

A REVIEW ON POETRY TO ENRICH INTERGRATIVE EMOTIVE BEHAVIOUR: STRATEGY FOR 21ST CENTURY

MOHANKUMAR S¹
 RESEARCH SCHOLAR
 DOCTORAL DEGREE
 SSL
 VIT UNIERSITY
 CHENNAI

Dr. V. VIJAYALAKSHMI²
 ASSISTANT PROFESSOR
 SSL
 VIT UNIVERSITY
 CHENNAI



ABSTRACT

“Emotion” is a term that delivers lots of connotations and it tends to create many vicissitudes in the day today life of human beings. According to Aristotle “the problem is not with the emotionality, but with appropriateness of emotions and its expressions”. Students of this present era are more sensitive compared to the past due to the fact that they bump into several emotional state of mind in their real life. They need some medium to express their mental state and refine their emotions for which they need to be trained to win their state of mind and to succeed in their personal and professional lives. Poems could be used for teaching emotional intelligence as it paves way for expressions in various dimensions. This review paper concentrates on effective way of using poems to enhance the emotional intelligence in ELT classrooms for tertiary level students.

Key words: Emotional Intelligence, ELT Classrooms, Poems, Creativity

INTRODUCTION

“Emotions”, this word explains and express any strong feeling, as of joy, sorrow or fear of a person or an individual. Every relationship in this earth whether it is a human being or non-human is built based on emotions. The person should be aware of how to handle emotions and how to master it in different situations in order to maintain relationships. State of emotional imbalance is leading to many problems and is increasing recently in faster pace. The word “emotions” is derived from the latin word “motere”. The meaning for motere is “to move”. “E” added as prefix, it denotes that “move away”.

Emotional imbalance problems have resulted in depression, misunderstanding in relationships which have affected interpersonal and intrapersonal relationship in the day to day life. Psychologists’ states that number of divorce cases, suicide rates, murders and various assaults are climbing the pinnacle in a rapid pace mainly because of disturbed state of emotions.

Overall personality and career of a person will be put in a chaotic state because of inability to manage emotions.

In routine life, everyone has to come across problems through various channels. Unawareness of emotional intelligence often results in lack of controlling mind and its emotions are not executed. In recent scenario, educational institutions and job opportunities are blooming in tremendous numbers. In spite of all this growing opportunity, there is a lack of human resource due to the fact that majority of youngsters are not ready to accept even small failures or problem in their personal as well as professional life. Many youngsters are turning criminals and culprits mainly because of emotional imbalance. Mastering the mind to adjust with sensitive thoughts is not an easy task but it is possible through proper practice or training. This is one of the vital reasons for most of the top notch educational institutions and companies' recon with and introduces a psychology and courses and soft skills for their students and employees.

Soft skills are one of highly demanded course of the hour. The main objective of soft skills is to create awareness about one's own personality and its growth. Soft skills are of different kinds and have many branches in it. The main two domains of soft skills are interpersonal and intrapersonal skills. Emotional intelligence is a part of soft skills which comes under intra personal skills. Intrapersonal skills help in getting awareness about managing anger, self- confidence, initiative, responsibility, perseverance and resilience. These skills plays a vital part in deciding one own personality.

The role of the education is to create and inculcate essential human competencies such as self-awareness, self-control and empathy, the arts of listening, resolving conflicts and co-operation. According to Aristotle, "the problem is not with emotionality but it's with appropriateness of emotions and its expressions."

Objective of this review paper is to bring out various resources based on the topic, views of experts, and theories related to emotional intelligence and reviews on inculcating emotional intelligence through poetry in ELT classrooms.

BOOK REVIEWS ON EMOTIONAL INTELLIGENCE

Goleman in his book *Emotional Intelligence* states that "my concern is with a key set of other characteristics, emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamp the ability to think; to empathize and to hope". Unlike IQ, with its nearly one-hundred years of history of research with hundreds of thousands of people, emotional intelligence is a new concept. No one can say exactly how much of the variability from person to person in life's course it accounts for. But what data exist suggest it can be as powerful, and at times, more powerful, than IQ. (p. 34)

Goleman defines emotional intelligence in different ways, such as:

- knowing one's feelings and using them to make good decisions in life;

- being able to manage moods and control impulses;
- being motivated and effectively overcoming setbacks in working towards goals.

O'Neil (1996) expresses that "Emotional intelligence includes empathy, knowing what others are feeling, managing emotions in relation to others, and being able to persuade and lead others".

Chickering (1993) has identified that managing emotions as one of the seven vectors in college student development. Theoreticians like Pascarella and Terenzini (2005), Chickering's vector has further described as, Students of any age must recognize and wrestle with emotions that can interfere with the educational process, including "anger, fear and anxiety, depression, guilt, shame and dysfunctional sexual or romantic attraction (Reisser, 1995). Development occurs when students learn to control impulses and to develop appropriate responses (both immediate and long-term) for handling intense, potentially disruptive emotions (p. 21). It helps to understand the psychological state of students and their situations based on surroundings.

From the research article titled "*Developing Emotional Intelligence In The Classroom*" by Don Jordan and Joanna Le Métais (2000) has presents some classroom strategies which promote emotional growth and appropriate social skills to help reduce classroom disruption and improve student time on-task. Through this article, the needs and wants to incorporate behaviour modification strategies in classroom are understood. Though the interpersonal and intrapersonal intelligence are highlighted, the involvement of parents, colleagues or friends in the process of developing emotional intelligence is not focused. It is to be noted that though predominant role is played by teachers in enhancing emotional intelligence, societal and peer role cannot be forgotten. This research article has well portrayed even if limited to the classroom, a non-confrontational approach, which focuses on students' emotional and academic intelligence, has given the out result in better task and person-related behaviour.

American educational psychologist Linda Elder (1996) in "*Critical Thinking Across the Disciplines*" has stated emotional intelligence as one of the most popular topic that has kindled the interest of many in the recent decade. The main focus of the paper is on the problems inherent in the manner in which the idea of emotional intelligence is being conceptualized and presented. Linda has argued that it does make sense to speak of emotions as being, in some given context or other, "intelligent" or not, and, consequently, that it does make sense to speak of emotional intelligence. She has also brought out Daniel Goleman, in his book *Emotional Intelligence* the main reason for popularizing the concept of Emotional intelligence since 1995 through his book Emotional Intelligence.

Linda concluded by stating that, "if we are concerned with developing our rationality in order to improve our lives, we must understand the powerful role that both emotions and thoughts play in our minds. We must understand the ways in which affect and cognition influence one another in determining both our outlook on life and our behavior" (1996). Furthermore, it is stated in this article that any theory which we develop for the human mind

must make intelligible as how the minds could create such multiple complex phenomena as poems, novels, plays, dances, paintings, religions, social systems, families, cultures, traditions- and do such diverse things as interpret, experience, plan, question, formulate agendas, laugh, argue, guess, assess, assume, clarify, make inferences, judge, project, model, dramatize, fantasize, and theorize. It has been proved that all of these creations and all of these activities of minds are closely inter-involved with our emotional lives.

Research article by Linda has made it possible to understand any literary creations be it a poem, novel or drama has got the power to enhance emotional intelligence of mankind. It is mainly because all these novel works are intertwined so closely to human emotions and understandings through its characters or situations. This finding thus adds on to pursue research in the same genre.

M.Robert (2000) in his article "*Emotional intelligence, empathy and the educative power of poetry: a Deleuzo-Guattarian perspective*" has brought out the increase in the demand for emotional intelligence in the precedence of nursing literature. The emphasis has been laid on the different dimensions and perspectives of nursing profession and the attention given to the nursing education. Accordingly, this paper stresses the need for executing poetry in educating of mental health nurses which has provided a valuable opportunity for the development of emotional intelligence and, in particular, the development of one of the central characteristics of emotional intelligence; namely, empathy. Particularly, this paper focuses on how to develop a Deleuzo-Guattarian account of the educative power of poetry, and the manner in which it provides a valuable opportunity for the development of emotional intelligence, and of empathy in particular. Research article by Robert has paved way for a new understanding of emotional intelligence and the power of poetry to enhance one's emotional status.

"*The Role of Emotional Intelligence in College Students' Success*" by Joyce G (2011): torched upon the purpose to determine if higher academic performance was positively correlated to higher emotional intelligence among traditional age of male and female college students enrolled in an Introduction to Business course at a large multi campus state college in Florida. This research was conducted with the hope of discovering whether higher levels of overall emotional intelligence could be included among the factors that contribute to greater student success. Through this research, Joyce has justified that career of students depends on the rate of emotional intelligence through various experiments.

VIEWS OF THEORISTS

Zeidner, Matthews, and Roberts (2009) states that "The ECI (Emotional Competence Inventory) assesses competence rather than EI, for which Goleman has failed to provide an independent measure" (p. 14). Goleman has nonetheless been very effective in getting not only the attention of the general public, but educational researchers as well. Academicians have been reluctant to fully recognize or embrace Goleman's work as either real or legitimate in the fields of Psychology or General Education.

Critics (Matthews et al., 2002) state that “Goleman’s empirical research, in collaboration with Boyatzis and others, seems to lag with that of other researchers on the assessment of EI, though it may represent a promising future development” (p. 13). Invariably, however serious, researchers are subject to peer-review Goleman (1995,1998, 2002) in their studies when conducting any kind of study related to emotional intelligence (Bar-On, Maree, & Elias, 2007; Lufi, Parish-Plass, & Cohen, 2003; Matthews et al., 2002; Nelson & Nelson, 2003; Parker et al., 2005; Reiff, Hatzes, & Bramel, 2001; Schutte & Malouff, 2002).

In addition to the pioneers, Goleman (1995,1998, 2002), Bar-On (1997, 2000, 2004, 2007) and Salovey and Mayer (1990, 2004), many other researchers have recognized emotional intelligence as its own construct warranting serious consideration. Numerous studies tying emotional intelligence and research in higher education have begun to take hold just in the last few years (Berenson, Boyles, & Weaver, 2008; Crossman, 2007; Jaeger & Eagan, 2007; Parker et al., 2005). This trend, however, has not been without its critics, skeptics, and naysayers either (Ciarrochi, Chan, & Caputi, 2000; Day & Carroll, 2007; Schulte, Ree, & Carretta, 2004; Van Rooy, Viswesvarab, & Pluta, 2005).

REVIEWS ON TEACHING POETRY

Jo Budden (2007), states that the reason behind choosing poetry to teach English language is it can be used in many ways. The teacher can choose a poem based on its language style and capability of students. He suggested that there is no need for teaching a poetry in style of explaining word by word. For him, poetry should give enough space for interpretation and imagination from students. He preferred to use visual aids for speed learning and creative ideas. Budden expects and advised teachers to follow and implement few activities while teaching poetry, they are, introduce a topic, ordering the poem, rhyming words for pronunciation, learn a verse, record their voice, write a new verse, role play and dialogues.

Poetry is opted to teach English because it is considered as a valuable authentic material for environment culture and language, literary enjoyment and personal involvement (Collie and Slater, 1990). Based on this concept, the research article *Teaching poetry in Autonomous ELT Classes*, by Pushpa and B.Farahangian (2014) discussed about the effectiveness of poetry in autonomous ELT classes. She experienced that autonomous classes may help students to improve their logical thinking and reasoning abilities. It also provides a favourite atmosphere for language learning. The participants were sixty and she could find significant difference in students general input and final output.

In the research paper titled *Creative Thinking and Poetry In ELT Classrooms* by Feryal Cubukcu from Dokuz Eylul University, expresses the purpose of using poetry in classrooms. He mentions that it open up the way for discussion, insight, knowledge, confidence, and developing language skills. He concludes by saying that to develop skills and confidence as creative thinker, students need opportunities to discover and communicate fresh perspectives.

In his research article titled by *Teaching Poetry In The ELT Classroom*, Ali Akbar Khansir from Bushehr University of Medical Sciences and Health Services, in this paper he brought out the idea about how poetry may teach in classroom to develop learners knowledge of English language, grammar and vocabulary. He adds that poetry can also promote creativity and more positive learning environment. He examines three most influential items in teaching poetry; they are literary language, literary competence, and deviation of language.

Kristina Robertson is an ELT expert and professional development leader in WIDA. She has explained about the differences between poem and story, and then she highlights the multi dimension of teaching poetry in ELT classrooms. In her research article, *Introducing and reading poetry with English language learners* (2011) she comes out with suggestions like

- Starts with poem that are manageable
- Give students a chance to illustrate poems
- Read a variety of poems loud
- Include some poems written for kids and young adult
- Vocabulary
- Poetry in other contexts.

CONCLUSION

Emotional intelligence is the much needed concept for the moment. Soft skills training based on emotional intelligence have to be practiced in the ELT classrooms for enhancing the same. Until and unless the aspect of emotional intelligence is taught as a part of syllabi, there are many possibilities for mankind to mislay ability to cope with the stressful situations. Poetry can serve as an excellent tool for teaching emotional intelligence as poetry is rich in emotive quotients and can enrich integrative emotive capabilities which can be tuned to keep up the pitch of life.

REFERENCES

1. Bar-On, R. (2004). On emotional quotient inventory [Technical manual]. Toronto, Ontario, Canada: Multi-Health Systems.
2. Bar-On, R., Maree, J. G., & Elias, M. J. (2007). Educating people to be emotionally intelligent. Westport, CT: Praeger.
3. Berenson, R., Boyles, G., & Weaver, A. (2008). Emotional intelligence as a predictor for success in online learning. *International Review of Research in Open and Distance Learning*, 9(2), 1-13.
4. Chickering, A. W., & Reisser, L. (1993). Education and identity. San Francisco, CA: Jossey-Bass.
5. Ciarrochi, J. V., Chan, A. Y., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561.
6. Crossman, J. (2007). The role of relationships and emotions in students' perceptions of learning and assessment. *Higher Education Research & Development*, 26(3), 313327.

7. Day, A., & Carroll, S. A. (2007). Faking emotional intelligence (EI): Comparing response distortion on ability and trait-based EI measures. *Journal of Organizational Behavior*, 29, 761-784.
8. Don Jordan, Joanna Le Métails,. (2000). *Developing Emotional Intelligence In The Classroom*. Autumn ISSUE 2.
9. Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books.
10. Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
11. Goleman, D. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School Press.
12. Jaeger, A. J., & Eagan, M. K. (2007). Exploring the value of emotional intelligence: A means to improve academic performance. *NASPA Journal*, 44(3), 512-537.
13. Joyce G. (2011). *The Role of Emotional Intelligence in College Students' Success* Walsh-Portillo Florida International University, jportill@broward.edu
14. Linda Elder. (1996). *Inquiry: Critical Thinking Across the Disciplines*, Winter, Vol. XVI, No. 2.
15. Lufi, D., Parish-Plass, J., & Cohen, A. (2003). Persistence in higher education and its relationship to other personality variables. *College Student Journal*, 37(1), 50-59
16. Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence science and myth*. Cambridge, MA: The MIT Press.
17. Matthews, G., Zeidner, M., & Roberts, R. D. (2002). *Emotional intelligence science and myth*. Cambridge, MA: The MIT Press.
18. Nelson, D., & Nelson, K. (2003). *Emotional intelligence skills: Significant factors in freshmen achievement and retention*. Anaheim, CA: American Counseling Association
19. O'NEIL, J. (1996). Emotional intelligence: a conversation with Daniel Goleman', *Educational Leadership*, 53, September, 6–11.
20. Parker, J. D., Duffy, J. M., Wood, L. M., Bond, B. J., & Hogan, M. J. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. *Journal of the First-Year Experience & Students in Transition*, 7(1), 67-78.
21. Parker, J. D., Duffy, J. M., Wood, L. M., Bond, B. J., & Hogan, M. J. (2005). Academic achievement and emotional intelligence: Predicting the successful transition from high school to university. *Journal of the First-Year Experience & Students in Transition*, 7(1), 67-78
22. Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students*. San Francisco, CA: John Wiley & Sons.
23. Reiff, H. B., Hatzes, N. M., & Bramel, M. H. (2001). The relation of LD and gender with emotional intelligence in college students. *Journal of Learning Disabilities*, 34(1), 66-78.
24. Roberts M. Emotional intelligence, empathy and the educative power of poetry: a Deleuzo-Guattarian perspective. 10.1111/j.1365-2850.2009.01500.x.
25. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition & Personality*, 9, 185-211.
26. Salovey, P., Brackett, M. A., & Mayer, J. (2004). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Port Chester, NY: Dude Publishing.

27. Schulte, M., Ree, M. J., & Carretta, T. R. (2004). Emotional intelligence: Not much more than g and personality. *Personality and Individual Differences*, 37(5), 1059-1068.
28. Schutte, N. S., & Malouff, J. M. (2002). Incorporating emotional skills content in a college transition course enhances student retention. *Journal of the First-Year Experience*, 14(1), 7-21.
29. Van Rooy, D. R., Viswesvaran, C., & Pluta, P. (2005). An evaluation of construct validity: What is this thing called emotional intelligence? *Human Performance*, 18(4), 445-462.
30. Vijayalakshmi V. (2016). Soft Skills-The Need of the Hour for Professional Competence: A Review on Interpersonal Skills and Intrapersonal Skills Theories. *International Journal of Applied Engineering Research* ISSN 0973-4562 Vol 11, 4.
31. Zeidner M., Matthews, G., & Roberts, R. (2009). What we should know about emotional intelligence: How it affects learning, work, relationships and our mental health. Cambridge, MA: MIT Press.
32. Budden (2007). Retrieved from <https://kbresponsivereading.blogspot.com/2016/06/why-use-poetry-in-class>.
33. Pushpa, Farahangian,B.(2014). Teaching poetry in Autonomous in ELT Classes. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042814027141>.
34. Cubukcu Feryal.(2010). *Creative Thinking and Poetry In ELT Classrooms*. Retrieved from <https://www.iconte.org/FileUpload/ks59689/File/173.pdf>.
35. Ali Akbar Khansir. (2012). *Teaching Poetry In The ELT Classroom*. Retrieved from https://irssh.com/yahoo_site_admin/assets/docs/24_IRSSH-288-V3N1.131231639.pdf.
36. Robertson, Kristina. (2011). *Introducing and reading poetry with English language learners*. Retrieved from <https://www.cpits.org/pt/resources/Poetry%20Supports%20School.pdf>.
37. <https://www.criticalthinking.org/pages/cognition-and-affect-critical-thinking-and-emotional-intelligence/485>
38. <https://www.criticalthinking.org/resources/articles/ct-emotional-intelligence.shtml>
39. <http://www.loansloans.space/>

Author note

Mr. Mohankumar S¹ is a Doctoral Degree Researcher of VIT University Chennai and is pursuing research in Soft skills focusing on Poetry and ELT- Interdisciplinary Approaches to Literature and Arts.

Dr. V. Vijayalakshmi² is serving as Assistant Professor in School of Science and Languages of VIT University Chennai and is also guiding Doctoral degree researchers.