

Why and How to Foster Learning-Disabled Children's Emotional Intelligence?

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In recent years, there has been a growing recognition of the importance of emotional intelligence (EI) in children's development. For those with a learning disability (LD), developing EI is particularly important, as it can have a positive impact not only on their academic performance but also on their social-emotional development, mental well-being, and physical health. By fostering EI, educators can create a supportive and inclusive learning environment that addresses the unique needs of these students. However, many teachers may face challenges in finding effective ways to foster EI in children with LD. A rapid review was undertaken to offer practical and actionable recommendations for classroom use. These suggestions encompass adapted language tasks and informed communication strategies that teachers can readily apply. By accessing this research, educators can gain valuable tools and guidance to better support the overall growth of their students.

***Keywords:* emotional intelligence, learning disability, communication, language tasks**

INTRODUCTION

Emotional Intelligence: Definition and Function

Emotional Intelligence (EI) is the ability to accurately perceive and manage one's own emotions, understand and respond constructively to the emotions of others, and regulate emotions to enhance both emotional and cognitive functioning (Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer 1990). It plays a crucial role in early development. Children with high EI can use their emotions in adaptive ways, express themselves effectively, and form healthy relationships with their peers and adults. They are better able to focus their attention, manage their time, persist in the face of challenges, and, therefore, are more likely to perform well academically. In addition, they are better equipped to cope with stress and anxiety, which can lead to a reduced risk of developing mental health problems like depression. On the other hand, children with low EI may struggle to regulate their emotions, which may cause behavioral problems such as aggression or withdrawal, difficulties with attention, concentration, motivation, and retention of what they have learned. Furthermore, they are sometimes unlikely

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to develop positive social connections. Finally, children with low EI are at higher risk for mental health problems. In summary, EI is significant for children's social, emotional, and academic development, as well as their overall well-being (Argyle & Lu, 1990; Balluerka et al., 2013; Ellis, 1966; Lopes, 2004; Martins et al., 2010; Parker et al., 2004).

Nevertheless, many children do not develop this ability naturally (Gottman, 1997). They need intentional instruction and practice in a safe, supportive, and nurturing environment. Schools staffed with trained and skilled teachers and ample opportunities for children to interact with peers and adults are ideal places for facilitating emotional growth and development.

Implications for Children with Learning Disability

Learning disability (LD) refers to a collection of neurological disorders that hinder the brain's ability to accurately receive, process, store, and respond to information, thereby impeding an individual's ability to learn and use fundamental academic skills (NASET, 2023). Within this general category, a variety of specific learning disabilities (SLDs) are distinguished for their unique cognitive profiles and impact on educational attainment. These include reading comprehension disability, word reading disability, written expression disability, mathematical LD (Grigorenko et al., 2020). Diagnoses are based on four criteria (APA, 2023):

1. Have difficulties in at least one of the following domains continuously for a duration of six months or more despite appropriate instructional support:
 - Difficulty in reading, evident through issues such as inaccuracy, slow pace, and the need for substantial effort.
 - Difficulty in grasping the intended meaning of written content.
 - Poor spelling.
 - Difficulty in expressing thoughts in writing, marked by a limited vocabulary, errors in grammar, improper punctuation, and a lack of coherence.
 - Difficulty in understanding mathematical concepts, number-related facts, and arithmetic operations.
 - Difficulty in applying math concepts and solving math problems.
2. Have academic skills markedly below the norm for the child's age, leading to challenges in school, work, or day-to-day functions.
3. The difficulties commence in the school-age period, even if notable hardship is not encountered by some until they reach adulthood.
4. Learning difficulties cannot be attributed to intellectual disabilities, visual or auditory impairments, adverse conditions such as econom-

ic or environmental disadvantages, lack of adequate instruction, or challenges in verbal communication and language understanding.

Estimates of prevalence of LD in the population of school-age children range from 2% to 15% (Al-Yagon et al., 2013; Margari et al., 2013). LD has been found to have high comorbidity with social, emotional, and behavioral disorders (Morris & Mather, 2007). Accordingly, children with LD are not only in danger of poor academic performance, but also of experiencing subjective distress and mental health problems.

Research shows a high incidence of anxiety symptoms in children with reading disability (Casey et al., 1992; Giovagnoli et al., 2020; Wang, 2021; Wilmot et al., 2022). Anxiety can significantly disrupt concentration, memory function, and information processing, potentially inhibiting learning (Grills-Taquechel et al., 2012). Additionally, it is often accompanied by unpleasant physiological symptoms such as sweating, diarrhea, nausea, vomiting, rapid breathing, dizziness, and fatigue. Anxious children may experience intense fear or panic attacks and may have difficulty falling or staying asleep (Foa & Andrews, 2006; Thambirajah et al., 2008).

Visser et al. (2020) and Xiao et al. (2023) report a prevalence of depression among students with LD. Symptoms typically shown by adolescents include concentration problems, feelings of worthlessness, change in appetite, weight gain, weight loss, sleep disturbance, and fatigue (Cole et al., 2011; Rice et al., 2019). Depression often manifests itself in frequent, recurring verbal outbursts, like expressions of anger, and behavioral episodes such as physical aggression directed towards individuals or objects, too (Bernaras et al., 2019).

Studies conducted by Parhiala et al. (2014) and Willcutt et al. (2013) reveal significant social skill deficits in children with LD, indicating a strong likelihood for friendship difficulties and social isolation. These results replicate findings from two earlier studies (Bryan & Bryan, 1978; Helms, 1995). Intimate, reciprocal, and caring dyadic relationships, along with peer acceptance, have been found to be essential for an individual's positive self-esteem, psychosocial adjustment, and subjective well-being (Antonopoulou et al., 2019; Heiman & Olenik-Shemesh, 2020). Students with less developed social skills appear to be more susceptible to mental and physical health problems, as they often experience elevated stress and feelings of loneliness (Segrin, 2019). Poor social skills increase the probability of involvement in violence and bullying behaviors (Polan et al., 2013; Turunen et al., 2017) as well as engaging in problematic Internet use (Caplan 2005).

Leffert et al. (2010) suggest that the impaired social relationships of children with LD stem primarily from their inclination to interpret friendly gestures from others as more hostile compared to non-disabled peers. Additionally, evidence suggests that children with LD have difficulty accurately interpreting

social cues, and they tend to be less skilled than non-LD pupils in understanding non-verbal behaviors of others (Galway & Metsala, 2011; Petti et al., 2003).

These findings highlight the importance of EI instruction at school as an instrument to support children's mentally healthy development and overall growth (Chong et al., 2015). EI instruction equips students with the tools and knowledge needed to navigate social encounters in school and everyday life, thereby reducing feelings of isolation and low self-esteem (Calero et al., 2018; Moreno-Manso et al., 2016; Trigueros et al., 2020). Moreover, it offers specific benefits for the academic success of children with LD. By helping them understand and manage their emotions, EI instruction fosters their self-awareness and self-regulation. This, in turn, enhances their ability to cope with academic setbacks, improves their motivation to learn, and promotes a positive attitude towards education (Downey et al., 2008; Estrada et al., 2021; MacCann et al., 2020). Furthermore, addressing EI positively impacts the mental health of students with LD (Cejudo et al., 2018; Guerra-Bustamante et al., 2019). Such instruction provides a framework for these children to recognize and express their emotions in a healthy manner, seek support when needed, and develop effective coping strategies. By prioritizing emotional well-being alongside academic development, educators create a more inclusive and supportive learning environment that promotes emotional resilience and reduces the risk of mental health problems.

In conclusion, EI instruction is crucial for children with LD due to their increased susceptibility to emotional, social, and mental health issues. By prioritizing their emotional well-being alongside academic development, educators can empower these students with the necessary skills to thrive both personally and academically. The benefits are far-reaching, including improved social relationships, enhanced self-regulation, increased resilience, and better mental health outcomes. By embracing EI instruction, educators create an educational landscape that nurtures the whole child, paving the way for their long-term success and well-being.

Statement of Problem and Identifying the Research Question

Children with LD face a multitude of challenges at school, extending beyond the traditional scope of learning processes. This phenomenon was observed by the author himself in his own teaching environment – an urban school catering to children from grade 5 through 10 – and addressed by other research fellows. Accordingly, Cavioni et al. (2017) reported that interventions have predominantly focused on enhancing the reading, writing, and mathematical skills of students with LD, while overlooking the emotional and social dimensions of their experiences. Furthermore, the inadequate integration of comorbid mental and associated disorders into intervention plans is proposed to exacerbate the complexities of supporting children with LD (Hendren et al., 2018). Schools

should consider the utilization of language-based interventions aiming to further the EI of students with LD as an effective way to improve their socioemotional functioning, academic performance, and mental health (Conti-Ramsden et al., 2013; Im-Bolter & Cohen, 2007; Marrus & Hall, 2017).

The current study utilized a rapid review – a streamlined and accelerated approach to systematically synthesize existing knowledge and offer actionable recommendations on a practical issue in a timely and resource-efficient manner (Khangura et al., 2012; Tricco et al., 2015). This methodological choice is supported by Cirkony et al. (2022) and Wollscheid and Tripney (2021), who attribute high potentiality to rapid reviews in providing evidence-based guidance for informing practice in the educational sector. Masters (2018) emphasizes that highly effective teachers have a toolkit of evidence-informed teaching strategies. It combines evidence collected by educators in their practice with external research findings. It is such a toolkit that enables teachers to thoughtfully select the best approaches to engage individual students. To conform to acceptable review conduct, the investigation followed a framework adopted from Arksey and O'Malley (2005).

In assembling such a repertoire, the author sought to explore EI instruction through the lens of a teacher, employing an interdisciplinary fusion of psychology and applied linguistics. The objective was twofold: (1) to review sources intended for language teachers and use them to (re)design language tasks for enhancing children's EI in language classes, and (2) to draw upon multidisciplinary literature to develop communication guidelines for day-to-day interactions with students, with the purpose of fostering their EI and promoting their overall growth within the school environment. In practice, the study aimed to seamlessly integrate EI education with language instruction, making language learning a holistic experience. In addition, it sought to enhance teachers' communication skills as part of their professional development, empowering them to have a broader impact beyond instructional utility.

In line with Dobbins' (2017) recommendations for focused, clearly articulated, answerable, and neutrally framed research questions, this study aimed to address two specific inquiries:

1. What language tasks can be designed for students in grades 5 through 10 to enhance their EI?
2. Which communication behaviors support the development of EI?

Methods

Identifying Relevant Literature

In identifying relevant sources, no attempt was made to search for all available pieces of literature addressing the research topic. Instead, the approach recommended by Gordon et al. (2018) was followed. Hence, the goal was to

identify a small number (<30) of publications that are highly relevant, manageable for in-depth analysis, and offer significant supporting evidence for the research inquiry. To achieve this, searches were conducted between April and September 2023 using, as advocated for by Conn et al. (2003a; 2003b), multiple strategies:

1. Library catalog search was conducted online at the University College London Institute of Education (IOE) focusing on publications for language teachers and sources on teacher-child communication, child/adolescent EI, and counseling in school. The IOE library houses a rich collection of materials related to education, including publications from the UK and a wide range from around the world. Following the initial search at the IOE, a secondary library search was conducted at the University of Bremen with librarian assistance. This search aimed to verify the initial search results and expand upon them. Apart from relevance, authorship and reviews were given particular attention.
2. Electronic database searches were primarily performed on Google Scholar for its thorough coverage and capability to retrieve a wide range of literature types, including citations from scholarly literature, peer-reviewed publications, theses, books, abstracts, and other articles from academic publishers, professional organizations, preprint repositories, universities, and other scholarly organizations (Gehanno et al., 2013). Supplementary searches were carried out on JSTOR, and ResearchGate. Search terms included: “emotional literacy”, “vocabulary + emotional intelligence”, “emotional intelligence + literature”, “social + emotional + literacy”, and “creative writing (+social emotional learning)”. An additional search criterion was a title with an indication of a focus on children or adolescents. The database parameters were set to include articles published in English from 2010.
3. Ancestry searching and forward citation tracking, as suggested by Greenhalgh and Peacock (2005), was utilized to expand the number of potentially eligible high-quality sources for inclusion.

Selection of Sources for Inclusion

Following the initial screening of titles and abstracts, this stage involved an in-depth review of selected full text documents or chapters from books. Eligible articles and books were those that offer direct implications for classroom practice, published in English in peer-reviewed journals or by trusted publishing houses. Of the 69 sources, 19 met the eligibility criteria (the selection process is outlined in Figure 1).

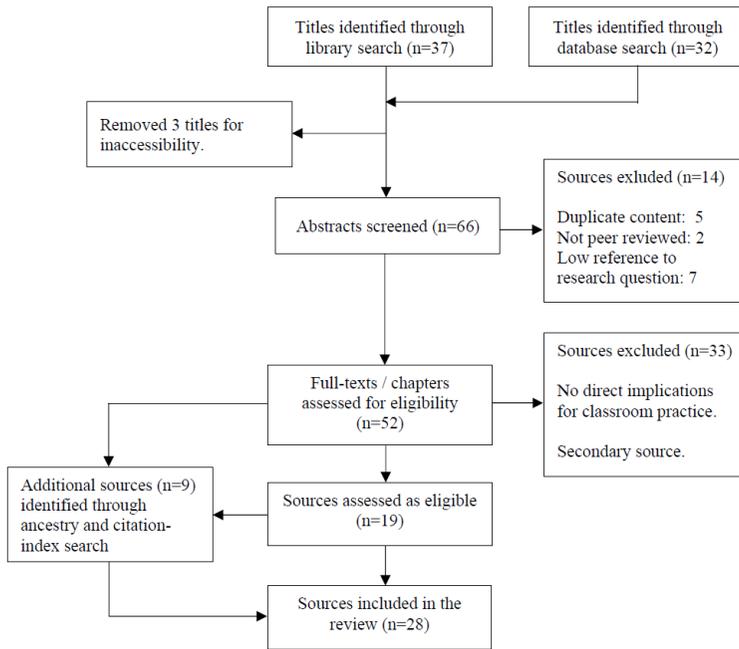


Figure 1. PRISMA Flow Diagram of the Review Process

The included sources were identified through the various search methods as shown in Table 1.

Table 1. Source Identification by Search Method

Source	Database Search	Library Search	Ancestry Search	Citation Index
Allan, 1985		x		
Almond, 2005		x		
Bintz, 2016		x		
Bolton, 1979			x	
Bordonaro, 2001		x		
Brackett et al., 2012		x		
Carter & Long, 1991		x		
Dodigovic, 2018		x		
Donovan & McIntyre, 1999		x		
Dylman et al., 2020	x			
Egan, 1995			x	
Ellis, 1966		x		
Ginott, 1965/2003		x		
Gottman, 1997			x	
Greenspan, 2000		x		
Harper, 2016	x			
Healey, 2019	x			
Joronen et al., 2011		x		
Joseph & Strain, 2003			x	
Kidd & Castano, 2013			x	
Kumschick et al., 2014				x
Mai, 2018	x			
Miller et al., 2005			x	
Seligman, 2007			x	
Stempleski & Tomalin, 1990		x		
Streubel et al., 2020	x			
Thomas, 2019		x		
Webster-Stratton, 1999			x	

Charting the Data

In this stage, the selected publications were reviewed and key findings relevant to the research questions were marked. The marked data were then condensed into short phrases and recorded in a “findings-by-informant” metamatrix (see Table 2). In this matrix:

- Each row represents an informant or source of information.
- Each column represents a specific finding of a particular informant. Each informant’s findings are presented independently in the matrix.
- The cells contain the condensed descriptions of the corresponding findings from each informant.

Table 2. *Findings-by Informant Metamatrix*

Informant/Source	Finding 1	Finding 2	Finding 3	...
Source 1	Brief description of the finding 1.1	Brief description of the finding 2.1	Brief description of the finding 3.1	...
Source 2	Brief description of the finding 1.2	Brief description of the finding 2.2	Brief description of the finding 3.2	...
Source 3	Brief description of the finding 1.3	Brief description of the finding 2.3	Brief description of the finding 3.3	...
...

Data Analysis and Synthesis

The data analysis and synthesis process involved the steps adopted from Miles and Huberman (1994) and Ryan and Bernard (2003):

1. Charted data were explored to compare findings within and across domains.
2. Identical findings were clustered, and complementary findings found across the matrix were synthesized. All findings were coded for their domain-specific applicability.
3. Coded data were used as a guide for task design in language classes and the formulation of communication strategies.

The processes of screening, selection, analysis, and synthesis were undertaken by a single author.

RESULTS

As indicted in Table 1, 28 credible sources were identified. They addressed the two primary research questions, offering practical and actionable recommendations for teachers to enhance children's EI through language tasks and EI-sensitive communication. The culmination of this study has brought forth valuable insights that can be directly applied in educational settings to foster optimal development in children.

Building Emotional Vocabulary

A rich emotional vocabulary is a key component of children's EI (Miller et al., 2005; Streubel et al., 2020). It allows them to mentally label their emotions and become fully aware of their mood states. This helps children regulate their feelings. For example, a child who is upset can say, "I feel upset", and give him- or herself self-instruction by means of self-talk, "I need to calm down", rather than acting out his or her emotions. In addition, an extensive and complex feeling vocabulary can aid students in effectively communicating their emotions and are more likely to have their needs met by others. For example, a child who is feeling anxious can say, "I'm feeling anxious; please stop it!", instead of becoming agitated or overwhelmed. Ultimately, students who can articulate their emotions clearly have a greater chance of building meaningful relationships and developing a deeper level of trust and intimacy with others (Joseph & Strain, 2003; Webster-Stratton, 1999). Two simple activities adapted from Dodigovic (2018) are:

1. **Emotive Flip Card Activity:** Students collaborate in pairs. Each pair is given a set of flip cards with one side displaying an emotion word and the other side featuring a detailed description of that emotion using sensory language, symbolism, metaphors, and intensity indicators. Student A reads aloud the description, while Student B tries to guess the corresponding emotion. They take turns, and to add a competitive element, a scoring system can be introduced where points are awarded for correct guesses.
2. **Emotion Description:** Students work in groups of three. They reverse the flip cards, with Student A providing the emotion word. Student B's task is to describe the emotion using sensory and figurative language, symbolism, metaphors, and personal experiences. Each group member takes turns in their roles. Student C acts as the judge, awarding a score for the best description based on creativity, clarity, and emotional depth.

Linking Literacy with Emotional Experience

Literary texts are referred to as "the voice of emotions and feelings" (Mai, 2018). The regular use of literature with emotion-in-text-tasks at school

offers a rich opportunity to nurture children's EI (Dylman et al., 2020; Kumschick et al., 2014). Through completing in-text embedded emotion-focused tasks, children can explore the inner world of characters, empathize with their subjective experiences, and understand their emotions through psychological processes and open interpretation (Kidd & Castano, 2013). Tasks inviting a responsive and developmentally appropriate discussion about emotion-provoking conflicts and events read about can provide valuable personal insight for children experiencing emotional distress and helping foster their resiliency and coping skills (Harper, 2016). Teachers can employ the following strategies (adapted from Carter & Long 1991; Harper 2016) to incorporate literature-based intervention as means of enhancing children's EI:

1. Pick an age-appropriate literary text.
2. Tell children to read the story and highlight in it the sections that describe emotionally charged plots or events.
3. Ask the children to tell you how the character appears to respond emotionally to the plot or event and to identify any contextual, linguistic, or visual cues (if applicable) that support their reasoning or justification. For instance, if there is a picture of the character, ask the children to describe the character's facial expression or body language.
4. Encourage the children to share their emotional reactions to the plot or event highlighted, ask them how they may have responded and the reason for it.
5. Prompt children with differing responses to discuss their reasoning.

Creative Writing

Creative writing tasks enable children to escape from the reality of the classroom and delve into their own imagined world. Through their writing, they can express themselves fully, providing glimpses into their innermost thoughts and posing challenges to readers to discover their true selves. They are encouraged to reflect on their thoughts and emotions and permitted to draw upon their own semiotic resources to express them. This grants them a sense of agency, allowing them to create worlds, shape ideas, and feel a sense of ownership over their writing (Healey, 2019). Regularly incorporating creative writing into EI education can help children develop the ability to describe their emotions with increasing precision (Brackett et al., 2012), allowing for a deeper understanding of their emotional responses. Tasks adapted from Bintz (2016), Bordonaro (2001), Brackett et al. (2012), and Thomas (2019) can facilitate emotional learning:

1. Emotional Storytelling: Ask children to create a story that focuses on a specific emotion. They can develop characters and plotlines that revolve around emotions such as joy, sadness, anger, or fear.

This task helps them understand different emotions and empathize with others.

2. **Emotive Flash Fiction Challenge:** Invite students to write an ultra-short story with a maximum of 100 words, centering around a single powerful emotion. Encourage them to create a narrative that captures the character's emotional journey within this tight constraint, highlighting their growth and the valuable insights they acquire.
3. **Empathy Story:** Ask children to write a short story from the perspective of another person or a fictional character, taking into account their emotions, thoughts, and experiences. This task helps them develop empathy and understand different points of view.
4. **Emotional Poetry:** Encourage children to write poetry that expresses their emotions. This form of self-expression allows them to explore their feelings creatively and develop a deeper understanding of their emotional world.

Combining Short Films/Trailers with Drama Activities

Films/trailers are considered as authentic input in foreign language classes and are valuable resources for teaching listening skills. They offer a unique strength in their ability to expose students to all three essential components of oral communication. Through watching films or trailers, students can observe how characters use speech (such as words, phrases, and sentence structure), vocals (such as accent, intonation, and stress), and visuals (including gestures, facial expressions, eye contact, posture, and proximity) to convey their messages effectively (Allan, 1985). This attribute can be leveraged in emotional education as films are highly functional in conveying emotions both through linguistic and visual cues.

Films/trailers can serve as a great source of inspiration and material for drama activities. These can provide children with a way to practice and rehearse real-life situations in a safe and controlled environment. Drama activities engage the whole person, prompting children to use not only their verbal communication skills but also their emotions, instincts, and intellect. They can help children practice enunciating words and speaking confidently, using body language, facial expressions, and gestures, and to see different perspectives and understand the motives and feelings of others (Almond, 2005; Joronen et al., 2011). An effective task sequence for the utilization of films and drama for EI instruction can be adapted from Allan (1985) and Stempelski and Tomalin (1990) (see Figure 2).

Stage One:

1. Play the film / trailer without sound.
2. Ask the students to form small groups and create a list of visual cues that convey emotions. Then, have them guess the emotion being portrayed.

Stage Two:

1. Ask the groups to compare their lists and discuss their guesses.
2. Play the emotional scenes with sound to confirm the correct answers.

Stage Three:

1. Replay the emotional scenes with sound.
2. Have the students focus on the vocal cues that convey the identified emotions.

Stage Four:

1. Ask each group to act out the emotional scenes, utilizing both the vocal and visual cues identified in stages 3 and 6. If there are multiple emotional scenes, repeat the process for each scene.
2. After each group has acted out their scene, ask the rest of the class to provide feedback on how well they conveyed the emotions. Encourage the students to offer constructive criticism and suggestions for improvement.

Stage Five:

1. Ask the students to create a short script based on a typical school scenario that involves the emotion portrayed in the previous stage.
2. students act out the scenario using both the vocal and visual cues they have learned in the previous stages.
3. After each group has performed their scenario, ask the rest of the class to provide feedback on how well they conveyed the emotions and whether the scenario was realistic and believable. Encourage the students to offer constructive criticism and suggestions for improvement.

Figure 2. Teaching Suggestions

Using EI -Sensitive Communication

EI-sensitive communication with children provides a safe space for them to express their emotions without fear of judgment or criticism. It plays a vital role in supporting their emotional well-being and facilitating social-emotional development. This form of communication can help students recognize and understand the cognitive aspects of their emotions, aiding them in self-regulation and coping with challenging feelings in a healthy manner. Its primary objective is to help children feel seen, heard, and understood, thereby fostering a sense of emotional safety, and promoting their overall emotional intelligence. The review of scholarly literature provided the following six fundamentals of EI-sensitive communication to be used for effective day-to-day guidance talk with children:

1. Listen attentively: Position yourself at a comfortable distance (about three feet) with no physical barrier, adopt an open posture (palms

facing up, no crossed arm or legs), lean toward and face the child squarely, maintain eye contact, do not interrupt the child with frequent questions, sprinkle minimal encouragements (e.g., mm-hmm, really?, oh?, I see.), throughout the conversation, be relaxed and natural (no fidgeting nervously, drumming fingers etc.). Listening to a child in this way communicates physical and psychological presence, genuine care and interest, and can have a calming, soothing impact on the child (Bolton, 1979; Egan, 1994).

2. Listen actively for the underlying feelings of the child's message and label them in words the child can comprehend: Labeling the feelings that children experience as a regular part of everyday life can aid the children in turning an overwhelming, intense or vague, frightening, uneasy sensation into something concrete that they can then handle. This can also have a soothing effect on the nervous system, for children who can articulate and understand their emotions may feel more in control and less overwhelmed. Consequently, they may experience less stress and anxiety and be better equipped to calm themselves down and regulate their emotions (Gottman, 1997).
3. Acknowledge and validate the child's feelings: In a setting where children are encouraged to express themselves, it is imperative to acknowledge and validate their feelings, even if those emotions might not immediately seem appropriate or comprehensible.
4. Emotions must be addressed and handled first before behavior can be improved: When children feel heard and understood without being judged, they become more comfortable and willing to engage in a dialogue and explore possible solutions (Ginott, 1965; 2003). On the other hand, when children's intense emotions are not acknowledged, they tend to express them through their actions. This can result in either aggressive behavior or, conversely, by becoming excessively shy or fearful (Greenspan, 2000).
5. Communicate unconditional positive regard: As the primary cause of children's anxiety is their strong desire to be accepted, approved, or loved by all the important individuals in their lives, it is important to let them know that occasional mischief or misbehavior does not put them at risk of being abhorred, rejected, or emotionally neglected. Otherwise, children learn to suppress their lively emotions and may become overly inhibited in expressing themselves, which can result in emotional impairments (Ellis, 1966).

6. Respond with an optimistic explanatory style: This means that you will adopt a positive and empowering approach towards the child's emotional experiences. You will accept and validate their emotions and reframe negative events or experiences in a more positive way. Your feedback should emphasize the child's ability to learn and grow from the experience and overcome challenges and develop a more positive outlook. This approach aims to help children find hope in difficult times, develop a more positive outlook, and build their emotional resilience (Seligman, 2007).
7. Invite children regularly for 5-minute emotional check-ins: These short talks signal to children your genuine concern and care. Using the first five strategies in tandem, they encourage candid and trustworthy communication and create a soothing and reassuring effect in the long run (Donovan & McIntyre, 1999).

DISCUSSION

Modern-day teachers are required to do much more than educate children to be knowledgeable in particular content areas. They are also called upon to teach them to interact in socially skilled and respectful ways, and to practice positive, safe, and healthy behaviors (Greenberg et al., 2003). Social-emotional learning is of particular importance for students with LD, as they are in greater need than typically developing children for effective coping strategies, emotion regulation, and healthy peer relations to reduce subjective distress and the risk of mental health problems. These challenges often experienced by these children as a corollary of their LD. Nevertheless, teachers often feel unacquainted with tactics for fostering children's social-emotional development (Konishi & Park, 2017; Kottler & Kottler, 1993).

The current study aimed to support teachers in their efforts to perform their role as educators beyond their responsibilities as subject experts by providing them with actionable recommendations for fostering children's EI. To achieve this, a rapid review, also called a "restricted systematic review" (Plüddemann, 2018), was conducted to identify language tasks that can be developed for students in grades 5 through 10 to improve their EI, as well as to determine which communication behaviors aid in the development of EI. Drawing upon 28 trusted sources, the findings suggest that effective language tasks should be modified versions of activities already employed in language instruction. These adaptations necessitate a thorough understanding of the cognitive processes that underpin the development of EI. Such tasks might include role-playing scenarios, discussions about characters' motivations and emotions within literature, or reflective writing exercises that prompt students to examine and express both their own emotions and those of others.

Communication behaviors conducive to fostering EI should involve specialized strategies that extend beyond ordinary social interactions and are critical for assisting children in their personal development. These methods should include active listening, empathetic engagement, offering constructive feedback, and posing open-ended questions that encourage students to contemplate and articulate their emotions, thereby enhancing their ability to understand and manage emotions effectively. These strategies, as pointed out by Zlatic et al. (2014), may not naturally develop as part of regular socialization. They play a crucial role in assisting children as they manage their evolving self-development amidst increased interactions with peers and adults, and increased exposure to media influences, as discussed by Dettore (2002).

Like all research, this study is subject to certain limitations. In this particular case, the following points of criticism can be noted:

1. Single author involvement: The processes of screening, selection, analysis, and synthesis were undertaken by a single author, which may introduce potential subjectivity. While every effort was made to maintain rigor and objectivity, the absence of multiple researchers could impact the study's outcomes.
2. Narrow scope: The review was conducted with a narrow scope, limiting the range of included studies. Consequently, it is possible that some relevant research outside of this narrow scope may not have been considered in our analysis.
3. Language limitation: Only publications in the English language were considered. As a result, valuable research in other languages may have been omitted, potentially limiting the comprehensiveness of our findings.
4. Limited source selection: Due to resource constraints, a relatively small number of sources were selected for this study. This limitation could impact the breadth and depth of the analysis and variety of the findings.

Future research should be dedicated to identifying additional resources, teaching approaches, and classroom activities as input to produce a diverse pool of EI-centered tasks. This could facilitate more differentiated and individualized learning, encourage greater student participation, and, in turn, lead to better outcomes in terms of EI development among children. In addition, communication strategies that convey genuine interest, empathy, acceptance, and appreciation should be sought after and brought to teachers' attention. These are indispensable to break down communication barriers and to achieve "helping outcomes" (Egan, 1994). Finally, studies should be undertaken to assess the effectiveness of the suggested tasks and communication strategies in diverse educational settings to provide empirical support for their implementation and allowing for their improvement.

CONCLUSION

EI is a critical life skill that can benefit LD students in all aspects of their lives, from personal relationships to future careers. Rapid review has proven to be an effective research method for informing EI instructional practices. The findings indicate that EI instruction can be seamlessly integrated into language education through a diverse range of tasks and activities. These tasks can be designed to vary in complexity and difficulty, adapting them to children's levels of development. They can be used independently or in combination with one another. When it comes to effectively communicating with children, especially when the goal is to foster their EI, it is advisable to adopt a thoughtful and deliberate approach that recognizes and respects the individuality and integrity of each child, rather than relying on random, commonly used strategies. While children's responses may vary, attentive listening, emotion recognition and validation, unconditional support, optimism, and regular check-ins are proposed by trusted authors to provide a sturdy foundation for building trust, promoting understanding, and ensuring emotional safety. They are regarded to serve as invaluable tools for nurturing children's EI development and overall well-being.

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