

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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**Sous la direction du :
Pr Taofiki KOUMAKPAÏ &
Pr Cyriaque C. S. AHODEKON**



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Courriels : iup.benin@yahoo.com / iupuniversite@gmail.com

Sites web : www.iup-universite.com / www.iup.edu.bj.com

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**Pr Taofiki KOUMAKPAÏ &
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CONTACTS

**Monsieur le Directeur de publication,
Revue Internationale de Littérature et Linguistique
Appliquées (RILLA),**

Institut Universitaire Panafricain (IUP),

Place de l'Indépendance, Avakpa -Tokpa,

01 BP 3950, Porto – Novo, Rép. du Bénin ;

Tél. (+229) 20 22 10 58 / 97 29 65 11 / 65 68 00 98 / 95 13 12 84

Courriels : iup.benin@yahoo.com / iupuniversite@gmail.com

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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous publions sur les lettres et langues peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

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Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Time New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;

Les mots clés (03 à 05 mots) font partie du résumé ;

- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Elle est classée par ordre alphabétique (en référence aux noms de famille des auteurs) et se présente comme suit :

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Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

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- La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
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- La revue RILLA s'interdit le soulignement.
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Prénoms (on peut les abréger par leurs initiaux) et nom de l'auteur, Titre de l'ouvrage, (s'il s'agit d'un livre) ou "Titre de l'article", Nom de la revue, Vol, N°, Lieu d'édition, Editions, Année d'édition, n° de page.

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2. DOMAINE DE RECHERCHE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres** : littératures, grammaire et stylistique des langues françaises, anglaises, allemandes, espagnoles et yoruba ;
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- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif du lancement de cette revue dont nous sommes à la neuvième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

**Pr Taofiki KOUMAKPAÏ &
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CONTRIBUTEURS D'ARTICLES

<i>N°</i>	<i>Nom et Prénoms</i>	<i>Articles contribués</i>	<i>Adresses</i>
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2	Dr Rissikatou MOUSTAPHA-BABALOLA	Analysing dynamic equivalence in the English translation of “Le souffle des ancêtres” by Birago Diop Page 69 - 114	Département d'Anglais, Faculté des Lettres, Arts et Sciences Humaines (FLASH), Campus d'Adjarra, Université D'abomey-Calavi, Bénin E-mail: rissikatouba@gmail.com

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IMPORTANCE OF EMOTIONAL INTELLIGENCE IN TEACHING AND LEARNING OF FRENCH AS A FOREIGN LANGUAGE IN NIGERIA

Dr Joseph Ajibola ADELEKE
Nigeria French Language Village,
Badagry, Lagos State, Nigeria.
josephadeleke@yahoo.com

ABSTRACT

Since the introduction of French as a subject and course in the Nigerian educational system, in the 1960s (Simire 2001), many observations, critical appraisals and recommendations have been, and are still being made, with regard to how to improve the teaching and learning of this foreign language (Ajiboye 2010, Elaho 2015, Mbanefo 2000). As a matter of fact, general performances of students learning French, especially in tertiary institutions, are determined by certain factors. These include the teacher's expertise of the subject, which is based on his/her qualifications and/or professional experience, as well as on his/her knowledge of how to teach. Similarly, how students learn is also an important factor (Ajiboye 2005). The third factor, which is emotional intelligence (Mhya 2016), is the crux of the matter

in our article because of the role it plays in the teaching and learning of French as a foreign language in our country. The aim of the paper is to make explicit how teachers of French can use emotional intelligence to facilitate the teaching-learning process, by motivating learners to put in their best, through the personal recognition of the teachers' own feelings, as well as those of the learners. (Barlozek, Cherwin, Mortiboys).

Key words: Emotional Intelligence, emotionally intelligent French teacher, French language skills, motivation, competences.

RESUME

Depuis l'introduction du français comme matière et cours dans le système éducatif nigérian, dans les années 1960 (Simire 2001), beaucoup d'observations, d'évaluations critiques et de recommandations ont été faites, et se font toujours, concernant comment améliorer l'enseignement et apprentissage de cette langue étrangère (Ajiboye 2016, Elaho 2015, Mbanefo 2000). Au fait, les performances générales des étudiants apprenant le français, surtout dans les institutions tertiaires, sont déterminées par certains facteurs. Ces derniers comprennent l'habileté de l'enseignant à l'égard de la

matière, chose qui se base sur les qualifications et/ou les expériences professionnelles, ainsi que la connaissance de la pédagogie de l'enseignant. Pareillement, comment les étudiants apprennent est un facteur important (Ajiboye 2005). Le troisième facteur, qui est l'intelligence émotionnelle (Mhya 2016), est le point focal de cette communication à cause du rôle qu'elle joue dans le processus de l'enseignement et apprentissage du français dans notre pays. Le but de cet article est de rendre explicite comment les enseignants du français pourraient se servir de l'intelligence émotionnelle, pour faciliter le processus d'enseignement-apprentissage, en motivant les apprenants de faire de leur mieux, tout en reconnaissant les sentiments des enseignants et ceux des apprenants. (Barlozek, Cherwin, Mortiboys).

Mots clés : Intelligence émotionnelle, enseignant du français émotionnellement intelligent, connaissances linguistiques, motivation, compétences.

INTRODUCTION

Teaching and learning of French as a foreign language began in Nigeria about sixty years ago, through the Christian missionaries who came to establish their schools in the country. Ever since then, French has been and still is in the

progress of developing, despite several challenges confronting it (Simire 2001). Without doubt, acquisition of foreign languages is very important, especially in a developing nation like Nigeria. Thus from the kindergarten to tertiary institutions nowadays, French is taught as one of the subjects in the school curriculum, either as an optional/elective or a compulsory one. According to Ajiboye (2005):

...the experience of a foreign language facilitates understanding between man and man, makes it a matter of common sense to tolerate one another and appreciate the linguistic, social, political and cultural differences in a way that leaves no room for blatant arrogance or hushed inferiority. If human beings have to understand one another better, the argument often runs, then the wall of insularity has to be broken down. (40)

In spite of diverse advantages that knowledge of French can possibly offer Nigerians, however, not many people take it seriously. Experience has taught that reasons for this lack of seriousness include lack of political will, as well as lack of a stable educational policy, by which French can be made a compulsory subject in the school curriculum (Ajiboye 2010). Others are lack of teachers, lack of adequate

teaching materials and learners' unwillingness to make effort to excel in French, among others.

As Elaho (2015) observes:

Under "Basic Education" which comprises 1 year of pre-primary, 6 years of primary and 3 years of Junior Secondary School, French language is listed 7th as one of the 10 subjects that should be taught, that is, after English and one Nigerian language. At the Senior Secondary School, French is listed as the 10th subject that should be taught under "Humanities". It must be noted that there is nowhere in the document where French is listed as a compulsory subject. This is despite the euphoria that greeted the declaration of French as the second official language of Nigeria as far back as 1996 by the then military government of late General Sani Abacha. (3)

The tertiary level of education is not exempted from the problems confronting French in Nigeria. In addition to the foregoing, Elaho observes concerning teachers in higher education:

Teachers particularly those in state universities, are not paid as and when due, with the result that they are owed salaries for months. They are often not provided with the right materials to work with and in many cases they have to

improvise... The result is that often we have teachers who are intellectually ill-equipped and ill-motivated to carry out their functions effectively. (8)

In order for teachers to be able to encourage and motivate learners to acquire French language skills in a better way in Nigeria, this article is basically an attempt to examine one area of interest, Emotional Intelligence (EI) or Emotional Quotient (EQ), in order to see how it can positively affect motivation of children learning French as a foreign language in Nigeria. To enable us do justice to this issue, we intend to approach it by posing a few questions and providing answers to them. The meaning of Emotional Intelligence, characteristics of an emotionally intelligent teacher and application of certain principles of E. I. to teaching and learning of French as a foreign language in Nigeria, shall be discussed.

1. EMOTIONAL INTELLIGENCE

According to Nina Barlozek, the first psychologists who dealt with scientific research and introduced the notion “Emotional Intelligence” (EI), also called Emotional Quotient (EQ), were Jack Mayer and Peter Salovey, in 1990. Both psychologists defined the notion as: the capacity to reason

about emotions to enhance thinking. It (EI) includes the abilities to accurately perceive emotions, to assess and generate emotions to assist thought, to understand emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer and Salovey, 1997:5)

Emotional Intelligence was, however, popularized by Daniel Goleman in his book – *Emotional Intelligence: Why it can matter more than IQ*, published in 1995.

In the same vein, Mhya (2016) defined EI as “the skills or ability necessary to identify, assess and control the emotions of oneself, other people or entire groups”. He gave another definition as “Understanding one’s own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.”

The concept of Emotional Intelligence (EI or EQ) is, basically, shown as that ability or skill that enables the individual to do three principal or important things:

- a) Identify emotions, that is, recognize or discover emotions, exactly;
- b) Assess emotions, that is, make a judgment about a person or situation after thinking carefully about it, and lastly,

c) Control emotions by having the power to make something work in the way that you want, usually without anyone else being able to stop you.

The emotions in question include those of:

➤ Oneself, that is, the individual person concerned, and in the context of our discourse we would say the teacher in charge of the class of students learning French;

➤ Other people, by which we wish to infer the teacher's colleagues and the school authority, as the case may be;

➤ Entire groups, which could be taken as the whole class or group of students involved in the teaching-learning of French, at that particular period.

Goleman's model is one of the most widely used when discussing EQ or EI in the context of the workplace. His model describes EI in terms of five (5) domains that are split into four (4) quadrants or quarter of a circle. While two of the domains are related to personal competence, the other two are related to social competence, as explained underneath.

1.1. Personal Competence domain

This is made up of Self-Awareness and Self-Management. The aspect of self-awareness refers to the ability to recognize one's emotions and their effects on both oneself and others, for instance, with regard to one's students and colleagues in school. Self-management, on the other hand, is ability to build on self-awareness and use one's self-control to ensure one's emotions do not control one. In other words, it is the ability to manage one's emotions, so as to avoid negative behavior that can discourage others from learning. Equally important is the ability to also motivate oneself, cognizant of the fact that several challenges will emanate, and subsequently, discouragement for the teacher in the process of teaching may follow.

1.2. Social Competence

This is made up of Social-Awareness and Relationship Management. While social-awareness competence includes empathy, organizational awareness and service orientation, relationship management competence includes influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, team work and collaboration. While the first competence, that is, Personal Competence, basically revolves around the teacher

himself/herself, Social Competence domain mainly concerns other people. What exactly does it take for one to be called an emotionally intelligent teacher and what is the essence of this?

2. THE EMOTIONALLY INTELLIGENT TEACHER

Claxton (1995), cited in Alan Mortiboys, says learning is an intrinsically emotional business. In Mortiboys' article titled "Teaching with Emotional Intelligence", it is opined that three things are needed to offer one's students. These include:

- ✓ Your subject expertise, which is derived from your qualifications and/or professional experience;
- ✓ Your expertise in how to teach and in how people learn, which informs your practice;
- ✓ Your emotional intelligence.

The teacher's ability to motivate his/her students to learn French in spite of various challenges inhibiting teaching and learning of this foreign language cannot be overemphasized. A look at the table below will enable us appreciate what it means to be emotionally intelligent in our profession:

Activity 1: The qualities of an emotionally intelligent teacher.

This activity invites you to categorize different types of qualities that good teachers have and to identify the particular qualities associated with teachers who use emotional intelligence

Think of a good teacher whom you have encountered in any context when you were a learner.

What words and phrases capture what was good about them

Here are some more words and phrases used to describe good teachers, which might be added to the list that describes the teacher you outlined in the previous question.

Column 1	Column 2	Column 3
• Expert • Knowledgeable • Authoritative • Resourceful • Experienced • Up-to-date • Can answer any question on the topic	• Well organized • Manages time well • Useful feedback • Well prepared • Good use of materials and teaching aids • Clear speaking • Clear directions • Relevant, interesting, and challenging activities • Good materials	• Approachable • Acceptant • Positive • Good listener • Demonstrates empathy • Makes eye contact • Responsive • Attentive • Non- threatening • Open • Respectful • Recognizes me • Doesn't make assumptions

- Words and phrases in the first column relate to the teacher's expertise and subject knowledge
 - Words and phrases in the second column relate to their skills as a teacher
 - Words and phrases in the third column relate to their emotional intelligence.
4. Which words and phrases from the list above would people apply to you as a teacher?
What proportion of these are emotionally intelligent attributes?

Adapted from: Mortiboys (2005:10-11)

From our interactions with students in our institutions, the comments listed below are part of those that have been made by many of our students, even in the presence of other people:

➤ That lecturer hates me so much. (The student complaining is not likely to say or explain how or what he/she has done to offend the said lecturer);

➤ I don't think I can cope with that course, the lecturer is not friendly at all;

➤ The lecturer has no sympathy for us married women/nursing mothers;

➤ The lecturer does not forgive people. The offense I committed in my Year One three years ago, he/she still uses it to insult me in the class;

➤ He/She believes no one is as good as himself/herself, just because h/shee made First Class in his/her first degree;

➤ What can you write to satisfy him/her? (that is, the lecturer). He/She will just give you C, even without looking at your work;

➤ Oh, only God will save us, he/she talks too fast;

- That one, hes/he is so slow in everything, even in teaching. He/She will never finish the course content;
- He/She doesn't care whether you understand or not, he/she will just be talking blablabla;
- He/She is fond of abusing students and their parents;
- He/She doesn't entertain questions in the class, he/she will just flare up and start to abuse you if you ask questions;
- He/She will use twenty minutes to abuse government, twenty minutes to abuse our parents and the remaining twenty minutes to tell us we will never do well in life.

These and many others are comments made by concerned students, and psychologically, they can lead to frustration and intellectual blockage for the students, and frustration for teachers too. A way out is the practical demonstration of emotional intelligence, as well as motivation of students. What is meant by motivation and why do we need it as teachers?

3. MOTIVATION

Motivation, according to *Longman Dictionary of Contemporary English*, is the eagerness and willingness to do something without needing to be told or forced to. It is the act or an instance of motivating, or providing with a reason to act in a certain way. Furthermore, it could be described as the desire to do things, including learning French in school. As a matter of fact, the crucial element in setting and attaining goals, for whatever human endeavor, is also called motivation. One can be motivated to do profitable things such as learning a foreign language like French, choosing to teach (instead of doing any other job), selecting a particular method of teaching and appropriate teaching materials, etc. as the case may be.

While Bigge and Hunt define motivation as “the mainsprings or instigative forces of behaviour” (314), Wikipedia says:

Motivation is a theoretical construct used to explain behavior. It gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa.

Bigge and Hunt again opine that people do what they do because of motivation. In other words, whether good or bad, actions are usually determined by the type of motivation behind them.

Generally, there are two major types of motivation: intrinsic and extrinsic. Bigge and Hunt distinguish between both.

3.1. Intrinsic motivation

This is that tendency to do an activity, not necessarily for extraneous profit but for personal fulfilment. This arises when the resolution of tension is to be found in mastering the learning task itself. In other words, the material learned provides its own reward...

3.2. Extrinsic motivation:

This, on the other hand, occurs when a person pursues a learning task, but for reasons which lie outside it, like a job, promotion, salary increase etc that may follow after the learning program ends. When motivation is wholly extrinsic, no matter how hard the study, we may expect that retention, understanding, and transfer will be much less than when material is learned for the sake of the learner. (453)

While intrinsic motivation is responsible for acquisition of French skills, after the period of training in the school, extrinsic motivation for learning French may simply be due to the need for it, to make a career out of it in future. The type of motivation the teacher also has may affect how he/she performs his/her work. While some are simply interested in ensuring their learners acquire the expected knowledge, whether they (teachers are well remunerated or not), as a result of their intrinsic motivation, others teach because of what they intend to receive as remunerations, applause etc. The latter, of course, is extrinsic motivation.

It should be understood that motivation results from the interaction of both conscious and unconscious factors. These factors, according to Merriam-Webster, include:

- (a) intensity of desire or need,
- (b) incentive or reward value of the goal, and
- (c) expectations of the individual and of his or her peers.

These factors form part of reasons for behaving one way or another. For instance, how intense or serious is the desire to learn/teach a particular subject like French? Why? What is the reward expected for learning this subject, both intrinsically and extrinsically? What are expected of the

learner, in terms of skills acquisition, for instance? Without doubt, the factors mentioned above affect how both teachers, as well as their students, might teach and learn French skills in schools.

Talking about the learner's need to acquire French language skills takes us to Abraham Maslow's discourse pertaining to hierarchy of needs, and how the needs do affect human motivation (1943, 1954 and 1968), as expatiated by Saul McLeod (2016). Initially, Maslow's hierarchy of needs, which formed a motivational theory in psychology, comprised a five-tier model of human needs (1943, 1954). This later increased to a seven-stage model and an eight-stage model during the 1960s and 1970s. Thus we have:

- i. Biological and physiological needs, which include air, food, drink, shelter, warmth, sex, sleep etc.
- ii. Safety needs such as protection from elements, security, order, law, stability, freedom from fear etc.
- iii. Belonginness and love.
- iv. Esteem needs – self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, self-respect, respect from others etc.
- v. Cognitive needs – knowledge and understanding, curiosity, exploration, need for meaning and predictability.

vi. Aesthetic needs – appreciation and search for beauty, balance, form, etc.

vii. Self-actualization needs – realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

viii. Transcendental needs – helping others to achieve self-actualization.

Modern psychology has, however, shown that motivation is a pluralistic behavior in the sense that a single individual can operate on many levels simultaneously, as opined by McLeod (2016). In other words, “a person maybe motivated by higher growth needs at the same time as lower level deficiency needs.” A learner’s need for self-actualization, for instance, his/her desire to acquire skills in French before getting a job, does not have to wait until the lower needs like food, safety, love and belongingness etc. are satisfactorily met first. In other words, the needs may run concurrently. A child learning French may want the love of the teacher, which may be shown in different ways, before, during or even after the learning process has taken place. Appreciation of the learner’s performance may also be done, in cash or kind. All said and done, however arranged, what is important is to ensure the child is adequately motivated,

through satisfying his/her needs. Without doubt, this will have significant roles to play in enabling him/her to learn a subject like French in a country that is basically anglophone.

4. MOTIVATION FOR LEARNING FRENCH THROUGH EMOTIONAL INTELLIGENCE

To use emotional intelligence in teaching means that one needs to:

- be able to recognize and respond to your own feelings and those of the learners in the classroom, in order to make both more effective in your respective roles;

- encourage an emotional state in the learners on your course, which is conducive to learning.

From Mortiboys' observation, failure to use Emotional Intelligence in teaching-learning process will make it impossible for learners to benefit fully of the teacher's expertise in the subject and in learning and teaching methods. Such failure results in both the teachers' lack of satisfaction and the learners' wastage of energy on negative, unproductive emotions.

The major language skills expected to be learnt include:

- Listening skills, that is, the ability to listen and understand what is said in French;
- Speaking skill, that is, the ability to speak French for the purpose of communication;
- Reading skill, that is, ability to read French texts and understand them, and lastly
- Writing skill, that is, ability to write in understandable French.

Various steps could be taken to enable EI facilitate motivation for children learning French. For instance, the teacher might need to:

✓ Know which emotions are being felt and why. For instance, are we talking of emotions of joy, hunger, sorrow, anger etc, concerning the teacher himself/herself or the learner? What is the cause of the said emotion?

✓ Realize the links between people's feelings and what they think, do and say. For instance, in what ways can people's feelings affect what they think or say about French and what they do with it?

✓ Be aware of and able to read body language and other [nonverbal communication](#) that includes facial expressions. Not everything may be verbally said by the student, especially the introverted ones. This calls for

sensitivity, on the part of the teacher. How do you understand and react to certain manners of the student, the unsaid language?

✓ Have the capacity to listen so intently that one can hear the words not spoken by paying attention to tone of voice, inflection, pauses, and other cues.

✓ Be able to control and handle frustration, anger, sorrow, joy, annoyance, and other emotions. This could be quite demanding in the sense that the teacher has to be able to control not only the learners' emotions but first and foremost his/her own.

✓ Recognize how feelings affect performances among the learners. This can be done by moving close to the learners.

✓ Recognize and react to the impact that one's words and actions are having on co-workers and students. Talking to the colleagues as well as student should be done respectfully, not anyhow. Uncontrolled outbursts can cause a lot of damage to people's emotional state. French teachers should especially be cautious here, because of the tendency to lose one's temper, burst into fits of temper and begin to verbally or physically assault the poor student, who may have unconsciously committed blunders. Mistakes may come

through oral or written exercises but the teacher should demonstrate empathy.

✓ Effectively interpret the cause of the emotion expressed by a co-worker, student etc. Indeed a sad, dejected posture can indicate a significant issue at the home of the teacher, or that of his/her student/learner or colleague. Unresolved issues in the school may equally be responsible for changes in emotion.

Kelly Cherwin, gives a few additional ideas of how teachers can use emotional intelligence in the classroom. For instance, the teacher should create an environment of respect for each student, regardless of their individual race, religion, physical or learning disabilities. Show empathy by putting yourself in their shoes. Also manage your emotions and take responsibility for your emotions without placing blame on your students. Avoiding putting the students on the defensive may help open their minds to learning.

Furthermore, the teacher needs to validate his/her students, make an effort to understand what the students may be feeling and help them resolve their own issues. We need to be honest and own up to our mistakes, apologize for and correct them, whenever possible. When and if answers to questions asked by students are not known, we should be

honest enough to say we will find out answers and get back to them, that is, our students, later.

CONCLUSION

Our attempt in this article has been to see how Emotional Intelligence can be adapted to the educational system, precisely the classroom context where teaching and learning of French as a foreign language is concerned. We have been able to examine the significance of Emotional Intelligence, both from general and specific perspectives, that is, with regard to teaching and learning of French. We have also examined implications of Emotional Intelligence, both on personal and social levels. Meanings of emotion, intelligence and motivation, and how they affect teaching and learning are also discussed. How Emotional Intelligence can facilitate teacher/learner's roles in the classroom, particularly concerning French as a subject in a country like Nigeria, is also looked at in this article.

In conclusion, we wish to make a few suggestions, which we consider essential for French teachers handling foreign students. Deep and focused listening, as well as noticing body language or nonverbal communication (of self and others) should be practiced, in order to discover emotions

of learners. Action is said to speak louder than voice, so the teacher should pay attention to the unsaid. Questions could be asked so as to identify emotions and feelings, e.g. of your students/learners. Feel free to find out what is bothering them.

More attention should be paid to the teacher's own personal emotions too, as he/she needs to work on self by identifying, assessing and controlling them (that is, the personal emotions identified). The teacher should observe one's own reactions to communications by others. How well does the teacher understand other people? How well does he/she get himself/herself understood by them? Part of the teacher's work should be to summarize and feedback what he/she thinks is heard or noticed, in order to enable him/her render assistance to the learner and motivate the latter to acquire the skills set at the beginning of the teaching/learning process.

It is our hope that following these suggestions will enable the teacher succeed in getting his/her students/children encouraged to learn French as a foreign language in an Anglophone country like ours. It will also contribute to the teacher's self-actualization too, as he/she succeeds in getting the objectives of teaching French realized, when his/her students are motivated to learn the French language skills

much more easily. Indeed the more emotionally intelligent we are, the better equipped we will be as teachers and mentors, encouraging our students to learn through various forms of encouragement. As a matter of fact, it is our hope that more success will be achieved by the teachers and learners, and the country too will be the better for it, when more people become literate in French.

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