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# **Using Emotional Intervention to Teach English Language: Instructional Design Perspective**

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# Introduction

This research argues that **emotional interventions** in learning a foreign Language especially the English language are **imperative**.

**Emotions generate desire and desire initiates motivation.** Emotion is crucial in **creating knowledge and meaning** as thus, affecting how learners learn a language.

# Introduction

The impact of **positive** and **negative emotions** on young learners is no more in doubt among scholars and educational psychologists.

# Introduction

Researchers and **psychologists** have shown a considerable interest in the notion that **learners learn a foreign language better when they have positive feelings** and are motivated in the classroom.

# 1. Parental Intervention

Children need **emotional support** from their parents to acquire a foreign language. Parents, who have a **close relationship with the school** and their **children**, can help overcome learners' **psychological** and educational impediments.

(Mo, 2008).

# Parental Intervention

Parents can use **scaffolding techniques** at home to teach their children and **help them to perform well in the school** (Michelle, 2009).

**Research findings** indicate that **students** who receive **educational and emotional support** from their **parents perform better in class** compared to those who do not (Larue, 2007).

# Parental Intervention


**Studies** have also found that a child's **first five years** of life are crucial to **successful learning** and during this period, the **child needs psychological and emotional support** from his **parents** in order to do well later.

(Lesley,2008).



**Parents can intervene** to motivate their children to master the English language by doing the following:

1. Make him aware of the **intrinsic benefits** of learning the English language.
2. **Never compare** his progress with that of **other students**.

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3. Help him **understand why he is studying** the English language so that he can strive to achieve his goals.
  4. Always **satisfy his basic needs** such as **food** and **safety** so that he can concentrate on higher needs such as **academic** pursuits.

## 2. Instructor Intervention

The instructor can **exploit the use of emotions** in the class **to motivate learners** and hence teach more effectively. The instructor must be prepared to intervene emotionally even before lessons begin.

**Integrative Motivation:** The learner is motivated to learn the English language because **he wants to be part of the English-speaking community.**

# Instructor Intervention

**Instrumental Motivation:** When a learner feels that a particular language will help him secure a better job

**Intrinsic Motivation:** A learner might want to study a particular language because he enjoys learning it.

## Instructor Intervention

**Extrinsic Motivation:** A learner might be motivated to study a language because he anticipates a reward.

**Confidence:** When a learner's confidence level is increased, he will take up the challenge of learning a new language.

**Autonomy:** When a learner feels that he is free from any pressure in learning a foreign language.

### 3. Psychological Intervention

Instructors must have knowledge of educational psychology.

In a classroom environment, the teacher must avoid negative or embarrassing comments.

When a learner feels ashamed or embarrassed of his mistakes, he will not be motivated to learn.

## 4. Cultural Intervention

Socio-cultural activities help learners to be **involved**, motivated.

**Encourage** them to learn a foreign language.

Socio-cultural activities **arouse students' interest**.

Make the **class environment** more pleasant  
(Julianne, 2009).

## 5. Conclusion

As evident from the above discussions, instructors must provide a meaningful and emotionally inviting environment to teach the English language effectively. Such a positive environment allows learners to be engaged and learn cooperatively.



Hence, **emotional and motivational interventions** help students to **feel comfortable** and perceive the class environment as **non-threatening** (Lin, 2008).

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