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Investigating the Effects of Emotional Intelligence on EFL learners' Speaking

Performance in Oral Expression Classes

A Case Study of Third Year English Students at University of Biskra

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, Aya Yasmine **HENOUDA**, do hereby declare that this submitted thesis is my original work that has been compiled in my own words and has not been falsified, nor has previously been published for any academic institution or university for any degree or an accreditation. I certify that a list of references is provided forward indicating all the sources of the quoted information.

This study was conducted and completed at Mohamed Kheider University of Biskra, Algeria

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Dedication

To my beloved one of a kind parents, thank you for your supreme genetic traits, financial

support, encouragement, and altruistic love.

To all my siblings, cousins, guests, and procrastinator participants whom without this

work could have been completed months ago.

To my exceptional loyal best friends, whom I assume have higher levels of EQ than IQ,

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inside my head and granted me the ability to finish this work with minimum redundancy.

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To the one who wrote this dedication, I am indebted to your wellspring of emotional

wisdom

To the reader of this work.

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Abstract

plethora of studies has been conducted to find practical solutions for the maintenance of effective classroom communication. Nonetheless, the potential influence of emotional variables seems to be rather underestimated and overlooked. The present study anchored its investigation into students' verbal communication and emotional aspect. Expressly, the major aim was to establish the potential relationship between Speaking Performance and Emotional Intelligence (EI) among 42 Third-year EFL learners at Biskra University. Methodologically, a Mixed-methods approach with an explanatory sequential design was adopted. For the purpose of gathering the necessary data, three data collection instruments were employed, namely, Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), Speaking Performance Appraisal Questionnaire, and an semi-structured questionnaire administered to Oral Expression teachers. After obtaining the raw data, IBM SPSS software was used to process the scores into interpretable forms. The statistical results of the simple linear analysis indicated that Emotional Intelligence is a significant predictor of Students Speaking Performance. In addition, the study further sought to enquire into Oral expression teachers' attitudes towards the implementation of EI-based instructional activities. Accordingly, the participants expressed their curiosity and positive attitudes in our context. In all respects, the findings of the current inquiry can encourage syllabus designers and EFL teachers to consider the effectiveness of EI in mediating classroom communication impediments. Thus, it is a call for the integration of EI skills and abilities in the foreign language teaching program and classroom activities of Oral expression course in particular.

Keywords: Emotional Intelligence, Trait Emotional Intelligence, foreign language teaching, speaking performance

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

EI: Emotional Intelligence

EQ: Emotional Quotient

IQ: Intelligence Quotient

TEIQue-SF: Trait Emotional Intelligence-Short Form

WTC: Willingness to Communicate

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Introduction

General Introduction

1. Background of the study

The paradigmatic perspectives regarding individuals' cognitive abilities as the central avenue to pursue consistently high achievement in their own lives have come to a halt around twentieth century. With the diversified ideologies in social sciences, human intelligence has transcended the stereotype of a book smarts to be approached to the so-called street smarts that is "the ability to tune in to the world, to read situations and connect with others while taking charge of your own life." (Stein, & Book, 2011). It is, indeed, the tendency to establish meaningful relationships, bolster one's own self-esteem, and reflect to a variety of daily challenges with enthusiasm-all of which are essential ingredient heartening to discover the dynamical role of feelings and emotions for life success beyond the quantum level of mathematics or any other fixed unchangeable intellectual ability.

Interestingly, Publilius Syrus pointed out, "Rule your feelings, lest your feelings rule you" (as cited in Salovery, & Mayer, 1990). To illustrate, emotions have long been dominating the spectrum of studies as being unreasonable and recalcitrant impulses; therefore, human beings ought to be self-aware of their feelings to label, manage, and adjust them accordingly to one's environment. Correspondingly, a plethora of theories, debates and criticism stirred towards the paradoxical relationship and potential overlap between emotions and intelligence. Far from the view that Intelligence Quotient (henceforth, IQ) being the prime determinant of academic success, Bar-on (1997) devised the notion emotional quotient (henceforth, EQ), which trace its root back to the groundbreaking publication of Salovery and Mayer (1990) and Goleman (1995) through the conceptualization of Emotional Intelligence (henceforth, EI). At last, the latter has gripped

the vast attention of the research community across multidisciplinary fields, especially in EFL context.

In an educational setting, the recognition of teaching English as a foreign language (henceforth, EFL) has been reconsidered in almost pedagogical levels in non-English speaking countries. Algeria has no exception amongst them. In this vein, with the newly reforms adapted in the educational system to fit within the modernization of the socioeconomic status, English has been implemented as a compulsory course in Algerian middle and secondary school curriculum as well as in universities. However, the use of this language remains restricted; on that account, students have less opportunity to practice oral communication outdoor the school environment.

In light to the advent of recent teaching Approaches, researchers paid much attention on improving learners' speaking proficiency level. Plainly, learning a language as linguistic structure through memorizing a series of grammatical rules is no longer the solely concern. It also accounts integrating learner-centered classrooms based on interaction and engaging in real-life situation. Bygate elucidated that speaking is "the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought" (Bygate, 1987). In this framework, Algerian EFL learners are exposed to a number of Oral Expression sessions during the three years of their License degree. Nevertheless, those students still endure immense difficulties to communicate with the target language despite the ceaseless efforts of instructors to enhance their oral performance.

It is indeed striking to note that the above mentioned course requires on the spot performance to proceed activities such as presentations, student-teacher interaction, and role-plays. To a certain extent, it can be a daunting task for learners. The latter in terms of their

learning differences, and as an emotionally creatures, may experience a broad range of affective factors including motivation, anxiety, attitude, empathy, self-esteem, and so on. These factors, perhaps, will favorably or otherwise adversely influence students' willingness to communicate. To this end, one cannot deny the manifold literature that have been delved into distinct facets of emotions beyond anxiety to explore their effectiveness in the realm of teaching-learning a foreign language.

2. Statement of the Problem

As to shed light on a competitive skill in learning the English language, Speaking is, predominantly, to be referred to. It is a complex and dynamic process that requires not merely linguistic competence but also emotional intelligence skills to keep the flow of a conversation. To this point, there is a widely held view from previous literature that the ability to speak effectively is a vital skill for social, professional, and academic achievements among learners. However, despite instructors' innovative teaching methods, third-year students tend to be isolated from the classroom atmosphere, especially participation. It is likely due to the fact that they are still facing difficult challenges in oral communication. In other words, EFL learners who have low social interactions will probably suffer the most from speaking inhibition during oral classes.

Regarding the psychological dimension, emotions have always been paid meager heed and either be suppressed or inappropriately expressed leading to unhealthy lifestyle. It can be seen that the concept Emotional intelligence still shadowed in the Algerian EFL context. The former is known as the intelligent use of emotions and described by Daniel Goleman (1995) as Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. In a variety of contexts, learners are driven by their unpleasant emotions. The latter determine one's behaviors, reactions, and interactions. Students undergo daily experiences, viz. fear of judgment, loathing oneself when making a mistake, regretting doing certain actions, unworthiness,

disappointment, and self-blame for not meeting the desired expectation. Therefore, they prefer to remain silent during teacher and fellow classmates' discussion. It is important to grasp the issue that EFL learners experience certain conditions which hinders their performance at the level of speaking production. They frequently act reluctant, unwilling, and anxious to convey messages verbally.

In this regard, Oral Expression teachers are required to encourage students' participation during their regular sessions by implementing social-deduction games, such as The Resistance: Avalon, One Night Ultimate Werewolf, Spy fall, Secret Hitler, Deception: Murder in Hong Kong, The Chameleon. In this sense, students will find themselves discussing, analyzing, and debating using the English language unconsciously in a subtle manner. The present study attempts to encourage students to be better acquainted with speaking. Therefore, it makes them develop self-assurance and feel less apprehensive. Eventually, this research pointed to sensitizing EFL teachers on the significance of emotional intelligence in terms of enhancing the teaching-learning process.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1. What is the Emotional Intelligence profile (level) of third-year EFL students?

RQ2. Does EI predict EFL students' speaking performance?

RQ3. What are the attitudes and perceptions of third-year EFL teachers toward Emotional Intelligence as a predictor of students speaking performance?

RQ4. How Emotional Intelligence based-activities is perceived among EFL oral expression teachers as a strategy to enhance speaking performance?

4. The Research Hypotheses

RH1. If Third-year EFL Students' demonstrated high Emotional Intelligence level, then they would perform better in Oral Expression classes.

5.   The Research Objectives

 The overall aim of this research study is to enquire about the potential relationship between Emotional Intelligence and speaking performance in the Algerian EFL context.

 More Precisely, the research purports its investigation to

- Probe into third-year EFL students' Emotional Intelligence profiles at Mohamed Kheider University of Biskra

- Enlighten both EFL teachers' and Students insights towards the key role of Emotional Intelligence in Oral Classroom.

- Identify EFL teachers perceptions, attitudes, and standpoints towards the implementation of Emotional Intelligence.

- Highlight the multitude of measurement scales that can be used by EFL teachers, students, and researchers for future inquiries.

6. Research Methodology

     Within the realm of EFL, the present research aims to investigate the impact of emotional intelligence on third-year students' speaking performance in Oral expression classes; henceforth, a mixed-methods approach is adopted due to the nature of the study, which incorporates both quantitative method to systematically measure cause-and-effect relationship between variables and test the aforesaid hypothesis and qualitative method to explore EFL teachers attitudes, perceptions, and perspectives towards the phenomenon of interest. Under the umbrella of mixed research, an explanatory sequential design will be adopted along to gain extensive, detailed, and in-depth insights as well as to yield supplemental evidence for the research findings in terms of credibility and accuracy.

7. Population and sample

With regard to accessibility and proximity, the present study is conducted at Mohamed Khider University of Biskra, Algeria during the academic year 2021-2022. A non-probability sample of 42 third-year EFL learners enrolled at the Department of English, in which participants are already formed into groups by the administration, are selected to partake in this study. The sample consists 30 female student 12 male students. Furthermore, to reduce bias and subjectivity, a sample of 4 EFL oral expression teachers are purposively chosen to explore their experiences, viewpoints, attitudes for a comprehensive understanding of the subject in hand.

8. Data Collection Tools

Due to certain requirements abided by the selection of mixed-methods approach and research questions, both quantitative and qualitative gathering tools will be adopted to obtain data on students' Emotional Intelligence profile and their speaking performance in oral expression classes. In addition to teachers and perceptions on the relation between the aforementioned. Initially, instruments that are implemented in respect to the nature of explanatory sequential design to test the causal hypothesis in this study are, hereby, a close-ended questionnaire in a form of self-report test based on 7 point Likert scale; namely, the Trait Emotional Intelligence Questionnaire Short-Form (TEIQue-SF). The latter is administered to 42 third-year EFL learners to measure their overall Emotional Intelligence level. In the meantime, and due to the urge of matching the questionnaire data, an achievement test in the form of self-evaluation questionnaire is used to assess respondents' speaking performance. In order to supplement the above-noted data collection results, a semi-structured questionnaire is assigned to teachers in charge of the Oral module.

9. Significance of the study

The aimed results of this study will be a significant contribution that may assist the academic community with a vested interest in the English language to establish a clear understanding of the investigated topic. The primary beneficiaries are the following:

For EFL students. The presented study will ensure that students are aware of the effectiveness of their "Emotional Intelligence". The latter is expected to affect positively or negatively the way they speak. In particular, their speaking performance in oral expression classes. Moreover, learners will be well-equipped to deal with their emotions.

For teachers. The research will allow teachers to explore strengths and weaknesses that students may experience during the course. Furthermore, teachers themselves may improve their EI skills and strategies implemented.

For future researchers. The study will serve as a reference for researchers undertaking similar studies to gain insights and guidance for future investigation.

Others. Although the research concerns EFL learners, it can meet the interests of other students who seek to speak the English language for different purposes.

10. Structure of the study

The present study strives to scrutinize the proposed key area of interest, which is structured into two main parts. Initially, theoretical background based on an existing literature to define, demonstrate, and draw relationship between variables, lenses, perspectives, and theories. Patently, it is the blueprint to ground the research firmly in a conceptual construct. Additionally, a fieldwork to discuss the methodology, data collection tools, and data analysis procedures and interpretation.

Chapter One is undertaken to provide a thorough literature review on the springboard of emotional intelligence, and accordingly, it presents an overview on EI, its definition and theories. Moreover, it introduces EI competencies and skills, models, and measurement scales regarding diverse viewpoints of scholars. As it addresses whether EI can be improved or brain trained. Finally yet importantly, it highlights empirical studies on the relationship between EI and speaking and the significance of emotional intelligence in a variety of facets.

Chapter Two is devoted to cover the nature of speaking; it discusses the definition of speaking as skill, its function, aspects, and different types. Furthermore, it attempts to provide a glance into teaching speaking including its importance, approaches, models, and learning strategies and activities adapted in Oral expression classes.

Chapter Three seeks to provide a description as a conceptual framework and rationale for the selection of the research approach, data collection tools, and data analysis procedures. Afterward, it displays, and describes the obtained data. Finally, this section proceeds to systematically analyze, interpret, and summarize the findings. Therefore, accept or reject the aforementioned hypothesis.

11. Definition of terms

Key terms used in this study are hereby defined as follow:

Emotional Intelligence: it is defined by Salovery and Mayer (1990) as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Chapter One: Emotional Intelligence

Introduction

Conclusion

Introduction

The present chapter is written to glance thoroughly one of the neologisms that has started to fall into mainstream usage in modern-day, namely Emotional Intelligence. In order to ensure an intelligible structure for the research study, this chapter proceeds to trace the thresholds of the newly-founded notion in recent history. In addition, it identifies the concept of intelligence and emotions as two separate entities in tandem with a range of theories. As a means to clearly demonstrate the confusion of the diverse definitions of Emotional intelligence, the chapter will portray a multitude of models, competencies, and measurement scales proposed by the pre-eminent figures in the field. Furthermore, it accounts for the common assumptions around EI, particularly whether it can be deliberately improved or brain-trained. In view thereof, a comprehensive data will be documented on the role that EI can play as a roadmap to attain academic triumph as well as success in personal, and professional life. Ultimately, the current chapter provides insights into prior empirical studies that have probed the potential interrelatedness of the subject at hand and across multiple educational areas, mainly related to EFL speaking abilities and performance.

1.1 Context for Emotional intelligence

There exist apparent diversity of findings, premises, and controversies set up around the nature of emotional intelligence, seemingly due to the obvious contrast between cognition and emotions. Nonetheless, the critical standpoints towards emotions in mental life has been surprisingly slighted by research over the years. In this view, psychologists Mayer, Salovey, & Caruso (2004), in their article, *Emotional Intelligence: Theory, Findings, and Implications,* underlined a set of cultural influences; therefore, establishing a contextual framework for the two notions based on compiling an insightful studies including:

the ancient Greek Stoic idea that reason was superior to emotion (described in Payne, 1986; Solomon, 2000, p. 5), the European Sentimentalist movement's idea that there existed innate, pure, emotional knowledge (Reddy, 2001), the Romantic movement's emphasis on emotional expression in the arts (Solomon, 2000), and the political turmoil of the 1960s and the public discussion it elicited of the proper balance between feeling and thought (Mayer, Salovey, & Caruso, 2000a).

It might be put forward that Mayer et al. (2004) account a large body of research within psychology, philosophy, computer science, artificial intelligence, in addition to neuropsychology for a cogent reason, that is, to construct the necessary knowledge as to leverage the perspectives towards the interaction of emotions and intelligence, and hence, towards the potency of EI. Correspondingly, to define the concept 'Emotional intelligence', it is, perhaps, preferable to delve into its constructs 'emotions' and 'intelligence' that have been two separate strands of research throughout defining and reviewing the various theories developed over years arriving at a junction of what is known recently Emotional Intelligence.

1.2 Emotions

Emotions have been defined distinctively and contrastively in different epochs in life. Etymologically, the term traces its root back to the sixteenth century from Old French "*emouvoir,"* meaning "to stir up" and from Latin "emovere", that is, "move out, remove, agitate." and connotes "sense of strong feeling'' (Harper, n.d). It is often assigned to the meaning of physical disturbance.

In 1990, Salovey and Mayer highlighted the two central views on the nature of emotions which accordingly revolves on, as they referred to, the debate around the adaptive as well as maladaptive qualities of emotions. Traditionally, it has been pointed out as "disorganized interruptions of mental activity". Further, according to Young, emotions cause

a "complete loss of cerebral control and containing no trace of conscious purpose". In the other hand, rather than addressing emotions as "chaotic, haphazard, and something to outgrow", scholars like Leeper sought them as an organized responses and motivating forces (as cited in Salovey, & Mayer, 1990). Taken it together, Salovey and Mayer (1990) stated that "Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for the individual." As an illustration, emotions have long been considered a continuum of unpleasant energies whereby human being often experience anger, sadness, jealousy, embarrassment, that suppress the role of the logical mental processes. However, at a time it might be conceived as happiness, pride, satisfaction representing a pleasing emotional state.

In light to Peter' description it is, (as cited in Myers, 2004), "a mix of (1) physio-logical arousal (heart pounding), (2) expressive behaviors (quickened pace), and (3) consciously experienced thoughts *(Is this a kidnapping?)* and feelings (a sense of fear, and later joy)" Clearly, individuals who are driven by their emotions can notice physical/bodily accompaniments; heart pounding that is an internal behavior, external behaviors or a reactions for instance can be a quickened pace, in addition to the labelling and identification of thoughts and feelings. In its simplest meaning, it is "a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance of a thing, an event, or a state of affairs" (Solomon, 2021).

1.3 Theories of Emotions

Despite the blurred and marginalized views on the potency of emotions in humans' life span, it has gone through an unparalleled burst of psychological, neurological, and cognitive theories. Particularly, the diversified prospects on the prototypical emotional episodes. The latter is a perplexing process that involves the causal and subsequent interplay between the

previously mentioned components in Peter's description. Cherry (2022) compiled a set of theories as follows:

1.3.1 Evolutionary Theory of Emotion

Historically, it is one of the footprints toward the understanding of emotions from a naturalistic standpoint. Preceding one of the most debatable books "On the Origin of Species and The Descent of Man", Charles Darwin, in 1972, published his work on "The Expression of Emotions in Man and Animals", wherein he argued that the evolution of emotions appeared due to its adaptive role (i.e. tendency to adapt to different situation); he denotes that emotions are functional, and symmetric responses (e.g., affection and fear) to environmental stimuli that help all species to survive and reproduce. In line to this, the evolutionary theory defined emotions as:

> Specialised modes of operation shared by natural selection to adjust the physiological, psychological, and behavioral parameters of the organism in ways that increase its capacity and tendency to respond adaptively to the threats and opportunities characteristic of specific kinds of situations (Nesse, 1990, p. 268).

He further illustrated that a certain emotion exists for a certain adaptation; and to attain the ability to identify the way emotions and their mechanisms are proceeded, it is important to understand its adaptive functions. Darwin's work emphasized on the universality of body postures (i.e., facial expression) as means of communication between organisms and in parallel between animal and human expression across emotional states; his work generated substantial research and served as an inspiration for other eminent theories such as Carroll Izard and Paul Ekman basic emotions (Fineburg, Jenni, Cohen, Rieber, Shields, Zawadzki, & McGarva, 2012).

1.3.2 The James-Lange Theory of Emotion

This theory was developed by psychologists William James and Carl Lange. They believed that "our experience of emotion is our awareness of our physiological responses to emotion -arousing stimuli." (Myers, 2004). To illustrate, an individual first encounters an external stimulus (i.e., event). The latter, then, triggers a physiological response that is physical reaction (e.g., shaking, trembling) to be, thereafter, interpreted to a particular emotion (fear). In other words, how people perceive those physical responses will determine how they feel.

1.3.3 The Cannon-Bard Theory of Emotion

Walter Cannon, a physiologist at Harvard University, initially introduced his theory in 1920. Subsequently, physiologist Philip Bard further developed the theory challenging the claims of the James-Lange Theory. They asserted that "emotion-arousing stimulus simultaneously triggers (1) physiological responses and (2) the subjective experience of emotion." (Myers, 2004). It means that stimulus or an event triggers both physical reactions (trembling) and the emotional experience (fear) whereby each appear independently yet jointly (at the same time).

1.3.4 Schachter-Singer Theory of Emotion

This theory can be view as an interplay between the two previously mentioned theories which is referred to as the two-factor theory. Schachter and Singer suggested that "to experience emotion one must (1) be physically aroused and (2) cognitively label the arousal." (Myers, 2004). Similarly to the James-Lange theory, humans interpret and identify emotions associated with physiological responses. Nevertheless, they ought to use contextual and cognitive interpretations to feel that emotion. Furthermore, the agreed with Cannon-Bard theory that similar physical reactions can produce a range of emotions accordingly to the context or situation.

1.3.5 Cognitive Appraisal Theory

It is often known as the Lazarus theory of emotion. It contend that cognition must come before emotion. The cognitive appraisal theory affirmed that one's brain "first appraises a situation, and the resulting response is an emotion." (Cherry, 2022). Patently, when individuals are introduced to a stimulus they make personal interpretation of the situation (cognitive appraisal). On the basis of the antecedent, the physical reactions occur after the emotional responses.

1.3.6 Facial-Feedback Theory of Emotion

According to the facial-feedback theory, there is a link between emotional experience and facial expressions. In parallel to William James and Charles Darwin observation that occasionally physiological responses have lineal effect on mood rather than just being a byproduct of the emotion. Simply, the changes of humans' facial expressions (smiling) may alter their emotion to happiness or positive emotions and vice versa (cherry, 2022).

1.4 Intelligence

It is noteworthy that in early twentieth, the term intelligence has long been a controversial subject matter among psychologists. Several scholars namely Binet, Spearman, and Terman and Merrill viewed intelligence as "single, unchanged, inborn capacity" (as cited in Richards & Rodgers, 2001, p. 115). Contrariwise, it has been claimed by Anastasi that "Intelligence is not a single, unitary ability, but rather a composite of several functions" (as cited in Legg, & Hutter, 2007). Such functions can be referred to as a survival abilities. Generally, there still lack of consensus across studies on the standard definition of intelligence; thus, collective definitions may be reckon on are:

Table 1.1

The most eminent definitions of intelligence

Definition of intelligence	Author and year
1. The ability to carry out abstract thinking	(Terman, 1916)
2. The capacity for knowledge, and knowledge possessed.	(Henmon, 1921)
3. The capacity to learn or to profit by experience	(Dearborn, 1921)
4. The capacity to acquire capacity	(Woodrow, 1921)
5. The power of good responses from the point of view of truth or facts	(Thorndike, 1920)
6. Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility of association, facility and imagination, span of attention, quickness or alertness in response	(Freeman, 1921)
7. Ability to learn or, having learned, to adjust oneself to the environment	(Calvin, 1921)
8. Ability to adapt oneself adequately to relatively new situations in life.	(Pentler, 1921)
9. A biological mechanism by which the effects of a complexity of stimuli are brought together and given a somewhat unified effect in behavior	(Peterson, 1921)
10. The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibited instinctive adjustment in light of experienced trial and error, and the capacity to realize the modified instinctive adjustment in overt behavior to the advantage of the individual as a social animal	(Thurstone, 1919)

11. Sensation, perception, association, memory, imagination, (Haggerty, 1921) discrimination, judgment, and reasoning

12. Intelligence is what is measured by intelligence tests   (Boring, 1923)

13. A global concept that involves an individual's ability to act (Wechsler (1953) purposefully, think rationally, and deal effectively with the environment

14. The ability to use optimally limited resources – including time – to (Kurzweil (1999) achieve goals

Note: Adapted from "Personality and individual differences" (2nd ed, p. 139), by T. Chamorro-Premuzic, T. (Ed.), 2011, John Wiley & Sons.

Intelligence has been pointed to as a mental capacity that differentiate human beings from other species including problem-solving, reasoning, retaining information, decision making, and planning. In 1993, Gardner illustrated that "an intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings" (as cited in Legg, & Hutter, 2007).

1.5 Theories of intelligence

In essence, one can view that the term intelligence has been explained from different angles across millennia, however, not merely to define the concept but it goes further beyond encountering a wide band of theories and measurements that attempt to test human beings' level of intellectual abilities; leading to the emergence of such questions, for instance, is intelligence nature or nurture?; the former has been referred to as heredity (e.i., genetic, biological characteristic). While the latter counts the influence of environment as it takes into consideration individuals differences. Across millennia, diverse theories have been evolved;

according to (Gardner, 2012) they can be broadly classified into four categories: psychometric theories, cognitive theories, cognitive-contextual theories, and biological theories.

1.5.1 Spearman's General Intelligence Theory

It was first developed by the British psychologist Charles Spearman (1863–1945). According to him, (as cited in Cherry, 2022), general intelligence is commonly referred to as the "g factor". He postulated that the g factor is a general mental capacity that bolsters a variety of particular skills, such as verbal, spatial, numerical, and mechanical. These skills are believed to affect how well people perform on all cognitive activities. Spearman contributed to the development of the statistical method known as factor analysis, which enables researchers to examine overall performance on mental aptitude tests. Through these analysis, spearman observed that people who did well on one cognitive test typically performed well on other subsequent tests, whereas those who fared poorly on one test typically performed poorly on others; therefore; he came to the conclusion that intelligence may be quantified as a generic cognitive capacity. Cherry (2021) stated the following component that might construct general intelligence:

- **Fluid reasoning:** It requires creative and flexible thinking and problem-solving skills.
- **Knowledge:** It can be adjacent to crystalized intelligence. It entails general comprehension of a great deal of subjects, facts, and information.
- **Quantitative reasoning:** It involves solving mathematical problems.
- **Visual-spatial processing:** It refers to a person's capacity to decipher and manipulate visual image in real-world such as solving puzzles and drawing complex patterns.
- **Working memory:** It reflects the initiation of temporal storage of information in mind.

1.5.2 Thurstone's Theory of Primary Mental Abilities

In 1938, psychologist Louis Thurstone contested and questioned the validity of Spearman's g-factor. After examining data from different mental ability tests, he derived that intelligence is composed of seven other intellectual abilities rather than one single factor (Cherry, 2022). However, Thurstone did not entirely refused Spearman's theory of general intelligence; instead, he claimed that intelligence is a combination of general ability and a range of specialized abilities. (Rhul, 2020). In 1941, Thurstone, (as cited in Sternberg, 2003) argued that there exist seven primary mental abilities:

- **Verbal comprehension**: The capacity to grasp the linguistic content (words, sentences).

- **Verbal fluency**: The ability that requires quick and decisive word processing and task-performance fluency.

- **Number**: It reflects rapid computation of rapidly of numerical arithmetic problems.

- **Memory:** The ability to recall and retrieve words, numbers, or other information.

- **Perceptual speed:** The capability to promptly recognize and perceive information.

- **Inductive reasoning**: It entails drawing conclusions from the specific to the general.

- **Spatial visualization**: The skill required to visualize forms, item rotations, and how puzzle parts would go together

1.5.3 Gardner's Theory of Multiple Intelligences

Howard Gardner, an American psychologist, disputed the conventional notion of intelligence and Thurstone's approach. In this view, he presented his book "*Frames of Mind: The Theory of Multiple Intelligences*", wherein he argued that every individual possesses distinct and independent skills. He asserted that standard IQ tests do not completely and

correctly reflect a person's capacities. On the basis of competencies and qualities that are valued in diverse cultures, he postulated eight distinct intelligences (Cherry, 2022):

- **Bodily-kinesthetic intelligence**: the ability for fine-motor coordination and skillful object manipulation.

- **Interpersonal intelligence**: the tendency to recognize and reflect appropriately on feelings, motives, and desires of other people.

- **Intrapersonal intelligence**: It represents self-awareness and to tune in deeply with inner self to know one's feelings, values, vision, beliefs in life

- **Logical-mathematical intelligence**: It involves reasoning, and the ability to discern logical or numerical concepts.

- **Musical intelligence**: The capacity to create and appreciate pitch, timbre, and rhythm.

- **Naturalistic intelligence**: The ability to discern and label creatures, plants, and other natural elements.

- **Verbal-linguistic intelligence**: It includes high linguistic skills and proper use of words and meanings.

- **Visual-spatial intelligence**: reflects one's capability to think in pictures and visualize surroundings and objects in the world.

1.5.4 Sternberg's Triarchic Approach to Intelligence

Robert Sternberg defined intelligence as a "mental activity directed toward purposive adaptation to, selection, and shaping of real-world environments relevant to one's life." (Sternberg, 1985). He concurred and endorsed Gardner's view that intelligence is broader than a single, general ability. However, he criticized both the multiple intelligence theory and psychometric approaches of intelligence, claiming they failed to measure other components.

As a result, he developed a three-category theory with regard to the definition he proposed (as cited in Ruhl, 2020) including:

- **Analytical intelligence:** It is measured by the traditional IQ tests. It is known as componential intelligence and represents one's ability to use abstract reasoning to effectively examine, assess, analyze and solve complex problems

- **Creative intelligence:** Is the capacity to think outside the box and provide original, intriguing ideas. This kind of intelligence encompasses creativity, problem-solving, and imagination.

- **Practical intelligence:** It is the ability of adaptation, selection, and shaping that involves the aptitude to solve problems that people encounter in daily life, and to puzzle out how to effectively balance one's needs and those of the surroundings, to adapt to environmental changes using knowledge learned from experience to consciously modulate oneself to suit the environment or the way around.

The conceptualization of Emotional Intelligence

According to a diligent review of literature proceeded by (e.g. Esmaeeli, Khalili, & Shahabi, 2018; Roohani, Etesami, & Mirzaei, 2020; Shakib, & Barani, 2011; Wong, Law, 2002), the concept Emotional intelligence owes its origin to the notion "social intelligence". The latter was proposed by Edward Thorndike in 1920s. Further, in contrast to Binet's single factor theory of intelligence and spearman general intelligence theory, opponents such as, Thurstone, Gardner, and Sternberg, distinguished other types of intelligence (Van Heck, & Oudsten, 2008). In same vein, David Wechsler discussed the traditional models of general intelligence and emphasized on non-intellective factors that may affect the intelligent behavior like personality.

In 1964, the term emotional intelligence first coined in research paper by Michael Beldoch (Afroz, Firoz, & Pandey, 2017; Agarwal, Sandhu, & Varma, 2021; Schuller, & Schuller, 2018). Afterward, it appeared in 1966 within a paper by Leuner titled *Emotional intelligence and emancipation* which was published in the psychotherapeutic journal: *Practice of child psychology and child psychiatry* (Afroz et al., 2017). In 1983, Gardner introduced seven types of intelligence in his theory of multiple intelligence including linguistic, musical, spatial, bodily kinesthetic, interpersonal, intrapersonal, and logical-mathematical (Van Heck, & Oudsten, 2008). His theory held distinct perspective beyond the intellectual capacity of individuals which laid the groundwork for EI to arise. In 1985, emotional intelligence was presented anew by Wayne Payne. The former appeared in Payne's unpublished Ph.D. thesis. In the meantime, Reuven Bar-on introduced the Emotional Quotient (EQ) in his unprinted doctoral thesis; and defined EI as "an array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures." However, the concept "EQ" was attributed in 1987 to Keith Beasley (Afroz et al., 2017; Anju, & Kubendran, 2015).

In the early 1990s, it was formally defined in the pioneering work of Salovey and Mayer as the ability of individuals to manage, discern their own and others' feelings and emotions, and to process emotional knowledge to regulate their own thoughts and behaviors (Salovey, & Mayer, 1990). Nevertheless, Emotional Intelligence has reached its zenith in 1995 by the publication of Golman's book "Emotional Intelligence: Why it can matter more than IQ".

1.6 The Three Models of Emotional Intelligence

Scholars and even laypeople, notably, held a persistent debates around the merits of Emotional Intelligence which made it seemingly impossible to settle for a universal qualification due to the different angles that existed along with its development; thereby elaborating contrastive lenses and models for this newly-founded notion deemed a requisite to demonstrate a keen

understanding of the realms and building blocks (viz., competencies, skills, and abilities) that comprise EI. Hence, Spielberger (2004), in *the Encyclopedia of Applied Psychology,* accentuate that the latter can be fairly classified into three models that are ability, trait, and mixed model of EI. In essence, based on a review of literature by Ackley (2016) the three models defined EI as:

- **Salovey and Mayer Ability Model** saw it as a capacity to recognize, comprehend, control, and make use of emotions in order to facilitate thinking and intellectual growth.

- **Goleman's performance based-model** believed that EI is a range of emotional and social skills that reinforce leadership and effective performance in workplace.

- **Bar-On mixed mode**l contemplated that EI is a miscellany of non-cognitive capabilities, competencies, and skills that affect one's ability to cope with stressors.

1.6.1 The Salovey-Mayer Ability Model of Emotional Intelligence

Throughout the conceptualization of Emotional Intelligence, Mayer and Salovey discriminated and narrowed the framework of the concept apart from social-emotional personality traits to a mere innate and inborn set of cognitive capacities (Ackley, 2016; Neubauer & Freudenthaler, 2005). The original ability model first appeared in 1990; however, it was refined to encompass four branches coordinated from basic psychological processes to more complex and high-level skills (Neubauer & Freudenthaler, 2005):

- **Emotion Perception, Appraisal, and Expression** embraces the ability to assimilate as well as to identify oneself and others' feelings, emotions and thoughts through facial and postural expressions, to discern between these emotions, and to express them accurately.

- **Emotional Facilitation of Thoughts** reflects the tendency to use emotions to assist thinking and reasoning, to approach attention to the inputs of paramount importance, help individuals to generate judgments and recall memories (retrieve information through intellectual processing), to change mood and hence perspectives, and to serve as a motive for creativity.

- **Understanding and Analyzing Emotions** represents the capacity to recognize and interpret the interconnectedness between the conveyed meaning and emotions, to comprehend the intricacy and simultaneity of feelings, and to understand emotional transitions and changes.

- **Reflective Regulation of Emotion** typifies the ability to maintain emotional openness toward both pleasant and unpleasant feelings, to effectively control and cope with oneself and others emotions, to downplay negative emotions and hearten positive ones, and to manage the clarity, typicality, effectiveness and reasonability of emotion.

1.6.2 Goleman's based-performance Model of Emotional Intelligence

It can be also referred to, as we shall explain, a mixed model. It is important to acknowledge that Goleman has rather a simplistic view than empirical as opposed to the ability model of Mayer and Salovey. His model of EI, indeed, relied on incorporating a range of threads based on individuals' authentic experiences and prior assumptions throughout his bestselling book "*Emotional Intelligence: Why It Can Matter More Than IQ*" wherein he strived for the implication of this concept in real-world highlighting its effective role in shaping the emotional circuit of children during their development both at home and school; he ensured to sustain wholesomeness in family relationships and mental health in general; and to achieve consonance in workplace (Goleman, 1995).

Figure 1.1

Refined Framework of Goleman's based-performance Model of Emotional Intelligence

	Self (Personal Competence)	Other (Social Competence)
Recognition	**Self-Awareness** • Emotional self-awareness • Accurate self-assessment • Self-confidence	**Social Awareness** • Empathy • Service orientation • Organizational awareness
Regulation	**Self-Management** • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	**Relationship Management** • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration

Note. Adapted from "*The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*" (pp. 121-128), by D. Goleman, & C. Cherniss, 2001, San Francisco, CA: Jossey-Bass

In Goleman's follow-up publication of "*Working with Emotional Intelligence*" whereby he generated the framework of EI-based theory of performance; primarily in the realm of business (Goleman, 1998a). This model, initially, was contingent on twenty-five competencies subsumed under five clusters namely Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills to distinguish workplace performance that is to predict personal outcomes in work or leadership in the field (Goleman, 1998b). Nevertheless, through Richard Boyatzis' most recent statistical analysis, these competencies have been condensed into twenty in the current model and the five domains to four, as shown in figure 1.1, that represent: self-

awareness, self-management, social awareness, and relationship management (Boyatzis, Goleman, & Rhee, 2000).

1.6.3 Bar-On's Mixed Model of Emotional Intelligence

It is worthy to acknowledge that Reuven Bar-On has, (as cited in Neubauer & Freudenthaler, 2005), rather different view on Emotional Intelligence in contrast to the Salovey-Mayer conceptualization. Instead, mixed models disregarded that EI is necessarily associated with emotion or intelligence contending that it is frequently used to describe a wide range of personality traits that could indicate success in both professional and personal spheres. His fundamental goal was to resolve the conundrum of why, despite similar cognitive abilities, some people are more successful than others. Therefore, through his analysis of personal attributes that are meant to predict life success beyond mental skills, Bar-On identified five major dimensions, which are further clustered into 15 subscales, are seen as crucial elements of El, as follows:

- **Intrapersonal skills**: comprise Self-regard, Emotional self-awareness, Assertiveness, Self-actualization, and Independence
- **Interpersonal skills**: empathy, social responsibility, and interpersonal relationships
- **Adaptability**: problem solving, reality testing, and flexibility
- **Stress management:** stress tolerance actively and positively coping with stress), Impulse control
- **General mood**: Happiness and optimism.

1.7 Measurement scales of Emotional Intelligence

To spur the conceptual underpinnings of EI with scientific and empirical data, a plethora of measurement scales and tests have emerged along with its conceptualization, as listed in table1.2, According to Connor et al. (2019), in ability-based tests, participants are given a set

of emotion-related task problems and asked to solve them by checking among a list of possible answers. This type gives insights into how people perceive emotions and their functions. On the other hand, trait EI tests are simply self-report items targeted to measure the reoccurrence of certain behaviours in different situations.

Table 1. 2

Commonly Used Measures of Emotional Intelligence

Sr. No.	Commonly Used measures of Emotional Intelligence	Brief Description	Model of Measure	Main Theorist
1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Specific tasks are used to measure level of ability of each branch of emotional intelligence.	Performance based	Mayer and Salovey
2	Emotional Quotient Inventory (EQ-i)	133 self-report items measure total EQ and each of the 5 components of the BarOn model	Self-Report	Bar-On
3	Emotional Competency Inventory (ECI)	A multi-rater instrument that provides ratings on a series of behavioural indicators of emotional intelligence	Self-Report And Other-Report	Goleman
4	Emotional Intelligence Appraisal (EIA)	A 7-minute assessment meant to measure the existence of Goleman's four components of emotional intelligence	Self-Report And Other-Report	Goleman
5	Work Profile Questionnaire-Emotional Intelligence Version (WPQei)	Measures 7 of Goleman's competencies thought of as most essential for effective work performance	Self-Report	Goleman

6	Self-Report Emotional Intelligence Test (SREIT)	A 33-item measure of Salovey and Mayer's original concept of emotional intelligence	Self-Report	Mayer et al.
7	The Levels of Emotional Self Awareness Scale (LEAS)	Self-report measure based on hierarchical generalisation of emotional intelligence like physical sensations, action tendencies, single emotions and blends of these emotions.	Self-Report	Lane and Schwartz
8	The Genos Emotional Intelligence Inventory (Genos EI)	Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour	Multi - Rater or Self Assessment	Benjamin Palmer and Con Stough
9	The Group Emotional Competence (GEC) Inventory	The instrument contains 57 items that measure the nine dimensions of GEI. GEC norms improve group effectiveness by building social capital, which facilitates engagement in effective task behaviours and processes.	Self-assessment	Vanessa Druskat and Steven Wolff
10	Trait Emotional Intelligence Questionnaire (TEIQue)	The TEIQue is a self-report inventory that covers the sampling domain of trait EI comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI [49].	Self-Report	K. V. Petrides

11	Work Group Emotional Intelligence Profile (WEIP)	The WEIP6 captures two dimensions of emotional intelligence: Ability to Deal with Own Emotions (Scale 1: 18 items) and Ability to Deal with Others' Emotions (Scale 2: 12 items)	Self-Report	Jorda n et al.
12	Wong's Emotional Intelligence Scale (WEIS)	WEIS consists of two parts. The first part contains 20 scenarios and respondents are required to choose one option that best reflects their likely reaction in each scenario. The second part contains 20 ability pairs and respondents are required to choose one out of the two types of abilities that best represent their strengths.	Self-Report	Wong et al

Note. Reprinted from "EMOTIONAL INTELLIGENCE; HISTORY, MODELS AND MEASURES", by P. Dhani and T. Sharma, 2017, *International Journal of Science Technology and Management, 05(07),* pp.195-196.

1.8 Related Studies

In regard to the ostensible role of emotional intelligence in EFL learning context, a sheer volume of literature seem to have been conducted on the former to probe it's interconnectedness with diverse facets including writing performance (e.g. Abdolrezapour, 2013; Bagheri, & Ghasemi, 2013; Ebrahimi, Khoshsima, & Bahtash, 2018), reading (e.g. Abdolrezapour, 2012; Ghabanchi, & Rastegar, 2014; Motallebzadeh, 2009), vocabulary knowledge (e.g. Nesari, Karimi, & filinezhad, 2011; Skourdi, Rahimi, & Bagheri, 2014), learning styles (e.g. Alavinia, & Ebrahimpour, 2012; Roohani, Etesami, & Mirzaei, 2020), self-

efficacy (e.g. Moafian, & Ghanizhad, 2009; Rastegar, & Memarpour,2009), anxiety (e.g. Chao, 2003; Shao, Yu, & Ji, 2013).

1.8.1 Emotional Intelligence as predictor of Speaking Performance

Bora (2012) presents his quasi-experimental research entitled "The Impact of Emotional Intelligence on Developing Speaking Skills: From Brain-based Perspective" which focuses on integrating Brain-based learning activities for enhancing learners emotional intelligence to achieve active participation during speaking classes. Two questionnaires were provided to 21 EFL learners at a preparatory school of a state university in Turkey. The results revealed that Emotional Intelligence has a remarkable influence on students to engage in speaking activities. The researcher emphasize that students' EQ can be achieved through Brain-based teaching strategies in classroom.

In broader study, Zarezadeh (2013) selected randomly a sample of 330 EFL learners from different universities in Iran to examine the role of emotional intelligence and its effect on English language learning particularly grade-point averages (GPA), listening, reading, speaking, and writing skills. The data were gathered through students' scores in the four language skills and the Bar-On EQ-I questionnaire. The results distributed in this study reveal that there is significant correlation between emotional intelligence and English language learning. In particular, EI is considered as an effective factor in speaking ability.

In an attempt to delve into the relationship between Critical thinking, Emotional Intelligence, and speaking abilities among Iranian EFL learners, Afshar and Rahimi (2014) undertook a correlational research which involved one hundred EFL learner from a private language institute in Iran. The data were collected using the California Critical Thinking Skills Test (CCTST) form B, the Bar-On Emotional Intelligence questionnaire, and the Language Oral Ability Assessment through settling an interview with the respondents to determine their

speaking ability. The multiple correlation analysis demonstrated that there is high significance correlation between the three variables. While the multiple regression analysis indicates that the stronger predictor of speaking abilities is EI.

In parallel analysis presented in a recent study, (Jalilzadeh and Yeganehpour, 2021) point out that speaking ability possess a significant connection with emotional intelligence and willingness to communicate (WTC). However, learners' emotional intelligence appears as the most fundamental factor that affect their speaking performance

Researchers (Abdolrezapour, 2018; Khooei, 2014; Oroji, & Salar, 2017) attempted to explore the relationship between students EQ and their speaking performance in terms of fluency, accuracy, and complexity. The results found by (Khooei, 2014) indicates that to some extent EI components correlate to fluency, accuracy, and complexity of students' oral performance. Antecedently, the Nelson English language test was given to 60 Iranian EFL learners to homogenize the sample, only 39 of them were administered for an interview to assess their speaking ability using personal and narrative tasks. Further, they were asked to answer Bar-On EQ-I questionnaire.

In a likely similar study to (Bora, 2012), Ebrahimi, Khoshima, Bahtash, and Heydarnejad (2018) conducted a quasi-experimental study to investigate the influence of EI enhancement on improving speaking skills among Iranian EFL learners. Bar-On Emotional Quotient Inventory (EQ-i) questionnaire and the IELTS test (International English Language Testing System) were addressed to 43 intermediate EFL learners to collect data. Participants were divided into 30 students for experimental group and 13 students for the control group. The former was assigned to a number of sessions to enhance their EI. The findings of the data analysis denotes that the learners included in the treatment group significantly developed their speaking skills.

In regard to the importance of investigating emotional intelligence in relation to speaking skills, Esmaeeli et al (2018) carried out a correlational research design in which 96 EFL learners from different institutes in Tehran were asked to fill out a short version of Bar-On EQ-I questionnaire called EQ-I: S. In addition to answering 40-item of ILETS test to assess the general language proficiency through an individual interview. In the light of the results, the analysis indicated a significant relationship between EFL learners' speaking scores and their EQ level.

Recently, Surahman, & Sofyan (2021) studied the effect of the Community Language Learning (CLL) method and the Emotional Intelligence on eighth grade Indonesian students' speaking skills through a quasi-experimental design. The displayed findings revealed that community language learning can be an effective method to improve students speaking skills. However, students who scored high emotional intelligence level tend to be better English speakers. Whereas, learners with low emotional intelligence appear less active to speak.

Conclusion

In the foregoing chapter, the attempt has been to explore the multifarious angles related to Emotional Intelligence delineating the springboard of that newly-coined concept. Correspondingly, it scrutinized both constructs of emotions and intelligence from their earlier and departure point, thereby arriving to a comprehensive framework including a wide band of definitions and theories. Thereafter, it highlighted chronologically the emergence and conceptualization of EI including several distinct definitions proposed by the most outstanding figures whom tireless inquiries and analyses left a legacy for the psychology of humans across all domains in life. Moreover, it provided a review of the mostly-recognized models and measurement scales that researchers may lay on in their future studies. Eventually, the chapter went across answering one of the puzzling questions on whether EI is a skill that can be trained and strengthened with time, and accordingly, researchers have provided an account of literature

considering this issue as they encounter the role that EI to attain academic triumph as well as success in personal and professional life.

Chapter Two: Speaking Skill

Introduction

Conclusion

Introduction

It is indisputable that language functions as a means of communication in a certain community. Speaking a language, as quoted in Bygate (1987), is "vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business." Hence, along with globalization, English has become an international lingua franca used across the broad for business, politics, science, tourism, media, and education. It emerged not only as a second language in territories affected by British and American imperialism but also as a foreign language taught all around the globe. Notwithstanding its vitality, it can be deemed as a linguistic, cultural, and psychological barrier of communication between individuals with different spoken languages. The aim of this chapter, therefore, is to outline a theoretical framework to grasp the field in question. Initially, it discusses the nature of speaking. In the course of the discussion, the researcher underlies a diversity of definitions, functions, and aspects that are subsumed within the concept of speaking skill. Henceforth, the chapter presents a historical insights into the common approaches, methods, and models of language teaching in relation to speaking. Additionally, it explores a number of oral classroom activities that can be used to enhance learners' speaking skill. Finally, the succeeding chapter addresses the difficulties experienced during teaching-learning process and subsequently mapping out the communicative strategies adapted by language learners to handle a challenging situation.

2.1 The nature of Speaking as a skill

With reference to history, English emerged as a burgeoning language from dialects and lexicon of Angles, Saxons, and Jules. Correspondingly, it appears worth exploring the etymology of the noun speech that is derived from Middle English as "*speche*". It has been pointed out as "the primary form of language; oral communication in general and on any particular occasion" (McArthur, 1992). According to Onions et al. (1966) the notion owes its origin to Old English root "spēć", "spǣć", wherein reconstructed as "sprǣć" means " the act of

speaking", from "specan" to speak which has been assigned the meaning of "utter words" (Onions et al., 1966).

Pertinent to tentative definitions set forth by a wide range of scholars in language teaching, speaking is, thence, a "productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning" (Bailey, 2003, p. 48)

"The process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of context" (Chaney, 1998). "

Thornbury (2005) stated that "speaking takes the form of face-to-face dialogue and therefore involves interaction" (p, 8).

In parallel, Widdowson (1978) echoes that "An act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange" (p, 58).

According to Harmer (2001) "the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language (on the spot)" (p, 269).

Brown et al. (1994) speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information"

According to Oxford Dictionary, speaking is "the action of conveying information or expressing one's feeling in speech"

2.2 Functions of speaking

Through an insightful review of literature that has been manifested to provide the possible classification of how speaking fulfils certain purposes in human daily interaction. It is noteworthy, then, that the utility of speech is well embedded in (Brown, & Yule, 1983a), whom refined the distinction between twofold functions of language; wherein "the language which is used to convey factual or propositional information" is referred to as *"primarily transactional language"*. Conversely, what serves in expressing and maintaining social connections is primarily interactional use of language (Brown, & Yule, 1983b). Similarly, Bygate (1987) distinguished between the two kinds as routines: information routines and interaction routines.

Figure 2.1 represents a model for transactional and interactional spoken language based on (Burns, Joyce, & Gollin 1996) that elucidate the apparent differences between the two functions. The model also demonstrates how interpersonal interactions and the relationships between speakers can influence the language produced (as cited in Burns, & Goh, 2012). According to Burns, & Goh (2012), it is valuable in the context of teaching since it provides instructors with a starting point for deciding which types of spoken interactions to present to their students. Hence, teachers determine the necessary discourse features to be taught.

Figure 2. 1

Burns, Joyce, and Gollin's Model of Spoken Interactions
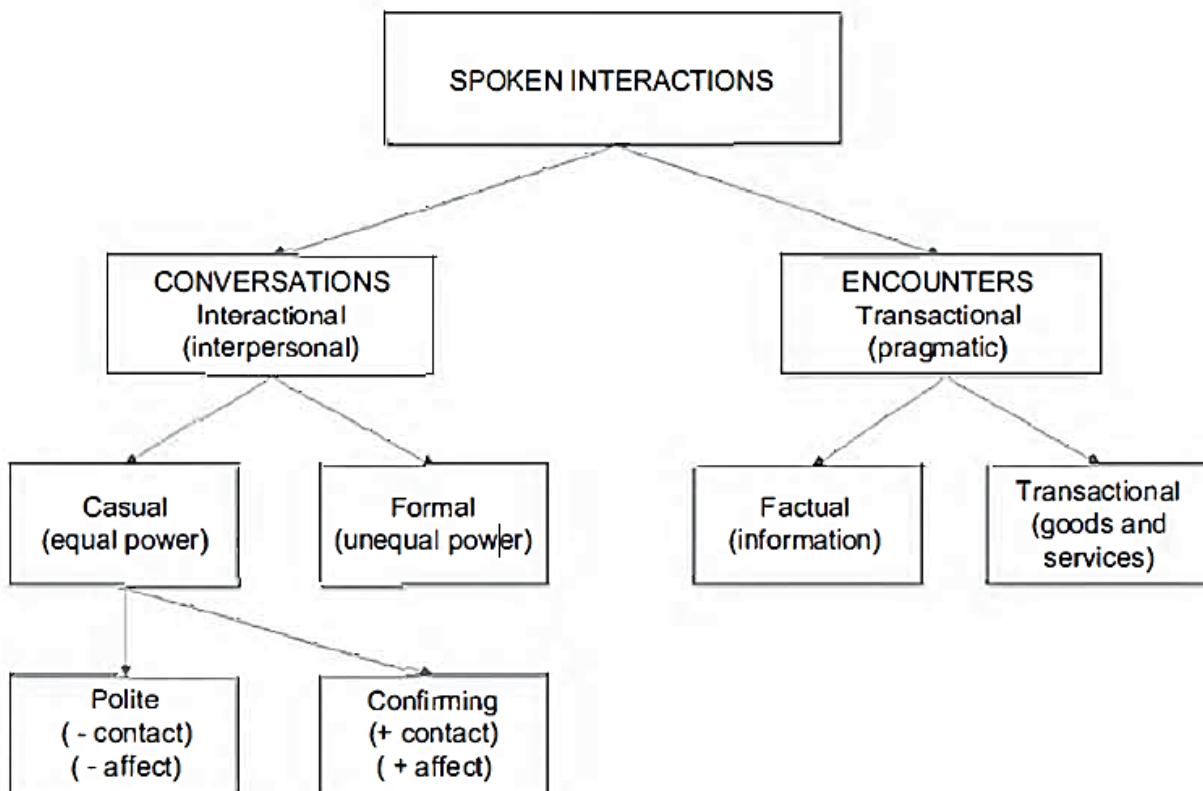
Note. Reprinted from "*Teaching speaking: A holistic approach.*" (p. 115), by C. C. Goh, & A. Burns, 2012. Press New York: Cambridge University Press.

The top of the model illustrates how speaking interactions can be classified as broadly transactional or broadly interactional. In this paradigm, conversations start with casual conversations in which speakers have nearly equal interpersonal power; that is, none of the speakers is more dominant in terms of social rank, expertise, or other forms of power. An example of equal authority can be two speakers gossiping in a coffee shop. Formal conversations, on the other hand, are more likely to have power imbalances because one of the speakers has more status or knowledge. Casual conversations have been further divided into polite and confirming categories. Polite interactions occur when there are no or few previous

or prospective contacts (-contact). Participants are unlikely to have evolved strong psychological or emotional feelings for one another during these interactions (-affect) for instance meeting someone by chance at a language teaching conference or on a train and politely conversing. Conversely, confirming conversations emerge when speakers maintain close and ongoing contact (+ contact) and have strong emotional feelings toward one another (+ affect), such as among family members, coworkers, or sports teammates.

Factual and transactional are the two types of encounters. Delivering or receiving information is the focus of factual encounters. They include exchanges involving questions asked in a variety of everyday social circumstances across educational, vocational, and community settings such as asking for directions or seeking enrollment assistance from a course administrator. Correspondingly, making medical appointments, negotiating at a bank or government agency, or purchasing products in a marketplace are examples of encounters that entail the bartering of goods and services. Therefore, the language spoken would be influenced by the speakers' familiarity with one another and their empathy towards each other's as individuals. To illustrate further, Richards (2008) acknowledged three major functions (viz., talk as interaction, talk as transaction, and talk as performance), with respect to their implication in teaching speaking skill and designing classroom materials. This extended framework can be outlined as follow:

2.2.1 Speaking as interaction

Human beings can, indeed, use and utter a set of different words and phrases accordingly to their context, wherein speech appears, that it might take the form of casual or formal language. Retrospectively, conversations can be deemed as an interactive turns that bounce back and forth between people, and as Richards (2008) noted, "Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function". Individuals engage in a great deal of everyday exchanges with the intention to

leave a friendly impression on others through greetings, creating small talks, and sharing personal experiences. Brown and Yule (as cited in Richards, 2008) stated the most salient features of conversation as it:

- Has a primarily social function

- Reflects role relationships

- Reflects speaker's identity

- May be formal or casual

- Uses conversational conventions

- Reflects degrees of politeness

- Employs many generic words

- Uses conversational register

- Is jointly constructed

Learners may not take this kind of talk for granted due to its challenging nature that is governed by social norms and behavioral constraints. However, it can be taught through providing models from naturalistic dialogs (i.e., small talks), where interlocutors share contextual information to initiate comments as to evoke agreement; thereby presenting non-controversial topics about the weather, traffic, and so on. Moreover, Richards (2008) suggested practicing the use of back channeling in which participants interject responses and feedback expression to show interest and keep the conversation going, as for example, "That's interesting", "yeah", and "really". The latter phrases can be involved in dialogue gap-filling activities as well as using follow-up questions after approaching a talk with starters.

2.2.2 Speaking as transaction

Whereas, as we shall note, the aforementioned genre emphasized on the way speakers interact. Speaking as transaction has given due attention to the expressed content or one's

actions; in terms of clarity and accuracy of the transmitted information. Relatively, Brown and Yule (1983b) indicated that the "language used in such a situation is primarily message oriented" and thus "it is important that the recipient gets the informative detail correct". To put it differently, it seems that the central aim of transactional conversations is to make ones utterance clearly perceived; otherwise, as Brown and Yule (1983b) stressed, "there will be unfortunate (even disastrous) consequences in the real world if the message is not properly understood by the recipient" in cases; for instance, where the policeman is giving directions to a traveler or a doctor giving instruction to a nurse. Furthermore, the second type of talk as transaction according to Burns (1998) focuses on obtaining goods and services, such as booking a room in a hotel or ordering food in a restaurant (as cited in Richards, 2008).

Learners often, if not always, experience situations where there is a need to use the language to carry out the most basic real-world transactions which require skills like asking questions, repetitions, or explanation, expressing an opinion, suggestion, or agreement and so on. Richards (2008) highlighted particular communicative materials involving group activities, information-gap activities and role plays that can be practiced in the process of teaching transactional talk through engaging learners in group discussion, brainstorming, and simulations.

2.2.3 Speaking as performance

According to Richards (2008) it is, generally, recognized as "public talk" in which the transmission of knowledge appears "before an audience", that is, to pursue speaking in front of people (e.g., speeches, public service announcement, and oral presentations in class). In addition, it "tends to be in the form of monolog rather than dialog". In other words, speaking as performance allocates relatively large extent of sentences; exposition of thoughts is uninterruptedly addressed to listeners. Further, this type of talk do not rely on a mere understanding of the meaning but on both message and recipients. Richards (2008) illustrated

that it follows a predictable structure and appropriate sequence; where speakers necessitate well pronunciation, adequate use of grammar and vocabulary as well as the ability to influence the audience.

Unlike the previous functions of talk which are conversational in nature, performance talk seems likely contiguous to written language. It is important to acknowledge that Richards (2008) pointed out two approaches for teaching talk as performance. To begin with, Jones (1996) remarks:

> Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language (as cited in Richards, 2008).

On that account, to plan teaching strategies for this talk, Jones's approach suggested the implementation of teaching aids encompassing videos, audio recordings or written examples that can be presented to learners in different forms such as, speeches, oral presentations, and stories. These examples are, then, examined and decoded for understandable interpretation of the linguistic and rhetorical devices. Eventually, they will be constructing cooperatively their own texts. In essence, Richards (2008) summarized the main principles of Feez and Joyce's approach that is text-based instruction, followed by illustrative description of how the five phases proceed in teaching-learning cycle.

2.3 Types of classroom speaking performance

2.3.1 Imitative

Imitative speaking performance, as its name indicates, reflects the capacity of learners to imitate, repeat, and parrot back different units of language that can be a word, a phrase, or a sentence. It is viewed as purely phonetic level of oral production. However, it may comprise a set of other language features such as grammatical, lexical, and prosodic (e.g., stress, intonation, and tone). Correspondingly, the focus is, on the whole, oriented to learners' pronunciation regardless to their ability to perceive and express meaningful interaction.

2.3.2 Intensive

It extends one step beyond the context of imitative assessment, since it involves producing a limited stretches of the spoken language; whereby speakers demonstrate linguistic competence at a certain level of grammatical and phonological aspects of language. In addition, semantic awareness, that is, the understanding of meanings is taking into consideration in order to be able to respond, however, with a minimum interaction. Brown (2004) elucidated a number of assessment tasks that might be adapted in this type which includes direct response task, reading aloud, picture cued tasks, and sentence and dialogue completion.

2.3.3 Responsive

Responsive speaking tasks display perception and interaction; interlocutors take part in a narrow range of conversations, greetings, and small talks. In this sense, learners receive spoken prompt that is often integrated with a few simple follow-up questions or retorts in order to maintain authentic and spontaneous responses. Brown (2004) suggested distinct assessment tasks designed for this type: question and answers, giving instruction and direction, and paraphrasing sentences.

2.3.4 Interactive

In this context, interactive speaking goes beyond uttering limited sentences. Precisely, speakers tend to engage complex stream of interactive discourse in multiple exchanges; with multiple participants. Interaction, as Brown (2004) acquainted, could be divided into twofold: involving transactional language and interpersonal language. The former intends to communicate specific message. On the contrary, the latter is considered as pragmatically complex process since it focusses on establishing social relationships that require the tendency to grasp and express humor, ellipses, and other sociolinguistic conventions.

2.3.5 Extensive

Extensive assessment tasks also referred to as monologue; it include prolonged oral speeches, presentations, and picture-cued story-telling addressed to an audience wherein the style of the language would ordinarily appear deliberative; the speaker withholds a formal and planned speech while the role of listeners is presumably restricted to non-verbal communication (i.e., facial expression, gestures, and eye contact). Thus, extensive assessment techniques may ensure test-takers to translate extended prose, retell a story or news event, present a variety of topics.

2.4 Teaching speaking

Figure 2. 2 portrays the methodological framework for teaching speaking. It identifies important aspects for setting goals and objectives, organization of the course or the lesson components emphasizing four fundamental elements linked to language education (Burns, & Goh, 2012) as listed below:

- Quality of speech: fluency, accuracy, and complexity.
- Components of speaking competence: knowledge of language and discourse, core speaking skills, and communication strategies.

- The role of metacognition.

- Methods for organizing learning activities.

Figure 2.2

Methodological Framework for Teaching Speaking
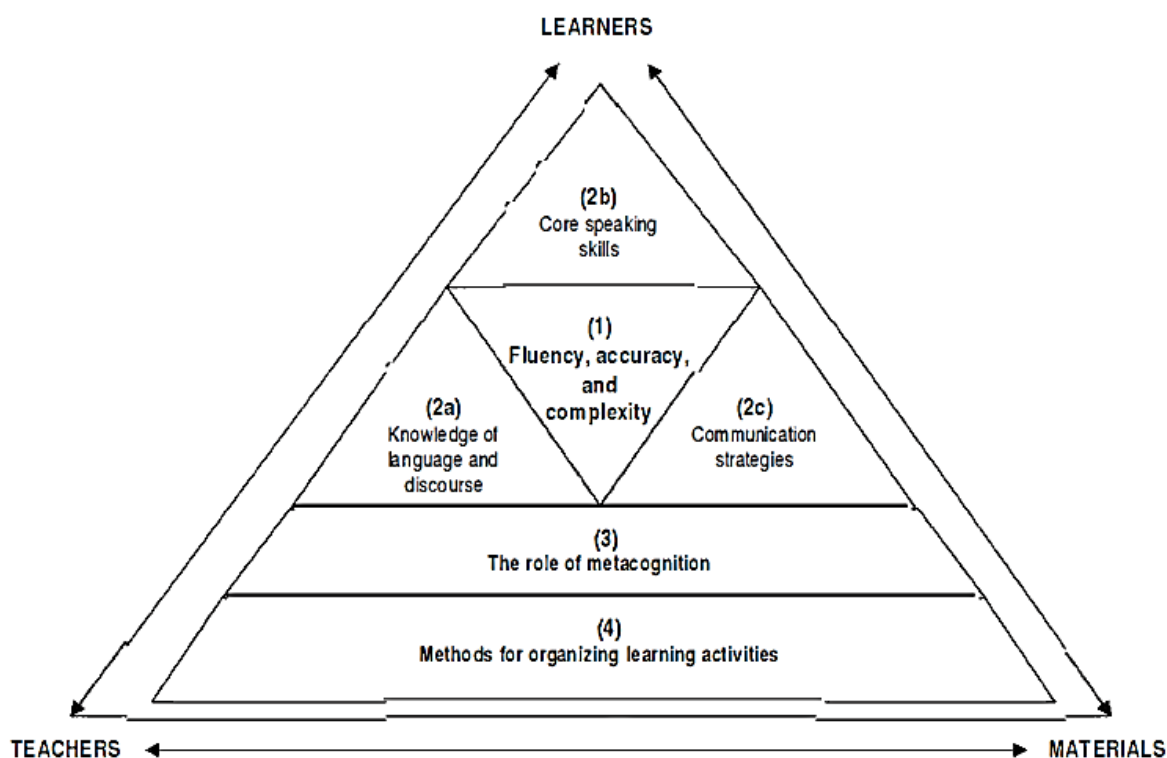
Note. Reprinted from "*Teaching speaking: A holistic approach.*" (p. 115), by C. C. Goh, & A.

Burns, 2012. Press New York: Cambridge University Press.

The primary goal of teaching and learning is to improve the quality of speech, which includes, as figure 2.2 shows, fluency, accuracy, and complexity. The second dimension is comprised of three interwoven triangles that depict three different qualities of speaking ability: a) language and discourse knowledge, b) core speaking skills, and c) communication strategies. While the third dimension is concerned with the role of metacognition (i.e., thinking about thinking) in the development of a learner's speaking skills. Burns and Goh (2012) elicited that these three dimensions highlights the importance of language learners in the conceptualization

of any spoken classroom instruction or curricula. The three antecedent areas are, in turn, propped by the last dimensions wherein all interplay to construct the conceptual framework.

2. 5 Oral Communication Strategies

Speech production in a foreign language is much more complex than it is in the mother tongue; the pressures of communicating on the spot and having relatively little time to think likely contribute towards making speaking, particularly, in EFL context an extremely demanding skill. That is, perhaps, due to the linguistic and socio-cultural differences between the two languages and the lack of genuine speaking opportunities beyond classroom walls. Similarly to native speakers, foreign and second language learners develop speech by conceptualizing, formulating, and eventually articulating which concurrently engage self-monitoring; they will be paying attention to their interlocutors, adjusting their utterance as needed, and negotiating conversational turns. Nevertheless, they, in many distinct situations*, vis à vis* a range of difficulties to carry on long-term interactions, thereby seeking certain communication strategies to avoid conversational burdens and achieve strategic competence. These strategies are, according to psycholinguistics, referred to as a subcategory of "verbal plans" and defined as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch, & Kasper 1984). It is also worth giving further thought that unlike other verbal plans, communicative strategies are distinguished based on two criterion: problem-orientedness and potential consciousness, which are crucial for coping with new, unforeseen situations.

Similarly, Thornbury (2005) stated that some learners disregard using the little language they possess at their linguistic fingerprint; the urge to be precise and to avoid embarrassing and humiliating mistakes (anxiety), may cause the self-monitoring process to be overused and over

prolonged, negatively impacting fluency. Hence, to achieve effective exchanges, they resort to using specific techniques such as:

- **Circumlocution:** when learners are unfamiliar with the exact word they tend to exemplify or describe it in detail (e.g., I get a red in my head) to connote being shy.

- **Word coinage:** to invent or make up new words from an existing one for instance: vegetarianist for vegetarian

- **Foreignizing a word:** for example the Spanish word *una carpeta (*i.e., a file of papers) into English-sounding (a carpet).

- **Approximation:** the use of alternative and related words like work table for workbench.

- **Using an all-purpose word:** includes words such as stuff, things, make, and do.

- **Code-switching:** the speaker uses his first language for certain words or expressions.

- **Paralinguistics:** body language and facial expression; using gestures, and mime to convey the intended message.

- **Appealing for help:** the learner leaves utterance incomplete.

Furthermore, Thornbury (2005) mentioned that speakers may as well use avoidance strategy, that is, to obviate completely the message or to borrow stretches from the other interlocutor which is referred to as discourse strategy. In the mainstream, these are illustrated in detail in (Bygate, 1987). Faerch, & Kasper, (as cited in Bygate, 1987), compiled the following two basic strategies, which are clustered to other sub-strategies adopted by the speakers basically when they anticipate themselves as not being able to understand or get their meaning across to the listener:

2.5.1 Achievement strategies

It has been explained that when a speaker seeks to compensate for the lack of his linguistic knowledge through improvising a substitute; it entails striving to alternatively

communicate one's message in some way (Bygate, 1987). For further explanation, "Substitution refers to the replacement of a missing item or rule by another one which, in the learner's opinion, conveys the same meaning" (Faerch, & Kasper 1984).

Guessing strategies

Learners may come across certain words that they are unfamiliar with, ignorant, or unsure about their meaning; they tend to probe based on the morphological knowledge that they possess to estimate and guess the possible vocabulary that the listener could recognize and grasp. Subsequently, they might foreignize a mother-tongue word or more simply borrow a word from their first language (henceforth, L1). Alternatively, the potential to generate a literal translation from L1 to the target language, or may use word coinage strategy.

Paraphrase strategies

The urge to look for synonymous and equivalent expressions through lexical substitution strategy or circumlocution. The former refers to finding the vocabulary item necessary such as a synonym or a more general word. Bygate (1987) added that "To compensate for the loss of information with the more general word, we may find ourselves adding a circumlocution" that is to assemble a phrase for the aim of illustrating a particular notion.

Co-operative strategies

Such strategies are implemented when the speaker seeks assistance from the hearer. It can be a request for translating, miming, or physically pointing to the object he is referring to. Moreover, a speaker might also try to create a syntactic framing in order to get his interlocutor to say the word he desires as Bygate (1987) portrayed in the following example:

- **S4**: you have a basket for
- **S3**: a basket for
- **S4:** for umbrellas

- **S3**: for

- **S4:** umbrellas

2.5.2 Reduction strategies

Learners reduce their communicative objectives due to the loss of content; presumably, they only manage partial points of speech and hence fail to deliver their entire message. Or otherwise, they may not be able to retrieve the information at all. In either scenario, the upshot is that they shorten their message in order to either bring it within their understanding or discard it and go on to something more manageable.

Avoidance strategies

It involve altering one's message to bypass the conceivable issues for example producing a particular sound sequence, impending subjunctive, and conditional sentences;

Conclusion

We discussed in this part the speaking skill with a general overview, starting with the notion of speaking and the reasons behind integrating it as a skill in language learning process. At first, we defined the concept of the speaking skill and mentioned the main aspects of the speaking skill. After, we stated the types of the speaking skill through revealing its importance in EFL classrooms. Then, we cited main practices in teaching speaking skills. In more details, we referred to the relationship between speaking skill and other skills. At last, we highlighted the most challenges that learners may encounter when dealing with speaking activities.

Fieldwork, Results, and Data Analysis

Introduction

Conclusion

Introduction

It is perspicuous that the foregoing chapters aimed at reviewing the relevant literature that has accumulated over years on the issue under-investigation. Posteriorly, the present chapter attempts to provide a thorough description of the practical phase of the research study to capture the potential effects of emotional intelligence on speaking performance and to reach insightful comprehension on how it is perceived among teachers in an EFL context. Firstly, the chapter addresses, in glimpse, the framework and methodology including which paradigm, approach, and design to be adapted for the study and subsequently presenting the population and sampling. The following part outlines the data gathering instruments along with elucidating its aim, structure, validity, and data analysis procedures. Thereafter, results and data analysis section constitutes the analysis and distribution of findings in parallel to its interpretation, discussion, and synthesis. Eventually, the chapter reaches a general conclusion, makes delimitations and limitation, and supplements a set of recommendations and suggestions.

3.1 Research Methodology

The subsequent sections jointly addresses the conceptual framework with the underlying rationale and logic of the inquiry that is, particularly, pertained to the selection of the multifarious components in terms of methodology. In this sense, the forthcoming chapter addresses the research paradigm, approaches, design, population and sampling techniques, data collection methods, data analysis procedures.

3.1.1 Research Paradigm

For the vast majority of academics, conducting a research study can indeed be illusive, laborious, and complex since they must not only deal with a massive body of knowledge, but also defend their methodological choices. In this regard, a paradigm bears a lot of significance and it is viewed as the departure point of all research. Thomas Kuhn (1970) defined it as "the set of common beliefs and agreements shared between scientists about how problems should

be understood and addressed" (as cited in Perera, 2018, slide 5). It is, generally, classified into four main philosophical worldviews including positivism, post-positivism, interpretivism, and pragmatism. Based on skimming the sheer volume of literature accumulated on these paradigms, it can be said that the pragmatism view best met the nature of the current study as it allow the use of multiple methods that, in conjunction, enabled the researcher an in-depth comprehension of the social phenomenon.

3. 1.2 Research Approach

Reflecting on the nature of the study, neither the quantitative approach nor the qualitative approach can be separately adapted to address the research questions. Nevertheless, the current inquiry operates under the Mixed-methods approach in order to fulfill the objectives designed through incorporating both quantitative and qualitative approaches. It strived to document a deep understanding of the research problem. Fundamentally, this conveys the importance of focusing attention on testing the impact of Emotional Intelligence on students' speaking performance, as well as discovering the teachers' attitudes regarding this issue.

3.1.3 Research Design

In any research, valid findings are not merely restricted to the researchers' knowledge of the subject, but also, and most crucially, by their understanding of basic steps in the research process. Therefore, to achieve reasonable arrangement, one must carefully select the design which is "a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically" (Kumar, 2011, p. 96). Particularly, the choice of the present research design is in congruence with mixed methods approach, that is, the explanatory sequential design wherein quantitative data are analyzed during the first phase and subsequently followed by qualitative data in order to elaborate and supplement a comprehensive understanding.

3. 2 Population and Sample

For the sake of collecting the necessary data to accomplish the study, two samples were embraced based on non-probability sampling (alternatively referred to as non-random, non-representative, or sometimes deliberate sampling). Since the aim was not approached to attain generalizability of results to be drawn into a wider scope, a subset of population seemed appropriate to obtain an in-depth understanding of the investigated phenomenon; therefore, lay the foundation for further research., third-year EFL students and teachers of Oral Expression module were purposively selected to answer the questionnaires.

Within this framework, a sample of 42 participants of third-year EFL learners at Biskra University of Mohamed Khider was selected from a total population of 273 including 30 female and 12 male students to answer the two questionnaires for two major reasons. Initially, EFL third-year students seem to possess conscious awareness of themselves (i.e., their behaviors, actions, traits) and of their learning process in terms of paramount importance they could afford to achieve their goals; thus, it enables them, in turn, to self-evaluate their emotional intelligence and their speaking performance. Secondly, they are expected to have at least high intermediate level based on the three years spent in studying English with an exposure to Psycholinguistics course during their final year. Thus, they, supposedly, developed knowledge, insights, interests, skills, and attitudes that may help them reflect on the concepts under-exploitation.

On the other hand, four Oral Expression teachers among other EFL instructors were chosen. More specifically, they have been selected based on their personal experience in which two of them are currently in-charge of teaching oral classes to the research case study, that is, third year students at the Department of English Language. Whereas, the two other were responsible of teaching the course during the past years; therefore, they have been viewed as a

thoughtful source to gain detailed information through exploring their perceptions towards the subject at hand.

3.3 Data Collection Tools

As far as the current study adheres the mixed methods approach in which both quantitative and qualitative are incorporated to systematically test the hypothesis and to skim through a variety of perspectives, the following data gathering instruments were used in order to highlight the effects of emotional intelligence on speaking performance. A structured questionnaire (closed-ended questionnaire) was administered to students and semi-structured questionnaire for teachers; in order to avoid impracticability both questionnaires needed to be validated.

3.3.1 Students' Questionnaire

Students' questionnaire (see Appendix A) was divided into three sections wherein the first section includes the general information about the demographic variables of the participants (e.g., age, gender); additionally, their reasons for choosing English as a major and perceptions toward the four language skills, followed by two adapted questionnaires that serve the study's objective; Trait Emotional Intelligence Questionnaire-Short Form and Students Speaking Performance Appraisal as it shall be elicited:

3.3.1.1 Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF)

3.3.1.1.1 Aim of the TEIQue-SF Questionnaire.

Developing similar scale to measure EQ level is deemed highly complicated task. Hence, the adaptation of this instrument was meant to collect accurate data about third-year EFL learners regarding their emotional intelligence profile; essentially to answer the first research question. The rationale behind adapting the TEIQue-SF among other tests was the ease access and availability of the questionnaire and its scoring key.

3.3.1.1.2 Description and structure of TEIQue-SF Questionnaire

The TEIQue-SF is a self-report inventory developed by Petrides (2009). It is consists 30 item stemmed from the full form TEIQue which comprises 153 items wherein responses are designed in 7-point Likert scale ranging from 1 "strongly disagree" to 7 "strongly agree". It aims to measure the global trait EI scores and its 15 facets subsumed under four correlated dimensions (well-being, self-control, emotionality, sociability). The first subscale is related to self-regard as it reflects emotions and views from prior achievement to future expectation about life. While the second subscale is related to the ability to manage emotions, regulate external pressure and stress, and fend off impulses. Furthermore, emotionality involves perception, expression, and utilization of emotions to sustain personal relationships with family and close friends. Ultimately, the ability to communicate, participate, and interact in different social context. Each dimension (subscale) has a number of items as we shall illustrate:

- Well-being: items 5, 20, 9, 24, 12, and 27

- Self-control: 4, 19, 7, 22, 15, and 30

- Emotionality: 1, 16, 2, 17, 8, 23, 13, and 28

- Sociability : 6, 21, 10, 25, 11, and 26

Apparently, the four remaining items (3, 18, 14, and 29) represent facets: adaptability and self-motivation. However, these items contribute directly to global trait Emotional Intelligence scores without being keyed to any of the four subscale.

3.3.1.1.3 Validating and Piloting TEIQue-SF Questionnaire

With the intention to reach fine-tune usability and practicability of the survey, piloting and validating the questionnaire was necessary to provide the groundwork for the research project as to avoid any potential issue before full implementation. According to Petrides (2009), director of the London Psychometric Laboratory, the TEIQue-SF is considered highly validated psychological assessment. It was also validated by our supervisor and thence pre-tested face-

to-face through recruiting a small number of representatives from different levels; they have been cordially requested to scan thoroughly and tentatively before answering each section, wherein the items were labeled according to the facet they represent. Thereafter, three of the participants share some confusion about statements "*I'm normally able to "get into someone's shoes" and experience their emotions*" and "*I tend to "back down" even if I know I'm right.*" due to embedment of idioms and phrasal verbs. While some participants held the thought that the items of the facets are repeated since the meaning is convergent such as "*I believe I'm full of personal strengths*" and "*I feel that I have a number of good qualities*". Their feedback helped the researchers finalize and refine the latest draft to be administered. Correspondingly, we have adapted the original version of the questionnaire without reorganization of items along with brief explanation of the ambiguous words below the statements.

3.3.1.2 Students Speaking Performance Appraisal

3.3.1.2.1 Aim of the Questionnaire

Primary to the purpose of our study, which revolves on scrutinizing the conceivable effects of emotional intelligence on third-year EFL students' speaking performance. The current questionnaire served as self-evaluation of how they perceive themselves in performing oral tasks. To further illustrate, rather than extracting their Oral Expression exam scores, researchers ensure that every respondent has an equal opportunity to reflect his own performance in classroom.

3.3.1.2.2 Description and structure of the Questionnaire

It is a seven-point Likert scale ranging from 1 "Strongly agree" to 7 "Strongly disagree". It consists 16 item adapted from Arévalo Balboa and Briesmaster (2018) as a partially adjusted version of Horwitz, Horwitz, and Cope's Anxiety Questionnaire. However, the focus on anxiety have been ruled out and addressed as "Perceptions in Speaking Questionnaire" to be classified into three dimensions. Initially, perception refers to students' appraisal of their own speaking

performance. The second dimension covers the criterion of coherence which represents how learners perceive their organization of ideas during speech production. Finally, motivation demonstrates students' willingness to learn strategies and thus foster the aforementioned areas.

3.3.1.1.2.3 Validating and Piloting the Questionnaire

In order to spur feasibility and face validity, the questionnaire was administered to the same participants using Messenger application due to shortage of time and unavailability of students at the same week on account of the preventive measures for COVID-19 followed by the University. However, none of the students showed irrelevancies or expressed puzzlement. In this respect, no modifications or rewording have been applied to the original questionnaire; thus, language and instructions were appropriate for the participants to be carried out in the actual research study.

3.3.1.3 Administration of Students' Questionnaire

After the piloting and validation stage, both the adapted questionnaires were inserted in Google Form survey software and successively arranged into sections. Thenceforth, it was posted on their official Facebook group, sent via Messenger and e-mail with the help of two third-year teachers; therefore, responses were automatically stored and recorded.

3.3.1.4 Data Analysis Procedures of Students' Questionnaire

With regard to the incorporation of both quantitative and qualitative methods due to the complexity of the investigated phenomenon, quantitative data analysis was indispensable to address the first and second research questions. In this view, raw information that is gathered using students' questionnaire entailed to be meaningfully presented into numerical data; therefore, it was initially carried out by means of exerting descriptive statistics whereby researchers used Microsoft Excel to calculate, analyze, and summarize data (from section one) into frequency tables or displayed through graphs and charts. Whereas students' scores in both

scales (section two and section three) were summed and described through numerical indexes taking into consideration reverse coding of certain items; thus, the results were interpreted based on comparing the mean and standard deviation. On the contrary, to obtain insights beyond the descriptive statistics and to test the research hypothesis, the use of inferential statistics deemed an absolute necessity that hold complementary, yet distinct function. In line with, IBM Statistical Package for Social Sciences (hereafter; SPSS) was implemented to estimate the relationship between the independent and dependent variables of the research inquiry. Correspondingly, simple linear regression was calculated after asserting the correlation between the two variables.

3.3. 2Teachers' Questionnaire

3.3.2.1 Aim and Description of Teachers' Questionnaire

With respect to the nature of the study, that is, a mixed method approach, a qualitative data collection tool sought to be a requisite as a supplementary source to eliminate bias as well as to reach cohesive understanding of the issue under-investigation; thereby designing a semi-structured questionnaire for third-year Oral Expression teachers seemed convenient to probe and delve into the diverse standpoints; attitudes, comments, and feedback towards the relationship between emotional intelligence and their students speaking performance. Therefore, this questionnaire was devoted to three sections containing a series of questions along with the intended objectives to be accomplished, as illustrated in table 3.1, which sought to yield high quality applicable data. More specifically, it addresses the third and fourth research questions "*What are the attitudes and perceptions of third-year EFL teachers toward Emotional Intelligence as a predictor of students speaking performance?"* and "*How Emotional Intelligence based-activities is perceived among EFL Oral Expression teachers as a strategy to enhance speaking performance?*"

Table 3. 1

Teachers' Questionnaire Sections, Questions, Content and the Intended Objectives

Section	Questions	Content	Objective
Section One	1-3	General information	To obtain background knowledge about teachers profiles.
Section Two	4-9	Teaching Oral Expression	To elucidate teachers' personal experiences in teaching Oral classes in terms of the instructional strategies, session duration as well as to highlight their perceptions toward speaking difficulties encountered by EFL learners and the factors behind such challenges.
Section Three	10-14	Emotional Intelligence	This section was prompted by an interest to explore what core beliefs and attitudes do oral teachers hold about the integration of Emotional Intelligence in their classroom activities, their students EI level, and the influence of EI on students speaking performance

3.3.2.2 Validating and Piloting of Teachers' Questionnaire

Due to the limited time, a piloting of teacher's questionnaire could not be achieved. However, meticulous planning have gone into writing the survey minding the optimum design features such as word choice and the order of questions; besides the suggestions provided by the supervisor. Additionally, it has been advised by Methodology course teacher to juxtapose "not quite sure" with "yes" and "no" options in section three as to avoid restricting the respondent to a certain responses. Whereas one of the participants made a comment concerning a grammatical slip. Subsequently, all remarks were taken into consideration. To assure that the semi-structured questionnaire contains appropriate question formulation, the content validity was reviewed and revised by the supervisor as well, whereby no further editing or rectifications were required.

3.3.2.3 Administration of Teachers' Questionnaire

Teachers' questionnaire was constructed and prepared in Microsoft Word. After the validation stage the questionnaire was printed and submitted face-to-face to third-year teachers (n=4) who are in charge of Oral Expression course; each respondent took approximately between eight to fifteen minutes to complete the questionnaire.

3.3.2.4 Data Analysis Procedures of Teachers' Questionnaire

The adoption of content analysis as a procedure for the process of examining non-numerical information seemed advisable to draw realistic conclusions on the raw qualitative data. Particularly, this method enabled researchers to categorize and code words, themes, concepts within a variety of textual forms to be, thereafter, analyzed and interpreted to explore teachers' beliefs, attitudes, and experiences; therefore, grasp further the context surrounding the investigated phenomenon.

3.4 Results and Data Analysis

Generally devoted into twofold. However, the distribution of the results goes simultaneously with its interpretation that are bridged for better understanding of each findings, whereby the current section purports itself to critically answer the research questions and to test the hypothesis underpinning the research study to be accepted or rejected. Initially, displaying the information gathered through the use of non-textual elements such as tables, charts, and diagrams to be described and discussed.

3.4.1 Results and data analysis of Students' Questionnaire

Section One: General Information

Item 1. Age:

Table 3.2

Descriptive Statistics of Students' Age

Option	Frequency	Percentage (%)
a) Under 20	2	5%
b) 20-25	40	95%
Total	42	100%

Item 2. Gender:

Table 3.3

Gender Distribution

Option	Frequency	Percentage (%)
a) Male	12	28%
b) Female	30	72%
Total	42	100%

These questions was deliberately designed to extract information about the case study's age and gender representation. According to Table 3.3, out of the 42 participants, 30 (72%)

were females and 12 (28%) were males. This indicates that the former were more outnumbered than the latter or artlessly that female enrollment rates were higher. Hence, it suggests that language classes are less popular among men, making language learning a subject that is more geared toward women. Regarding this. It has been argued "girls' internal motivation is stronger than boys' in the foreign language studying and most of the girls aim at gaining English knowledge" (Xiong, 2010, p. 1). In terms of age, table 3.2 shows a wide range of (95%) respondent between 20 and 25, while only (5%) were under 20 years.

Item 2. Your choice of English as major was:

Table 3.4

The Choice of Studying English as a Major

Option	Frequency	Percentage (%)
a) Personal choice	31	74%
b) Oriented by you parents	2	5%
c) Advised by someone else	4	9%
d) Lack of better choice	5	12%
Total	42	100%

This question was simply included to inquire about whether the respondents' choice of studying English emanates from external advice, oriented by their parents, lack of better choice, or personal inclination. Table 3.4 suggests that roughly 31 students who are represented by (74%) were more inclined to their personal choice while only two (5%) were governed by their parents' choice and decision. Whereas 4 respondents followed someone's advice (9%). Surprisingly, 5 respondents lack better choice (12%). This could indicate that the majority of students are believed to be motivated and willing to learn in order to improve their level of English as to meet the requirements of today's global world. The three other proportion also implies that students, who initially pursued their English studies based on parental preference,

advised or lack of choices may lack the ambition and desire to enhance their English, which could ultimately harm their language skills.

Item 6: According to you, which skill is considered as the most difficult one?

Table 3.5

Students' Opinion about the Most difficult language skill

Option	Frequency	Percentage (%)
a) Speaking	15	36%
b) Writing	20	48%
c) Listening	4	9%
d) Reading	3	7%
Total	42	100%

Table 3.5, respectively, report the participants' opinions about the most difficult skill based on their experience during the past three years. Clearly, (48%) which represents a total number of 20 students, found that writing skill is more difficult. Subsequently, it can be noticed that (36%) of the sample representing 15 participants perceived speaking skill as unduly difficult. Besides, only (9%) chose listening and (7%) regarded reading as a demanding skill. Thereafter, they were directed to an undermentioned question "*briefly, why?*" the intention of this question was clearly to probe into the possible reasons that commonly instigate the act of speaking. One of the students reported:

> Written is a complicated skill as much it's important for the language learner. Because unlike other skills , written has certain rules by which you should guide your grammar , punctuation, even spelling , without these rules the piece of writing might be useless or meaningless.

While others state that "If you can speak you can learn other skills"; adding to that another indicates "there are many factors that affect speaking such as anxiety, shyness, peer pressure,

etc.". Furthermore, some participants comment on listening as "there is some words we can't hear well so it can change the meaning and the understanding in overall." While some others indicate that reading 'takes a lot of time and needs focus".

Section Two: Emotional Intelligence

In order to dive into the essence of the current study. It deemed a requisite to probe Trait Emotional Intelligence level (Trait EI) or the EQ of third year EFL students at Biskra university, the short form of Trait Emotional Intelligence Questionnaire has been used. As indicated in Table 3.6 students' TEIQue-SF scores of 30 questions have been summed; after calculating the negative items including 16, 2, 18, 4, 5, 7, 22, 8, 10, 25, 26, 12, 13, 28, 14 by reverse coding using the Statistical Package for the Social Sciences (SPSS).

Table 3. 6

Participants' TEIQue-SF Total Scores

Participants Number	Total TEIQue-SF Scores
1	138
2	150
3	128
4	121
5	150
6	120
7	134
8	107
9	157
10	131
11	101
12	149
13	145
14	109
15	169
16	137
17	112
18	155
19	130
20	147
21	156
22	135
23	140
24	120
25	117
26	102
27	105
28	135
29	148
30	112
31	127
32	116
33	150
34	163
35	139
36	121
37	98
38	155
39	157
40	99
41	158
42	141

Table 3. 7

General Descriptive Statistics of TEIQue-SF scores

	N	Min	Max	X	SD
TEIQue-SF	42	98	169	132,95	19,68

Note. N= Number of participants; Min= Minimum Score; Max= Maximum Score;

X=Mean; SD= Standard deviation

The results reported varied total scores ranging from the lowest score (Trait EI=98) to the highest score (Trait EI=169). Additionally, the obtained standard deviation (SD = 19,68) denotes that the majority of the scores are around (TEI=132,95).

Figure 3. 1

Students' Above and Below Average TEIQue-SF Score
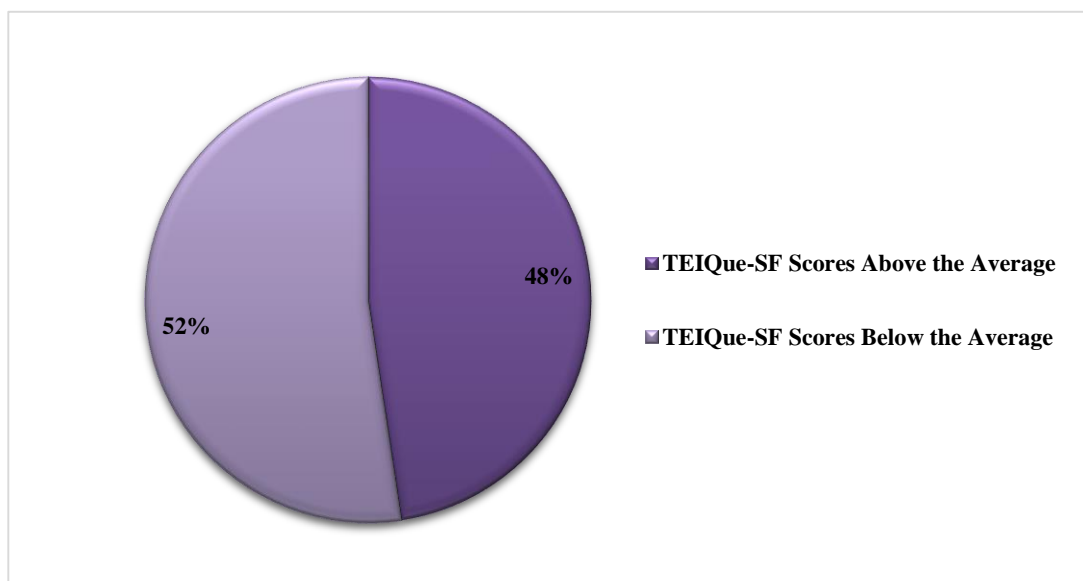
With regard to these findings, 52% of third year EFL students' scores fall below the average Trait EI score, whereas, 48% of their scores are above the average Trait EI score.

Figure 3. 2

Participants' TEIQue-SF levels
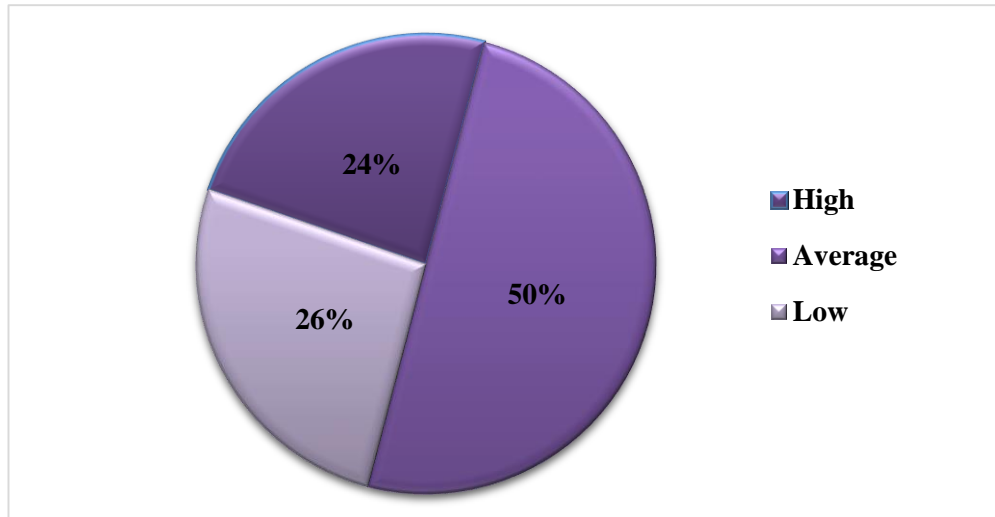
The scores of the present questionnaire can range from 30 to 210. According to the mean and the obtained scores, (24%) of students obtained unusually high Trait EI scores (scores higher than 150. Surprisingly, (50%) indicated students who got an average Trait EI (scores between 117 and 149)). In contrast, (26%) of the respondent obtained low Trait EI scores (scores lower than 116). Based on the statistical findings, it can be concluded that most of third-year EFL students at Biskra University have an average Trait Emotional Intelligence.

In line with , and as previously mentioned, the 30 item of the TEIQue-SF have been reorganized into four major dimensions including Well-being (5, 20, 9, 24, 12, 27), Self-control (4, 19, 7, 22, 15, 30), Emotionality: (1, 16, 2, 17, 8, 23, 13, 28), and Sociability (6, 21, 10, 25, 11, 26). As a result, each subscale item's mean were visualized and displayed through a pivot chart for better understanding the numerical data obtained.

Figure 3. 3

Well-being Average Response
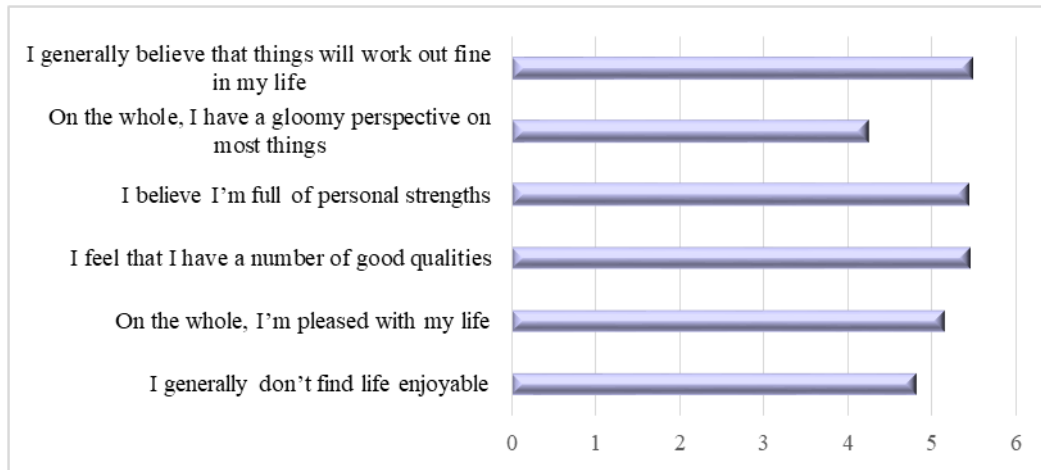
High scores that can be obtained in this dimension reveal a broad sense of wellbeing, in which individuals achieve satisfactory condition of their existence extending from their past achievement to the future. Overall, persons with high scores opt to feel optimistic, joyful, and contented. On the other side, individuals with low scores frequently have poor self-esteem and are dissatisfied with their current circumstances. Interestingly, the highest mean value was reserved to "I generally believe that things will work out fine in my life" (M=5.48). While the lowest mean value was reported with regard to "On the whole, I have a gloomy perspective on most things" (M=4.23). It can be said that both statements reflects third-year students views on their future whom some consider the bright side and anticipate positive things in their life. Low scorers, in contrast, have a pessimistic outlook and see things negatively as they tend to be risk-averse (reluctant to take risks) and less likely to be able to recognize and seize new chances. Subsequently, the majority of students revealed that they possess high level of self-esteem and life satisfaction "I believe I'm full of personal strengths" (M=5.42) and "I feel that I have a number of good qualities" (M=5.45). Conversely, low scorers on these items tend to lack self-respect and to not value themselves. Additionally, data reported that more than (31%) of

students agreed with the statement "On the whole, I'm pleased with my life" (M=5.14) which represents the pleasant emotional state and cheerfulness in their present. However, people with low scores on this subscale (Happiness) tend to be disappointed with their life as it is at present "I generally don't find life enjoyable" (M=4.80). In light to EFL context, maintaining a strong equilibrium of motivation, optimism, and self-confidence is crucial for the maintenance of higher academic accomplishment in classroom.

Figure 3. 4

Self-control Average Response
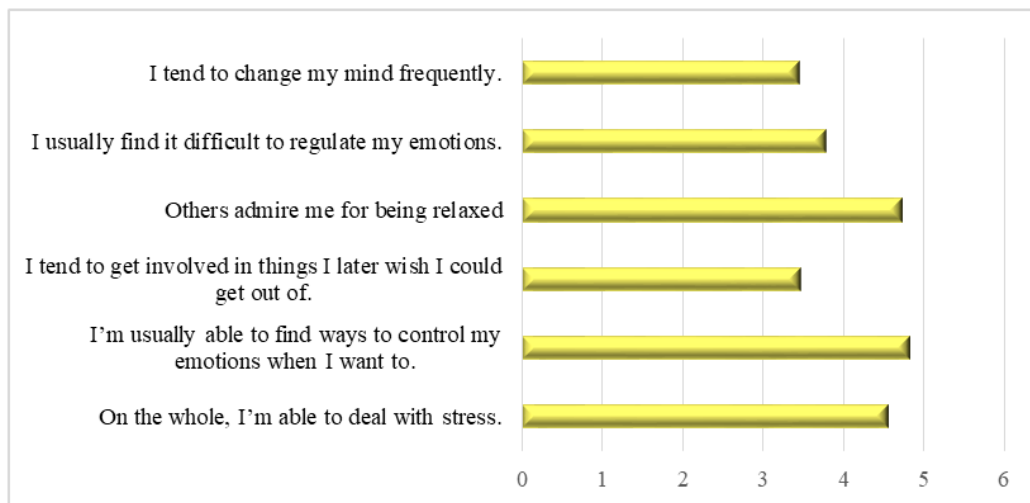
People with high scores in this dimension, Self-control, can regulate their urges and desires to achieve a degree of healthiness. In other words, they are adept at controlling stress and external pressure in addition to resisting temptations; they don't exhibit either excessive or suppressed emotions or behaviors. Low scorers, on the other hand, tend to act impulsively and appear unable to cope with stress; their inflexibility and unwillingness to change, adapt, or compromise with certain issues all go hand in hand with poor self-control. Compared to the previous dimension, it can be deduced that scores in this scale demonstrate low values. However, respondents displayed an above-average level of emotional regulation reflecting on "I'm usually able to find ways to control my emotions when I want to" (M=4.83); they can

effectively manage their emotions and can change unpleasant moods or prolong pleasant moods through personal insights and efforts. Further, they possess psychological stability and are able to bounce back from emotional traumas and setbacks. In this sense, those who agreed that "Others admire me for being relaxed" (M=4.73); "On the whole, I'm able to deal with stress" (M=4.57); possess skills like stress management. They can handle pressure calmly and effectively because they have developed successful coping mechanisms. More often than not, they are good at regulating their emotions, which helps them tackle stress. On the contrary, a number of students fail to achieve high scores in these subscales; they tend to find difficulties in regulating their emotions. More specifically, low scorers are subject to emotional seizures and periods of prolonged anxiety or even depression; They find difficulties in dealing with their feelings and prone to emotional outbursts as being very often irritable, grumpy, agitated or moody. The last subscale, Impulsiveness, measures mainly dysfunctional (unhealthy) rather than functional (healthy) impulsivity. Unfortunately, based on the data obtained (42%) of students appear impetuous when making decisions "I tend to get involved in things I later wish I could get out of." (M=3.47). They often speak without having thought things through and they change their mind frequently.

Corresponding to the third dimension namely Emotionality, as displayed in figure 3.5, high scorers on this facet believe that they possess a broad variety of emotion-related skills. Indeed, they have the capacity to understand and communicate emotions, and they make use of these skills to establish and maintain intimate bonds with significant peoples. In contrast, low scores on this component make people less able to identify their own emotional states and share their thoughts and feelings to others, which frequently results in less satisfying interpersonal interactions.

Figure 3. 5

Emotionality Average Response
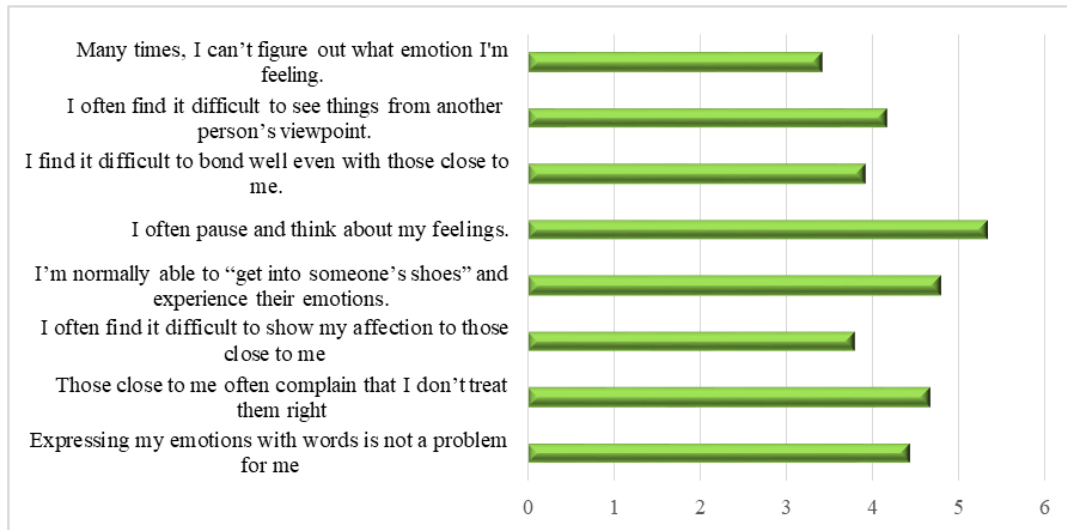
It's important to acknowledge that this dimension encompasses four subscales, viz.: Emotion Perception, Emotion Expression, Relationships, and Empathy. The first subscale gauges how an individual perceives his own and other people's emotions. High scorers on this measure are clear about what they feel and able to decode other emotional states. However, it is expected that, in this context, students have low levels of perception sine the highest value captured "I often pause and think about my feelings" (M=5.33) wherein it was obvious most students correspond with it. Apparently, they tend to be confused about how they feel and do not pay much attention to the emotional signals that others send out. Despite that, high achievers appeared, according to empathy scale measure, more flexible and skilful in conversations and negotiations. Clearly, they take into account the viewpoints of those they are dealing with and, generally, can put themselves "in somebody else's shoes", that is, to experience and appreciate how things seem to them (M=4.78). In the meantime, other students who obtained low scores are likely less empathetic "I often find it difficult to see things from another person's viewpoint" (M=4.16). to pursue this further, they have difficulty adopting

others' perspectives; usually known as being opinionated, stubborn as well as argumentative and may often seem self-centered. From the data reported on students relationships scale which mainly concerns one's personal relations, including close friends, partners, and familial interactions. It is about starting and maintaining emotional bonds with others; therefore, high scorers typically have fulfilling personal relationships that have a favorable impact on their performance and mental health. Participants revealed positive responses about their relationships wherein the majority disagreed with the statement "Those close to me often complain that I don't treat them right" (M=4.66), "I find it difficult to bond well even with those close to me" (M=3.90). While some believed that it's challenging to bond with others; they probably underestimate the worth of their relationships and behave in ways that hurt those close to them "I often find it difficult to show my affection to those close to me" (M=3.78). Eventually, the scale of Emotion Expression reported that students represent themselves as having the ability to effectively express and communicate their thought and feelings "Expressing my emotions with words is not a problem for me" (M=4.42). To take this from low scorers point of view, it is daunting task to communicate emotion related thoughts, even in situations when it is necessary.

In contrast to the Emotionality dimension mentioned above, the Sociability factor, distributed in figure 3.6, lays greater emphasis on interpersonal interaction and social effect. Instead of focusing on intimate connections with family and close friends, the attention is on the person as an agent in many social situations. Precisely, people who score highly on the sociability aspect exhibit strong listening skills which help them become more competent at interacting with others. Additionally, they seem confident in their abilities to engage with people from diverse backgrounds. Conversely, low achievers think they can not influence other people's emotions, making them poor negotiators and networkers. It can be said that they constantly come out as timid and restrained because they are uncomfortable doing or saying

certain things in different social events. This dimension, in fact, measures three facets including Emotion Management, Assertiveness, and Social Awareness.

Figure 3. 6

Sociability Average Response

For the last Trait EI subscale, students demonstrated high levels of Social Awareness "I would describe myself as a good negotiator" (M=4.95). Students who are highly attentive and aware of their surroundings are more likely to help building a supportive and cooperative atmosphere in the classroom. Based on the comparison of the obtained data within this facet, participants claim that they can deal effectively with others (M=4.23). These students are somewhat able to steer destructive criticism which enables them to function confidently. Whereas low scorers believe they have limited social skills and they frequently experience anxiety in unfamiliar situations due to their insecurity about how to behave. Correspondingly, besides managing one's own emotions, negotiating, and brokering deals, they also maintain skills such as influencing others "I'm usually able to influence the way other people feel" (M=4.38) for example: calm them down, console them, and motivate them. In other words, They are adept at making people feel better when they are in need. Notwithstanding, some participants thought themselves as overwhelmed when they have to deal with other people's

emotional outbursts and are less likely to socialize and network, which may effect their engagement in classroom participation and activities. Further, students revealed, on Assertiveness scale, multiple responses on "I often find it difficult to stand up for my right" (M=4.35) and "I tend to "back down" even if I know I'm right" (M=3.78). Students that perform well on this measure believe that they are forthright and frank. Differently stated, they are able to make requests, express and receive compliments, and, if required, confront others; they are able to take the initiative and defending their rights and convictions and also possess leadership qualities and can stand up for their rights and beliefs especially during classroom debates and discussions. On the other hand, those who lack assertiveness tend to be shadowed during class participation. Consequently, they often end up undertaking things they would not do. In most cases, they would rather be part of a team rather than to lead it.

Table 3. 8

Descriptive Statistics of Participants Self-motivation and Adaptability

Facet	Items	Mean	SD
Self-motivation	On the whole, I'm a highly motivated person.	4,60	1,80
	I normally find it difficult to keep myself motivate	4,04	1,97
Adaptability	I often find it difficult to adjust my life according to the circumstances	4,07	1,56
	Generally, I'm able to adapt to new environments.	4,76	1,76

It is worth giving further note that, the four items mentioned in table 3. 8 are not subsumed under any of the previous dimensions (Well-being, Self-control, Emotionality, Sociability) but rather under global Trait Emotional Intelligence and referred to as Self-motivation comprising items (3, 18) while Adaptability includes items (14, 29). Participants seem inclined and willing to adapt to new conditions and novelty (M=4.76). In the meantime, other show change-resistant and find it difficult to adjust their life (M=4.07). As the data

reported, highly emotional intelligent students consider themselves motivated and have strong

sense of achievement (M=4.60). Contrastively, others are more prone to give up in the face of

difficulty since they depend on ongoing incentives to keep going.

Section Three: Speaking Performance Appraisal

Table 3. 9

Participants' Speaking Performance Appraisal scores

Participants Number	Total Scores
1	54
2	39
3	62
4	66
5	53
6	66
7	38
8	55
9	48
10	57
11	66
12	58
13	90
14	65
15	35
16	61
17	67
18	54
19	54
20	54
21	52
22	57
23	59
24	51

25	46
26	65
27	63
28	54
29	49
30	52
31	60
32	62,
33	56
34	35
35	33
36	61
37	51
38	53
39	52
40	73
41	45
42	44

As it is indicated in table 3. 9, there is a significant variation in scores. Likewise, the general descriptive statistics were calculated to determine the average score and the widespread of data from the mean. The results demonstrated a statistically low standard deviation with a value of SD=10.86 comparing to the mean (X= 55.11).

Table 3. 10

General Descriptive Statistics of Speaking Performance Appraisal scores

	N	Min	Max	X	SD
Total	42	33	90	55.11	10.86

The results reported varied total scores ranging from the lowest score (33) to the highest score (90). Additionally, the obtained standard deviation (SD = 10.86) denotes that the majority of the scores are around (X=55.11).

For the purpose of displaying data in a clear understandable manner, the 16 statement of this section were displayed through a table of descriptive statistics, wherein the mean and standard deviation were calculated via SPSS. As indicated in Table 3.11 as follow:

Table 3. 11

Descriptive Statistics of Speaking Performance Appraisal Items

Items	Mean	SD
I always feel prepared to speak in class	3,19	1,50
I always prepare when I have a speaking task	2,50	1,50
I have plenty of opportunities to practice speaking before tests.	2,90	1,52
My teacher provides me with everything I need to do well on speaking tasks	3,02	1,52
I feel confident answering questions I have not prepared in advance.	3,29	1,50
I always organize my ideas while speaking.	2,98	1,47
I am always satisfied with my oral performance and it reflects what I know.	3,24	1,39
Speaking in English is very difficult for me.	4,21	1,31
It is difficult for me to organize my ideas.	4,71	1,34
I prefer not to speak because I do not know how to express my ideas	4,52	1,46
I prefer not to join spontaneous conversation because I need to prepare in advance	4,85	1,55
On English tests, I can get so nervous that I do not realize what I say	4,85	1,53
I only focus on the message and express my ideas in a disorganized way	5,00	1,28
I would like to learn some tips or techniques to organize my ideas better	2,02	1,31
I would like to have more time to practice my English during the lessons	2,00	1,26
I would like to prove that my English is better than what I show on oral tests.	1,81	1,17

These statements can be, as previously mentioned, divided into three variables namely Perception, Coherence, and Motivation. As exhibited in the table above, the initial variable includes the first eight items wherein participants reflected on their overall performance in Oral Expression classroom. Despite the fact that presenting a speech in class may seem like relatively an easy task for some students, it can be as well a nerve-wracking for those who lack fluency, vocabulary, and exposure to the target language. In this regard, the data obtained reported that students are often reluctant to speak "I always feel prepared to speak in class" (M=3.19). Students endorse that they need to prepare in advance before engaging in a speaking task (M=2.50). Additionally, participant are less fluent and usually find speaking English as a daunting task "Speaking in English is very difficult for me." (M=4.21).

3.4.2 Results of the Simple Linear Regression Analysis

A linear regression was conducted to examine whether Emotional Intelligence could predict Students Speaking Performance via SPSS. as Shown in the following figures and tables.

Figure 3. 7

Simple Scatter of Speaking Performance by Emotional Intelligence

Simple Scatter of Speaking Performance by Emotional Intelligence
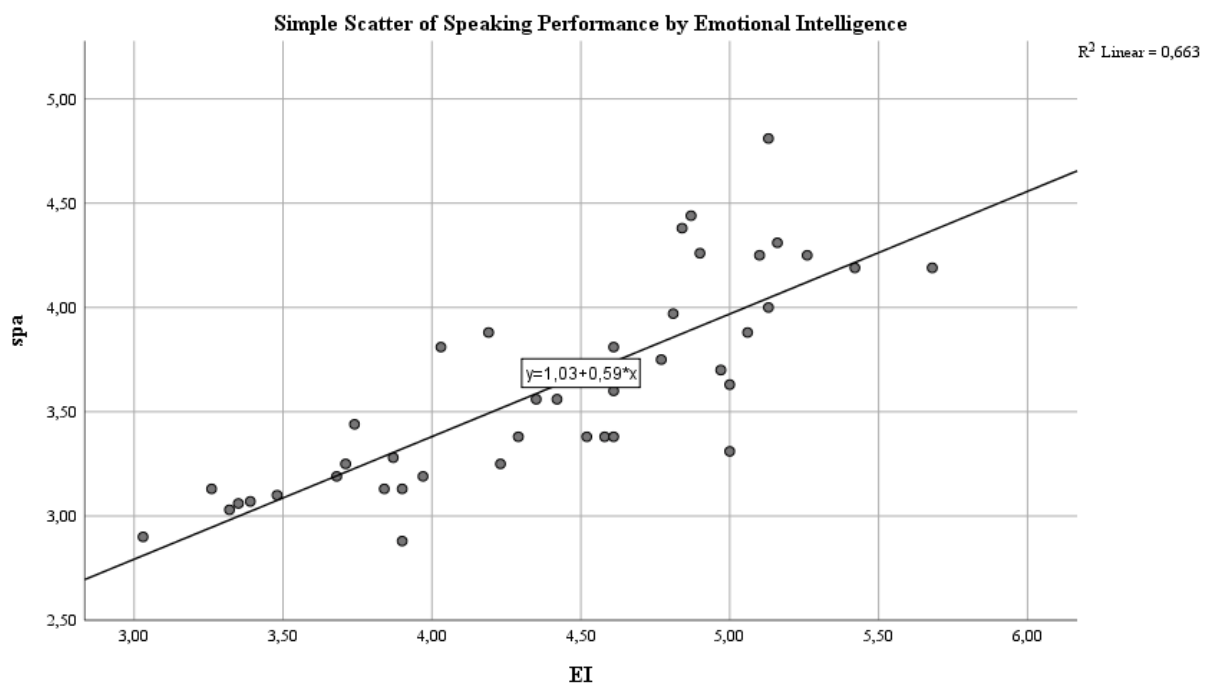
After calculating the means, it deemed an absolute necessity to inspect the assumptions of simple linear regression by testing the linearity of the two variable under investigation. Hence, a scatterplot, as displayed in Figure 3. 7, showed that the relationship between EI and Speaking Performance was positive, linear and did not reveal any bivariate outliers. An analysis of standard residuals showed that the data contained no outliers (Std. Residual Min. = -2.31, Std. Residual Max. = 2.68) as illustrated in Table 3. 12.

Table 3. 12

Residuals Statistics[a]

	Minimum	Maximum	Mean	SD	N
Predicted Value	2,8107	4,3688	3,6138	,39484	42
Residual	-,65898	,76459	,00000	,28159	42
Std. Predicted Value	-2,034	1,912	,000	1,000	42
Std. Residual	-2,311	2,682	,000	,988	42

a. Dependent Variable: Speaking Performance

Independence of residual errors was confirmed with a Durbin-Watson test (d = 1.148).

Residual plots showed homoscedasticity (homogeneity of variance) and normality of the

residuals.

Table 3. 13

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,814[a]	,663	,654	,285	1,148

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Speaking Performance

Table 3.14

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6,392	1	6,392	78,647	,000[b]
	Residual	3,251	40	,081		
	Total	9,643	41			

a. Dependent Variable: Speaking Performance

b. Predictors: (Constant), Emotional Intelligence

Emotional Intelligence statistically significantly predicted speaking performance, F (1, 40) = 78.64, p < .001, accounting for 66.3% of the variability in speaking performance with adjusted R2 = .65.4%. This is a moderately strong relationship (Cohen, 1988).

Table 3. 15

Correlation between Emotional Intelligence and Speaking Performance

		Speaking Performance	Emotional Intelligence
Pearson Correlation	Speaking Performance	1,000	,814
	Emotional Intelligence	,814	1,000
Sig. (1-tailed)	Speaking Performance	.	,000
	Emotional Intelligence	,000	.
N	Speaking Performance	42	42
	Emotional Intelligence	42	42

Table 3. 16

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1,029	,295		3,491	,001	,433	1,625
	Emotional Intelligence	,588	,066	,814	8,868	,000	,454	,722

a. Dependent Variable: Speaking Performance

The correlation between Emotional Intelligence and speaking performance was statistically significant r(40) = .81, while the p value was p < .001. The regression equation, as displayed in Figure 3.7, for predicting the speaking performance from EI was $\hat{y} = 1,03 - 0,59x$ (EI). As revealed in Table 3.16, the confidence interval (CI) for the slope (measures the estimated change in average value of y as result of a change in x) to predict Speaking Performance from EI was 95% CI [.454, .722] with B= .588; the slope coefficient for EI is

0.588; thus, for each one unit of increase of EI, third-year EFL students speaking performance improves by about 0.588.

Figure 3. 8

P-P Plot of Normality Test of residual errors

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Speaking Performance
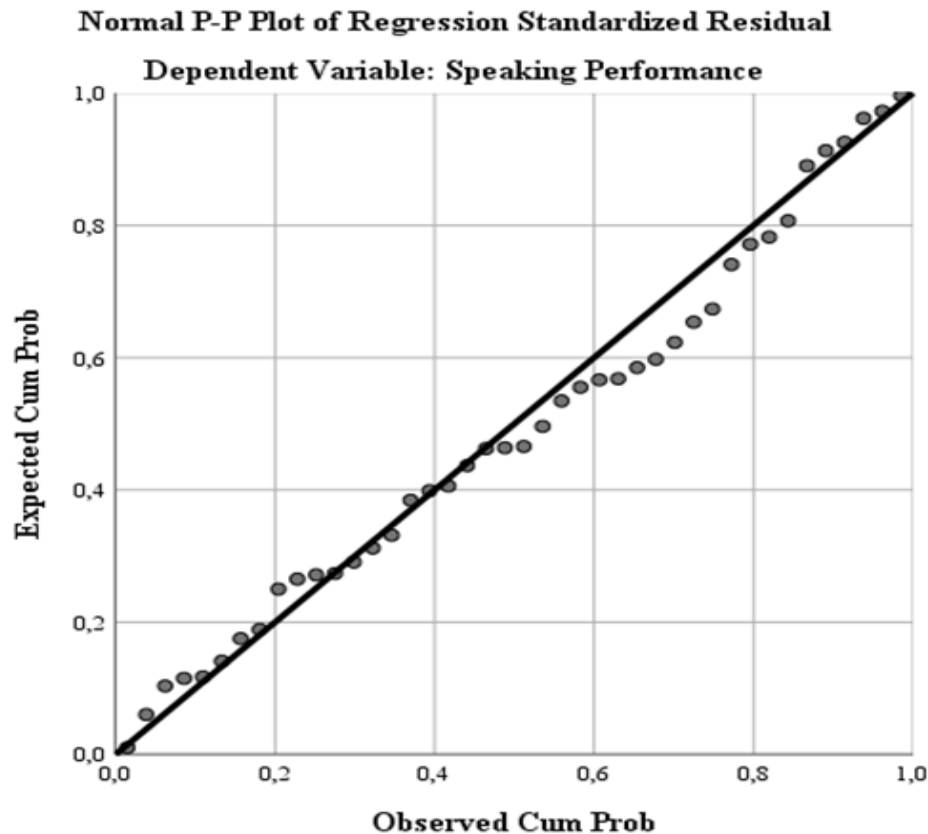
To check and assess the statistical assumptions of normality and homoscedasticity of the variable, P-P plot of normality was used along within the data analysis by the SPSS, wherein the dots are, generally, lined up on along a 45 degree line; therefore, it indicates that there is a normality of residuals.

Figure 3. 9

Histogram of Speaking performance

Histogram

Dependent Variable: Speaking Performance

Mean = 2,13E-16
Std. Dev. = 0,988
N = 42

Frequency

Regression Standardized Residual
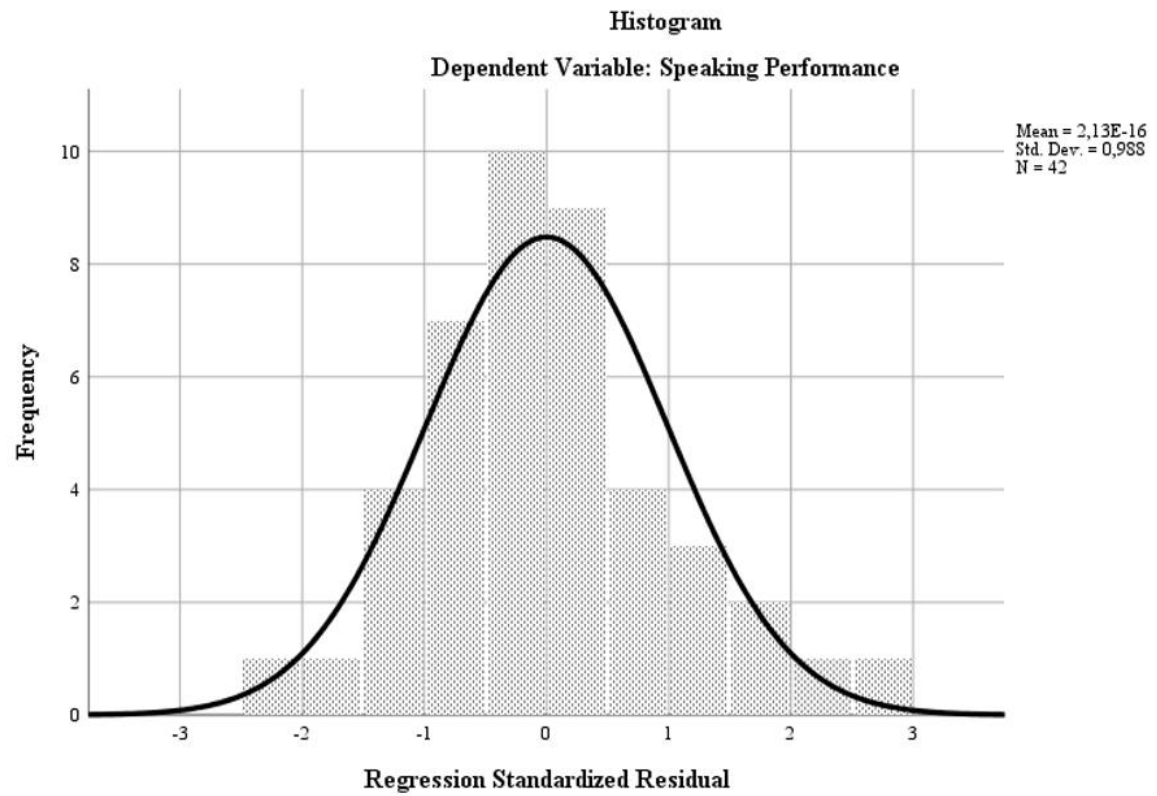
Additionally, the Histogram of the dependent variable (Figure 3. 9) is nicely normally distributed.

3.4.3 Results and data analysis of the Teachers' questionnaire

Section One: General Information

It is important to note that this section addressed two questions on the demographic variables of the respondents, as displayed in table 3. 17. Even though it is not overwhelmingly asked in such type of questionnaires, it has not been haphazardly arranged.

Table 3. 17

Teachers' Demographic Profile

Teacher	Gender
A	Male
B	Male
C	Male
D	Male

Q03. For how long have you been teaching Oral Expression as a module at University?

Table 3. 18

Teachers' Experience in Teaching Oral Expression

Teacher	Teaching span (years)
A	10
B	7
C	7
D	7

Anecdotally, the teacher's profile has a cumulative influence on students learning outcomes. More precisely, gender and experience differences may yield to distinct decision-making about the teaching process including classroom management, instructional materials, implementation of activities and assessments, as well as the way they readdress undesirable

situations and reinforce positive behaviors. Since we intentionally interviewed teachers of the specific case under study through a semi-structured questionnaire, asking these questions at first were essential given that teachers' experience plays a crucial role in heartening their awareness, attentiveness, and understanding of their students from a psychological view. The answers obtained, as shown in table 3.17, reveals that the four instructors are males. With respect to the sampling technique which aimed at selecting purposefully Oral teachers, most of them have taught Oral expression at Biskra University for seven to more than ten years.

Section Two: Teaching Oral Expression

Q04. Based on your experience, how would you describe teaching oral communication?

Before delving deeper into how third-year EFL teachers approach speaking in their classrooms, it is critical to understand the way they generally regard or rather find teaching the course of Oral Expression. As suggested by their responses, the four teachers agreed that the process of teaching speaking neither easy nor difficult, but rather challenging task. For further clarification, they were asked to elaborate the reasons behind their views. As a consensus, two of them assumed that teaching oral communication requires continuous professional development of instructors. Teacher A said, "*It needs training, practice, and preparation.*" Similarly, teacher D stated that "*It needs a lot of preparation in terms of selecting the appropriate tasks / activities that correspond with learners' level and interests.*" Both teachers highlighted the importance of a teacher preparedness and readiness which takes into account the instructional materials that can be brought to the classroom. Insofar as professional development is intended to offer on-the-job training in crucial areas to meet the expectations for effective classroom teaching as to perform the implemented activities effectively. As it was deduced from the answers, another factors behind this challenge is to make balance between students' learning strategies, levels, personal differences, interests, and the issue of tedium, and

how to keep them motivated to participate. Teacher B indicate that "*It is highly challenging to engage students in communicative activities.*" Additionally, teacher C viewed, "*The teacher needs to boost up students' self-esteem before starting teaching. Also, the teacher need to encourage students to work as team.*"

Q05. As an Oral Expression teacher, what is your main objective towards teaching this module?

Effective teaching objectives set directions to students and instructors alike. Primarily, it determine how students are taught and evaluated. More precisely, it is considered a guideline that form the underpinning for the design, the content and development of the materials and the teaching activities. These objectives should ideally lay out a path for students to acquire new knowledge, skills, and attitudes at the end of the course as it provide an account to the world beyond the academic gates. Obviously, each teacher pursue varied aims and goals during their teaching process. As we strived to go into the specifics about the kind of instructional tasks, this question was meant precisely to identify the set of objectives according to third-year EFL teachers at University of Biskra, teacher A revealed that his aim is to "*Improve students' speaking skill.*" In other words teacher D stated, "*The objective is to help learners communicate accurately and fluently in many situations with ease.*" While teacher B stated further, "*To help students gain high language mastery beyond classroom walls.*" As it can be inferred, the three instructors spotted the light on the significance of ameliorating the linguistic aspect of students oral language. Teacher C, however, indicated that his goal is to "*Lead students to express themselves freely in any way that they like.*" Among the others he gives a indispensable role to the psychological dimension. Students self-expression may develop their identity, self-confidence, and establish a sense of belonging to the world. Moreover, it fosters their minds and allows them to form thoughts and ideas without the fear of making mistakes and being laughed at by other students.

Q06. What kind of oral expression activities are designed and implemented in your classes?

Table 3. 19

Teachers' Oral Classroom Activities

Teacher	Activities
A	Oral presentation
	Debate
	Role-plays
B	Discussion
	Role-plays
	Problem-solving
	Language games
C	Discussion
	Presentation (ICTs)
	Close and critical reading
	Songs and Posters
	Debates
	Oxymorons
	Proverbs
	Quotations
D	Role-plays
	Simulations
	Dialogues
	Discussions
	Projects

Taking into consideration that classroom observation was not a data collection tool, this question was meant to identify the procedures that teachers often seek to practically teach oral communication. Their responses were outlined in table 3.19. For the majority of instructors, the lack of rigorous planning and predefined curriculum is deemed a hurdle. Teachers are, then,

expected to show their creativity and ingenuity when it concerns adapting and adjusting the targeted activities to what best fits the context. Hence, the growing diversity of levels in language learning classes may be influenced by the inconsistent and discordant nature of instruction. In spite that the four teachers seem to have varied plans, yet share a number of points. In essence, the common practices implemented among teachers were asking students to prepare for role plays, present orally certain topics which are usually selected collectively as well as engage them in discussions and debates. Furthermore, other activities involves games, problem-solving, and simulations. Surprisingly, teacher C suggested a variety of tasks that are presumably used rarely among EFL educators and may yield to positive outcomes not merely to their speaking skill but also can enrich their reading, listening, and writing skills.

Q07. Is the time allotted to the course sufficient enough to enhance Students speaking skill?

Table 3. 20

Teachers' Perceptions on the Course Duration

Teachers	Yes/No	If no, why?
A	Yes	/
B	Yes	/
C	Yes	/
D	No	Practice with classes of 25 students is highly time demanding.

Elaborating on this point, the three interviewed teachers affirmed that there is ample time for students to improve their oral skills. Nevertheless, teacher D believed that learners have unequal chances to practice and receive feedback from their teachers due to crowded and crumbling classrooms which may exceed 25 students. To give further thought, these conditions may create frustrated, overwhelmed, and stressed atmosphere for both students and teachers. Hence, it hinder the teaching-learning process.

Q08. According to your observation, do your students have any difficulties speaking the target language?

This question sought to uncover the utmost oral communication challenges encountered by students; however, based on teachers' perspective whose answers were summarised in following table.

Table 3. 21

EFL Students' Difficulties in Speaking the Target Language

Teachers	Difficulties
A	Pronunciation and vocabulary
B	Students have language mastery problems in general
C	Shyness - lack of self-confidence
	Lack of sufficient vocabulary
	Faulty grammar
D	Linguistic incapability (lack of grammar knowledge, vocabulary shortage, and pronunciation difficulties)
	Affective factors (psychological problems –anxiety-)

Based on the comments the four teachers provided us with, and as demonstrated in table 3.21. The most common oral communication problems for students is the lack of linguistic knowledge. More specifically, the limitation or insufficiency of vocabulary, grammar, and pronunciation, which was reported in the first place by teachers A, B, C, and D. Unsurprisingly, having limited linguistic competence would affect the ability of conveying and perceiving message appropriately. It was also shown that other obstacles may include not only the failure

to keep prolonged conversation. Students may be hesitant and reluctant to participate in interactions due to "*Shyness*", "*lack of self-confidence*", and "*anxiety*".

Q09. In your opinion, what are the factors lying behind students' speaking difficulties?

Table 3. 22

Factors Hindering EFL Learners' Speaking Performance in Oral Classes

Teachers	Factors
A	Lack of motivation
	Lack of exposure to target language
	Lack of practice
B	The lack of exposure to and use of the target language outside the classroom; in other words, students use the language only to pass tests and exams
C	Faulty teaching pedagogy
	Social and psychological constraints
D	Educational background
	Psychological factors (shyness, stress, etc.)
	Social factors (family and social environment)

The four instructors were also asked to reply to this question wherein the intension was to uncover the causes, based on which students' speaking difficulties may germinate. Though the responses gathered are clearly varied, they can be assorted into four basic recurrent themes:

Social factors, psychological constraints, lack of exposure and practice, and inadequate teaching pedagogy.

Social Factors

In educational setting, students' academic achievements can be associated with many concepts. In this context, EFL learners' socioeconomic status, gender, familial, social environment, and cultural backgrounds can be interpreted as key factors that vastly affect their learning process and thus influence their performance in speaking the target language.

Psychological Constraints

Unquestionably, communication is a complicated process that necessitates the equilibrium and integration of a variety of factors. Respondents A and D emphasized the significance of psychological variables behind the hindrance of speaking in Oral classes or in any other occasions. They accentuated issues of shyness, stress, and lack of motivation.

Lack of Exposure and Practice

In our context, learners of English as a foreign language encounter many barriers in acquiring the language due the lack of adequate exposure to the language. It is not sufficient to merely know the language to become fluent in such a skill, if it is not used in day to day life.

Inadequate Teaching Pedagogy

It has long been argued that insufficient instruction, either in terms of quantity or quality, can likely result in a number of challenges and entrain relatively low academic gains. This is exactly what teacher C calls our attention to. One of the main drawbacks in teaching oral communication is adhering to a mere conceptual framework and grammatical rules without offering any straightforward procedures that allow students to apply them to real-world situations. That is to say, making some effective, innovative, and practical techniques and strategies known to students is of prime importance.

Section Three: Emotional Intelligence

Q10. Have you come across the concept "Emotional Intelligence"? How would you define or exemplify it?

Table 3. 23

Teachers' Description of the Concept Emotional Intelligence

Teachers	Description
A	Yes. It is the ability to control one's own feelings and emotions
B	I am not sure, but maybe it has to do with understanding one's emotional state and maintaining social skills
C	Through reading and watching TED conferences it is about controlling one's emotions and other peoples' emotions
D	Yes , Emotional Intelligence is the ability of Somebody to use, manipulate his feelings and emotions to solve problems and deal with certain cases

It is worth acknowledging that the four teachers were exposed to the definition of Emotional Intelligence. We embraced this question for the simple reason which was our expectation that EFL teachers have a considerable knowledge on the concept under investigation. We thus asked them whether they had any ideas or, at the very least, to describe

what they approximately understood from the word. The instructor then explained the concepts as exemplified in table 3.23.

As it is illustrated, the responses were clearly varied, for example, teacher A and C addressed one of the essential aspects of Emotional Intelligence that is emotion management and regulation. Being aware of one's emotions is not enough; emotionally intelligent people are able to control their feelings and those of others surrounding them and constructively handle both positive and challenging emotions. Adding to that, teacher B highlighted that besides understanding oneself emotions, individuals are required to sustain social skills which enable them to communicate, relate to, and interact with others. These skills are vital to form relationships and make decisions in life that will, perhaps, release more satisfaction defusing conflicts, and being flexible to adapt is what Emotional Intelligence revolves around. Another facets of EI was paid attention to by teacher D is emotion utilization which is conceptually different from direct attempts to regulate emotion. Patently, each person has distinct capacities to harness their emotions to solve problems.

Since teachers and students co-create positive or negative environments for learning, emotions can be seen as shared and as generative factors. In overall, this question strived to extract the multiple views on emotional intelligence regardless to the educational context but rather in general situations despite the unfamiliarity with different dimensions subsumed under this newly-founded notion. Surprisingly, their answers transcended the expectations. Even though the instructors' acknowledgement of having no clear idea of what EI entails accurately, their responses were interesting and partially targeted some fundamental facets.

Eventually, to achieve the aimed results to answer the research questions, the researchers proposed other follow- up questions to gain insightful understanding of how this concept is pursued among third-year EFL teacher, particularly in Oral Expression classrooms.

Q11. Do you consider yourself aware of your students' level of Emotional Intelligence?

Apparently, table 3.24 indicates a variety of responses among third-year EFL instructors wherein teachers A and C were assigned to a sub-question "If yes, does it incite you to adapt certain tests in order to identify whether your students' are emotionally intelligent or not? Please explain."

Table 3. 24

Teachers' Awareness of their Students' Emotional Intelligence Level

Teachers	Yes/No/Not quite sure
A	Yes
B	Not quite sure
C	Yes
D	No

Initially, what it was meant by "test" is that through the conceptualization of Emotional Intelligence over years, a wide band of theories have emerged along; thereby leading to the development of enormous measurement scales. By asking these questions, we sought to know whether participants' awareness of the notion may prompt them to adapt such assessment scales to gain insights into how their students perceive their emotions. Teacher A denoted that "*very often it is hard to do such tests but is very important to be aware of students emotional intelligence*". However, teacher C indicated, "*Truly no*". Obviously, despite the fact that teachers perceive their students emotional aspect, they are not well-trained to implement these tests. On the other hand, teacher B acknowledged that he is "*not sure*". He rather kept neutral about his awareness of learners EI level and believed that this term is outlandish to his knowledge making it harder to decide. In mainstream, teacher D stated, "*I often underrate the role of EI in education. I need to read more about it*".

Q12. Do you think that the level of learners' Emotional Intelligence can influence their speaking performance? If yes, how?

Table 3. 25

Samples of Teachers' Responses on the Influence of Emotional Intelligence on EFL Students speaking performance

Teachers	Sample response
A	Yes, because they closely linked Very often when we are emotionally aware we can perform lot of tasks
B	Human beings in general are emotional creatures. Therefore, it goes without saying that learners performance is affected by the level of their emotional intelligence
C	The more they can control their emotions, the more likely they control their learning
D	Speaking includes verbal and non-verbal communication. Showing feelings and emotions while speaking is important

Though the majority of teachers were not acquainted with Emotional Intelligence, we attempted, through this question and the explanations we provided, to uncover their opinions about whether EI can influence the way third-year EFL students perform in oral tasks. What emerged from their responses was that they had a positive attitudes. The four instructors believed that the emotional side pertains greatly to their learning outcomes in a way or another.

Q13. Is Emotional Intelligence implicitly and jointly incorporated in your oral class activities?

Teachers A, C, and D accentuate their agreement with the question, as a completion to this question, thereby answering the following "If yes, what kind of tasks that are implemented and may help boosting up learners' emotional intelligence?". They reported various reasons that stood behind their viewpoints, Teacher A clarified that "*Part of the teachers' jobs is to boost learners' emotional intelligence*". whereas teacher C expressed that his strategy is to "*Discuss freely students' ideas, thoughts, experiences without prejudice*". Distinctively, Teacher D said, "*I may implicitly use some principles of EI in my class especially with role plays and storytelling, let students express positive feelings*". Although teacher B appeared uncertain due to his unfamiliarity with the concept and how it functions, he elicited that "*I am not quite sure but I think activities that require collaboration between learners may do the job*"

Q14. In your stance, can emotional intelligence be taught or strengthened? Please justify.

This question sought to demonstrate the different standpoints that teachers held towards teaching and improving students' emotional intelligence. Primarily, teacher A commented, **"***Yes, it can but we have to master the techniques to do it*". He elucidated that for EI to be taught and strengthened, educators ought to be trained and prepared to the various strategies to do so. According to teacher B "*If intelligence is considered as a human potential where all humans are endowed with the same amount and it is driven by some other abilities/ skills including emotions, then yes it can be taught or strengthened*". subsequently, teacher C suggested, "*It can be taught by raising students awareness as far as emotions are concerned let them realize their self-worth*" ultimately, teacher D proposed as well that "*it can be strengthened by including more activities that promote positive thinking, sharing, appreciation and positive feedback*". It can be concluded that each teacher possesses diverse perspective; however, all aims at promoting the Emotional intelligence level of learners and thus attain academic success.

3.5 Discussion and Synthesis

Unlike the foregoing section that was solely confined to interpreting and displaying the results originally obtained from the three data collection tools mainly TEIQue-SF, speaking performance appraisal questionnaire, and teachers' questionnaire, this section will be devoted to comprehensively synthesize and discuss the key findings of the study. The present research was initiated as an endeavor to explore the conceivable effects of EI on speaking performance among third year EFL students. Within that process, we strived to determine students' EI level, and also EFL teachers' beliefs and attitudes towards the subject under investigation.

With respect to pragmatism approach, it is noteworthy that this inquiry did not reflect a purely qualitative or quantitative design, but rather the corporation of both. Therefore, mixed method was adapted to address the four research questions along with the constructed hypothesis which will be discussed in the subsequent section.

Research Question One: What is the EI profile of third-year EFL students?

To answer this question, a reliable standardized measurement scale was required to assess and determine the level of third-year EFL students; thus, after thorough deliberation and selection, a short form of Trait Emotional Intelligence Questionnaire was administered to 42 third-year EFL learners. The instrument comprised 30 item based on seven-point Likert scale and assorted into four major subscales. After recoding and summing all scores, the average EQ score of the sample was reported to be 132. With regard to the obtained results, 52% of third year EFL students' scores fall below the average Trait EI score, whereas, 48% of their scores are above the average Trait EI score. In conclusion, third year EFL students possessed a moderately average EQ scores. On the basis of these findings, a detailed account of the means was demonstrated for more clarification. The highest and lowest average score of each item composing the four core subscales were interpreted to spot their weaknesses and strengths.

Research Question Two: Does EI predict EFL students' speaking performance?

Shifting to the central question of the present inquiry, the potential cause-effect relationship between EI and speaking performance was sought to be established. Based on the obtained data from both questionnaire, all the scores have been processed by means of IBM SPSS. After employing simple linear regression to process the scores calculated, the results displayed were statistically significant. On that account, it was determined that there is a moderate positive relationship between EFL students 'of Biskra University EI and their speaking performance. Hence, it can be deduced that students with low levels of Emotional Intelligence are likely to perform poorly in oral Expression tasks.

Research Question Three: What are the attitudes and perceptions of third-year EFL teachers toward Emotional Intelligence as a predictor of students speaking performance?

This question was designed expressly to uncover the multitude of perspectives of EFL teacher on whether EI has any potential affect on students oral performance in speaking classes. In parallel to the findings, teachers mentioned certain positive effects that this notion could have on EFL learners. Additionally, teachers were highly aware of the influence of emotions on the teaching learning process emphasizing that being able to control emotions and feelings is of a prime importance.

Research Question Four: How Emotional Intelligence based-activities is perceived among EFL oral expression teachers as a strategy to enhance speaking performance?

Rather than asking EFL instructors directly this question, the questionnaire aimed at implicitly proposing a number of related questions to probe to which extent EI can be used among third-year EFL teachers. In particular, the adoption of EI, especially in oral classes instruction, indeed, has not yet achieved, pinpointed that one factor represents their limited knowledge of such concept in general, and the unfamiliarity of the innovative use of EI and its different measurement scales.

Conclusion

The third and last chapter represents the practical part of the present study which was divided into three major sections. The initial section, research methodology and rationale, was devoted to the description and justification of the research paradigm, research approach, and research design of the investigation. thereafter, data collection tools, data analysis procedures, and sampling technique were briefly demonstrated and to communicate the final results in light of the quantitative and qualitative analysis procedures namely, descriptive, inferential and content analysis, the set of steps followed by the researcher in order to provide a description for the scores, to analyse the numerical and textual data, as well as to work out various measures were eventually accentuated. To conclude, a brief discussion and synthesis of the findings, along with the processes of testing the hypothesis, making inferences, and drawing conclusions were additionally brought to the mass of collected data.

General Conclusion

In contemporary teaching, especially with the intent of building a well-rounded user of the language, equipping students with the necessary skills of independence and self-reliance, as well as providing many opportunities for them to exchange information are put into priority. As clarified earlier, and as a rudimentary language skill, speaking undergoes a complex procedure, thereby demanding higher-ordered cognitive and emotional skills. Similarly, as long as we interact with people, emotions cannot be separated from the teaching and learning process. As a result, EFL classes are extremely emotional environment. Different emotions that students feel might have an impact on their interest and overall academic success. However, the educational context usually downplay or neutralize the significance of emotions. Research efforts should be focused on establishing a connection between the many emotional components of learning and psychological issues that learners may be experiencing, as well as reducing instructors' pressure. Correspondingly, practical solutions will be gradually endorsed.

The current study was inspired by our observations of the third-year EFL students' reluctance to oral communication. Therefore, we anticipated that this lack of communication seems to be more closely related to students' emotional intelligence (EI). The corpus of research has shown that EI and WTC have a crucial role in determining students' academic achievement and enhancing the learning process.

The present investigation emerged as a result to our observation of third year EFL students' reluctance to Oral communication. Thus, we anticipated that this unwillingness to communicate is rather linked to students' EI. The body of the literature confirmed that EI and speaking skill have been proven to play a dynamic role in shaping students' academic success and facilitating the process of learning. Likewise, the empirical studies have demonstrated the possible link between oral performance and EI. Yet, the conflicting results

obtained from different studies accentuated the necessity for further studies; so that one may arrive at clear-cut evidence about the potential role of EI and its relationship to different variables in the academic setting. Hence, the present study aimed primarily at investigating the possible cause-effect relationship between the EI and

On a final note, the present inquiry does not seek to depict EI as a panacea capable of fixing all educational problems. However, EI's influence is by no means marginal. Thus, if we could, by any chance, raise awareness and direct only one teacher's mindset towards the innovative ways of improving different aspects of learning and not only language or engagement in particular. Then we can say that the study fulfilled one of its major objectives. Based on the conclusions we arrived at, the present investigation serves as a foundation for future research; especially for those that aim to boost students' WTC through pedagogical interventions. Given the documented correlation between EI and WTC, future research studies might devote much more attention to the association between emotions and many areas of foreign language teaching and learning, which, in turn, justifies our research efforts.

Implications and Recommendations

Inspired by the overall results of the study, the following abridged list of recommendations was drawn to represent some serious considerations and guidelines that should be taken into account to improve the state of oral communication and to use the Emotional Intelligence for learning and instructional purposes

- Raising emotional awareness in educational settings for both students and teachers.
- EFL teachers are ought to assist learners to gain access to language exposure outside the classroom. Students should be aware of the importance of language exposure for the augmentation of their speaking performance.

- For the effect of EI to be optimum for students, teachers need to be emotionally intelligent. Therefore, a set of EI competencies can be integrated into their training.

- Oral expression teachers can make use of ice breakers and energizers at the beginning of the sessions, in order to stimulate students' to speak and enhance their EI competencies.

- Oral expression teachers might consider implementing EI-based activities themselves, as there are numerous ones available and applicable.

- Taking into consideration students' interests, backgrounds, and maintaining student-teacher familiarity with constructive feedback is essential for boosting their WTC.

- Using more communicative activities, group work, and discussions where students can infuse their personal encounters and display much about their emotions.

- Syllabus designers and policymakers can develop and execute programs that aim to develop foreign language competencies along with EI skills.

- EI-based activities should boost students' emotional awareness and regulation. Thus, it is important to highlight the aspect of utilizing emotions for the purpose of assisting thoughts and actions.

- Conducting quasi-experimental studies where an application of EI-based activities in the EFL context is the focus. Accordingly, evaluating the potential influence of these activities on WTC or other variables is crucial for finding practical solutions.

- A call for an in-depth examination of EI significance in relation to students' academic life for bettering the content of activities.

- Prior to focusing on students, studies might shift their focus towards EI and teachers' burnout. Thus, finding practical ways to aid teachers would automatically optimize the educational setting for better outcomes.

Limitation of the study

 Surveys are neither deemed as free from constrictions nor inclusive of all aspects. In other words, limitations and emergence of hurdles tend to be inevitable throughout the process of conducting any research project and as they critically reflect the quality of the work, thereby it is important to minimize and acknowledge them. The shortcomings of the present study could be related to time constraints to carry out individual interviews with teachers; in addition to the limited access to the study's sample including both students and teachers due to their overloaded timetable as well as the current challenges associated with the outbreaks of Covid-19 pandemic. Particularly, the intermittent closures adapted by the University of Biskra to avoid the widespread of cases. Further, the researcher may face unavailability of the necessary equipment and resources. Additionally, inaccessibility to the so-called test Bar-On Emotional Quotient inventory (EQ-i) and its shortened version (EQ-i: s), which are regarded as highly reliable EI test. Another substantial limitation is that the revealed statistical findings based on the sample size of this study could not be generalized to a larger scope. In spite of all mentioned restrictions, researchers will strive to collect insightful, and credible data to answer the research questions, whereby further studies may reckon on.

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Appendix A: Students' Questionnaire

The Effects of Emotional Intelligence on EFL learners' Speaking Performance in Oral Expression Classes

Dear participants,

This questionnaire serves as a data collection tool for the accomplishment of a master's thesis entitled "Investigating the Effects of Emotional Intelligence on EFL learners' Speaking Performance in Oral Expression Classes: A Case Study of Third Year English Students at Mohamed Khider University of Biskra." Therefore, you are kindly invited to fill in it by picking out (√) the appropriate answer(s). The questionnaire is a form of self-report. Its ultimate aim is measuring to which extent you are emotionally intelligent with regard to your oral performance. Be sure that your identity and responses will be anonymous, confidential and will solely be used for research purposes that is being conducted. Your contribution is highly appreciated, thank you!

The researcher.

*Required

Section one: General Information

1. 1. Full name *

    _____

2. 2. group number *

    _____

3. 3. Age *

    Mark only one oval.

    ◯ Under 20

    ◯ 20-25

    ◯ 25-30

    ◯ Above 30

4.   4. Gender *

Mark only one oval.

⬭ Male

⬭ Female

5.   5. Your choice of English as a major was: *

Mark only one oval.

⬭ a) Personal choice

⬭ b) Oriented by your parents

⬭ c) Advised by someone else

⬭ d) Lack of better choice

6.   6. According to you, which skill is considered as the most difficult one? *

Mark only one oval.

⬭ a) Speaking

⬭ b) Writing

⬭ c) Listening

⬭ d) Reading

7.   Briefly, why? *

_____

_____

_____

_____

_____

Section Two: Emotional Intelligence

What is Emotional Intelligence (EI) ?

8. 1. Expressing my emotions with words is not a problem for me. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

9. 2. I often find it difficult to see things from another person's viewpoint. *

    Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

10. 3. On the whole, I'm a highly motivated person. *

    Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

11. 4. I usually find it difficult to regulate my emotions. *

    Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

12. 5. I generally don't find life enjoyable. *

    Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

13. 6. I can deal effectively with people. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

14. 7. I tend to change my mind frequently. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

15. 8. Many times, I can't figure out what emotion I'm feeling. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

16. 9. I feel that I have a number of good qualities. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

17. 10. I often find it difficult to stand up for my rights. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

18. 11. I'm usually able to influence the way other people feel. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

19. 12. On the whole, I have a gloomy perspective on most things. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

20. 13. Those close to me often complain that I don't treat them right. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

21. 14. I often find it difficult to adjust my life according to the circumstances. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

22. 15. On the whole, I'm able to deal with stress. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

23. 16. I often find it difficult to show my affection to those close to me. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

24. 17. I'm normally able to "get into someone's shoes" and experience their emotions. *
    *to be in another person's situation.

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

25. 18. I normally find it difficult to keep myself motivated. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

26. 19. I'm usually able to find ways to control my emotions when I want to. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

27. 20. On the whole, I'm pleased with my life. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

28. 21. I would describe myself as a "good negotiator." *

*being able to help or deal with others to reach an agreement.

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

29. 22. I tend to get involved in things I later wish I could get out of. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

30. 23. I often pause and think about my feelings. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

31. 24. I believe I'm full of personal strengths. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

32. 25. I tend to "back down" even if I know I'm right. *
*to admit that you were wrong/ to stop supporting your opinion.

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

33. 26. I don't seem to have any power at all over other people's feelings. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

34. 27. I generally believe that things will work out fine in my life. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

35. 28. I find it difficult to bond well even with those close to me. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

36. 29. Generally, I'm able to adapt to new environments. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

37. 30. Others admire me for being relaxed. *

Mark only one oval.

	1	2	3	4	5	6	7	
Completely Disagree	◯	◯	◯	◯	◯	◯	◯	Completely Agree

Section Three: Students' speaking performance appraisal	Instruction: ☞ Please select the number that represents how you feel about speaking in Oral Expression Class: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly disagree.

38. 1.I always feel prepared to speak in class. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

39. 2. I always prepare when I have a speaking task. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

40. 3. I have plenty of opportunities to practice speaking before tests. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

41. 4. My teacher provides me with everything I need to do well on speaking tasks. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

42. 5.I feel confident answering questions I have not prepared in advance. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

43. 6. I always organize my ideas while speaking. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

44. 7. I am always satisfied with my oral performance and it reflects what I know. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

45. 8. Speaking in English is very difficult for me. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

46. 9. It is difficult for me to organize my ideas. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

47. 10. I prefer not to speak because I do not know how to express my ideas. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

48. 11. I prefer not to join spontaneous conversation because I need to prepare in advance. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

49. 12. On English tests, I can get so nervous that I do not realize what I say. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

50. 13. I only focus on the message and express my ideas in a disorganized way. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

51. 14. I would like to learn some tips or techniques to organize my ideas better. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

52. 15. I would like to have more time to practice my English during the lessons. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	◯	◯	◯	◯	◯	◯	◯	Strongly Disagree

53. 16. I would like to prove that my English is better than what I show on oral tests. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Agree	○	○	○	○	○	○	○	Strongly Disagree

Appendix B: Teachers' Questionnaire

TEACHERS' QUESTIONNAIRE

Dear teachers,

We kindly request you to join in for the accomplishment of a master's thesis entitled "Investigating the Effects of Emotional Intelligence on EFL learners' Speaking Performance in Oral Expression Classes". This questionnaire is an endeavor to collect demonstrable data for a comprehensive understanding of teachers' attitude towards emotional intelligence. After reporting the results, you will not be identified by name or any information that could be used to infer your identity; your answers will be kept anonymous and confidential. Your contribution is genuinely appreciated, thank you!

Prepared by:

Aya Yasmine HENOUDA

Supervised by:

Dr. Ahmed BASHAR

Academic Year: 2021

Section one: General Information

Q1. Gender

Male ☐   Female ☐

Q2. Age

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Q3. For how long have you been teaching Oral Expression as a module at University?

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Section Two: Teaching Oral Expression

Q4. Based on your experience, how would you describe teaching oral communication?

a) Easy ☐   b) Challenging ☐   c) Difficult ☐

Please explain

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Q05. As an Oral Expression teacher, what is your main objective towards teaching this

module?

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Q6. What kind of oral expression activities are designed and implemented in your classes?

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Q07. Is the time allotted to the course sufficient enough to enhance Students speaking

skill? ☐   ☐

a) Yes   b) No

If no, why?...

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Q08. According to your observation, do your students have any difficulties speaking the

target language?

a) Yes ☐   b) No ☐

If yes, would you please specify them?

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Q09. In your opinion, what are the factors lying behind students' speaking difficulties?

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Section Three: Emotional Intelligence

Q10. Have you come across the concept "Emotional Intelligence"? How would you define or exemplify it?

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Q11. Do you consider yourself aware of your students' level of emotional intelligence?

a) Yes ☐   b) No ☐   c) Not quite sure ☐

If yes, does it incite you to adapt certain tests in order to identify whether your students' are emotionally intelligent or not? Please explain.

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If no, why?

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Q12. Do you think that the level of learners' emotional intelligence can influence their speaking performance? If yes, how?

a) Yes ☐   b) No ☐   c) Not quite sure ☐

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Q13. Is emotional intelligence implicitly and jointly incorporated in your oral class activities?

a) Yes ☐   b) No ☐   c) Not quite sure ☐

 If yes, what kind of tasks that are implemented and may help boosting up learners' emotional intelligence?

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Q14. In your stance, can emotional intelligence be taught or strengthened? Please justify.

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Thank you for your time, effort and collaboration

ملخص الدراسة

تم إجراء عدد كبير من الدراسـات لإيجاد حلول عملية للحفاظ على التواصـل الفعال داخل الفصـل. ومع ذلك ، يبدو أن التأثير المحتمل للمتغيرات العاطفية يتم التقليل من شـأنه إلى حد ما والتغاضـي عنه. ركزت الدراسـة الحالية على تحقيقها في التواصـل اللفظي للطلاب والجانب العاطفي. على وجه الخصوص، كان الهدف الرئيسي هو إقامة علاقة محتملة بين أداء التحدث والذكاء العاطفي بين 42 طالبا في السـنة الثالثة من اللغة الإنجليزية كلغة أجنبية في جامعة بسـكرة. من الناحية المنهجية ، تم اعتماد نهج مختلط مع تصميم تسلسلي توضيحي. لغرض جمع البيانات اللازمة ، تم استخدام ثلاث أدوات لجمع البيانات ، وهي: اسـتبيان الذكاء العاطفي للسـمات - النموذج القصـير(التي كيو) ، واسـتبيان تقييم أداء التحدث ، واسـتبيان موجه لمعلمي التعبير الشـفوي. بعد الحصـول على البيانات الأولية ، تم اسـتخدام برنامج IBM SPSS لمعالجة النتائج في نسق قابل للتفسير. أشارت النتائج الإحصائية للتحليل الخطي البسيط إلى أن الذكاء العاطفي هو مؤشـر هام على أداء حديث الطلاب. بالإضـافة إلى ذلك ، سـعت الدراسـة أيضًـا إلى الاسـتفسـار عن مواقف معلمي التعبير الشـفهي تجاه تنفيذ الأنشـطة التعليمية القائمة على الذكاء العاطفي. وفقًا لذلك ، عبر المشـاركون عن فضـولهم ومواقفهم الإيجابية في سياقنا. من جميع النواحي ، يمكن لنتائج الاستفسـار الحالي أن تشـجع مصـممي المناهج ومعلمي اللغة الإنجليزية كلغة أجنبية على النظر في فعالية الذكاء العاطفي في التوسط في عوائق التواصل في الفصل الدراسي. وبالتالي ، فهي دعوة لدمج مهارات وقدرات الذكاء العاطفي في برنامج تدريس اللغة الأجنبية وأنشطة الفصـل الدراسي لدورة التعبير الشفوي على وجه الخصوص