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The Impact of Emotional Intelligence on EFL Students' Oral Communication Apprehension

The case of Second Year Master EFL Students at Biskra University

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Dedication

I dedicate this work

To my mom, I would have never been whom I am today without her endless love, constant

support and prayers that accompanied me throughout my entire educational career.

To my dad whose words of encouragement and push for tenacity ring in my ears.

To the twin of my soul my dearest husband who never left my side on this journey.

To my sisters for their whole-hearted support.

To Julia, some people spend a lifetime looking for their inspiration, but I gave birth to

mine.

To Mr. DOUIDA Ibrahim who has been of great help and who believed in me.

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To all those who have been supportive, caring and patient.

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Abstract

The current study aims at describing and investigating the impact of Emotional Intelligence on Student's Oral Communication Apprehension. It further attempts to examine the effect that emotional intelligence training has on reducing oral communication apprehension in the classroom. Thus, hypothesized the more increased the emotional intelligence level is the less oral communication apprehension the student would have. To confirm this hypothesis we opt for the use of the descriptive study inferred from the results obtained from the teachers' and students' questionnaires. The main objectives of this work are investigating the relationships between the two variables and raising the teachers' and students' awareness of the importance of the use of emotional intelligence strategy. In addition to providing them with the effective methods that help them reduce their oral communication apprehension and improve their speaking skills in order to communicate fluently using the English language. The tools used to reach those objectives are two questionnaires as the best instrument to collect a considerable amount of data. The first questionnaire was administrated to a sample of 50 students Two at the division of English at Biskra University. The second questionnaire was made for 10 teachers at the same division. The results obtained which prove the hypothesis are tabulated and analyzed in the last chapter. It revealed that the level of emotional intelligence affect negatively or positively the oral communication apprehension on the degree and extent of the learner's willingness to improve and overcome reticence and manage their emotions and the teacher's awareness about the relationship between the learner's psychological state and his/her performance.

List of Abbreviations

EFL: English as a **F**oreign **L**anguage

EI: Emotional Intelligence

IQ: Intelligence Quotient

EQ: Emotional Quotient

FL: Foreign   **L**anguage

Q: Question

%: Percentage

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General Introduction

Introduction

Recent brain research has defined Emotional Intelligence (EI) as a measurable connection in the human brain between responses to emotions and their influence on one's actions (Bradberry, & Greaves, 2005). Using your own self-control to ensure your emotions don't control you regardless of the situation. Emotionally intelligent students have the key attributes to be outstanding performers. There has not been, however, a single report of students' emotional intelligence and any direct connection or relationship oral communication apprehension.

1. Statement of the Problem

In EFL classes, proficiency in speaking is doubtless essential and necessary to become a good communicator. However, the existence of feelings of anxiety, confusion, embarrassment and stress imposes themselves as a usual issue that most EFL students face when it comes to oral communication. Oral communication apprehension is regarded as one of the most outstanding causes that affects the language learning process negatively (Gardner, 1985).

2. Aims of the Study

This study aims to:

- Find whether there is any relationship between emotional intelligence and oral communication apprehension among EFL learners.
- Determine the influence of the use of emotional intelligence strategy on overcoming oral communication apprehension.
- Point out the role of emotional intelligence in achieving a better oral communication.

3. Significance of the Study

Nearly most of EFL learners have experienced at a certain point great feelings of stress and anxiety. Many factors such as fear of negative evaluation and lack of self-confidence prevent students from improving their speaking skills. Some EFL learners couldn't constitute proper English sentences during oral presentations while they did really good in writing assessments. Therefore, it will be interesting to study one of the possible reasons behind EFL learners' oral communication apprehension, and eventually suggest a number of effective methods and strategies to enhance their performance.

4. Research Questions

This study tries to answer the following research questions:

RQ1. How can emotional intelligence affect Student's oral communication apprehension?

RQ2. How can students take advantage of the emotional intelligence strategy in order to overcome oral communication apprehension?

5. Hypothesis

The previously mentioned questions raise the following hypothesis:

- We hypothesize that the use of emotional intelligence strategy may reduce EFL students' oral communication apprehension.

6. Research Methodology:

6.1 Research method

To answer the research questions, the researcher follows the mixed-method because she deals with both qualitative and quantitative approaches; moreover, it is more suitable and applicable for the nature of our research that belongs to social sciences.

6.2 Population and Sample

- **Teachers**

From a population of more than fifty (n=50) teachers, the researcher works with ten (n= 10) teachers to enrich this study with different perspectives towards the importance of critical thinking and the use of research papers as assignments.

- **Students**

For this study, the population is Second year Master students of sciences of the language at Mohamed kheider University of Biskra. From a number of (n=180), the researcher chose fifty (n=50) students randomly to be the sample of this study.

6.3 Data gathering tool:

Since the aim of our study is to figure out the impact of emotional intelligence on the oral communication apprehension among Master Two students at Biskra University from the perspectives of both students and teachers, the research depends on one main data gathering tool which is a questionnaire. Teacher's questionnaire will imply mainly on questions to know their opinions about the EI strategy and its possible effect on students' performance. As for students' questionnaire, it will be divided into three sections. The first

section is requires some general information about how students perceive the English language. The second section will tackle the situations where students were engaged in oral tasks, to what extent they felt anxious, what was the syndromes, what the causes were and how they dealt with it. The third and last section aims to determine how students relate their emotions to performance in class.

7. Structure of the Dissertation

The present research includes a general introduction about the topic, which is the impact of emotional intelligence on EFL learners' oral communication apprehension. It tackles the aim of the study, statement of the problem, the significance of the study, the research questions, hypothesis and the methodology used in this research, structure of the dissertation and the limitations. Basically, the research is divided into three main chapters. The first and second will be devoted to the overview of the variables. The first chapter is devoted to the overview of oral communication apprehension, its definition, types, characteristics, signs and causes in addition to its effect in EFL classes.

And in the second chapter of the emotional intelligence, we firstly introduce its definition, components, importance and manifestations. As for the third chapter, it will be an expansion of the research problem. In which we discuss the possible relationship between the two variables. Also, to cover the analysis of the results obtained from the teachers and students questionnaires. We wanted to figure out the impact of emotional intelligence on students' oral communication apprehension to try to get to solutions that may reduce anxiety rates in EFL classes. For this reason, after the conclusion, there would be some recommendations and suggestions for both teachers and students as tips to overcome oral communication apprehension.

8. Limitations of the Study

There are several limitations to this study that should be taken into consideration. First, the study and the subjects are limited to one population, and more specifically, a small size sample, which is, Master one English student at Biskra University. One more thing worth mentioning is that there might have been some other variables that interfered in determining the impact of emotional intelligence, such as the personality traits of each student, or their social status. .So the results and the findings cannot be generalized to all EFL learners around the world.

Chapter One:
General Overview on Oral Communication Apprehension

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Introduction

English is an international language that plays a significant role in the globalization area. The aims of teaching and learning this language at schools and universities is to bring up learners to better understanding and better communication of the language, therefore English has changed into an international language. Moreover communication is an essential part in learning languages. It is the purpose of learning a second or a foreign language.

Oral communication is of the aspects that need to be developed among English learners but most learners face many difficulties during communication one of those is oral communication apprehension. This later is the feeling of anxiety and fear that an individual experiences prior to and during the communication process (McCroskey, 1977).In the same point These negative feeling affect how a sender delivers the message and how the receiver get the meaning of the message, thus complicating the whole communication process.   Although people communicate on a daily basis in different environments, speaking in front of others has been touted as a source of fear and anxiety for many. (Matuszak& Steve, 2013)

In this first chapter, light will be shed on the definition of oral communication apprehension, Also introduce the students oral communication difficulties in foreign language learning such as psychological difficulties which includes anxiety problem, lack of self-confidence, and lack of motivation .Then we will discuss the relationship between oral communication apprehension and emotional intelligence furthermore, we will focus on using effective activities that help students to push out the oral communication apprehension in the classroom . In addition to that, this chapter will tackle its importance and objective and teachers' role to reduce apprehension and its causes.

1.1. Definition of Oral Communication Apprehension

The word Communication apprehension (CA) considered as an essential factor in the process of learning a foreign language and affects also learners' development in oral performance. Because students who suffer from anxiety to communicate or participate in front of their classmates are likely to encounter even greater difficulty speaking in foreign language where they have a little master of the communicative situation.

Different definitions used to describe oral communication apprehension in different ways According to Horwitz and Cope (1986: 127-128) have stated that communicative apprehension is as " a type of shyness characterized by fear or anxiety about communicating with people…, the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself do." . Another definition McCroskey's assumption of CA is as "an individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons" (cited in Byrene, 1997:1)

Moreover, MacIntyre and Gardner (1991) stated that speaking apprehension is linked with the student's negative self-concepts which come from the negative experiences, and the learners' failure to perceive and transmit knowledge to others. For that communication apprehension certainly acts a main role in FL anxiety which affects negatively the process of learning foreign language in the classroom, and affects also learner's accomplishments in oral communication. It is becoming increasingly difficult to ignore the communication apprehension and anxiety among foreign language learners, mainly English learners as a foreign language. Therefore, many studies were conducted to determine if learners of foreign language experienced any oral communication apprehension and anxiety as a result of students' interaction with their teachers and other peers at schools and universities.

Then oral communication apprehension is an individual's stage of fear or anxiety linked with either real or anticipated communication with another person or persons" McCroskey, 1970). Kim (2008) found a direct correlation between academic achievement and communication apprehension: "Communication apprehension has a direct relation with cognitive performance and various academic achievements such as overall grade point average, standardized achievement scores, and grades earned in small classes in junior high and college".

Equally, McCroskey (1977) pointed to some types of situations involving communication in which people with trait-like apprehension may feel unease and unsure. For example, the apprehension may happen in group speaking, but not in public speaking because they are in different contexts. Similarly McCroskey and Richmond (1982a) stated: The early research generally employed the constructs of "speech fright" and "stage fright" and was focused on the anxiety experienced by public speakers and actors. As the field of communication evolved, more scholars directed attention to communication in contexts other than public speaking. With this evolution came awareness that many people experience anxiety in settings that do not involve the formal presentation of speeches, such as communicating in meetings, communication in small groups, and communicating with one other individual (p. 458)

From this, many English foreign language learners generally have difficulty in speaking and understanding others. The existence of communication apprehension is due to some psychological obstacles which cause low self-confidence that prevent their ability to speak when performing orally. Also anxiety may be particular to specific settings, or what called context-based apprehension is a category of CA; this type emerges in some given contexts such as within a meeting, when speaking in group (oral communication anxiety Consequently, EFL classroom learners who have communication apprehension

usually feel discomfort and less controlled to the oral situations. In addition in the field of education, research has discovered that communication apprehension can have a negative impact on student achievement and retention.

1.2. The Importance of Oral Communication

In the communicative approach learners are supposed to be active and interactive between each other and with the teacher who is to a certain level passive. Ur (2000: 12) declares also that of all the four skills listening, speaking, reading and writing, speaking seems intuitively the most important one because it helps the learners to communicate with people who know a language are referred to a communicators of the language, as if speaking included all other kinds of knowing.

According to the author, learners who master the oral communication seem to master the language by its aspects that is why the most common question is " can you communicate orally English?" ;from this we understand that oral communication become an important key to communicate a foreign language. In addition, oral communication involves the development of a specific type of communication skills, because learners evaluate their success in a foreign language depending on their achievement on that language. That is to say that oral communication reflects people's thoughts and personalities but learners who suffer from oral communication apprehension they will never show their ideas.

1.3. Causes of Communication Apprehension

There is no enough and accurate information that includes the causes of communication apprehension, some researchers have tried to seek possible explanation. According to Cooper et al (1995) mentioned that there are four explanations; first physical inception elements such as social ability, physical appearance, body shape, and

coordination and motor abilities which may contribute to the development of communication apprehension, second it is essential to develop social interaction skills within the children to prevent them from experiencing communication apprehension, third providing model is also required; there is a bigger possibility that a child will formulate communication apprehension on daily basis, which emerges from parents who also suffer from communication apprehension, and the fourth one the theory of reinforcement is used to expose apprehension.

When a child obtains profound reinforcement, the child will receive communicating rewarding and vice versa. Quietness, shyness, and reticence are general personality traits which frequently precipitate communication apprehension. In the same path Friedman (1980) stated that shyness or reticence happens when the process of verbalizing reduce the ability and desire to participate in discussions. The level of shyness, or range of situations that it affects, differs greatly from individual to individual. In addition McCroskey (1980) and Bond (1984) put seven factors that could lead to a quiet student which are:

- Low intellectual skills

- Speech skill deficiencies

- Voluntary social introversion

- Social alienation

- Communication anxiety

- Low social self-esteem

- Ethnical/cultural divergence in communication norms.

Moreover another generally accepted explanation for the cause of communication apprehension is the Negative Cognitive Appraisal Model .This model assumes that the quiet child was criticized for his or her early language performance. The influence is that

the child learned to anticipate negative reactions and avoid them by keeping quiet. Even if teachers, parents, or other children simply stop reacting negatively to such a child's talk, the child will perform poorly and avoid oral communication situations (Bond, 1984).

1.4. Gender Differences in Communication Apprehension

According to McCroskey et al (1982:129) "Conclusion and summary statements about communication apprehension usually fail even to mention any possible relationship between sex and communication apprehension". So the way individuals perceive themselves interacting with others. The separation between male and female as a simple dichotomy prevails in many cultures as evidenced (Bakan 1966).

Moreover, gender differences have been studied concerning nonverbal behavior while gender differences which direct relations to communication apprehension are seldom examined.

1.5. The Relationship between Communication Apprehension and Emotional Intelligence

In this context both communication apprehension and emotional intelligence are emotional concepts. According to Giorgi et al (2016) claim that emotional intelligence is the ability to recognize and regulate emotions in ourselves and in others thus Communication arouses a wide array of emotions in almost everyone, but individuals with higher levels of communication apprehension experience those emotions in more negative forms such as fear and anxiety. In addition, McCroskey (1977) says that the relationship between these two concepts is being looked into: whether emotional intelligence affects communication apprehension or not. The importance of the study lies in the fact that these theoretical concepts can have a positive or negative impact on a person's educational, professional and personal life.

Communication apprehension can affect academic success, professional achievements and personal life of people. Also, emotional intelligence is proved to have an impact on communication apprehension. Therefore, it can indirectly affect other variables such as educational success, workplace success, relationships and self-satisfaction as well .There are some similarities between the two concepts , they both have emotional elements in them , they can both change with experimented and proven methods and they both affect self-esteem either positively or negatively as discussed earlier (Higgs &Dulewicz, 2014).

According to Bindley (2011) probable online and the interaction is less stressful because participants do not need to respond immediately. So while CMC facilitates communication for individuals with high CA, it robs them of the opportunity to face their fears and overcome them.

Millennial lack the necessary social skills to interpret nonverbal cues and body language during a face-to-face communication and this makes them more apprehensive of interpersonal interaction. Online connections lack the authentic exchange of feelings, because there is always the option of editing a message. Making mistakes in social interaction contributes to us being mentally stronger, an opportunity taken away from Millennial by digital technology lack of experience in making errors and correcting them is another reason for higher CA.

1.6. Communication Apprehension Assessments

Several researchers implemented many different methods in order to measure communication apprehension. According to Daly (1991, p. 4) state that "There are three major ways communication apprehension has been measured: behavioral observation or ratings, physiological assessments, and self-reports. He explained: Behavioral observations are typically sensitive to visible signs of nervousness or fear in a speaker (for example,

fidgeting, reduced gaze, stuttering and stammering), while physiological measures tap less visible, and more momentary, reactions by a speaker such as blood pressure, heart rate, galvanic skin response, and temperature Both observational techniques and physiological assessments tend to be poor measures of the dispositional apprehension since any number of reasons, aside from apprehension, may exist for a particular behavior of physiological reaction.

In addition, Gilkinson improved a self-reporting instrument called 'The Personal Report on Confidence as a Speaker". Gilkinson's scale was developed to reflect an individual's fear or confidence of public speaking, as Gilkinson (1942: 142) state that The present investigation was begun in the spring of 1941 with two general purposes in view: To develop a method of securing reports from students on the emotions which they experience in speaking before their classmates; and 2) To study the association and correlation of these reports with data relative to such factors as speech skill, academic achievement, age, experience, training, physical status, fears and sensitivities, and morale.

Equally, McCroskey (1976) introduced the concept of "communication apprehension" to his colleagues as a broad-based fear or anxiety associated with either real or anticipated communication with another person or persons. While the normal person anticipates a pleasant and rewarding experience as a result of communicating with others, and usually has such experiences, the person who is highly communication apprehensive expects punishment (or at the least, lack of reward) from her or his communicating with others, and frequently has such negative experiences. Such people do not enjoy talking with others, wither singly or in groups, and will go to great lengths to void communication. If circumstances force them to become involved in communication with others, they normally will feel uncomfortable, tense, and embarrassed, and will appear (at best) shy or reticent to others (pp. 1-2).

Individuals who suffer from communication apprehension not only relate to the anxiety of stage fright, but also experience problems in communication in small groups and in interpersonal exchanges. McCroskey stated that to measure communication apprehension had three major advantages to researchers: First, such scales were easy and inexpensive to administer. Second, they could tap anxiety responses across a variety of communication contexts at one time. Third, Likert-type self-report scales were proven to be highly reliable (1976: 271).

1.7 Types of Oral Communication Apprehension

There are two generic types of oral anxiety: communication apprehension and situational communication apprehension. McCroskey and Richmond (1982b) defined
These two types as follows:

Your generalized communication apprehension level is a personality-type trait. It is a predisposition to respond to communication situations either with or without apprehension, regardless of the nature of the situation itself. Situational specific communication apprehension is produced by the circumstances surrounding a specific communication encounter. As a result, one may feel high communication apprehension in one situation and virtually none in another (p. 16).

Trait-Like Communication Apprehension Trait, or personality-type communication apprehension is at one extreme end of the continuum and was best described by McCroskey and Richmond (1988). According to them, trait, or personality-type communication apprehension, is an individual's general orientation toward communication, regardless of the context or situation in trait communication apprehension it can play a dominating role in life (p. 346).

Trait-like communication apprehension was described by McCroskey (1977b) as being characterized by "fear or anxiety with respect to many different types of oral communication encounters, from talking to a single person or within a small group to giving a speech before a large crowd" (p. 79). In addition, trait-like communication apprehension can be characterized by either being inherited or by coming from an individual's environment.

McCroskey (1982) used the term trait-like intentionally to indicate a distinction between this type of communication apprehension and a true personality trait. McCroskey stated: A true trait, as viewed here, is an invariant characteristic of an individual, such as eye color or height. No personality variable, and trait-like communication apprehension is viewed as a personality-type variable, meets this strict interpretation of "trait." After achieving adulthood, true traits of an individual are not subject to change. Trait-like personality variables, although highly resistant to change, can be and often are changed during adulthood. That communication apprehension is participant to such changes is indicated clearly in the substantial research on treatment of people identified as having high communication apprehension (p. 147).

Different types of communication apprehension derive from varied sources, including the speaker's personality traits, communication context, nature of the audience, and situation.

➢ **Trait Anxiety**

According to Spielberger, trait anxiety is the individual's enduring characteristic tendency to respond to specific stimuli with anxious feelings, based on past experiences of anxiety. In addition to that in measuring anxiety, Cattell (1966) emphasized the importance of distinguishing between anxiety as an emotional state and individual differences in anxiety as a personality trait. He claims that Trait Anxiety is a consistent

personality attribute that stimulates the persons to perceive most daily events where communication is required as threatening and makes them prefer to avoid it.

Similarly, Witt, et al (2006) affirm that "Trait anxiety measures how people generally feel across situations and time periods" we can conclude that some people who have high CA than others in general and trait anxiety in particular are likely to be uncomfortable about all human interactions like group chatting, starting conversations, meeting new people, eating in public or any sort of communication that takes them out of their personal bubble. The pressure for perfection is one of the key factors affecting learners' performance in oral communication and usually increases their anxiety. However, some degree of anxiety can be helpful for high academic achievement (Spielberger, 1966). The reason behind this severe personal problem can be the lack of experience or skill. Therefore, trait anxiety can be reduced through practice and preparation which will definitely allow people to deliver a proficient public speech when necessary.

➢ **Context Anxiety**

In this area context anxiety results from specific communication contexts such as novelty, formality or uncertainty.

➢ **Formality**

When speaking at a meeting or in a small group, like with friends or at a family gathering, some individuals can be perfectly comfortable in speaking and can make great communications with others. Yet they become intimidated and nervous when faced with a more formal setting of public speaking, such as courtroom or press conferences in which they deal with a more complex level of communication. The anxiety rises as the formality of the communication context increases, leading to more apprehension.

➢ **Uncertainty**

In certain contexts, the flow of information is difficult to predict and control, so the level of uncertainty is high. The feelings of contextual anxiety in this case can be accompanied with new experiences, such as meeting someone for the first time and you don't know what to expect, so you're more nervous than you might be later when you get to know the person better.

➢ **Novelty**

One of the main causes of oral apprehension is communication settings with high tension, which most people are not familiar with. Another factor contributing to apprehension is the novelty of the communication context people encounter. In communications environments that are new to us, anxiety becomes more of a problem, even for those who are normally comfortable speaking in public. Especially if student did not practice in the public speaking well, they would feel so anxious and nervous because they have no idea on how things will go. That's why practice is so important. Even if you aren't an experienced public speaker, the fact that you've already rehearsed your speech so many times or performed it in front of your family and friends can significantly reduce your anxiety.

➢ Audience Anxiety

For some speakers, it's not the context of the communication that causes them anxiety; it's the people they face in the audience. Audience anxiety explains communication apprehension as being caused by specific audience features such as size, status, and familiarity. The size of the audience can be one of the causes of anxiety, the larger the audience, the more it may appear to be threatening. The degree of familiarity and similarity with the audience influence the level of anxiety. People act more favorably

towards persons who share with themthe same beliefs, values, while those with contrary opinions can be overwhelming. The more dissimilar we are to our members of the audience, the more nervous we are likely to be. According to previous studies, subordinate level or status can also be a factor that raises speaking anxiety (Witt, et. al., 2006).Talking to someone in a higher position or status such as your boss or teacher can be frightening, especially if evaluated. You may feel comfortable talking to your peers ' audience at large classes or at student meetings, but if the same audience included parents or family member, their presence in the audience may make you nervous.

➢ Situational Anxiety

McCroskey (2001) referred tothe apprehension of communication as "the unique combination of audience, time and context influences", he explained that there are several dimensions to each communication event: physical, temporal, social-psychological, and cultural. These dimensions combine to create a unique situation of communication that is different from any previous event of communication. The situation created by a given audience can coalesce into situational anxiety in a given time and context.

Most people can learn to cope with their anxiety through practice, prompted by formal, uncertain, and novel contexts of communication. Luckily, most contexts in the classroom that speak in public are not adversarial. Practice, is the best method to overcome anxiety caused by the novelty and uncertainty of the public-speaking context, allowing most students to learn how to manage stress and nervousness. Every communication process involves dimensions that merge to create communication situations different from previous communication processes. Situations created by different audiences can cause anxiety to an individual.

1.8. Oral communication in the classroom

Individuals who are fluent in speaking must have good communication skills. Thus, between students, instructors, and peers have always been an intricate part of learning process. An individuals' level of success in learning a foreign language in the classroom is greatly influenced by their ability to communicate. Most students recognize the importance of fluent communication. At the same time, they have an aversion to communicating orally, particularly before a group of their peers.

This aversion to oral communication is sometime easy to recognize, but not always. That is because communication apprehension can be experienced at varying levels. At this point of view McCroskey and Richmond (1982:24) state that "To begin with, high and low communication apprehensive makes different decisions concerning what classes to take, when given free choice. Low communication apprehensive prefers classes with small enrollments where there is ample opportunity for students to interact with each other and with the instructor. High communication apprehensive, in contrast, tend to avoid such small classes in favor of larger, lecture-type classes in which most of the communication takes the form of the instructor talking to the students and the students simply listening and taking notes.

One of the challenges that an individual with oral communication apprehension has to deal with is choosing where to sit in the classroom. Researches affirm that certain seats in the classroom are preferred by high communication apprehensive students unlikely to their low communication apprehensive peers. McCroskey and Richmond (1982:25) state that " Low communication apprehensive tends to sit in the front and center of the traditional classroom. High communication apprehensive tends to sit along the sides and in the rear of the room. Most interaction in the typical classroom is focused on the center of

the room in the first few rows. This is where the low apprehensive chooses to sit and where the high communication apprehensive tries her or his best to avoid".

In addition to the personality factors listed above, individuals with high communication apprehension have to deal with more issues of lower self-esteem than their more competent peers. McCroskey (1976) states that Communication apprehension is linked with a variety of socially undesirable personality characteristics. In a series of studies it was found that self-esteem and communication apprehension were negatively correlated.

1.9. Teacher's role in reducing oral communication apprehension

Teachers have a significant roles to achieve students learning process by helping them to communicate orally far of apprehension and create the best conditions for learning successful, all those tasks related to teachers responsibility. Thus teachers need to play a numbers of different roles during classroom procedures to help students in learning process and reduce oral communication apprehension such as:

> **Prompter**

When students are confused or hesitated, the teacher should become a prompter in order to encourage learners to think out of the box, motivate them to communicate spontaneously and engage in any presented activity. This is for them to enhance their communicative capabilities.

> **Controller**

The teacher as a controller takes the responsibility of students and classroom and manages both teaching and learning process .Harmer (2001) affirms that teachers are responsible for transmitting knowledge to the learners . So teachers are most responsible

in giving decision about all the things that happen inside the classroom, such as the difficulty that students face.

> **Organizer**

In this case teachers have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact and finally stopping everything when the time is over "For example, teaches group students and give them an activity to work on and then guide their steps and show them how they will work in order to have desired success and involves students in the activity.

> **Assessor**

Teachers have to evaluate their students' progression through testing them and giving correction or praising them. (Harmer. 2001:60) ' students need to know how and what they are being assessed' From these explanation we notice that students have to know how they are being assessed, by telling them their strengths and weaknesses in order to have an idea about their level of progression and how will they work .

> **Participant**

In any part of lesson teacher should participate in discussions, in this case teachers have to introduce new information to help student involvement and create an effective atmosphere for discussion .Thus students will express their opinion in the subject.

> **Resource**

Teachers in this role should answer student's questions. for example in any activity students may not understand how to work , or answer , so the teachers help them and play

the role of source to answers all questions ,avoiding ambiguity and reduce problems that students my face when working on the activity.

> ➢ **Observer**

Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback. Harmer (2001) teachers do not observe students feedback, they also watch in order to judge the success of the different materials and activities that they take in the lesson.

1.10. Foreign Language Learning Classes Difficulties

In order to develop learner's oral communication abilities, teachers have to create the suitable atmosphere to help them to deduce their difficulties during the learning process. Furthermore, EFL learners often find problems when they practicing their oral presentations. Parrott (1993) says that EFL teacher must perform a series of activities that aims at guiding learners with the confidence and skills that required taking advantages of the classroom opportunities in order to communicate in English effectively and being successful in oral communication.

1.10.1. Psychological difficulties

The main objective of teaching EFL speaking skill is to enhance the communicative efficiency. However, students may have difficulties that may hinder them to learn effectively in the classroom. One of these difficulties is students' psychological problems which have a wide influence on learning process in general and oral communication in particular. In this psychological side learners may feel board during oral presentation, so it

influences their emotions .This difficulties are: anxiety problem, lack of self-confidence, lack of motivation, and shyness.

1.10.1.1. Anxiety problem

Anxiety is a common issue that can be faced in every EFL class.According to Brown (2001:51), there are two main types of anxiety; "trait anxiety" which is a permanent feeling that is related to the personality; so students always feel anxious about anything in life. "State anxiety"is temporary and depends on the situation. Anxiety is more likely to be related with one's perception of himself and worrying about others' perceptions. Nascente (2001) sees that among other affective variables, anxiety becomes one of the main blocking factors that prevent learners from obtaining the pursued academic achievements. .

1.10.1.2. Lack of self confidence

Another psychological problem that has a great impact on the learners is lack of self-confidence, this latter will make student prefer to keep their thoughts and ideas to themselves, so students hesitate to participants the discussion because they are not sure about their capacities to show their abilities in the classroom. According to Brown (2000:145) 'It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.' So teachers should be aware of their students when they managing classrooms by encourage them during oral presentation and Self-confidence, it is important for successful learning.

1.10.1.3. Lack of motivation

Another common psychological problem that disturbs EFL students to communicate effectively during an oral presentation is lack of motivation, if students are not motivated to learn they will not participate or show their abilities in the classroom.

According to Little wood (1984:53) 'Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers.'

1.10.1.4. Shyness

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

1.11. Reducing Oral Communication Apprehension In The Classroom

Effective teachers use different tasks and activities that can encourage EFL students to enhance their oral communication abilities. Harmer (2007:87,88) sees that 'if all students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it.' So these activities can help the teacher to determine the different weaknesses of their students, as O'Malley and Pierce (1996: 59) suggest that 'different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.'

In the same context Scrivener (2005: 152) makes an important point 'the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or

opinion.' From that we notice that teachers vary in using activities in order to achieve communication by practicing the language .Also Platt and Weber (1985: 289) add that 'the use of variety of different tasks in language teaching is said to make language teaching more communicative […] since it provides a purpose for classroom activity' (cited in Lee, 2000:31).in other words, speaking activities used to achieve communication beyond that of practicing the language itself.

1.11.1. Role -play activities

It is an authentic technique because it involves language use in real interactive contexts and help learners to develop their speaking skill. Revel (1979:16) sees role-play as: 'an individual's spontaneous behavior reacting to other in a hypothetical situation.' From that role-play is useful activity which allows students talk and in the same time enjoy the activity through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of, let's pretend; it can offer two main choices:

a. They can play themselves in an imaginary situation.

b. Or they can be asked to play imaginary people in an imaginary situation. (Byrne, 1976: 117) Also role-play help students to promote their oral proficiency and present their views. For simulation, Scrivener (2005: 159) defines it as 'a large scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information'.

1.11.2. Classroom discussion activities

According to Hedge (2000: 277), when it comes to discussion activities   it makes students require interpersonal communication strategies such as how to take and hold turns, introducing a topic or shifting to a new topic, and encouraging responses and other

contributions. In this case discussion is one of the most important activities in language learning that enable students to exchange ideas and opinions, within a context of a group .Also in order to get good discussion, Scrivener (2005: 150- 151) gives some keys that teachers should follow. These Keys are:

a. Frame the discussion well: teachers should not start directly the discussion by giving the title of the topic and say "TALK" There are many ways to give the topic and open the discussion such as giving a picture or speaking about a book that everyone reads or other things alike.

b. Preparation time: student's need some time before the discussion starts in order to think about what to say, to look up vocabulary in their dictionaries and so forth.

c. Don't interrupt the flow: one problem that cuts the smoothness of the discussion is that those classroom management techniques such as rising hands to ask the permission to speak. Because of that, teachers should get other techniques like looking at all the students and noticing who wants to speak then ask him to speak either by a gesture or by saying, for example, Dacha, what do you think? Through well-prepared discussion, the teacher's role is not to force his opinions on the students, but is to encourage them to express their view points in an oral presentation task.

d. Specific problems are more productive than general issues: teachers should choose specific topics rather than general ones because specific ones are more interesting and realistic. So, teachers should narrow down the topic that has been chosen. For example, oil pollution could be narrowed to „how to minimize the risk of pollution in future".

e. Role cards: giving role cards could help the students in discussion.

f. Buzz groups: it gives learners the chance to discuss the topic in hand in small groups first, in order to raise the students" confident of their language, to think of ideas---etc., then they are asked to discuss it in front of the whole class. Even buzz group takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion.

g. Break the rules: teachers could go beyond all the rules that are mentioned above according to the nature of the topic, the students.

1.11.3. Story telling activities

Story telling is an original form in teaching language function, this kind can encourage learners to state a clear meaning that they want to address to their classmates. For that Harmer (2007:129) suggests that 'it is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking.' Thus the aim behind this activity is to manage and develop the learners' own imagination, also it lead students to interact fluently in the classroom , so this activity is useful for teaching EFL Oral classes.

1.11.4. Information gap activities

Another effective activity, which focus on grouping students into groups and give them information about any topic, then students have to find the gap between the data presented by the teacher to them and complete the story or the event in order to get the whole information. According O'Malley and Pierce (1996) define information gap activity as 'the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.' (Cited

in Kouicem, 2010: 40). In this activity teachers have to creative and use any materials that raise the EFL learner's imagination and creation of their own thoughts.

1.11.5. Drama and simulations

Drama and simulations are very significant oral activities in language teaching and learning. Thus, simulation is a stronger step for learners to show their scenes in real life situation. According to Bygate (1987:81) says that' they are not performed for audiences, the participants work together within an imaginary setting ,therefore Students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased, so EFL learners speaking skill will be enhanced.'

1.11.6. Problem solving activities

This kind of activities lead learners to participate directly during an oral expression course , moreover problem solving help students to find solution to their problems .So they will be more creative and involved to speak fluently the language, also it demand that the learners themselves make suggestions , give reasons, accept, modify or reject suggestions and reasons given by others. Barker and Gout (2002: 160) defined problem solving as follow 'a problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings.'

1.11.7. Dialogues activities

Using dialogues in a presentation task has a great impact on developing speaking skill, from this practicing this activity help students to know the grammar structure or lexical area that are characterized in dialogues, in this point Thornburg (2005: 72) sees that 'dialogue practice can be a helpful way to show the rest of the class; how subsequent students' pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue.'

1.11.8. Students' presentation activities

This kind of activities plays a major role in enhancing the speaking skill. Presenting oral tasks in front of classmates during oral expression courses encourages students to communicate effectively and overcome reticence. Thornburg (2005:71) 'this might be considered as a sign to open a wide interaction inside the classroom through asking questions for more information or suggesting new ideas.'

1.12. The nature of oral communication

The oral communication is a way to communicate effectively by producing and receiving messages among peoples, in this path Byrne (1986:8) sees that Oral communication is tow way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).'

One can deduce that oral communication involves the negotiation of meaning between two or more peoples which includes the participant, the place (environment), and the purpose of speaking.

The interaction between speakers and listeners is a difficult process, because speakers have encoded messages that and the listener has to decode them. In the same context, Kramsch (1983: 367) says that 'oral communication involves Anticipating the listener's response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closet possible match between intended, perceived and anticipated meaning'.

1.13. The objective behind the oral communication

The aim that lead learners want to learn a foreign language is to communicate effectively that language , so learning to speak and communicate a language is not any easy task in EFL classes as McCarthy,(1972: 9) says 'When people are learning to communicate effectively a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud.'

Moreover ,if students want to speak fluently have to learn two side , the first one they have to master grammatical rules of the language , second one they have to master phonology features . In oral expression classes, learners present something in order to send messages and convey their opinion. Haley and Austin (2004: 189) say that 'to be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others.' So the main objective of speaking is to learn effectively that language and have the ability to communicate.

Conclusion

Learning English as a foreign language requires learners' improvement of the four foreign language skills: writing, reading, listening, and speaking. The main objective of teaching English language is to achieve a high level of efficiency and good mastery of both receptive and productive skills. The speaking skill is represented by oral communication in classroom and considered as a crucial feature in language learning. Consequently, the effective mastery of a language could not be achieved unless students have to reduce their apprehension to communicate in the classroom. Therefore, teachers have to adopt a wide

range of techniques and activities through which oral proficiency can be developed and will help students to reduce their problems through finding the right solution to overcome the apprehension and communicate orally.

Chapter Two:

General Overview on

Emotional Intelligence

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Introduction

Emotional intelligence has been a popular topic around the world after Goleman (1995) explained it in a new way, that is El is as twice important as technical skills, so it is considered as a type of intelligence; first of all it is important to begin with the definition of intelligence. The purpose of the present study is to investigate the relationship between emotional intelligence and oral communication apprehension of language learner's process. This chapter gives background information about intelligence and models of emotional intelligence. In addition the issues related to emotional intelligence will be discussed. In the other part we will focus on the studies about emotional intelligence and their skills and competencies.

2.1 Key Term Definitions

The term EI is composed of two fundamental components of personality: emotion and intelligence. In this section, both emotion and intelligence are defined followed by various definitions of EI.

2.1.1. The capability of emotions

According to Woodworth "A traditional ideas has viewed that emotions contradict logic" (cited in Mayer &Salovey, 1993). From this point it can be seen that, emotions is misdirecting, disrupting, disturbing, and generally interfering with mental tasks. This is why they must be controlled and regarded. Moreover, another point has considered emotions as motivating forces and "processes that arouse, sustain, and direct activity" (Leeper, as cited in Mayer &Salovey, 1993p, 435). So, they are now seen as a source of force and energy and that they work hand by hand with the brain.

2.1.2. The anatomy of emotions

Whether triggered from without or within, emotions produce major changes all through the body, most notably in muscle-tone, energy level, tone of voice, and facial expressions. They signal organs and muscle groups, accelerate or decelerate cardiovascular rates, and mute or exaggerate messages of pain, deprivation, and pleasure. They have enormous power to enhance, distort, or totally disrupt other mental processes. For instance, intense interest can make thoughts and ideas flow profusely, while shame makes it all but impossible to concentrate. This affirms that emotions are more physiological than psychological. They can translate one's psychological state into actions. Thus, they neglect the role of emotions in understanding human action cannot be neglected.

2.1.3. Emotional intelligence

Emotional Intelligence can be defined as "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995, p.34) . Another definition by Goleman, (1995) claims that Emotional Intelligence (EI) refers to the ability to recognize emotions in oneself and others, to motivate oneself, and to manage one's emotions well in oneself and others.

Likewise, Salovey & Mayer (1993, p 437) define EI as the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions' Social Intelligence is "the ability to understand and manage people" (Thorndike & Stein, as cited in Mayer & Salovey, 1993, p. 438).What it can indicate from this point of view that emotional regulation is essential for emotionally intelligent individuals, because they understand that there are social rules with regard to emotional

display, and regulate their actions according to those rules in addition to that EI is broader than social intelligence because it includes reasoning about not only social problems but also personal ones. Then Bar-On (1997) gives a description of emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14).

According to Goleman (1995) EI is the ability to love and be loved by friends, partner and family members (…) to motivate one and persist in the face of frustration, to control impulses and delay gratification; to regulate one's moods and keep distress from swapping the ability to think; to emphasize and to hope. (p. 34)

Ciarrochi (as cited in Roohani, 2009, p. 42) believed that "EI is not being illogical or overly emotional; it is about the intelligent use of emotions and the information contained in them to make effective decisions". So it concerns the ability to reason and think positively about feelings and emotions and to use emotions and emotional knowledge contained in them to foster thinking and reasoning for the general purpose of enhancing different life domains.

As an important point Mayer, Salovey and Caruso (2004), any new kind of intelligence have to meet three criteria to be considered scientifically an appropriate and a real intelligence: First, the capacity of being dealt with as a set of abilities. Second, those abilities defined by the intelligence should be able to develop with age and experience. Third, those abilities should be correlated with each other and at the same time should be related to pre-existing types of intelligence. These researchers believe that EI meets those three criteria, and therefore EI is a legitimate intelligence.

To conclude this broad definition, emotional intelligence is:

✓ The ability to understand one's emotions as well as express our feelings and ourselves.

✓ The ability to understand others' feelings and relate with people.

✓ The ability to manage and control our emotions.

✓ The ability to manage change and solve problems of an intrapersonal and interpersonal nature.

✓ The ability to generate positive mood and be self-motivated' (Bar-on 2007, p. 1)

2.2. Emotional intelligence training

Several research attempts on improving emotional intelligence have been made. As it is written by Chang (2008 p. 25), according to some reports: EI is a psychological concept that seems more powerful than a locomotive (e.g. IQ), faster than a speeding bullet (e.g. saves struggling marriages), and able to leap over tall buildings in a single bound (e.g. improves academic achievement), with a big "EI" written across its broad chest. In addition Chang (2008) claims that it is likely that with a large effort one enhances his/ her emotional intelligence regardless of the age.

As the school is one of the most important and effective places for learning emotional skills and competencies, it is of great significance to start improving EI from the very early stages of primary school because during the childhood, the children are discovering emotions and learning about the suitable ways in which they can explain themselves.

Similarly Panju (2008) also states that it is possible to improve emotional intelligence. He also thinks that age is not an important factor in this domain because the learning process of an individual never comes to an end. He argues that due to the

evidences related to power of EI to influence people, some important schools arrange their curriculum taking EI into consideration. At this point, as mentioned before, teachers have a great role in trying to make their students emotionally more intelligent. Due to the fact that emotions can be learned and controlled, teachers may help the students improve themselves accordingly.

According to Panju (2008: 56), there are various ways to improve emotional intelligence skills in the classrooms such as:

1. Circle time activities, through which the learners may communicate with each other in a respectful way,

2. Role-play activities, scenarios arranged according to problem-solving situations, modeling, encouraging students to learn to listen and think, giving conflict management strategies and so on.

3. Creating discussion groups, make the students listen to light music and watch emotional clips, self-disclosure,

4. Preparing questionnaires for the students and making use of literary excerpts and texts related to psychology.

From what is said, we can deduce that all those ways in improving emotional intelligence are important in classrooms because by arranging them, implicitly the learners are required to show their emotions in a freeway and they can compare notes with each other. Thus, this can make their relationships better and one can notice a transparent decrease in stress and anxiety and avoid oral communication apprehension during the course.

2.3. Emotional Intelligence Skills and Competencies

Different authors have described different EI skills and competencies such as BarOn and Goleman.

2.3.1 BarOn's Classification

Bar-On (2000) believed that EI is a non-cognitive intelligence which is an important factor in determining one's ability to succeed in life and get along in the world. Bar-On identified five major scales and 15 subscales which contribute to the emotional energy and self-motivation required to cope with daily environmental demands and difficulties as follows:

2.3.1.1 Intrapersonal: managing oneself, the ability to know one's emotions. In addition the interpersonal competency is the ability to act wisely in human relationships also it is the awareness of the perception, value, and betterment of one's self as well as dealing with demands, stresses, and pressures of life.

a. Emotional self-awareness (the ability to be aware of, recognize, and understand one's emotions).

b. Assertiveness (the ability to express one's feelings, beliefs, thoughts and to defend one's right). It involves effective communication

c. Self-regard (the ability to be aware of, understand, accept, and respect oneself). And understanding and appreciating differences in others.

d. Self-actualization (the ability to realize and reach one's potential).

e. Independence (the ability to be self-directed and self-reliant in one's thinking and actions and to be free from emotional dependency).understanding and responding to one's own emotions.

2.3.2.2 Interpersonal: managing relationships with others.

a. Empathy (the ability to understand and appreciate others' feelings).

b. Interpersonal-relationship (the ability to establish and maintain mutually satisfying relationships that are characterized by emotional closeness and intimacy and by giving and receiving affection).

c. Social responsibility (the ability to demonstrate oneself as a cooperative, contributing and constructive member of one's social group).

2.3.2.3 Adaptability: is the ability to adjust to change.

a. Problem solving (the ability to effectively solve problems).

b. Reality testing (the ability to validate one's feelings and thoughts by assessing the correspondence between what is subjectively experienced and what objectively exists).

c. Flexibility (the ability to adjust one's feelings/thoughts to change).

2.3.2.4 Stress management: controlling stress

a. Stress tolerance (the ability to manage one's strong emotions, adverse events, and stressful conditions by positively coping with problems).

b. Impulse control (the ability to control one's emotions and resist an impulse to act).

2.3.2.5 General mood: the ability to be optimistic and positive as well as to enjoy life.

a. Happiness (the ability to feel satisfied with life and to have fun).

b. Optimism (the ability to look at the brighter side of life and maintain a positive attitude in the face of problems).

In the same context, BarOn (2004) explains intrapersonal skill is "the capacity to understand the internal aspects of the self and to practice self-discipline" (p. 124).

In addition Goleman (1995) believed that self-discipline consists of 3 metacognitive abilities "the perception of personal emotions, the ability to control them and the talent for motivating the self" (p. 118). So, intrapersonal refers to knowledge that a person has about him or herself and it allows them to be flexible and to get along with the new circumstances. Being aware of personal feelings, capacities, strengths and weaknesses is very important to learn how to control the self and to enhance personal performance especially in new conditions, in order to achieve the target goals.

On the other hand, the interpersonal skill consists of three subskills: empathy, interpersonal relationships, and social responsibility. Mandell and Pherwani (2003) defined interpersonal as the "individual's ability to perceive the moods, intentions and feelings of others and to respond effectively to these" (p. 19). Moreover people should accurately recognize and understand the others' views, feeling, intentions and personal differences to communicate effectively and to have good social relationships.

Another skill is 'adaptability'. It consists of 3 subskills: problem solving, reality testing and flexibility. Adaptability is the ability to be flexible and calm when facing and reacting to unexpected difficulties, sudden changes or problematic situations, using effective problem solving strategies (Saarni, 2007:17).

As for 'stress management', it consists of two subskills: stress tolerance and impulse control. According to Saarni (2007), it is the ability "to cope with aversive emotions and distressing circumstances by using self-regulation strategies that lessen the intensity or temporal duration of stress" (p.17). That is to say, learners must identify the sources of stress then use accurate and healthy ways to relax, control the negative feeling and reduce its harmful outcome.

Lastly, 'general mood' consists of two subskills: happiness and optimism. It is the ability to expect and interpret situations and events to be good and happy; to be satisfied with life and see the brightest side of it; to have positive thinking and to see the 'full half of a glass of water and not the empty one' (Khalili, 2013).

2.3.2 Goleman's Classification

According to Goleman (1998p,7) recently redefined EI as a competence, a learned capability based on emotional intelligence that "means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals".

Goleman (1995) believed that EI consists of 5 major skills: self-awareness, self-regulation, motivation, empathy and social skills. Then, in 2001, he categorized those skills into 4 main 'constructs' with 20 competences. According to him, these skills do not work in isolation, rather they complete each other. His classification is summarized below (Goleman, 2001, pp. 13-18)

a. Self-awareness:

- Emotional Self-Awareness is the ability to accurately recognize and identify one's own feelings and how they affect one's performance.

- Accurate Self-Assessment is the careful evaluation of personal strengths and limitations; acceptance of feedback and learning from mistakes in order to improve performance.

- Self-confidence is the belief and trust of personal abilities, capacities and power without being arrogant.

b. Self-management:

- Emotional self-control the ability to be calm, relaxed and unperturbed in stressful situations or when dealing with unfriendly person.

- Trustworthiness appears through accepting to be open to other people, trusting them and letting them know your feelings, values and intentions.

- Conscientiousness includes being careful, diligent, self-disciplined and active to achieve already settled goals.

- Adaptability: the ability to 'think out of the box', to let go old assumptions and be open to new information, to take risk to change and be creative to apply new ideas to achieve better results.

- Achievement drive refers to the need to achieve and improve performance by being optimistic, proactive and persistent.

- Initiative is the ability to anticipate and act without being forced to do so; being proactive and motivated by internal forces rather than being reactive.

c. Social awareness:

- Empathy is the sensitivity, awareness and understanding of other's emotions, intentions and concerns and the ability to accurately read their needs through non-verbal cues.

- Service orientation is the ability to identify the needs of an individual in order to provide him or her with the appropriate service or product. - Organizational awareness is the ability to objectively identify the emotions, thoughts and political opinions of a group of people in a given situation without the 'distorting lens' of prejudice and assumptions so that one can react accurately and effectively (Boyatzis, as cited in Goleman, 2001).

d. Relationship management:

- Developing others is the ability to accurately identify people's needs and potentials of development through evaluating them and providing continuous help and guidelines to improve their performance.

- Influence is the ability to convince, persuade and negotiate with people using many strategies such as: careful listening, impression management and dramatic arguments but without manipulating them.

- Communication is the ability to take part in conversations, to listen, share and receive information.

- Conflict management is the ability to minimize negative outcomes of a conflict by calming oneself and people involved in it and accepting taking part in debates, negotiations and discussions in order to improve performance.

- Visionary leadership is the ability to use personal skills to influence and guide a group of people to cooperate and work together in order to achieve a shared goal.

- Change catalyst: the ability to work more effectively by removing barriers, encouraging change and challenging the status quo and fatalistic thinking.

- Building Bonds is the ability to choose experts and people with specific skills to work with them and to have good relationships with them based on trust and goodwill (Kaplan, as cited in Goleman, 2001).

- Collaboration and teamwork is the ability to work effectively, in a harmony and respectful way with a group of people with shared goals and responsibilities.

Many similarities can be found between Baron's and Goleman's classifications of EI skills:

1. BarOn's Emotional Self-Awareness seems parallel to Goleman's accurate self-assessment and self-confidence; self-awareness is related to emotional awareness; self-actualization seems similar to achievement drive.

2. Interpersonal Relationship appears similar to Building Bonds; Problem Solving is related to Innovation; Impulse Control is related to Self-Regulation and Self-Control; and Flexibility is related to Adaptability. However, some of Bar-On's competencies are not included in Goleman's framework, including: Assertiveness, Independence, Reality Testing, Stress Tolerance, and Happiness (Jacobs, 2001).

2.4. Models of Emotional Intelligence

We have two models of EI which divided by Mayer, Roberts and Barsade (2007) depending on the EI abilities that each model focuses on: the pure / the ability models and mixed models.

2.4.1. The ability models

According to Mayer, Roberts and Barsade (2007) the ability model of EI consists of specific ability approaches that focus on one particular EI skill or more such as accuracy in emotional perception, the accurate recognition of emotional expressions … etc, and the integrative model approaches in which many EI skills and abilities are joined together to have cohesive and global EI ability. In the same context Goleman (2001 p, 14) stated that:

The theory as formulated by Mayer and Salovey (1990; 2000) framed EI within a model of intelligence. Reuven Bar- On (1988) has placed EI in the context of personality theory, specifically a model of well-being. My own model formulates EI in terms of a theory of performance.

The Four-Branches Model of EI suggested by Mayer and Salovey (1993) is a good example of an integrative model that focuses on 4 interrelated abilities: Accurately perceiving or identifying emotions, understanding emotions, managing emotions, and using emotions to facilitate thought. Moreover Mayer et al. (2004 p, 200) defined EI as

"the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others".

So from that an individual's feelings and feeling impact, direct and guide the way he thinks, what he thinks about and how he behaves, judges and solves problems. So, it can understand the underlying causes of emotions; to accurately identify emotions in the self and in the others and reading their needs and intentions are very important skills to communicate effectively. As an example, the learner who knows what he is feeling , he can explain his needs and what he wants using clear, concise and precise sentences.

In addition, 'being intelligent in controlling emotions using strategies that modify its intensity, duration or evasiveness' (BarOn, 2007, p. 8) so it is clearly that expressing emotions and incorporating information contained in them to improve reasoning are very important skills required to make good decisions. Mayer et al. (2004 p. 199) claimed that "If emotions aren't identified correctly, they can't be used, understood, and managed. However, before one can read other people, one has to be aware of his own feeling".

2.4.2. Mixed models

In this model many researchers including Goleman and BarOn have "explicitly mixed multiple aspects of personality at once even though they might not be directly related to EI" (Roohani, 2009 p, 45). Goleman's model of competences and BarOn Model of Emotional-Social Intelligence (ESI) are two examples of mixed-model approaches of EI. According to Goleman (2001 p, 20), mixed models contain "a mélange of abilities, behaviours, and general disposition and conflate personality attributes -such as optimism and persistence- with mental ability" furthermore this model contains not only on EI skills but also on other personality characteristics and social abilities of peoples.

2.5. The importance of Emotional Intelligence

There are many numerous studies reflect the importance of EI and provided a good amount of data concerning it. One way to convince learners and prove that it is important to be emotionally intelligent is by showing that individuals with high levels of EI perform better in various life domains such as education. In addition many researchers" (Goleman, 1995; Mayer et al., 2004; khalili, 2013… etc) affirm that emotionally intelligent individuals are calm; rarely attack people verbally or stereotype them. They do not let their emotions get out of control or rule them. They know their abilities and work on their weaknesses so they can perform better. They think before they act and this leads to wise decisions. They are motivated, productive, effective, optimistic and happy. They are good listeners, team workers, leaders, responsible, flexible, successful, have close long lasting and real relationships.

2.6.1 Emotional Intelligence in General Life

Emotional intelligence is not only important for those who have to communicate and interact with others every day. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life. It also grants us both physical and mental health by managing stress and avoiding depression. According to Goleman (2001) believed that "emotional intelligence provides the bedrock for the development of a large number of competencies that help people perform more effectively" (p. 13). On the other hand, Bar-On (2007, p. 8) added that EI is important "to succeed in life, to cope with daily situations, and to get along in the world"

As previously mentioned, EI have positive correlation with health and appearance and the learner can act better and improve their capacities. while people with lower levels of EI have been associated with higher reported cases of depression and some bad

behaviors such as smoking, the use of drugs, alcohol and other deviant behaviors. So it is very important to the learners to have higher levels of EI, because it associated with positive and intimate social relationships among them.

2.6.2 Emotional Intelligence in Language Teaching and Learning

In language teaching and learning EI is very important in professions where interaction and communication is essential. Since foreign language classes are based on interpersonal communication. Farooq, (2014, p. 7) explained that teachers should use their EI skills to accurately identify the emotions expressed on the faces of their students, their body language or voices tone in order to deal with problems and misbehaviors when raised in the classroom. An effective teacher is the one who has the ability to sense how his students feel about learning and to interfere effectively when those students feel demotivated, dissatisfied or anxious. EI is beneficial for people to achieve these abilities to be better teachers and students because it can improve effective communications and create a good learning environment.

In addition "It is necessary to have students emotionally intelligent in the classroom (Sucaromana, 2012). In the same path Panju (2008 p, 105) claimed that "to teach is to touch the heart So, teachers who are interested in their learners and care about their feelings will achieve professional and personal success. Fernández-Aráoz (2001) assumed that "performance is a function of the product of two variables: PEFORMANCE = (EXPERIENCE AND IQ) × (EI COMPETENCIES)" (p. 191).

Moreover, IQ is important for success but it can be complemented by EI. Learners with high levels of EI are more motivated, confident, have positive thinking and pay attention during the lecture or the task and consequently they retain information better than those with low levels of EI. Also, having high levels of EI helps learners to develop positive attitudes towards foreign language learning and communicate better.

In other words, Skourdi and Rahimi (2010) proved that there is a positive relationship between emotional intelligence and linguistic intelligence (LI), between EI and vocabulary knowledge and between LI and vocabulary knowledge and between EI and oral communication.

2.7. Emotional Intelligence Skills Training

According to Gardner (1983p, 41), "Intelligence can be learned and improved throughout life". Many studies found that EI skills and competences can be acquired and improved regardless the age of the person. However, it is more difficult and is time consuming to train people on EI skills compared to cognitive skills. At this point, Cherniss and Goleman (2001, p 213) defined training as "the organized procedure by which people learn knowledge and/or skill for a definite purpose". So it concludes that the process of Training is related to the acquisition of specific skills to perform as qualified and proficient as possible.

Similarly, (Saarni, 2007 p,17) "the process of teaching and learning the skills, knowledge and dispositions that allow people to understand, process, manage and express the social-emotional aspects of their lives" In other words, training refers to the teaching and learning tasks focus on developing particular new techniques , skills, abilities or attitudes by acquiring and practicing the new information. In addition, Kahraman (2013) says that EI training programs are commonly categorized into two types: pre-service training (integrative and discrete) and in-service training.

The pre-service training: is offered to learners by educational institutions for a certain period of time to make them ready to enter a certain kind of professional job such as teaching. It can be of two types, either integrated or discrete training. In an integrated training, the EI skills planned to be taught are integrated in the curriculum and presented

together with the content of the lessons, while in a discrete training, the trainer designs separate courses in which he/she focuses solely on the EI skills and not the target language.

The in-service training: is offered to employees (e.g. language teachers), whether they are new or experienced workers, by the organization or the company from time to time in order to improve their skills and knowledge of the job and therefore their performance. The trainer may use a variety of training methods such as: presentations, group discussion, demonstration, assigned reading, exercises, role play … etc ((Kahraman, 2013 p, 9).

Trainees have to be aware and explicitly informed why they should learn these skills and how they can be beneficial for them; if not, blind training leaves the trainees in the dark about the importance of the activities they are being introduced to use.

Similarly the main aim of the training is to promote the trainees Self-Awareness, their Self-Regulation, Self-Motivation, Empathy and Social Skills. The length of the training time can vary from one to four days with one trainer for the whole programmed followed by a half day as a refreshing session after two weeks (Goleman, 2001).

2.8 Emotional Intelligence and Foreign Language oral communication apprehension

Emotional intelligence is the ability to perceive access, understand and generate feeling so as to assist thoughts and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 2016). From that, emotional intelligence has an important positive influence on mood and self-esteem and these two concepts directly affect personal success. Self-esteem can actually have an impact on all

aspects of life. Marshall described self-esteem as a "favorable global evaluation of oneself" (Marshall, et al., 2015).

In addition to that, research also shows that having a higher emotional intelligence contributes to professional success and reduces oral communication apprehension because emotional intelligence plays such an important role in learner's abilities. On the other hand, learners who have higher levels of emotional intelligence are also more successful at their learning process because they can build and maintain professional relationships and usually outperform their peers so they can communicate effectively. (Wan et al., 2014).

While EI facilitates communication for individuals, it robs them of the opportunity to face their fears and overcome them. At this point, learners' communication is not just by giving information. Rather, it is about engaging with an audience by emotions and emotional impact, even when delivering facts. Many teachers look for effective ways to improve the foreign language learners' oral communication and increase their willingness to communicate. Beginners as well as advanced learners suffer from apprehension and fear as they are both inevitable emotions. "EI is very important for shy, violent, anxious, lazy and negative people" (Roohani, 2009).

Emotionally intelligent individuals perform better at regulating their emotional reactions, managing stress, and being assertive. They are also likely to be confident speakers and communicate effectively in the foreign language.

Furthermore, emotionally intelligent teachers are able to motivate their learners to overcome language learning obstacles and apprehension and to speak freely by providing real examples of successful foreign language learners who have already succeeded to minimize and then overcame their apprehension (Shao et al., 2013).

It is very important for every individual who suffers from oral communication apprehension to search for the appropriate technique to avoid this problem. One of the most effective techniques is taking control over one's emotions which can have a powerful impact on both cognitive processes and behaviors. In other words, apprehension affects reasoning and therefore behavior.

Conclusion

Investigating EI has been an interest that grew since the 1990's and that emerged nowadays as a new type of intelligence. Many previous studies support its importance in various life domains including health and appearance, social relationships, academic success and performance … etc. Different researchers have classified EI skills differently and they provided different terms for each of them and as a result there are much taxonomy of EI skills and competencies. Since it is believed that EI can be learned, trained and increased through age and experience and that it is possible to educate individuals with low levels of EI to improve their abilities to recognize, express and regulate their feelings better, and minimizing their apprehension .

Chapter Three: Fieldwork and Data Analysis

Table of Contents

Introduction

This study is an attempt to investigate the impact of Emotional intelligence on oral communication apprehension in the division of English Language at Mohamed Khider University of Biskra. To enrich this study with valuable data, we designed and distributed two questionnaires, one was for second year master students (M2) and the other was for teachers, especially those who teach oral expression sessions since this study is concerned with the oral communication. Accurate and useful may be obtained from the perspective of the two main close populations to the field of research.

3.1 Students' Questionnaires

1.1.1 Aims of the questionnaire

The students' questionnaire is mainly designed to find out whether emotional intelligence is important to help them to reduce their oral communication apprehension or not. Second, it also attempts to investigate using emotional intelligence as a method in learning process and to obtain different views that students have concerning our topic.

3.1.2. Description of the questionnaire

This questionnaire is addressed to master one English students at the department of English at Biskra University for the academic year 2018-2019, the participants of this questionnaire are 50 students from different groups, Thus they are chosen randomly to explore the impact of emotional intelligence in EFL learners oral communication apprehension . It also consists of 27 of questions which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to

give their personal opinions about the subject or to explain their choices . The questionnaire is divided into three sections:

Section One: General information

This section is about student background information. It contains four items, the students 'gender and how much they like English Language , in addition how they find speaking in English as a foreign language , and if they are aware about their strengths and weaknesses in English language class.

Section Two: Oral Communication Apprehension

This section consists twelve (12) items which seeks information about oral communication apprehension as an important factor in this research .And more specifically, the relationship between oral communication apprehension and emotional intelligence .

Section Three: Oral Communication Apprehension and Emotional Intelligence

This part is composed of eleven (11) items attempting to obtain information about the students' attitudes towards emotional intelligence and its relationship to oral communication apprehension.

3.1.3 Administration of the questionnaire

This questionnaire was posted on master one English students group at the department of English at Biskra University for the academic year 2018-2019 on Facebook. Eventually, we have received about twenty (56) questionnaires from which we have selected eleven (50) questionnaires which were most clear and complete and which we thought that they may be valuable data and serve our study. In addition the target aim

behind this questionnaire is to use the student's answers to help us obtain the students attitude toward the topic and whether they face difficulties in oral communication.

3.1.4. Analysis of the results

Section One: Background information

Question 1:.Students'gender

Gender	Number	Percentage
Male	20	40%
Female	30	60%
Total	50	100%

Table 01: Students' gender
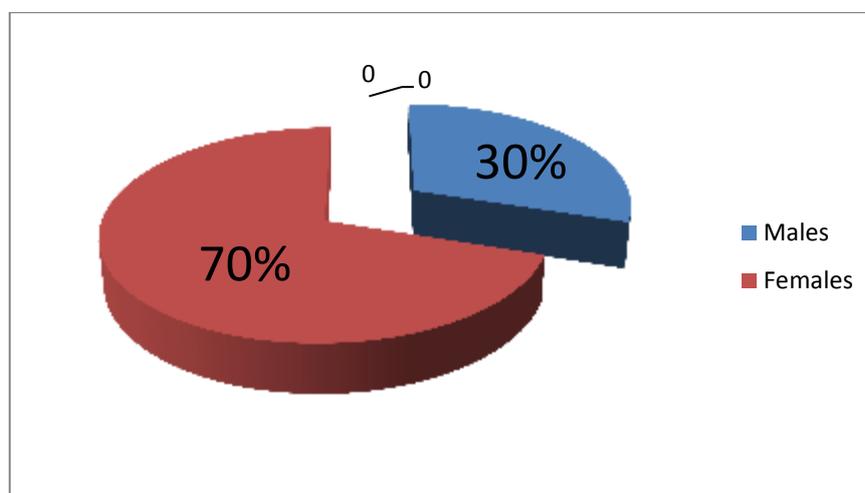
Figure 1: Students' gender

The results displayed in the table above show that the majority of students are girls (60%) who study English as a foreign Language in master one , and only (40%) that

represent boys from the rest. Also as shown in the table, females (30) are more than half of the number of males (20).

Question 2: How much do you like English Language?

The majority of master Two English learners (93%) claim that they like English language very much only few students said they do not. Here we can deduce that learning English was imposed on them and was not their choice.

Question 3: For you, is speaking English as a foreign language?

Options	Number	Percentage
Easy	40	80%
Difficult	0	0%
Somehowdifficult	10	20%
Total	50	100%

Table 02: Students' opinion about speaking in English
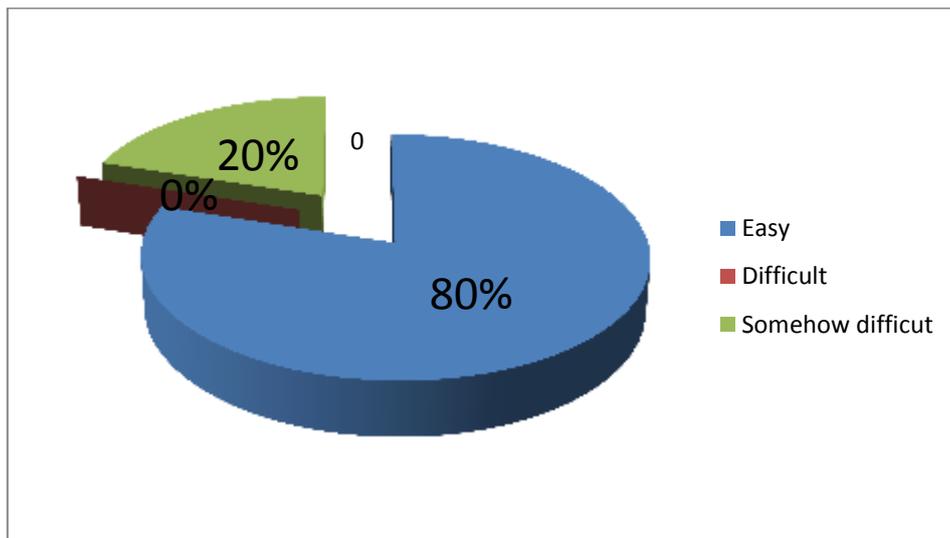
Figure 2: Students' opinion about speaking in English

From the above table, we can see clearly that students speak the English fluently because language was easy for the vast majority of students (80) claim this .This means that they use effective techniques for learning better. However, the rest of the sample which consists of (10) students- making up (20%)-opted for 'somehow difficult'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

4: Are you aware of your strengths and weaknesses in English language class?

Option	Number	Percentage
Yes	43	86%
No	7	14%
Total	50	100%

Table 3: The Students' awareness about their strengths and weakness in English
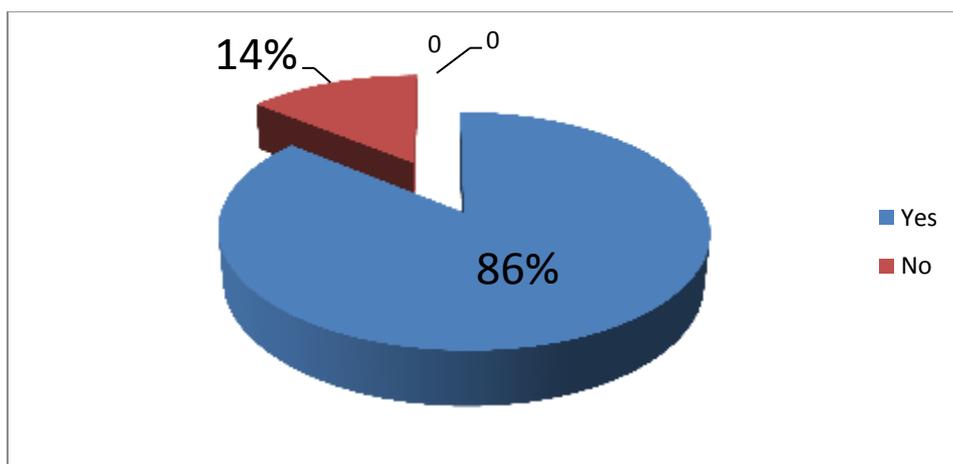
Figure 4: The Students' awareness about their strengths and weakness in English

We can notice from the table above that all students (100%) claim that they are aware about their strengths and weakness in learning English language.

Section Two: Oral Communication Apprehension

Question 5: How do you feel when you are asked to speak English in class?

Option	Number	Percentage
a-Comfortable	33	66%
b-Anxious	17	44%
Total	50	100%

Table 04: Students feeling when they speak in English
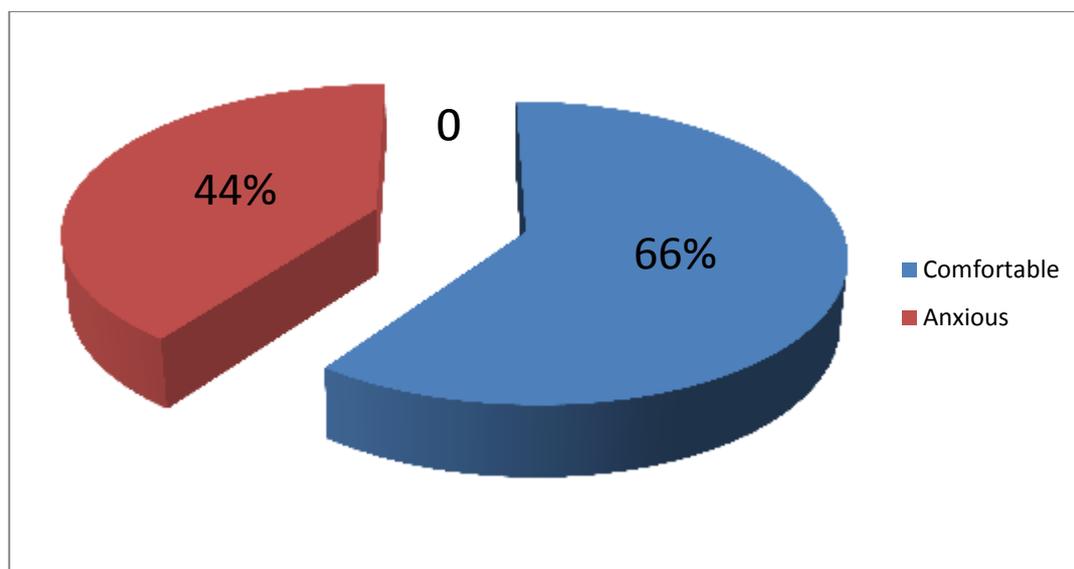
Figure 05: Students feeling when they speak in English

It can be seen from the table above that (66%) from the EFL students feel comfortable when they speak in English, there for they are fluent speakers .However; about (44%) from the rest of the respondents believe that they can speak in English because they feel anxious.

Justifications:

Most student share common opinion such as:

-feel comfortable

-feel stressed to speak in front of others

-low self-esteem

-Lack of self confidence

-Lack of vocabulary

Question 6: Have you ever been in a situation, where you had the correct answer but you were unwilling to participate?

Option	Number	Percentage
Yes	36	72%
No	14	28%
Total	50	100%

Table 05: Students shyness to participate
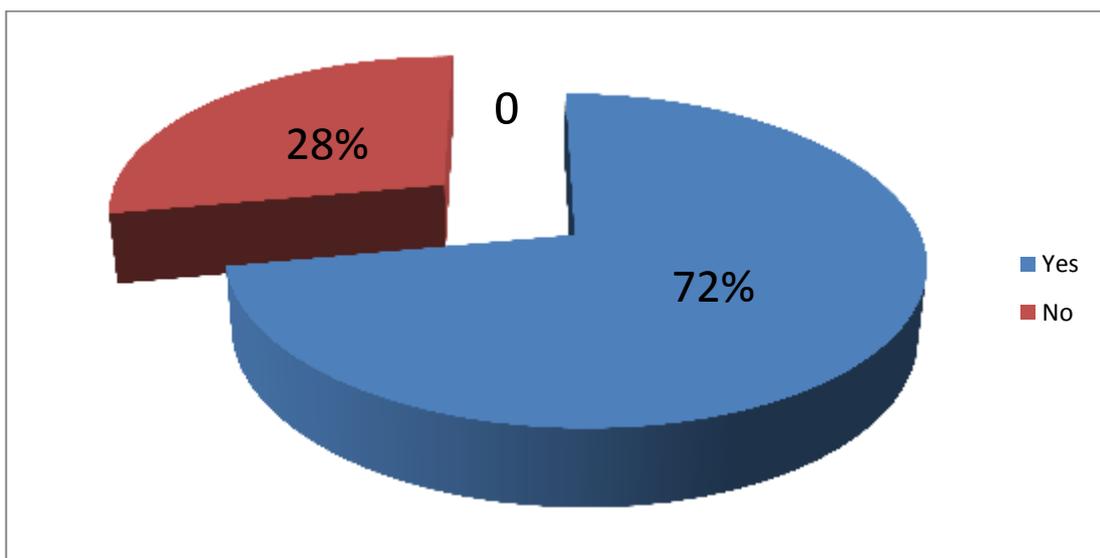
Figure 06: Students shyness to participate

The results obtained from the above question show that (72%) of students state that sometimes they have the right answer but they cannot participate .On the other hand, (14%) students say that if they have the correct answer they will participate.

If yes, was it because of:

Option	Number	Percentage
Lack of vocabulary	0	0%
Shyness	10	20%
Avoiding embarrassment	5	10%
Fear of judgment	30	60%
Bad pronunciation	5	10%
Total	50	100%

Table06: students causes when did not participate
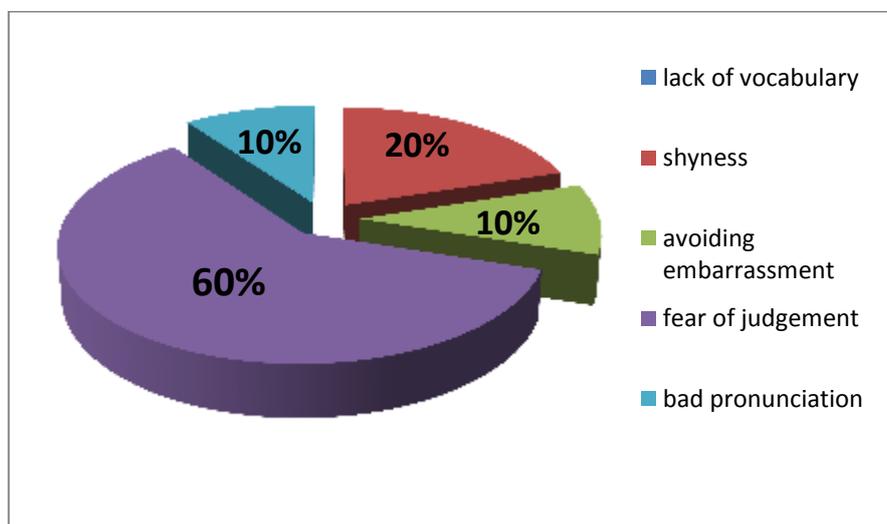
Figure 07: students causes when did not participate

More than half of the questioned students (60%) said that their claim that they do not participate due to fear of judgment. This indicates that most students feel apprehension during the learning process, (20%) of the student's claim that it is because of bad

pronunciation and avoiding embarrassment. And the least part (20%) they see that they do not participate because of the shyness.

Question 7: Has fear of being judged ever held you back from expressing your opinion?

Option	Number	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table07: The effect of fear of judgment on student expressing opinion
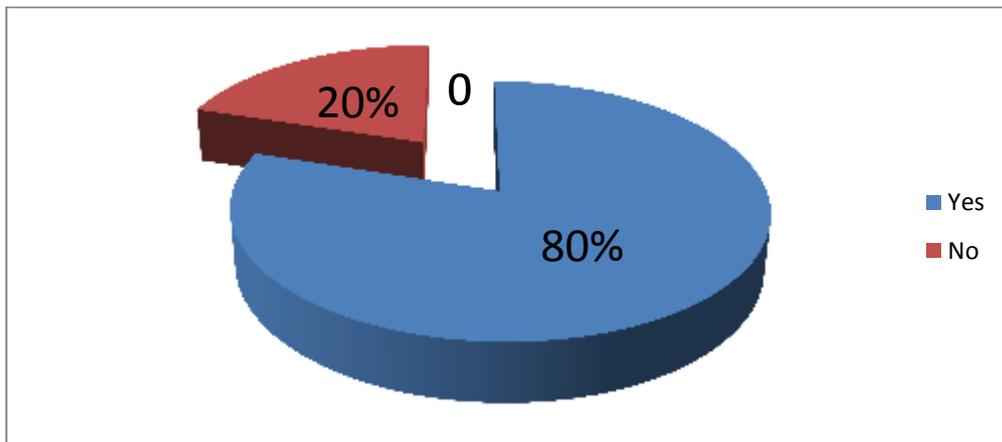
Figure08: The effect of fear of judgment on student expressing opinion

It can be seen from the table above that (80%) of students argue that judgment push them to not express their ideas and opinions. However, the rest (20%) opted for' no' and claimed to be extrovert learners who do not give any importance to other people's judgement.

Question 8: Do you worry about making mistakes in the oral expression class?

Option	Number	Pecrentage
Yes	45	90%
No	5	10%

Table08: students stress of making mistakes
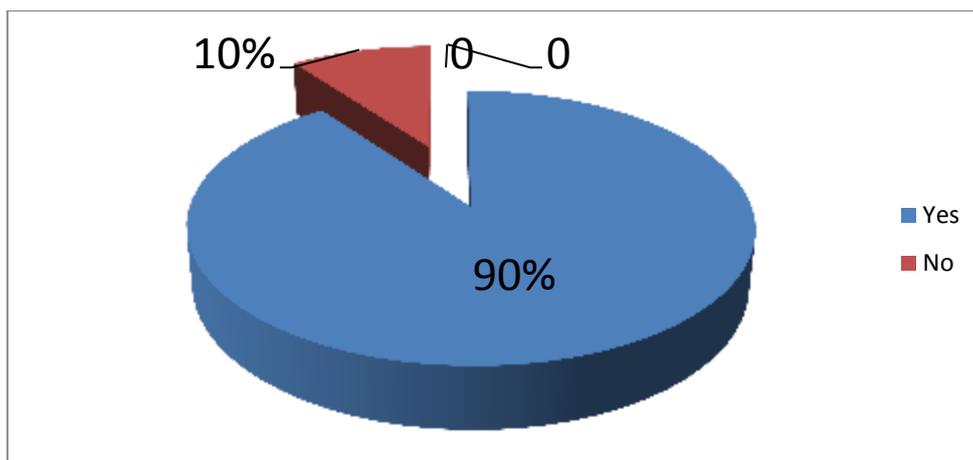
Figure09: students stress of making mistakes

The results as shown in the table above affirm that the majority of learners (90%) worry about making mistakes during oral expression module .Furthermore the answer of this correlation revealed that fear of making mistakes prevents students from communicating orally.

Question 9: How does your teacher intervene when you commit a mistake in speaking?

Option	Number	Percentage
Immediately	30	60%
Afteryou finish	20	40%
Total	50	100%

Table9: teachers intervene of students mistakes when they speak
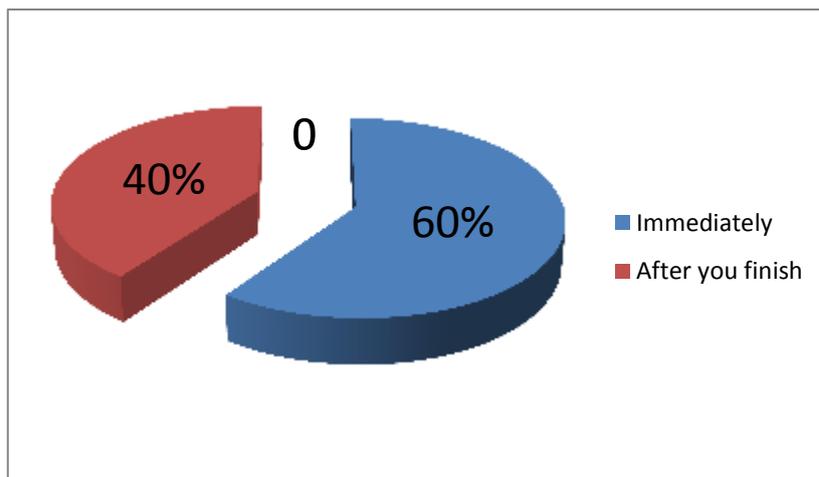
Figure10: teachers intervene of students mistakes when they speak

The results show that the majority (60%) of the students affirms that their teachers intervene them when they do mistakes immediately and this decrease their problems in speaking. But the rest (40%) opted for' after you finish '. They see that the teachers did not want to cut their thought until they finish speaking.

Others:

-It depends on the situation and the type of mistake

-Sometimes they ignore it

-To avoid repeat those mistakes

-Each teacher intervene in a different way

Question 10: Your teacher's feedback makes you:

Option	Number	Percentage
Motivated	46	92%
Anxious	4	8%
Total	50	100%

Table 10: The effect of teachers' feedback on students feeling
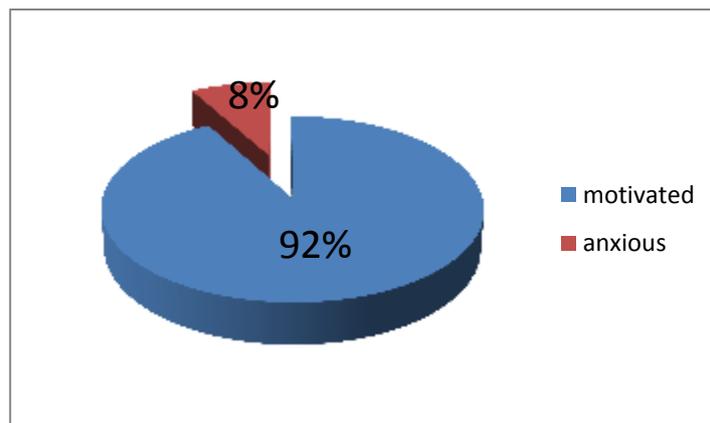
Figure 11: The effect of teachers' feedback on students feeling

We can notice that most of the students (92%) claim that their teachers' feedback helps them to be motivated, so they can learn better and achieve their speaking skill. Although the aim of teachers' feedback is to help students determining their mistakes in order to correct them. Still, some of the students (8%) consider the teacher's feedback as a factor that lessens their motivation and self-confidence.

Justifications:

-Helps me avoid that next times

-Sometimes it motivates me and other times it embraces me depending on the tone of the teacher and severity of the mistake

- Learning from mistakes

-I appreciate it because am completely sure that my teachers advice is always beneficial

-Because it helps me to improve my level.

-I find it embarrassing sometimes

-I would feel anxious if it was an immediate feedback

Question 11: How do you feel when other students perform better than you?

The majority of students affirm that they feel anxiety and jealousy when other students perform better than them. On the other hand,some students said that they feel motivated and willing to do better than their classmates.

Question 12: Do you panic when you are asked to speak in English without preparation in advance?

Option	Number	Percentage
Yes	15	30%
No	10	20%
Sometimes	25	50%
Total	50	100%

Table 11: students stress when they speak without preparation
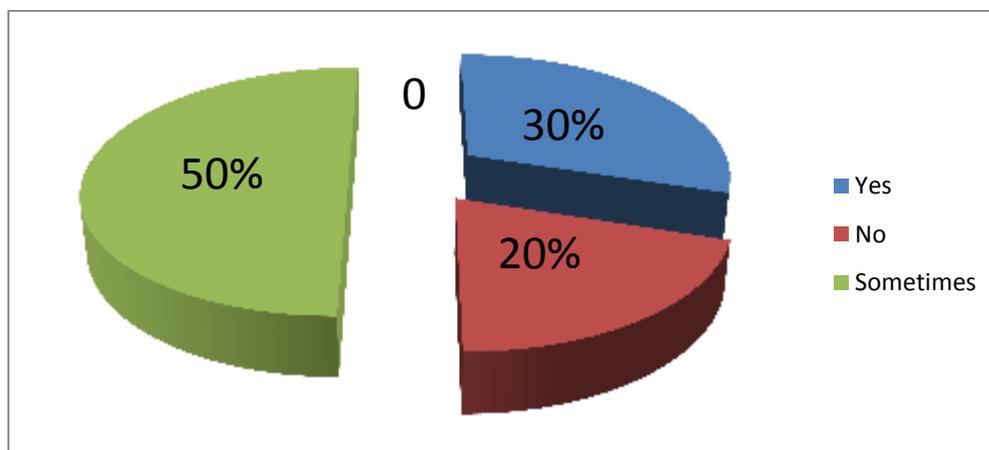
Figure 13: students stress when they speak without preparation

We can notice that half of the students (50%) claim that they sometimes panic when they speak without preparation, also (20%) of them said no because the good speaker do not prepare their speech they speak free. And (30%) opted for yes.

Question 13: How often do you feel anxious when speaking English even if you were well prepared?

Option	Number	Percentage
Always	23	46%
Sometimes	25	50%
Rarely	2	4%
Never	0	0%
Total	50	100%

Table 12: students anxious when speaking English
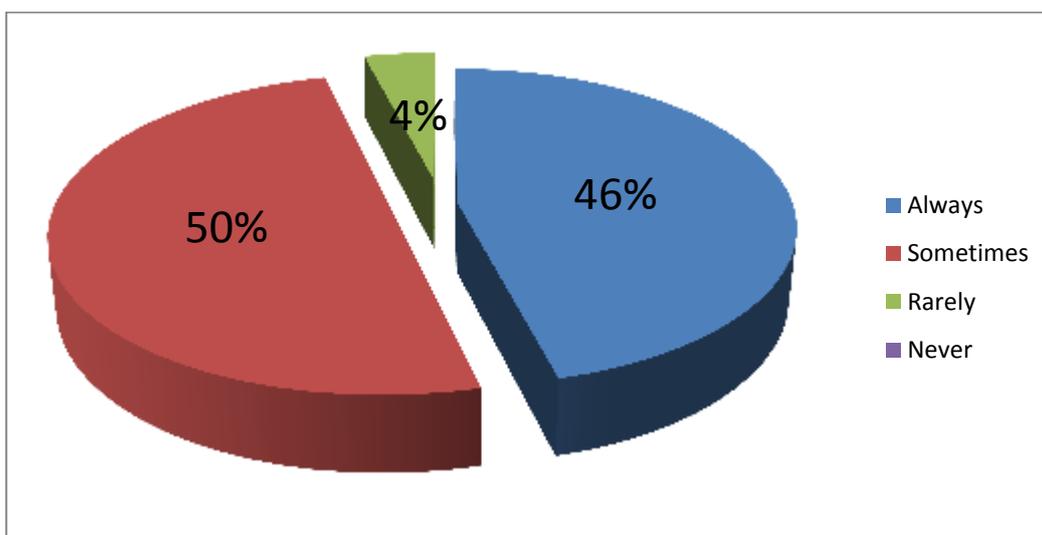
Figure 14: students anxious when speaking English

We can notice that the highest percentage of students (50%) claim that they feel nervous sometimes even when they are well prepared. While others (46%) said that they always feel anxious when it comes to speaking English in class. The reason could be their focus on their weaknesses each time and not trying to improve. Just two students (4%) sees that they rarely feel anxious when they are

Question 14: In a speaking class, do you get so nervous that you forget things you know?

Option	Number	Pecrentage
Yes	34	68%
No	16	32%
Total	50	100%

Table13: students feel nervous that they forget what to say
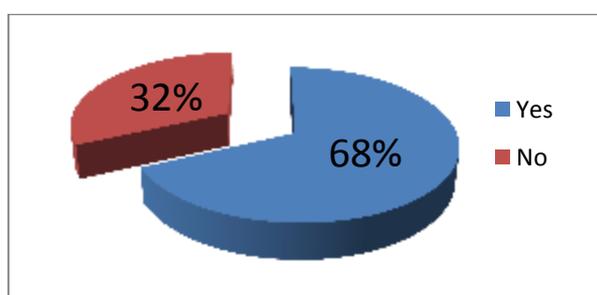
Figure15: students feel nervous that they forget what to say

The results as shown in the table above reveal that (68%) of the respondents claim that they feel nervous during speaking that they forget what they were planning to say or present. The rest (32%) affirms that they do not feel nervous to the extent where they forgot their speeches.

If yes, what symptoms you usually have when you are nervous?

-Getting shy and blushed

-Remaining silent, or keep thinking

-Repeating same words, smiling a lot....

-Stressing out

-Feeling embarrassed

Question 15: Do you find it embarrassing to volunteer to go out first to speak English?

Option	Number	Pecrentage
Yes	15	30%
No	35	70%
Total	50	100%

Table14: students' embarrassment when they speak first
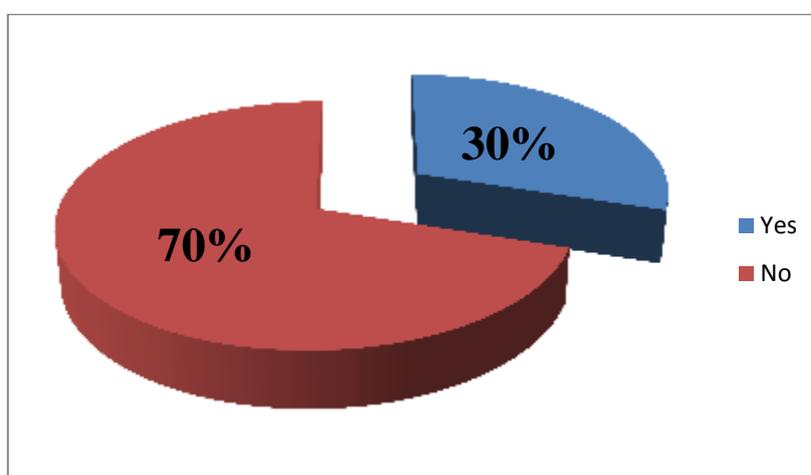
Figure15: students' embarrassment when they speak first

The results as shown in the table above reveal that (70%) of the respondents claim that they do not find it embarrassing when they are the first ones to speak. while the rest of the respondents (30%) claim that they would feel embarrassed to volunteer as the first one to speak mainly because they fear judgement or criticism.

Question 16: What makes you feel anxious most?

Option	Number	Percentage
Your teacher's instant correction	10	20%
Speaking with someone whose English is better than yours?	30	60%
Your peers' reactions	10	20%
Total	50	100%

Table 15: students causes of feeling anxious
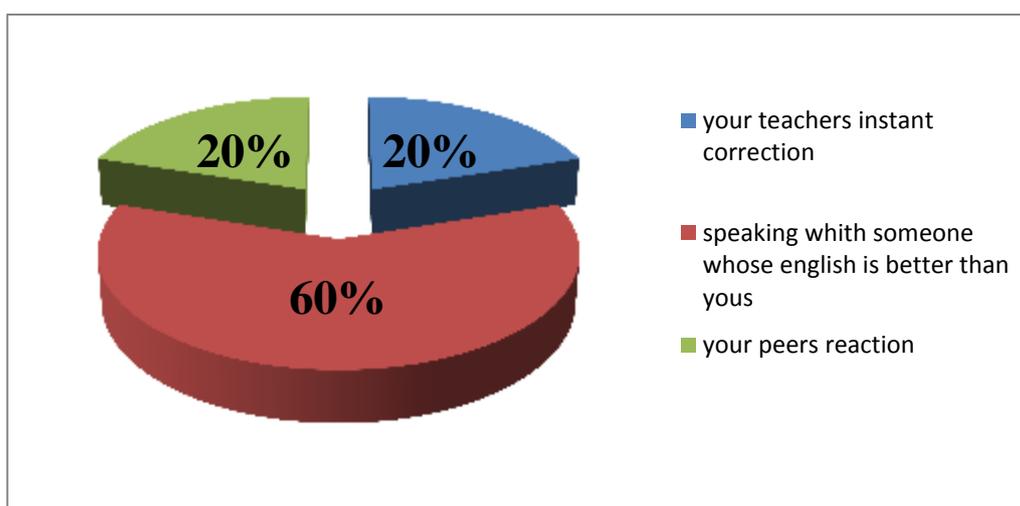
Figure 17: student's causes of feeling anxious

The table above indicates that 30 respondents (60%) feel anxious when they speak with someone who has a better level in English language or may be more fluent. Other 10respondents (20%) state that they may experience feelings of anxiety because of the teachers' correction or feedback and 10 other participants (20%) said that they feel anxious only when they think of the reactions of their peers.

Others reasons:

-When I doubt my answer and fear to be wrong

-My level, especially grammar

-Not being prepared

-I prefer to stay quiet at class and never participate

-The fear of being judged. Also, I think it's something I can't control

-Speaking in front of big audience, I get very scared and the only way to overcome it is by imagining a different situation and continues talking.

- None of them makes me feel anxious because we are not the native speakers of that language so even teacher sometimes makes mistakes

- Not having the required and desired input.

Section Three: Oral Communication Apprehension and Emotional Intelligence

Question 17: Do you think that embarrassment, anxiety and stress are feelings that any foreign language learner may experience?

Option	Number	Percentage
Yes	50	100%
No	0	0%
Total	50	100%

Table16: student's attitude toward embarrassment, anxiety and stress
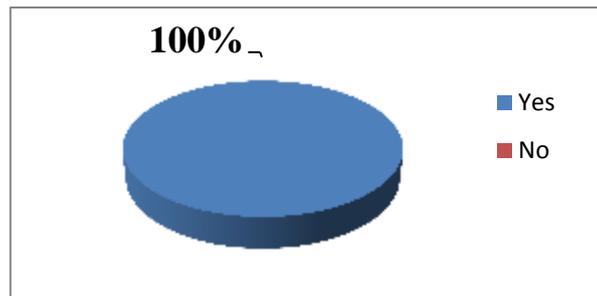
Figure18: student's attitude toward embarrassment, anxiety and stress

As shown in the table above, the results affirm that all (100%) of the respondents agree that feelings of stress and anxiety are experienced by every EFL learner. They may encounter these feelings on a daily basis in several occasion like exams, oral presentation session..

Question 19: In which of the following communicative activities you feel anxious most?

Option	Number	Percentage
Classroom discussion	5	10%
Read orally	20	40%
Make an oral presentation	10	20%
Role-play	0	0%
Ask questions	0	0%
Speak individually with the teacher in his/her office	10	20%

Table 17: Activities where students feel anxious
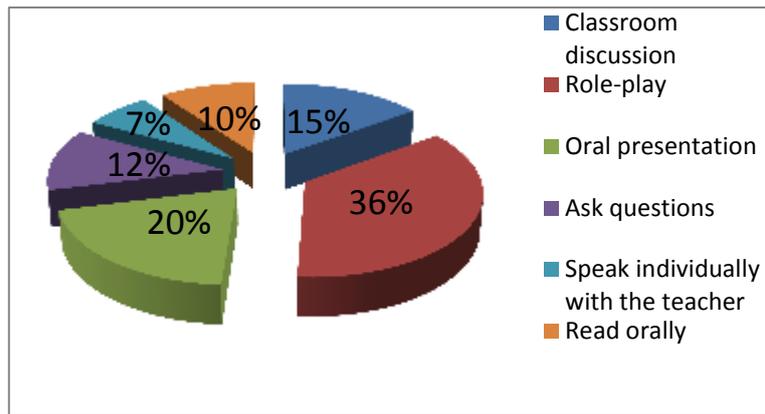
Figure 19: Activities in which student feel anxious

The table above summarizes classroom activities in which students feel anxious. It is noticed that (36 %) of students feel anxious during role plays mostly because they feel shy to play roles and act in front of the teacher or classmates. Also, 20% face while making an oral presentation. (10%) of the participants would feel anxious when they are involved in classroom discussion. represents for students presentation and classroom discussion.

Question 19: Do you become defensive when criticized by your teacher or your classmates?

Option	Number	Pecrentage
Yes	7	14%
No	24	48%
sometimes	19	38%
Total	50	100%

Table18: student's feeling when they criticized by the teacher or classmates
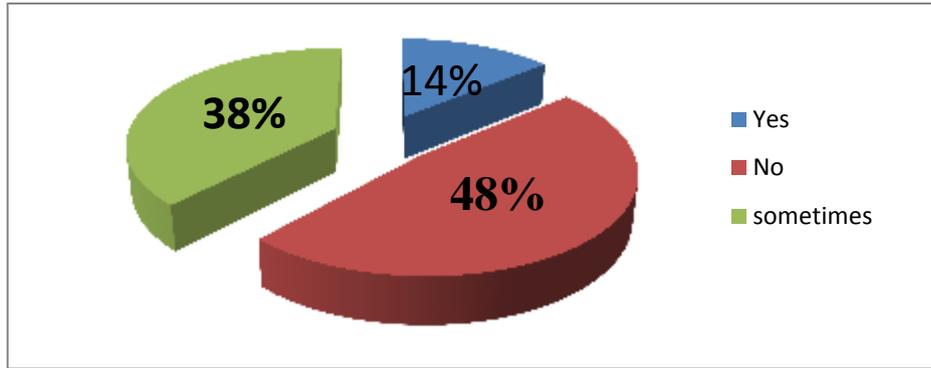
Figure20: student's feeling when they criticized from the teacher or classmates

As we notice in the table, (48%) of the students declared that they do not defend themselves when they are criticized by their teachers or classmates. This might be because they are convinced that criticism is a part of the learning process. And (14%) affirmed that they do feel defensive when criticized. A considered number of the participants (38%) said that they only do this sometimes.

Question 20: Do you find it difficult to focus on your performance when you feel anxious or nervous?

Option	Number	Percentage
Yes	41	82%
No	9	18%
Total	50	100%

Table19: student's difficulty to focus on performance when they feel anxious
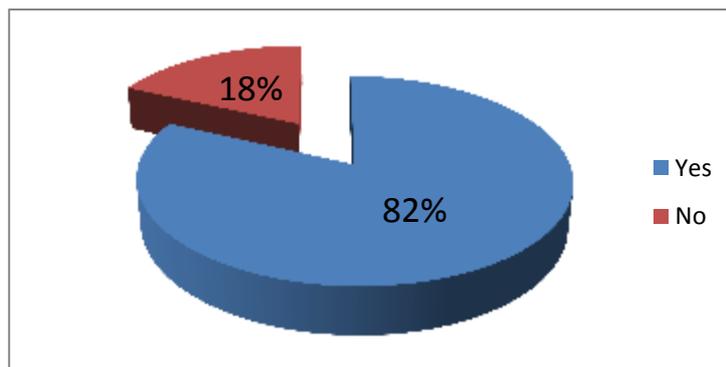
Figure21: student's difficulty to focus on performance when they feel anxious

As we notice on the table, the majority (82%) of the students declared that they find it difficult to focus on their task or performance when they feel anxious, but only (18%) of the students said that they do not mix their anxiety with their performance because it is a normal feeling any EFL learner face during oral communication

Question 21: Do you recognize how your emotions affect your performance?

Option	Number	Pecrentage
Yes	50	100%
No	0	0%
Total	50	100%

Table20: student's ability to know the effect of emotion on their performance
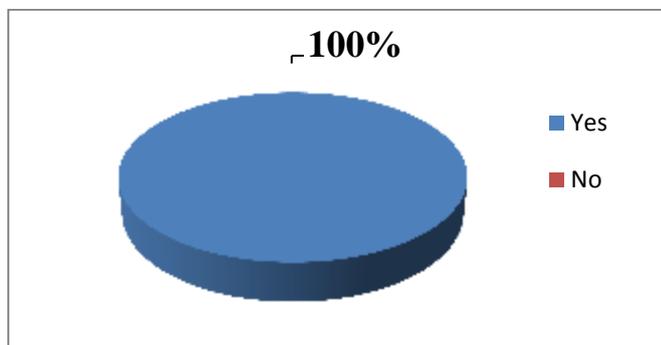
Figure22: student's awareness about the effect of emotions on their performance

As we notice in the table, that all of the students (100%) affirmed that they recognize how their emotions affect their performance.

Justifications:

- Our emotions guide our way of acting

- Performance is not only about what's in your mind but your feelings are involved too

- Anxiety may sometimes affect my performance in terms of vocabulary, grammar,etc, but when I am feeling comfortable everything goes well

- Sometimes our emotions are more than us so that we can't control them.

- When I'm less stressed I perform better

- Sometimes I forget what I want to say

- I can't focus on my mates reaction...

- Emotional state reflects what I say and what I say translates to others that am afraid. Yes I know I feel scared a lot of being judged

Fear and shyness affect my presentation

My feelings guide my performance. If I am happy i do not bather myself with mistakes

Question 22: Are you decisive and able to make sound decisions despite uncertainties and pressures?

Option	Number	Pecrentage
Yes	50	100%
No	0	0%

Table21: student's ability to being decisive under pressures
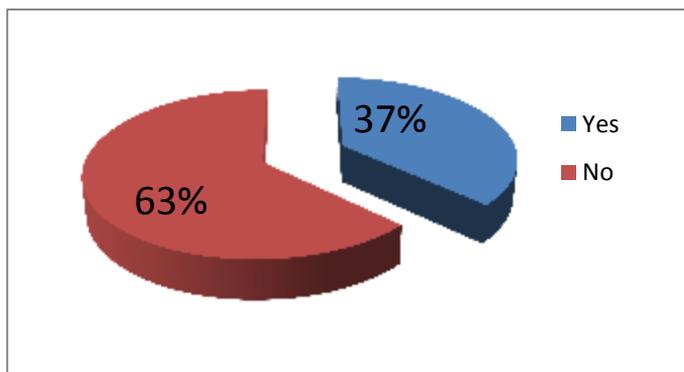
Figure23: student's ability to being decisive under pressures

The results as shown in the table above reveal that the majority of the participants (63%) said that they are not decisive and unable to maintain control under pressures. Hey tend to be anxious and may take inaccurate decisions or acts. The rest of the participants claimed that they can be decisive even with uncertainties and pressure.

Question 23: Are you able to handle/manage stress and give a good performance without showing nervousness/anxiety?

Option	Number	Pecrentage
Yes	5	10%
No	45	90%
Total	50	100%

Table22: student's management of their anxiety
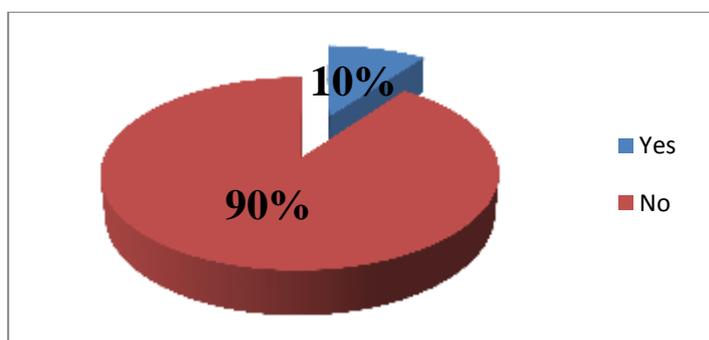
Figure24: student's management of their anxiety

From the results obtained in the table above, we notice that most of the students 45(90%) are unable to manage stress and deliver a good performance without showing anxiety. Only a minority of 5 students were able to control feelings of stress and anxiety and communicate effectively.

Question 24: Do you think clearly and stay focused under stress?

Option	Number	Pecrentage
Yes	5	10%
No	5	10%
Sometimes	40	80%
Total	50	100%

Table 23: student's focus under stress
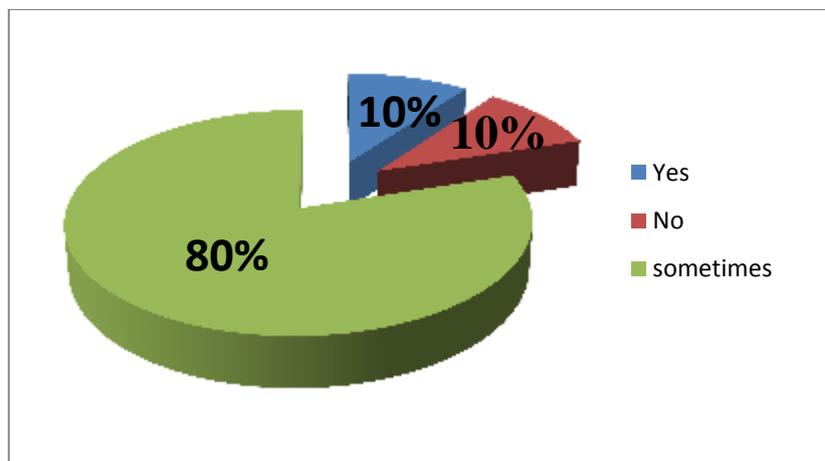
Figure25: student's focus under stress

The results as shown in the table above reveal that the majority (80%) of the respondents claim that sometimes they cannot focus under stress, because this negative feeling makes the learners confused and doubtful. Other (10%) said they can focus under stress. The response of the rest (10%) was No

Question 25: Can you adapt your responses and tactics to fit fluid circumstances?

Option	Number	Pecrentage
Yes	44	88%
No	6	12%
Total	50	100%

Table24: student's tactics to fluid circumstances
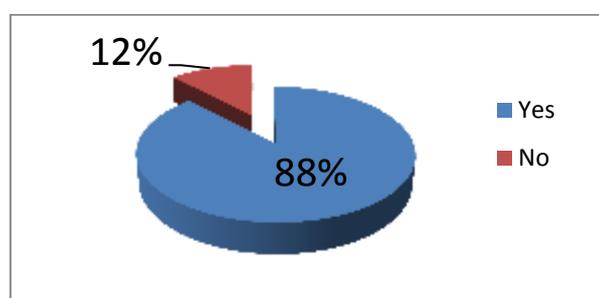
Figure25: student's tactics to fluid circumstances

The results in the table above show that the majority (88%) of the respondents claim that they can adopt responses and tactics to fit fluid circumstances. Thus, they are able to cope with any atmosphere or environment regardless of the challenges. Only 6 students (12%) were unable to adapt with fluid circumstances. As a result, it could be somehow difficult with them to deal with unusual situations or new experiences.

Question 26: Would you feel less anxious if you had the opportunity to make friendship with classmates, share your feelings of anxiety and practice speaking activities in English with them?

Option	Number	Pecrentage
Yes	40	80%
No	10	20%
Total	50	100%

Table25: student's abilities that decrease anxious in the classroom
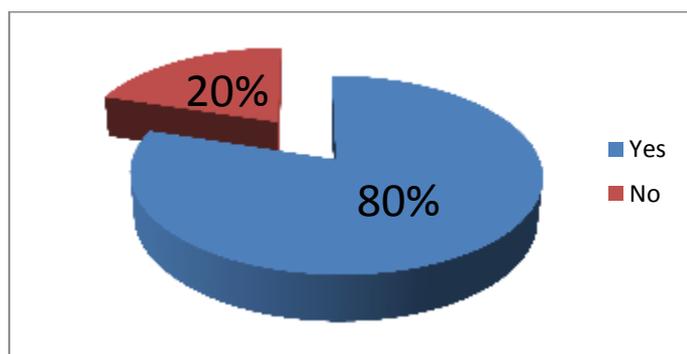
Figure26: student's abilities that decrease anxious in the classroom

It is commonly accepted that in order to learn a language and speak it fluently you have to prepare yourself and overcome anxiety. This helps you having a good atmosphere for learning. Most students (80%) strongly agree that making friendship with classmates, share their feelings of anxiety and practice speaking activities in English with them would certainly reduce communication anxiety.

Justifications:

- It would help me avoid fear of judgment

-Because it may make me more confident

- I would feel more comfortable if I speak in front of people I know but even if I don't, it's not a big deal for me

- Anxiety is always there in speaking foreign language even with highly competent speakers. So I only try to reduce stress by continuous practice

- I would feel more comfortable and confident speaking to persons I know

- It would make me more comfortable in class

-Being in good terms with others lessons stress and anxiety.

Question 27: Would you feel less anxious to communicate with others in English if the teacher is patient, facilitative, and friendly and use positive attitude towards learners?

Option	Number	Pecrentage
Yes	48	96%
No	2	4%
Total	50	100%

Table26: Teachers role that help students to communicate and less anxious
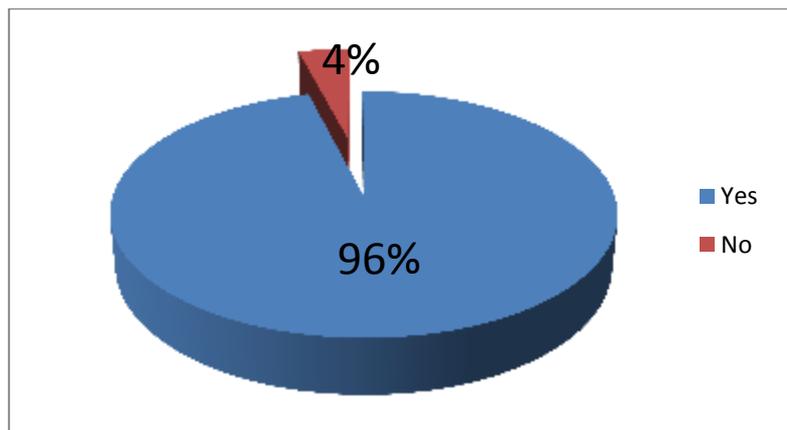
Figure27: Teachers role in reducing anxiety

According to this table, the highest percentage of students (96%) pointed out that have a good relationship with their teachers would lessen their apprehension and improve communication. Nevertheless, only two students denied the role of the teacher's positive attitude in improving oral communication.

3.2.4. Discussion of the results

First of all, all the results shown in the tables are meant to test the hypothesis and knowing if emotional intelligence can be an effective factor to reduce student's oral communication apprehension,

1. From the table (1), it is clear that females are dominant over males, this may be because of the fact that females are more interested in studying a foreign languages and they are so serious in their learning process.

2. Question two reveals that most student like learning English as a foreign language.

3. It is also important to note that from the findings of table (2) the vast majority of the students find speaking in English somehow difficult.

4. Also from the table (3) shows that are aware about their strength and weakness in learning process .because they like it. In addition most students are comfortable when they speak in English in the classroom and others are anxious to speak in English.

5. The majority of the students affirm in table (5) that they feel comfortable when they asked to speak in English in the classroom.

6. Some students consider that they have the correct answer but they were willing to participate. And this because of fear of judgment and shyness.

7. The overwhelming all of students agree that they are worry about making mistakes in oral expression sessions.

8. Most of students affirm that immediately teachers intervene when commit a mistake in speaking. And teachers feedback motivate them more, in addition when other students perform better they feel motivated.

9. The results show that a huge number of the students panic when they asked to speak in English without preparation, and they rarely feel anxious.

10. The results shows that all students get nervous when they forget things to know , and they do not find it embarrassing to volunteer to go out first to speak in English.

11. Students claim that they feel anxious when they speak with someone better.

12. Also most students are strongly agree that they recognize their emotions effect their performance.

13. In addition most students are not able to manage stress and give good performance without showing anxiety and they sometimes focus.

3.2 Teachers' Questionnaires

3.2.1. Aims of the questionnaire

The teachers' questionnaire is intended to investigate the teachers' opinions about the role of emotional intelligence as an important factor to reduce EFL student's oral communication apprehension. It also aims at investigating the teachers thought of how language is being taught and the problems being encountered with teachers in their teaching tasks.

3.2.2. Description of the questionnaire

The teacher's questionnaire consists of teachers in different modules in the department of English at the University of Biskra. The questionnaire was distributed to ten (10) teachers. The questions were divided into two types either closed questions, requiring teachers to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (18) questions which were divided into three main sections.

Section One: General Information

The first section aims at collecting items of information on the sample. The first question (item01 teachers are asked to specify your degree give , the second one the numbers of years they have been teaching English because we need to know whether those teachers have already experienced in teaching or not, and in (item03) seeks information about the important of speaking in comparison to the other skills (listening, reading, and writing).Also in (item04) teachers asked about that the time allocated for oral expression course is sufficient for improving student's oral communication and the last item focus on different oral activities that they give to their students during oral expression session.

Section Two: Oral Communication Apprehension

The second section consists of ten (08) questions; seek information about the teachers' attitude and opinions about oral communication apprehension.

Section Three: Oral Communication Apprehension and Emotional Intelligence

This part is composed of eight (05) items attempting to obtain information about the teachers' attitudes towards emotional intelligence and its relationship with oral communication apprehension , ending with an open question which aims to address suggestions or comments concerning the role of emotional intelligence on oral communication apprehension.

3.2.3. Administration of the Questionnaire

This questionnaire was distributed hand by hand to teachers in different modules in the department of English at the University of Biskra. These respondents were available in different places including the teachers room in the faculty and in the university, some of the respondents filled in the questionnaire on the spot while other teachers gave back their answers few days later.

3.2.4. Analysis of the Questionnaire:

Section one: Background information

Question 1: Degree (s) held:

Option	Number	Percentage
Licence	0	0%
Master	0	0%
Magister	4	40%
Doctorate	6	60%
Total	10	100%

Table 27: Teachers' academicdegree
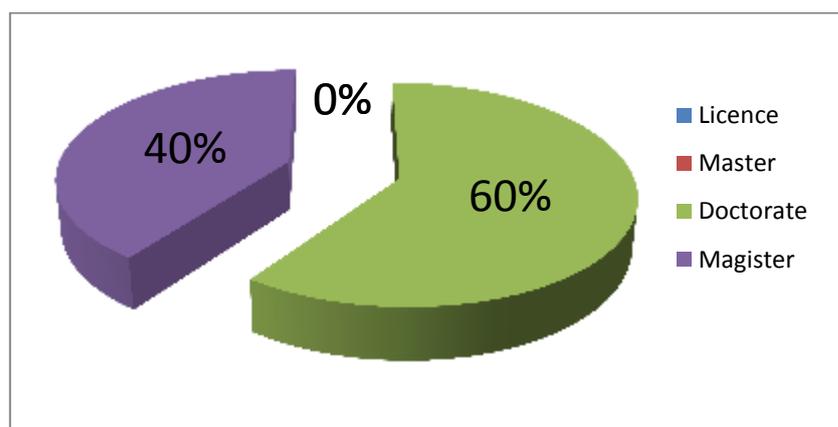
Figure 29: Teachers' academic degree

From what the table indicates, we found that among the ten teachers six of them have their doctorate degree and four of them have their magister, but no one have the License degree or master.

Question 2: How long have you been teaching English language?

Option	Number	Percentage
1-5	0	0%
5-10	2	20%
More than 10	8	80%
Total	10	100%

Table 28: The Teaching experience of English
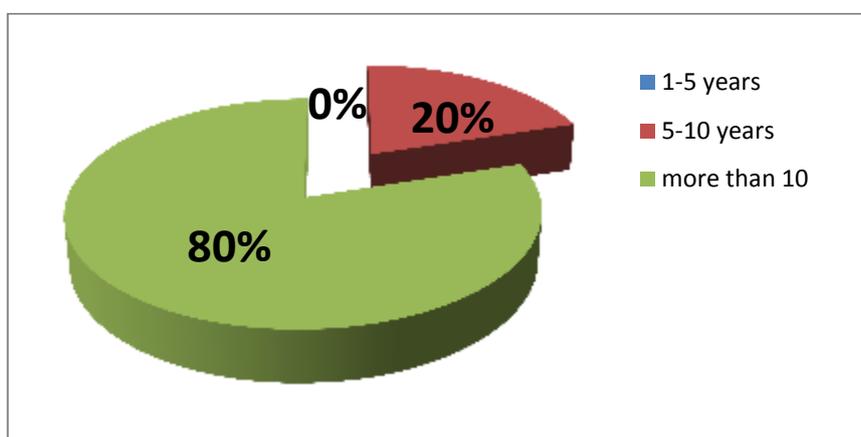
Figure 30: The Teaching experience of English

Most of the teachers (80%), affirm that they teach ' English ' 'more than , while the rest of the teachers (20%) claim that they teach English from 5-10 years, also (0%) opted for' 1-5 years.

Question 3: In your opinion, how much important is speaking in comparison to the other skills (listening, reading, and writing

Concerning this Q it has many answers such as:

➢ It is equally important however it should be given more attention due to its complexity

➢ Very important as It is the first productive communicative skill people use.

➢ As far as all the skills are concerned, they should normally have equal importance. Yet, speaking is also very vital since one learns a language to communicate whether at home, in the class, on line, at work or when traveling

➢ The major and commonest medium of communication

➢ It is important as others kills; however, It is often ranked as the most important skill by many students and teachers as it is the skill by which students are often judged.

➢ Speaking is important because an EFL learner has to speak the target language fluently and accurately and this can be realized with a good level in the other skills.

Question 4: Do you think that the time allocated for oral expression course is sufficient for improving student's oral communication?

Option	Number	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 29: Teachers' knowledge about time allocated for oral expression course
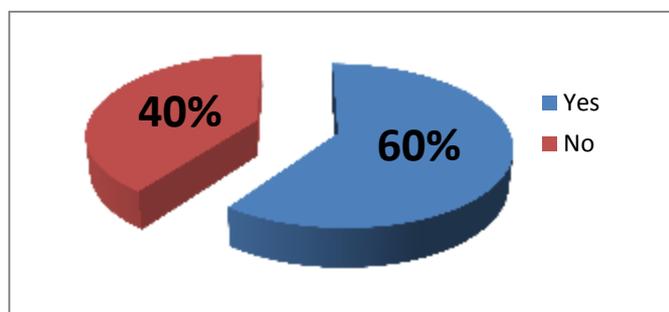
Figure31: Teachers' knowledge about time allocated for oral expression course

According to this table we can say that the majority of EFL teachers (60%) say that time allocated for oral expression sessions is enough; however, only (40%) for teachers who claim that time allocated for oral expression is not enough to achieve student's oral communication and be fluent.

Question 5: What are the different oral activities that you give to your students during oral expression session?

Responses	Participants	1	2	3	4	5	6	7	8	9	10	Percentage
Role Play Activities	4	*	*		*		*					40%
Debate and discussion activity	8		*	*	*	*	*	*		*	*	80%
Pair or group work activity	10	*	*	*	*	*	*	*	*	*	*	100%
Total	10											100%

Table 30: Oral activities given by the teacher
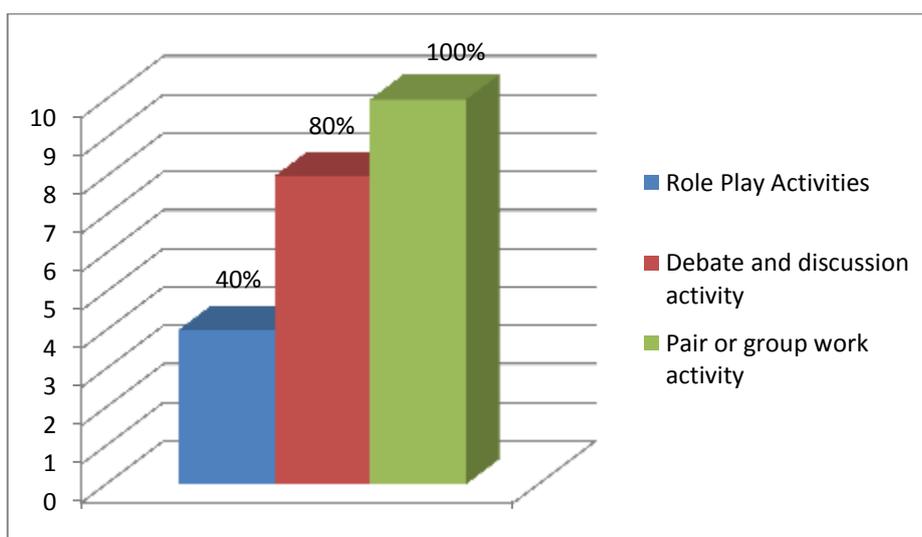
Figure 32: Teachers activities to create successful oral production

As results shows in the table there are several activities for teaching the oral expression module. The majority (50%) of the teachers prefer using debated and discussion in order to train their learners to practice the language and to build their confidence. On the Other hand (40%) of teachers prefer the group work activity that will solve the learners speaking difficulties and reduce students shyness .and the least one (10%) of teachers focus on role- plays.

Section Two: Oral Communication Apprehension

Question 6: Do you measure students' success in language learning by the extent to which they can use their spoken English?

Option	Number	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Table 31: Teachers' measurement of students' success
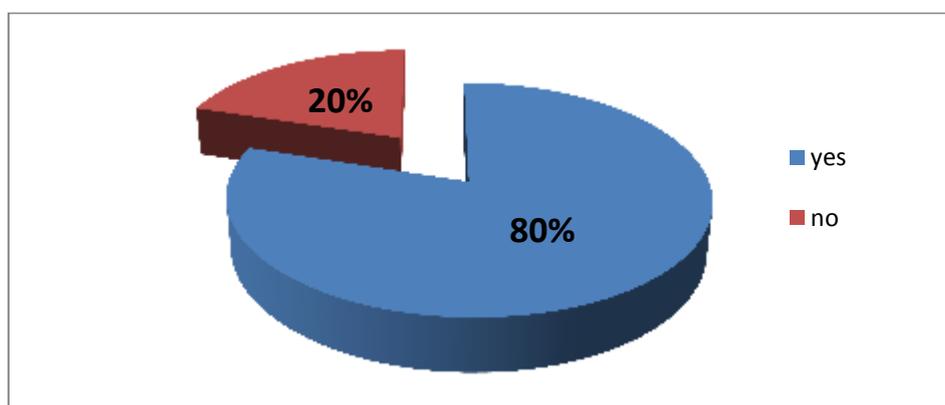
Figure 33: Teachers' measurement of students' success

The table above shows that the majority of teachers (80%) claim that they measure students' success in language learning by the extent to which they can use their spoken English, however the rest of teachers (20%) opted for no.

Justifications:

➤   learning the oral form of language is halfway to learn that language

➤   Students' correct and accurate oral use of the language proves that they master (at a certain extent) vocabulary, pronunciation, syntax ....moreover, it is a sign of successful interaction and communication; therefore, a sign of successful learning.

➤   The extent of fluency and accuracy

➤   Speaking is not the only determinant of success. It is determined by the equal competence in practicing all skills.

Question 7: How many students are comfortable when speaking in class?

Option	Number	Percentage
Most of them	0	0%
Some of them	7	70%
Few of them	3	30%
Total	10	100%

Table 32: The Teachers' opinion about student emotion when they speak in English
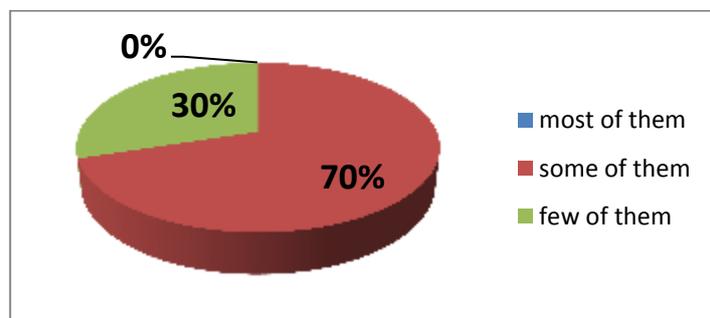
Figure 34: The Teachers' opinion about student emotion when they speak in English

We can notice from the results from the table that, the vast majority of teachers (70%) affirm that some of their student feels comfortable when they speak in English .While, three teachers, making the equivalent of (30%) say just few of them.

Question 8: What are the main speaking problems most of your students face in class?

Option	Number	Percentage
shyness	2	20%
Anxiety	6	60%
Fear of making mistekes	1	10%
Lack of vocabulary	1	10%
Total	10	100%

Table 33: speaking problems students face
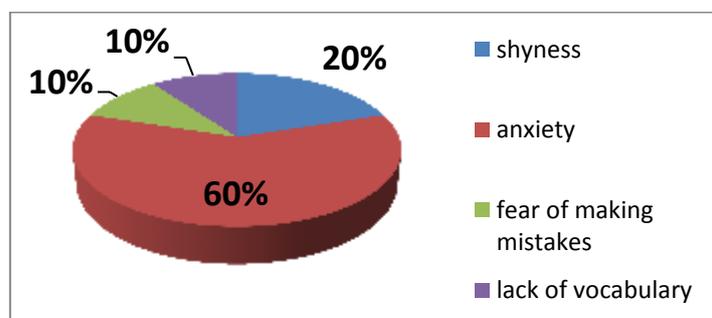
Figure 35: speaking problems students face

Teachers, here, are asked to describe their students' problems that face in the classroom. From the table above it seems to us that (6) teachers, translating into (60%), claim that their students suffer from anxiety. However, (2) teachers, translating into (20%) believe that their students are shy. Just one teacher has opted for the ' Fear of making mistakes', and other one for "Lack of vocabulary " options.

Others :

1) Lack of self-confidence, fear of critics

2) Lack of interest and motivation

Question 9: Do you usually give the opportunity to anxious/reticent students to talk/participate?

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 34: Teachers' opportunity to anxious students to talk
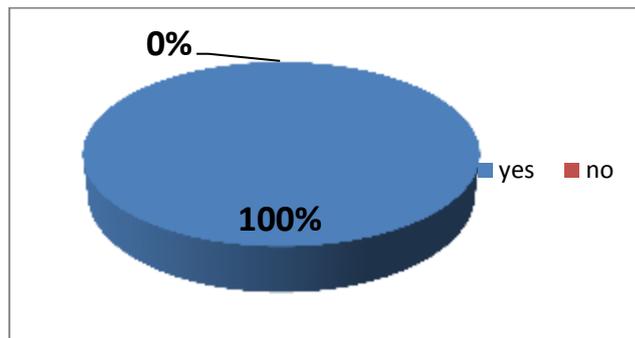
Figure 36: Teachers' opportunity to anxious students to talk

This table reveals that all teachers 100%) affirm that they always give opportunity to anxious students to participate, and this strong step that can be a positive factor to develop learner's oral communication.

Question 10: Do you treat students' errors immediately or you consider this as a cause of anxiety for them?

Some teachers claim that it depends on the mistake and the situation and on the error. If it is recurrent, it should be corrected on the spot. Otherwise, I generally let students continue speaking or do not correct them not to discourage them because I know it is not intentional and happens because of some psychological difficulties.

In addition, others affirm that in the first session I corrected their mistakes, then I showed them how to correct their mistakes and to categorize them according to their types. In this case, my students were able to find out their mistakes, correct and classify them. Therefore, they were self-evaluating themselves and even evaluate their peers. Think that teachers should give students more opportunities to treat their own mistakes to provide them with much self-confidence as they can.

Also they affirm that Not always .mistakes are natural and healthy in learning and I don't intervene immediately to correct students' errors unless they are frequent and serious. Of course, I pay attention to the anxious students once I provide my feedback because in many cases it is necessary to provide immediate feedback. And sometimes yes sometimes no.

Question 11: What strategies/tricks do you use to help them overcome their speaking anxiety?

In this question, teachers gave different strategies that help students to overcome their speaking anxiety such as:

-Humor to make them comfortable; try to make them relax by helping them constructing the first sentence and by reminding them that it's okay to make mistakes because they are a sign of learning. (a funny/ enjoyable atmosphere)

-Group work

-Role play to let them be in someone else shoes and perform freely

-Funny activities to help them get relied. Once they are relied, they can perform well.

-Games also are helpful. Dialogues/ plays/ realistic topics and situations to discuss

- practice the target language with their peers

- let them choose their own topics of discussion

Question 12: Do you design classroom activities that cope with anxious students in order to promote their oral fluency?

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 35: classroom activities that cope with anxious students
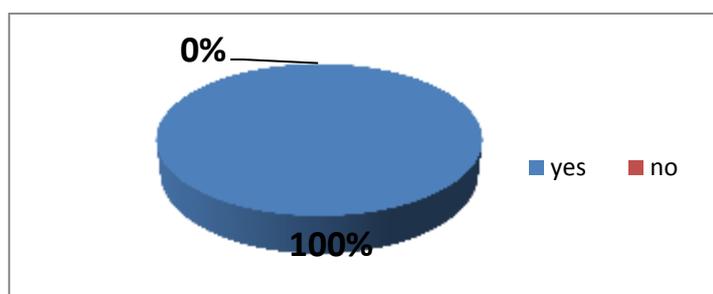
Figure 37: classroom activities that cope with anxious students

According to this table, all teachers (76%) claim that they design effective classroom activities that cope with anxious students in order to promote their oral fluency.

Question 13: What are the main difficulties that teachers may encounters when designing activities for anxious learners?

All teachers mention some difficulties when they are designing activities for anxious students such as:

-They are usually resentful and no matter what I do as a teacher I fail to make them speak

-Other non-anxious students may feel bored.

-Anxious students may feel special treatment because of others' remarks

-I have one big challenge which is that the task I sometimes select and prepare may not be appropriate or it will not attract my students. Thus, I cannot obtain the designed objectives of the course.

-Difference in level among students

-Some learners face severe psychological problems that affect their speaking in class. They need psychotherapy not teacher assistance.

- Others are resistant to help; they don't want to be helped.

-defining the learning styles

Section Three: Oral Communication Apprehension and Emotional Intelligence

Question 14: Do you discuss speaking problems with students?

Option	Number	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Table 36: The teachers' discussion of speaking problems
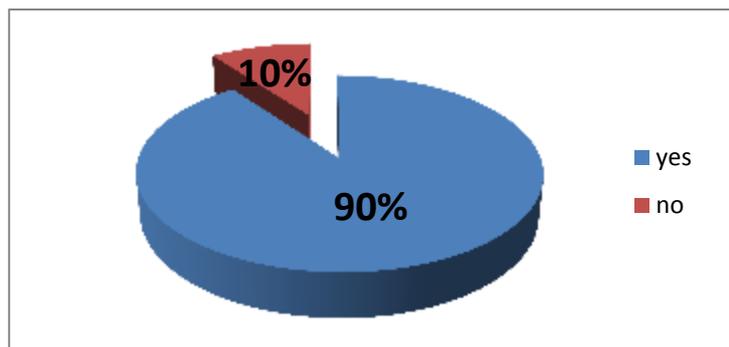
Figure 38: The teachers' discussion of speaking problems

From the table above the majority of the questioned teachers (90%) justify their answers by saying that they discuss speaking problems with students, in order to know their weakness, but 10%) opted for 'no'.

Question 15: Have you ever thought of encouraging students to form English speakers clubs where the they can gather once or twice a week and talk about the movie they have recently watched, the stories they have read or the news they have listened to?

Option	Number	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table 37: The teachers' encouragement to Students to form English speakers club
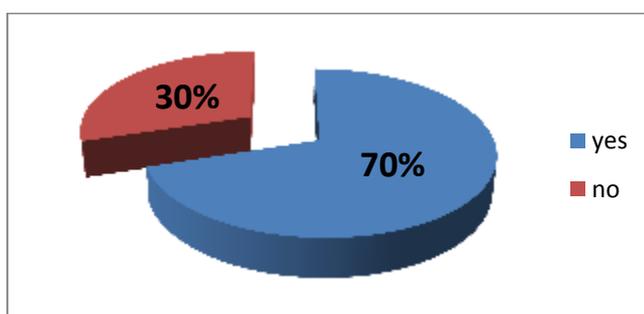
Figure 39: The teachers' encouragement to Students to form English speakers club

More than half (70%) of the questioned teachers have the same opinion that they are encouraging students to form English speakers clubs where the they can gather once or twice a week and talk about the movie they have recently watched, the stories they have read or the news they have listened to; However, (30%) of teacher claims no .

Justifications:

-I suggested this idea to them and now they have a small club called speak up in which they talk about important matters from different fields such as politics, sociology and even media

-The class in never satisfactory

-It is an ideal solution to cope with their anxiety especially if the club is friendly and cooperative. Friends may support each other better than the teachers.

-the absence of clubs

Question 16: Do you think that the teacher's attitude towards students contributes in increasing oral communication apprehension?

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table 40: Teachers' attitude contributes in increasing oral communication
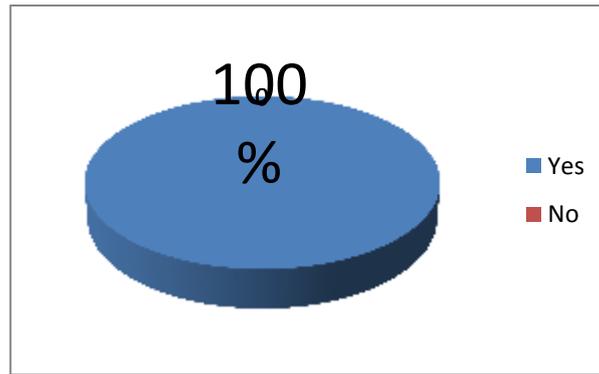
apprehension

Figure 40: Teachers' attitude contributes in increasing oral communication apprehension

All of the questioned teachers (10) making up a (100%) claim that their attitude towards students contributes in increasing oral communication apprehension.

Justifications:

1)   The more encouragement the teacher gives the better result the student will have. The teacher should always have a positive attitude towards those issues that students face and be empathetic and understanding so that s/he can help them accordingly

2)   Attitudes comprise behavior, action and reaction .so if those are negative (if the teacher shows disinterest, unfairness ....) this would reflect on students' psychological side and would see their anxiety increase and their motivation decrease; thus, they will stop participating/ interacting, or will make errors and would see their communicative performance hindered. On the other hand, showing a positive attitude will raise students 'self-confidence and encourage them to speak

3)   To guide them

4)   Some teachers do not consider the psychological and social problems of students and they don't do minimum of effort to help them.

Question 17: In your opinion, would the awareness of one's emotions and the ability to control and manage them help students in any way to overcome oral communication apprehension and improve the speaking skill?

Option	Number	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table39: The effect of emotion on oral communication apprehension
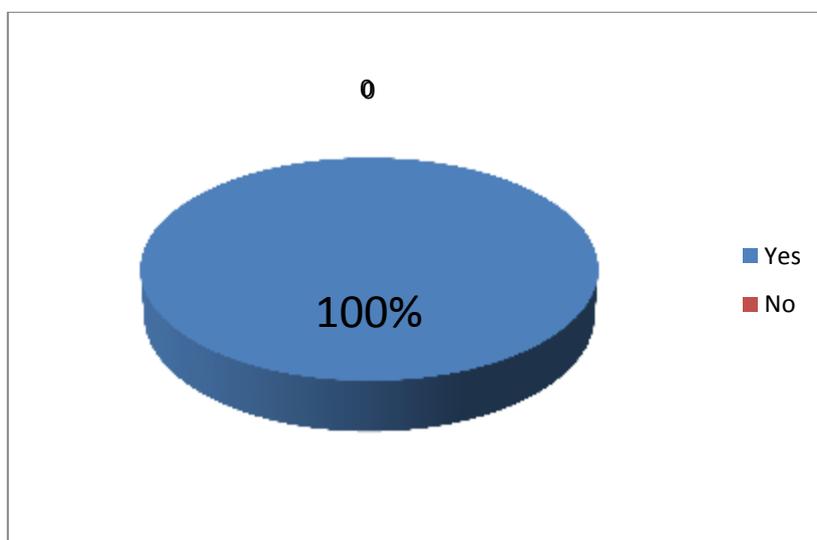
Figure41: The effect of emotion on oral communication apprehension

According to this table we can say that all of the 10 EFL teachers (100%) say that the awareness of one's emotions and the ability to control and manage them can be a strong step that helps students in any way to overcome oral communication apprehension and improve the speaking skill.

Justification:

When someone is aware of a problem they are more likely able to solve it.

➢ Students have to know that dealing with a new / foreign language with its different aspects (culture, structure...) can be frustrating and difficult because it is quite different from their mother tongue. They have to know also that having negative emotions is natural

➢ But they will affect their learning progress ESP their speaking skill because this latter needs to use the language orally in public and to answer/ interact rapidly without having large time to think of how to organize thoughts. Controlling these emotions (even if difficult at the beginning) makes students feel confident and would raise their self- esteem as well. They will be convinced that errors are part of learning and that breakdowns in communication can be fixed with time. Therefore, apprehension would decrease.

➢ The more the learner does not understand his emotions, which are sometimes mixed between fear and anxiety and other factors, the more s/he is unable to have a clear and better understanding and speak freely and spontaneously without obstacles 'fear and anxiety'.

➢ Yes. They represent the psychological factor which must be managed correctly to learn better and more

➢ Speaking in class is not only a matter of ideas and language. It involves students' feelings, emotions and environment.

➢ If you succeed in knowing the weaknesses, it would greatly help the learner to find solutions, so developing the target skill

Question 18: If you have any comments or suggestions, please feel free

-Emotional intelligence is not just important for students, It is important for teachers as well, it makes them more empathetic and understanding towards those matters and more lenient when treating them.

-It important to focus on the role of the teacher in the process of dealing with emotions. Students are sensitive individuals who may have a lot of difficulties, needs, different learning styles and intelligence. The teacher has to cope with the different levels and choose appropriate activities in terms of difficulty, topic....on order not to demotivate sole or frustrate others. Using praise and moral support is very helpful.

-I think that it most of the challenges that students face are internal; however, teachers also worsen the situation when they provide harsh criticisms and feedback to their students. This helps in lessening students' self-confidence and raises their fear form participation.

-Speaking in class is really difficult not only for students but also for teachers as well.

3.3 Discussion of the Results

From the analysis of the questionnaire above we notice that:

1. The results of the first question are interesting, because most teachers have doctorate degree.

2. Another strong point concerning teachers is that most teachers have long experience in teaching English ; because the majority taught English for more than 10 years

3. According to what question 4 shows, most teachers affirm that speaking is Very important

4. Question 5 shows that, a large number of teachers said that time allocated for oral expression course is insufficient.

5.   Also the majority of the teachers affirm that Debate and/or discussion activities are useful activity that helps students to talk.

6. Most teachers give much important to measure their students and some of them are comfortable when they speak in English.

7. Teachers claim that the main speaking problem that students face is anxiety and shyness. So they give the opportunity to those students to speak and share their ideas.

8. Half teachers affirm that the most useful strategies that help students are discussion, role platy and group work. For that they design effective activities for anxious students.

9. From the analysis of the teachers affirm that they discuss students' problems that they face in the classroom. So they encourage them to form an English speakers club to reduce their anxiety.

10. Teachers' attitude can be a strong point that contributes in increasing student's oral communication apprehension.

11. All of the questioned teachers affirmed that one's emotion is the keyto help them to reduce their oral communication apprehension and perform better.

Conclusion

In this chapter, the questionnaires that were designed for both Master Two students and teachers at the English division of Biskra University have investigated the influence of emotional intelligence on students 'oral communication apprehension and confirmed our hypothesis. The analysis of students' questionnaires showed that increasing students' awareness about their emotions, those of others and how to manage both would decrease their oral communication apprehension.

The findings obtained from the students 'questionnaire revealed that students' oral communication apprehensions is considered as one of the most serious issues that prevent the majority of them from achieving their goals in learning English as a foreign language.. Nevertheless, for students, emotional intelligence as well as self-esteem and motivation are of an immense significance in the learning process. The findings obtained from the

teachers 'questionnaires revealed that oral communication apprehension is one of the main obstacles that the majority of students face in oral classes, which is a harmful barrier to their achievement. It prevents them from learning a foreign language effectively and more precisely communicating proficiently.

The majority of teachers are aware of the importance of emotional intelligence and they rely on certain motivational strategies to help their students determine their emotions and weaknesses in order to express themselves better and eventually reduce their oral communication apprehension. Indeed, the use of emotional intelligence strategy can lead students to overcome apprehension. In addition to the teachers support and motivation, the awareness of one's emotions and the ability to manage them in order to face the weaknesses and difficulties is the key to solving oral communication apprehension. Indeed, the results indicated that teachers canplay an important role in reducing students 'oral communication apprehension via encouraging and motivating students to get to know themselves better and boosting their confidence to be more outgoing.

General Conclusion

This dissertation dealt with the significant role of emotional intelligence in decreasing students' oral communication apprehension in learning English as a foreign language. Which is considered to be one of the most frequent and harmful issues that the majority of EFL students face in oral classes. Researchers' studies have showed that oral communication is a serious issue that requires more consideration and interest from students, teachers, and psychologists. Moreover, this study has as a goal to demonstrate that the psychological and emotional state of the learners is a neglected factor that may be of a great significance to help them overcome oral communication apprehension and improve their speaking skill.

This research work also aimed to clarify how awareness of one's emotions and the ability to manage them can be a valuable factor or solution to overcome these barriers of fear and anxiety to speak the foreign language. Indeed, this study has confirmed the hypothesis which stated that if EFL learners' use of emotional intelligence is increased, their oral communication apprehension would be decreased. More precisely, if the teacher raises learners' awareness about emotional intelligence strategies, oral communication apprehension would be decreased.

To conduct this study we have used a descriptive method because it is the most appropriate to deal with this theme. Indeed, we attempted to describe the situation and provide information concerning the problem of oral communication apprehension and to suggest some strategies to overcome it as relying on certain EI trainings. The present study is composed of three chapters, the first one is an over view of oral communication apprehension and its main characteristics that includes, and its effect in the learning process in general and for decreasing the performance of students to communicate in particular.

Then, the second chapter investigates the emotional intelligence, its main important; moreover, it highlights some factors that help learners to come over the deficiencies they face in their oral production. Finally the third chapter is devoted for the analysis of the data obtained from the students' and teachers' the questionnaire. The former was directed to a sample of Master Two students at the section of English at Biskra University and aimed to identify their attitudes towards oral communication apprehension. The latter was designed for teachers at the same section and served to explore the teachers' attitudes about students 'oral communication apprehension as well as to investigate the main strategies used by teachers to solve the problem.

The findings of students 'questionnaire have revealed that communication apprehension decreases by using the emotional intelligence strategy. the majority of students show a great deal of interest and willingness to participate in oral expression classes for the sake of improving and developing their communication . Emotional intelligence gets learners engaged in the various activities and taking pleasure in doing so.

Thus, it has a great impact on students to have the chance to achieve oral proficiency. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the teachers' questionnaire show also that teachers are aware of the value of emotional intelligence in fighting students' reticence and apprehension. In order to help their students overcome their apprehension, teachers rely on several strategies as: group work, role play, humor, motivation.

In addition, the findings explored the influence of oral emotional intelligence on students 'oral communication apprehension and confirmed our hypothesis. Indeed, some strategies when used effectively can lead students to succeed in their learning carrier. Besides, teachers should encourage their students to do their best in order to reduce their anxiety and make them feel comfortable and confident in order to improve their speaking of the English language. These results showed that anxiety is not an easy psychological phenomenon that the majority of students at Biskra University suffer from in their learning to speak English as a foreign language. Also, it is not impossible to fight and to reduce and even it is the most harmful obstacle to their students' achievement; teachers believe that motivation is the most needed factor that can solve this problem.

Pedagogical Recommendations

From the results obtained from the students and the teachers 'questionnaire about the impact of emotional intelligence on students' oral communication apprehension, we provide some suggestions for both teachers and students that can contribute in reducing and overcoming the level of students ' oral communication apprehension in EFL classes.

Recommendations for teachers:

- Teachers should focus more on students' speaking difficulties which could hinder their progression in learning English.

- Teachers need to understand that a discreet student does not necessarily mean an incompetent one.

- Teachers should play the role of the guider and controller who encourages students to take part in their lectures.

- Teachers must raise their students' awareness about the significance of the emotional intelligence training.

- Teachers should design different activities that motivate all types of learners including extroverts and apprehensives.

- Teachers should create a good classroom atmosphere that lessens the stress and spreads positivity among students.

- Teachers have to integrate shy students and those with a high communication apprehension in groups and help them interact.

- Teachers need to allow reticent students to be a part of the teaching/learning process

- Teachers should provide more opportunities to silent question by asking them more questions.

Recommendations for students:

- Students need to be aware of the existence of the phenomena of oral communication apprehension in EFL classes.

- Students need to determine the reason behind their oral communication apprehension in order to find a resolution.

- Students are recommended to practice the language in every chance possible.

- Students are asked to enrich their vocabulary and improve their self-confidence.

- Students must practice the emotional intelligence training by managing their feelings of stress and anxiety and try not to show them or let them affect their performance.

- Students need to take the step and start interacting inside and outside the classroom in order to get rid of shyness.

- Students should not avoid or neglect the issue of having oral communication apprehension. Instead, they should find classmates with similar issues and try to practice speaking together.

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Appendices

Appendix 01: Teachers' Questionnaire

Dear Student,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. This latter is about 'The Role of Emotional Intlligence in Reducing EFL Students' Oral Communication Apprehension'. Your contribution will be of emmense importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time effort and collaboration

Prepared by:

Khadidja CHIBANE

Supervised by:

Mrs. Samira MESSAIBI

2018-2019

Section One: General Information

Q1. Would you specify your gender please?

    a) Male ☐   b) Female ☐

Q2. How much do you like English Language?

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Q3. For you, is speaking English as a foreign language:

    a) Easy ☐
    b) Difficult ☐
    c) Somehow difficult ☐

Q4. Are you aware of your strengths and weaknesses in English language class?

    a) Yes ☐   b) No ☐

Section Two: Oral Communication Apprehension

Q5. How do you feel when you are asked to speak English in class?

    a) Comfortable ☐
    b) Anxious ☐

Justify your answer please

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Q6. Have you ever been in a situation, where you had the correct answer but you were unwilling to participate?

    a) Yes ☐   b) No ☐

If yes, was it because of:

a) Lack of vocabulary ☐
b) Shyness ☐
c) Avoiding embarrassment ☐
d) Fear of judgment ☐
e) Your pronunciation is not good ☐

Q7. Has fear of being judged ever held you back from expressing your opinion?

a) Yes ☐   b) No ☐

Q8. Do you worry about making mistakes in the oral expression class?

a) Yes ☐   b) No ☐

Q9. How does your teacher intervene when you commit a mistake in speaking?

a) Immediately ☐
b) After you finish ☐

Q10. Your teacher's feedback makes you:

a) Motivated ☐
b) Anxious ☐

Justify your answer please

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Q11. How do you feel when other students perform better than you?

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Q12. Do you panic when you are asked to speak in English without preparation in advance?

    a) Yes ☐   b) No ☐

Q13. How often do you feel anxious when speaking English even if you were well prepared?

    a) Always ☐
    b) Sometimes ☐
    c) Rarely ☐
    d) Never ☐

Q14. In a speaking class, do you get so nervous that you forget things you know?

    a) Yes ☐   b) No ☐

If yes, what symptoms you usually have when you are nervous?

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Q15. Do you find it embarrassing to volunteer to go out first to speak English?

    a) Yes ☐   b) No ☐

Q16. What makes you feel anxious most?

    a) Your teacher's instant correction ☐
    b) Speaking with someone whose English is better than yours? ☐
    c) Your peers' reactions ☐

Section Three: Communication Apprehension and Emotional Intelligence

Q17. Do you think that embarrassment, anxiety and stress are feelings that any English student may experience?

    a) Yes ☐   b) No ☐

Q18. In which of the following communicative activities you feel anxious most?

    a) Group discussions ☐

    b) Read orally ☐

    c) Make an oral presentation ☐

    d) Role play ☐

    e) Ask questions ☐

    f) Speak individually with the teacher in his/her office ☐

Q19. Do you become defensive when criticized by your teacher or your colleagues?

    a) Yes ☐   b) No ☐

Q20. Do you find it difficult to focus on your performance when you feel anxious or nervous?

    a) Yes ☐   b) No ☐

Q21. Do you recognize how your emotions affect your performance?

    a) Yes ☐   b) No ☐

Justify your answer please

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Q22. Are you decisive and able to make sound decisions despite uncertainties and pressures?

    a) Yes ☐   b) No ☐

Q23. Are you able to handle/manage stress and give a good performance without showing nervousness/anxiety?

    a) Yes ☐   b) No ☐

Q24. Do you think clearly and stay focused under stress?

    a) Yes ☐   b) No ☐

Q25. Can you adapt your responses and tactics to fit fluid circumstances?

    a) Yes ☐   b) No ☐

Q26. Would you feel less anxious if you had the opportunity to make friendship with classmates, share your feelings of anxiety and practice speaking activities in English with them?

    a) Yes ☐   b) No ☐

Justify your answer please

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Q26. Would you feel less anxious to communicate with others in English if the teacher is patient, facilitative, and friendly and use positive attitude towards learners?

    a) Yes ☐   b) No ☐

If you have any comments or suggestions, please feel free

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Thank you for your time and collaboration

Appendix 02: Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. This latter is about 'The Role of Emotional Intlligence in Reducing EFL Students' Oral Communication Apprehension'. Your contribution will be of emmense importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Prepared by:

Khadidja CHIBANE

Supervised by:

Mrs. Samira MESSAIBI

2018-2019

Q1. Would you specify your degree?

a) Master ☐

b) Magister ☐

c) Doctorate ☐

Q2. How long have you been teaching EFL at university?

a) 1-5 years ☐

b) 5-10 years ☐

c) More than 10 years ☐

Q3. In your opinion, how much important is speaking in comparison to the other skills (listening, reading, and writing)?

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Q4. Do you think that the time allocated for oral expression course is sufficient for improving student's oral communication?

a) Yes ☐   b) No ☐

Q5.What are the different oral activities that you give to your students during oral expression session?

    a) Role-Play activity ☐

    b) Debate and discussion activity ☐

    c) Pair or group work activity ☐

Section Two: Oral Communication Apprehension

Q6. Do you measure students' success in language learning by the extent to which they can use their spoken English?

    a) Yes ☐   b) No ☐

Q7. How many students are comfortable when speaking in class?

    a) Most of them ☐

    b) Some of them ☐

    c) Few of them ☐

Q8. What are the main speaking problems most of your students face in class?

a) Shyness ☐

b) Anxiety ☐

c) fear of making mistakes ☐

d) Lack of vocabulary ☐

Q9. Do you usually give the opportunity to anxious/reticent students to talk/participate?

a) Yes ☐   b) No ☐

Q10. Do you treat students' errors immediately or you consider this as a cause of anxiety for them?

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Q11. What strategies/tricks do you use to help them overcome their speaking anxiety?

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Q12. Do you design classroom activities that cope with anxious students in order to promote their oral fluency?

a) Yes ☐   b) No ☐

Q13. What are the main difficulties that teachers may encounters when designing activities for anxious learners?

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Section Three: Communication Apprehension and Emotional Intelligence

Q14. Do you discuss speaking problems with students?

a) Yes ☐   b) No ☐

Q15. Have you ever thought of encouraging students to form English speakers clubs where the they can gather once or twice a week and talk about the movie they have recently watched, the stories they have read or the news they have listened to?

a) Yes ☐   b) No ☐

Justify your answer please

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Q16. Do you think that the teacher's attitude towards students contributes in increasing oral communication apprehension?

a) Yes ☐   b) No ☐

Q17. In your opinion, would the awareness of one's emotions and the ability to control and manage them help students in any way to overcome oral communication apprehension and improve the speaking skill?

a) Yes ☐   b) No ☐

Justify your answer please

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Thank you for your time and collaboration

الملخص

تتناول هذه الدراسة دور الذكاء العاطفي في التقليل من و معالجة التوتر خلال التواصل الشفوي لدى متعلمي اللغة الانجليزية كلغة أجنبية في قسم اللغة الانجليزية بجامعة محمد خيضر ـ بسكرة. في بداية بحثنا, افترضنا انه لو أدرك أساتذة اللغة الانجليزية مدى أهمية الذكاء العاطفي في تخفيف التوتر و القلق, لربما تمكنوا من مساعدة الطلبة على التخلص من أحد أسوء العوائق التي تمنعهم من إجادة اللغة و تطوير مهاراتهم الكلامية. ولهذا على الأستاذ ان يقوم بدوره على اكمل وجه من اجل أن يتفاعل الطالب في القسم. هذه الدراسة تسعى لإيجاد حلول جذرية و دائمة على ضوء الدراسات السابقة التي تطرق لها العديد من الباحثين. من بين هذه الحلول, رفع مستوى وعي الطلبة بماهية الذكاء العاطفي و كيفية استغلال هاته المنهجية للتعرف على مشاعرهم و التحكم بها بدلا من الخضوع لها. للتأكد من صحة الفرضية قمنا ببحثنا على عينة من طلاب السنة الثانية ماستر قسم الانجليزية بجامعة بسكرة وأيضا فئة من الأساتذة في قسم اللغة الانجليزية بجامعة محمد خيضر كذلك. إن عملنا هذا ينقسم إلى قسمين, القسم الأول ويشمل مفهوم التوتر والعناصر المهمة التي تتضمنه أما القسم الثاني, فيتطرق الى مهارة الذكاء العاطفي, مفهومه والصعوبات التي يوجهها الطالب أثناء الدراسة. أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل لاستبيان الذي قمنا بتوزيعه على50 طالب من بين طلبة السنة الثانية ماستر والأساتذة في قسم اللغة الانجليزية. قد تحصلنا من خلال بحثنا هذا على أن للذكاء العاطفي دور فعال وكبير في مساعدة الطلبة في التقليل من التوتر أثناء الخطاب آو الكلام , كما أن مستوى الذكاء العاطفي العالي يساعد في التقليل من الصعوبات أثناء تطويرهم لمهاراتهم الكلامية ويساعدهم على القضاء على التوتر نهائيا والنجاح في مجالهم الدراسي و العملي على حد سواء.