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Sous la direction du :
Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI



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RIRCED

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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

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➤ La taille des articles

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture : 12, 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 en français qui ne doit pas dépasser 6 lignes ;
Les mots clés ;

Un résumé en anglais (Abstract) qui ne doit pas dépasser
6 Lignes ;

Key words ;

Introduction ;

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

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

1.1. Pour le Titre de la première sous-section

Pour le **Titre** de la deuxième section

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

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Elle doit être brève et insister sur l'originalité des
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Lieu d'édition, Editions, Année d'édition.

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Le système de référence par année à l'intérieur du texte est également toléré.

Elle se présente de la seule manière suivante : Prénoms et Nom de l'auteur (année d'édition : n° de page). NB / Le choix de ce système de référence oblige l'auteur de l'article proposé à faire figurer dans la bibliographie en fin de texte toutes les sources citées à l'intérieur du texte.

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Au total, la RIRCED 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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EDITORIAL

La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux enseignants et chercheurs des universités, instituts, centres universitaires et grandes écoles.

L'objectif visé par la publication de cette revue dont nous sommes à la quatrième publication est de permettre aux collègues enseignants et chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche. Cette édition a connu une légère modification au niveau du comité de rédaction où le Professeur Titulaire Gabriel C. BOKO, devient le Directeur de Publication et le Professeur (Maître de Conférences), Innocent C. DATONDJI est le Rédacteur en Chef.

Le comité scientifique de lecture de la RIRCED est désormais présidé par le Professeur Médard Dominique BADA. Ce comité compte désormais huit membres qui sont tous des Professeurs Titulaires.

**Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI**

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

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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.

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.

INTRODUCTION

Teaching and learning french as a foreign language in Nigeria began many years ago, and is still in the progress of developing, despite several challenges confronting it. 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. In spite of diverse advantages that knowledge of French can possibly offer Nigerians, not many people take it seriously. Experience has taught that reasons for this lack of seriousness include lack of political will, lack of educational policy, by which French can be made a compulsory subject in the school curriculum, 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)

In order for teachers to be able to encourage children to learn French in Nigeria, this article is basically an attempt to examine one area of interest, Emotional Intelligence (EI or EQ), which is commonly discussed in Management and Leadership texts or fora as well as in Educational Psychology. In this article, we intend to see how EI or EQ 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. Through the step by step presentation, our position shall be established.

1. WHAT IS 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. They 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.

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 important things:

1. Identify emotions, that is, recognize or discover exactly;

2. Assess Emotions and lastly make a judgement about a person or situation after thinking carefully about it:

3. 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:

a) 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;

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

c) 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. While two of the domains are related to personal competence, the other two are related to social competence.

1.1. Personal Competence

Personal competence domain 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 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

On the other hand, is made up of Social-Awareness and Relationship Management. While social-awareness competencies include empathy, organizational awareness and service orientation, relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and team work and collaboration. While the first competence basically revolves around the teacher him/herself, social competence domain mainly concerns other people.

In relating Coleman's EI Model to typology of teaching/learning of French, and looking at its applicability in the Nigerian educational context, certain questions may be asked for both personal and social competences:

Personal Competence: Can the teacher accurately identify his/her emotions as they happen?

Can the teacher manage his/her emotions and behavior to a positive outcome?

While the first question borders on “What I see” (i.e. Self-awareness), the other pertains to “What I do” (i.e. Self-Management). Both have a lot of impact on the teacher’s output, especially in a school where a totally strange or foreign language is being taught.

Social Competence: Can the teacher accurately identify his/her emotions and tendencies, as s/he interacts with individuals or a group, e.g. students or colleagues?

Can the teacher manage the interactions s/he has with others constructively and to a positive outcome?

While the first question above under Social Competence concerns Social-Awareness, the second has to do with Self-Management, that is, what is seen, and what is done, respectively.

Before we go further, it would be worthwhile to know what is meant by emotion, intelligence and motivation, particularly as each affects teaching/learning processes.

2. WHAT IS MEANT BY EMOTION?

Emotion may be defined as a strong human feeling, such as love, hate, or danger. There are different

types of emotions and they all have tendency to affect how we teach and how the learners learn. For instance one may have either strong or weak emotions, conflicting as well as mixed emotions etc. When someone is described as being emotional, s/he is taken to have strong feelings, which may sometimes be shown to other people through crying. People who are said to be emotional have tendency to be influenced by what they feel rather than what they know. In other words, whether we are referring to the teacher, the learner, the parent or the guardian etc, there is tendency for the feeling to have greater influence on the behavioural pattern of the individual concerned, rather than the knowledge gained or to be gained, either in the classroom or outside.

Research has shown that several factors usually come into play for the actualization of learning objectives in the school. For instance, the way the teacher personally feels towards himself/herself, and towards each student or the whole class/group matters. Similarly, the way each learner feels about himself/herself and about the teacher handling the subject (e.g. French), and the way the community/society (including the learners'

parents or guardians) feel, all have either positive or negative impact on acquisition of knowledge. Whether we are considering listening, speaking, reading or writing skills, importance of emotions of both the teacher and the learner cannot be overemphasized in the teaching/learning process.

3. WHAT IS INTELLIGENCE?

Intelligence may simply be defined as the ability to learn, understand, and think about things. According to Gardner (1983/2003) cited in Mhya: "An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." From the educational perspective, both psychologists Bigge and Hunt (1968) describe intelligence as ability to act with foresight (119). An intelligent person is therefore, said to have a high level of mental ability and is good at understanding ideas and thinking clearly. With regard to sources of intelligence, both researchers opine that intelligence could be a genetic endowment and could also be a product of learning. In other words, it could be inherited from either or both parents, or it could be

acquired. It could similarly be a product of the interaction of a human self and its perceived environment, according to Bigge and Hunt (122-124). In other words, as it is possible to acquire intelligence naturally from one's parents, so also it may be acquired from the learning one has had opportunity to have, and also directly or indirectly, from the environment that one has come in contact with. Both nature and nurture are therefore responsible for human intelligence, hence the need for the teacher to ensure the teaching environment is conducive to learning, especially of French, by making both him/herself and the methods/materials used adequate and encouraging to learners, otherwise they may not be motivated to learn.

4. WHAT IS MEANT BY 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. Similarly, 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), marrying outside one's ethnic group etc.

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.

Intrinsic motivation is that tendency to activity which arises when the resolution of tension is to be found in mastering the learning task itself; the material learned provides its own reward...

Extrinsic motivation occurs when a person pursues a learning task, but for reasons which lie outside it...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)

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 s/he 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 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:

- (1) intensity of desire or need,
- (2) incentive or reward value of the goal, and
- (3) 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 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:

1. Biological and physiological needs, which include air, food, drink, shelter, warmth, sex, sleep etc.
2. Safety needs such as protection from elements, security, order, law, stability, freedom from fear etc.
4. Esteem needs – self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, self-respect, respect from others etc.
5. Cognitive needs – knowledge and understanding, curiosity, exploration, need for meaning and predictability.
6. Aesthetic needs – appreciation and search for beauty, balance, form, etc.

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

8. 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.

5. 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:

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

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

- a) be able to recognize and respond to your own feelings of both you and those of the learners in

the classroom in order to make both more effective in your respective roles;

- b) 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.

6. HOW CAN EMOTIONAL INTELLIGENCE FACILITATE MOTIVATION FOR LEARNING 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. In what ways can people's feelings affect what they think or say about French and what they do with it, for instance?
- 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 child, who may have unconsciously committed blunders. Mistakes may come through oral or written exercises.
- 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 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 our students.

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 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 s/he needs to work on self by identifying, assessing and controlling them (that is, the 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 s/he get her/himself understood by them? Part of the teacher's work should be to summarize and feedback what s/he 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 for oneself 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 s/he 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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