

## THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHING BUSINESS ENGLISH (ON THE EXAMPLE OF THE TOPIC NEGOTIATIONS)

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The author examines the role of emotional intelligence in teaching Business English on the example of the topic Negotiations. By examining the components of emotional intelligence, the paper highlights how emotionally intelligent teachers can enhance learning experience, booster effective communication, and prepare modern students for the demands of the global business environment.

**Keywords:** Business English; emotional intelligence; components; negotiations; strategies; challenges.

Business English, a subset of English for Specific Purposes (ESP), focuses on the language skills which are necessary for effective communication in the workplace. It is common knowledge that teaching Business English encompasses not only grammar and vocabulary but it also requires a deep understanding of emotional and social dynamics of business interactions. Emotional intelligence (EQ) which is defined as the ability to recognize, understand, and manage our own emotions and those of others (in our case – students') plays a crucial role within this context. Emotionally intelligent teachers are considered to be better equipped to face the complexities of Business English teaching, fostering both linguistic and interpersonal competence of students.

In accordance with Daniel Goleman, who popularized emotional intelligence in 1995, there are five key components of EQ.

1. Self-awareness: it means recognizing people's emotions and their influence on behavior.
2. Self-regulation: it implies managing emotions in a way that promotes positive outcomes.
3. Motivation: it is connected with harnessing emotions to achieve goals.
4. Empathy: it implies understanding and responding to the emotions of other people.
5. Social skills: they help build and maintain healthy relationships [1, p. 58].

We opine that in the context of teaching Business English, these five components encourage teachers to create a supportive learning environment, adapt to diverse needs of students, and model efficient communication strategies.

Considering self-awareness, teachers of Business English are bound to be aware of their emotional reactions to challenging situations, such as managing diverse groups of students or addressing student anxiety. Moreover, it allows teachers to recognize their biases and limitations, enabling them to approach teaching with humility and a willingness to learn from their students, which appears to be far from being simple.

As for self-regulation, it helps teachers remain calm and serene, setting a positive tone for learning. For instance, when students struggle with some complex business terminology, an emotionally intelligent teacher will be able to adjust their teaching style to build confidence and reduce frustration and stress.

Taking into account motivation, it is necessary to emphasize that emotionally intelligent teachers are intrinsically motivated to inspire their students, because they understand the importance of Business English in the professional life of students and apply

this understanding to create engaging and goal-oriented lessons. By stimulating a sense of purpose, teachers can enhance students' motivation to learn and apply their skills in real-world scenarios. For example, a teacher may build a lesson around writing business letters, highlighting how this skill can improve students' career prospects. This approach makes lessons relevant and exploits intrinsic motivation of students to succeed in their careers.

Empathy is crucially important in understanding cultural and emotional backgrounds of Business English learners. A lot of students come from diverse professional and cultural contexts, and an empathetic teacher can tailor teaching methods to meet students' unique needs. It is possible to suppose that a teacher who is aware of a student's fear of public speaking can provide additional support and practice opportunities. Moreover, empathy involves understanding the emotional challenges students face, such as work-and-study balance or dealing with the pressure to be a high performer in a second language. By acknowledging these challenges, teachers are able to create a more inclusive and supportive educational environment.

As for social skills, they help teachers model effective communication. By demonstrating active listening, conflict resolution, and collaborative problem-solving, emotionally intelligent teachers prepare their students for interpersonal challenges of the business world. For instance, a teacher may simulate a business meeting where students are given an opportunity to practice negotiating and resolving conflicts. Such kind of classroom activities gives students a good opportunity to improve their language skills and helps them evolve social skills necessary to navigate complex professional relationships [2, p. 237].

Basing on our own experience, it is possible to assert that to make emotional intelligence actionable, Business English teachers should try to design certain targeted activities that construct EQ components into language practice. These components explicitly connect emotions with business scenarios, which helps students acquire skills necessary for future professional interactions. For instance, we consider the topic Negotiations to be one of the most important in the course of Business English and try to immerse our students in different aspects of the process of negotiations. While studying the phases of a negotiation, such as relationship building; stating needs, exploring initial positions and asking questions; bargaining; closing the deal, we always instruct our students to describe the emotions which they may experience at each phase of the negotiating process. It is also necessary to place emphasis on the importance of making small talk or general conversation first as an ice breaker exercise. To be good at having small talk, it is advisable to be able to keep emotional balance as well, which will help at further stages, such as an exchange of proposals and refusals, followed by counter proposals. Then it may be that some conditions will be imposed or some concessions made before a final agreement is reached. Whatever the phase or stage of the negotiating process is, it is always advantageous to be aware of the importance of emotional intelligence and cultural differences.

There is an argument that maintains that as long as a proposal is financially attractive it will succeed in every culture. On the one hand, there is evidence that being sensitive to culture can make a difference when there are two people putting forward identical proposals. If you are sensitive to the culture you are negotiating in, you can prepare properly and you will not be thrown off by surprises. For instance, in some cultures negotiators may discuss issues simultaneously rather than approaching topics sequentially. Some cultures will negotiate in teams and decisions will be based on consensual agree-

ment. In others, decisions can take a long time due to the need to analyze information and statistics in great depth. Pressure tactics and imposing deadlines are the ways of closing deals in some cultures while in others this would backfire. While studying and discussing with our students the importance of considering cultural differences in negotiations, we highlight the importance of keeping emotional balance as well.

After studying the phases of a negotiation, we ask the students to play the roles of a customer and a supplier, where they are to go through all the phases and come to a compromise at the end of their discussion. Possible subjects for dramatizing the process of negotiating are as follows: building materials, language courses, spare parts of cars, repair works, office equipment, hair care products, skin care products, medical equipment, etc. While assessing their work, we take into account the level of their emotional intelligence as well.

At the final stage of the topic Negotiations, our students are asked to role-play negotiations using certain instructions. Alongside with this, they need to use diplomatic language and show proper emotions required at one or another phase of a negotiation.

There exist a number of practical strategies which can help integrate emotional intelligence into Business English teaching.

1. Reflective practice: it encourages teachers to reflect on their emotional responses and teaching practices through journaling or peer feedback. This practice helps teachers become more self-aware and identify areas for improvement. For instance, a teacher may reflect on how they handled a disruptive student and consider alternative strategies for managing such situations in the future.

2. Emotionally inclusive curriculum: it acknowledges students' various emotional experiences and provides opportunities for them to practice managing their emotions in a safe and supportive environment. Teachers are advised to design lessons that refer to emotional and cultural dimensions of business communication, such as role-playing negotiations or cross-cultural meetings.

3. Student-centered approach: it involves active listening to students, valuing their contributions, and creating opportunities for them to take ownership of their learning. For instance, a teacher may encourage students to share their experiences of using English in professional settings and discuss the emotional challenges they faced. It is advisable for teachers who apply this strategy to foster a classroom environment where students feel safe to express their opinions and emotions.

4. Professional development: it includes workshops on emotional intelligence, peer coaching, and opportunities for teachers to practice their EQ skills in simulated teaching scenarios. By investing in their own emotional development, teachers can become more effective role models for their students. Thus, providing training for teachers is bound to develop their EQ skills and apply them in the classroom.

5. Feedback and assessment: it should be specific, actionable, and delivered in a way that respects students' emotional balance. For instance, instead of simply correcting a student's grammar, a teacher may provide feedback on how their tone of voice affected the overall message. All in all, teachers should use constructive feedback to help students understand emotional aspects of communication, such as tone and body language [3, p. 22].

The research has shown that emotionally intelligent teaching can have a significant influence on student outcomes. Our own experience proves that students who learn in emotionally supportive environment are more likely to feel motivated, engaged, and confident in their abilities. They are also better equipped to handle the emotional chal-

lenges of business communication, such as delivering presentations, participating in meetings, and resolving conflicts. Consequently, by integrating emotional intelligence into Business English teaching, it is possible to help students develop not only their language skills but also their emotional resilience and interpersonal competence.

While the benefits of emotional intelligence in teaching Business English are clear, there exist certain challenges to consider. For instance, not all teachers may have the necessary training or support to develop their EQ skills. Additionally, cultural differences in the expression and interpretation of emotions can complicate the application of EQ in diverse classrooms. It is necessary to explore these challenges and identify strategies for their overcoming. Alongside with this, there is also a need for more studies on the long-term impact of emotional intelligence on Business English learning outcomes and the development of tools to assess the role of emotional intelligence in language teaching contexts.

To conclude, emotional intelligence is a vital asset for Business English teachers, enabling them to navigate the emotional and social complexities of language teaching. By integrating emotional intelligence into their teaching practices, educators can enhance students' linguistic and interpersonal skills, preparing them for future success in the global business arena.

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#### **РОЛЬ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА В ПРЕПОДАВАНИИ ДИСЦИПЛИНЫ ДЕЛОВОЙ ИНОСТРАННЫЙ ЯЗЫК (НА ПРИМЕРЕ ИЗУЧЕНИЯ ТЕМЫ «ПЕРЕГОВОРЫ»)**

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Автор исследует роль эмоционального интеллекта в преподавании дисциплины Деловой иностранный язык на примере темы «Переговоры». Проводя анализ компонентов эмоционального интеллекта, автор работы демонстрирует, каким образом преподаватели, обладающие высоким уровнем эмоционального интеллекта могут улучшить учебный процесс, усилить эффективную коммуникацию и подготовить современных студентов к требованиям глобальной бизнес-среды.

*Ключевые слова:* деловой английский; эмоциональный интеллект; компоненты; переговоры; стратегии; вызовы