

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
AbdelhafidBoussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**The Relationship between Emotional Intelligence and Students’
Achievements in Oral Expression:
Learners’ Perspective.
The Case of 3rd Year Students at
Abdelhafidh Boussouf University Centre**

A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by
Abbas Azzi

Supervisor
Dr. Assia Azzioui

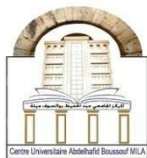
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DEDICATION

First and foremost, I would like to praise Allah, the Almighty, the Most Gracious, and the Most

Merciful, for allowing me seek knowledge and fulfilment, as I dedicate my work

to my dear parents,

to my dear sister and brother,

to someone close to my heart,

to family, friends, and whom ever brought light to my path.

Abbas Azzi

Acknowledgments

None is more deserving of my gratitude and thanks than ALLAH ALMIGHTY, our ever-present guide and constant guardian, whose benevolence and blessings sustained me throughout this work. Words fall short of expressing my gratitude and appreciation for Dr. Assia Azzoui, my supervisor and mentor, for her invaluable suggestions, constant support, priceless advice, and endless patience. She generously shared her immense experience and knowledge with me, and wisely guided me throughout this venture. I am forever indebted to you.

I extend my thanks to the honourable members of the jury, each in his/her name, who generously agreed to sacrifice time and effort to analyse and strengthen my humble work with their empirical observations and comments. I also owe a debt of gratitude to all the teachers and third-year students of English at the Department of Foreign Languages at Mila University Centre who contributed to the data collection process. I am grateful for their generous assistance and patience in replying to numerous questions. My thanks also go to everyone who helped or accompanied me during my academic career.

Abstract

The main problem addressed in this research is the inability of third-year students in the foreign language department to effectively perform their speaking skills despite three years of instruction. Active participation in language classes, particularly during Oral Expression sessions, is crucial for productive and fruitful learning and teaching processes. However, FL learners often remain silent during these sessions, negatively impacting their speaking skill development. This research aimed at scrutinizing the reasons behind students' difficulties in expressing themselves orally. More precisely, the study aims to investigate the level of awareness of third-year LMD students of English at Abd El Hafid Boussof University Centre regarding emotional intelligence and its impact on their speaking skills. To reach the aim of our study and answer our research questions, a questionnaire is created using Google-form and the link prevention questionnaire is distributed to 60 third year students of English at MUC via emails and different social media groups. The findings show that students' awareness regarding emotional intelligence and its impact on their speaking skills was moderate, yet leaving room to further eventual improvement, which can have significant implications for language educators and policy-makers, as they highlight the importance of promoting emotional intelligence in language learning and teaching. The study also emphasizes the need to address emotional barriers that can affect students' speaking skills and hinder their language acquisition. This research contributes to the existing body of knowledge on emotional intelligence in language learning and teaching, and provides insights into effective teaching strategies and policies that can enhance students' language proficiency and emotional well-being.

Key Words: emotional intelligence, communication, language learning, speaking proficiency, students' awareness.

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List of abbreviations

EFL: English as a Foreign Language.

EI: Emotional Intelligence.

LMD: Licence, Master, Doctorat.

SEL: Social and Emotional Learning.

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General Introduction

Emotional intelligence (EI) has been found to have a significant impact on academic performance, including oral expression skills. Research by Salovey and Mayer (1990) proposed the concept of emotional intelligence and its influence on cognitive abilities and academic success. Subsequent studies have demonstrated that individuals with higher emotional intelligence tend to exhibit better academic performance in various domains, including language skills and communication (Mayer & Salovey, 1997).

Proficiency in oral expression is essential for effective communication, critical thinking, problem-solving, and social interaction skills. It plays a crucial role in academic settings, such as classroom discussions and presentations, contributing to overall academic achievement.

The Ability Model of Emotional Intelligence, introduced by Mayer and Salovey (1997), posited that emotional intelligence consists of four interrelated abilities: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. These abilities are directly relevant to oral expression skills, as effective communication requires perceiving and understanding others' emotions, using emotions to convey messages, and managing emotions to adapt to different social contexts.

1. Statement of the Problem

The problem addressed in this dissertation revolves around the emotional difficulties that students encounter in their speaking abilities. Specifically, the focus is on how students' awareness of emotional intelligence influences their proficiency in oral communication. Despite receiving language instruction, many students struggle with expressing themselves

effectively due to emotional barriers. These barriers may include a lack of confidence, anxiety, inhibition, shyness and fear of mistake.

2. Aim of the Study

The aim of this study is to investigate the awareness of third-year LMD students of English at Abd El Hafidh Boussof University Centre towards the role of emotional intelligence and its effect on speaking performance. Specifically, the study aims to explore the level of awareness of LMD students towards emotional intelligence, examine the relationship between emotional intelligence and speaking performance, and investigate the students' perception of emotional intelligence and its role in their ability to communicate effectively in English.

3. Significance of the Study

The significance of this study lies in its potential to contribute to the existing body of knowledge on emotional intelligence and its role in language learning and teaching. Specifically, the study has the following significant contributions:

It provides insights into the level of awareness of LMD students towards emotional intelligence and its impact on their speaking performance. By investigating the students' awareness of emotional intelligence and its effect on their communication skills, the study can provide valuable information to educators and policymakers on the areas that need improvement in English language instruction.

It offers a better understanding of the relationship between emotional intelligence and speaking performance among LMD students. The study also helps in providing fundamental elements that enhances communicative competence beyond linguistic competence and how emotional intelligence demonstrates its affordances in boosting communication in English.

It informs the development of effective teaching strategies and policies. The findings of the study can inform the development of teaching strategies that integrate emotional intelligence training in the curriculum and provide students with the necessary skills for effective communication in various contexts.

It contributes to the field of second language acquisition by providing insights into the role of emotional intelligence in language learning and use. The study helps researchers and educators find more comprehensive approaches to language teaching and learning that take into account both cognitive and affective factors.

It provides insights into the potential implications of the findings for professional development. By exploring the role of emotional intelligence in speaking performance, the study can inform the development of training programs for professionals who need to communicate effectively in English, such as business executives, diplomats, and international students.

4. The Research Questions

This study seeks to answer the following questions:

What is the level of awareness of third-year LMD students of English at Abd El Hafidh Boussof University Centre towards emotional intelligence and its importance in communication?

Is there a significant relationship between emotional intelligence and speaking performance among third-year LMD students of English at Abd El Hafidh Boussof University Centre?

How do third-year LMD students of English at Abd El Hafidh Boussof University Centre perceive emotional intelligence and its role in their ability to communicate effectively in English?

5. Means of the Research

For the purpose of imparting the necessary answers for our research questions, a questionnaire is utilised; The questionnaire consists of 23 closed-ended questions and one open-ended questions to assess the level of awareness of third-year LMD students of English at Abd El Hafidh Boussof University Centre of emotional intelligence and its impact on their speaking performance. The closed-ended questions are designed to collect data that can be analysed using statistical techniques, while the open-ended question is included to gather the students' opinions on the role of emotional intelligence in their communication skills.

The questionnaire is a widely used data collection tool in research, allowing for efficient data collection and analysis. The use of closed-ended questions enables the researcher to collect data that can be easily analysed, while the open-ended question allows for a more in-depth understanding of the students' perceptions and opinions. The data collected through the questionnaire will be analysed using statistical techniques such as descriptive statistics, correlation analysis, and regression analysis to explore the relationships between emotional intelligence and speaking performance among the students.

6. Structure of the Dissertation

The present research is basically divided to two chapters. Chapter one presents the literature review, which focuses on the concept of emotional intelligence and its applications in education. The chapter begins by examining the significance of teaching speaking skills, including the aspects of speaking skills such as fluency and accuracy, specifically vocabulary, correct pronunciation, and grammatical structure. Additionally, the chapter explores the impact of emotions on the acquisition of speaking skills and the quality of performance, including the emotional barriers such as anxiety, inhibition, fear of mistake, shyness, and lack of confidence. Furthermore, it provides an overview of emotional intelligence, including

definitions of intelligence, emotions, and emotional intelligence. The use of emotional intelligence findings and its relevance to education is then discussed. The chapter concludes with a summary of the topics covered. The second chapter is devoted to answer our research questions. It presents the research design and data analysis, which discusses the aim of the research, research questions, participants, data collection tools, description of the questionnaire, administration of the questionnaire, analysis of the questionnaire, pedagogical recommendations, and the conclusion.

Chapter one:

Emotional intelligence and speaking skills

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Chapter One: Emotional intelligence and speaking skills

Introduction:

Effective communication goes beyond mere word choice and grammar; it involves the ability to convey emotions and feelings. Emotions are a fundamental aspect of any conversation, shaping the way we interact with others. However, emotional barriers can hinder our ability to communicate effectively and express ourselves. These barriers may arise from anxiety, fear, shyness, lack of confidence, or the fear of being judged or misunderstood. For individuals learning English as a Foreign Language (EFL), these emotional barriers can be particularly challenging as they navigate a new language and culture.

To become proficient communicators, EFL learners must overcome these emotional barriers and develop the confidence to express themselves clearly and effectively. This requires not only mastering the technical aspects of the language but also understanding the emotional nuances and cultural differences that impact communication. EFL educators play a crucial role in supporting students in this process by being sensitive to these emotional barriers and providing the necessary guidance, support, and tools.

In this chapter, we will explore the significance of emotional intelligence in developing effective speaking skills in EFL learners and discuss how educators can assist students in overcoming emotional barriers.

1.1.Section One: Theoretical Overview on the Speaking Skill

1.1.1. Overview of Speaking

In literature, the act of speaking refers to the creation of words that represent one's thoughts and ideas. Along with listening, reading, and writing, speaking is one of the four language skills. It is the primary means by which learners communicate with one another, express their opinions, and successfully convey ideas.

Speaking relies on the process of developing and sharing meaning through verbal and nonverbal symbols in different contexts. Scholars such as Chaney (1998) and Kayi (2006) have noted this. As such, speaking is an essential component of the four language skills and plays a crucial role in communication. According to Brown (1994) and Burns & Joyce (1997), speaking involves an interactive process of constructing meaning that requires producing, receiving, and processing information.

1.1.2. Definitions of Speaking

Speaking is one of the two productive skills in language teaching. Speaking is defined as "the action of conveying information or expressing one's thoughts and feelings in spoken language." Nunan (1999) and Cameron (2001) defined speaking as a productive oral skill that involves using language to express meaning in a way that others can understand. Florez (1999), on the other hand, described speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.

No one can deny the importance of speaking in learning a foreign language, in fact it is the first sign that shows whether one is good at a language or not. According to Ramelan (1992), speaking is crucial for mastering a foreign language and is an area where learners present new

information rather than just expressing ideas. Finnochiaro and Brumfit (1983) noted that mastering speaking involves knowledge of sound, vocabulary, and cultural subsystems of the language. It is also essential to study the skill of applying this knowledge to achieve successful communication.

1.1.3. Significance of Teaching the Speaking Skills

In today's world, speaking a second language has become increasingly important due to the emergence of English as an international language of education. As a result, it is essential that students develop their communicative skills to be able to express themselves and follow social and cultural norms in various situations. Baker and Westrup (2003) claimed that the ability to speak English well can significantly increase a student's chances of pursuing further education, finding employment, and advancing their career. Therefore, teaching speaking skills has become a crucial part of second language learning and teaching.

According to Harmer (2007), there are three main reasons for teaching speaking skills. Firstly, speaking activities provide students with rehearsal opportunities to practice real-life speaking in a safe and controlled classroom environment. Secondly, speaking tasks that require students to use any or all of the languages they know provide feedback for both the teacher and students. This feedback allows them to assess how successful they are and identify language problems they may be experiencing. Thirdly, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. This leads to students becoming more autonomous language users who can use words and phrases fluently and without much conscious thought.

In summary, the ability to speak a second language is essential for various personal, educational, and career opportunities. Teaching speaking skills in the classroom helps students

improve their communicative abilities, provides valuable feedback for both teachers and students, and contributes to the development of their autonomy as language users.

1.1.4. The Aspects of Speaking Skills

The British Council has identified accuracy and fluency as the key factors that determine the success of English language learning among learners. These factors are not only measures of linguistic ability but also speaking and communicative competence. Experts in the field have focused on distinguishing between accuracy and fluency and developing suitable methods and strategies to achieve them.

1.1.4.1. Fluency

Richards et al. (1992, P. 204) stated that fluency is characterized by natural and normal speech features, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and interjections and interruptions. Therefore, in order to speak the target language fluently, one should avoid features that make the speech sound unnatural, such as hesitations and incorrect use of stress and rhythm. Thornbury (2000, P. 3) defined fluency as the ability to produce language without unnecessary pauses or hesitation. This means that speaking fluently involves using language spontaneously and confidently in various contexts without worrying too much about making errors or taking a lot of pauses, as this would make the speech sound unnatural, boring, or confuse the interlocutors. In short, being fluent means being able to respond promptly in "real-time."

1.1.4.2. Accuracy

Accuracy is the second aspect of speaking skills, and consists of emphasising on the correctness of expressions. According to Richards, Schmidt, H. Kendricks, and Y. Kim (1992: 204). However, Harmer (2001, P. 104) expanded on this definition to include the correct use of vocabulary, grammar, and pronunciation. Thornbury (2000, P. 3) considered these three

criteria essential for assessing a learner's command of the linguistic systems. In oral production, accuracy involves learners' attention to correctness and competence in language form, enabling them to be understood and maintain the interest of their interlocutors. It also requires knowledge and mastery of vocabulary, grammatical structures, and proper pronunciation and intonation.

In order to effectively communicate in a language, students need to focus on several key aspects. Firstly, a strong grasp of vocabulary is essential, as it enables students to understand word meanings and classes, and use them appropriately in different contexts. Secondly, correct pronunciation is crucial, encompassing the ability to produce sounds, comprehend stress patterns, rhythmic structures, and intonation. Lastly, understanding grammatical structure is vital, as it involves comprehending how various sentence components, such as morphemes, phonemes, phrases, adjectives, nouns, adverbs, and others, interact to form a coherent and meaningful statement.

1.2.The Interference of Emotions in the Acquisition of Speaking Skills

The role of emotions in the acquisition of speaking skills is crucial, as they can have a significant impact on the quality of performance. Emotional barriers can interfere with the language learning process and negatively affect the speaking performance of learners. Understanding the impact of these barriers can help educators develop effective teaching strategies to help students overcome them. In this section, we will explore the interference of emotions in the acquisition of speaking skills and its effect on the quality of performance. The emotional barriers that are expected to interfere with the acquisition of speaking skills are anxiety, inhibition, fear of mistakes, shyness, and lack of confidence. These emotional barriers can significantly impact language learners' speaking performance, causing them to struggle to express themselves and engage in communicative exchanges. Therefore, understanding how

these emotional barriers can interfere with the acquisition of speaking skills is critical for language educators. By recognizing and addressing these emotional barriers, educators can help learners overcome these obstacles and develop their speaking proficiency. This section aims to examine these emotional barriers in more detail, providing insights into their impact on speaking performance and discussing strategies to help learners overcome these obstacles.

1.2.1. Emotional Barriers

1.2.1.1. Anxiety

The Britannica Encyclopedia defined speaking anxiety as an abnormal sense of fear that is often marked by physiological signs and self-doubt about one's ability to cope with it. Lanerfeldt (1992) explained that speaking anxiety leads to low self-confidence and inhibits students from speaking, even if they have the capacity and knowledge to express themselves. Lightbown and Spada (2003) also stated that anxiety that interferes with the learning process affects most speaking activities, and it is not simply related to specific situations such as oral presentations in front of the whole class. The fear of being evaluated by teachers and other students, low ability in communication, and past negative experiences can all contribute to the development of speaking anxiety in students (Liu, 2007). Speaking anxiety inhibits effective communication and learning, and students may not do well in the classroom when they are fearful, anxious, apprehensive, or scared (Wrench et al., 2009). Moreover, anxiety can be categorized into facilitating and debilitating anxiety and state and trait anxiety (Dörnyei, 2005). Facilitating anxiety can be helpful to some extent whereas debilitating anxiety is considered to be harmful and impede performance.

1.2.1.2. Inhibition

To participate in speaking activities in EFL (English as a foreign language) courses, students are required to present information orally in front of their teacher and peers. Compared to other language skills such as listening, writing, and reading, speaking activities involve real-time communication with an audience. According to Ur (2000, P. 111), students often feel inhibited and hesitant to express themselves in a foreign language due to concerns about making errors, being criticized, losing face, or drawing attention to themselves.

1.2.1.3.Fear of Mistake

Fear of making mistakes is a common factor that inhibits students from speaking in English in EFL courses. Aftat (2008) emphasized that students fear negative evaluation and correction. Teachers need to reassure their students that mistakes are part of the learning process and that they can learn from them. Students' fear of looking foolish or being negatively evaluated by their peers is also a significant concern (Kurtus, 2001; Hieu, 2011; Zang, 2006). In an EFL context such as Algeria, fear of making mistakes is a prevalent issue for students (Middleton, 2009).

1.2.1.4.Shyness

According to Crozier (2000), shyness can be defined as a “state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one’s interpersonal or professional goals” (Page). This means that individuals who are shy tend to feel worried and awkward in the presence of others, particularly when they anticipate being evaluated. Shyness is a common problem among students, particularly when it comes to speaking activities in English classes. Some students may not be inherently shy, but simply lack confidence in their ability to speak the language and are afraid of making mistakes. Baldwin (2011) noted that shyness can interfere with students' learning activities particularly in Oral Expression classes.. Therefore, it is important for teachers to pay attention to this aspect and help students build their confidence in speaking English. Saurik(2011) reported that many English language students feel shy when speaking in front of others because they are afraid of making mistakes and being laughed at by their peers. Bowen (2005) and Robby (2010) argued that the nature of some learners, who tend to be very quiet, is the main reason for their shyness. Additionally, the data in Saurik's study shows that students' shyness is often related to their perception of their own

ability to speak English, and their fear of being laughed at by their friends due to their low ability.

1.2.1.5.Lack of Confidence

Students' hesitance to participate in conversations can stem from their lack of confidence, particularly when they feel misunderstood or struggle to understand others (Nunan, 1999). This lack of confidence is often associated with communication apprehension and can impede students' language development (Nunan, 1999). Teachers play a crucial role in addressing this issue by prioritizing the cultivation of students' confidence in speaking English. According to Chen (2010), a primary factor contributing to students' lack of confidence is their perceived low ability in speaking English. When students believe they are not proficient in English speaking, their confidence diminishes, leading to a reduced willingness to engage in communication.

Conclusion

In conclusion, the theoretical overview of the speaking skill provided a comprehensive understanding of its various aspects. The section covered the definitions and significance of teaching speaking skills, emphasizing the importance of both fluency and accuracy in effective communication. However, the acquisition of speaking skills can be hindered by emotional barriers, including anxiety, inhibition, fear of making mistakes, shyness, and lack of confidence.

These emotional barriers significantly interfere with language learners' ability to express themselves confidently and effectively in spoken language. It is essential for educators to recognize and address these barriers in order to facilitate the development of speaking skills. By creating a supportive and encouraging learning environment, students can gradually

overcome these emotional obstacles and gain the necessary confidence to engage in successful oral communication.

In conclusion, acknowledging and addressing the emotional barriers that impede the acquisition of speaking skills is crucial in language education. By providing appropriate strategies and support, educators can help students overcome anxiety, inhibition, fear of mistakes, shyness, and lack of confidence. This, in turn, allows learners to develop their speaking abilities and become more proficient and confident communicators.

1.3.Section two: Emotional Intelligence

1.3.1. Overview of Emotional Intelligence

The concept of emotional intelligence (EI) has a relatively recent history, and its roots can be traced back to the work of psychologists and philosophers in the late 19th and early 20th century (Mayer, Salovey, & Caruso, 2000). In 1920, the American psychologist Edward Thorndike introduced the term "social intelligence," which he defined as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" (Thorndike, 1920, p. 228). This concept was further developed by the psychologists David Wechsler and Gardner Murphy in the 1930s and 1940s, who expanded the idea of social intelligence to include the emotional aspects of human behaviour (Wechsler, 1943; Murphy, 1947).

The term "emotional intelligence" was not introduced until 1985 by Wayne Payne, a doctoral student at the time, who used it in his dissertation to describe the ability to recognize and manage emotions in oneself and others (Payne, 1985). The concept of EI gained wider recognition and popularity in the 1990s when psychologists Peter Salovey and John Mayer introduced their theory of EI as a distinct form of intelligence. They defined EI as "the ability

to perceive, understand, and use emotions to facilitate thought, to understand and regulate emotions, and to promote personal growth" (Salovey & Mayer, 1990, p. 189). Since then, there has been extensive research on the concept of EI, including the development of various models and measures of the construct (Goleman, 1995; Bar-On, 1997; Petrides & Furnham, 2001). Researchers have explored the role of EI in various domains, such as leadership effectiveness (Goleman, Boyatzis, & McKee, 2002), workplace performance (Jordan, Ashkanasy, Härtel, & Hooper, 2002), and interpersonal relationships (Brackett & Mayer, 2003).

1.3.2. Definitions of Emotional Intelligence

In order to clarify the notion of emotional intelligence, we need first to understand the two root words—emotions and intelligence. Intelligence, according to the American Psychological Association (2020), is “the ability to learn from experience, reason abstractly, understand complex ideas, adapt to new situations, and learn quickly.” This definition emphasizes the importance of adaptability and the ability to learn from experience in intelligence. It also highlights the significance of abstract thinking, which involves the ability to comprehend complex ideas and reason effectively. Another definition of intelligence, put forth by Gottfredson (1997), suggests that intelligence is a general mental ability that involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience. This definition emphasizes the general nature of intelligence and how it relates to problem-solving and abstract thinking. Thurstone (1938) proposed yet another definition of intelligence, stating that “Intelligence is the ability to carry on abstract thinking. Abstract thinking refers to the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.”

These definitions provide a glimpse into the complexity of the concept of intelligence and highlight the importance of factors such as adaptability, problem-solving, abstract thinking, and the ability to learn from experience. While there may be differences in the specific aspects emphasized in each definition, they all recognize intelligence as a multifaceted and important aspect of human cognition.

Emotions, on the other hand, are complex psychological experiences that play a fundamental role in our daily lives. They are typically defined as a state of feeling that is accompanied by physiological changes, such as increased heart rate, sweating, and changes in facial expressions. Emotions can be triggered by a wide range of stimuli, including external events, memories, and internal thoughts. There are many different definitions of emotion proposed by various experts in the field. For example, James Russell (2003) defined emotion as “a coordinated response to a particular stimulus that involves changes in subjective experience, and physiological activity.” Similarly, Richard Lazarus (1991) described emotions as “complex psychological processes that involve appraisals of the personal significance of situations and events, and the mobilization of energy to cope with them.”

Another important aspect of emotions is their multidimensional nature. According to the influential circumplex model of emotion proposed by James A. Russell (1980), emotions can be conceptualized as a two-dimensional space, with one axis representing valence (pleasantness vs. unpleasantness) and the other representing arousal (activation vs. deactivation). This model has been supported by numerous empirical studies and has helped to guide research on emotions in various fields, including psychology, neuroscience, and sociology. Despite the many different definitions of emotions, they are generally recognized as important and influential experiences that play a vital role in our lives. By understanding and studying emotions, we can gain insight into a wide range of human behaviours and experiences, from social interactions to mental health and well-being.

Emotional intelligence is a topic that has been extensively researched, with numerous specialists contributing to the understanding of this construct. These specialists have provided their own definitions of emotional intelligence, highlighting its various components and characteristics. Mayer and Salovey (1997) described emotional intelligence as the ability to perceive, access, generate, understand, and reflectively regulate emotions for the purpose of promoting emotional and intellectual growth. Goleman (1998) defined emotional intelligence as the capacity to recognize, understand, and manage one's own emotions, as well as to recognize, understand, and influence the emotions of others. Salovey and Mayer (1990) viewed emotional intelligence as a form of social intelligence, involving the ability to monitor one's own and others' emotions, discriminate among them, and use this information to guide one's thinking and actions. Additionally, Bar-On (1997) emphasized the fact that emotional intelligence is not only a set of cognitive abilities, but also a set of attitudes and values that help us manage our emotions and relationships effectively. Zeidner, Matthews, and Roberts (2009) added that emotional intelligence entails recognizing and understanding one's own emotions, regulating those emotions effectively, and using the information provided by emotions to guide one's thinking. These quotes provide a diverse range of perspectives on emotional intelligence and its components, illustrating the complexity of this construct. Among the numerous works that have been set to illustrate emotional intelligence by various scientists and psychologists, Daniel Goleman's work is undeniable.

Daniel Goleman is a psychologist and science journalist who is well-known for his work on emotional intelligence (EI). He has written extensively about EI and its importance in various domains, including education. In his book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995), Goleman defined EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships" (p. 34). He argued that EI is a key determinant of success in life and that it can

be developed and improved through education and training. Goleman also emphasized the importance of EI in education. In his article “What Makes a Leader?” (1998), he argued that emotional intelligence is a better predictor of success in leadership than IQ. He suggested that schools should focus on developing students’ emotional intelligence as well as their cognitive abilities.

In his book “Social Intelligence: The New Science of Human Relationships” (2006), Goleman discussed the role of emotional intelligence in education and how it can be fostered through social-emotional learning (SEL) programs. He argued that SEL programs can help students develop self-awareness, self-regulation, social awareness, and relationship skills, which are all components of emotional intelligence.

In addition, Goleman has worked with the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization that promotes SEL in schools. He has written several articles for CASEL’s website, including “Social-Emotional Learning in Schools: From Programs to Strategies” (2018), in which he discusses the importance of integrating SEL into the curriculum and creating a school culture that supports emotional intelligence development.

Goleman’s work on emotional intelligence highlights its importance in various domains, including education. He suggested that developing emotional intelligence through SEL programs can lead to better outcomes for students and society as a whole.

Goleman (1995) proposed a model of emotional intelligence that includes five key domains, each of which is essential for developing and maintaining emotional intelligence. These domains are based on research and reflect the ways in which emotions are experienced and expressed in individuals.

- **Self-awareness:** The first domain of Goleman's model is self-awareness, which involves the ability to recognize and understand one's own emotions and how they affect thoughts

and behaviour. This domain is important because it allows individuals to identify their emotional strengths and weaknesses and to better understand how they interact with others.

- **Self-regulation:** The second domain is self-regulation, which involves the ability to manage and control one's emotions and behaviour in response to different situations and stimuli. This domain is important because it allows individuals to respond appropriately to stressors and to maintain a sense of control over their emotions and actions.
- **Motivation:** The third domain is motivation, which involves the ability to use one's emotions to achieve goals and maintain a sense of purpose and drive. This domain is important because it allows individuals to stay motivated and focused on their goals even in the face of obstacles and setbacks.
- **Empathy:** which involves the ability to recognize and understand the emotions of others and to respond appropriately to their needs and feelings. This domain is important because it allows individuals to build strong relationships and to communicate effectively with others.
- **Social skills:** which involve the ability to communicate effectively, build and maintain relationships, and work well in teams. This domain is important because it allows individuals to collaborate effectively with others and to achieve common goals.

Goleman's model suggests that these five domains are interrelated and contribute to overall emotional intelligence. Furthermore, Goleman argued that individuals can develop their emotional intelligence by focusing on these domains and practicing skills related to each one. Developing emotional intelligence can lead to a greater sense of self-awareness, improved relationships with others, and increased success in both personal and professional settings.

1.3.3. Applications and Use of Emotional Intelligence Findings:

There is a growing interest in applying the findings of emotional intelligence research to a range of fields, from education to business to healthcare. Here are some examples of how emotional intelligence is being used in practice:

- In education, emotional intelligence is being incorporated into school curricula to help students develop social and emotional skills that are essential for academic and personal success (Durlak et al., 2011).
- In the workplace, emotional intelligence is being recognized as a key factor in effective leadership and teamwork, and training programs are being developed to help employees develop these skills (Cherniss & Goleman, 2001).
- In healthcare, emotional intelligence is being used to help healthcare providers develop empathy and communication skills that can improve patient outcomes and satisfaction (Brackett et al., 2010).
- In counselling and therapy, emotional intelligence is being used to help individuals better understand and regulate their emotions, which can improve their mental health and wellbeing (Lane & Terry, 2000).
- In conflict resolution and negotiation, emotional intelligence is being used to help parties involved in disputes better understand and manage their emotions, leading to more effective and collaborative outcomes (Caruso & Salovey, 2004).

These examples demonstrate the diverse applications of emotional intelligence research and suggest the potential for continued growth and impact in a variety of fields.

1.3.4. Emotional Intelligence in Education

Emotional intelligence has been recognized as a critical factor in the field of education, influencing students' academic performance, social skills, and overall well-being. Research has shown that students with high emotional intelligence are better able to cope with stressful situations, manage their emotions effectively, and establish positive relationships with their peers and teachers (Brackett, Rivers, & Salovey, 2011; Elias, Zins, Weissberg, Frey, Greenberg, et al., 1997).

One of the significant applications of emotional intelligence in education is the development of social-emotional learning (SEL) programs. These programs aim to build students' emotional intelligence by teaching skills such as self-awareness, self-regulation, empathy, and relationship management. Studies have demonstrated that SEL programs can improve academic achievement, reduce problem behaviours, and enhance social-emotional competence (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Another crucial aspect of emotional intelligence in education is the role of teachers. Teachers with high emotional intelligence can create positive classroom climates, build meaningful relationships with their students, and respond effectively to students' emotional needs (Brackett & Katulak, 2006; Pekrun, Elliot, & Maier, 2009). Studies have found that teacher emotional intelligence is positively related to students' motivation, engagement, and achievement (Curby, Brown, & Bassett, 2011; Zhang, Zhang, & Zhang, 2018).

Finally, emotional intelligence also has implications for student assessment and evaluation. Traditional assessments often focus solely on cognitive abilities, but emotional intelligence assessments can provide valuable insights into students' social and emotional competencies. Research has shown that emotional intelligence assessments can predict academic

achievement, mental health, and social competence (Brackett, Rivers, Reyes, Elbertson, & Salovey, 2012; Petrides & Furnham, 2006).

In summary, emotional intelligence has emerged as a critical factor in education, impacting students' academic success and overall well-being. By prioritizing emotional intelligence through SEL programs, teacher training, and emotional intelligence assessments, educators can create a more supportive and inclusive learning environment that promotes students' academic achievements and personal growth.

1.4. Conclusion

In conclusion, this theoretical section has highlighted the significance of emotional intelligence in language learning and teaching, particularly in the acquisition of speaking skills. We have discussed the definition and components of emotional intelligence, as well as its role in language learning. Furthermore, we have explored the impact of emotional intelligence on language learners' speaking performance, including its positive effects on motivation, confidence, and engagement, as well as the negative effects of emotional barriers such as anxiety, inhibition, fear of mistakes, shyness, and lack of confidence.

Understanding the role of emotional intelligence and its impact on language learners' speaking performance is crucial for language educators. By recognizing and addressing emotional barriers, educators can help learners overcome these obstacles and develop their speaking proficiency. Additionally, integrating emotional intelligence training into language learning programs can provide learners with the tools to manage their emotions and improve their speaking performance.

Moving forward, further research in this area is needed to gain a deeper understanding of the relationship between emotional intelligence and language learning, particularly in the context of speaking skills acquisition. By building on the existing body of knowledge, we can continue to inform the development of effective teaching strategies and policies to improve language learners' speaking proficiency.

Chapter Two: Fieldwork

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Chapter Two: Fieldwork

Introduction

This chapter aims at investigating students' perceptions towards emotional intelligence and its' impact on developing the speaking skill. It is especially devoted to investigate EFL learners' perceptions and awareness of the importance and role of emotional intelligence on learning speaking. The chapter, then, is directed to tackle the problem, answer the research questions, and achieve the aim of our study. For this purpose, a student questionnaire is submitted to students of English at Mila University Centre. This chapter discusses in detail the methodological choice and the research design process of the study. It starts with an explanation of the data collection methods, namely the students' questionnaires, and the population and sample used in the study. Then, the obtained results are analyzed. The chapter ends with a brief review of the major points that have been discussed and some pedagogical recommendations for teachers and learners. It is important to note that this study deliberately neglected some aspects such as age and ethical differences, and the findings should be interpreted within the scope of the study's limitations.

2.1.Data Collection Tools

The data collection tool used in the study is a self-administered questionnaire consisting of 23 closed-ended and one open-ended questions. The closed-ended questions utilized a Likert scale, with responses ranging from strongly disagree to strongly agree. The questions were designed to assess the students' level of awareness of emotional intelligence and its importance in communication among the participants. Specifically, the closed-ended questions were

designed to measure participants' perceptions of emotional barriers to speaking proficiency, as well as their attitudes towards emotional intelligence and its role in language learning and speaking performance. The open-ended question allowed participants to provide more detailed responses and offer their personal opinions and experiences related to emotional intelligence and speaking proficiency. The questionnaire was distributed to participants on google forms.

2.2.Population and Participants

The study involved 60 third-year LMD students of English at Abdelhafid Boussouf University Centre of Mila. The participants were selected through a random sampling method and were all enrolled in the same program. The sample consisted of both male and female students, with a range of ages and backgrounds. The study did not take into account age or ethnic differences, as these factors were considered to have a minimal impact on the research question and the objectives of the study. Participants were provided with a consent form and were assured of the confidentiality and anonymity of their responses.

2.3.Description and Analysis of the Students Questionnaire

2.3.1-Description of the Students' Questionnaire

The questionnaire used in this study was designed to gather data from the participants on four main sections. The first section collected general information about the participants. The second section focused on their speaking skills, asking questions related to their level of proficiency and their confidence in their ability to communicate effectively in English. The third section of the questionnaire was specifically designed to assess the participants' level of awareness of emotional intelligence. It included questions related to the recognition and regulation of their own emotions, as well as their ability to perceive and respond to the emotions of others. The final section of the questionnaire focused on the role of emotional intelligence in speaking skills. It included questions related to emotional barriers that could hinder speaking

proficiency, such as anxiety, inhibition, fear of making mistakes, shyness, and lack of confidence.

The questionnaire consisted of 23 closed-ended questions, participants were asked to select the most appropriate option or suggestion that reflected their views and experiences. In addition, the questionnaire also included one open-ended question that allowed participants to provide more detailed responses and offer their personal opinions and experiences related to emotional intelligence and speaking proficiency.

The questionnaire was distributed to 60 third-year LMD students of English at Abdelhafid Boussouf University Center of Mila, The participants were asked to complete it on the form. The data collected from the questionnaire was then analysed to assess the level of awareness of emotional intelligence and its importance in communication among the participants, as well as to identify any potential emotional barriers that could be hindering their speaking skills acquisition. In order to gather the necessary data, the students' questionnaire was administered using google forms.

2.3.2-Analysis and Discussion of the Results

Section one: General Introduction

Q1- How many years have you been learning English?

This question investigates the number of years the participants have spent studying English. Data shows that the majority of 3rd year LMD students have been learning English for 9 years, with 30 out of 60 respondents indicating this amount of time. In addition, eight respondents said that they study English for 10 years. The next most common response is 2 years, which was chosen by 4 respondents. Other response times include 3, 4, 5, 7, 8, 11, and 12 years, with only one or two respondents indicating each of these times. The highest response time was 13

years, which was indicated by only one respondent. This suggests that the participants have had a significant exposure to the language, which may have influenced their level of awareness and proficiency in relation to emotional intelligence and speaking skills.

Q2- How do you like to study English?

Table 1: Students' Preference Regarding the Environment of Study

Option	Number	Percentage
Alone	33	55%
In pairs	9	15%
In groups	18	30%
Total	60	100%

According to the data provided, more than half of students (33 out of 60) prefer to study English alone, while a smaller number of students prefer to study in pairs (9 students) or groups (18 students). This suggests that individual study is the most popular method for learning English among the students surveyed.

The reasons for this preference for individual study may vary among students. Some may find it easier to concentrate and stay focused when studying alone, while others may prefer to work at their own pace or focus on specific areas of language learning that are most relevant to their needs. On the other hand, students who prefer to study in pairs or groups may value the opportunity for collaboration and discussion with peers, as well as the opportunity to practice speaking and listening skills in a social context.

It is important to note that different learning methods may be more or less effective for different individuals and may depend on the specific learning goals and contexts. For example,

individual study may be more effective for developing certain language skills, while group study may be more effective for developing social and communication skills.

Overall, the data suggests that a majority of students prefer to study English alone, highlighting the importance of providing opportunities for self-directed learning.

Section Two: Speaking Skills

Q3- How would you evaluate your speaking performance?

Table 2: Students' Speaking Performance Evaluation

Option	Number	Percentage
Very bad	0	0%
Bad	2	3.3%
Average	30	50%
Good	24	40%
Very good	4	6.7%
Total	60	100%

According to the data provided, the majority of students (54 out of 60) evaluated their speaking performance as average or good. Specifically, 24 students rated their performance as good whereas 4 students rated their performance as very good. However, 2 students rated their performance as bad, suggesting that a small proportion of students may struggle with speaking skills. Interestingly, no students rated their speaking performance as very bad, indicating that even those who may have struggled with their performance did not perceive it as extremely poor.

It is important to consider the potential factors that may influence students' self-evaluations of their speaking performance. For example, students' confidence in their speaking ability, previous experiences with public speaking, and cultural background may impact their perceptions of their performance. Additionally, the nature of the speaking task (e.g., impromptu vs. prepared) and the audience (e.g., peers vs. experts) may also influence self-evaluations.

To conclude, the data suggests that the majority of students are generally confident in their speaking ability, with a small proportion indicating a need for improvement.

Q4- In which of the following do you face difficulties while speaking?

Table 3: Students' Difficulties to Perform in the Different Aspects of Speaking.

Option	Number
Pronunciation	12
Grammar	19
Vocabulary	31
Fluency	22
Fear of public speaking	27
Fear of audience reaction	14

According to the data provided, students face various difficulties while speaking. The most common difficulty, according to the questionnaire participants, is in vocabulary use (31 students), and grammar (19 students). Fluency was also a common challenge in that 22 of the respondents reported that they face difficulties in this area. A significant number of students also reported fear-related challenges, with 27 students indicating fear of public speaking and

14 students indicating fear of audience reaction. Pronunciation was also identified as a difficulty by 12 students.

These results suggest that students face a range of challenges when it comes to speaking, with some challenges related to language skills (vocabulary, grammar, pronunciation) and others related to psychological factors (fear of public speaking and fear of audience reaction). These challenges may be influenced by factors such as individual differences in language proficiency, past experiences with public speaking, and cultural beliefs around communication.

It is important to consider the potential implications of these difficulties on students' academic and personal lives. For example, fear of public speaking can impact students' ability to participate in class and perform well on assignments that require speaking. Difficulties with language skills may also impact students' ability to communicate effectively in academic and professional settings.

Q5- How do you react when you face the aforementioned difficulties?

Table 4: Students' Reaction to Speaking Difficulties.

Option	Number	Percentage
You stop speaking	14	23.3
You ignore them and keep talking	36	60%
Other	10	16.7
Total	60	100%

As shown in the table 4 above, students react differently when they face difficulties while speaking English. The most common response (36 students) was to ignore the difficulties and continue talking. This suggests that students may have developed coping strategies to overcome difficulties, such as using circumlocution, simplifying their language, or relying on context to convey meaning.

A significant number of students (14 students) reported that they stop speaking altogether when they face difficulties. This may indicate a lack of confidence or anxiety related to speaking, which can negatively impact language development and communication skills.

Interestingly, 10 students reported that their response to difficulties was something else, which suggests a diverse range of coping strategies that may be influenced by individual differences in language proficiency, learning styles, and personal factors.

Q6- How often do you practice speaking English?

Table 5: Students' Habit to Practice Speaking English

Option	Number	Percentage
Rarely	10	16.7%
Occasionally	31	51.7%
Usually	19	31.8%
Total	60	100%

According to the data provided, a significant number of students (31 out of 60) practice speaking English occasionally, while 19 students practice speaking English usually. However, 10 students reported that they practice speaking English rarely, which suggests that there may be some students who struggle to find opportunities to practice speaking outside of the classroom.

The frequency of practice may be influenced by various factors, such as individual motivation, access to resources for language learning, and social and cultural factors that affect language use. Students who practice speaking English more frequently may have more opportunities for exposure to English in their daily lives, such as through media or social

interactions with native speakers. They may also be more motivated to improve their language skills or have access to resources that support language learning, such as language classes or language exchange programs.

On the other hand, students who rarely practice speaking English may face challenges related to lack of exposure or resources, or may feel unmotivated to practice speaking outside of the classroom.

In a nutshell, the data suggests that a significant number of students occasionally or usually practice speaking English highlighting the importance of providing opportunities for regular speaking practice both inside and outside classroom. However, it is also important to address the challenges that some students may face related to lack of exposure or resources, and to provide support and resources to help all students develop their language skills.

Q7- In which of the following situations do you speak the most fluently?

Table 6: Students' Preference of the Environment According to When Students can be more Fluent:

Option	Number	Percentage
Alone	36	60%
With friends and family	13	21.7%
In a classroom setting	10	16.7%
In front of a public	1	1.8%
Total	60	100%

It is worth noticing from Table 6 that 60% of students (36 out of 60) claimed that they speak English the most fluently when they are alone which suggests that some students may feel more comfortable practicing speaking English in a low-pressure environment where they have more control over the conversation and can take their time to think about their responses. This may also reflect the fact that some students may feel self-conscious or anxious when speaking in front of others, which can negatively impact their fluency and communication skills.

In contrast, only 13 students reported that they speak the most fluently with friends and family, while 10 students reported speaking the most fluently in a classroom setting. This suggests that social and contextual factors can play a role in students' speaking fluency, and that some students may benefit from opportunities to practice speaking English in a supportive and low-anxiety environment, such as a language class or language exchange program.

Interestingly, only one student reported speaking the most fluently in public, which may reflect the fact that public speaking can be a challenging and anxiety-provoking experience for many students.

Q8- Do you perform better in speaking classes when conversations or topics are interesting?

Table 7: The Effect of Degree of Students' Interest toward the Topic Spoken About in Class on the Quality of Performance.

Option	Number	Percentage
No	5	8.3%
Yes	40	66.7%
Maybe	15	25%
Total	60	100%

According to the data provided, a significant number of students (40 out of 60) reported performing better in speaking classes when conversations or topics are interesting. This suggests that students may be more engaged and motivated to participate in class when they find the material interesting, which can have a positive impact on their learning outcomes and language proficiency. On the other hand, only five students reported that interesting topics do not impact their performance in speaking classes, which suggests that some students may be able to perform well regardless of the topic or may have other factors that influence their performance, such as anxiety or lack of confidence.

Interestingly, 15 students reported that their performance may be influenced by the interestingness of the topic, indicating that the impact of topic interest on performance may vary among individuals and may depend on other factors such as the level of difficulty or familiarity with the topic.

Section three: Emotional Intelligence

Q9- Have you ever heard of “Emotional intelligence”?

Table 8: Students’ Knowledge of EI.

Option	Number	Percentage
Yes	32	53.3%
No	28	46.7%
Total	60	100%

According to the data provided, slightly more than half of the students (32 out of 60) reported having heard of the concept of "emotional intelligence". Emotional intelligence refers

to the ability to recognize and manage one's own emotions, as well as understand and empathize with the emotions of others. It is considered an important aspect of personal and social development, as well as an important factor in effective communication and interpersonal relationships.

The fact that nearly half of the students (28 out of 60) reported not having heard of emotional intelligence suggests that there may be a need for more education and awareness-raising about this concept, particularly in educational settings where emotional intelligence can play a significant role in student success and well-being.

Q10- Can you consciously identify the emotions you feel when you are feeling them?

Table 9: Students' Ability to Identify their Emotions.

Option	Number	Percentage
Yes	24	40%
No	14	23.3%
Maybe	22	36.7%
Total	60	100%

The results showed that 24 out of 60 students answered "yes," indicating that they were able to identify their emotions consciously. On the other hand, 14 students answered "no," while 22 students responded with "maybe," suggesting that a significant portion of students were uncertain or did not believe they could consciously identify their emotions.

These findings suggest that while the majority of students have the ability to identify their emotions consciously, a considerable number of students struggle with this skill. There may be several reasons for these varied responses, including individual differences in emotional

awareness, cultural background, or personal beliefs about emotions. It is possible that some students may have been raised in environments that discouraged emotional expression or encouraged the suppression of emotions, leading to difficulties in identifying and understanding their emotions.

Q11- Can you explain the reason(s) why you felt or are feeling in a certain way?

Table 10: Students' Ability to Explain the Emotions they feel.

Option	Number	Percentage
Yes	35	58.3%
No	25	41.7%
Total	60	100%

Based on the data provided, it can be inferred that there is a clear disparity in the ability of the respondents to identify and express their emotions. Out of the 60 students surveyed, 35 reported feeling or having felt a certain way and were able to explain the reasons behind their emotions. This indicates that the majority of students possess a level of emotional intelligence that allows them to identify and articulate their emotions effectively. Conversely, 25 students reported that they have not been able to explain their feelings or did not feel comfortable doing so.

This discrepancy in responses may suggest that there are differences in emotional intelligence or communication skills among the students. It is possible that those who are able to articulate their feelings have developed better understanding of their emotions and are more comfortable expressing them. This may be due to factors such as upbringing, education, or personal experiences that have contributed to their emotional development. It is also possible

that cultural or societal factors may play a role in influencing one's ability to express their emotions openly.

It is important to note that the ability to express emotions effectively is a crucial aspect of emotional intelligence, which is essential for personal and professional growth. Therefore, it is imperative for individuals to develop their emotional intelligence skills, particularly in terms of understanding and communicating their feelings. This data highlights the importance of emotional intelligence in personal and professional settings and emphasizes the need for individuals to develop their emotional intelligence skills. Further research or instruction may be necessary to understand the factors that contribute to an individual's ability to identify and articulate their emotions effectively.

Q12- How often do you feel in control of your emotions?

Table 11: Students' Self-control

Option	Number	Percentage
Always	8	13.3%
Often	18	30%
Sometimes	31	51.7%
Rarely	2	3.3%
Never	1	1.7%
Total	60	100%

The question of how often one feels in control of their emotions was posed to a group of students, and the results show a range of responses. The majority of students responded with "sometimes," which indicates that they do not always feel in control of their emotions, but they also do not feel that they never have control. This could suggest that emotions are a complex

and fluctuating aspect of one's experience, and that there are times when emotions can feel more intense or difficult to manage. On the other hand, a smaller group of students reported feeling in control of their emotions more consistently, with 8 students stating that they always feel in control and 18 stating that they often feel in control. This suggests that some individuals may have developed better strategies or coping mechanisms for managing their emotions, or that they have a greater sense of self-awareness and emotional regulation. Finally, the responses of 2 students who said they rarely feel in control and 1 who said they never feel in control suggest that there may be some individuals who struggle more with managing their emotions, and may need additional support or resources to develop effective coping strategies.

Q13- Do you see yourself able to effectively influence the emotions of others?

Table 12: Students' Ability of Influencing others' Emotions

Option	Number	Percentage
Yes	33	55%
No	22	36.7%
Maybe	5	8.3%
Total	60	100%

The data collected from the question "Do you see yourself able to effectively influence the emotions of others?" provides valuable insights into the emotional intelligence and social skills of students. The results show that more than half of the participants, 33 out of 60 students, believed that they can influence the emotions of others. This suggests that these students possess a level of emotional intelligence and social skills that enables them to have a positive impact on the emotional well-being of others.

However, the data also revealed that a significant number of students, 22 out of 60, do not believe that they can influence the emotions of others. This could be due to a lack of confidence, a limited understanding of emotional influence, or a belief that emotions are beyond their control. The remaining 5 students were uncertain about their ability to influence the emotions of others, which may indicate a need for further education and training in emotional intelligence.

These findings have important implications for future research and interventions aimed at improving emotional intelligence and social skills. They suggest that programs designed to develop emotional intelligence should focus on helping individuals build confidence in their ability to influence the emotions of others. They should also aim to provide a deeper understanding of emotional influence and how it can be used to promote positive social interactions and relationships.

The data indicates that emotional intelligence and social skills are essential for effective emotional influence, and that individuals who possess these skills are better equipped to navigate social situations and foster positive emotional experiences for themselves and others.

Q14- Can you feel what another person feels like during an interaction?

Table 13: Students' Empathy

Option	Number	Percentage
Yes	25	41.7%
Not really	18	30%
Maybe	17	28.3%
Total	60	100%

The responses from 60 (LMD) students regarding their ability to feel what another person feels like during an interaction were varied. Out of the participants, 25 students confidently affirmed their capacity to empathize with others, indicating a strong belief in their emotional understanding. On the other hand, 18 students expressed difficulty in fully experiencing another person's emotions, suggesting limitations in their empathetic responses. Another group of 17 students remained uncertain, indicating a possibility of empathy but without firm conviction. These findings reveal a range of perspectives among the LMD students, highlighting differences in their empathetic abilities and emphasizing the complexity of empathy as a psychological phenomenon.

Q15- In a general perspective, how good are you at managing your relationships and connections?

Table 14: Students' Social Skills

Option	Number	Percentage
1	5	8.2%
2	4	6.7%
3	3	5%
4	4	6.7%
5	6	10%
6	7	11.7%
7	13	21.7
8	13	21.7%
9	3	5%
10	2	3.3%
Total	60	100%

The results showed that the majority of the students rated themselves as having a moderately good ability to manage their relationships and connections, with 13 students each choosing the responses 7 and 8. However, the results also showed that a significant minority of the students rated themselves lower, with 5 students rating themselves as 1 or 2, indicating a poor ability to manage relationships and connections.

The data also revealed that 17 of the 60 students responded with "maybe," suggesting that they may not have a clear understanding of their ability to manage relationships and connections, or that they do not feel confident in their abilities. These results imply that while some students are confident in their ability to manage their relationships and connections, a significant proportion may need support and guidance in this area.

It is worth noting that the students' ratings could be influenced by various factors, such as their past experiences, cultural background, or personal beliefs. Therefore, the results of this survey may not be entirely indicative of the students' actual abilities to manage their relationships.

Section Four: Students' Perception toward the Role of Emotional Intelligence in Students' Speaking Performance

Q16- Which of the following states of emotion do you most often experience while speaking in an oral session?

Table 15: Students' States of Emotion While Speaking

Option	Number
Anxiety	24
Inhibition (not being able to engage)	12
Fear of mistake	29
Shyness	24
Lack of confidence	12

The data collected from the respondents indicated that the majority of students experience negative emotions when presenting in front of others. The most commonly reported state of emotion was fear of making mistakes, which was selected by 29 students. This suggests that many students are worried about the possibility of making errors when speaking, which could affect their confidence and performance.

Furthermore, 24 students reported experiencing anxiety and shyness during oral presentations, indicating that they may feel uncomfortable and self-conscious in front of an audience. This can be a significant barrier to effective communication and could lead to poorer academic performance for these students. Additionally, 12 students reported experiencing inhibition and lack of confidence, which can further contribute to a negative experience when presenting.

It is to say that these results indicate that many students struggle with negative emotions when speaking in front of others.

Q17- While feeling so, are you precisely aware of which state of emotion it is?

Table 16: Students' Ability to Recognize their Emotions in Terms of Self-awareness.

Option	Number	Percentage
Yes, I distinguish them	20	33.3%
No, it is just a state of stress	22	36.7%
Maybe, it depends on the situation	18	30%
Total	60	100%

The results showed that 20 of the students claimed to have the ability to identify the specific emotions they experience, while 22 students reported feeling a general state of stress without specifying a particular emotion. The remaining 18 students indicated that their emotional state depended on the situation they were in.

These results suggest that while some students possess a higher level of emotional self-awareness, others find it challenging to differentiate between various states of emotions. It is worth noting that the level of emotional awareness may vary depending on the individual and the circumstances they are in. Thus, it is essential to develop strategies to help students better recognize and manage their emotions during stressful situations, such as oral presentations.

Educators can use this information to design interventions to improve students' emotional intelligence, including techniques such as mindfulness and meditation that have been shown to reduce stress and improve emotional regulation. By equipping students with these tools, they can learn to identify and manage their emotions, leading to better performance in oral

presentations and other high-stress situations. Overall, understanding the relationship between stress, emotions, and performance can help educators create more effective interventions to support student success.

Q18- Do you think the state(s) of emotion you have selected prevent you from performing well in terms of speaking fluency?

Table 17: Students' Opinion about the Degree of Influence of Emotions on Fluency

Option	Number	Percentage
Yes	49	81.7%
No	11	18.3%
Total	60	100%

The results reveal that a majority of students feel that their emotional state negatively impacts their speaking fluency. Specifically, 49 out of 60 students reported that their selected states of emotion prevent them from performing well in terms of speaking fluency. This indicates a significant proportion of students who may be struggling with managing their emotions during oral presentations.

Conversely, 11 students reported that their selected states of emotion do not prevent them from performing well in terms of speaking fluency. These students may possess effective strategies for managing their emotions or may simply be less affected by emotional arousal during public speaking.

The prevalence of negative emotions affecting speaking fluency highlights the importance of addressing emotional regulation skills and strategies. Students who are unable to manage their emotions during public speaking may experience increased anxiety, self-doubt, and negative self-talk, which can hinder their performance and overall confidence. Developing

effective strategies for emotional regulation, such as mindfulness techniques or cognitive restructuring, may help students to better manage their emotional responses during speaking tasks and ultimately improve their speaking fluency.

Q19- Do Emotions affect your ability to be accurate? (Grammar and pronunciation mistakes or missing words...)

Table 18: Students' Opinion about the Degree of Influence of Emotions on Accuracy

Option	Number	Percentage
Yes	50	83.3%
No	10	16.7%
Total	60	100%

Students were asked about their perception of the influence of their emotions on their speaking accuracy, i.e., the extent to which their emotional state affects their ability to be accurate in terms of grammar, pronunciation, and word usage. The data collected from the 60 participants showed that a large majority of students, 50 out of 60, believed that their emotional state has a negative impact on their accuracy when using language. This suggests that emotions can have a significant influence on one's language performance, which is an important consideration in language learning and teaching.

The results of the study also revealed that some students may be less susceptible to the influence of emotions on their language use. Out of the 60 participants, 10 indicated that their emotional state does not affect their accuracy. This may suggest that some individuals are more resilient to the effects of emotions on their language performance.

It is important to note that emotions can be complex and varied, and the extent to which they affect language use can vary depending on the individual and the situation.

Q20- Do you feel capable of managing these emotions while speaking?

Table 19: Students' Self-management

Option	Number	Percentage
Yes	14	23.3%
Not always	39	65%
No, I'm struggling with that	7	11.7%
Total	60	100%

The table 19 clearly shows that 39 out of 60 students responding with a "no," indicating that they find it difficult to manage their emotions during oral presentations. This suggests that speaking in front of others may trigger various negative emotions such as anxiety, inhibition, fear of mistakes, shyness, or lack of confidence that are challenging to regulate. On the other hand, 14 students reported feeling confident in their ability to manage their emotions while speaking, indicating that some individuals may have developed effective strategies to regulate their emotional responses. However, it is crucial to note that 7 students reported struggling with managing their emotions during oral presentations, highlighting the need for additional support and resources to help these students cope with their emotional responses during such situations.

The results of the study suggest that managing emotions during speaking can be challenging for many students, which can potentially hinder their performance in oral presentations.

Q21-Do you think the way you speak influences the feelings of others?

Table 20: Students' Opinion about the Influence of their Speech on Others' Emotions

Option	Number	Percentage
Yes, it does	28	46.7%
No, it does not	7	11.7%
I am not sure	25	41.8%
Total	60	100%

Out of the 60 students who answered the question, 28 students responded affirmatively, indicating that they believe their speaking style can affect the emotions of others. This response suggests that some students are aware of the impact of their speech on others and are conscious of their communication style. On the other hand, 7 students answered negatively, indicating that they do not think their way of speaking has an effect on how others feel. This response implies that some students may not be conscious of the influence of their speech on others, or they may have a different perspective on the topic.

Interestingly, 25 students responded with "I'm not sure" when asked about the influence of their speech on the emotions of others. This response suggests that many students have not given much thought to the topic or may not have experienced situations that have highlighted the impact of their speech on others. This response highlights the need for students to be more aware of how their speech may affect others' emotions and develop communication skills to manage and regulate their speech for more effective communication. The mixed responses indicate a lack of consensus among students on the influence of their speaking on the emotions of others.

Q22- Do you take under consideration the emotions of your interlocutor in a conversation, in terms of choosing what to say and how to say it?

Table 21: Students' Attention to Empathy in a Conversation

Option	Number	Percentage
Yes, I expect interpretations	29	48.3%
Maybe, I am not sure what is adequate	20	33.3%
No, I say what I want, the way I want	11	18.4%
Total	60	100%

According to the data collected from the survey, it can be concluded that a significant portion of the students take the emotions of their interlocutors into consideration when speaking in a conversation. Out of the 60 students who participated in the survey, 29 of them acknowledged the importance of being mindful of the feelings of the other person in order to ensure effective communication. This suggests that the students recognize the impact of emotions on communication and strive to create a positive and empathetic environment in their conversations. However, there were also some students who did not take the emotions of their interlocutor into consideration. Eleven students stated that they do not consider the emotions of the other person when speaking, indicating a lack of empathy and consideration. This response raises concern about the lack of empathy among students. Lack of empathy can lead to misunderstandings, conflicts, and ineffective communication. It is important for individuals to recognize the value of emotional intelligence in communication and actively work on developing this skill.

Interestingly, 20 students expressed uncertainty about whether they take the emotions of their interlocutor into consideration when speaking. This response suggests that some students may not have given much thought to this aspect of communication or may struggle with finding the right approach to address emotional concerns. It is important to provide guidance and support to these students to help them develop the necessary skills to effectively navigate emotional concerns in communication.

Q23- Do you think the way you speak can affect your relationships?

Table 22: Students' Social Skills

Option	Number	Percentage
Yes	39	65%
No	7	11.7%
Maybe	14	23.3%
Total	60	100%

Based on the responses to the question, "Do you think the way you speak can affect your relationships?", it can be inferred that effective communication is essential in building and maintaining relationships. Out of the 60 students surveyed, 39 students believe that their way of speaking has an impact on their relationships. This suggests that the majority of the students recognize the importance of communication in developing and maintaining positive relationships. Effective communication involves not only the content of the message but also the way it is delivered, including tone, body language, and other nonverbal cues. Students who understand this are likely to be more mindful of their communication style and how it affects their relationships.

On the other hand, only 7 students responded with a no, indicating that they believe that their way of speaking does not affect their relationships. This group of students may underestimate the power of effective communication in building relationships, or they may be confident that their communication style is already effective enough to maintain positive relationships.

In addition, 14 students responded with "maybe," indicating that they are unsure of the extent to which their speech influences their relationships. This group of students may lack self-awareness about their communication style or may be uncertain about how others perceive their communication. They may need to develop better communication skills and strategies to improve their relationships.

Q24- What do you suggest as solutions to deal with emotional barriers in order to better your speaking skill?

The responses to the question of how to deal with emotional barriers in order to improve speaking skills were varied. However, there were some common themes that emerged. One common suggestion was to practice speaking more, either alone or with others. Some of the questionnaire participants suggested starting practice with friends or in small groups before moving on to larger groups or more unfamiliar settings whereas others recommended practicing in front of a mirror or recording themselves to build confidence. Additionally, many students suggested focusing on building self-confidence, which could be achieved through practice, acceptance of mistakes, and positive self-talk. Some students also suggested seeking help or advice from others, such as friends, family, or teachers.

Other suggestions focused on developing strategies for managing emotions during speaking situations, such as learning how to control nerves and stress, ignoring emotional barriers and mistakes, and focusing on the message being conveyed. A few students also suggested seeking

professional help or treatment for psychological issues, such as social phobia or anxiety, which could be impacting their speaking skills.

In short, the responses suggest that there are various approaches to deal with emotional barriers in order to improve speaking skills, and that the best approach may depend on individual needs and circumstances. However, common themes of practicing more, building self-confidence, and seeking help and support from others were prevalent throughout the responses.

2.4. Pedagogical Recommendations:

Based on the findings of the study, several pedagogical recommendations can be made to enhance the level of awareness and importance of emotional intelligence in communication, specifically regarding speaking skills, among third-year LMD students of English. Firstly, incorporating emotional intelligence into the curriculum by integrating modules or activities focusing on its development alongside speaking skills is crucial. Secondly, providing targeted training programs and strategies, such as practical exercises and feedback on emotion management, can help students overcome emotional barriers. Additionally, fostering a supportive and safe learning environment that encourages open expression and empathy is essential. Finally, raising students' awareness and understanding of emotional intelligence through discussions and reflective activities can enhance their overall language proficiency. By implementing these recommendations, educators can cultivate emotionally intelligent language learners who are proficient in communication and equipped with essential skills for their personal and professional growth.

2.5. Conclusion

Based on the findings of the analysis, it can be concluded that emotional intelligence plays an important role in communication, particularly in language learning and speaking performance. The study revealed that while most students recognized the importance of emotional intelligence in communication, there is still a need for improvement in terms of awareness and understanding of its role in language learning and speaking proficiency. Emotional barriers, such as anxiety, fear of making mistakes, and lack of confidence, were identified as key obstacles to the acquisition of speaking skills. Despite these challenges, the study highlighted the need for targeted strategies for teaching emotional intelligence, including providing practical exercises and feedback on managing emotions during language practice and speaking activities. The results also emphasized the importance of greater awareness and training in emotional intelligence and the development of more effective strategies for helping students manage emotional barriers to speaking proficiency.

The study emphasizes the importance of prioritizing emotional intelligence training and education in language learning and communication. By helping students develop a deeper understanding of emotional intelligence and the skills to manage their emotions effectively, educators can better equip them to communicate effectively in English and in their future personal and professional endeavours.

General Conclusion

The present study sought to examine the level of awareness among third-year LMD students of English at Abd El Hafidh Boussof University Centre regarding emotional intelligence and its importance in communication, particularly with respect to speaking skills. By adopting a mixed research approach, 60 participants were administered a questionnaire that comprised a combination of closed-ended and open-ended questions.

The findings of the study unveiled a moderate level of awareness among the participants regarding emotional intelligence and its role in speaking skills. Although most students acknowledged the significance of emotional intelligence in communication, the results indicated a need for further improvement in terms of awareness and understanding of its implications in language learning and speaking performance. The study identified a range of emotional barriers, including anxiety, fear of making mistakes, and lack of confidence, which hindered the acquisition of speaking skills. These emotional barriers negatively impacted the performance of language learners and posed challenges to effective communication in English.

Despite the presence of these emotional barriers, the research underscored the critical role of emotional intelligence in language learning and speaking proficiency. It emphasized the necessity for more targeted and effective strategies to teach emotional intelligence, such as practical exercises and feedback on managing emotions during language practice and speaking activities. The study also highlighted the importance of enhancing awareness and providing training in emotional intelligence to assist students in overcoming emotional barriers and improving their speaking proficiency.

The findings emphasized the need for educators and institutions to prioritize emotional intelligence training and develop tailored strategies to address emotional barriers in speaking proficiency. By equipping students with the necessary skills to effectively manage their

emotions and fostering empathetic communication, educators can contribute to the development of competent, confident, and emotionally intelligent language learners. Thus, incorporating emotional intelligence into the curriculum and creating an environment conducive to emotional learning are vital for a holistic educational experience that enhances both language skills and important soft skills necessary for personal and professional growth.

In conclusion, this study showcased the significance of emotional intelligence in language learning and speaking performance. It highlighted the need for educators and institutions to prioritize emotional intelligence training and implement targeted strategies to help students overcome emotional barriers that hinder speaking proficiency. By empowering students with effective emotional management skills and nurturing empathetic communication, educators can facilitate the growth of well-rounded individuals capable of thriving in their future personal and professional endeavors.

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Appendices

The questionnaire:

Dear student,

We kindly invite you to support our work by filling in this questionnaire which is an essential part of the research study we are conducting on the perception of 3rd year LMD students toward the role and effect of Emotional Intelligence and Speaking Skills. We would like to inform you that your answers will be processed anonymously with the utmost confidentiality.

Section one: general information:

1- How many years have you been learning English?

.....

2- How do you like to study English?

a- Alone.

b- In pairs.

c- In groups.

Section two: speaking skills

3- How would you evaluate your speaking performance?

a- Very bad.

b- Bad.

c- Average.

d- Good.

e- Very good.

4- In which of the following do you face difficulties while speaking?

Pronunciation

Grammar

Vocabulary

Fluency

Fear of public speaking

Fear of audience reaction

5- How do you react when you face the aforementioned difficulties?

a- You stop speaking.

b- You ignore them and keep talking.

c- Other.

6- How often do you practice speaking English?

a- Rarely.

b- Occasionally.

c- Usually

7- In which of the following situations do you speak the most fluently?

a- Alone.

b- With friends and family.

c- In classroom setting.

d- In front of a public.

8- Do you perform better in speaking classes when conversations or topics are interesting?

a- No.

b- Yes.

c- Maybe.

SECTION THREE: EMOTIONAL INTELLIGENCE

9- Have you ever heard of “Emotional intelligence”?

a- Yes.

b- No.

10- Can you consciously identify the emotions you feel when you are feeling them?

a- Yes.

b- No.

c- Maybe.

11- Can you explain the reason(s) why you felt or are feeling in a certain way?

a- Yes.

b- No.

12- How often do you feel in control of your emotions?

- a- Always.
- b- Often.
- c- Sometimes.
- d- Rarely.
- e- Never.

13- Do you see yourself able to effectively influence the emotions of others?

- a- Yes.
- b- No.
- c- Maybe.

14- Can you feel what another person feels like during an interaction?

- a- Yes.
- b- Not really.
- c- Maybe.

15- In a general perspective, how good are you at managing your relationships and connections?



Section four: students' perception toward the role of emotional intelligence and in speaking performance

16- Which of the following states of emotion do you most often experience while speaking in an oral session?

- Anxiety.
- Inhibition.
- Fear of mistake.
- Shyness.
- Lack of confidence.

17- Which of the following states of emotion do you most often experience while speaking in an oral session?

- a- Yes, I distinguish them.
- b- No, it is just a state of stress.
- c- Maybe, it depends on the situation.

18- Do you think the state(s) of emotion you have selected prevent you from performing well in terms of speaking fluency?

- a- Yes.
- b- No.

19- Do they affect your ability to be accurate? (Grammar and pronunciation mistakes, or missing words...)

a- Yes.

b- No.

20- Do you feel capable of managing these emotions while speaking?

a- Yes.

b- Not always.

c- No, I'm struggling with that.

21- Do you think the way you speak influences the feelings of others?

a- Yes, it does.

b- No, it doesn't.

c- I'm not sure.

22- Do you take under consideration the emotions of your interlocutor in a conversation, in terms of choosing what to say and how to say it?

a- Yes, I expect interpretations.

b- Maybe, I'm not sure what is adequate.

c- No, I say what I want, the way I want.

23- Do you think the way you speak can affect your relationships?

a- Yes.

ملخص:

تهدف هذه الدراسة إلى التحقق من مدى وعي الطلبة الجامعيين في السنة الثالثة من تخصص اللغة الإنجليزية على مستوىالمركز الجامعي عبد الحفيظ بوصوف حول الذكاء العاطفي وتأثيره على مهارات الكلام لديهم. ركز الجزء النظري من الدراسة على دور العواطف في تعلم اللغة والحواجز العاطفية المحتملة التي يمكن أن تخلقها، مثل القلق والتثبط وخوف الخطأ والخجل ونقص الثقة بالنفس. وقدم هذا الجزء أيضًا تعريفًا للذكاء العاطفي وإمكاناته لتحسين تعلم اللغة وتدريبها.

في الجزء العملي، تم جمع البيانات من خلال استبيان يتكون من 23 سؤالًا مغلقًا وسؤال واحد مفتوح، والذي أجاب عليه 60 طالبًا في السنة الثالثة من تخصص اللغة الإنجليزية. أظهرت النتائج أن غالبية المشاركين كانوا يدركون أهمية الذكاء العاطفي في تعلم اللغة وتأثيره الإيجابي على مهارات الكلام. ومع ذلك، ذكر بعض المشاركين أنهم يواجهون حواجز عاطفية تعيق أدائهم في الكلام.

تتضمن نتائج هذه الدراسة آثارًا هامة على معلمي اللغة وصنّاع السياسات، حيث تسلط الضوء على أهمية تعزيز الذكاء العاطفي في تعلم وتدريب اللغة. كما تشدد الدراسة على الحاجة إلى التعامل مع الحواجز العاطفية التي يمكن أن تؤثر على مهارات الكلام للطلاب وتعيق اكتسابهم للغة.

تسهم هذه الدراسة في إثراء المعرفة المتعلقة بالذكاء العاطفي في تعلم وتدريب اللغة، وتقدم إجابات عن الأسئلة الاستراتيجية والسياسات التعليمية الفعالة التي يمكنها تعزيز كفاءة الطلاب في اللغة ورفاهيتهم العاطفية.

الكلمات المفتاحية: الذكاء العاطفي، التواصل، تعلم اللغة، مهارة الكلام، وعي الطلاب.

Résumé :

Cette recherche visait à enquêter sur le niveau de conscience des étudiants de troisième année LMD en anglais de l'Université Abd El Hafidh Boussof envers l'intelligence émotionnelle et son impact sur leurs compétences en expression orale.

La partie théorique de l'étude s'est concentrée sur le rôle des émotions dans l'apprentissage des langues et les barrières potentielles qu'elles peuvent créer, telles que l'anxiété, l'inhibition, la peur de commettre des erreurs, la timidité et le manque de confiance. Cette partie a également introduit l'intelligence émotionnelle et son potentiel pour améliorer l'apprentissage et l'enseignement des langues.

Dans la partie pratique, les données ont été collectées via un questionnaire composé de 23 questions à choix multiples et une question ouverte, qui a été répondu par 60 étudiants de troisième année LMD en anglais. Les résultats ont montré que la majorité des participants étaient conscients de l'importance de l'intelligence émotionnelle dans l'apprentissage des langues et de son impact positif sur les compétences en expression orale. Cependant, certains participants ont signalé des barrières émotionnelles qui ont entravé leurs performances en expression orale.

Les résultats de cette étude ont des implications significatives pour les enseignants de langues et les décideurs politiques, car ils mettent en évidence l'importance de promouvoir l'intelligence émotionnelle dans l'apprentissage et l'enseignement des langues. L'étude souligne également la nécessité de traiter les barrières émotionnelles qui peuvent affecter les compétences en expression orale des étudiants et entraver leur acquisition de la langue.

Cette recherche contribue au corpus existant de connaissances sur l'intelligence émotionnelle dans l'apprentissage et l'enseignement des langues, et fournit des informations sur

les stratégies et les politiques d'enseignement efficaces qui peuvent améliorer la compétence linguistique et le bien-être émotionnel des étudiants.

Mots clés : intelligence émotionnelle, communication, apprentissage des langues, compétence de parole, conscience des étudiants.