



HJRS Link: [Journal of Academic Research for Humanities \(HEC-Recognized for 2023-2024\)](#)

Edition Link: [Journal of Academic Research for Humanities, 3\(3\) July-September 2023](#)

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Link of the Paper: <https://jar.bwo.org.pk/index.php/jarh/article/view/176>

Examining The Relationship Between Empathy And English Language Proficiency In BS English Students At KFUEIT

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Paper Information

Citation of the paper:

(APA) Shahzad. Khuram, Sarwat. Samina, and Ramzan. Ishrat, (2023) Examining The Relationship Between Empathy And English Language Proficiency In BS English Students At KFUEIT. Journal of Academic Research for Humanities, 3(3), 30–40.

Subject Areas:

- 1 English Linguistics
- 2 Education

Timeline of the Paper:

Received on: 15-02-2023.
Reviews Completed on: 18-08-2023.
Accepted on: 20-08-2023.
Online on: 29-08-2023.

License:



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Recognized



Published by:



Abstract

In this research, concepts, and the process of empathy, as well as the connection between empathy and language competency, are discussed, with a particular emphasis placed on the notion of cognitive empathy. In addition to this, it investigates the possibility that developing one's language skills to a highly skilled level could increase one's empathy levels. To determine whether there is a correlation between empathy and other factors such as gender, studying abroad, educational background, and usage of a second language, the researcher compared the levels of empathy exhibited by second-language learners who had high and low levels of proficiency in the target language. The researcher observed that the amount of empathy was related to the level of linguistic skill; nonetheless, there was a link between empathy. For additional research, the researcher recommends continuing studies in executive function in ESL non-natives, particularly ESL bilinguals (including highly proficient second language learners), and investigating how executive function in ESL learners influences behaviour and empathy development. I also suggest looking into how executive function in children influences behaviour and empathy development. For conducting this research, a Quantitative approach was used. A questionnaire was distributed among the participants to collect the data.

Keywords: Empathy, English Language, English Proficiency, ESL Learners, Psycholinguistics

Introduction

Empathy Where is the empathizer temporarily "took on the role of the others or placed themselves in the others *place*" as the core of the sympathetic process? Understanding another person's viewpoint and exhibiting empathy are both important in trying to understand or conceptualize (Dewaele & Wei, 2012). The ability to thoroughly understand the subject of contemplation by transferring one's personality into it. Since then, the term empathy has gained widespread usage, first in psychology and then in additional contexts to another person who perceives the world as a part of empathy. Cognitive and emotional labels can refer to the underlying process as well as a specific aspect of the content that the empathizer has experienced (such as personal emotions or personal thoughts). It is an interpersonal phenomenon that includes the following. The empathizer understands the target experience is one or more emotions. The target experiences one or more emotions. The empathizer perceives the similarity between what the target is experiencing and something the empathizer has previously. One thing about empathy that must be mentioned is that a good communicator doesn't start by demonstrating it to understand and acquire it is a process of study and time is required. Understanding empathy and examining it in two groups of people, those who speak the second language fluently and those who are at the beginning level of the language are the main object of the study. A secondary goal is to determine whether different levels of language proficiency will correlate to the different levels of language (Jacky Thomas, 2013; Joyce Thomas & McDonagh, 2013). Empathy is the speaker's identification, to varying degrees, with the subject of the events or state that he is describing in a sentence. Definitions of empathy incorporate the notion of "seeking to detect,

perceive, share, or imagine the world through the eyes of someone else. Empathy is a communication style that is intimately tied to the brain's cognitive functions. Without empathy, negotiating as a form of communication is impossible. It is a method of cognitive and behavioral learning that arouses emotions and might constructive actions (Jin, 2013). Linguistic proficiency is the degree to which a person can use a language for academic as well as fundamental interpersonal interactions. The readers understand the characteristics of each language proficiency level is aided by the inclusion of language proficiency. This phrase is used to refer to a person's understanding of how language is employed in communication. The ability of an ideal native speaker to construct and recognize grammatical and only grammatical sentences in his language is described as "to communicate something, to represent our experience of the process, people, objects, obstructions, qualities, states and relationship of the word around (Chen & Giblin, 2017). Most linguistics researchers believe that being able to communicate effectively requires a good command of a language."

Research Objectives

To investigate if there is any relationship between Empathy and Language Proficiency in Adult Language Learners.

Research Questions

What is the Relationship between Empathy and Language Proficiency in Adult Language Learners?

Problem Statement

The study is about to investigate the relationship between empathy and language proficiency in students. A student typically spends between ten to twelve years studying English before entering a University (Van Lange, 2008). The process of projecting one's personality to that of another to better comprehend the other person. Additionally, he or she might have been exposed to

English newspapers, English television channels, and English movies. Therefore, college students may be quite Advanced English learners (Mumby & Putnam, 1992). Chinese students frequently acquire total language proficiency through linguistic mastery of a foreign language. Yet, falls short of grasping of the Civilization that language. There is a lack of appropriate intellectual and communication skills they succeed more in learning Precision than appropriateness, which could lead to latent errors or misunderstanding The task of teaching English involves much more than just teaching grammar and vocabulary. When two people of different languages come together, one of them must speak the other language, or they must choose a third language that both can understand. However, we must keep our own identities and be able to "put ourselves in other shoes" even though we will demonstrate ourselves to communicate effectively.

Theoretical Framework

The most recent edition of the Oxford English Dictionary (James, 2017) defines empathy as "the power of projecting One's personality into and thereby fully understanding the object of contemplation." However, the word empathy is not included in this edition of the Oxford English dictionary. Empathy has recently been organized as a type of emotional engagement that is advantageous to patient care. The concept refers to sharing another person's feelings to directly appreciate them, albeit usage varies, to put it another way, once we believe that we know what another person is going through, we feel less need to inquire, listen, and learn. This definition of empathy, however, can result in false assumptions and a lack of corrective curiosity. We intend for the act of "caring" to stand in for empathy and to represent the ideal emotional and behavioral approaches to patient care. It is defined as both an emotional response to another

person and the manifestation of that responsive behavior, regardless of the sharing of the other person's experience or feelings. Close observation, active listening, responsive questioning, committed engagement, and actions that directly address the patient's problems are all examples of how caring is expressed in a clinical setting. All presumptions regarding what the other person may or may not be going through are avoided.

Conceptual Framework

One or more formal theories are included in the conceptual Framework, together with additional ideas and empirical data from the literature. It serves to illustrate the connections between these concepts and how they apply to the research study. There will be misunderstandings when people from different cultures communicate to increase the student's communicative competencies. Before we can engage in international exchange, we must first have the linguistic forms of a language as well as the understanding of when, how, and to whom to use each form. These perquisites include knowledge of other cultures' inhabitants, rules for communicating with them, and the environment in which interactions with members of those cultures take place (Mercer, Maxwell, Heaney, & Watt, 2004). Empathy the notion of taking another person's viewpoint is essential to be able to understand other people's perspectives, we must cultivate empathy. According to the field of interpersonal and intercultural competence, the extent to which we can create and uphold the desired identities for both us and others determines how effective we are as communicators. Our mental representation of ourselves and other people is what we refer to as "identities". There are two methods we apply the images to define the message we hear from others and to choose the most appropriate message to convey to another person, our identities first aid us in doing so. To better

understand and relate to other people, we must not only be aware of ourselves but also grow in our ability to assume other people's roles. People who can effectively convey an understanding of another person's thoughts, feelings, and experiences are seen as being more adept at interacting across cultural boundaries. Alternatively, those who are unable to emulate others' feelings and who thus have little to no awareness of even the most obvious thoughts and feelings of others will not be regarded as competent. A persistent "self-focus" is possibly the most typical of all the obstacles to empathy. It is challenging to learn about other people and to think about the learning.

Literature Review

According to (Lonigro, Laghi, Baiocco, & Baumgartner, 2014), empathy is defined as an individual's capacity to understand and take on both the good and negative feelings of another person. Empathy, according to (Ge, Li, Chen, Kayani, & Qin, 2021), is defined as the process of being aware of the thoughts and feelings of other people and attending to their well-being as a result of this awareness. Empathy is also referred to as a key component of interpersonal actions, according to (Rong et al., 2022), who asserted this notion. Empathetic people, according to Baron-Cohen and Wheelwright (2004), try and are persistent in their pursuit to recognize the thoughts and feelings of others and respond to them. They argued that an individual's ability to empathize with others, which is an internal experience, helps individuals anticipate the actions of other people. According to the findings of research conducted by Stürmer, & Siem (2006), empathy is not only an attitude but also consists of real talents. According to Mercer & Reynolds (2002), empathy is a multi-dimensional concept that can be broken down into ethical, cognitive, emotional, and interactional components. Empathy has been hypothesized in a variety of areas throughout the years. According to the

findings of many studies there are two primary types of empathy: cognitive and emotional. Understanding the mental and emotional experiences of other people is the focus of cognitive empathy (Blair, 2006). Affective empathy, on the other hand, is when an individual takes on the feelings of another person. It has been shown via research that cognitive and emotional forms of empathy are distinct, even though they are substantially associated with one another (Smith & Rose, 2011). According to (Zhang, 2022), autistic persons, for example, have a tendency to have intellectually deficient in empathy rather than affectively deficient in empathy; on the other hand, psychopathic individuals have a deficit in affective empathy. Additionally, they hypothesized that different areas of the brain are responsible for cognitive and emotional empathy. According to (Ornaghi, Conte, & Grazzani, 2020), empathy is usually seen as a valuable social-emotional aptitude for working in groups. According to the findings of several investigations, people may experience both pleasure and pain while seeing either pain or happiness. Empathy is a trait that may, according to several studies, be used to forecast an individual's psychological health in educational settings. Because empathizing with other people requires letting go of an egocentric view of oneself, which in turn leads to less self-centered and irresponsible behavior, which in turn leads to an improvement in one's mental health, empathy has a significant positive correlation with mental health. Taking into account the perspectives of other people requires letting go of an egocentric view of one's self (Ribeiro & Fonseca, 2011). They also argued that English as a Foreign Language (EFL) instructors' self-compassion for others, leads to high levels of empathy, kindness, and compassion (Ding, Zhu, & Yan, 2022). As a result, the instructors' capacity for empathy has the potential to lower their

levels of stress and improve their psychological wellness. In addition, research has shown that self-compassion is positively correlated with psychological well-being (Usmanova, Wang, & Younas, 2022).

Research Methodology

The title of this research is "Investigating the Relationship between Empathy and English Language Proficiency in BS Students at KFUEIT." This research was about to explore the relationship between empathy and English language proficiency, so the nature of this research was quantitative as the researcher has adapted a questionnaire to know the opinion of the students regarding the statements of the questionnaire that may explore the relationship between empathy and English language proficiency among BS English students at KFUEIT. This research is carried out by conducting a survey.

Research Design

This study employed a survey research method. Survey research is the kind of study that gives us data gathered from people's responses to the provided question. This study gives the researcher the chance to plan how the data will be gathered and how the study's initial questions will be answered. Additionally, it offers a conceptual framework and a strategy for gathering data from the questions posed to conclude.

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. The researcher used the descript method in the conduct of this study since it would best describe the relationship between Empathy and English language proficiency. This study is a fundamental, confirmatory investigation that makes use of quantitative data obtained from survey responses. The purpose of this study was to determine whether there is a statistically significant difference in the level of empathy among ESL learners by comparing the results of an empathy

questionnaire completed by students majoring in fields that require English language proficiency, specifically advanced language learners and beginning language learners.

Population

The whole group from which you want to conclude is referred to as the population. The subset of a larger population from whom you will gather information is referred to as a sample. It is standard practice for the size of the sample to be less than the entire size of the population being studied. In the field of study, the term "population" does not necessarily relate to individuals. The population of this study is BS English ESL learners at the university level. The study was conducted in District Rahimyar Khan. In Rahimyar Khan, there exists the Khawaja Fareed University of Engineering and Information Technology (KFUEIT), a Sub-campus of Islamia University (IUB) in the public sector, and the National College of Business Administration and Economics Lahore (Sub-campus) from Private sector. There are some colleges from the public and private sectors that are also offering BS-level programs.

Sampling

The subset of a larger population from whom you will gather information is referred to as a sample. It is standard practice for the size of the sample to be less than the entire size of the population being studied. The research is conducted at the Khawaja Fareed University of Engineering and Information Technology (KFUEIT) of Rahimyar Khan. The following plan for the population was devised.

BS English students of KFUEIT: 300

Method of Sampling

In this research, sampling was made through a random technique. ESL learners from BS classes were selected and they were of almost from 20 to 25 age group.

Data Collection Tools

The terminology "data collecting tools" refers to the many instruments and apparatuses that are used in the process of data collection. Some examples of such instruments and apparatuses are a paper questionnaire and a system for computer-assisted interviews. Case studies, checklists, interviews, and even observations, surveys, and questionnaires are some of the methods that are used throughout the data collection process. This study is conducted among BS-level students. A questionnaire is adapted to collect the data. A five-Likert scale-based questionnaire was used for this purpose.

Reliability of the Tool (Questionnaire)

The term "reliability" refers to the degree to which a questionnaire, test, observation, or any other measuring process provides the same findings when it is carried out several times. In a nutshell, it refers to the stability or consistency of scores across time or between different raters. The reliability of the questionnaire was determined by using SPSS which was Alpha (α) = 0.70.

Data Analysis and Data Interpretation

Since the larger part of the data was quantitative in nature, therefore, it was analyzed first by using quantitative techniques. Data will be analyzed with the help of SPSS version 23.

Table 1

Statement	SD	DA	N	A	SA	Total	Mean	SD	
I try to see things from other people's points of view in the ESL context.	F 16	48	48	59	110	35	300	2.92	1.26
	% 16	16	19.67	36.67	11.6	100			

In response to this statement, ESL students' response was surprising. Out of 300 learners, 48 students strongly disagreed, 48 students disagreed, 59 students were neutral, 110 students agreed, and 35 students strongly agreed. Their percentages are 16% for strongly disagree and disagree, 16% for neutral, 19.6% agree, and 36.6% for strongly agree respectively. The mean value is 2.92 and the SD value is 1.26.

Table 2

Statement	SD	DA	N	A	SA	Total	Mean	SD
When I don't understand someone's point of view, I ask questions to learn more in the ESL classroom.	F 16	23	48	131	99	300	3.90	1.05
	% 5.33	7.66	16	43.66	33	100		

In response to this statement, ESL students' response was surprising. Out of 300 Learners, 16 students strongly disagreed, 23 students disagreed, 48 students were neutral, 131 agreed, and 99 students strongly agreed. Their percentages are 5.3 % for students who strongly disagree and disagree, 7.6% for neutral, 16%agree 43.6% strongly agree 33%respectively. The mean value is 3.90 and the SD value is 1.05.

Table 3

Statement	SD	DA	N	A	SA	Total	Mean	SD
When I disagree with others, it's hard for me to understand their perceptible while present in an ESL situation.	F 11	48	59	124	56	300	3.48	1.04
	% 3.6	16	19.6	41.3	18.6	100		

In response to this statement, ESL students' response was surprising. Out of the 300 learners, 11 students strongly disagreed, 48 students disagreed, 59 students were neutral, 124 students agreed, and 56 students strongly agreed. There percentage is 3.6 % of students strongly disagree and disagree16% for neutral, 19.6% agree 56%, and strongly disagree 56% respectively. The mean value is 3.48 and SD value is 1.042.

Table 4

Statement	SD	DA	N	A	SA	Total	Mean	SD
I Consider people's circumstances when I talk with them in an ESL context.	F 12	23	48	130	89	300	3.82	1.026
	% 4	7.66	16	43.3	29.66	100		

Students strongly disagreed, 23 students disagreed, 48 students were neutral, 130 students agreed, and 89 students strongly agreed. Their percentages are 4% for students who strongly disagree, 7.6%disagree, 16% for neutral, 43.3%agree and strongly disagree 29.6%respectively. The mean value is 3.82 and the SD value is 1.026.

Table 5

Statement	SD	DA	N	A	SA	Total	Mean	SD
I try to imagine how I would feel in someone else's situation in an ESL classroom.	F 14	21	71	132	98	300	3.83	1.024
	% 4.66	7	23.6	44	32.66	100		

In response to these statements, ESL students were surprised. Out of 300 learners, 14 students strongly disagreed, 21 students disagreed, 71 students were neutral, 132 students agreed, and 98 students strongly agreed. Their percentages are 4.6% for students who strongly disagree, 7% disagree, 23.6% neutral, 44% agree and 32.6% strongly disagree respectively. The mean value is 3.83 and the SD value is 1.024.

Table 6

Statement	SD	DA	N	A	SA	Total	Mean	SD
When anyone of my class fellow is upset, I try to remember a time when I felt this thing in the ESL classroom.	F 10	22	34	106	128	300	4.10	1.05
	% 3.3	7.3	11.3	35.3	42.6	100		

In response to this statement, ESL students were surprised. Out of 300 learners, 10 students strongly disagreed, 22 students disagreed, 34 students were neutral, 106 students agreed, and 128 students strongly agreed. Their percentages are 3.3% strongly disagree, 7.3% disagree, 11.3% neutral, 35.3% agree, and 42.6% strongly agree respectively. The mean value is 4.10 and the SD value is 1.052.

Table 7

Statement	SD	DA	N	A	SA	Total	Mean	SD
Being an ESL non-native student when I read a book and watch a movie, I think about how I react if I was one of the characters in this type of situation.	F 16	22	42	126	98	300	3.82	1.2
	% 5.3	7.3	14	42	32.6	100		

In response to these statements, ESL students were surprised. Out of 300 learners, 16 students strongly disagreed, 22 students disagreed, 42 students were neutral, 126 students agreed, and 98 students strongly agreed. Their percentages are 5.3% strongly disagree, 7.3 % disagree, 14% neutral, 42% agree and 32.65% strongly

agree respectively. The mean value is 3.82 and the SD value is 1.107.

Table 8

Statement	SD	DA	N	A	SA	Total	Mean	SD
Sometimes I wonder what it would feel like to be in my parent's situation. When I try to understand the same situation in an ESL context.	F 10	25	47	128	100	300	3.90	1.01
	% 3.3	8.33	15.6	42.6	33.3	100		

In response to this statement, ESL students were surprised. Out of 300 learners, 10 students strongly disagreed, 25 students disagreed, 47 students were neutral, 128 students agreed, and 100 students strongly agreed. Their percentages are 3.3% for strongly disagree, 8.3% disagree, 15.6% neutral, 42.6% agree and 33.3% strongly agree respectively. The mean value is 3.90 and the SD value is 1.001.

Table 9

Statement	SD	DA	N	A	SA	Total	Mean	SD
When any of my ESL friends feel upset, I try to show them that I understand how they feel in an ESL situation.	F 12	12	38	125	113	300	4.10	1.08
	% 4	4	12.6	41.6	37.6	100		

In response to this statement, ESL students were surprised. Out of 300 learners, 12 students were strong, 12 students disagreed, 38 students were neutral, 125 students strongly agreed, and 113 students strongly agreed. Their percentages are 4% strongly disagree, 4% disagree, 12.6% neutral, 41.6% agree and 37.6% strongly agree respectively. The mean value is 4.10 and the SD value is 1.008.

Table 10

Statement	SD	DA	N	A	SA	Total	Mean	SD
I say things like, "I can see why you feel that way". I ask question to learn more about in ESL classroom.	F 13	20	55	119	95	300	3.53	1.061
	% 4.3	6.6	18.3	39.6	31.6	100		

In response to these statements, ESL students were surprised. Out of 300 learners, 13 students strongly disagreed, 20 students disagreed, 55 students were neutral, 119 students agreed, and 95

students strongly agreed. Their percentages are 4.3 %for strongly disagree, 6.6% disagree, 18.3% neutral, 39.6% agree and 31.6% strongly agree respectively. The mean value is 3.53 and the SD value is 1.061.

Table 11

Statement	SD	DA	N	A	SA	Total	Mean	SD
I have been known to say, "You are wrong" when someone is sharing their opinion. I perceived to ask questions to learn more in the ESL classroom.	F 38	46	66	97	53	300	3.19	1.218
	% 12.6	15.3	22	32.3	17	100		

In response to this statement, ESL students were surprised. Students00 learners, 38 students were strong, 46 students disagreed, 66 students were neutral, 97 students agreed, and 53 students strongly agreed. Their percentages are 12.6% strongly disagree, 15.3% disagree, 22% neutral, 32.3% agree and 17.6% strongly agree respectively. The mean value is 3.19 and SD value is 1.218.

Table 12

Statement	SD	DA	N	A	SA	Total	Mean	SD
When a friend said, my actions let them know I understand (like a hug or a pat on the back) the ESL conditions.	F 16	38	58	108	90	300		
	% 5.3	12.6	19.3	36	30	100	3.56	1.044

In response to this statement, ESL students were surprised. Out of 300 learners, 16 students were strongly, 38 students disagreed, 58 students were neutral, 08 students agreed, 90students students strongly agreed. Their percentages are 5.3% for strongly disagree, 12.6% disagree, 19.3% neutral, 36% agree and 30% strongly agree respectively. The mean value is 3.56 and the SD value is 1.004.

Table 13

Statement	SD	DA	N	A	SA	Total	Mean	SD
I say things like, "something like that happened to me once, when I understand and perceived how you feel the circumstances in ESL context.	F 13	21	56	131	98	300	3.76	1.10
	% 4.3	7	18	43.6	32.	100		

In response to these statements, ESL students were surprised. Out of 300 learners, 13 students strongly disagreed, 21 students disagreed, 56 students were neutral, 131 students agreed, and 98 students strongly agreed. Their percentages are 4.3 %for strongly disagree, 7% disagree, 18.6% neutral, 43.6% agree and 32.6% strongly agree respectively. The mean value is 3.76 and SD value is 1.104.

Table 14

Statement	SD	DA	N	A	SA	Total	Mean	SD
I have told my friends things like, "You shouldn't be upset about that" or stop feeling that way in while ESL classroom.	F 15	20	46	121	98	300	3.86	1.067
	% 5	6.6	15.3	40.3	32.6	100		

In response to this statement, ESL students were surprised. Out of 300 learners, 15 students strongly disagreed, 20 students disagreed, 46 students were neutral, 121 students agreed, and 98 students strongly agreed. Their percentages are 5% for strongly disagree, 6.6% disagree, 15.3% neutral, 40.3% agree and 32.6% strongly agree respectively. The mean value is 3.86and the SD value is 1.067.

Discussion

In the context of English as a Second Language (ESL), the purpose of this research is to investigate the link between empathy and language competency. The first group will consist of people who are proficient in speaking a second language, and the second group will consist of people who are just beginning to learn the language. The purpose of this study is to determine whether different levels of language proficiency correlate to different levels of empathy. If the individual shows a high quantity of empathy while also having great verbal abilities. But a rather modest level of empathy for a beginner. In addition to determining whether there is a correlation between the degree of executive function and empathy, the learning of a second language may be an adequate technique for enhancing empathy. In addition, language

proficiency assists the reader in understanding the characteristics that are unique to each level of ability by referring to the chart that outlines language competence. This is human psychology so we can conclude that many ESL students agreed with another point of view. Most students agreed with the statement. ESL learners are one type of student who tries to see things from their point of view, and another type of student who tries to see things from other points of view. Learning a second language and developing empathy are intertwined in a variety of ways. Students who are fluent in two or more languages gain an abundance of skills in the areas of communication, social abilities, and the cognitive domain. A direct correlation between being bilingual and having strong empathy skills has not yet been established; however, students who are bilingual or multilingual gain an abundance of skills in these areas.

According to the results of my study, there was a connection between a person's amount of empathy and their gender, but there was no link between their level of empathy and their ability to communicate verbally. Additional research should concentrate on executive function in adults, particularly in adult bilinguals (including highly skilled second language learners), as well as how executive function in adults impacts behavior and empathy development, among other questions. This should be done in addition to researching other topics. Language is accompanied by emotion, and feeling is accompanied by language. To generate efficient and strong communication between persons, language, and feeling must be presented as a single entity to achieve this. A communicator's approach should be characterized by empathy, which is trying to comprehend the viewpoint of the other party and responding in a manner that is as appropriate and considerate as is humanly feasible.

Conclusion

The conclusions from the study, "Investigating the Relationship between Empathy and English Language Proficiency in BS English Students in KFUEIT," are presented in this chapter. This study's research questions and findings served as the foundation for the conclusions. We'll also discuss the consequences of these discoveries and the recommendations that follow. The relationship between empathy scores and language Proficiency was conclusively proven, but it was an excellent place to start when researching empathy and the connection between empathy and English language learning. The researcher reaffirmed that empathy deals with different components of empathy and that it is quite challenging to comprehend how they interact. The psychological, social, cultural, and cognitive facets of empathy are closely related. Numerous elements might affect language proficiency learning, and it can be challenging to pinpoint the ones that have the biggest impact. Furthermore, research on empathy would go to the next level if it looked at the connection between empathy and executive function in adults. Learning is a human virtue that can be attained via self-reflection, practice, exposure to the world, and exercise. Humans improve this cognitive function because of social engagement. Learning a language is more like learning about a bundle of culture, people, and society rather than just an academic subject. Understanding someone as a human being begins with language proficiency. It is hard to understand someone and have real, authentic conversations with them without understanding their language.

How can we live peacefully, accept others' differences, be accepted by them, and work together to find a solution if no communication is compassionate and empathic? Understanding empathy and deliberately seeking out another person's path, despite the process perhaps being

difficult, are prerequisites for being a global citizen or intercultural competent. Feelings are a part of language, and language is a part of feeling. To have powerful and successful interpersonal communication, language and feeling are expressed as one unit. Empathy-based communication is a crucial aspect of ESL learners in verbal communication, especially intercultural communication, it is both active and essential because it entails trying to comprehend the other person's perspective and reply as properly and respectfully as possible. This thesis primarily focuses on developing ESL communication skills through strengthening empathy. The study of the phenomena of empathy in the context of language proficiency and cross-cultural communication only touches on a relatively small number of facets. For individuals who are curious about this topic and want to conduct additional research, this thesis aims to provide an introduction.

This research demonstrates that the emotional mind is quicker than the rational mind. A person who is self-aware of their emotional intelligence can control their emotions, maintain positive relationships, and face the obstacles of daily life. It was concluded that emotional intelligence encourages healthy study habits and improves the learning and proficiency process. Additionally, it was discovered that positive feelings like joy, elation, and self-actualization lead to beneficial outcomes in learning the ESL language. A learner's good emotions will have a favorable impact on the outcome. The findings of the current study demonstrated that motivated, passionate, and cheerful students have a favorable attitude toward enhancing the standard of second language learning. Positive emotions would therefore produce excellent results in students, and those who are locked in generate an inspired mindset for learning a second language. In the study hall, where understudies are working under the supervision of teachers, passionate

knowledge can be much grounded. Teachers can learn how to advance passionate smart rehearsals. Before a lesson or course, as well as thereafter, instructors can assess the students based on their enthusiasm. The second language proficiency of the students will be improved because of their choice to develop their interpersonal and relational skills. Whatever the situation, negative emotions like fear, hesitation, shyness, and disappointment create barriers and difficulties in raising the standard of second language learning.

Recommendations

Considering the results obtained from the present study analysis, the following recommendations have been provided. When teaching English to students who speak a language other than English, the instructor needs to make efficient use of cooperative language competency. To foster an optimistic attitude among language learners. To get outcomes of better quality in the learning of a second language, it is vital for there to be positive interactions between the students. It is the responsibility of instructors of second languages to instill a sense of self-assurance in their students and work with them to overcome their anxiety about doing poorly. The teacher's attention to, and respect for, the students would bring an improvement in the quality of second language acquisition. The capacity to empathize with another person is being able to place you in their position and understand or experience what it is that they are going through from the perspective of their world.

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