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**Teachers and Students Perceptions on The Significance of  
Emotional Intelligence to Language achievement:**

The case of master one students of English at M'sila University

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## DEDICATION

*All thank to Allah without him I cannot finish my research which is fully dedicated to:*

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*Thank you for raising me to be a responsible woman. Thank you for your advice. Thank you for all the good moments that we spend together.*

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*In the loving memory of my mother*

*" Aicha NEDJAI "*

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*To my beloved daughters,*

*Fatima Zohra MAKRI*

## **Abstract**

The idea of developing emotional intelligence and relying on it as an important factor in achieving success in teaching a second language is supported by specialists in the field of SLA, as they provide great motivation and interest during the learning process. Therefore, this work aims to identify the attitudes of both teachers and learners of the English language in general on emotional intelligence to improve the linguistic achievement of English language students at the level of the University of Muhammad Boudiaf in M'sila. In order to conduct the study and achieve effective results, the descriptive approach was adopted by distributing a good questionnaire to thirty students in the English language for the first year of master's degree at the same university. A test was also distributed to find out the level of emotional intelligence for the same students. An Interview was also conducted with seven English language teachers for master's students at the same setting. The analysis of the data demonstrates that master one students have got from good to high level in emotional EI .However ,the findings of the questionnaire Analysis revealed that students do not build what a general understanding toward EI.

**Keywords:** Emotional intelligence, Language achievement, EFL teachers, Master one students

## **List of abbreviations**

**FL:** Foreign Language

**SL:** Second Language

**EFL:** English as a foreign Language

**ESL:** English as a Second language

**TEFL:** Teaching English as a foreign language

**L1:** First language

**L2:** Second language

**SLA:**Second language aquisition

**EI:** Emotional Intelligence

**Q:** Question

**ELT:** Modern approaches to language teaching

**CLT:** Communicative language teaching

**TBLT:** Task based language teaching

**CLIL:** Content and language integrated learning

**EQ-I :**The Emotional Intelligence Quotient Inventory

**SSEIT** The Schutte Self Report Emotional Intelligence Test

**ECI** Emotional Competence Inventory

**GPA** Grade point average

**T** teacher

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# General introduction

## 1. Background of the study

Nowadays, learning English as second language has become a common concern around world. Due to the importance of this language as the most used language in the world researches within the field of second language learning are trying to find strategies that enable the student to study any language with the least possible time and effort, they are also looking for the most important reasons to help learners succeed in learning languages. Emotional intelligence (EI) may become one of the most important types of intelligence that helps success, EFL learners sometimes may not be aware of its importance, which means better achievement on their language learning process , also it may be difficult for teachers to improve learners language achievement in class that contains students with different levels of EI .

This idea has aroused the interest of many researchers and psychologists within the fields of psychology and second language learning. Hence, researchers try to display the different aspects of the issue, defining emotional intelligence and determining the relationship between EI and other variables of language achievement .

Previous researches show that EI can be important as well as other intelligences in the field of teaching and learning a second language.

There was a significant relationship between the students EI and their language achievement (Hamidi, Rokni & Gorgani, 2014). The students with higher EI is better achieved, EI can be considered as a reason for success.

The studies have confirmed that there is a positive relationship between EI skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement (Adeoye & Emeke,2010). The enhancement of EI skills of students enables them to have good academic achievement.

Another study conducted by Nwadingwe and Azuka-Obiek (2012) have found the same results; in addition they emphasize the importance of teaching EI skills in the curriculum of secondary school.

There was a significant main effect of treatment on students academic achievement in English language ( $F(2,269) = 364.447, P > 0.05$ ). Students exposed to EI training ( $x = 42.81$ ) performed better in the English language achievements test than those in the Self efficacy trainings tremendously enhanced the performance of the students in English Language, EI training had a more significant impact on students' academic achievement. It is recommended that students' academic achievement should be enhanced with the use of EI and self-efficacy training (Ogundokun & Adeyemo 2010). Thus, the study confirmed that the students academic achievement should be enhanced by enhancing the EI skills of students.

The present study provides supporting empirical evidence that students' TEI positively predicts L2 learning outcomes, and correlates strongly with students' positive emotion namely FLE. It also reveals the positive effect of FLE on L2 learning outcomes. Most importantly, it helps to enrich the picture of the psychological pathway between TEI and L2 learning achievement by testifying that their relationship is partially mediated by negative emotions (FLA; see Shao et al., 2013, Yu et al., 2015) as well as positive emotions (FLE in present study).

Future studies may include a wider range of negative and positive L2 classroom emotions in this mediation model and compare their distinctive effects (Li 2020). The study confirmed that the students predict their language learning outcomes which are related to the positive emotions of emotional intelligence.

Another study revealed that there are significant correlations between EQ, certain and some skills, and academic success. Finally, the results were examined in the context of English language acquisition and suggestions were made for teachers and authors (Zarezadah, 2013).

the study confirmed that three domains of emotional intelligence is related to learning a second language strategies, that means a good EI is a good learning strategies that helps achieving success

The level of EI contributes to and enhances the cognitive abilities in student. Thus, to produce a competent generation and successful country in line with the philosophy of education, persistence of the emotional intelligence in students is essential (Yahaya, Bachok, Yahaya & Hashim, 2012).the study emphasized the importance of developing emotional intelligence among students because higher EI helps in improving students cognitive skills.

The study made it possible to establish a significant correlation between the parametric data on the teacher's emotional intelligence and the academic success of a student studying a foreign language. a system of recommendations was introduces on the level of development of L2 teachers emotional intelligence with the aim of establishing a positive emotional connection with students and creating a favorable learning atmospheres in L2 classes as well as achieving effective learning outcomes(Guslyakova &Guslyakova, 2020).

## **2. Problem statement**

In their learning process, EFL Students try to master the language and to have good achievement; they use and develop certain skills and strategies in order to achieve their learning goals. Goleman (1995) asserted that *"success depends on several intelligences and on the control of emotions. According to him the intelligence is only 20% of the total success and the rest of the success goes for emotional and social intelligences)."*(P.....)

From his point of view emotional intelligence is considered as an important factor to language achievement, students may not be sufficiently aware of the role of emotional intelligence to their language achievement, also teachers may not recognize that any deficiency in language achievement might be rooted in the lack of emotional intelligence. Hence, this poses a real problem to both students and teachers, students may not know how to improve their emotional intelligence to have better achievement, and teachers may not know how to increase students emotional intelligence and how to use emotional intelligence effectively to achieve well.

Much researches have been done previously to define emotional intelligence, as well as highlighting its importance in many areas. In M'sila University, however, this research is considered rare, especially those looking at awareness of students and teachers on emotional intelligence.

### **3. Aims of the study**

This study is guided by the following questions:

1. What perceptions do EFL students and teachers hold about emotional intelligence and language achievement?
2. How well can Master one students of English perform in an EI test?
3. Do EFL teachers use EI strategies to promote their learners intelligence and language achievement?

### **4. Research questions**

This study is guided by the following questions:

1. What perceptions do EFL students and teachers hold about emotional intelligence and language achievement?

2. How well can Master one students of English perform in an EI test?

3. Do EFL teachers use EI strategies to promote their learners intelligence and language achievement?

## **5. Research hypotheses**

The current study aims at testing the following hypotheses:

1-EFL students and teachers at M'sila University may hold low perceptions on emotional intelligence and language achievement.

2-Master one students of English at M'sila University may perform low in an EI test.

3-EFL teachers may not use EI strategies to promote their learners intelligence as well as language achievement.

## **6. Significance of the study :**

This study attempts to establish a platform to other studies. First, it represents an understanding to emotional intelligence and its significance to language learning and achievement. Second, the contribution of this study might be highly important for both EFL learners and teachers. On one hand learners may be aware of their emotional intelligence and its importance to achieve good results; moreover they may try to be skilled with EI skills. On the other hand, teachers may also benefit from the study; they may try to enable learners to increase their emotional intelligence to achieve better outcomes.

## **7. Research design and methodology**

The present research adopts a mixed method approach to data accumulation and analysis. It makes use of both quantitative and qualitative method to build and generate findings. It also adopts an exploratory mixed method design as a convenient blueprint to carry out this investigation, describe, analyze data and bring about the research objectives

## **8. Population and sampling**

The sample for this study consisted of 30 master one students of English language from a total number of 120 students at M'sila University; it represents 25% from the whole number. Also 6 teachers of the same field .The participants were male and female aged between 21-22 years old. The selection of the participants was based on a simple random sampling. The sample was chosen in order to conduct a master degree dissertation.

## **9. Data gathering tools**

Data of this study will be collected using three different tools. An interview for the teachers, a questionnaire for the students and an emotional intelligence test for the students, the questionnaire and the interview were designed coded and analyzed to justify the validity and reliability of hypotheses and research questions, the EI test will be adopted to test learners EI.

## **10. Chapter division**

The overall structure of this study takes the form of two chapters: The first chapter is arranged into three sections. The first section is devoted to an understanding to emotional intelligence the second section treats language achievement; whereas the third section deals with the significance of emotional intelligence to different aspects of language achievement besides EFL teaching and learning environmental and local context .

The second chapter provides a description of the methodology used to conduct this research. It consists of two parts, part one deals with the research methodology and design, the second part treats the analysis and interpretation of both teachers interviews and students questionnaires. The chapter ends with recommendations.

# **Emotional intelligence and language teaching**

## **I. Emotional intelligence and language teaching**

### **Introduction**

The literature review of this study is written to familiarize the readers with the current state of knowledge on the topic, ie to give a general understanding about emotional intelligence (EI) and L2 learning . As well as, to identify gaps in knowledge and unresolved problems that our research can address and finally to develop a theoretical framework and methodology.

### **1. Emotional intelligence**

#### **1.1. Emotions and feelings**

Despite the fact that emotions and feelings had been widely used and defined by many psychologists and within different domains, still most of them have given different meaning.

According to Prinz (2005), the term emotion, even if it maybe identified through its linked ideas ; beliefs , wants ,and behaviors ,it can only ever be felt by which the emotional experiences it of the gives rise to .It does not appear in the conscious mind ,but rather in the unconscious mind .Extended psychotherapy can bring these feelings to the foreground of the conscious mind.

Moreover, emotions are structured reactions that cross "many subsystems" as well as "psychological, cognitive, motivational, and experiential systems." (Pope & Singer,1990, p.186).

Emotions are a reaction to an internal or external event that might have subjectively positive or negative connotations. Furthermore, the conditions or situations that cause emotions to be activated are the circumstances or events that cause them to be aroused (Ekman, 2007).

Again, according to Leeper (1948) emotions have a force that can stimulate, maintain, and control a particular activity to some extent. Thus, moods and emotions, are both primary constituents of behavior (George, 2006).

Alternatively, feeling, in psychology, the perception of events within the body, is closely related to emotion. According to (Yugay, 2019), the term feeling derives from the Middle English verb *felen*, which means “to perceive by touch, by palpation.” It soon came to mean, more generally, to perceive through those senses that are not referred to any special organ.

Following the APA Dictionary of psychology, (Guha, 2007) defines feeling as “a self-contained phenomenal experience. Feelings are subjective, evaluative, and independent of the sensations, thoughts, or images evoking them. They are inevitably evaluated as pleasant or unpleasant, but they can have more specific intra psychic qualities”.

Similarly, Woodworth has considered feelings as the representation of a person’s inner state while Immanuel Kant defines feelings as states of unpleasantness and pleasantness which is also known as a psychological effect.

## **1.2.Intelligence**

The German psychologist William Stern has coined Intelligence quotient or IQ in the early 20<sup>th</sup> century the first intelligence test developed by psychologist Alfred Binet

The concept of Intelligence has been defined in many ways and it is a debated topic in psychology for decades .It is dated back to the late 1800s, with Francis Galton work on individual differences. Some psychologists have suggested that this controversial topic is the ability to think, to learn from experience, to solve problems , and to adapt new situations .

Wechsler (1958), for example, describes intelligence as one's whole "capacity" of acting consistently, rationally thinking, and effectively coping with one's circumstances. Wechsler's

concept, according to Pope and Singer (1990), basically encompasses what most people view as Intellect is the capacity to obtain primary knowledge and use it in a variety of situations.

### **1.3.Types of intelligence**

Gardner (1983) developed the theory of multiple intelligences. It implies that the standard definition of intelligence, which is based on I.Q. testing, is excessively narrowed. He suggested eight types of intelligence to account for a greater spectrum of human potential in infants and adults.s (as cited in, Armstrong, 2009). These intelligences are:

- **Linguistic intelligence**
- **Logical-mathematical intelligence**
- **Spatial intelligence**
- **Bodily-Kinesthetic intelligence**
- **Musical intelligence**
- **Interpersonal intelligence**
- **Intrapersonal intelligence**
- **Naturalist intelligence**

#### **1.3.1. Linguistic intelligence**

In his book, Dr. Gardner (1983) begins his list of intelligences with linguistic intelligence. According to him, linguistic intelligence is the use of words, phrases or gestures to communicate through spoken, written or signed language in order to understand the world.

Furthermore, linguistic intelligence has been identified as a dominating intelligence that is influenced by both internal and external influences.such as physical and emotional health, learning styles, and so on.Teachers, teaching media, and school programs and activities There was no language difference between men and women intelligence (Erlina, et al , 2019).

### 1.3.2. Logical-mathematical intelligence

Gardner (1983) defines logical-mathematical intelligence as the ability to use reason and numerical data to solve problems but this intelligence is not limited to numbers. Logical-mathematical intelligence is related to problem solving, abstract thought, visualization, and data analysis. People who have strong logical-mathematical intelligence are able to recognize cause-and-effect relationships, use deductive reasoning, and understand complex numerical relationships.

### 1.3.3. Spatial intelligence

Jauk et al., 2013 believes that there is a correlation between intelligence and creativity. He argues that children need to improve other intelligence such as spatial, natural, interpersonal, kinesthetic, mathematical and some others. (Lohman, 1996) defines spatial intelligence as "the ability to generate, retain, retrieve, and transform well-structured visual images".

### 1.3.4. Bodily-Kinesthetic intelligence

Bodily-kinesthetic intelligence refers to the ability to coordinate both the body and mind as one. According to Saban (2004), bodily/kinesthetic intelligence capacity also includes physical abilities such as coordination, balance, strength, flexibility and speed some special skills with kinetic nature that enables all of these abilities to work in harmony.

### 1.3.5. Musical intelligence

Gardner (1983) explains that musical intelligence is the ability to understand musical components including tone, pitch, rhythm, and melody. He believes that musical intelligence is not limited to the ability to play an instrument or sing. It allows people to learn about the world through sound.

### 1.3.6. Interpersonal intelligence

Interpersonal intelligence, one of the intelligences in Gardner's multiple intelligences, is defined as the ability to regard and make distinctions among other people, including their moods, temperaments, motivations, and intentions (Gardner, 2011).

### 1.3.7. Intrapersonal intelligence

Intrapersonal intelligence is the intelligence of self-awareness. It's the ability to recognize and interpret your own feelings, motives, and desires. According to Wheeler (2009), learners who have intrapersonal intelligence or are „self-smarts“ are interested in doing a set of activities in language classrooms which are totally different from those enjoyable to learners with interpersonal intelligence.

### 1.3.8. Naturalist intelligence

Naturalistic intelligence which was firstly described by Gardner has been comparatively less studied than other kinds of intelligences. Hayes (2009) defines naturalistic intelligence as “the potential to process information that is exhibited by naturalists”.

Another type of intelligences is added to this list which is “emotional intelligence (EI).” Goleman (1992) describes EI as a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively.

## 1.4. Emotional Intelligence

### 1.4.1. Origins of Emotional Intelligence

The idea of emotional intelligence starts from the concept of "social intelligence", which was described by Edward Thorndike (1930) as the ability to get along with other people.

Wechsle(1995) argues that affective intelligence components are important for life achievement, and humanistic psychologists outline how people might develop emotional strength. In addition, Gardner (1983) released "The Shattered Mind," a book that introduced the notion of multiple intelligences.

As a result, the term EI was used for the first time in 1986 by Wayne Payne. In his PhD thesis, a study of emotion: building emotional intelligence; self-integration, connecting to fear, grief, and desire, he coined the phrase "Emotional Intelligence".

Salovey & Mayer (1990) coined the term of EI with the social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.

According to Freedman (2020), the history of EI started with a politician, an affair and a boat and two researcher friends who were talking about how this smart guy could be so stupid.

Peter & John (1990) realized how emotions could help us think. One of the interesting areas of research is the one by Antonio Damasio who is a part of the origin story of EI. He mentioned Phineas Gage who had a pipe in his head and damaged certain parts of his brain and yet other parts were still working. Antonio Damasio has studied emotions, how they work in our brain, how we think and how we become conscious of ourselves and the world around us. Damasio says that emotions are embodied and entwined in the neural networks of reason".

Consequently, the concept of emotions and cognition are intertwined; they are not two distinct entities. Emotion and cognition are both aspects of intelligence that share the same neural architecture.

In 1990, Peter and John published an article in an obscure academic journal, and the New York Times had a science reporter named Daniel Goleman whose job it was to read obscure academic journals and fascinating stuff. He was interested in learning more about the notion after reading the article. As a result, he began speaking with various persons who worked in this emotional realm (Peter & John, 1990).

In 1992, Goleman landed up at a school where Joshua Freedman was teaching. Goleman, he claims, looked at what the teachers were doing and stated, "You're teaching

emotional intelligence." They said, "It's incredible; tell us about this word." He shared his knowledge with them. Peter and John's work, as well as Reuben Baran's, Candace Pert's, and other things that were going on at the time Daniel's book, "Emotional Intelligence: Why It Matters More Than IQ," was published and quickly became a worldwide success.

He had written about our approach as an example of how to build and use EI. It is something that can be learned, according to Daniel's book.

#### **1.4.2. Theories of Emotional Intelligence**

EI has been always known as an important factor within educational contexts, i.e., academic achievement and language learning. Different theories have been used to explain it. The most well-known intelligence hypotheses, which will be explored briefly below, are: Charles's the "Two- Factor Theory", Edward Thorndike's "Multi-factor Theory", Louis.L Thurstone's "Primary Mental Abilities Theory", Philip E. Vernon's "Hierarchical Theory", Harold Gardner's "Multiple Intelligence Theory", Robert Sternberg's "Triarchic Theory", and Ceci's "Biological Theory".

The "Two Factor Theory" of intelligence was proposed by the British Psychologist Charles Spearman in 1904. He refers to intelligence as "General intelligence", the "

Gfactor", "one factor theory", or "two factor theory", According to him, human mental abilities consist of two factors: the general- or common- ability labeled the „G“ factor, and the group of specific abilities known as the „S“ factor (1904).

The primary factor „g“ is innate and universal, noting that an individual with a greater “g” is meant to anticipate greater success in life; whereas the second factor „s“ is acquired from the environment in which an individual lives and interacts with his peers. The „s“ varies depending on one's activities and interactions (Spearman, 1904).

Thorndike(1937) maintains through his "multi-factor" thesis, that an intellectual aptitude entails the integration of numerous talents and abilities, refuted this notion. There are also four different types of intelligence, the first is the "level," which refers to the degree to

which a task can be challenging. The second factor is the "range," which refers to the total number of tasks. The psychologist Louis L. Thurstone presented a contradictory theory of intelligence in 1930s, known as "Primary Mental Abilities Theory".

Gardner (1983) "Multiple Intelligences" theory is the most known theory of intelligence. It contends that the numerical expressions of intelligence calculated through IQ tests are not the accurate full representation of real human abilities.

Gardner (1998) believes that "human beings are better thought of as possessing a number of relatively independent faculties, rather than as having a certain amount of intellectual horsepower (or Intelligence quotient [IQ]) that can be simply channeled in one or another direction" (as cited in Gayathri, 2013). This theory presents eight different types of intelligence, based on skills and abilities. These eight kinds of intelligence are: Visual spatial intelligence, Verbal-linguistic intelligence, Bodily-kinesthetic intelligence.

### 1.4.3. Models of emotional intelligence

Spielberger (2004) stated that there are three primarily fundamental conceptual models of EI which are:

- the Salovey & Mayer Model,
- the Goleman Model,
- the Bar-On Model, *The Encyclopedia of Applied Psychology* (2004).

**Table 01: classification of EI models**

Emotional Intelligence Models	Salovey & Mayer EI Model	Ability-based model
	Goleman EI Model	Mixed-ability model
	Bar-On EI Model	Mixed model

*classification of EI models. (Spielberger, 2004)*

In 1986, psychologist Robert Sternberg proposed his “Triarchic theory” of intelligence in which he agrees with Gardner that intelligence is so much more than just a single factor. He defines human intelligence as a mental activity that involves consciously adapting to, selecting, and altering real-world settings that are significant to one's existence (Sternberg, 1986). According to this theory, a three- factor “successful intelligence” involves:

- Analytical intelligence: one’s problem-solving ability;
- Creative intelligence: one’s ability to deal with new situations using prior experiences and existing skills; and
- Practical intelligence: one’s ability to adapt to a different environment.

Ceci (1990) claims that there are various cognitive potentials, which are related to human biology and rigorously linked to the challenges and opportunities, that are offered by the individual’s environment. According to this theory, the proper demonstration of intellectual abilities entails context, which is the field of knowledge and other factors like education, personality, and motivation. Context can be social, mental, or physical.

Unlike the previously mentioned theories of intelligence, bio-ecological theory greatly emphasizes the role of culture in shaping one’s intellect. He argues that: Especially in its early phases, and to a great extent throughout the life course, human development takes place through processes of progressively more complex reciprocal interaction between an active, evolving bio psychological human organism and the persons, objects, and symbols in its immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time. (Ceci,1994). able and it actually matters more than cognitive intelligence.

### **1.5.Framework of emotional intelligence**

EI is an important aspect in many domains. It helps to overcome emotional problem of self and others. Goleman's model (1998) describes EQ in terms of five domains that are split into four quadrants. Two of the

domains are related to personal competence and two are related to social competence. According to Goleman (1998), personal competence is made up of self-awareness and self-management. Self-awareness is the ability to recognize your own emotions and their effects on yourself and other people. On the other hand, self-management builds on your self-awareness, using your own self-control to ensure your emotions don't control you.

Furthermore, social competence is made up of social awareness and relationship management. Social awareness competencies include empathy, organizational awareness, and service orientation whereas relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Goleman's model with four domains: self-awareness, self-management, social awareness and relationship management was originally developed in 1998 with five domains and redesigned in 2002 with four domains (Abdullah, et al,2021).

The following chart illustrates the four main domains. Each domain has the connected competencies listed inside the boxes.

**Table02: Daniel Goleman's (2002) Emotional Intelligence****Quadrant recognition/ awareness recognition/ control**

<p><b>Self-Awareness</b></p> <p>Emotional self-awareness</p> <p>Accurate self-assessment</p> <p>Self-confidence</p>	<p><b>Social Awareness</b></p> <p>Empathy</p> <p>Organizational Awareness</p> <p>Organizational Awareness</p> <p>Service</p>
<p><b>Self-Management</b></p> <p>Emotional Self-Control</p> <p>Transparency</p> <p>Adaptability</p> <p>Achievement</p> <p>Initiative</p> <p>Optimism</p>	<p><b>Relationship Management</b></p> <p>Influence</p> <p>Inspirational Leadership</p> <p>Developing Others</p> <p>Change catalyst</p> <p>Building bonds</p> <p>Conflict Management</p> <p>Teamwork &amp; Collaboration</p>

✓ **Self Awareness**

Self-awareness is explained by Goleman (2002) as the ability to read and understand your emotions as well as recognize their impact on others. It can simply be put that self-awareness is a basic understanding of how we feel and why we feel that way. The more we are aware of our feelings that easier they are to manage and dictate how we might respond to others.

According to Hughes & Terrell (2007), emotional awareness is the result of this sequence:

- Sense the emotion(feeling)
- Acknowledge the feeling
- Identify more facts
- Accept the feeling
- Reflect on why the emotion is showing up in that moment. Notice what other feelings are present or came before it. Ask yourself what its purpose might be, what it is communicating, demonstrating, or trying to teachyou.
- Act – bring your thoughts and feelings up and take appropriate action, if needed.
- Reflect on the usefulness of the response and what lesson you would like to take away.

#### ✓ **Self-Management**

Self-Management, also known as self-regulation, is the ability to manage one's actions, thoughts, and feelings in flexible ways to get the desired results.

Emotions can overwhelm the brain, causing feelings of frustration and overwhelm. This is due to what Goleman (1995) refers to as "amygdala hijack." The amygdala is the area in the brain that regulates emotions and emotional behavior. This part of the brain goes into overdrive, causing us to focus and obsess over whatever is causing us distress.

### ✓ **Social awareness**

Goleman (2002) refers to social awareness as the ability to notice the emotions of others and appropriately "read" situations. It is about sensing what other people are thinking and feeling in order to take their point of view using your empathy. On the other hand, "Empathy refers to the cognitive and emotional processes that bind people together in various kinds of relationships that permit sharing experiences as well as understanding of others" (Eslinger, 2007).

### ✓ **Relationship Management**

According to Barsade (2002), relationship management is the ability to successfully manage social interactions by taking into account one's own emotions, the emotions of others, and the context. This quadrant brings the other three dimensions together to form the final product – relationship management.

This will often flow more naturally if we have the other three dimensions figured out.

Goleman (1998) argues that relationship management can be used to influence those around us to make a good decision. We can sense how others are reacting to the situation and fine-tune our response to move the interaction forward.

## **1.6. Emotional Intelligence Testing**

Due to the fact that EI has different definitions as well as different models, a range of measuring tools of the construct are created, widely used, and reported.

Generally, there are three approaches to measure emotional intelligence: self-report measurement, informant measures- of how others perceive a certain individual-, and ability or performance measures (Mayer, Salovey, & Caruso as cited in Priyam & Tanu, 2016).

- **Bar-On EQ-I**

The EQ Inventory (EQ-I) was developed in the 1980s as a tool for investigating and analyzing the idea of emotional and social functioning.

Bar-On's EQ-I, which is published in 1997, assesses assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing. It consists of 133 items and takes approximately 30-40 minutes to complete by individuals aged 17 and up.

Furthermore, it is a self-report measure of emotionally and socially competent behavior, offering an assessment of emotional and social intelligence. The test uses a five-point Likert scale, with 1 indicating "extremely rarely or not true of me" and 5 indicating "very often true of me or true of me." As previously stated in Table 03, the EQ-i yields a total EQ score and five EQ composite scale scores with 15 subscale scores (Bar-On & Parker, 2000). The greater the score, the more likely the overall general success is.

This test has been proven to be both valid and trustworthy (Bar-on, 1997).

- **The Schutte Self Report Emotional Intelligence Test (SSEIT)**

The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a way of assessing general Emotional Intelligence (EI) that includes four sub-scales: emotion perception, emotion use, self-relevant emotion management, and emotional management of others.

It was developed by Schutte et al. (1998), based on Mayer's (1990) initial definition of EI, which saw EI as a collection of related talents.

Furthermore, Salovey and Mayer's EI model is the foundation for the SSEIT (1990). The SSEIT model and the EQ-I model of EI are closely linked.

The SSEIT involves a 33-item self-report with responses on a range of 1 (strongly agree) to 5 (strongly disagree). Each sub-test score is evaluated, and the total score for the participant is then totaled together.

The SSEIT is a test that measures natural EI. Nonetheless, research using four-factor analysis indicated a four-factor key for the Schutte Self-Report Emotional Intelligence Test items such as "perception of emotions," "social skills," and "managing others' emotions." "managing and exploiting emotions in oneself" (Ciarrochi et al., 2001).

- **Emotional Competence Inventory (ECI)**

The ECI is a tool for assessing individuals' and organizations' emotional skills. It is based on Dr. Daniel Coleman's emotional competencies defined in *Working with Emotional Intelligence* (1998), as well as competencies from Hay/Generic McBer's *Competency Dictionary* (1996) and Dr. Richard Boyatzis's *Self-Assessment Questionnaire (SAQ)*. Lyle and Signe Spencer created Hay/Generic McBer's *Competency Dictionary*, which is detailed in their book *Competence at Work* (1993), and was amended by psychologist David McClelland following an exhaustive assessment of the literature. It is based on more than 20 years of research, which began in 1973 with Dr. McClelland's foundational study, Hay/McBer and others, "Testing for Competence rather than Intelligence." Every core ability in the Dictionary reliably separates performance in a range of workplaces, according to academics.

The ECI consists of 110 items that are used to assess 20 abilities that are divided into four categories: (1) Self-awareness, (2) social awareness, (3) self-management, and (4) social skills are the four components of self-awareness.

- **MEIS and MSCEIT V.2**

EI, according to Mayer et al. (2000), entails the ability to reason with and about emotions. They have created two EI tests. : The Mayer-Salovey-Caruso Emotional Intelligence Test and the Multifactor Intelligence Scale (MEIS) (MSCEIT).

The MSCEIT V.2 is the most recent update of the test. The MEIS is a 402-item ability exam with four subscales: perception, assimilation, understanding, and emotion management (Mayer et al., 2000). Individual scores are calculated by asking individuals how they would feel/present their emotions while participating in various emotional activities. The MSCEIT

V.2 uses only 144 items to assess the four branches of EI abilities model (Mayer & Salovey, 1993). It delivers EI overall scores as well as four branch scores: emotional perception, integration and assimilation of emotions, and emotional integration and assimilation. Knowledge of emotion, and emotion management. Furthermore, the MSCEIT V.2 has two subtests for each branch assessment, but the MEIS has twelve subtests for the four branches (Mayer et al., 2003).

## **I.7. Language and second/foreign language education**

### **I.7.1. Language**

Language is the most important means of communication between humans; it has several types; spoken, written, signs and symbols. The language that we intend to talk about in our research is the spoken and the written language. Language has been defined by many scholars. Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or interact. (Finocchiaro, 1964, p. 8)

### **I.7.2. Second and foreign language**

Second language L2 usually has official status or a recognized function within a country which a foreign language has not. L2 learning are often different from Foreign language learning. L2 is needed for full participations in the political, educational and economic life of the nation whereas FL learning purposes are traveling abroad, communication with native speakers, reading foreign literature or scientific works

#### **I.7.2.1. Learning and teaching**

The term education encompasses two important processes in life namely learning and teaching, each process belongs to a specific aspects of the process. Teaching belongs to

teachers and learning belongs to students. Learning and teaching has been defined by many scholars.

Learning is acquiring new or modifying existing, knowledge, behaviors, skills, values, attitudes and preferences ... .The ability to learn is possessed by human, animals and some machines. Human learning may occur as part of education, personal development, schooling, or training. Both teaching and learning are important in the educational environment. (Bodner, 1986).According to Bodner learning is acquiring knowledge about everything in life in different domains of life. Teaching is making someone acquiring that Knowledge

Brown (2000, p. 7): "Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".

Other scholars defined Teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

### **I.7.2.2. Second and foreign language education**

Due to the development that we have reached at the present time, the importance of communication has increased, thus the need to learn a second language.

There is growing interest in a model of language education that Integrates language and content instruction in the second/foreign Language classroom (Marguerete, Myriam and Fred(1989).

Many researches find it beneficial to integrate the content of the two languages in teaching L2

A second rationale behind integrating language and content teaching is that language is learned most effectively for communication in meaningful, purposeful social and academic contexts. Marguerete, Myriam and Fred(1989).the previous researches insisted on the importance of merging the two languages because they have the same communicative purpose which is communication.

## **I.8. Language skills and achievement**

Any language in the world has four necessary elements, Speaking, Reading, Writing and Listening, and they fall into two categories. These elements are the same as the levels by which success is determined

### **I.8.1. Language skills**

According to Robin Show (2016) language skills are the four skills reading writing, speaking and listening that anyone should know and practice to learn language, he said that English language had four core skills, they fall into two types: receptive and productive.

The productive skills(Output ) when someone have an idea and want to give that to another person he have to create language , speak or write in order to give that information

Receptive skills (Input)Which are listening and Reading when someone used to receive information.

### **I.8.2. Language achievement**

When students studying a foreign language, they are studying the four skills together at the same time. These four skills are the basic components of each language, as they are the levels by which language achievement is measured. Language achievement have no physical evidence, it is about improving the human brain to acquire a new language , that means use , understand and produce a language professionally .Learning languages is a slow process which may prevent many from feelings a sense of achievement. However, as long as you study, your brain will start to slowly pick up new words. It is important to congratulate yourself each time you study even if it's only for ten minutes (Steve Kaufmen 2018).

#### **I.8.2.1. Language listening and achievement**

Listening skill is receiving information or knowledge through ears. In the field of learning a second language, it is very necessary, many researches has proved that.

Listening skills have been developing since birth and perhaps in utero (Decasper and Spence, 1986). Listening is the first skill that humans possess.

Listening skill differs from other skills as it is an intangible skill, however there are tests designed to measure it.

Tests designed to measure listening comprehension vary considerably in the degree to which they may be influenced by vocabulary, inference, and background knowledge, just as do tests designed to measure reading comprehension (Feyten, 1991).

Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997:12) both instructors and students show the importance of listening skill in language achievement. Listening is even more important for L2 learners since listening is used as a primary medium of learning at all stages of education.

### **I.8.2.2. Language speaking and achievement**

Speaking skill is producing language through the linguistic competence, or transformation of thoughts and ideas into speech, many scholars have defined emotional intelligence. Speaking is a process of oral expression as a type of speech. Speaking consists of using lexis, grammatical and pronunciation events in a language in order to express any idea (Usmonov 2020). In addition, he insisted on the importance of speaking skill in learning L2. Speaking is also an essential part of the language learning process (Usmonov 2020).

Students must know that speaking is as vital for learning language as the other skills (Usmonov 2020). Given the importance of speaking highlighted by previous studies, they have also suggested effective ways of speaking.

Three effective strategies were suggested by Usmonov to develop speaking skill which are: using simple responses, pre-answer to know patterns and using language which creates a practical environment, he also suggests some activities to improve learners' speaking skills, telling stories, discussion, personal experiences and role play. He insists to do the activities regularly.

### **I.8.2.3. Language reading and achievement**

Reading is a process of interpreting written language, a symbol or a sign. The type of reading that the research discusses is the written language. Reading is a combination of processes Chiang(2015)which involve the activation of prior knowledge, the evaluation of the text and monitoring the readers own comprehension. it begins with accurate, swift and automatic visual recognition of vocabulary, independent of the context in which it occurs. Adams(1990.1994).In M'sila university where English s thought as a foreign language, reading skill may be significant because students need to gain information from the foreign sources, also they need it to improve their vocabulary and their linguistic abilities.

The knowledge people gain from reading retains in the brain is the foundation of their creative action(Grellet,1996).

Reading is a useful skill that a person must develop and maintain, because it enriches the intellectual and linguistic balance of the student.

### **I.8.2.4. Language writing and achievement**

Writing is the act by which a person expresses his thoughts writing. it is of great importance, as it is the means through which human history is preserved, also through it, different cultures are learned, and it is considered an important means of communication between people specially in communicating knowledge in educational settings. At the same time it is important for EFL students.

Writing skills can be major criteria towards better academic position and greater

Educational success (Hoseini 2013)

Thus it is very important for English or any other language students to have a strong writing ability to show his/her inner information (Hoseini 2013).

## **I.9. Modern approaches to language teaching (ELT)**

An approach of teaching second or foreign language is set of beliefs, thoughts on how that language should be teaches.

Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting (Brown 2001p16). In addition he also defined it as the assumptions and beliefs about the nature of language, and the nature of language learning and teaching. The field of second language learning knows many approaches, and which we are talking about in our research are the modern approaches.

### **I.9.1. Communicative language teaching (CLT)**

Communicative language teaching is an approach of learning and teaching language that emphasizes interaction as both the means and the ultimate goal of study. The overarching goal of this approach is to teach the communicative competence, and to enable students to use the target language. CLT appears as a response to the audio-lingual method

The communicative competence, a term coined by linguist Dell Hymes (1972), is the ability to use a language appropriately and correctly to accomplish communicative goals a language; it consists of four main abilities, linguistic competence, sociolinguistic competence, discourse competence and strategic competence.

Linguistic competence of a communicative competence is the knowledge of the language code which are grammar, vocabulary and also the conventions of its written representation. Next, Sociolinguistic competence is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. After, discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of language skills respectively. Finally, Strategic competence is the ability to recognize and repair communication breakdowns and how to work around gaps in one's knowledge of the language.

According to David Nunan (1991) communicative language teaching has five main principles:

- An attempts to link classroom language learning with language activities outside the classroom.
- An emphasis on learning to communicate through interaction in the target language.
- An enhancement of the learners own personnel experience as important contributing elements to classroom learning
- The introduction of authentic texts into the situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning management process.

The five principles are claimed by practitioners of communicative language teaching to show that their keen interest in their profession as well as transmitting the best competencies for students through the implications of CLT.

The CLT has many implications. It makes use of real life situations that generate communication (Banciu, Jireghie 2012p95). The teacher makes a real situation that students are familiar with to practice language in its context.

The ultimate role that teaching must assume is to generate communication. (Banciu, Jireghie 2012p95).the CLT implies all language skills and grammar in order to generate communication.

We consider that knowledge of grammatical rules is essential to the mastery of a language (Banciu, Jireghie 2012p95).they consider grammar rules as important for students to master the language. So teachers should prepare planned organized curriculum in order to achieve this goal.

Communicative language teaching is a broad approach to teach Second/foreign language. it has several implications in the interest of student.

### **I.9.2. Task based language teaching (TBLT)**

Task based language teaching is a branch of communicative language teaching that focuses on tasks. A task is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome (Jane Willis).TBLT according to (Amr farag 2017) works on three stages:

-Pre-task activity: an introduction to topic and task

-Task cycle: task>Planning>Report

-language focus and feedback with more practice

Pre-task activities: in this stage the teacher will be expected of the students in the task faze and he can present needed vocabulary for beginners. Also he demonstrated the task. For the students they can take notes and spend time preparing for the task

Task cycle: in this stage the teacher sets up the task and steps back and work as a observer for the students they complete the task in pairs or groups, then they present their report. At this stage the teacher play the role of recorder and the students compares.

Language focus and feedback with more practice: in this stage the teacher highlights relevant parts from the text for the students to analyze. Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases.

Researches have determined the principles of TBLT that determine how teachers and students should be in order to achieve certain communicative goals. According to Amr farag 2017the first principle is asking students to do meaningful tasks using the target language,

moreover, TBLT is a student- centered teaching that aims to encourage inductive learning, promote cooperative learning and learning by practicing TL.

TBLT is beneficial because it focuses on teaching the target language by practicing and creating real life situation in the classroom.

### **I. 9.3. Content and language integrated learning (CLIL)**

Content and language integrated learning is an integrated approach. That means a good content with language creates effective learning. At the same time the reverse is true, a good learning and content build a good language.

Related to both content- based instruction and immersion education by virtue of its dual focus on language and content, CLIL is here understood as an educational model for contexts where the classroom provides the only site for learner's interaction in the target language. That is CLIL is about either foreign languages or lingua Francas (Dalton, Puffer, 2011)

Previous researches about CLIL has given an equal attention to language and content in additions they set its characteristics according to (Dalton, Puffer 2011)

CLIL is about using a foreign language because it is not regularly used outside the class.

The dominant CLIL language is English, because it is a required language in all parts of the world.

CLIL also implies that the teachers should not be a natives of FL, but instead content experts, because "classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from academic/scientific disciplines or from the professions"(Wolff, 2007).

Modern approaches of learning languages have aroused the interest of both professors and researches. Experts in the field give a great preference for the success of the teaching process in general and the creation of active efficient students and competent teachers in particular. In

addition those approaches aim at the end of the learning process to have good achievers which is determined by reliable tests.

### **I.10. Models of testing language achievement**

Models of testing language achievement are the different types of tests that are designed to test language success in general. According to Mijanur Rahman Bhuiyan 2020 there are four types of testing, they are as following: Proficiency tests, Achievement tests, Placement tests and Diagnostic tests.

Proficiency tests are based on a specification of what candidates have to be able to do in the language in order to be considered proficient regardless of any training they may have had in that language. according to the researcher this type of test are only designed to test proficiency of students in language.

Achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives. according to the researcher they are designed to test the student's achievement at the end of each course or at the end of the whole courses. Achievement tests are of two kinds: final achievement tests and progress achievement tests. Final achievement tests are those administrated at the end of a course of study. Progress achievement tests, as their name suggests, are intended to measure the progress that students are making.

Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage (or in the part) of the teaching program most appropriate to their abilities. This type of test is designed in order to investigate the students need in language, so accordingly the teachers are going to teach the suitable lessons.

Diagnostic tests are used to identify learner's strengths and weaknesses. Most of times diagnostic tests are given to students at the first of each curriculum in order to decide the level of each student.

### I.11. Enhancing EFL learners emotional intelligence

Previous researches show that emotional intelligence is significant in different aspects of life. There is strong evidence that a high level of EI predicts better psychological and physical health (Martins, Ramalho, & Morin, 2010; Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, 2007). Emotional intelligence (EI) can be defined as the ability to identify, express, understand, manage, and use emotions. EI has been shown to have an important impact on health, relationships, and work/academic performance. (Kotsou 2018). After many researches have proved the significance of EI in the field of SLA, researches' interest has shifted to looking at various ways to improve EFL students' emotional intelligence.

A recent study done by Zia Tajeddin and Parviz Alavinia in 2009 in order to enhance EFL learners' emotional intelligence through two innovative techniques of fuzzy thinking and SAFE (Sign-Assisted Feelings Expression). Their studies prove that enhancing EFL learners' level of EI through the two techniques is significant.

Fuzzy thinking or Fuzzy logic was first introduced by Dr. Lotfi Zadeh in the 1960s to act against the logical positivism of Aristotle and his followers. The major objective of fuzzy thinking is that of searching for a way to cope with the concepts of imprecision, uncertainty and partial truth (as opposed to absolute truth), i.e. truth values between "completely true" and "completely false." (Tajeddin, Z., & Alavinia, P. (2009). Instead of the Aristotelian A or not-A mode of thinking, fuzzy logic is defined mathematically as including statements that are true to some degree between 0 and 1" (Keefer 1997, p. 1)

Fuzzy logic (FL) is a multivalued logic, that allows intermediate values to be defined between conventional evaluations like true/false, yes/no, high/low, etc. ... Fuzzy systems is an alternative to traditional notions of set membership and logic that has its origins in ancient Greek philosophy. (Hellmann (2001, p. 1).

Semiotics(sign-Assisted feelings Expression) Fundamentally concerned with the systematic study of signs, semiotics is believed to have existed, in one form or another, from the time of early philosophers including Plato and Aristotle.( Tajeddin, Z., & Alavinia, P. (2009). "is concerned with everything that can be taken as a sign" (Eco's (1976)p. 7). It must be noted at this juncture that the researchers' devised method, namely SALL (Sign-Assisted Language Learning) and its emotionally oriented offspring called SAFE (Sign-Assisted Feeling Expression) bear direct relation to the very principles of semiotics. Where the former, SALL, is employed as a multi-faceted elicitation technique facilitating learning process, the latter, SAFE, is intended as a practical resource to tap simply the feeling-related fractions of thought through the active use of signs. (Tajeddin, Z., & Alavinia, P. (2009)

The two methods according to Tajeddin, Z., & Alavinia, research results are effective in improving EFL learners emotional intelligence. The findings of the study seem to have paved, to a considerable extent, the way for the substantiation of the efficacy of the researcher's devised methods. Therefore, there seems to exist ample evidence in favor of the claim that the two exerted techniques have been effective in bringing about desired gains in the learners' emotional intelligence level.Tajeddin, Z., & Alavinia, P2009.

Emotional intelligence after its importance was proven in the field of second language learning. Increasing the EI of students has become a priority for researches to find the most useful strategies and methods.

**Research Methodology, Data Analysis and  
Discussion of Results**

## **II. Research Methodology, Data Analysis and Discussion of Results.**

### **Introduction**

This chapter represents the study's practical part, thus, it illustrates the methodological steps which have been followed. It shows how the data was collected and analysed as well as it gives a detailed description of the means of data collection tools utilized. It introduces the sample population depended on by the used data analysis methods. Finally, this chapter denotes the discussion of the main results, as it highlights the limitations encountered by researchers and gives a number of pedagogical implications, recommendations and suggestions for future research.

### **II.1. Research methodology**

#### **II.1.1. Research approach and design**

As it has been already mentioned, the present study seeks to investigate EFL teachers and master one linguistic learners' perceptions towards the significance of EI on language learning and achievement. Thus, it basically follows both the quantitative and qualitative approaches which are more appropriate to the study's problem. By referring to the research design, the exploratory method is adopted in order to obtain an understanding of whether EFL teachers and master one linguistic students are aware of using EI strategies for developing language achievement or not. Thereby, the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results in what concern the aspects of the study, as it would provide valid, reliable and well-founded results. Additionally, the descriptive method is followed as well to present an accurate and natural picture about the idea of EI, to offer the best responses to the research questions, and to ensure clear grasp and interpretation of the obtained data.

### **II.1.2. The setting, sample and sampling procedure**

The current research population are master one linguistic students at the Department of Letters and English Language at Msila University during the second semester of the academic year 2020/2021. This targeted population is mainly chosen to suit the same comprehension level of students with the study's concerns. Thereby, it needs advanced students who probably have built a general understanding about the actual topic that targets their psychological aspects. Accordingly, the sample of this study involves a group of thirty (30) students (out of the total population of 70 student), twenty-three (23) females and eight (07) males aged between twenty-two (22) to twenty-seven (45) years old. Due to the fact that, researchers sought to achieve objectivity, reliability and valid research findings, all master one linguistic students have got an equal chance to participate in the study. Consequently, the current sample was assigned randomly using the simple random technique.

Additionally, English language teachers, at the same department, were selected randomly to contribute in the present study, there were seven teachers (07), three (03) males and four (04) females aged between 28 and 65 years old. Those teachers have different teaching experiences, especially in teaching different modules with different learning strategies that may include enhancing EI strategies.

### **II.1.3. Research instruments**

In this exploratory study, data was collected through three main research tools. First, Emotional Intelligence Test (EIT) was used in order to measure the students' EI level. A questionnaire was also adopted to investigate the students' perceptions towards the significance of EI. Thus, Participants were kindly asked to complete both EIT and the questionnaire as honestly as possible. Besides, a semi-structured interview was devoted for

experienced teachers to provide researchers with the needed background of the most commonly use EI strategies in EFL context.

The design of the three tools was under the consultation of the supervisor who helped us in designing and directing their content.

### **II.1.3.1. Students' Questionnaire**

Since one of the main goals of this study is to investigate how master one linguistic student perceive EI, the questionnaire seems to be the appropriate tool to seek their perceptions. Accordingly, the questionnaire is described as a document that contains questions and other types of items designed to gather adequate information for analysis. It is a tool used in both quantitative and qualitative studies, experiments, observational researches, and other types of research. In addition to that, the questionnaires provide data which can be used easily for statistics. As they allow the researchers to collect data from a large number of participants. Furthermore, questionnaires are anonymous and therefore more reliable, since they promote greater honesty in order to collect reliable data (Babbie, 1990).

The questionnaire used in this research includes four (04) sections (see appendix A). The first section contains Yes/No questions and two questions of choice. The other three sections are considered as five-point Likert scales. The following table presents the questionnaire's division.

**Table 03: The students' questionnaire sections**

	Section:01	Section:02	Section:03	Section:04
<b>Title of sections</b>	Perceptions about emotional intelligence	The role of EI in language learning/ achievement	Emotional intelligence practical strategies	Emotional intelligence and expectations
<b>Number of questions</b>	03	05	08	04
<b>Type of questions</b>	Yes/No question and two questions of choice	Likert scale questions		

According to the above table, the first section attempts to investigate learner's perceptions towards EI. In particular, Q1 deals with whether learners have ever heard of EI and at what level do they heard of it. Whereas, Q2 and Q3 attempt to investigate their views about the meanings intelligence and EI. Moreover, the second section tackles the role of EI in language learning/ achievement; it is a five-point Likert scale which includes five-items ranged from strongly agree to strongly disagree. In Q1, Q2 and Q3 learners are asked about EI and its effect on language learning. Moreover, Q4 and Q5 aim to inspect whether they are aware of the importance of EI in language learning development.

The third section targets EI practical strategies. It is also a five-point Likert scale as well which includes eight-items. In which, Q1 and Q2 aim to investigate the students' views towards EI and its implication on language learning and achievement. Whereas, Q3 and Q4 investigate the students use of EI strategies during their learning. The main aim of

Q5, Q6, Q7 and Q8 is to determine whether Students practice EI to improve their language skills or not.

The last section seeks to explore EI and its expectations, it contains four items. Q1 intend to investigate whether the students intend to be emotionally intelligence. Q2 intend to determine whether the students will be able to reflect their EI on their language achievement. Finally, Q3 and Q4 intend to investigate whether the students, as future teachers, are able to improve their students EI and educate them about its importance in language achievement.

### II.1.3.2. Emotional Intelligence Test (EIT)

In the current study, Emotional Intelligence Test (EIT) has been utilized as an assessment tool intended to measure the participants' EI level, this test is obtained from EQ test-check your emotional intelligence online (Kvale & Brinkmann, 2007). It is a five-point Likert scale that measures frequency of activities ranging from "1" = Rarely to "5" = almost always (see appendix B). The test's questions target the following five stages: Self-awareness, Self-regulation, Motivation, empathy and social skills. It was submitted to 30 master one students (the same students that were questioned) at M'sila University. The respondents were requested to indicate the degree to which each statement suits and applies the best to them, they took from ten (10) to fifteen (15) minutes to answer the test. The rating scores are summarized in table 04 below;

**Table 04** : Therating scores

Option	Rarely	Not often	Sometimes	often	Almost always
Score	1	2	3	4	5

### II.1.3.3. The teachers' interview

Interviews are seen as another effective research tools used for data collection. They are defined as the process in which a researcher and participant engage in a conversation focused on related questions (Merriam, 2009).

Accordingly, Merriam (2009) has stated three types of interviews which are highly structured or Standardized, Semi structured and Unstructured or Informal standardized.

Thus, in the current study, the semi structured interview is adopted too, to gain qualitative data because according to its characteristics, our participants could express their opinions and perceptions about the subject of the research. The study's interview involves six open-ended questions developed to investigate teachers' perceptions towards EI and its use in language learning to improve students achievement (see appendix c). It was delivered to seven (07) English language teachers at M'sila University. It was not restricted with time, since the semi-structured interviews should be answered in the suitable atmosphere to allow respondents to express themselves freely and clearly.

#### ✓ Research procedures

**After determining the problem that leads to investigate this topic as well as selecting** the sample randomly, several other steps have been taken into consideration. First, as it was explained in the previous sections, three main research tools were developed and adopted. Thus, In order to seek students' perception and their EI level, they were kindly requested to answer both the questionnaire and EIT that took place in the mid of April. The next step was devoted for exploring teachers' answers through a semi-structured questionnaire. And then, the last stage was devoted for analyzing the data obtained from both questionnaires and the interview using quantitative and qualitative techniques.

### ✓ **Data analysis techniques**

For achieving a deep understanding of the research case, some collective data tools are provided in this research paper, therefore the researchers need to use multiple or several types of data sources (Woodside, 2010) to make sure that the case was not viewed from one side, but from various sides which enable the researcher to reveal and understand multiple facets of the phenomenon.

Data collected throughout this study was arranged and analyzed using descriptive statistics to characterize participants' performance in both questionnaires. These measures includes; percentage and frequencies.

The Micro Soft Office Excel program is used to calculate data by presenting them in charts and sectors to achieve valid and reliable results.

Moreover, the data gathered from teachers' interview was analyzed qualitatively. Thus, it is presented in a textual form through the thematic analysis.

### ✓ **Data analysis and discussion of results**

This section is mainly devoted for analyzing as well as interpreting the findings obtained from the data collection tools used. These findings have been computed in terms of descriptive statistics and presented as a form of statistical charts.

## **II.2. Students' Questionnaire data analysis**

The first step of this section demonstrates the data analysis of the students' questionnaire to determine their EI awareness and its significance to language learning. Thus, the questionnaire's sections results are displayed in the following tables.

❖ **Section one: perceptions about EI**

Table 05,06, 07, and 8 below illustrate the analytical results of the questionnaire’s first section that aims at determining how master one linguistic student’s perceive and define EI.

**Q1: Have you ever heard of EI?**

**Table 05: Descriptive of first sections' first question**

options	Frequency	percentage
Yes	23	76.66
No	7	23.33

The Results obtained from this question indicate that 23 students representing (76.66%) have said that they heard of emotional Intelligence. Additionally, only 7 students representing (23.33 %) have answer with no .which means that they have not heard of emotional intelligence.

**Q2: At what level did you know it?**

**Table 06: descriptives of the first seccion's second question**

The answer	Middle school	High school	University
Frequency	4	3	23
Percent	13.33%	10%	76.66%

The results obtained show that 23 participants (77%) from the whole participants who have heard about EI at the level of university .4 of the participants represents (14%) of those who have of high school and only 3 participants represents (10%) of the participants

who have heard of EI at the level of middle school .The findings of the question show that most of the participants have of EI at the level of university

**Q3: what is intelligence?**

**a- Acquired skills that enable the individuals to act in various situations.**

**b- Natural innate ability that is the same for all humans**

**c- An innate and acquired ability at the same time that differs from one person to another.**

**Table 07: descriptive of the first section’s third question.**

The choice	a	B	C
Frequency	9	1	20
Percentage	30%	3,33%	66.66%

The results show that 20 participants represent (67%) have said that intelligence is an innate and acquired ability at the same time that differs from one person to another. while 9- participants represent (30%) have defined intelligence as acquired skills that enable the individuals to act in various situations. Only 1 participant represent (4%) has answer which natural innate ability that is the same for all humans.the findings of this question show that most participant believe that EI is an innate and acquired ability.

**Q4: what is Emotional Intelligence?**

**a- A type of intelligence which is known to students.**

**b- A type of intelligence that is known only to scholars.**

**c- Already exists in the brain, but it is not known to everyone.**

**Table 08: descriptives of the first section's forth question**

.1	Freq	F%
A	9	13.33%
B	1	10%
C	20	76.66%
T	30	100%

Depending on the data displayed in table08 above, and according to the majority of participants which represents (67.66%), EI is not that known between students, however, it is already exists in their unconsciousness, on the other hand, only 1- students who defines it a type of intelligence that comes under the umbrella of "multiple intelligences theory", from this findings, it is apparent that the most master one linguistic students have got no idea about how EI affect their language learning process.

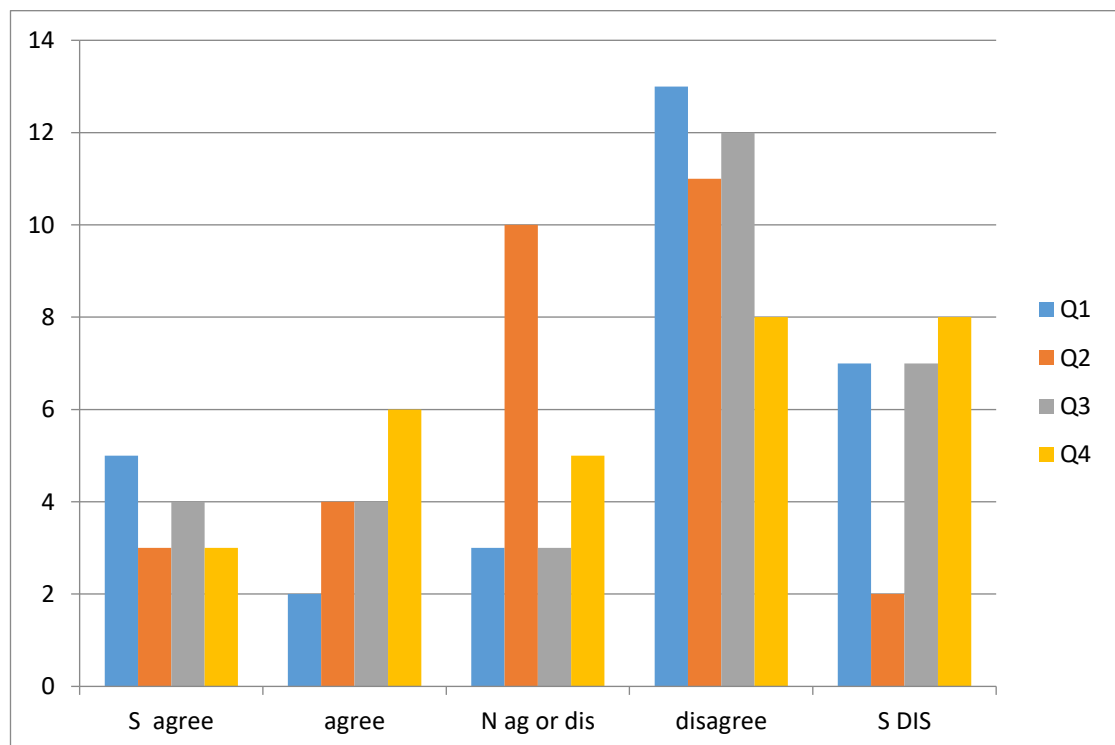
#### ❖ Section two: the role of EI in language learning / achievement

Table 09 shows the findings obtained from the analysis of the questionnaire's second section that deals with the students' perception towards the role of EI in language achievement.

**Table 09: statistical results of the questionnaire's second section**

	S agree		Agree		N agree disagree		Disagree		Strong disagree	
	f	%	F	%	f	%	F	%	f	%
Q1	6	20%	17	56.66%	3	10%	3	10%	1	03.33%
Q2	7	23.33%	16	53.33%	4	13.33%	3	10%	0	0%
Q3	3	10%	10	33.33%	7	23.33%	7	23.33%	3	10%
Q4	4	13.33%	9	30%	5	16.66%	7	23.33%	5	16.66%
Q5	9	30%	13	63.33%	4	13.33%	4	13.33%	0	0%

**Graph01: statistical results of the questionnaire's second section**



As it is presented in table 09 as well as graph 01 above, the first question results shows that 17 student with the percentage of 56.66% agree with the idea that having

a good background about EI is a good factor to succeed in learning a foreign language, whereas only 3 students disagree with that. As a result, most of them have got a understanding towards EI. Moreover, the second question results demonstrates that half 53.33 %of the sample are most of the time aware about their feelings and what they really need while they learn English, 13.33% of them are not sure about their emotions, on the other hand 10% of them disagree.

Furthermore, the obtained results from question 03 analysis show a small percentage of 33.33% of students who are able to take control over themselves when they have strong emotions inside. However, 23.33% insist that they have no control over their emotions. Concerning the fourth question results present that 30% of student can manage their thoughts and judge people according to their language. However, 23.33% are not able to do so. Finally, the fifth question results shows a high percentage of students (63.33% )Who agree that EI helps in improving EFL Learners language achievement. Whereas, 13.33% do not think that this psychological factor can help in improving a foreign language.

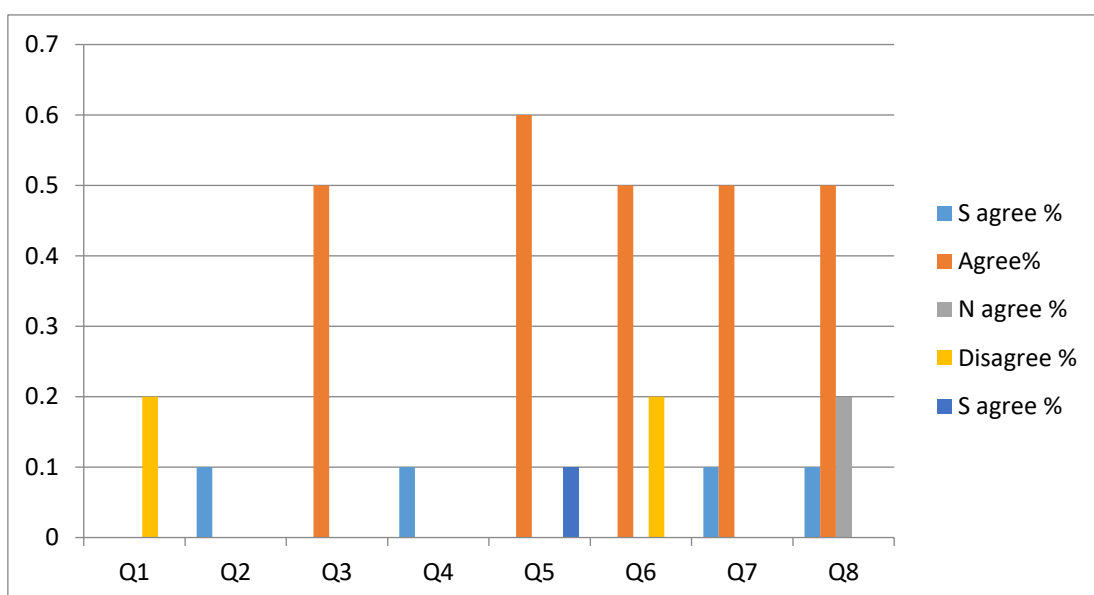
### ❖ Section 03: EI practical strategies

Table 10 below demonstrates the statistical findings of the questionnaire's third section that tackles the students' perceptions towards the practical strategies of EI within EFL contexts.

**Table 10: statistical findings of the questionnaire's third section**

	S agree		Agree		N agree		disagree		S agree	
	F	%	f	%	f	%	f	%	f	%
Q1	5	16.66%	13	43.33%	5	16.66%	6	20%	1	3.33%
Q2	3	10%	13	43.33%	10	33.33%	2	6.66%	2	6.66%
Q3	4	13.33%	15	50%	8	26.66%	2	6.66%	1	3.33%
Q4	3	10%	13	43.33%	5	16.66%	7	23.33%	2	6.66%
Q5	2	6.66%	18	60%	5	16.66%	2	6.66%	3	10%
Q6	2	6.66%	15	50%	7	23.33%	6	20%	0	0%
Q7	3	10%	15	50%	7	23.33%	5	16.66%	0	0%
Q8	3	10%	15	50%	6	20%	5	16.66%	1	3.33%

**Graph 02: statistical findings of the questionnaire's third section**



Examining the data displayed in table 10 and graph 02, the first question's results show that 43.33% of students prefer to only learn about EI rather than interfering it in language, but 16.66% of them would like to benefit from using it in language. By referring

to the second question findings, 43.33% become better achievers since they receive instructions in EI. While 6.66% do not. Moreover, 50% of the sample admit that they can do better in exams even they have strong emotions. Next, 43.33% of them can control their emotions whether in class or during exams, however, 32.33% cannot take control over them. In addition, a percentage of 60% of students can interfere EI to upgrade their speaking skill, nevertheless, 16.66% find it difficult to decide whether EI can be improving the oral performance. Similarly, 50% of students agree that EI improve the listening skill while 23.33% cannot decide. Additionally, 50% can improve their reading skill depending on EI whereas 23.33% are not sure about it. Regarding the writing skill, 50% of students can use EI to improve their writing skill; alternatively, 16.66% see that EI can not be an important factor to develop the writing skill.

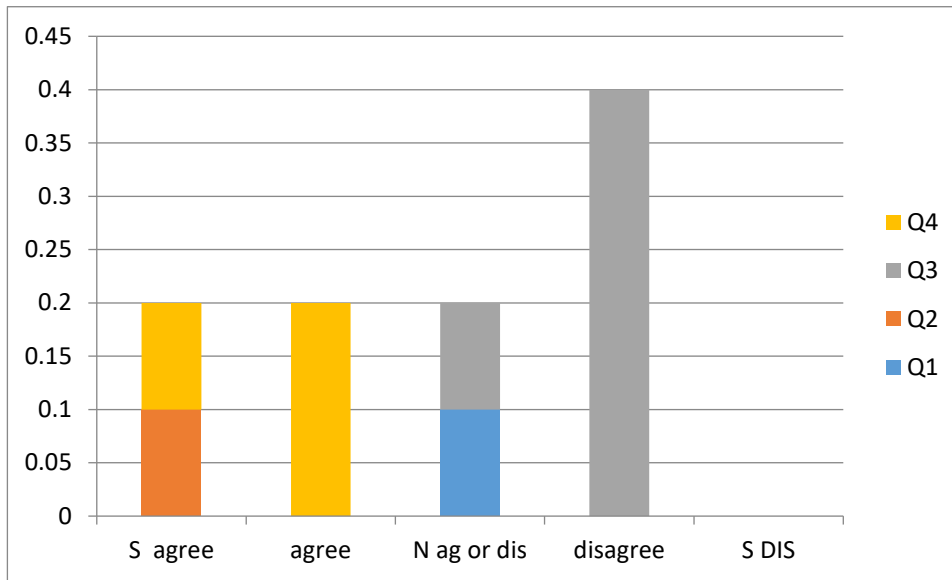
❖ **Section 04: EI and participants' expectations**

Likewise, table 11 below displays the data analysis results obtained from the fourth section which deals with EI and students' expectation

**Table 11: statistical findings of the questionnaire's fourth section**

	S agree		agree		N ag or dis		disagree		S DIS	
	F	%	f	%	f	%	f	%	f	%
Q 1	5	16.66%	2	6.66%	3	10%	13	43.33%	7	23.33%
Q 2	3	10%	4	13.33%	10	33.33%	11	36.66%	2	6.66%
Q 3	4	13.33%	4	13.33%	3	10%	12	40%	7	23.33%
Q 4	3	10%	6	20%	5	16.66%	8	26.66%	8	26.66%

**Graph 03: statistical findings of the questionnaire’s forth section**



According to the above data analysis displayed in table 11 as well as the data visualized in graph 03, the first question results shows that 13 students with the percentage of 43.33% do not want to be emotionally intelligent, while two students need to improve their emotional intelligence when it comes to language learning.

Furthermore, 36.66% of students are sure that they can reflect on their EI level at their language achievement, whereas 10% strongly disagree with this. Likewise, 40% of students can not see themselves as future teacher to teach their students how to emotionally intelligent, whereas 13.33% think that EI is not capable to taught. Finally, the fourth question analysis shows that 26.66% disagree with that they can improve their students EI, while 20% of them consider that they can not.

Table 12 below displays the findings obtained from the statistical analysis of EIT, that is used to test the study's hypothesis;

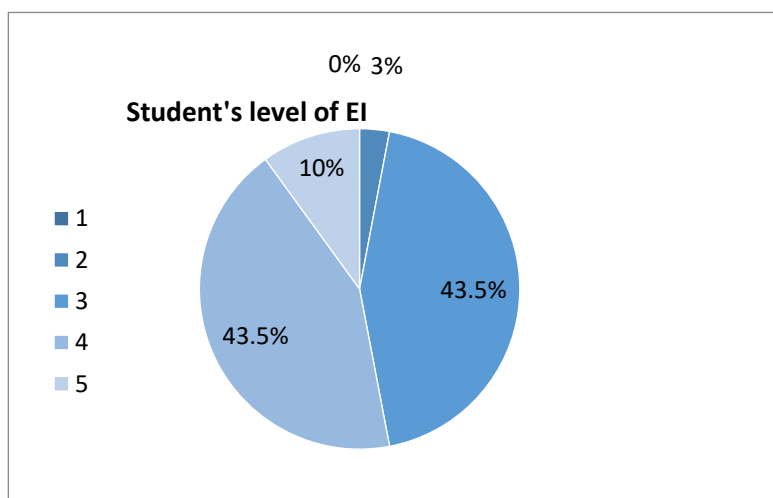
**H0: Master one linguistic student at M'sila university may have a low EI level**

**Table 12: Statistical result of the students' EI level**

EI level	number	Percentage
1. Low	0	0%
2. Average	1	3%
3. Good	13	43.5%
4. High	13	43.5%
5. Exepional	3	10%
Total	30	100

Results obtained from this table indicate that 13 students representing (43.5%) have a good emotional intelligence level. In addition, the same number of students (43.5%) have high emotional intelligence. Only (10%) of students has exceptional intelligence. Moreover, only one student that represents (3%) has average level of EI. The results in general show that most of the participants representing (87%) have good and high emotional intelligence. Graph 04 gives clearer exhibition of the findings.

**Graph 04: Student s level of EI**



Graph 04 above shows a significant difference between the students' EI levels. In which, (86%) of the participants' EI level ranges from good to high. From this finding, it is confirmed that the majority of master one linguistic students have got a good EI level. Thus, the assumption that assumes that master one linguistic students at M'sila university may have a low EI level, is rejected.

### **II.3. The teachers' interview data analysis**

To obtain data and investigate teachers' perceptions about EI and its role in learning and teaching by submitting an interview to 7 English teachers. Only three teachers answered the interview, four of the teachers did not answer the interview because they have no idea about EI. The answers of the teachers are as follows;

#### **Q1. How different is intelligence from emotional intelligence?**

Teacher one defined EI as a type of intelligence, Teacher two stated that EI is different from intelligence from different aspects and he defined it as an instrument drive to solve problems. The third teacher defined both Intelligence and emotional intelligence, she defined Intelligence as the ability to solve problems and EI is the ability to understand and manage emotions.

The findings obtained from this question show that each one of the teachers differentiated Intelligence from EI by its own understanding and definition to Emotional intelligence and intelligence.

#### **Q2. What significance may emotional intelligence have in student's language learning process as well as achievement?**

The first teacher summarized the significance of EI in two points which are: EI impacts the students' communication skills and their pragmatic competence, the second teacher asserted that students with low EI will underachieve the more students positively

use EI they will be better achieved, the third teacher answered that EI helps students improved self-motivation and more effective communicative skill that are essential to become confident learners.

The findings obtained from this question show that teachers represent the significance of EI in general without examples and detailed explanation, that means the knowledge of the teachers on the importance of EI is not expertise.

**Q3.as a language teacher, how aware do you think are your students of emotional intelligence and do they depend on it in their language acquisition?**

(T1) answered that the students are not aware of EI because it is a mental faculty that is used unconsciously. (T2) answered that the students are not aware of EI but they succeed because they depend on it.(T3) did not answer this question.

The findings of this question mean that the teachers are quite sure that their students are not aware of EI but they use it unconsciously in their learning process.

**Q4.Is emotional intelligence part of, and does it plays a role in, your teaching practice? Explain.**

(T1) answered that EI is not a part of teaching practice, (T2) agree that EI is a part of teaching practice, they asserted that is EI is the type of intelligence that is overlooked by teachers and without it they cannot teach.(T3) represent an explanation that students come to classroom with different feelings and she try to listen to her students and create a friendly relationship with my students.

The findings obtained from this question show that teacher's answers were different and short without a detailed description. This show that teachers lack information on the role of EI on teaching.

**Q5. How can you implement emotional intelligence in your teaching as well as in your assessment?**

Both (T1) and (T2) agree that they can implement EI on teaching as well as assessment through task management and motivation. (T3) did not answer.

The findings obtained from this question show that the teacher's knowledge on the use of EI in teaching and assessment is limited.

**Q6. What strategies of emotional intelligence do you know and why should (not) they be taught in EFL classes?**

(T1) answered that he do not know any of EI strategies and how they can be thought in class. (T2) did not answer this question, (T3) answered that self-confidence should be taught because it enable students to result good communicative skills and therefore successful learning.

The results obtained from this question show that most teachers do not know EI strategies and why they should or should not be taught in EFL classes.

#### **II. 4. Discussion of the main findings**

The study was conducted for the purpose of identifying EFL teachers and learners' perceptions on the significance of EI in language achievement at M'sila University. To answer the research questions a questionnaire and EI test were conducted to master one degree students and an interview were conducted to teachers of the same level. After analyzing the gathered data, a number of findings emerged,

First, since this study's first aim was to investigate how EFL linguistic students perceive the concept of EI in language achievement, results of the students' questionnaire indicated that most master one linguistic students at M'sila University do not have enough information about EI and its significance to language learning, however, they believe in the

positive as well as negative emotions' role in the learning process. Then, the assumption that suggests that master one linguistic students at M'sila university may have no perception towards EI is thereby accepted.

The second aim, likewise, was to examine master one linguistic students' EI level through the EIT. According to the findings of EIT analysis, it is reported that there is a significant number of students (86%) who have got good to high scores which confirms that they are emotionally intelligent in terms of how to manage emotions unconsciously in the language learning process.

Additionally, the results obtained from teacher's interview revealed that teachers, not all teachers, have negative perceptions towards the use of EI in language learning and teaching. Consequently, most of teachers have negative perceptions on EI because they did not answer the questionnaire because they have no idea about it. Thereby, they basically do not implement it in their teaching. The hypothesis which assumes that EFL teachers at M'sila University may not use EI strategies to promote their learners' intelligence and achievement, is accepted.

This study's results are considered as an additional support to the findings obtained by Hamidi & Gorgani (2014) who have studied EI and language achievement, and they found a positive relationship between EI and student academic achievement. Moreover, Pishghadam (2007) studied the relationship between 528 Iranian university students' emotional intelligence and their language achievement in Tehran. At the end students' emotional intelligence scores were correlated with their Grade Point Average (GPA), and with their scores at listening, speaking, reading and writing. The results showed that students' language achievement is correlated with stress management and EQ level.

Similarly, Aghasafari(2006), worked on the relationship between emotional intelligence and second language learning strategies among 100 sophomore Azad University students in Iran. The results proved that there was a relationship between emotional intelligence and language learning strategies.

Emotions can have a positive or negative impact on learning, but according to the findings, EI has a beneficial impact on learning experiences and can promote good conduct. Students with high emotional intelligence can perform better since EI improves the study environment (Sucaromana, 2012). Not only for university students, but also for secondary school students. In the past individual differences like EI was ignored to have a role in teaching and learning a language but this research and other studies revealed that beside IQ's role EI may have a role in this system too (Alavinia & Mollahosseini, 2012).

Also, the findings of this study are consistent with those of Aki (2006), who found that language learning is a concept that depends on both the learner and the instructor in terms of human psychology and interpersonal communication. Furthermore, what is important in language learning is not high intelligence values; rather, it is being emotionally intelligent, that is, having the ability to recognize, employ, comprehend and manage emotions. The results of these studies help us to understand the relation between EQ and second/foreign language achievement.

## **II.5 Pedagogical implications, limitations and recommendations for further research**

### **II.5.1 Pedagogical implications**

The research findings present the following implications for EFL learners and teachers and curriculum developers.

### **II.5.1.1 Implications for EFL learners and teachers**

EFL learners and teachers should take implications presented in this study into account. Based on the results of this research, it is suggested that EFL learners could improve their language achievement through enhancing their EI. In addition teachers could also improve their EI strategies in order to build integrated relationship with students, at the same time the effective the process of teaching and learning.

Additionally, learners and teachers are recommended to familiarize themselves with emotional intelligence and benefit from its advantages in their social life and academic life. Finally, learners and teachers are also recommended to gain information about the recent abilities and strategies in order to improve learning and teaching outcomes/

### **II.5.1.2 Implications for curriculum developers**

Content creators should collaborate with the recent researches that deal with the modern ways to improve both teachers and student learning and teaching efficiency, they need to cooperate with teachers and decide what teaching modules should develop and teach Emotional intelligence strategies. Also they should cooperate with students need to improve their learning strategies. The results of this study may be beneficial for curriculum designers; they should take emotional intelligence as an important ability to improve language learning outcomes.

## **II. 5.2. Limitations of the study**

The present study has several limitations that can be noticed for future researches results. In addition, it constrains the validity of the results. Secondly, the serious limitation of this study is the spread of corona virus which limited the contact between humans, which in turn prevented the researchers from conducting face to face interviews to gather valuable information. Finally, the difficulty obtaining some important resources affected the value of the research background.

### **II.5.3. Suggestions for further researches**

The study has been conducted about the significance of emotional intelligence to language achievement might be very important to future studies. First, the study brings a general understanding to EI and its importance in language learning and achievement that enable future researches to build other studies such as the importance of EI in the field of pedagogy. In addition the research was conducted with a small sample; future researches may apply more participants so that the conclusions might be more general in larger contexts. Future researches can deal with more experimental studies about the enhancement of EI strategies of teachers and students in order to have better outcomes. Moreover future studies can deal with the use of EI strategies in order to improve EFL learner's language skills.

### **Conclusion**

This chapter gave an overview of all methodological procedures and steps taken to answer the research questions and test its hypotheses. From the results obtained, a better understanding of the importance of EI strategies to improve EFL achievement is highlighted. In the light of these findings, a number of pedagogical implications and suggestions for future research were included for both teachers and researches who are interested in this field of interest.

# **GENERAL CONCLUSION**

Emotional intelligence has got a significant role to play in the field of EFL, in which improves students' spirit of learning as well as driving them for creating a successful learning process. Accordingly, the current study aims to identify EFL teachers and students' perceptions on the significance of emotional intelligence on language learning and achievement, three research questions were raised for this sake:

1. What perceptions do EFL students and teachers hold about emotional intelligence and language achievement?
2. How well can Master one students of English perform in an EIT?
3. Do EFL teachers use EI strategies to promote their learners' intelligence and language achievement?

For developing the present study, a review of the literature about EI on the language learning and achievement was tackled. The literature review chapter has been divided into two parts that dealt with some issues for implementing EI to improve learners' achievement. In addition, a practical chapter was devoted for presenting the different data gathering tools which had been discussed.

The results gained from the students' answers indicate the knowledge gap they have in terms of defining the concept of EI as well as they are not aware about the importance of implementing its strategies to end up with a positive learning outcomes. However, the EIT that measures their exact emotional intelligence level revealed that most of them have got a good level which confirms that master one linguistic students at M'sila University are implementing some strategies related to EI subconsciously.

The study's empirical results should be also considered in the light of some limitations, first of all, researchers found it too difficult to contact teachers from the English department in order to have face to face interviews get done due to the spread of covid-19 pandemic, as most teachers did not have time to answer our questions. Finally, the

difficulty obtaining some important resources affected the value of the research background.

In short, this study spots the light and relates one of the most significant aspects of cognitive psychology to language learning. Hence calling for more care to enhance students' awareness toward this aspect and its efficiency on students' achievement, further research on this field of inquiry are recommended.

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# **APPENDIX**

## APPENDIX (A): Students questionnaire

This questionnaire is designed as a part of a master degree dissertation, you are kindly asked to answer the following questions in order to investigate student's perceptions on the significance of Emotional intelligence to language achievement, the information provided will be of great help in our research.

-Please fill the following gaps: -Age: .....

-Gender: ..... -

Specialization: .....

### Section one: Perceptions about emotional intelligence

#### 1. Have you ever heard of emotional intelligence?

No  yes

#### 2. If yes, at what level did you know it?

Secondary school  High school  University

#### 3. Tick the best answer

##### 3.1 Intelligence is:

a. Acquired skills that enable the individuals to act in various situations

b. Natural innate ability that is the same for all humans

c. An innate and acquired ability at the same time that differs from one person to another

##### 3.3. Emotional intelligence is :

- a. A type of intelligence which is known to students
- b. A type of intelligence that is known only to scholars
- c. Already exists in the brain, but it is not known to everyone

### Section two: The role of EI in language achievement

	strongly agree	agree	Neither agree or disagree	disagree	strongly disagree
1- Learning about EI is always easier than using it in language learning.					
2- EFL master students who have received instructions in emotional intelligence are better achievers					
3- I can do my best in the exams even when I have strong emotions					
4- I can control my emotions during the exams as well as in class					
5- I can use my Emotional intelligence to improve my speaking skills					
6- I can use my Emotional intelligence to improve my listening skills					
7- I can use my Emotional					

intelligence to improve my reading skills					
8- I can use my Emotional intelligence to improve my writing skills					

**4. Tick the answer that best represents you (√).**

	strongl y agree	agree	Neither agree or disagre e	disagre e	strongl y disagre e
1-EFL students with some background on emotional intelligence can be more successful in learning.					
2-I am aware of my emotions or what I am feeling at most times during my language learning.					
3-I stay balanced during my learning and in control even When I feel strong emotions inside.					
4-I manage my thoughts and judgments of people according to their language achievement.					
5-Emotional intelligence aids to develop EFL learners language achievement/learning.					

**Section three: Emotional intelligence practical strategies**

5. Tick the answer that best represents you (✓).

**Section four: Emotional intelligence and expectations**

6. for each of the questions below, circle the response that best characterizes how you feel about the statement.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I would like to be emotionally intelligent learner	1	2	3	4	5
2. As an EFL master student I am sure that I can reflect on my EI level at my language achievement	1	2	3	4	5
3. As a future teacher I can educate my students about the importance of EI on language learning	1	2	3	4	5
4. As a future teacher I can improve my student's emotional intelligence.	1	2	3	4	5

*Many thanks*

**APPENDIX (B): EI test**

**Emotional intelligence:** how well you read and use emotions in yourself and with others.

Check the answer that represents you. Be honest with yourself.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The questions	Rarely	Not often	sometimes	often	Almost always
1-I am aware of my emotions or what I am feeling at most times					
2-I can list with some detail my strengths and weakness					
3-I stay balanced and in control even when I feel strong emotions inside					
4-I actively manage my thoughts and judgments of people					
5-I set goals and track my progress toward the outcome					
6-When difficulties or delays happen, I look for opportunities and other ways to reach the objective					
7-Different people have said I am a good listener or I am caring					
8-I read other people's preferences and emotions accurately					

9-I handle interpersonal conflict and differences skillfully					
10-people say I am good at networking and building relationships					

### APPENDIX (C): The interview

This interview is designed as part of a master degree dissertation; you are kindly invited to answer the following questions on an investigation into **teacher's perceptions** on the **use of Emotional Intelligence to language achievement**. The information provided will be of great help to our research.

**1. How different is Intelligence from Emotional Intelligence?**

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**2. What significance may Emotional Intelligence have in a student's language learning process as well as achievement?**

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3. As a language teacher, **how aware** do you think are your students of Emotional Intelligence and do they **depend on** it in their language acquisition?

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4. Is Emotional Intelligence part of, and does it **play a role** in, your **teaching practice**? Explain.

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5. How can you **implement** emotional intelligence in your **teaching** as well as in your **assessment**?

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6. What **strategies** of Emotional Intelligence do you know and why should (not) they **betaught** in EFL classes?

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*Many thank*

## المخلص

إن فكرة تطوير الذكاء العاطفي و الاعتماد عليه كعامل مهم في تحقيق النجاح في تعليم اللغة الانجليزية مدعومة من طرف متخصصين في مجال علم أصول التدريس حيث أنهم يوفرون دافعا واهتماما كبيرا أثناء عملية التعلم. لذلك يهدف هذا العمل إلى التعرف على مواقف كل من مدرسي ودارسي اللغة الانجليزية في الاعتماد على الذكاء العاطفي لتحسين التحصيل اللغوي لطلبة اللغة الانجليزية على مستوى جامعة محمد بوضياف بالمسيلة. لإجراء الدراسة وتحقيق نتائج فعالة تم الاعتماد على المنهج الوصفي من خلال توزيع استبيان على ثلاثين طالب في اللغة الانجليزية للسنة الأولى ماستر في جامعة محمد بوضياف المسيلة، كما تم توزيع اختبار لمعرفة مستوى الذكاء العاطفي لنفس الطلبة، وكما تم إجراء مقابلة مع سبعة من مدرسي اللغة الانجليزية لطلبة الماستر في نفس الجامعة.

يُظهر تحليل البيانات أن طلبة انجليزية سنة أولى ماستر لسانيات يتمتعون بمستوى جيد إلى مرتفع في الذكاء العاطفي، ومع ذلك، كشف تحليل الاستبيان أن الطلاب لا يبنون فهمًا عامًا للذكاء العاطفي

**الكلمات المفتاحية :** الذكاء العاطفي، التحصيل اللغوي، مدرسو اللغة الانجليزية كلغة أجنبية، طلبة اللغة الانجليزية لسنة أولى ماستر