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**Investigating the Correlation between EFL Learners
Levels of Emotional Intelligence and their Speaking
Performance:**

The Case of Secondary School Pupils in Ouled Dahmane

Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master in Linguistics

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DEDICATION

To our dear Parents

To our beloved friends

To all the ones who helped us throughout our journey

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Our greatest thanks go to our supervisor Dr. Imane CHERIAT for her guidance, encouragement and patience. Special thanks go to the head of the Department and all our teachers who were a source of guidance .

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ABSTRACT

Keeping pace with the changing world, English language teaching has also adapted itself to meet the needs of different individuals. Nowadays, every stakeholder of the English language teaching and learning aims to individualize the process of learning for effective language achievement. As a matter of fact, different variables have been identified to enhance the process of learning and teaching English, among which emotional intelligence has proved itself as a key factor in doing so. This study is an attempt to investigate the relationship between emotional intelligence and speaking skills of Algerian secondary school students. For that purpose, 30 students, studying in Ismail Belfare secondary schools in Ouled Dahmane, were randomly selected. The design of the study is quantitative. The data were gathered through an emotional intelligence questionnaire and a speaking test. The results of the data analysis indicated that there is a significant relationship between emotional intelligence and speaking scores of the selected secondary school students. Accordingly, in order to facilitate language learning, teachers take the use of EI into consideration in their pedagogical plans for successful learning.

Keywords: emotional intelligence, speaking skill

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LIST OF ABBREVIATIONS AND SYMBOLS

Abbreviations

EFL: English as Foreign Language

EI: Emotional intelligence

FL: Foreign Language

EQ: Emotional intelligence quotient

SLA: Second language acquisition

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GENERAL INTRODUCTION

1. Background of the Study

Nowadays in the global era, communication has become one of the most essential elements that both nations and individuals seek and develop. Since the world is becoming more interconnected than before, the demand for learning a foreign language (FL) arises inevitably for anyone who does not want to be restricted by what is only available in his mother tongue. Moreover, if one wishes to make use of considerable amount of information and share their thoughts with the world, it is, according to Sneddon (2003), very clear that English is the medium language of today's international interactions. Those interactions comprise economic relationships among countries, international business, global trading, and others. In this type of interaction, English primarily serves as a global language that people from different countries, who speak different languages, use to communicate.

In fact, the areas where English is vital are countless; however, the most prominent one that continuously captures our attention is the internet. According to Erlangga Putra (2020), less than 20% of sites do not use English, whilst it is the medium language of the rest 80% sites. This indicates that people who cannot understand English will acquire less than 20% of the new knowledge for most of the new knowledge nowadays is shared through the internet. As a result, English is taught as a FL in a wide range of countries across the world at all stages of educational system.

In their journey of English acquisition, learners, who aim to attain proper and effective interpersonal communication, need a set of skills that allow them to do so. These capabilities are listening, speaking, reading, and writing. Listening and reading are considered as "receptive skills" because learners do not need to produce language, they just receive and understand it. Whereas speaking and writing are considered as

“productive skills” because learners are applying these skills in a need to produce language.

The ultimate purpose of learning English is to communicate; therefore, learners need to obtain the ability to express themselves clearly and to comprehend others as well. For the most part, communication takes place orally. Consequently, speaking is estimated as the most important skill in the process of FL learning. However, that skill has been revealed as the most challenging task in EFL classrooms due to its interactive nature (Parupalli Srinivas Rao, 2019). Learners might be good at grammar, have a decent repertoire of vocabulary, yet they fail to deliver their thoughts properly. There are multiple reasons behind this failure. According to Rababah (2005), many factors could negatively affect speaking English among EFL students. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

In educational psychology, it was widely assumed that the deciding factor of students’ achievement and success in FL learning was their Intelligence quotient (IQ) which is “The ability to learn, understand and make judgments or have opinions that are based on reason” (Cambridge Advance Learner’s Dictionary, 2006). This means that people who score higher in IQ tests would be more successful in their education and personal life; nevertheless, this conclusion has been proved wrong. According to Gardner (1983), there are seven types of intelligence consisting of Linguistic, logical-mathematical, bodily kinesthetic, spatial, musical, interpersonal, and intrapersonal. In line with this, some researchers argue that other factors may affect students’ performance other than IQ level.

Moreover, in his book “Emotional Intelligence”, Goleman (1995) suggests that IQ contributes just by 20% to people’s success, whereas emotional intelligence (EI) is

among the factors that contribute to the remaining 80%. The term “Emotional Intelligence” was first introduced by Salovey and Mayer (1990). They defined it as “a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others”. Similarly, Goleman (1995) explains that EI is an individual’s ability to understand and manage his or her own emotions and relationships as well as those of others.

In academic contexts, individual self-perceived EI has related to better psychological and social adjustment, social adaptation, school performance, and job success. According to (Pekrun & Schutz, 2007), emotional experience is an integral component of all school activities and plays a key role in one’s achievement over time. According to Bora (2012), EI is a major component in promoting students’ speaking abilities in EFL classrooms. He also revealed that students with high level of EI tend to engage more in speaking and brain-based activities because they had high level of self-esteem and social skills, which help them to cooperate with others. On the other hand, students with low levels of emotional intelligence are not able to manage their relations with the society. Consequently, they become isolated from the classroom atmosphere.

2. Research Problem

Despite the aforementioned findings, some teachers still neglect the importance of EI, which is the case in the majority of Algerian schools. In light of our experience as students and trainees at Algerian schools, we can say that not all English language teachers are aware of their students’ EI and their contribution to their speaking skills and academic achievement. On one hand, speaking is the way to communicate, to share information, and to build relationships among people. However, it can lead to

peoples' conflict because of miscommunication. On the other hand, EI is the way to manage and handle communication so that people can avoid any miscommunication.

Inspired by this idea and regarding the problems mentioned above, this study was conducted to help English language teachers in Algerian schools diagnose their students' EI, possible correlations between these levels and the speaking performance and thus enhance their speaking skills by developing their EI competencies.

3. The research questions

As the problem stated in the introduction, the questions of this study may be stated as follows:

1. What are EFL secondary school students' levels of EI?
2. What are EFL secondary school students levels of speaking performance!?
3. Is there a statistically significant correlation between EFL secondary school students' levels of EI and their speaking performance?
4. Is there a statistically significant correlation between EFL secondary school students speaking performance and the different dimension of EI?

4. Aims of the Study

The most important goal of this study is to investigate whether there is a relationship between EI and speaking performance of EFL secondary school level students. To do so, two objectives were set. First, this study is intended to explore levels of EI intelligence among secondary school learners using an EQ test and, second, it seeks to measure the levels of speaking performance among the same students. A long term objective of this study would be raising teachers' awareness about the relationship between EQ and speaking performance in L2 and the resulting benefits of understanding this relationship.

5. Significance of the Study

This study was conducted in Algeria, and hopefully it would be beneficial for teachers, especially those who teach English. In addition, this research will draw the attention of teachers and educators to the importance of students' emotions, and their contribution to their speaking performance and thus to academic achievements. Moreover, this study is important as it serves as a guide to help EFL teachers test their students' EI being one of the needs to be analyzed before planning for learning activities and especially those dedicated to speaking skills promotion.

6. Methodology

This study is a descriptive study in nature that uses a quantitative method which is the correlational method. The correlational method is used in this study because it is an efficient way to examine the correlation between the two selected variables. Accordingly, two research tools were used. An EQ test and a speaking performance test were used to measure secondary school students' levels of EI as well as the levels of their speaking performance.

The participants in this study were 30 second year students of Ouled Dahmane secondary school in the last term of the school year of 2021/ 2022.

7. Structure of the study

The present research is divided into two main chapters. The first chapter is devoted to literature review and the second chapter is concerned with the field work. This dissertation starts with a general introduction that deals with the statement of the problem and the research objectives and questions. It includes also the significance of the study. The general introduction ends with the research methods and the structure of the study.

The first chapter deals with the concept of EI and speaking skills, it provides general overview about EI. It also deals with its different models according to more than one scientist. It also deals with speaking skills and their aspects and factors. The second chapter is devoted to the analysis of data gathered from the research tools. It contains a detailed description and analysis of the students' questionnaire. In this chapter, we answered the research questions.

CHAPTER I
REVIEW OF LITERATURE

Introduction

To master a language, one needs to have a firm grasp of its four i.e. speaking, listening, reading and writing. All these skills are important and must be mastered by the learner. Yet, speaking is considered as the most important skill and the most difficult at the same time. The mastery of speaking requires more efforts and high proficiency level in the oral performance. On the hand, EI is ability to regulate and understand one's own emotions and those of others. A high EQ helps to build relationships, reduce team stress and defuse conflict.

This chapter focuses on the concept intelligence. Then, it focuses on the concept of EI and its Importance in language learning. It also highlights the relationship between EI and speaking performance in EFL classrooms. Finally it involves the the different models of EI.

1. Intelligence

1.1. Overview

The notion of intelligence has evolved through time to carry various definitions and meanings that pertained to different people throughout different ages. Thereby, there is no universal or precise meaning of the concept since they were based on some people's personal perspectives. There have been endless attempts to define the term "intelligence"; accordingly, editors of the Journal of Educational Psychology gathered some of the prominent scholars' descriptions of the term, as cited in Ergun (2011), as they are shown below:

- The power of good responses from the point of view of truth or facts (Thorndike, 1921).
- The ability to carry on abstract thinking (Terman, 1921).

- Sensory capacity, capacity of perceptual recognition, quickness, range or flexibility of association, facility and imagination, span of attention, quickness and alertness in response (Freeman, 1921).
- Ability to learn or having learnt to adjust oneself to the environment (Colvin, 1921).
- Ability to adapt oneself to new situation in life (Pitner, 1921).
- The capacity for knowledge and knowledge passed (Henmon, 1921).
- A biological mechanism by which the effects of complexity of stimuli are brought together and given a somewhat unified effect in behaviour (Peterson, 1921).
- The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibited instinctive adjustment in the light of experienced trial and error, and the capacity to realize the modified instinctive adjustment in overt behaviour to the advantage of the individual as a social animal (Thurstone, 1921).
- The capacity to acquire capacity (Woodrow, 1921).
- The capacity to learn or profit by experience (Dearborn, 1921).
- Sensation, perception, association, memory, imagination, discrimination, judgment, and reasoning (Haggerty, 1921).

The symposium that was organized in 1921 and in which the above-mentioned definitions of the term intelligence were collected did not seem to bring ultimate elucidations for the term nor was it expected to (Carroll, 1993). Correspondingly, he (1993) clarified that interpretations of the term are flexible over time.

In addition, Salovey and Mayer (1990) asserted that the most frequently cited definition is Wechsler's which regarded intelligence as the overall ability of an

individual to behave purposefully, think rationally, and cope with his environment. Such definition comprised a multitude of what people think about intelligence including recent ones such as Gardner’s definition which gave the term new dimensions. Howard Gardner (1999) suggested that intelligence is the potential to overcome problems or fashion items that are appreciated in one or more cultural settings. In 1983, he developed his famous theory of multiple intelligences which encompassed the following intelligences: linguistic intelligence (word smart), logical-mathematical intelligence (reasoning smart), spatial intelligence (picture smart), bodily-kinesthetic intelligence (body smart), musical intelligence (music smart), interpersonal intelligence (people smart), intrapersonal intelligence (self smart), and naturalist intelligence (nature smart). Although there is no clear-cut definition which satisfies all parts, it is obvious that they share a common point, which entails that intelligence, is about being capable of learning from one’s experience as well as adapting to one’s environment.

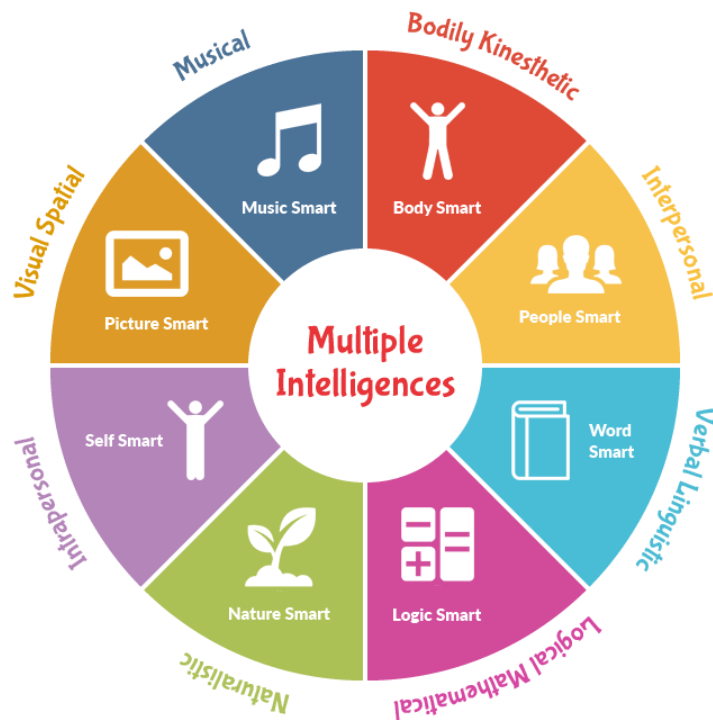


Figure 1. A diagram of Gardner’s multiple intelligence (Atkinson,2017)

Moreover, as many attempted to find a definitive definition of intelligence, many others issued to measure it. Alfred Binet is regarded as the designer of the first intelligence test in 1905. Back then, families in Paris requested him to develop a tool to measure whether their children were successful or not. As requested, he managed to create the first test that measures intelligence quotient (IQ); however, his discovery was not limited to Paris and it soon reached the USA where it was welcomed and accepted by many people. Later, the intelligence tests were deeply studied and it was obvious that they focused mainly on cognitive abilities such as logic and language abilities (Wechsler, 1958). Despite being so, people did not hesitate to use them at that time and they even connected their results with one's potential to succeed in life. As time passed, the reputation of IQ tests started to decline as people grew doubtful about the adequacy of these measurements to determine their level of intelligence. In the meantime, scholars such as Thorndike and Wechsler brought new insights to the field of psychology, and they believed that people's attitudes are highly affected by non-cognitive abilities. Accordingly, Gardner's theory of MI suggested that old theories of intelligence which were based on testing were far too limited and should be broadened to include a wider range of human potential (Bryant, 2007).

It is also worth mentioning that Gardner's theory provided a basis for some models of emotional intelligence, which the current study is about, through the concepts of intrapersonal and interpersonal intelligences that refer to being aware of one's emotions and being able to understand others' emotions and intentions, respectively.

2. Emotional Intelligence

2.1 Overview

The concept of “emotional intelligence” (EI) became the center of attention of many scholars and researchers especially in the field of Psychology during the late nineties and early twenty first century. Despite the fact that emotional intelligence existed during the previous century and was just labelled under different notions and names, it was not until the publication of Daniel Goleman’s (1995) “Emotional Intelligence: Why it can matter more than IQ” where the concept was exceedingly disseminated.

The origins of EI can be traced back to the notion of “social intelligence” proposed by E. L. Thorndike (1920). According to Thorndike (1920), as cited in Petrides (2011), social intelligence involves understanding, handling people and being smart in managing human relations. Howard Gardner (1983) came up with his famous theory of “Multiple Intelligences” that encompasses eight types of intelligence. Among them, Interpersonal and Intrapersonal, regarded as part of cognitive intelligence, share a strong relationship with EI. According to Gardner (1999), “interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with other” (p.43). Whereas “intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself— including one’s own desires, fears, and capacities—and to use such information effectively in regulating one’s own life” (p.43).

Mayer and Salovey (1990) defined emotional intelligence as the ability to supervise the feelings and emotions of one’s own self and those of others, to differentiate between them and to use them to direct one’s thinking and behavior. This

definition was later adjusted since it became ambiguous in the sense that it talked only about discerning and controlling emotions, and neglected feelings. It was reformulated as the ability to discern, assess, and express emotion; the ability to access, and produce feelings to assist thinking; the ability to grasp emotion and emotional information; and the ability to control emotions to boost emotional and intellectual development (Mayer & Salovey, 1997).

Reuven Bar-On (1997) defined emotional intelligence as “an array of non-cognitive abilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p.14). In addition, the term “emotional quotient” (EQ) was first introduced by Bar-On in his doctoral dissertation in 1985 where he proposed a model of EI, independent from cognitive intelligence, that later became one of the most influential models in psychology (Esmaeeli; Sabet; Shahabi, 2018). While Mayer and Salovey (1990) categorized emotional intelligence as a form of intelligence, Reuven Bar-On (1988) classified his model as a personality theory (Goleman, 2001).

Furthermore, Daniel Goleman (1995), as cited in (Salar & Oroji, 2017), defined EI as the mixture of factors which permits a person to feel, to be motivated, to alter mood, to manage impulse, to stand firm in the face of frustration, and thereby to prevail in day to day life. Besides, EI is another way of being smart. Daniel Goleman (1995) stated that the contribution of intelligence quotient (IQ) to people’s success is about 20 percent whereas the other 80 percent is due to other factors among which EI takes place. He (1995) also asserted that at times, EI can be powerful, and even more powerful than IQ.

Although there are many models of emotional intelligence, they all share the essence of fundamental concepts. Thereby, emotional intelligence, in general, involves the ability to perceive and control our emotions and those of others (Cherniss & Goleman, 2001).

2.2. Models of Emotional Intelligence

Two major models can be distinguished and every theoretical conceptualization of EI falls under one of them. Ability model, which views emotional intelligence as an intelligence in itself since it involves processing information (Mayer & Salovey, 1997), and mixed model, which involves not only emotions and intelligence but other features like motivation and “non-ability” characteristics (Mayer, et al., 2000).

2.2.1. Mayer and Salovey’s (1997) Model of Emotional Intelligence

Mayer and Salovey’s (1997) model of EI is considered as an ability model. It regarded emotional intelligence as a legitimate intelligence as opposed to highly appraised personality traits. In other words, they distinguished a mental skill which involves significant thinking and that can be conceptualized as emotional intelligence from a bunch of personality features. Their model of EI consists of four branches that were arranged from basic to more cognitively complex processes.

1- Emotional perception: it is the capacity of perceiving emotions in one’s own self and others. It also involves abilities such as pointing out emotions in others’ faces, stories, and landscapes (Mayer et al., 2004).

2- Emotional facilitation of thought: It reflects the ability of emotions to support the process of thinking and solving problems (Mayer et al., 2004).

3- Emotional understanding: It is the capability of evaluating emotions, considering their effects, and being aware of what they convey (Mayer et al., 2004).

4- Emotional management: It involves the capacity of controlling and regulating emotions in the self and others (Mayer et al., 2004).

Thus, Mayer and Salovey's (1997) model of emotional intelligence has to do with the ability to perceive emotions in oneself and others, to differentiate between them, and to use this information to control one's thought and behavior.

2.2.2. Bar-On's (1997) Model of Emotional Intelligence

Reuven Bar-On (2006) defined EI as a "cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and explain ourselves, understand others and relate with them, and cope with daily demands" (p.14). Accordingly, Bar-On's (1997) model is based on the personality theory i.e. it is considered as a mixed model of EI. He believed that there is a strong relationship between Intelligence Quotient (IQ) and emotional quotient (EQ); thus, he did not regard EI as a cognitive intelligence as it is the case for Mayer and Salovey's (1997) model. Bar-On (2002), as stated in (Simamora, 2018), stated that his model relates to the potential for performance and success, rather than performance or success itself. It is also worth mentioning that Bar-On preferred to call EI as emotional-social intelligence (ESI) to refer to personality features that were strongly highlighted in his model. The emotional and social competencies, skills and facilitators that were previously mentioned in Bar-On's (2006) definition are the five key components of his model: intrapersonal, interpersonal, stress management, adaptability, and general mood. Besides, each of these components includes a number of sub-factors that are, as well, considered as competencies, skills, and facilitators.

1- Intrapersonal: It involves being aware of one's own self and feelings as well as possessing positive attitudes towards one's own life. It also encompasses the ability to

display emotions and perspectives with total confidence. This component includes five sub-factors that are self-regard, emotional self-awareness, assertiveness, independence, and self-actualization (Bar-On & Handley, 1999).

2- Interpersonal: It relates mainly to social awareness. It comprises the abilities of being aware of others' feelings, needs, and concerns; being cooperative, building mutually satisfying relationships, and relating well with others. The sub-factors that fall under this component are empathy, social responsibility, and interpersonal relationship (Bar-On, 2006).

3- Adaptability: It is related to flexibility and effectiveness in solving problems, i.e. it is about being flexible in various situations as well as skillful in finding solutions. It includes reality testing, flexibility, and problem solving (Bar-On & Handley, 1999).

4- Stress management: It is mainly about withstanding stressful situations and controlling our emotions. It has two sub-factors that are stress tolerance and impulse control (Bar-On & Handley, 1999).

5- General mood: It is about being satisfied with your life, maintaining a positive way of thinking. It has an impact on other factors like people's communication with each other and solving problems. Its sub-factors are optimism and happiness (Bar-On & Handley, 1999).

In addition, Bar-On devised his own scale to measure emotional intelligence in 1980, and it was called Emotional Quotient Inventory (EQ-i). Based on his theory, the aim of the EQ-i was to measure one's potential of being successful in terms of overcoming pressures and meeting environmental demands.

2.2.3. Goleman's (1995) Model of Emotional Intelligence

Daniel Goleman made his way to the shortlist of prominent scholars who have ever discussed emotional intelligence. That was exactly after the publication of his landmark book “Emotional Intelligence: Why it can matter more than IQ” in 1995. His inspiration by Salovey and Mayer's (1997) findings led him to conduct his own research and, eventually, he developed his own model of EI. His conceptualization of EI was considered as a mixed model; that is, it consists of both mental abilities and personal traits (Bar-On & Parker, 2000). Moreover, Goleman (1995) believed that, unlike IQ, EI skills can be developed by individuals as they grow up. He (1998) also stated that, as cited in Ergun (2011), emotional intelligence encompasses four basic elements; these are self-awareness, self-management, social awareness, and relationship management. Besides, each component includes a number of skills and competencies.

1- Self-awareness: It is considered, by Daniel Goleman, the vital element of emotional intelligence. It involves being aware of one's own feelings and thoughts, having faith in one's potentials and capacities, and recognizing one's strengths and weaknesses.

2- Self-management: As its name suggests, is the ability of controlling one's own feelings in a way that makes life easier. It involves abilities such as being patient, coping with emotions that cause trouble to us, keeping calm in intense situations, and expressing our annoyance in a moderate way.

3- Social awareness: It involves the ability to discern, understand, and respond to others' emotions and needs. It encompasses skills such as being a good listener, accepting others' points of view, and being open-minded.

4- Relationship management: It is mainly about maintaining good relationships with others, managing conflicts and being more talented in leadership. That could be achievable once effective communication, good influencing abilities, and problem-solving skills are guaranteed. Goleman's model consists of two apparent categories: personal skills and social skills. Accordingly, it is clear that his model of EI may seem as a summary of the key points made by Gardner in his Intrapersonal and Interpersonal Intelligence.

2.3. Emotional Intelligence and the Teaching-Learning Process

As Goleman (1995) claimed that EI can be, at times, more powerful than IQ, newly designed curricula started to incorporate emotional intelligence skills within their content. On one hand, it is a common fact that teachers experience a wide array of positive and negative emotions while teaching and interacting with their students. It is a part of their job that dictates on them to deal with their own emotions as well as those of their students, parents, and colleagues. Accordingly, Jordan and Le Metais (2000) mentioned three common elements which result in confrontations between teachers and students: First, a teacher's unclear expectations of a student's behaviour and performance. Second, a student's lack of empathy and social skills may mislead him/her in interpreting the teacher's intention, which might provoke an aggressive response. Third, a teacher may react to the student's reputation rather than the actual level of disturbance. It is clear that two of the most common items that may cause turbulence inside the classroom are due to teachers' inappropriate behaviours; thereby, teachers highly need emotional skills training in order to acquire and develop the crucial skills which enable them to deal with their daily job requirements. According to Brackett and Katulak (2006), emotional skills training for teachers can help them create a secure, pleasant, supportive, and productive learning environment.

It also helps them to enhance relationships with their students as well as stakeholders in the school community.

On the other hand, huge research body indicates that EI has a great influence on children's academic, social, and personal lives. According to Brackett, Rivers, and Salovey (2011), EI is believed to assist thinking and to allow one to control emotions in anxiety-provoking conditions such as taking standardized tests. For instance, excellent students who become anxious during tests may fail to perform well because they lack the effective strategies to deal with such problem. They also found out that students with high emotional intelligence are less likely to encounter school problems such as attention and learning difficulties. In other words, emotions drive attention, which influences, learning, memorizing, and behaviour. The ability to manage emotions, for example, can help students to stay focused in the classroom rather than drowning in a chain of thoughts and losing connection with the lesson. In addition, emotionally intelligent students are the least to be reported for behaving negatively toward school and toward their teachers (Brackett, Rivers, & Salovey, 2011). For example, children with deficient interpersonal skills are more likely to be the ones who act aggressively toward their peers as well as their teachers. In contrast, students who have good interpersonal skills can develop quality relationships with their classmates, teachers, and administrators; thus, they can feel more comfortable in the school environment, feel more welcomed, and receive better assistance from their teachers and peers. As such being said, we believe that implying emotional intelligence in schools curricula may lead to greater academic achievements as well as improving students' attitudes.

2.4. Emotional Intelligence and Gender

Emotions and emotional capacity play a pivotal function in a person's life. Welfare, higher accomplishment and managing life tasks is possible due to this Aptitude (Shahzad, Riaz, Begum & Khanum, 2014). It is important in sustaining healthy relationships with friends, family, colleagues and others. Emotional Intelligence is also regarded as superior to cognition in gripping achievements. Thus, emotional intelligence is intensively investigated in the contexts of working organizations and educational institutes, including gender differentiation, for gender can affect one's level of EI. For example, a 246 university sample study Published in the 2004 journal "Personality and Individual Differences" found that women Scored significantly higher than men on all scales of the MSCEIT.

According to Bindu and Thomas (2006), this variation of the levels of EI is affected by childhood contexts. They found that gender difference significantly depends on infancy and childhood socialization. At a very young age, children are affected by the education they receive from their parents. Females develop verbal skills more than males; that is why emotional Intelligence for girls is higher than the EI for boys. So, women become more Skilled in articulating their feelings and emotions than men (Fivush et. Al, 2000). Furthermore, there are cases where boys had the chance and brought up within a context where parents often involve them in emotional conversations. Dunn (1990) stated that, in such cases, males turn out to be more dexterous in expressing their emotions as well as more aware of their emotional intelligence than other boys who grew up in contexts where there is no emotional conversations (as cited in Bindu & Thomas, 2006). Therefore, childhood education

and socialization seem to have a great influence on emotional intelligence development among both genders.

No one knows why Goleman (1998) tried to deny the sex differences in the world of EI by stating that women and men are completely equivalent according to their emotional intelligence level. However, it is proven by many other researchers that the female gender possesses more and better emotional abilities. For instance, studies by (Grewal & Salovey, 2005; Mandell & Pherwani, 2003) proved that females' emotional intelligence level is higher than that of males. Not only that, females are found to be better in emotional perceptions and regulation of emotions than males in many studies (Harrod and Scheer, 2005; Schutte et al., 1998).

According to the EI measure tools, it is believed that the EI scales may influence the results of the individuals' EI scores according to gender differences. For instance, Brackett and Mayer (2003) pointed out that women achieved higher EI scores than men when their emotional intelligence was identified by using the EI model of Mayer-Salovey-Caruso. Nevertheless, when utilizing self-report models like the Bar-On EI Inventory and the SREIT, gender difference in emotional intelligence was expressively negative.

Makvana (2014) and Rooy, Alonso & Viswesvaran (2005) discovered that female displayed higher level of emotional intelligence. Equally, a wide range of studies provide a clear idea of the significant differences between the two genders in aspects related to the emotional world. Primarily, the emotional dimension of human beings has conventionally been associated largely with the feminine gender, which experiences positive and negative emotions more deeply than the male gender (Grossman & Wood, 1993). These Data, in fact, have fed the stereotype, held by the

majority that the female gender is more emotional (Grewal & Salovey, 2005). Advocates of this belief count on biological as well as social factors to explain this “Feminist vision of emotions” (Nolen-Hoeksema & Jackson, 2001). The biological explanation suggests that women's biochemistry is superior to their peers and more prepared to deliberate one's own emotions and those of others as a chief element in survival. To back this notion, several areas of the brain devoted to emotional processing can be larger in women than in men (Baron-Cohen, 2002; Gur, Gunning-Dixon, Bilker, & Gur, 2002), and cerebral processing of emotions differs between men and women (Jausovec & Jausovec, 2005). A good point to take into account is that the social aspects indicate that men are taught to decrease certain emotions associated with sorrow, guiltiness, and fear, whereas women receive an education biased towards the emotions (Sánchez, Fernández-Berrocal, Montañés, & Latorre, 2008). Moreover, women tend to spend more time socially in contact with the emotional world and are more worried about preserving the positive tone of their and others' emotions in order to prevent the deterioration of interpersonal relations and to maintain adequate social networks (Nolen-Hoeksema & Jackson, 2001).

Similarly, Baron-Cohen relies on biological and social arguments to postulate that the brains of men and women have different structures. According to this theory, the feminine brain is mainly structured to feel empathy, while the masculine brain primarily seeks to understand and construct systems (Baron-Cohen, 2002). In this way, Baron-Cohen argues that the cognitive and behavioural systems of men and women are functionally distinct. Both biological and social explanations have received support from a diverse range of empirical studies of emotion, which show greater emotional abilities in women. These studies conclude that women have greater emotional knowledge, they express positive and negative emotions more fluently and

more frequently; they have more interpersonal competencies and they are more socially adept (Brody & Hall, 2000; Hall & Schmid Mast, 2008). As a result, members of the scientific community and the general population believe, from a very early age, that women are more emotional than men.

Indeed, most studies of EI that are based on ability tests such as the MSCEIT (Mayer, Salovey, & Caruso, 2002) and that include gender in their analysis have assumed women to be superior in emotional abilities (e.g., Brackett & Mayer, 2003; Extremera, Fernández-Berrocal, & Salovey, 2006).

Even though studies do show women to be superior in EI, they have produced conflicting results about the specific EI dimensions on which women perform better. While some studies have reported gender differences fundamentally in experiential aspects of EI such as perception and emotional facilitation (e.g., Castro-Schilo & Kee, 2010; Farrelly & Austin, 2007), others have found gender differences in strategic aspects of EI such as understanding and emotional managing (Goldenberg, Matheson, & Mantler, 2006). A third set of studies has found mixed results in which women are superior in diverse aspects of EI, namely, perception, facilitation, understanding and total score (McIntyre, 2010). A fourth group of studies has found women to be superior on all dimensions of the MSCEIT (Day & Carroll, 2004). Studies examining the relation between gender and EI treat it more in an indirect or collateral way than as an analytical variable in and of itself. The results from these studies suggest that the relation between gender and EI deserves analysis in its own right.

To recapitulate, gender difference in terms of EI levels was the concern of the studies for many psychologists. Yet, identifying which gender is more emotionally intelligent than the other (male or female) is still an indefinite issue in the literature.

3. The Speaking Skill

3.1. The Concept of Speaking

Speaking is a productive skill like writing. Although it may seem as a simple process of producing utterances and putting them together, it is, in fact, much further than this very basic description. It is regarded as a complex and complicated skill in the sense that it is hard to describe the way utterances are processed and arranged and how they come out while speaking.

Many scholars and researchers defined speaking in many contexts as a trial to approach that complex skill and reveal its characteristics. According to Burns and Joyce (1997), speaking is an interactive process that involves producing, receiving, and processing information. Sharing the same point of view, Suwandi (2009) claimed that it is a kind of oral correspondence between the speaker and the listener in converting ideas to reach the goal of communication. In fact, communication and speaking are considered as an interactive process in which individuals change their roles as speakers and listeners and use both verbal and non-verbal means to reach their communicative goals. In that sense, Chaney (1998) defined speaking as: "...the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts". Clearly enough, non-verbal features such as facial expressions, body language, and gestures are as important as any verbal speech in conveying messages.

Besides, it is also important to mention that speaking depends on the context in which it occurs. Some variables need to be taken into consideration when two or more are involved in a conversation. The form and the meaning of the speaking process depend on the context in which it takes place, including the participants, their experiences, the physical environment, and the purposes behind speaking (Burns and

Joyce, 1997). This means that when referring to the context in which the conversation takes place, it is required from us to not only know the way specific points such as pronunciation, grammar and vocabulary are produced (linguistic competence) but also that we understand when, where, why and in what ways to produce language (sociolinguistic competence) (Hedge, 2000).

In the light of the foregoing ideas, it can be concluded that speaking is related to communication i.e. whether to transfer or to get information from other people in real life situations. It is also the ability to express meaning in an accurate and fluent way making use of all language constituents.

3.2. Aspects of the Speaking Skill

Speaking has a set of aspects that makes it distinct from other skills. These features identify some guidelines to understand this skill and hence identify useful strategies to be used in order to design instructional activities and deliver a good speaking lesson as well as to help students communicate effectively.

3.2.1. Speaking is face to face

Most of the time, speaking occurs face to face which allows speakers to get immediate feedback indicating whether the interlocutors understand, sympathize, agree, or disagree. Moreover, speaking face to face has many assets such as facial expressions, gestures, and body language that make this aspect crucial in fostering the continuity of talks, making views clearer, and facilitating communication (Torkey, 2006). Some examples are job interviews, teaching process, negotiation, and daily conversations.

3.2.2. Speaking is interactive

When speaking, listeners should be involved by using effective strategies such as asking check question. In addition, in interactive conversations, participants offer contributions at appropriate moments with no undue gaps or talking over each other. That is known as turn taking, a main feature in interaction, which is an unconscious part of any normal conversation. Nevertheless, participants from different backgrounds may face some communication difficulties since turn taking is handled and signaled differently across different cultures (McDonough & Mackey, 2000).

3.2.3 Speaking happens in real time

During conversations, speakers generally respond spontaneously and without any previous planning. As this takes place in real time, it imposes pressures on the speakers, which may affect their ability to plan, to order the message, and to manage the language being used. Accordingly, Miller (2001), as stated in Abd El Alim (2018), mentioned that speakers may forget what they want to say and, at times, what they have already said; therefore, they try to repeat themselves. This supports the previously mentioned idea that speaking in real time imposes pressures on the speaker as well as indicates that speakers are free to compensate for these difficulties. In the same vein, Bygate (1987) suggested that “the use of formulaic expressions, hesitation devices, self-correction, rephrasing, and repetition can help speakers become more fluent and cope with real time demands” (p.21).

3.3 Factors Affecting Speaking Skill

Speaking skill seems to be crucial in enabling the learner to communicate actively and effectively in the target language. Therefore, one’s eloquence in using the target language depends on how well she or he masters speaking skill. Nevertheless,

this is not an easy task as students usually encounter many problems that hinder them from promoting their speaking ability, such as crowded classrooms, little or no opportunity to practice outside the class, etc. Over and above, self-confidence, motivation, and anxiety are as well variables that may, as well, affect the language learning process in general and speaking skill in particular. What follows is a list of factors that may have significant impact on the speaking skill.

Motivation and attitudes: these two complicated variables account for individual differences in learning a language. On one hand, attitudes are the key concept to understand personal and subjective experiences as they are essential in explaining our thoughts, feelings, and actions. On the other hand, motivation is a central factor that determines the success of the learning process. Gu (2009) believed that motivated learners are more excited and eager to work hard; as a result, they do not need to be given extra encouragement. Since motivation and attitudes contribute to second language proficiency, it is evident that these factors can contribute to the learner's mastery of speaking skill as well.

B-Language anxiety: it refers to the feeling of unease, worry, and nervousness experienced when learning or using a foreign language. According to Gardner and MacIntyre (1991), as cited in Abbassi (2016), language anxiety is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning". Students who have speaking anxiety do not feel at ease when asked to perform in the target language; thereby, they prefer to keep silent regarding speaking in front of the whole class as dreadful task rather than an opportunity to communicate their ideas.

Linguistic self-confidence and perceived competence: linguistic self-confidence is defined as “the lack language anxiety and positive self-rated proficiency in the second language” (Gardner & MacIntyre, 1993). This indicates that the term is not merely about the lack of anxiety but also the best predictor of second or foreign language development. Perceived competence, on the other hand, is one’s beliefs of his/her skills, as having the skill alone is not enough to be able to use it at its best.

Classroom environment: This term encompasses a variety of educational concepts, including the physical environment, the role of the teacher, psychosocial relationships.

The physical environment: studies related to this area explored areas such as class size and class composition. The former is considered as a factor that influences teachers and learners’ behaviours in the sense that large classes tend to have a larger number of students who do not engage in oral expression. In addition, class composition is another factor that analyzes features like classroom grouping methods and single-sex classrooms. Some of the findings in this area are that students who work cooperatively are likely to have more positive language production, female students tend to be collaborative with other students...etc

The role of the teacher: It is a common belief that the teacher-student relationship has a significant impact on students’ attitudes and achievements. If students feel comfortable with the teacher and the classroom environment, they can develop a better way to behave in the learning context as well as improve their language skills. In addition, one of the difficult tasks that teachers may encounter is motivating students, which can be possible through creating healthy relationships.

Psychosocial relationships: the psychological environment is very important. It pushes students to express their ideas, ask questions, and explore issues in the classroom. Actually, it was found by many studies that students who encounter positive language learning environment are more likely to result high level of language production; nevertheless, if the learning environment is not at the level of students' expectations, their satisfaction with the learning will be reduced along with their chance of success.

3.4. Related studies

Since emotional intelligence is thought to have a critical effect on second and foreign language learning, a great body of research studies explored deeply the relationship between EI and English language achievements. Accordingly, what follows are some of the studies that investigated the correlation between EI and speaking skill in particular.

Bora (2012) investigated the relationship between emotional intelligence and students' perceptions towards speaking classes. The participants were 21 B-level (intermediate) students from different departments studying at a preparatory school of a state university in the Black Sea region of Turkey. They were asked to fill out two questionnaires in order to see their EI level and understand their views on brain-based speaking activities. The results of the questionnaires indicated that students with high level of EI are more eager to attend speaking classes and brain-based activities. On the other hand, students with low level of EI do not have healthy relations with the society or confide in themselves, thus being isolated from the classroom atmosphere.

Afshar and Rahimi (2013) studied the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. One hundred

Iranian EFL learners filled out the Bar-On (1980) emotional intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) form B, and had an interview. The results revealed that there is a strong relationship between emotional intelligence, followed by critical thinking, and speaking abilities, a significant correlation between all components of emotional intelligence and speaking abilities, and a significant relationship between emotional intelligence and critical thinking.

Esmaeeli, Sabet, and Shahabi (2018) attempted to investigate the relationship between emotional intelligence and speaking skill of Iranian English as Foreign Language (EFL) learners. 48 males and 48 females were randomly selected from eight institutes in Tehran to be the sample of the study. They filled out an emotional intelligence questionnaire (designed by Bar-On) and had a speaking test (in the form of an individual interview). The findings showed that there was a significant relationship between emotional intelligence and speaking score of advanced EFL learners.

To conclude, many studies were carried out to find out the correlation between EI and speaking skill. Moreover, most of them found a significant relation between the two variables; nevertheless, little or no research were conducted in Algeria to tackle that issue. As a result, this study is aimed at shedding the light upon the topic in our country and contributing to the international literature that has already been written about it.

CHAPTER II
RESEARCH METHODOLOGY AND DATA
ANALYSIS

Introduction

This chapter describes all the steps, methods, tools and techniques used to collect and analyze the relevant data to the study objectives. Thus, it starts with an explanation of the selected method and the rationale behind using it. Then, it provides a thorough description of the setting, participants and the data collection tools.

1. The research Design

In conducting this research, the researchers used a quantitative research design in order to find out the relationship between the two variables and explain the result of the research. The used method is the correlational method.

1.1. The Correlational Method

Correlational research is a non- experimental descriptive research, which involves a mathematical analysis of two variables or more in order to determine the nature of the relationship between them, whether existing or not, positive or negative. The correlational method is usually employed to explore a relationship between two variables, not indicating any form of causality. The present section provides the necessary explanations of the setting and participants, the research tools and procedures employed in order to achieve this correlational research.

1.2. Study Sample

Concerning this research, the population was second year secondary school students. The researchers gathered data from 30 second year secondary school students. These students were selected for several reasons. They were all second year scientific stream students, they have been exposed to the English language more than the first year

students, they have more spare time than the third year, they can focus on the test given to them and provide authentic answers unlike the third year who may be distracted by their final exam i.e. the baccalaureate exam. The extracted sample was randomly selected.

1.3.The setting

This study took place in Ismail Belfare secondary school in Ouled Dahmane in Bordj Bou Arreridj. On Wednesday, May 11th 2022.

1.4 Data Collection Instruments

The researchers opted for a triangulation of data collection tools by making use of two instruments to collect data: a test intended to measure students' EQ and a speaking test intended to collect data about the students' speaking performance.

1.4.1. EQ Test

The 60 items of EQ self-assessment (See appendix 01) were used to investigate the participants' EI. This questionnaire was structured taking into account the components of Bar-On's model of EI namely Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. The items of this instrument have been slightly modified so that second year secondary school students could easily grasp them. The 60 items were distributed as follows:

- A** .Intrapersonal: 31 items
- B** .Interpersonal: 14 items
- C** .Stress Management: 6 items
- D** .Adaptability: 6 items
- E** .General Mood: 3 items

These items are measured using the 4 points scale that are: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. Distributions of items are as follows:

Table 1.

Distribution of the items of the quick emotional intelligence self-assessment

Emotional Intelligence Dimensions	Sub Dimensions	Items	Total
Intrapersonal	Self-Regard	1, 4, 14, 23, 40, 45, 47, 56	8
	Emotional Self Awareness	19, 25, 41, 50, 52, 54, 55	7
	Assertiveness	2, 3, 16, 24, 30, 34, 53	7
	Independence	12, 15	2
	Self-Actualization	13, 20, 31, 33, 44, 51, 58	7
Interpersonal	Empathy	6, 21, 32, 38, 42, 59	6
	Social Responsibility	35, 49, 57	3
	Interpersonal Relationship	26, 36, 37, 43, 60	5
Stress management	Stress Tolerance	8, 28, 29	3
	Impulse Control	10, 27, 39	3
Adaptability	Reality Testing	5, 11, 46, 48	4
	Flexibility	22	1
	Problem Solving	7	1
General mood	Optimism	9, 17	2
	Happiness	18	1

1.4.2. The Speaking Performance Test

Concerning the speaking test, the researchers made use of two speaking tasks. Participants start with an interview in which they answer familiar questions about family and day-to-day life. The goal behind this one is to engage students as well as to make them feel comfortable. After that, participants are supposed to choose a topic and speak for at least 1 minute and a half in order to extract their real speaking capacities. The topics are; my best friend, my model actor/singer, my favourite hobby, and my best experience. The researcher took into consideration candidates' pronunciation, sentence structure, vocabulary, and fluency. The rating scale was from 1 to 5 for each of the four criteria.

For speaking tasks, four levels are identified. Level 4 represents excellent performance, level 3 indicates good performance, level 2 means fair or acceptable performance, and level 1 represents poor or deficient performance.

2.7. Data Analysis procedures

Both EQ test and the speaking performance test were analyzed in order to get the data of the study. First, the researcher analyzed the data from the EQ test using the Statistical Package for Social Sciences (SPSS) software version 25 for Microsoft to measure the participants' EI. The 60 items of EI were used, and scale ranges from 1 to 4. Every item has 4 points as highest score and 1 point as lowest score, which means that the maximum score, one can score, is 240 and the lowest score is 60.

Second, the participants' speaking performance was analyzed according to the 4 criteria: pronunciation, sentence structure, vocabulary, and fluency. The scale for each one of these aspects was from 1 to 5.

II. Findings

There were two types of research findings in this study: the results of students' emotional intelligence and the results of students' speaking test.

1. Results of Students' Emotional Intelligence

One of the Emotional Intelligence (EQ) dimensions is Intrapersonal. It has to do with being aware of our emotions and ourselves in general. This dimension is further sub-divided into: Self Regard (SR), Emotional Self Awareness (ESA), Assertiveness (ASS.), Independence (IND.), and Self Actualization (SA). Table 02 illustrates the scores of the participants and their level by the Mean and the Standard Deviation:

Table 2.

Students' results (Intrapersonal dimension)

	N	Min	Maxi	MEAN	STD.DEVIATION
SR	30	14,00	28,00	23,26	3,12
ESA	30	14,00	27,00	19,20	3,56
ASS	30	11,00	21,00	16,66	2,87
IND	30	3,00	6,00	4,06	0,96
SA	30	13,00	20,00	17,06	1,94
N	30				

Note. Std.D: standard deviation; Min: minimum; Maxi: maximum; N=sample

Generally, the students' scores are relatively high in the intrapersonal dimension. The analysis of the results indicates that the lowest mark achieved in self-regard sub-dimension test (minimum) is 14 while the highest mark (maximum) is 28, which explains that the students have a good level at Perceiving, understanding and accepting themselves. Consequently, most of the student's scores are above average as it is conveyed in the Mean (M=23,26). The standard deviation (Std. =3,12) is also significant in displaying that the scores

are not very dispersed from the mean. The perfect score would be 32. This concludes that the participants of this study have a high self-regard.

Emotional Self Awareness is defined as our ability to be aware of, identify and understand our emotions. In this sub dimension the scores range from 14 (minimum) to 27 (maximum). The perfect score here would be 28 since it is composed of seven items. Yet the mean is (M=19,20) with a low standard deviation of (std= 3.56) meaning that the marks are not very far from the mean.

Assertiveness is our ability to effectively express our feelings and ourselves. That is to say it is the ability to express feelings, ideas and thoughts as well as our ability to defend our opinions in a peaceful manner. It is based on self-confidence, straightforwardness and boldness. This sub dimension is represented by seven items, which means that the perfect score would be 28. However, the marks were centered towards average with mean of is (M=16,66) and a standard deviation as low as (std= 2,87).

Independence is defined as the ability to be self-reliant and free of emotional dependency on others. This is the ability to be self-directed in both thinking and acting. It is linked to the feeling that we are in control and can influence situations. Therefore, it is an important factor that serves in coping with stress and working under pressure. Regarding this Emotional Intelligence sub dimension, the average score value of this test is M= 4,06) , with a standard deviation value of (Std.D= 0.96). The perfect score would be 8, which indicates that the marks are relatively low.

Self-Actualization is defined as our ability to set personal goals and the drive to achieve them in order to actualize our potential. Fundamentally, self-actualization relates to the ability

to actualize our inner potential. It is manifested in becoming involved in pursuits that can lead to a meaningful, rich and full life. Striving to actualize our potential involves developing meaningful and enjoyable activities. The perfect score value would be 28; however, the average score was fairly low ($M= 17,06$) and a low standard deviation of ($std.D=1,94$).

As we can see from the table 2, all of the students had acceptable scores dealing with the first Emotional Intelligence dimension.

The second Emotional Intelligence Dimension is Interpersonal. It is concerned with our ability to be aware of others' feelings as well as the ability to establish and maintain a mutually satisfying relationship. There are three sub-dimensions of Interpersonal: Empathy, Social Responsibility (SR), and Interpersonal Relationship (IR)

Table 3.

Descriptive Statistics of interpersonal sub dimension

	N	Minimum	Maximum	Mean	Std. D
EMPATHY	30	11,00	21,00	16,86	3,24
SRR	30	5,00	9,00	7,80	1,20
IR	30	7,00	18,00	14,40	3,66
N	30				

Empathy involves our ability to understand and be aware of how others feel. Being empathetic is being able to emotionally read other people i.e. the ability to pick up emotional hints and clues. Empathy entails putting the interests of others ahead of one's own-self when necessary and being a cooperative, contributing and trustworthy. For the first sub-dimension of Interpersonal the average score value of this test is $M= 16,86$, with a standard deviation value of ($Std.D= 3,24$). The perfect score would be 24, which indicates that the marks are above average.

Social Responsibility is defined as our ability to identify with social groups, among friends, and in the community. It also involves being able to cooperate with others in a constructive manner. It is simply acting responsibly even without the least personal benefit. For this sub-dimension the mean was (M=7,80) which is in fact very low and a standard deviation of (std.D= 1,20). This concludes that have difficulty dealing with this facet of EI.

Interpersonal Relationship is defined as our ability to establish and maintain satisfying relationships and relate well with others. Being well equipped with interpersonal relationship skills is characterized by giving and receiving warmth and affection as well as conveying intimacy. This component is also associated with the ability to feel at ease and comfortable in such relationships and to possess positive expectations concerning social interaction. Interpersonal Relationship is based on sensitivity towards others, a desire to establish relations as well as feeling satisfied with relationships. Concerning the last sub-dimension of Interpersonal, the average score was M=14,40 and the standard deviation was (std.D= 3,66).

Stress Management is the next Emotional Intelligence dimension. It has to do with our ability to cope with our emotions so that they work for us rather than against us. There are two sub-dimensions of Stress Management: Stress Tolerance (ST) and Impulse Control (IC).

Table 4.

Descriptive Statistics of Students' results (Stress Management)

	N	Minimum	Maximum	Mean	Std. D
ST	30	6,00	10,00	7,80	1,20
IC	30	2,00	10,00	6,13	2,03
N	30				

Stress tolerance is defined as our ability to effectively a manage emotions. In other words, it is the ability to bear stressful situations without getting overwhelmed through coping with stress. It is similar to problem solving that aims at coming up with an immediate solution to deal with a stressful problem or situation. For the first sub dimension of Stress Management, the average value was $M=7,80$ and the standard deviation was (std.D= 1,20). This suggests that the scores were close to one another

Impulse Control is the ability to resist or delay an impulse or temptation to act; and it encompasses the capacity of accepting our aggressive impulses as well as controlling hostile and irresponsible behaviour. It is the ability to maintain composure and effectively control one's emotions in challenging circumstances. For the second sub dimension of Stress Management the average value was fairly low ($M=6,13$) and relatively low (std.D=2,03). As we can notice in table students had fair scores in this dimension of Emotional Intelligence.

Adaptability is the fourth dimension of EI that relates to change management i.e., the way we deal with and adapt to personal and interpersonal change in our environment. The sub-dimensions of Adaptability are Reality Testing (RT), Flexibility (Flex.), and Problem Solving (PS).

Table 5.

Descriptive Statistics Students' results (Adaptability)

	N	Minimum	Maximum	Mean	Std. D
RT	30	5,00	12,00	8,53	1,76
FLEX	30	1,00	3,00	2,06	,59
PS	30	2,00	3,00	2,53	,51
N	30				

Reality Testing involves our ability to validate our feelings objectively and think with external reality. This includes assessing the correspondence between what is internally experienced and what exists externally i.e., looking for objective evidence to confirm feelings and thoughts. For this sub-dimension, all students got low scores with a mean of (M=8,53) and the standard deviation also displays that the marks are not very dispersed from the mean std.D= 1,76. The perfect score here would be 12 for it is a composition of three items.

Flexibility is our ability to adapt our feelings, thoughts and behaviour according to new situations and circumstances. It refers to our ability to adapt to unfamiliar and unpredictable circumstances. Concerning this sub-dimension, students' an average score of M=2,06, and the standard deviation of std.D= ,59. This subscale contains one item, meaning that the highest score one can get is 4.

Problem Solving governs our ability of solving personal and interpersonal problems. It also entails paying close attention to details in complicated situations, filtering information quickly and prioritizing a desired course of action. Regarding Problem Solving, students scored well, as it is conveyed in the mean M= 2,5333 and std.D=,51640. This subscale is also represented with one item, and the perfect mark is 4.

From table 5, we can notice that students had acceptable scores, this concludes that in this dimension of EI students are relatively good.

The last dimension of EI is General Mood. It determines our ability to enjoy ourselves and our lives in general. It encompasses 1 sub-dimensions: Optimism (Opt.) and Happiness (Hap.).

Table 6.

Descriptive Statistics Students' results (General Mood)

	N	Minimum	Maximum	Mean	Std. D
OPT	30	2,00	6,00	4,33	1,29
HAP	30	1,00	3,00	1,33	,72
N	30				

Optimism is our ability to maintain a positive attitude toward life in all conditions. It represents a prompting approach to our daily lives and a very motivating factor that applies to all what we do. Optimism also plays a crucial role in self-motivation as well as in coping with stress and reaching for goals. Here, the average value of students' scores was $M=4.33$, and the standard deviation was $std.D= 1.29$.

Happiness, the other sub-dimension of General Mood, is about being content with ourselves, others and life in general. It is simply the ability to feel satisfied about our lives, enjoy and have fun. Happiness combines self-satisfaction, general contentment, and the ability to enjoy life. For this sub-dimension, is represented via one item, the perfect score would be 4; however, the average score value was $M=1.33$, with a standard deviation value of $st.D= ,72$

To sum up this dimension, students had fair scores, the standard deviation values are relatively low, which indicates that almost all the scores of this subscale are close to one another.

Table 7.

Descriptive Statistics Results of students' overall Emotional Intelligence

	N	Minimum	Maximum	Mean	Std. D
intrapersonal	30	56,00	98,00	80,13	9,12
interpersonal	30	26,00	48,00	39,06	7,13
stressmange	30	8,00	20,00	13,93	2,76
adaptability	30	9,00	17,00	13,13	2,06
gmood	30	3,00	9,00	5,60	1,76
N	30				

It is revealed, from the questionnaire, that students perceive Emotional Intelligence with different rates. Table 7 illustrates the scores students obtained in every dimension of EI according to Bar-On EQ-I. Knowing that it has been simplified for students to easily grasp. According to the results shown in the table, the first subscale “interpersonal” has highest standard deviation value of $st.D=9.12$. with an average value of $M=80.13$. it consists of 31 items, and the perfect score is 124. This explains that students had fair score in this subscale. The second subscale is interpersonal. Represented with 14 items, with 56 as the highest score that can be achieved, the mean value here is 39.06 and high standard deviation value of $st.D=7.13$. The following two subscales “stress management and adaptability” both contained six items each. With perfect score of 24; yet their average values were $M=13.93$, and $M=13.13$ respectively. And a standard deviation of $st.D=2.76$ and $st.D=2.06$ in the same order. This exhibits the struggle students face in this area. The final subscale is “general mood”, comprised of just three items with a perfect score of 12. The mean value was $M=5.600$ and a low standard deviation of $st.D=1.76$, this subscale is where students score the lowest.

2. Students’ Speaking Performance Scores

Concerning speaking test, students were asked talk about their family and daily life as a warm-up task. After that, they had to choose a topic from the following ones (my best friend, my model actor/singer, my favourite hobby, and my best experience) and talk about it for at least a minute and a half.

Table 8.*Descriptive Statistics Students' speaking scores*

	N	Minimum	Maximum	Mean	Std. D
Pronunciation	30	2,00	4,00	2,93	,59
Stc structure	30	2,00	4,00	3,13	,63
vocabulary	30	2,00	4,00	3,60	,63
Fluency	30	2,00	4,00	2,86	,63
Total score	30	8,00	16,00	12,53	2,09
N	30				

Most students do not have difficulties regarding pronunciation. Actually, some of them have good pronunciation. The majority had fair and above average scores with an average value of $M=2.93$, and a standard deviation as low as $std.D=,59$. Every now and then, you hear a word or two that are mispronounced; nevertheless, this does not have any significant influence on the meaning of the sentence.

Sentence structure focuses mainly on grammar. From table 8 students had a fair score, making only a few grammatical mistakes that did not affect the overall meaning. Some students got the perfect mark meaning that they did not make any grammatical mistakes. Other students had low scores which means that they made some major grammatical mistakes that affected both the structure and the meaning of their sentences. In general, the mean value was high of this subscale in comparison to other subscales $M=3.13$ and $std.D=0,63$

Concerning vocabulary, students enriched their topics with many advanced words and expressions. Besides, the use of these expressions matches the meaning of their sentences perfectly. They tried to use various words to enrich their sentences; however, few of them did not match the meaning of their sentence. The mean value was at its peak in this subscale $M=3,60$, and $std.D=,63$ signaling students' major strength in terms of speaking skills.

The fluency as well varied from one student to another. Some students got high scores in fluency. These students spoke without any hesitation or stutter. Others got fair scores, as hesitation and a few breaks appeared in some sentences. The mean value was the nethermost in this subscale $M=2,86$, and $std.D=0,63$. This concludes that this where students have their hard time.

The results of the students' speaking skill are satisfactory. The mean value was above average $M=12,53$ and the standard deviation quite low $std.D= 2,09$ meaning that the score are not very dispersed from the mean.

3. Correlation between Emotional Intelligence and Speaking Scores

Generally, correlation analysis describes the degree to which two variables are related. It ranges from -1.00 to 1, with -1.00 and 1.00 representing perfect negative/ positive relationships respectively and 0 representing the nonexistence of a relationship between the variables (Spiegelhalter, 2019). If a correlation is positive, it means that both variables move in the same direction. If a correlation is negative, it means that when one variable's value increases the other's decreases. A correlation can also be neutral (or zero), which indicates that the variables are basically unrelated.

In this study, two quantitative variables are under investigation to see if there is any correlation between them. The first variable is EQ while the second is speaking performance of EFL students. Statistically significant correlation between EFL secondary school learners level of EI and speaking skills was found at the level of $r=0.01$ level. As shown in table 9. It is a positive strong correlation with a value of 0.895 indicating a strong correlation between the two variables

Table 9*Correlation between students' EI and speaking scores*

		EI	Speaking
EI	Corrélacion de Pearson	1	,895**
	Sig.		,000
	N	30	30
Speaking	Corrélacion de Pearson	,895**	1
	Sig.	,000	
	N	30	30

****.** The correlation is significant at 0.01 level (two-tailed).

With the purpose of discovering which subscale of EI correlates with speaking skill results, Pearson bivariate correlation analysis was applied on speaking skill results and every subscale's result of EI.

The following are correlations between different aspects of emotional intelligence and speaking performance.

Table 10*Correlation between dimension of EQ and levels of speaking*

		Speaking
Intrapersonal	Corrélacion de Pearson	,913**
	Sig.	,000
	N	30
Interpersonal	Corrélacion de Pearson	,789**
	Sig. (bilatérale)	,000
	N	30
Stress management	Corrélacion de Pearson	,597*
	Sig. (bilatérale)	,019
	N	30
Adaptability	Corrélacion de Pearson	,460
	Sig. (bilatérale)	,084
	N	30
Good mood	Corrélacion de Pearson	,062
	Sig. (bilatérale)	,827
	N	30

****.** The correlation is significant at the 0.01 level (2-tailed)

***. The correlation is significant at the 0.05 level (2-tailed)**

The table indicates that there is a statistically significant correlation between speaking levels and intrapersonal (r=0.913) interpersonal (r=0.789) stress management (r=0.597). However, there is no correlation between speaking levels and adaptability and good mood.

Further details can be explored like the correlations between levels of speaking skills and components of each dimension.

Table 11.

Correlation between speaking levels and components of intrapersonal dimension of EI

		Speaking
SR	Corrélation de Pearson	,673**
	Sig. (bilatérale)	,006
	N	30
ESA	Corrélation de Pearson	,785**
	Sig. (bilatérale)	,001
	N	30
ASS	Corrélation de Pearson	,458
	Sig. (bilatérale)	,086
	N	30
IND	Corrélation de Pearson	,760**
	Sig. (bilatérale)	,001
	N	30
SA	Corrélation de Pearson	,655**
	Sig. (bilatérale)	,008
	N	30

The table indicates that there is a statistically significant correlation between speaking levels and intrapersonal sub dimensions. Self regard (r=0.673); emotional self awareness(r=0.785); independence(r=0.760); self actualization (r=0.655). However, there is no correlation between speaking levels and assertiveness.

Table 12

Correlation between speaking levels and components of the interpersonal dimension of EI

		Speaking
EMPATHY	Corrélation de Pearson	,734**
	Sig. (bilatérale)	,002
	N	30
SRR	Corrélation de Pearson	,411
	Sig. (bilatérale)	,128
	N	30
IR	Corrélation de Pearson	,751**
	Sig. (bilatérale)	,001
	N	30

****.** The correlation is significant at the 0.01 level (two-tailed)

*****. The correlation is significant at the 0.05 level (two-tailed)

The table indicates that there is a statistically significant correlation between speaking levels and interpersonal sub dimensions. Empathy ($r=0.734$); interpersonal relationship ($r=0.751$).

Table 13

Correlation between speaking levels and components of the stress management dimension of EI

		Speaking
ST	Corrélation de Pearson	,327
	Sig. (bilatérale)	,234
	N	30
IC	Corrélation de Pearson	,619*
	Sig. (bilatérale)	,014
	N	30

****.** The correlation is significant at 0.05 level (two-tailed).

The table exhibits that there is a statistically significant correlation between speaking levels and stress management second sub dimension impulse control ($r=0.619$)

Table 14*Correlation between speaking levels and components of the adaptability dimension of EI*

		TotalSpeaking
RT	Corrélation de Pearson	,418
	Sig. (bilatérale)	,121
	N	30
FLEX	Corrélation de Pearson	,084
	Sig. (bilatérale)	,766
	N	30
PS	Corrélation de Pearson	,312
	Sig. (bilatérale)	,258
	N	30

****The correlation is significant at 0.05 level (two-tailed).**

The table exhibits that there is no statistically significant correlation between speaking levels and adaptability sub dimensions.

Table 15*Correlation between speaking levels and components of the good mood dimension of EI*

		Speaking
OPT	Corrélation de Pearson	,114
	Sig. (bilatérale)	,685
	N	30
HAP	Corrélation de Pearson	-,078
	Sig. (bilatérale)	,781
	N	30

****The correlation is significant at 0.05 level (two-tailed).**

The table exhibits that there is no statistically significant correlation between speaking levels and good mood sub dimensions.

4. Discussion of the Results

From the results above, it can be concluded that there is a relationship between students' EI and their speaking skills. That is to say, the higher the EI, the better is the speaking performance. In fact, this was the answer to our first research question that is: what is the relationship between EI and speaking performance?.

The quantitative results showed that the relationship between students' EI and speaking performance was statistically significant. However, the examination of EI dimensions was useful in documenting and discussing such characteristics.

Bar-On EQ-I encompassed 60 questions, which were categorized into five dimensions. Out of the five dimensions, interpersonal competency was discovered to be the dimension at which students excel. Three skills and a total of 14 questions form the interpersonal dimension making the perfect score 56; meanwhile, the average score was $M=39.09$ having a percentage of 69%, followed by intrapersonal 64%, stress management 58%, and adaptability 54% respectively. And general mood was the least endorsed competency among the participants of this study 46%.

Within the interpersonal dimension, interpersonal relationship skill was what participants adopted the most, social responsibility came last, and empathy in between. The second dimension's (intrapersonal) most adopted skill was self regard, followed by emotional self awareness, coming next we have self actualization, assertiveness, and independence. Stress tolerance ranked higher than impulse control; together they forged the third dimension in our list

“Stress management”. In their adaptability test students showed an inclination towards problem solving, flexibility weren’t their strong suit, but at least better than reality testing, which is where they score the lowest within this dimension. Surprisingly, and despite their young age, the participants said they are not happy at all, with only 33% endorsed this character. Optimism; however, ranked higher in the least endorsed EI competency “general mood”.

According to the above drawn results, the EFL students we have interviewed had a quite acceptable speaking competence considering their age and educational background. Due to the statistics we have analyzed, EFL learners’ biggest challenge is fluency. Learners demonstrated a rich vocabulary arsenal, scoring their best at this subscale of the speaking test. Pronunciation was not a big issue for them as well. However, sentence structure was up and down along the way. Learners produced complete meaningful sentences, but every now and then you would see a fragment or an incomplete sentence, which makes it harder for the listener to fully understand. Finally, students achieved a fairly good average of $M=12.53$

After the participants’ tests were completed, Pearson bivariate correlation analysis was applied on speaking skill results and every subscale’s result of EI. Based on the correlation analysis, there is a strong correlation between students of Ismail Belfare secondary school EQ level and their speaking skills, at the level of ($r=0.01$) level with a value of (0.895). This answers the main question of our study. A positive correlation means that as one variable increases in value, the second variable also increases in value and vice versa. The current study investigates the correlation between the independent variable EI and the dependent variable speaking skills. Thus, when EFL learners EQ increases, their speaking skills increase; also, when their EQ decreases, their speaking skills decrease. Nonetheless, EI dimensions

were not all correlated with the speaking skills to the same extent. The leading dimension of EI that had the strongest correlation was intrapersonal($r=0.913$) dimension. With SR and ESA as the sub dimensions that correlated the most within that dimension. It may be obvious that these are the key factors that need the most attention from both teachers and learners who strive to flourish at this particular area of EFL.

To conclude it is worth mentioning that Learners might still be unable to process such information and use it to their interests, so the responsibility all falls on teachers to pave the way for their learners to be the best they can.

Based on the correlation table, second strongest correlation was with the interpersonal dimension ($r=0.789$) led by interpersonal relationships and empathy as the main sub dimensions, and the crucial skills that caused the correlation. The last meaningful aspect of EI that was shown to be relevant to the speaking skills was stress management. It had a moderate significant correlation ($r=0.789$). On the other hand, the rest two subscales of EI, namely, adaptability and general mood had no correlation with speaking skills of EFL learners. Likewise, bora (2012) states “EI plays an active role for students to be active participants in speaking classes. The students who have less EQ were less eager to attend speaking classes which causes interruptions in language teaching. However, students who have high level of EQ do not feel any hesitation to join in speaking activities because they self-esteem, know what they need and want, manage their feelings, and study cooperatively”.

To conclude, intrapersonal, interpersonal, and stress management are the predictors of the speaking skills of EFL learners. Consequently, they are the ones that need the greatest

attention for they will be invaluable in the journey of learning English and eventually speaking it.

As the results shown above indicate the existence of a relationship between EI and speaking skill, teachers ought to take huge advantage of that and aim towards making their students aware of their emotional intelligence skills as well as pushing them to develop these abilities. The first step to do that is by measuring their emotional intelligence, which leads us to answer our third research question. Teachers can choose from a variety of available questionnaires in order to know their students' EI levels. One example of these questionnaires is the one we used in our research to measure our participants' EI (see appendices).

To sum it all up, there is a relationship between students' EI and their speaking skills. That is to say, the higher the EI, the better is the speaking performance. In fact, this was the answer to our first research question that is: what is the relationship between EI and speaking performance?

5. Pedagogical Implications

On the basis of the present research results, it is helpful to suggest these recommendations for EFL teachers and learners:

1-Teachers should be aware of their own emotional intelligence strengths and weaknesses.

2- Teachers should make their learners aware of their own emotional intelligence assets and gaps to foster their speaking skill

3-It is recommended that future research should focus on one or two specific dimensions that highly correlated with pupils' speaking skill.

4- Conducting similar studies in terms of variables using different emotional intelligence tests and speaking skill tests to analyze the variations among findings.

6. Pedagogical Implications

Based on the findings, the study puts forward the following set of pedagogical implications:

1-It has been proved that many emotional intelligence dimensions highly correlate with pupils' speaking skill.

2-Pupils working on their speaking skill have to focus on specific EI dimensions to develop.

3-Emotional intelligence has to be perceived as an integral part towards developing one's speaking skill.

4- Educators ought to raise students' awareness of the importance of developing their emotional intelligence competencies.

7. Limitations of the Study

Due to some constraints and more precisely to pupils' time table, the researcher found it really difficult to conduct the EQ test as well as the speaking test with the sample. This came about as a result of the new grouping system that was dictated by the ministry. One of the researchers is a secondary school teacher that works during the pupils' free time and vice

versa. Moreover, the teachers who are in charge of these groups could not give away some sessions to the researcher. Therefore, the main EQ test as well as the speaking test could only be conducted with one secondary school scientific stream pupils who had the same studying period as the researcher's working time.

General Conclusion

The speaking skill is very important for EFL learners to express their ideas and points of view during the learning process. On the other hand, since its emergence in the last decade of the twentieth century “emotional intelligence” has become the trend in the field of psychology and applied linguistics. Thus, the current study investigates the correlation between EI and speaking skills.

To achieve this goal and undertake this study important research questions were raised exploring the existence of a correlation between secondary EFL learners in secondary school classrooms in Ouled Dahmane speaking performance and their EI. In addition a further question was asked about the correlations between their speaking performance and the different dimensions of EI.

To conduct this study, two instruments of data collecting were used: a questionnaire of EI based on Bar-On model and a speaking test. Both for second year scientific stream EFL students. Using the Pearson correlation coefficient analysis the researchers managed to assess possible correlations between secondary schools levels of speaking performance and their EI.

For the sake of assessing the speaking skill at the secondary school, a sample of 30 second year students were selected, then an EQ test has been used as research instruments to collect data from the participants to measure their EI level. Data were analyzed quantitatively and qualitatively using a number of descriptive and inferential statistics tools.

The results of students’ EQ test and speaking test revealed that there was a significant correlation between EI level of EFL learners and their speaking skills. The strongest dimensions that correlated with speaking skills were intrapersonal, interpersonal, and stress management respectively.

As a conclusion, students' EI has a significant correlation to their speaking skills. Students who have low level of EI are less willing to speak, and even if they take part in speaking activities, the results will be inadequate. On the other hand, students who have high level of emotional intelligence do not hesitate to speak because they have adequate self-confidence, know what they need and want, are capable to manage their feelings, and are able to study cooperatively.

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Appendices

Appendix A : Emotional intelligence questionnaire

	Strongly agree	agree	disagree	Strongly disagree
1-I can easily tell if someone else wants to enter a conversation.				
2-I prefer animals to humans.				
3-I try to keep up with the current trends and fashions.				
4-I find it difficult to explain to others things that I understand easily, when they do not understand it first time.				
5-I dream most nights.				
6-I really enjoy caring for other people.				
7-I try to solve my own problems rather than discussing them with others.				
8-I find it hard what to do in a social situation.				
9-I am at my best first thing in the morning.				
10-People often tell me that I went too far in driving my point home in a discussion.				
11-It does not bother me too much if I am late meeting a friend.				
12-Friendships and relationships are just too difficult, so I tend not to bother with them.				
13-I would never break a law no matter how minor.				
14-I often find it difficult to judge if something is rude or polite.				
15-In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking.				
16-I prefer practical jokes to verbal humor.				
17-I live life for today rather than the future.				
18-When I was a child, I enjoyed cutting up worms to see what would happen.				
19-I can pick up quickly if someone says something but means another.				
20-I tend to have very strong opinions about morality.				
21-It is hard for me to see why somethings upset people so much.				
22-I find it easy to put myself in somebody else's shoes.				
23-I think that good manners are the most important				

thing parents can teach their child.				
24-I like to do things on the spur of the moment.				
25-I am good at predicting how someone will feel.				
26-I am quick to spot when someone in a group is feeling awkward or uncomfortable.				
27-If I say something that someone else is offended by, I think that that is their problem, not mine.				
28-If anyone asked me if I liked their haircut, I would reply truthfully, even if I did not like it.				
29-I always cannot see why someone should have felt offended by a remark.				
30-People often tell me that I am very unpredictable.				
31-I enjoy being the center of attention at any social gathering.				
32-Seeing people cry does not really upset me.				
33-I enjoy having discussions about politics.				
34-I am very blunt, which some people take to be rudeness, even though this is unintentional.				
35-I do not tend to find social situations confusing.				
36-Other people tell me I am good at understanding how they are feeling and what they are thinking.				
37-When I talk to people, I tend to talk about their experiences rather than my own.				
38-It upsets me to see an animal in pain.				
39-I am able to make decisions without being influenced by people's feelings.				
40-I cannot relax until I have done everything I had planned to do that day.				
41-I can easily tell if someone else is interested or bored with what I am saying.				
42-I get upset if I see people suffering on news program.				
43-Friends usually talk to me about their problems as they say that I am very understanding.				
44-I can sense if I am intruding even if the other person does not tell me.				
45-I often start new hobbies but quickly become bored with them and move onto something else.				
46-People sometimes tell me that I have gone too far with teasing.				
47-I would be too nervous to go on a big rollercoaster.				
48-Other people often say that I am insensitive though I do not always see why.				
49-If I see a stranger in a group, I think that it is up to them to make an effort to join in.				

50- I usually stay emotionally detached when watching a film.				
51-I like to be very organized in day-to-day life and often make lists if the chores I have to do.				
52-I can tune into how someone else feels rapidly and intuitively.				
53-I do not like to take risks.				
54-I can easily work out what another person might want to talk about.				
55-I can tell if someone is masking their true emotion.				
56-Before making a decision, I always weigh up the pros and cons.				
57-I do not consciously work out the rules of social situations.				
58-I am good at predicting what someone will do.				
59-I tend to get emotionally involved with a friend's problems.				
60-I can usually appreciate the other person's viewpoint even if I do not agree with it.				

Appendix B : Emotional intelligence questionnaire (Arabic version)

أعارض بشدة	أعارض	أوافق	أوافق بشدة	
				1-يمكنني بسهولة معرفة ما إذا كان الشخص الآخر يريد الدخول في محادثة
				2-أفضل الحيوانات على البشر
				3-أحاول مواكبة الاتجاهات والأزياء الحالية
				4-أجد صعوبة في شرح الأشياء التي افهمها للآخرين عندما لا يفهمونها من المرة الأولى
				5-أحلم معظم الليالي
				6-أستمتع حقا برعاية الآخرين
				7-أحاول حل مشاكلي الخاصة بدلا من مناقشتها مع الآخرين
				8-أجد صعوبة في القيام بما هو طبيعي
				9-أكون في أفضل حالاتي في الصباح
				10-غالبا ما يخبرني الناس أنني ذهبت بعيدا من أجل توضيح مقصدي
				11-لا أنزعج إذا تأخرت عن مقابلة مع صديق
				12-الصدقات والعلاقات صعبة للغاية، لهذا لا أبالي بها
				13-لن أخالف القانون أبدا، ولو كان شيئا بسيطا
				14-يصعب على التمييز بين ما هو وقح وما هو مهذب
				15-في محادثة أميل إلى التركيز على ما أفكر فيه بدلا من التركيز على ما يفكر فيه من يستمع إلي
				16-أفضل المقالب على النكات اللفظية
				17-أعيش من أجل الحاضر وليس من أجل المستقبل
				18-عندما كنت طفلا، استمتعت بقطع الديدان لأرى ما سيحدث
				19-يمكنني المتابعة بسرعة إذا قال أحدهم شيئا ولكنه يعني شيئا آخر
				20-أميل إلى إبداء آراء جريئة فيما يخص الأخلاق
				21-أجد صعوبة في تحديد سبب انزعاج الناس من بعض الأشياء
				22-يسهل على أن أضع نفسي في مكان شخص آخر
				23-أعتقد أن الأخلاق الحميدة هي أهم ما يمكن للوالدين تعليمه لأبنائهما
				24-أحب أن أقوم بالأشياء في اللحظة
				25-أجيد التنبؤ بما يشعر به الشخص الآخر
				26-أستطيع بسرعة تحديد ما إذا كان شخص في المجموعة يشعر بالحرج أو عدم الراحة
				27-إذا ما قلت شيئا يسيء إلى شخص آخر فتلك مشكلته وليست مشكلتي.
				28-إذا سألتني أحد ما إذا كنت أحب قصة شعره، فإني سأجيب بصدق حتى إذا لم تكن تعجبني
				29-لا أستطيع دائما أن أفهم لم يشعر شخص آخر بالإهانة من ملاحظة ما
				30-كثيرا ما يقول لي الناس أنه يصعب عليهم توقع ردود أفعالي.
				31-أستمتع بكوني مركز الاهتمام في أي تجمع أكون حاضرا فيه.
				32-لا أتأثر عندما أرى الناس يبكون
				33-أستمتع بالحديث عن السياسة
				34-أنا صريح جدا، وهو ما يعتبره الناس فظاظة، على الرغم من أن هذا غير مقصود

				35-لا أجد المواقف الاجتماعية مربكة
				36-يقول لي أشخاص آخرون أنني جيد في فهم ما يشعرون به وما يفكرون فيه
				37-عندما أتحدث إلى الناس أميل إلى الحديث عن تجاربهم عوض الحديث عن تجربتي
				38-يزعجني رؤية حيوان يتألم
				39-أستطيع اتخاذ القرارات دون أن أتأثر بمشاعر الناس
				40-لا أستطيع الاسترخاء حتى أفعل كل ما خططت لفعله في ذلك اليوم
				41-يمكنني بسهولة معرفة ما إذا كان الشخص الآخر مهتما أو يشعر بالملل مما أقوله
				42-أنزعج عندما أرى معاناة الناس في البرامج الاخبارية
				43-يحدثني أصدقائي عن مشاكلهم لأنهم يرون أنني متفهم للغاية.
				44-يمكنني أن أحزر إذا ماكنت أتطفل حتى لو لم يخبرني الآخرون بذلك
				45-غالبا ما أبدأ هوايات جديدة لكن سرعان ما أشعر بالملل وأنتقل لفعل شيء آخر
				46-يقول لي الناس أحيانا أنني بالغت في الإثارة
				47-ساكون متوترا للغاية إذا ما كان على أن ألعب لعبة مغامرة للتسلية
				48-يخبرني الناس أحيانا أنني غير حساس لكني لا أعلم لم.
				49-إذا رأيت غربيا ي مجموعة أعتقد أن الأمر متروك له لبذل جهد للانضمام
				50-عادة ما أبقى منفصلا عاطفيا عند مشاهدة الأفلام
				51-أحب أن أكون منظما في حياتي اليومية، و عادة ما أقوم بإعداد قوائم للأعمال التي على القيام بها
				52-يمكنني أن أتناغم سريعا وبديها مع شعور محدثي
				53-لا أحب المخاطرة
				54-يمكنني بسرعة معرفة ما يرغب الآخر في الحديث عنه
				55-يمكنني معرفة ما إذا كان الشخص الآخر يخفي مشاعره الحقيقية
				56-قبل اتخاذ القرارات، دائما ما أقارن بين السلبيات والايجابيات
				57-أستنبط دون وعي مني قواعد المواقف الاجتماعية
				58-أنا جيد في التنبؤ بأفعال الآخرين
				59-أتأثر عاطفيا بمشاكل أصدقائي
				60-أقدر آراء الآخرين حتى ولو اختلفت معهم.

الملخص

هذه الدراسة هي محاولة لاستقصاء العلاقة بين الذكاء العاطفي ومهارات التحدث لدى طلاب المرحلة الثانوية في الجزائر. وعليه؛ فقد تم اختيار 15 تلميذ (ذكور) بشكل عشوائي من ثانوية اسماعيل بلفار- أولاد دحمان. تصميم هذه الدراسة كمي. تم جمع البيانات من خلال استبيان الذكاء العاطفي واختبار التحدث. هذا وقد تبين من خلال نتائج تحليل البيانات وجود علاقة ذات دلالة بين إحصائيات الذكاء العاطفي والدرجات المتحصل عليها في اختبار التحدث لدى الطلاب المختارين. ومن ثم؛ من أجل تسهيل تعلم اللغة، بإمكان الأساتذة الاستفادة من استبيانات الذكاء العاطفي لقياس ذكاء التلاميذ العاطفي ومساعدتهم على تطوير نقاط ضعفهم.