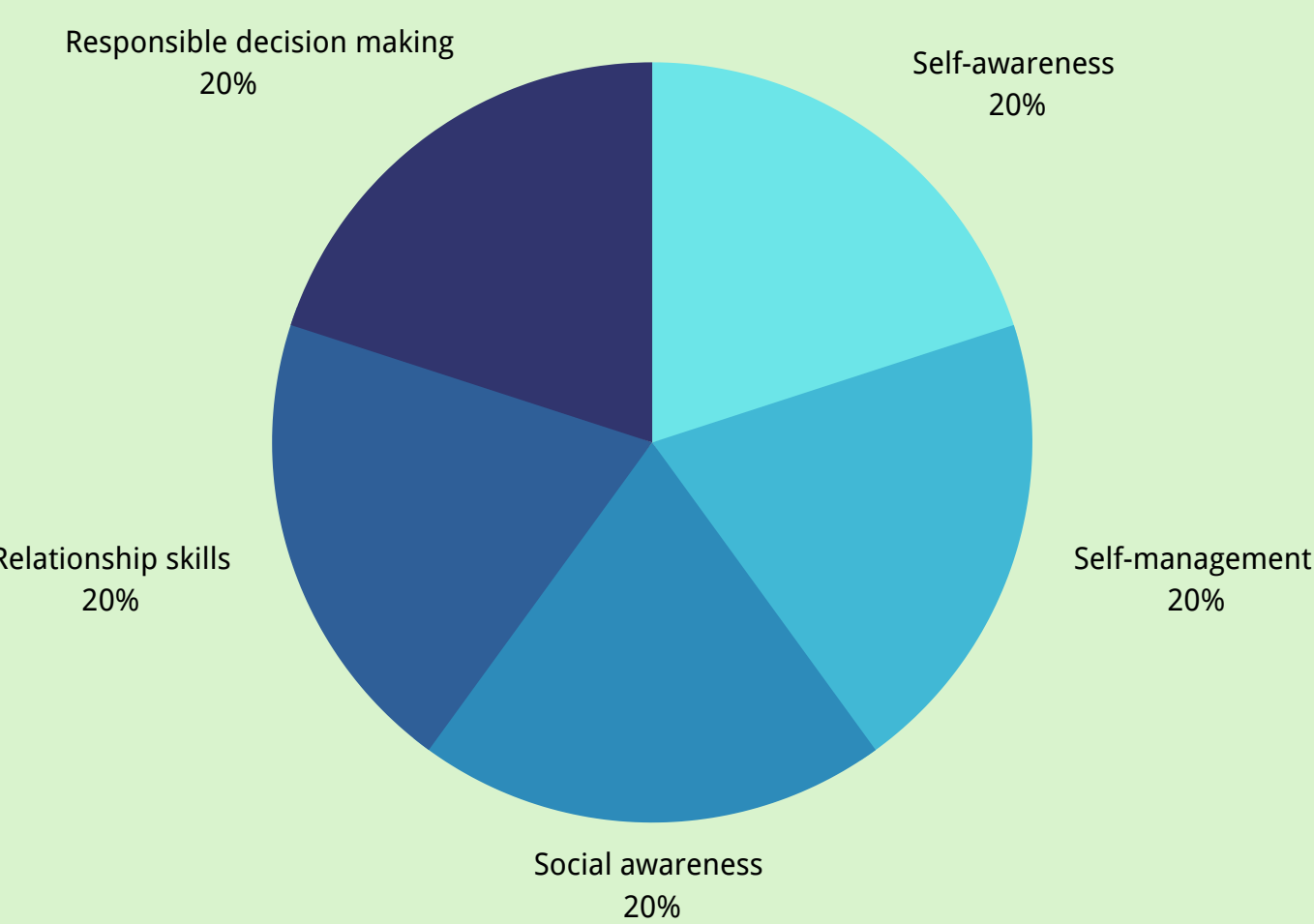
- Students' reflection data



Theoretical Ground for Research

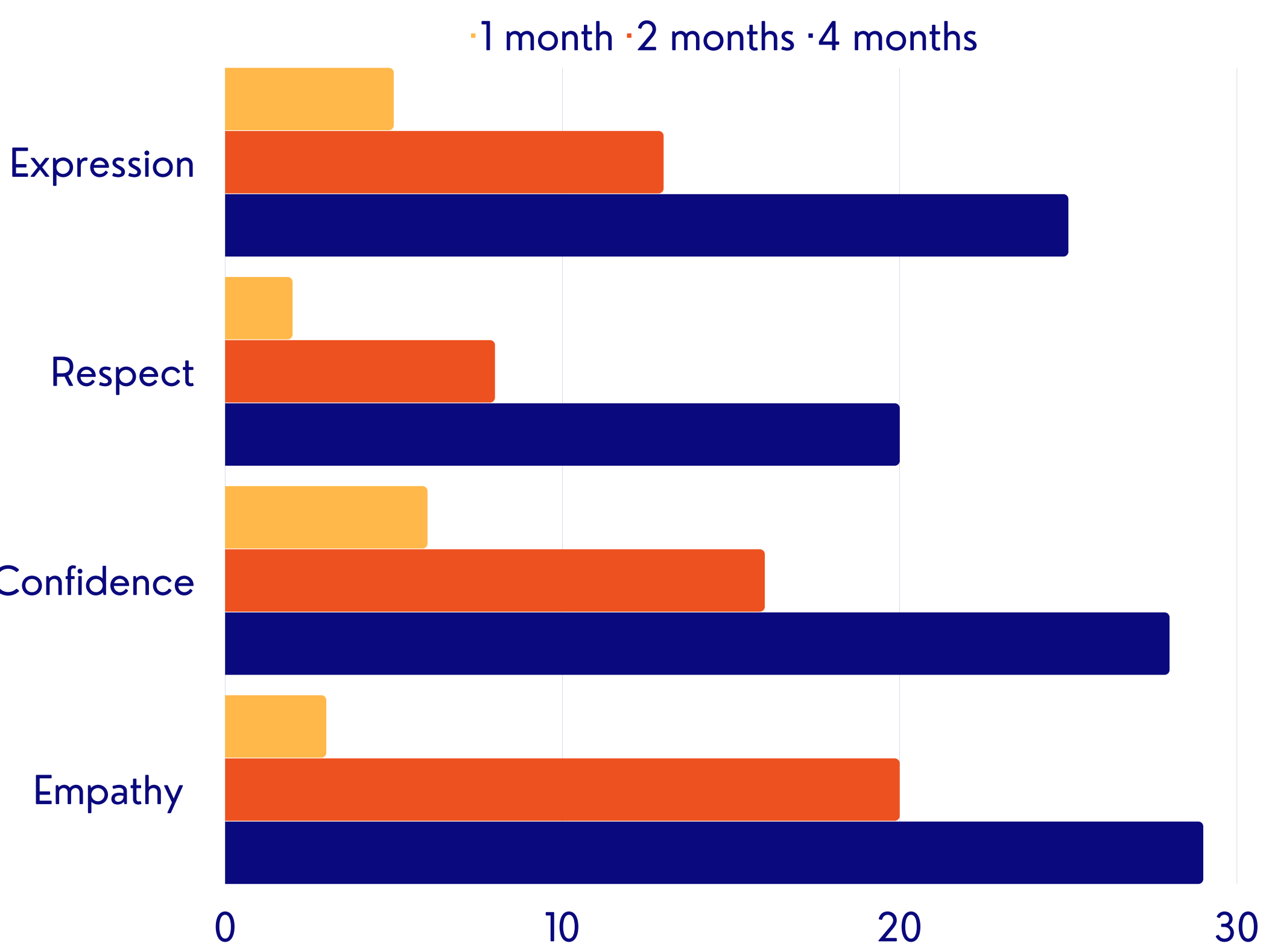
(1) 'The majority of students with learning disabilities have difficulties with social relationships' quoted from Maurice J. Elias, Ph.D.(EST) (The connection between Socila-Emotional learning and learning Disabilities)

(2)The definition of ESL is,'The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.'



Conclusion

Our Research states that the emotional-society skills learning are dominated in whole academic English learning. Our students are important not only to their schools and families, their future workplace and families, and to the world around them. Teachers should have the ability to stimulate their emotional-society skills which can be related to their knowledge learning. Pay more attention to their minds and have empathy which also includes in emotional-society skills teaching.



References

- Elias, M. J. (2003). *Academic and social-emotional learning (Vol. 11)*. Brussels, Belgium: International Academy of Education.
- Elias, M. J. (2004). *The connection between social-emotional learning and learning disabilities: Implications for intervention*. *Learning disability quarterly*, 27(1), pp.53-63.