# Emotional Intelligence and Teacher's Corrective Feedback: Recast & Elicitation

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## Introduction

Emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. (Salovey & Mayer, 1997, p.189). Emotional intelligence is "... the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5).

## Abstract

In order to address the issue of EI differences in feedback reception, this study investigated and compared the effect of recast and elicitation in grammar instruction on Iranian adult EFL learners' learning of conditionals and relatives. The analysis of the participants' performance on the posttest demonstrated that those having high emotional intelligence benefited from both recast and elicitation methods besides, those having low emotional intelligence, outperformed in recast method in comparison to elicitation method. As a result, the efficacy of recast in establishing new grammatical knowledge for those learners with low emotional Intelligence was proved. Further, the amount of the learner`s EI did affect the degree of the utility of recasts and elicitation in developing grammar knowledge.

## Materials and methods

To fulfill this purpose, Quick Placement Test (QPT) and pre-test was administrated to participants including female and male learners at two branches of Poorsina Language Institute to check the homogeneity and grammatical proficiency of the participants. The Bar-on emotional intelligence test was conducted to determine the amount of participants` EI. During the nine-session treatment period, in the group whose participants received recast feedback,33 of them had low emotional intelligence (under mean) and 29 individuals had high emotional intelligence. In another group 68 participants were received elicitation feedback, of which 32 participants had low emotional intelligence and 33 had high emotional intelligence. After the treatment, the same pre-test (in counter balance design) was given to the participants.

## The Rational of Using Recast and Elicitation Types of Feedback in Present Study

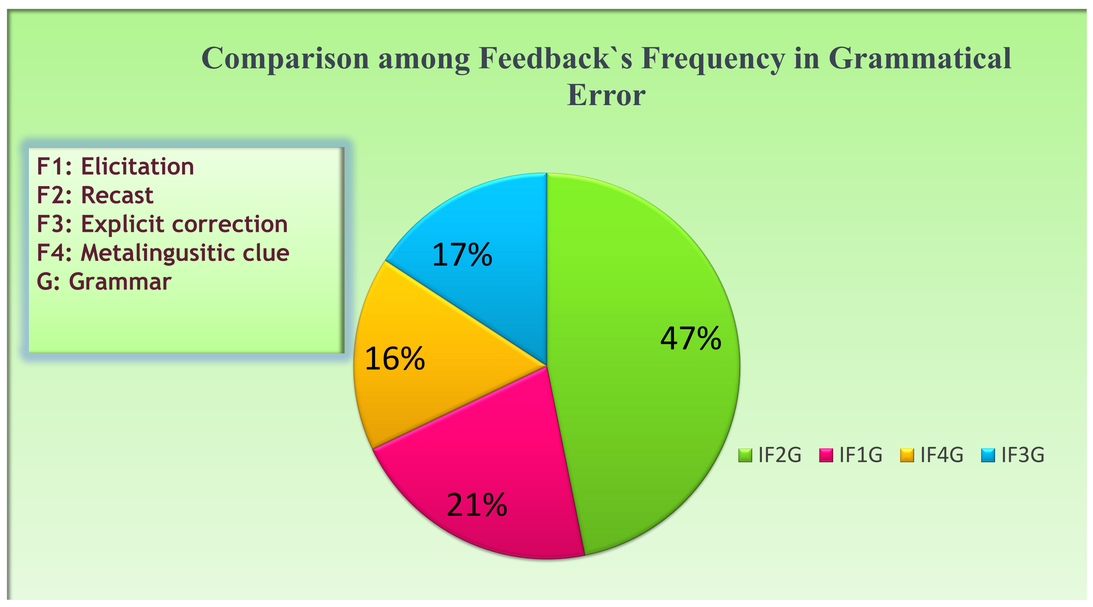


Figure 1

Recast and elicitation were among two frequent types of feedback in relation to grammatical error in Iranian context (Vaezi & Zandvakili 2011).

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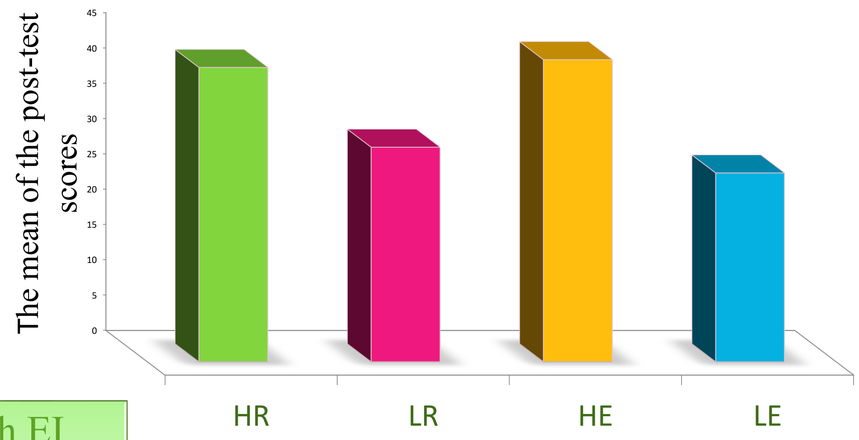
## Result




H: High EI
L: Low EI
R: Recast
E: Elicitation

Figure 2. Performance of the Low & High EI Participants in each of Elicitation and Recast Groups

| Interaction (J) | (I) | Mean Difference (I-J) | Std.Error | Sig | Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| LR | HR | -11.2915** | 1.2567 | .000 | -14.8540 | -7.7291 |
| | LE | 3.6449* | 1.2250 | .035 | .1725 | 7.1173 |
| | HE | -12.3939** | 1.2155 | .000 | -15.8395 | -8.9483 |
| HR | LE | 14.9364** | 1.2652 | .000 | 11.3481 | 18.5248 |
| | HE | -1.1024ns | 1.2251 | .857 | -4.6648 | 2.4600 |
| LE | HE | -16.0388** | 1.2250 | .000 | -19.5112 | -12.5664 |

## Conclusion

➢Higher and lower EI scores ultimately resulted in a more desirable outcome and a less satisfactory one respectively. It is evident that there is an increasing direct trend between EI and post-test scores.

➢ Participants with higher EI scores responded quite positively to the reception of the feedbacks, although the difference between the two feedbacks was almost identical.

➢Teacher's corrective recast was significantly effective in removing erroneous structures from the learners' language and regarding the amount of the Learner`s EI and suitability of recast for learners of lower EI, recast was more beneficial.

## References

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**2-** Lyster, R. (1998b). Negotiation of form, recasts, and explicit correction in relation to error type and learner repair in immersion classrooms.
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