The Knock-on Effects of Student Empathy in Second Language Education

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Abstract: This study investigated the relationship between student empathy and student emotional intelligence in second language learning SLL. Students who have the high level of empathy will have the high emotional intelligence (EI). Those who have both high empathy and EI will have more better learning attitude and behaviours. Teacher teaching performance will be affected by students learning attitude and behaviours, which shows that student empathy and emotional intelligence are the original triggers for improving teacher teaching performance. Meanwhile, teacher-student interaction has a close relationship with student empathy, emotional intelligence, learning attitude and behaviors. Different modes or types of teacher- student interaction will also impact and mediate student empathy, emotional intelligence, learning attitude and even improve student academic achievement in second language education SLE.

Keywords: Second language, Education , Empathy ,TESOL,Emotional intelligence

1. It is definitely that empathy can be studied in the field of education.

With many aspects of education development, such as education technology, education methods, student-centre education and so on, an increasing number of studies gradually focus on the main and the most crucial part, students themselves. Student motivation, student personality, student self-control, student study methods and so on, those research perspective are concentrated by lots of researcher. Study of empathy's functions has been beset with definitional concerns, methodological problems, and theoretical controversies. Nonetheless, the role of empathy as an important variable—meriting consideration and empirical study for many disciplines and most especially the field of education—has been established, and a wide array of functions have been attributed to the empathy process. (Feshbach, N. D., & Feshbach, S. ,2009). It is definitely that empathy can be studied in the field of education.

2. A good teacher will have critical effects on students

Many traditional thoughts or decisions shows that teacher is the first position in education, a good teacher will have critical effects on students. The society is going to make more requirements on teachers, not only about the professional subject knowledges, moral standards, educational, psychological knowledges, even the computer technological knowledges and so on. Especially during the global pandemic of the COVID-19, teachers need to change and prepare more to deal with their teaching compared with before period.

3. According to the problems mentioned before, the study is main focused to these objectives as following:

To examine the relationship between student empathy and student emotional intelligence in second language learning SLL.

1.To examine the relationship between student empathy, student emotional intelligence and student learning attitude and behaviours in second language learning SLL.

2.To examine the relationship between student empathy, student emotional intelligence and different modes of teacher-student interaction in second language learning SLL.

3.To examine if the teacher-student interaction can impact and mediate student empathy, emotional intelligence, learning attitude and academic achievement in second language education SLE.

4. According to the objectives mentioned before, the study is main focused to these questions as following:

1.Does student empathy have significant effects on student emotional intelligence, student learning attitude and behaviours in second language learning SLL?

2.Does student empathy have significant effects on teacher teaching performance in second language teaching SLT?

3.Does student empathy have significant effects on teacher-student interaction in second language teaching SLT?

4.Does teacher-student interaction impact and mediate student empathy and emotional intelligence, even improve student academic achievement in second language education SLE?

5. Scope of the study

In order to let the study more realist and more related to the situations that are showed by people side, as well as let the study more feasible and credible, it is necessary to decide the scope of the study. As for the study scope, there are some aspects need to be determined.

The first is the research subjects. The study will choose the first entrance year university students who learn the English as the second

language. According to the questionnaire of the self-selected choices about the measurement of empathy, university students who are mostly full of 18 years old and they can be understand some criteria standards and estimations of themselves empathy in some degree. As for the number of research subject, the study is will to get more anticipated subjects.

The second time range of the study. The total duration is mostly related to the data collection time that some questionnaires need to be delivered to the targeted research subjects. It will take some time to complete them.

6. Significance of the study

There is no doubt that the study has some significance of education or the second language study. In the part of statement of questions, the study will deal with those questions and find some answers that will have significance and potential values of the study.

Student empathy have significant effects on student learning attitude and behaviours and student emotional intelligence in second language learning SLL. Student empathy have significant effects on teacher teaching performance in second language teaching SLT. Student empathy and emotional intelligence impact even improve teacher-student interaction and student academic achievement in second language education SLE.

7. Definition of terms

There are some academic terms appearing in the study, in order to fully complete the study and continue to further research, it is necessary to better understand and totally explain those academic terms. The following are the definition of those academic terms that can be found until now.

1. Empathy

The concept of empathy has a long history in a range of fields including evolutionary biology, counsel, and social neuroscience. Much of what is known about empathy is conflicting as scholars debate the precursors and properties that best accommodate its expression. Substantive discussion of empathy in the field of education that moves beyond anecdotal mentions of the construct seems to be similarly diffuse. There is no shortage of recent interest in the construct of empathy's relevance to ensuring a high-quality education experience for all students, and especially those young people who experience some degree of marginalization along the lines of race, class, and/or ability (Jaber, Southerland, & Dake, 2018; Meyers, Rowell, Wells, & Smith, 2019; Peck, Maude & Brotherson, 2015; Parchomiuk, 2019).

2. Emotional intelligence

Thorndike's 1937 social intelligence refers to one's capability to understand and deal with people and to participate in meaningful, and adaptive communication with them (Thorndike, 1920, as cited in Zeidner et al., 2009). This is an individual's ability to process and use emotional information related to main areas of effective functioning in life (Mayer & Salovey, 1997). It is a combination of factors that is found to be related to motivation (Christie, Jordan, Troth, Lawrence, 2007); impulse control (Tice, Bratslavsky, & Baumeister, 2001); mood regulation (Gohm) 2003 and the ability to persist in the face of frustration (Yoo & Salovey, 2008). Previous studies revealed that emotional intelligence is a predictor of academic (Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008) and career (Abraham, 2005). Table 1 presented the definition of emotional intelligence from various sources.

Table 1. Definition of Emotional Intelligence

	Definition	Sources
Emotional Intelligence	As a group of social intelligence to observe own and other emotions.	Mayer and Salovey (1990)
	A set of personal and interpersonal emotional skills which influence one's capacity to cope with environmental demands and pressures.	Bar-On (2000)
	A set of hierarchically organized core competencies and skills that help individuals identify, express, process, and regulate.	Salovey (2001)
	The capacity to reason about emotions to enhance thinking.	Mayer, Salovey and Caruso (2004)
	Focused on emotional processing.	Fernández Berrocal(2005)
	The self-efficiency of a person to perceive, understand and manage emotions in oneself and others.	Satterfield (2009)
	Identify, understand, use, and regulate emotions, which can be self-perceived.	Salgado M (2010)
	Focuses on emotion-related Dispositions that are associated with self-perceptions measured using self-reporting.	Davis (2012)
	Broad-based traits integrate a variety of positive characteristics suggest that the emotionally intelligent individual may be able to draw upon a variety of personal and social resources in handling challenges of life.	Zeidner and Matthews (2018)
	A series of emotional reactions of individuals in the face of environment and pressure and is related to psychological adaptability and coping styles.	Liu (2019)

Based on the definitions, emotional intelligence is a study of observing, identifying, and understanding the emotions related including

the psychological adaptability to keep the person in control of intelligence from the environmental demands and pressures. Thus, it is related to interpersonal emotional skills that can be used to influence others and to manage emotions properly.

3.Conceptual framework

High level student empathy will have better or high emotional intelligence. High level student empathy and emotional intelligence will be shown by student better or higher learning attitude and behaviours. The good or friendly type of teacher-student interaction will affect student empathy and emotional intelligence, and mediate the relationship between student empathy and emotional intelligence, which will be beneficial to student future occupational or other social activities.
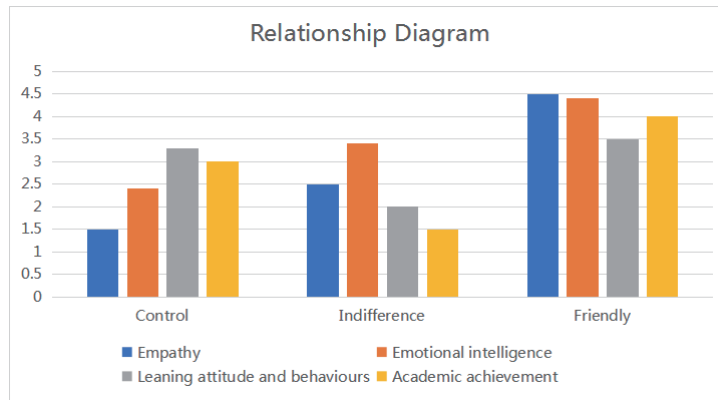
4.Learning attitude and behaviours

Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects or events. Such evaluations are often positive or negative, but they can also be uncertain at times. For example, you might have mixed feelings about a particular person or issue.

5.Teacher-student interaction

Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and academic needs.

Teaching may be a people profession that demands an outsized amount of your time being dedicated to non-public interaction. Positive teacher-student interaction features a very crucial role for effective teaching and learning to require place. There are many important factors including productive Teaching and learning. Positive teacher-student interaction is often defined by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation. The Teacher Student relationship depends on very large extent upon effort from both parties although the teacher plays a key role and actually, the responsibility, to initiate positive interaction. The teacher who is practical in representation, recognition, understanding, intimacy, expectation, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships which will endure over time.

6.Student academic achievement

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students academic achievements. A school with more academic achievements would receive more money than a school with less achievements.

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