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**Faculty of Letters and Languages**  
**Department of English**

**Investigating Students 'Attitudes towards the Effectiveness of Emotional  
Intelligence in Improving EFL Students 'Achievement in the Speaking Skill.**

*The Case of First Year Master Students of English at Larbi Ben M'Hidi University-Oum El  
Bouaghi*

**A Dissertation Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Arts in Language Sciences and Teaching English  
as a Foreign Language**

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## *Dedication*

*In the Name of Allah, the Most Merciful, the Most Compassionate*

*This dissertation is dedicated to*

*The dearest person in my life my mother Alhaja "Djamila».*

*My father Alhaj "Abdelhamid"*

*My husband "Moussa " who has always been encouraging me to  
finish my study.*

*My Only brother "Anoir" and my sister "Nadia"*

*All my friends: Asia, Hadda, Sabrina, Ahlam, Khawla, Wafa,  
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## **Abstract**

Speaking is an important skill for successful foreign language learning. The majority of EFL learners faced problems in speaking which may lead them to the failure. These problems may rise from anxiety, shyness, and lack of vocabulary. Different scholars proposed different ways to minimize the negative influence of speaking. The present study sheds light on emotional intelligence as a new field in of research, which can be a successful and helpful method for learners in the EFL classes. This study aims at investigating the students' attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill. To accomplish the purpose of this research. A descriptive method has been conducted. A questionnaire was administered to (30) first- year master students at the department of English, University of Oum El Bouaghi. The sample population was chosen randomly. The results of this study show that the majority of students claim that having a high EI improves their speaking. So, the finding obtained from the students' questionnaire in this study confirmed the hypothesis that students would have positive attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievements in the speaking skill.

### **Key terms**

Emotional Intelligence, Speaking Skill.

## **LIST OF ABBREVIATIONS**

- **EFL**: English as a Foreign Language
- **EI**: Emotional Intelligence.
- **ESI** : Emotional Social Intelligence.
- **FL** : Foreign Language
- **IQ**: Intelligence Quotient
- **i.e.** It means
- **Q**: Question
- **SLL**: Second Language Learning
- **%**: Percent

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## **General Introduction**

### **1. Statement of the Problem**

It is known that learning a language is one of the difficult tasks which make students feel uncomfortable. Thus, the purpose of learning a foreign language is to be able to communicate effectively. Most of students face difficulties when they want to speak basically due to: The fear of making mistakes, low of self-esteem. So, to decrease these difficulties, it is necessary for teachers to use various strategies such as emotional intelligence to make their students speak fluently and effectively. In another words, teachers should be emotionally intelligent in the classroom, they should be interested and care about their students feeling to help them to achieve whatever they want. Scholars claim that teachers should give the opportunity for learners to speak fluently in EFL classes.

### **2. Aims of the Study**

The aim of this study is to investigate the students' attitudes towards the usefulness of emotional intelligence in the EFL classroom .Accordingly, the sub-aim is to check whether EI helps learner to be aware about their learning and to be successful in improving their speaking skills.

### **3. Research Questions**

This study addresses the following question:

What are the students' attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill?

#### **4. Research Hypothesis**

In the light of the highlighted question, the main hypothesis raised for this study is:

Students will have positive attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill.

#### **5. The choice of the method**

As it has been mentioned before, the purpose of the present study is to investigate the students' attitudes towards the usefulness of emotional intelligence in improving EFL students' achievement in the speaking skill. So, the most suitable method to fulfill this aim and test our hypothesis is a descriptive method through the use of questionnaire.

#### **6. The population**

The population of this study is first-year Master students at the University of Oum el Bouaghi, English department during the academic year 2015-2016. The population consists of 100 students.

#### **7. The Sample and Data gathering tools:**

The sample of this research consists of 30 students which were chosen randomly. Simply because, they have already known and they are considered as advanced learners who are aware and familiar with the notion of emotional intelligence.

The questionnaire is a tool which is widely used in conducting an educational research which makes researchers arrive at an appropriate conclusions in a research.

## **8. Structure of the study**

The dissertation includes two main chapters. The first one is concerned with the theoretical part, it consists of two sections. Section one is a review of emotional intelligence. Its definition, its history of, its models, and the influence in speaking skill. Section two will be administered to students' achievement in the speaking skill. The second chapter is an analysis of students' questionnaire, the discussion of the results, pedagogical implications and the research limitations.



# Chapter One: Emotional Intelligence

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## **Introduction**

Many people believed that using and following the cognitive abilities, i.e., using their brains, is the best way to think and make decisions. This concept of intelligence differs from one person to another because their brains consist of different parts which are responsible for reading activities, mathematics, personal relationships (Farooq, 2014). This is considered as a sign of their intelligence. Other people follow their feeling, as a concept which is combined from both emotions and intelligence. Emotional intelligence is discussed from different theories and perspectives. The recognition of this construct in EFL classrooms results in positive interaction between teachers and students. The concept of EI was developed by many scholars, initially, Salovey and Mayer (1990) were the first psychologists who coined the term emotional intelligence, which came from the theory of multiple intelligence proposed by Gardner (1983). Both interpersonal and intrapersonal intelligence are used for the concept formulation of the theory of emotional intelligence (Salovey and Mayer, 1990). Then it was further developed by Payer (as cited in Zazezedeh, 2013) in his doctoral dissertation entitled 'A study of emotion: Developing Emotional Intelligence', and it was also developed in the work of Goleman (1995).

In this section, the construct of EI is discovered by defining the two aspects of personality which are intelligence and emotion with interrelated definition from different perspectives. History of EI, EI models. Skills and competences are also parts raised in this section. Finally, a concise explanation of the importance of emotional intelligence and the relationship between EI and speaking skill.

## **1.1 Definitions**

### **1.1.1 Emotion**

According to Young (1943: 457-458), emotion is described as "a complete loss of cerebral control and containing no trace of conscious purpose ". That is to say, when people follow their emotions, they lose the control of their brain .i.e., they use emotions to make decisions. In addition, and follow them. However, another view has regarded emotion as positive forces and "Processes that arouse, sustain, and direct activity" (Leeper, as cited in Mayer &Salovey, 1993, p. 435). So, emotions are the different processes that can direct people's activities and work hand by hand with the brain because there are some activities that require the use of emotions rather than brain.

### **1.1.2 Intelligence**

Intelligence has been defined by many scholars, the first one who explained it was Wechsler stating that intelligence as " the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment " (Wechsler, 1958:7).That is to say, the individual's intellectual ability should be performed with a goal, to reflect reasonably and behave appropriately with his environment. According to Wade and Tavris(2006) intelligence is defines as "the ability to profit from experience, acquire knowledge, think abstractly, act purposefully, or adapt to change in the environment" (p.321).

### **1.1.3 Emotional Intelligence**

According to Goleman(1999) emotional intelligence is defined as " the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship" (p.317), this means that, it is

the ability to perceive our emotions and those of the others to engage in different relationships. In another words, this definition contains the five dimensions which are proposed by Goleman(1999:317) , self-awareness which is the ability of knowing the input of the oneself , motivation which is the ability for facilitating and guiding the reaching objectives , self-regulation is the ability for managing the one's internal preferences , empathy is the ability for understanding the other's emotions , concerns and needs, social skills are the ability for adepting at inducing diserable responses in others. Another definition has provided by Salovey and Mayer (1997)

Emotional intelligence involves the ability to perceive accurately, appraise , and express emotions, the ability to access and/or generate feeling

When they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth (p.10)

What can be noticed from this definition is that perceiving emotions, facilitate thinking, understanding emotions, and emotional knowledge are the four branches of skills/abilities which are ordered from the simplest to the highest (Mayer &Salovey, 1997)

Mayer &Salovey(1993) defined emotional intelligence as " a set of social intelligence that involves the ability to monitor one's and other's feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions " (p.437). Social intelligence is " the ability to understand men and women, boys and girls, to act wisely to human relations" (Thorndike, as cited in Mayer &Salovey, p.18). Social intelligence is " the ability to understand and manage people"( Thorndike & Stein, as cited in Mayer &Salovey, 1993, p.438). Emotional intelligence is considered as a broader term

than social intelligence, because it does not demonstrate only personal problems that are related to one person but also the social ones. In another words, emotional intelligence is the capacity for guiding one's feeling and others and use the emotional information to control their thinking and behaviors. Mayer et al.(2004) defined EI as " the ability to perceive and express emotion, assimilate emotion in thought , understand and reason with emotions, and regulate emotion in the self and others" (p.200).In another words, emotional intelligence covers the four abilities of perceiving emotions, using emotions to facilitate thought, understanding emotions, regulating emotions. Goleman (1998) defined EI as» the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship"(p.317).That is to say, it is the ability for realizing one's feeling and the other's for making them effective in ourselves and managing emotions for our relationship. Goleman(1995) generalized emotional intelligence as ability for motivating the individual and remain the way of disappointment, to check impulses, to regulate one's moods, to sympathise and wish.

## **1.2 The history of emotional intelligence**

The appearance of emotional intelligence was in 1837, Darwin, argued that human beings 'adapting abilities are influenced by their emotions (Bar-On , 2005:3).The concept of social intelligence has a long history among intelligence researchers (Walker and Foley,1973).Many researchers have illustrated the differences between academic intelligence and social intelligence (Neisser , 1976).Thorndike (1920) differentiated this construct from others forms of intelligence and defined social intelligence as " the ability to understand and manage men and women , boys and girls; to act wisely in human relation"( Thorndike ,1920:228).In another words ,it plays a great role in realizing the connection with others. He proposed that it was itself an aspect of a person's IQ (Goleman, 1995, p.42) .That is to say, social intelligence is considered as a source of person's IQ.

Researchers have attempted to link both emotion and Intelligence (Goleman, 1995). The first psychologist who attempted to define the aspect of social intelligence was Thorndike. Goleman (1995) illustrated social intelligence as the ability to understand others and act in relationship for them. Sternberg (1985) argued that social intelligence is a part of what makes people do well in their life.

Gardner (1983) focused on the assumption of individual's intelligence by suggesting what is called 'Multiple intelligence theory'. According to him, it is defined as "a set of skills that make it possible for a person to solve problems in life" (Gardner, 1983). Gardner (1983) in his theory of multiple intelligence classified people into eight types of intelligence: logical-mathematical intelligence, linguistic-verbal intelligence, spatial / visual intelligence, and bodily / kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence. He indicated that the brain does not get the information in one way. But, the mind grasped the knowledge in various position and with different modes, which change from one person to another.

Emotional intelligence and its definition go forward to develop. Finegan (1998) stated that "theorists are interested in identifying the mental processes which involve emotional intelligence information, including appraising, expressing and regulating emotions in self and other, and using the emotions in adaptive ways" (p.9). Salovey and Mayer (1990) stated that emotional intelligence is the ability to monitor the self and other emotion and feelings, to distinguish between them, and to use this information to guide one's thinking. Mayer et al. (2004) defined EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (p. 200).

## **1.3 Emotional Intelligence Skills and Competencies**

### **1.3.1 BarOn's Classification**

Bar-on (2004) has identified 11 emotional competencies, and then he divided them into 5 main skills:

#### **1.3.1.1 The intrapersonal**

It is considered as the first skill can be defined as "the ability to be aware of our emotions and ourselves in general, to understand our strength and weaknesses, and to express our feelings and ourselves non-destructively." (Bar-on, 2007b: par 9) .So, intrapersonal skill is what a person knows about him or herself. It refers also to the knowledge of the individual's emotions, abilities, powers and lacks; it is necessary to learn, to dominate the self and to improve one's performance particularly unused conditions to fulfill the already planned objectives. It consists of five subskills: emotional-self awareness is defined as " the ability to be aware of and understand our emotions." (Bar-on, 2007b: par 11) .Assertiveness is defined as "the ability to constructively express our feelings and ourselves in general" (Bar-on, 2007b: par 12).Independence is defined as "the ability to be self-reliant and free of emotional dependency on others" (Bar-on, 2007b: par 13). Self regard is defined as "the ability to accurately perceive, understand and accept ourselves." (Bar-on, 2007b: par 10). Self actualization which is defined as "the ability to set personal goals and the drive to achieve them in order to actualize our potential." (Bar-on, 2007b: par 14).

#### **1.3.1.2 The interpersonal**

It is considered as a second skill, and which is defined as " our ability to be aware of other's feelings, concerns and needs, and to be able to establish and maintain

cooperative, constructive and mutually satisfying relationships." (Bar-on, 2007b: par 15). It consists of three subskills: empathy is defined as "the ability to be aware of and understand how others feel." (Bar-on, 2007b: par 16), social responsibility which is defined as " the ability to identify with our social group and cooperate with others." (Bar-on, 2007b: par 17), interpersonal relationship which is defined as "the ability to establish and maintain mutually satisfying relationship and relate well with others." (Bar-on,2007b:par 18) According to Mandell and Pherwani (2003) interpersonal is defined as " the individual's ability to perceive the moods, intentions, and feeling of others and respond effectively to these" (p. 19). That is to say, in order to build a good relationship with others, people should understand the other's opinions and emotions.

#### **1.3.1.3 Adaptability**

The third skill is adaptability which is the ability of being calm when having unexpected difficulties (Saarni, 2007) .This skill includes three subskills: problem solving which is defined as " the ability to identify and define problems as well as to generate and implement potentially effective solutions." (Bar-on,2007b:par 25), reality testing is defined as " the ability to objectively validate our feeling and thinking with external reality" (Bar-on,2007b,par 23) , and flexisibility which is defined as " the ability to adapt and adjust our feelings, thinking and behavior to new situations" (Bar-on,2007b:par 24).

#### **1.3.1.4 Stress management**

It is considered as the fourth skill, and it is defined as " emotional management and control and governs our ability to deal with emotions so that they work for us and not against us" (Bar-on, 2007b: par 19). It consists of two subskills: stress tolerance which is defined as "the ability to effectively and constructively manage emotions." (Bar-on, 2007b:



par 20) and impulse control is defined as " the ability to effectively and constructively control emotions" (Bar-on, 2007b: par 21).

#### **1.3.1.5 General mood**

The last skill is the general mood which is defined as "our ability to enjoy ourselves, others and life in general, as well as influence our general outlook on life and overall feeling of contentment." (Bar-on,2007b:par 26) .It includes of two subskills: optimism which is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity." (Bar-on, 2007b:par 27) and happiness which is defined as " the ability to feel content with ourselves, others and life in general." (Bar-on,2007b:par 28).

#### **1.3.2 Goleman's Classification**

The definition of emotional intelligence suggested by Goleman (1995) contains 5 skills: Self-awareness, Self-regulation, Motivation, Empathy, and Social skills. In 2001, he classified those skills into only 4 constructs with 20 competencies. His classification is presented below (Goleman, 2001, pp.13-18):

*a. Self-awareness*It consists of 3 subskills: *emotional self-awareness, accurate self-assessment, self confidence.*

*-Emotional Self-Awareness*is the ability to identify and discover one's emotions and recognize how their feeling influence their performance.

*-Accurate self-assessment* is the ability of knowing individual's strengths and limits

*-Self-confidence* is the reliance and belief of individual's abilities, capabilities of making decisions.

b. *Self-management* it contains 6 subskills: *emotional self-control*, *trustworthiness*, *Conscientiousness*, *adaptability*, *achievement drive*, *initiative*.

-*Emotional self-control* is the capacity of being relax and calm, and managing disruptive emotions appropriately.

-*Trustworthiness* is a source of being acceptable to all people, trusting them in order to know their emotions and feelings.

-*Conscientiousness* is the ability for being attentive, active to achieve objectives.

-*Adaptability* is the ability for being creative to use new theme to accomplish good outcomes, it is also considered as flexisibility in adapting to change positions and situations.

*Achievement drive* is the ability of what individuals need to fulfill and improve performance to meet inner standard of excellence.

*Initiative* is the ability to perform easily without any power or force to do something, i.e, people should be open to everything new (themes, ideas, approaches...).

c. *Social Awareness* it consists of 3 subskills: *empathy*, *service orientation*, and *organizational awareness*.

-*Empathy* is the sensitivity of other individuals' emotions, comprehending their needs, and being interested in their concerns.

-*Service orientation* is the ability to discover a person's needs for the purpose of providing him or her with the suitable service.

-*Organizational awareness* is the ability to understand and identify emotions, thoughts and various political views of a group of people in a given situation (Boyatzis, as cited in Goleman, 2001)

d. *Relationship Management* includes the rest of subskills:

-*Developing others* involves the ability for understanding the individuals' perspectives through providing them with the sense of guidance and help them to improve their achievement.

-*Influence* is the ability to convince those who applies various tactics and strategies such as attentive listening but controlling them.

-*Communication* seems as a conversation between people who share and receive information.

-*Conflict management* is the ability to apply individual skills to act a group of people to work with each other in order to realize shared purposes.

-*Change catalyst* is the ability to initiate attentively by encouraging change, managing and leading in a new direction.

-*Visionary leadership* is the ability to apply individual skills to affect a group of people to work with each other in order to realize shared purposes.

-*Building Bonds* involves the selection of experts and people with particular skills to cooperate and work with them to have a good relationship with them based on confidence and trust (Kaplan, as cited in Goleman, 2001).

-*Collaboration and teamwork* involves working effectively and carefully with a group of people with common goals.

## **1.4 Models of EI**

There are two most important models of EI, the ability-based model, and the trait-based or 'mixed' model.

### **1.4.1 The ability-based model**

Mayer and Salovey (1990) originally defined emotional intelligence as

The ability to perceive accurately, appraise, and express emotion ; the ability to access and/or generate feeling when they facilitate thought ; the ability to understand emotion and emotional knowledge ; and the ability to regulate emotions to promote emotional and intellectual growth (Salovey& Slyter, 1997 :10).

They discovered three competing elements of emotional intelligence: The ability to appraise oneself emotions, the ability to appraise the emotion of other individuals, and the ability to use emotions to solve problems.

### **1.4.2 Trait –based EI or Mixed model**

Mixed models of EI generally combine both mental capacities and personality traits (Mayer et al., 2000c) and are totally different from the ability-based models. Emotional intelligence model which is suggested by Goleman(1995). It contains five dimensions: Knowing and managing oneself emotions, recognizing the emotion of other people, and handling relationship.

Many scholars in mixed model involving Goleman and BarOn have "explicitly mixed multiple aspects of personality at once even though they might not be directly related to EI" (Roohani, 2009, P.45). Two broader models which

exemplify the mixed models are the Goleman's model of competencies and BarOn model of Emotional-Social Intelligence (ESI).Goleman (2001) maintain that, mixed models include" a mélange of abilities, behaviors, and general disposition and conflate personality attributes- such as optimism and persistence- with mental ability"(p.20).Thus, this model emphasizes not only the EI abilities, but others personality features and social skills.

### **1.5 Emotional Intelligence and Education**

Emotional intelligence is a very important factor in teaching where the interaction and communication are necessary. Since language classes as based on it .So, both teachers and students should understand each other and offer patience, tolerance particularly with beginners. Teachers have to apply their EI skill in order to know the emotions shown in the students' faces, their body languages to deal with the difficulties that face them in the classroom. A good teacher is the one who has the capacity to see their students' feeling about learning and act effectively when their students feel anxious in order to fulfill these abilities, and to be a good teacher as well as students. In this sense, emotional intelligence is useful for individuals to enhance effective communication and make an adequate learning environment (Goleman, 1995). So, it is important for teachers to be emotionally intelligent in order to have an emotionally intelligent classroom (Sucarommana, 2012).

### **1.6 The Relationship between Emotional Intelligence and Speaking Skill**

Personal differences have always been the key of success for human beings years ago. Several studies have proved that people with high degree of emotional intelligence have greater mental health, self-confidence, positive attitudes (Jadhav and Gupta, 2014).

So, emotional intelligence plays a great role in second language teaching, and also it is an interesting factor in academic achievement.

In a study conducted by Bora (2012) who determined the relation between students' perceptions towards speaking classes. This study included two questionnaires which were provided to the participants to realize their (EQ) levels and comprehend their opinions on Brain-based speaking activities. The findings showed that students with high level of EQ were supposed to be the ones who can attend speaking and brain-based activities. While, those with low level of EQ were not confident and has no trust in them, and have no healthy relationship with their society. Jadhav and Gupta investigated the relationship between global communication skills and emotional intelligence. They estimated the five components of EI on the Goleman's model. They demonstrated how can emotional intelligence help learner to communicate effectively, they also show advantages of high level of EI in comprehending global communication skills.

## **Conclusion**

Emotional intelligence is the ability to know our feeling and others in order to control them for making successful and effective relationships. In addition, it is a very important concept in education, because it has many advantages and a big role in the students' success according to the different evidence made by researchers. Various researchers classified skills differently and they gave different term for each of them, and consequently, many skills and competencies are considered.

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## **Introduction**

Speaking is a productive skill that that should be mastered by learners. In order to communicate successfully. EFL students should develop their speaking skill. So, speech is considered as a major part in our daily lives, people can express their feeling, their points of view to the others through speech. Learning a foreign language entails mastering the four skills namely: listening, writing, and reading. In learning a language, speaking plays a great role because students can communicate usefully and express their opinions, their views ...etc.

This chapter provides an overview about speaking skill: its definition, its importance. In addition, it attempts to discuss the different aspects of the oral proficiency: fluency, accuracy, vocabulary. It also addresses various speaking difficulties either psychological difficulties or linguistic difficulties, and it is necessary to know the function of speaking from various opinions, and we will deal with some aspects of oral proficiency. Later on, we will discuss the relationship between speaking skill and other skills, and we will conclude by giving brief conclusion that summarizes the whole section.

### **2.1 Definition of Speaking**

Speaking is one of the necessary skills that help students to communicate successfully in any language. As Lauma (2004) proposed "Speaking in foreing language is very difficult, and competence in speaking takes a long time to develop" (p.1). In other words, speaking is not an easy skill to be learned by learners, it needs experience and practice, and it takes long time to develop. Another definition provided by Hedge (2000) is that speaking is " a skill by which they [people] are judged while first impression is being formed" (p.261). That is to say, speaking is one of the important skill among the other English skills such of listening, reading, and writing, which helps EFL students present in a

good way, and it reflects their thoughts and personalities when they express themselves. According to Channey (1998) speaking is "the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts" (p.13). In another word, learners learn this skill through the combination of both verbal and non-verbal symbols which can help in building an understandable meaning. Byrne (1991) suggested that "Speaking is two-ways process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding" (p.8). That is to say, speaking involves both speaker who produces speech and listener who understands it.

## **2.2 Elements of Speaking**

### **2.2.1 Language Features**

#### **2.2.1.1 Connected Speech**

This capacity needs from the English language speakers to produce suitable sounds that must be linked together, but not separated phonemes. So, these sounds play a great deal in increasing EFL learners' oral proficiency. Thus, they may be modified, added or weakened.

#### **2.2.1.2 Expressing Devices**

In speaking, various strategies are used effectively by English native speakers, such as, the phonological rules which refer to the pitch, stress volume, as well as, speech, verbal means. So, the intended meaning is conveyed with the help of these devices.

### **2.2.1.2 Lexis and Grammar**

This element focuses on the capacity of the learners' information, and the language function which is produced by them. In various ways of communication, learners when they produce some of this function, they generally use the same lexical structure

### **2.2.1.4 Negotiation language**

Harmer (2001) states that "Effective speaking benefits from negotiation language we use to seek clarification and to show the structure of what we are saying"(p.269).In other words, through the use of negotiation language, learners benefit a lot; they often ask clarification when they are listening to others' talk. So the teachers provide learners with the necessary expression and phrases such as agreeing and disagreeing when they ask clarification from other speakers. So, learners need to perform their utterances well if they attempt to be understood, especially when they see that the listener did not understand them.

## **2.2.2 Mental / Social Processing**

The necessary processing skills of speaking are the following:

### **2.2.2.1 Language processing**

This focuses on the learners as well as speakers' ability to produce the language in their brains through putting it in logical order in order to make the listener comprehend it and get the intended messages. Also, speakers have to be able to retrieve words and phrases from their memories and use them in their interactions with others.

### **2.2.2.2 Interacting with Others**

This element refers to the interaction between two or more interlocutors. This means that, speakers have to understand and listen carefully to the others 'speech and react with them through taking turns or keeping the others to do so.

### **2.2.2.3 Information Processing**

This element refers to the capacity of processing information in the brains quickly and rapidly. This means that, speakers must be ready to answer to what others are talking about.

## **2.3 Functions of Speaking**

Speaking can be used in many senses, it can make sense to interact with others, transact in certain values, and perform certain projects. Thus, speaking has a mixture of functions which can be classified into three major parts: speaking as interaction, speaking as transaction, and speaking as performance.

### **2.3.1 Speaking as interaction**

Language speaking is a very important way of interacting with people. It also involves the conversation between them which describes a social function. This means that, in the interactional function, the speaker aims to be sociable. So, it is preferable for people to use a language to exchange greetings, engage in a small talk in order to build a good link between each others, and also to have a good interaction between them.

### **2.3.2 Speaking as Transaction**

The transactional function of speaking does not relate to the social position of speaking but it takes into account the messages which have to be understood. So, specific

communicative intentions are conveyed by the transmission of information which refers to the transactional function of the spoken language. Thus, it refers to what is said rather than how the messages are conveyed. For example, student may be engaged on activities. In this type of spoken language students and teachers usually focus on meaning or in taking their way to understanding. In transactional talk, the speakers' objective is to get something by the use of language function, such as asking questions, describing, explaining by having illustration requesting (Jones 1996:14, cited in Richards, 2008). Also, in this function the message should be coherent and accurate for an effective communication.

### **2.3.3 Speaking as Performance**

The third type is speaking as performance, which is an important type, in which speak as performance happens at speeches, public talk. It includes the use of right grammar and correct pronunciation also, the use of vocabulary is considered in sense of conveying messages and also the presence of information. As Richards (2008) claims that performance talk refer to public, that is, talk that transmit information before an audience, such as classroom presentation, public announcements, this type is mostly used in class in order to make students discuss and interact between them.

## **2.4 Types of Speaking**

There are different types of speaking. So, it can be imitative, intensive.

### **2.4.1 Imitative**

This type of speaking implies the learners' ability for the repetition of some sentences and phrases and it is commonly related to the drills which are used in classroom. Drills are the repetition of words after listening to them, so, they are important parts in class which involves the communicative language in it simply because, they make student

listen as well as repeat some words orally. As Brown (2004) states that imitative speaking is "the ability to simply parrot back (imitative) a word or a phrase or possibly a sentence "(p.141).

### **2.4.2 Intensive**

This type of speaking stands after the imitative process. As Brown (2001) states that "Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language"(p.273).In another words, intensive speaking is a language practice, which is basically focusing on individual grammatical or phonological aspects. Another view about intensive speaking is that "the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal , lexical , or phonological relationships" ( Ibid; 2004, p.141).So, asking question can be a reason for the promotion of the use of the language.

## **2.5 Components of Speaking Skill**

### **2.5.1 Grammar**

Grammar plays an important role in learning the English structure. It refers to the rules that make a specific language. According to Ur (1980) " Grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning" (p.4).That is to say, grammar refers to the ability of linking words to make sentences and phrases .

For Harmer (2001) grammar is "The description of the ways in which words can change their forms and can be combined into sentences in that language" (p.12). Luoma (2004) claims that "learners' grammar is handy for judging proficiency because it is easy

to detect in speech and writing" (p.12). So, grammar is necessary to learn the nature of language .It is also a helpful tool for learner to build appropriate understood sentences to know how language works.

### **2.5.2 Fluency**

Fluency refers to the capacity of speaking quickly and spontaneously without difficulties. Also, it is a major purpose of SLL. Hedges (2000) defined it as "The ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation" (p.54).So, fluency involves speaking in rapid and fluent way without any difficulty in speech, and he adds that :

Fluency means responding coherently within the turns of conversation, linking and phrases, using intelligible pronunciation and appropriate intonation, and doing all of this without undue hesitation (p.261)

So, fluency is speaking in fast and coherent way with the choice of suitable words or sentences with right pronunciation, using pauses, and intonation.

### **2.5.3 Accuracy**

Another component of speaking is accuracy, it basically refers to the grammatical correctness; it is the ability to use words correctly in grammar and phonology. As Baker and Westrup (2003) stated that "accurate speakers do not make mistakes in grammar, vocabulary or pronunciation" (p.7). In another words, an accurate speaker is the one who uses the various aspects of language in right way, especially grammar, vocabulary, and pronunciation. So, what makes any speech accurate is the rightness of these aspects. Indeed, accuracy is speaking correctly without making mistakes.

**2.6 Speaking Difficulties:** They are classified into linguistic and psychological difficulties:

**2.6.1 Linguistic Difficulties:** They include: Lack of vocabulary and grammar mistakes.

#### **2.6.1.1 Lack of Vocabulary**

Baker and Westrup (2003) stated that "Many students find it difficult to respond if the teacher asks them to say something in a FL, they may have little ideas about what to say, or may not know the words to use" (p.16). Thus, students have to enrich their vocabulary by reading books, listening to songs. So, speaking involves a great deal of vocabulary. The lack of vocabulary is commonly considered as short words and expression that learners have. So, learners should pick the appropriate words and sentences which are basically important in improving the EFL learners 'oral presentation. Thornburg (2005) states that "Spoken language also has a relatively high proportion of words and expression" (p.22).

#### **2.6.1.2 Grammar Mistakes**

When EFL students want to speak, they may make grammatical mistakes. For example, the "S" that indicates the simple present should only be used with the pronouns he, she, it, but they use it with all the pronouns. Also they may use "S" with models like (must, should, could, may).

**2.6.2 Psychological Difficulties:** They include anxiety and lack of motivation.



### **2.6.2.1 Anxiety**

Anxiety is a psychological problem which influences the speaking development especially in speaking classes. Nascent (2001) claimed that "Among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning". So, it becomes one of the major negative points which affects and prevents learners from successful learning a foreign language especially in oral classes.

Nowadays' students hope to speak English well without obstacles or difficulties as native speakers. However, others feel anxious when they are not able to speak it well. Horwitz (2001, p. 113) defines anxiety as "the subjective feeling of tension, apprehension, nervousness and worry associated with arousal of the autonomic nervous system". That is to say, the presentation which is presented by a student selected by an EFL student in the front of the teacher and other students makes them very anxious, because they worry for making mistakes, having nothing to say, or suffering from the lack of self-confidence.

### **2.6.2.2 Lack of Motivation**

Lack of motivation is another negative factor which can make students lose their participation in the classroom. So, motivation is a main factor in learning a FL, because it facilitates the learners' progress. This means that, those with high motivation are always encouraged to speak, and they are always prepared to share the information with others, they are also interested to participate in oral activities, in contrast to those with low motivation.

**2.7 Teachers' Roles:** EFL teachers perform different roles:

### **2.7.1 As Promoter**

The teacher plays a role as promoter when the students lost words when they interact with each other, when they do not find what they need to say, or when they lose their fluency in talk and get confused because they cannot finish their speech. In this sense, the teachers should help their students by giving them some suggestions without interrupting them when they are talking. So, encouraging students to speak fluently and accurately the FL is the job of the teacher in order to avoid frustration that students feel.

### **2.7.2 As Participant**

In the classroom, teachers have always an opportunity to participate in the discussion of any lesson. They introduce new information which helps students to finish their engagement, and make a pleasurable atmosphere in the classroom. However, there are some situations where the teachers must be attentive of participating too much, hence dominating the speaking and letting the attention to themselves.

**2.8 Activities to Improve Speaking Skill:** Some classroom activities improve learners' speaking abilities. They include:

#### **2.8.1 Discussion**

This activity helps students to exchange different opinions and views, and to be free and fluent in speaking without any guidance or control. So, the teacher gives students the chance to discuss and debate in a given topics with enough time to complete the activity. It is also an important activity which develops the students' oral production. EFL students must be aware of what they will introduce in their presentation; for example, the

teachers ask their students to prepare a task for a discussion, they have the freedom to say whatever they want to exchange their opinions, points of views .So, specific subjects which are not controlled or restricted by the teachers can promote the interaction between students. Thornburg (2005, p. 102) says that " many teachers would agree that the best discussion in the class are those that arise spontaneously, either because of something personal that a learner reports or because a topic in the course book triggers some debate".

### **2.8.2 Role Plays**

It is another important activity which promotes the students' oral proficiency. Rovell (1979) claimed that "individual's spontaneous behavior reacting to others in hypothetical situation" (p.60), in other words, in a role plays students are asked to talk through fiction identity in a conceived position. A role play also has meaning with social interaction because it can bring the others 'outside into the class. Porter (1987) stated that "the overall aim of role-play is to train student to deal with the unpredictable nature of language" (p.6).

### **2.8.3 Problem Solving**

It is another activity in which students attempt to find solution to a given problem. It is also a technique which makes the students participate directly. It also helps them to be more creative and able to speak fluently and with clear talk. This technique develops and creates a good interaction among learners in the classroom. Consequently, students can fulfill and realize their purposes. Students in this activity are theorized to gather the important information to solve a given problem, through oral expression. Also, students in problem solving can learn new vocabulary and how they can speak accurate and fluent when they use language.

## **Conclusion**

To sum up, speaking is a necessary skill in teaching and learning a FL .It is not an easy skill to be learnt. It is a factor of mastering the language, because it can help students to communicate and interact with each other easily and successfully. So, this chapter gives an overview about speaking skill. First of all, the chapter attempts to give different definitions of speaking by various scholars. Also, it provides its main element, types, and functions. In addition, this chapter sheds light on the problems the EFL learners face in speaking, and the components of speaking including: accuracy, fluency. Finally, the present chapter provides an overview about the teachers' roles and the main activities that improve the oral proficiency.

## **Chapter Three: Field Work**

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### **3.1 Research Methodology**

#### **3.1.1 Choice of the Method**

A descriptive method is the appropriate method used in this study , because it allows the researchers to investigate the attitudes, and to accomplish our aims and test our hypothesis.

#### **3.1.2 Population and Sample**

##### **3.1.2.1 The Population**

The target population of this study was male and female first year master students of both streams literary and linguistic from English department atL'abi Ben Mhidi University, Oum El Bouaghi during the academic year 2016/2017.

##### **3.1.2.2 The Sample**

The sample of this study is included of 30 students from the whole population which were chosen randomly. The reason behind choosing this category of people is that, they are aware about the concept of emotional intelligence.

#### **3.1.3 Description of the Questions**

This study focused on one questionnaire which is administed to first year master students at the department of English, Larbi Ben M'Hidi University, Oum el Bouaghi. This questionnaire contains different types of questions: there are closed questions (yes/no), open ended questions, where the students are asked to put (x) in the appropriate box. The obtained results of the questionnaire help to investigate the students' attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill.

### **3.1.4 The Students' Questionnaire**

The main aim of this study is to investigate the students' attitudes towards the usefulness of emotional intelligence in the EFL classroom. This questionnaire includes twenty questions which were divided into three sections.

The first section is about "General background" consists of three questions related to students' gender, students' age, students' level in English.

The second section is about "Speaking Skill in EFL Classes" includes nine questions related to students' attitudes towards the importance of speaking in the EFL classes, problems that face them in speaking.

The third section of the questionnaire is about "Emotional intelligence" contains eight questions, this section focuses on students' knowledge of the concept of emotional intelligence.

### **3.1.5 Analysis of the Results**

#### **Section one: Background Information**

**Q1:** Please specify your gender:

A. Male

B. Female

**Table 1**

*Students' Gender*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Male</b>	<b>7</b>	<b>23,3</b>
<b>Female</b>	<b>23</b>	<b>76,7</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question illustrated the student's gender .The table above indicates the number of female was (23, 67%) and the number of male was (7, 33%). From this we can notice that females have a tendency to be more expected to learn English rather than males

**Q 2:** How old are you

A. 20-22

B. 22-25

C. More than 25

**Table 2**

*Students' Age*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>20-22</b>	<b>23</b>	<b>76,7</b>
<b>22-25</b>	<b>5</b>	<b>16,7</b>
<b>More than 25</b>	<b>2</b>	<b>6,7</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>





A. Speaking

B. Listening

C. Reading

D. Writing

**Table 4**

*Students' Choice of the Most Important Skill*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Speaking</b>	<b>25</b>	<b>83,3</b>
<b>Listening</b>	<b>3</b>	<b>10,0</b>
<b>Reading</b>	<b>1</b>	<b>3,3</b>
<b>Writing</b>	<b>1</b>	<b>3,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question aims to know the most important skill among the four ones. The table above indicates that the majority of students (83, 33%) believed that speaking is the most important skill. (10%) of our sample claimed that listening is the most important, while (3, 33%) of the participants admitted that listening is the most important. The rest of students (3, 33%) said that writing is the most important skill. From those results, we can notice that speaking is the first students' choice. And it is considered as the most important skill for them (Hedges, 2000) .

**Q 5:** You feel anxious when you present a work in front of your classmates?

A. Yes

B. No

**Table 5*****Students' Anxiety during the Presentation***

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Yes</b>	<b>22</b>	<b>73,3</b>
<b>No</b>	<b>8</b>	<b>26,7</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

As shown in the Table 5, most of correspondents (73, 33%) claimed that they feel anxious when they present in front of their classmates. Few of them (26, 67%) revealed that they feel comfortable in the presentation.

**Q6:** If yes, it is because:

A. Fear of making mistakes.

C. Lack of self-esteem.

B. Lack of preparation.

D. Shyness.

**Table 6*****Students' Reasons about Anxiety in EFL Classroom***

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Fear of making Mistakes</b>	<b>2</b>	<b>6,7</b>
<b>Lack of Preparation</b>	<b>6</b>	<b>20,0</b>
<b>Lack of Self-esteem</b>	<b>4</b>	<b>13,3</b>
<b>Shyness</b>	<b>10</b>	<b>33,3</b>
<b>Total</b>	<b>22</b>	<b>73,3</b>
<b>Missing System</b>	<b>8</b>	<b>26,7</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

Out of 30 students, ten of them (33, 33%) claimed that they feel shy when they want to present a work publically. (20%) of the participants stated that they feel anxious when presenting because of the lack of motivation when their teachers cannot motivate them or give them a chance to speak. (13, 33%) of the students reported that they cannot trust themselves when they presenting a work, and only two students (6, 67%) stated that grammar mistakes is considered as a source of making them anxious.(26, 67%) believed that they never face problems when they are presenting.

**Q.7** According to you, the difficulties that face you in speaking is due to:

A. Lack of vocabulary

C. Lack of motivation

B. Grammar mistakes

D. Anxiety

**Table 7**

***Students' Difficulties in Speaking***

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Lack of vocabulary</b>	<b>15</b>	<b>50,0</b>
<b>Grammar Mistakes</b>	<b>3</b>	<b>10,0</b>
<b>Lack of motivation</b>	<b>3</b>	<b>10,0</b>
<b>Anxiety</b>	<b>9</b>	<b>30,0</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

From the table above, we notice that 15 students of the whole sample (50%) believed that they face problems with vocabulary. Nine of them (30%) claimed that anxiety is the major problem in speaking, while (10%) of our sample reported that grammar

mistakes is the big problem for students, because of the lack of practice. (10%) of the students stated that lack of motivation is the main difficulty for them.

**Q.8** During an oral session, do you have a chance to speak?

- A. Always
- B. Often
- e. Never
- C. Sometime
- D. Rarely

**Table 8**

*Students' Opportunities in Speaking*

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Always</b>	<b>5</b>	<b>16,7</b>
<b>Often</b>	<b>5</b>	<b>16,7</b>
<b>Sometimes</b>	<b>12</b>	<b>40,0</b>
<b>Rarely</b>	<b>5</b>	<b>16,7</b>
<b>Never</b>	<b>3</b>	<b>10,0</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

From the table above, we notice that the majority of students (40%) believed that they sometimes have a chance to speak in the classroom. The same percentage (16, 67%) was given to those who have always- often- rarely the opportunity to speak, and only (10%) of the students assumed that they have never the chance to speak.

**Q.9**In speaking session, do you prefer to work?

A. In groups.

B. Individually.

C. In Pairs.

**Table 9**

*Grouping Preferences for Students*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>In groups</b>	<b>5</b>	<b>16,7</b>
<b>Individually</b>	<b>21</b>	<b>70,0</b>
<b>In pairs</b>	<b>4</b>	<b>13,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

The results of this question indicate that first year master students (70%) reported that they prefer individual work. (16, 67%) of the students claimed that they prefer to have group work, and only (13, 33%) of the participants stated that they prefer to work in pairs. From these results, we can say that the majority of students prefer to work individually.

Whatever your answer is, please justify?

The majority of the correspondents (70%) reported that they prefer to work individually because:

- a. They will have the chance to present whatever they want (11).
- b. Individual work is a source of oral presentation (9).
- c. They make them comprehend the topic well (10).

**Q10:** To develop your speaking, it is important to develop your listening first

A. Strongly Agree

C. Disagree

B. Agree

D. Strongly Disagree

**Table 10**

**Students' Opinions about the Importance of Developing Listening before Speaking**

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Strongly agree</b>	<b>25</b>	<b>83,3</b>
<b>Agree</b>	<b>4</b>	<b>13,3</b>
<b>Strongly disagree</b>	<b>1</b>	<b>3,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question demonstrated our students' opinions about the importance of developing listening first. As shown in the above rates, (83,33%) of the participants claimed that they strongly agree. (13, 33%) of them argued that they agree, and only (3, 33%) of our sample believed that they strongly disagree about this idea, and none of them assumed disagree. From the analysis, we can say that the majority of students are totally strongly agreed that developing listening before speaking.

Whatever your choice is, please say why?

The majority of students (83, 33%) are strongly agreed that it is important to develop listening before speaking because:

- a. Listening is the main source of developing the oral proficiency (10)
- b. Listening helps the students to acquire the language and avoid spelling mistakes (12)
- c. Listening is the first step, we need first to the silent period in order to produce speech. Than, in this period we are exposed to another speech (5).

**Q.11** Among these activities, which one do you prefer?

A. Role plays

C. Simulation

B. Free discussion

D. Information Gap

**Table 11**

*Classroom Activities*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Role plays</b>	<b>4</b>	<b>13,3</b>
<b>Free discussion</b>	<b>20</b>	<b>66,7</b>
<b>Information gap</b>	<b>6</b>	<b>20,0</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question sought to determine the classroom activities, the table above shows that (66, 67%) of the participants claimed that free discussion is the most suitable activity. (20%) of them stated that information gap is the most used activity.(13, 33%) of the correspondents believed that role plays are the appropriate activities in the classroom. Finally, no one prefers simulation activity.

**Q.12** What is your teachers' role in oral module?

A. Evaluator

C. Organizer

B. Promoter

D. Feedback provider



**Table 12**

*Teachers' Role in the Classroom*

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Evaluator</b>	<b>8</b>	<b>26,7</b>
<b>Promoter</b>	<b>4</b>	<b>13,3</b>
<b>Organizer</b>	<b>8</b>	<b>26,7</b>
<b>Feedback provider</b>	<b>10</b>	<b>33,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

As shown in the table above, (33, and 33%) of the students claimed that the major teachers' role is feedback provider. (26, 67%) of them said that the teachers' role in the classroom is evaluating them. The same percentage of our sample reported that the teacher plays a role of organizer by designing and organizing some activities that can help them, classify them into groups and pairs and telling them about some ideas and information in completing that activity. Only (13, 33%) of them stated that the teachers' role in the class is promoter by motivating them to participate more in the class, and instruct them about how they carry out an activity.

**Q13:** Have you ever been introduced to the concept of emotional intelligence?

a. Yes

b. No

**Table 13**

***Students' Knowledge about the Concept of Emotional Intelligence***

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	<b>27</b>	<b>90,0</b>
<b>No</b>	<b>3</b>	<b>10,0</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question sought to identify the students' knowledge about the concept of emotional intelligence. The majority of the correspondents (90%) believed that they are aware about the concept of emotional intelligence. Whereas (13, 33%) of the participant claimed that they have no idea about this concept.

**Q14:** You were asked to prepare an oral presentation with a classmate, the latter was anxious although he was prepared. What would you do?

- A. Just ignore the situation.
- B. Although you recognised his feelings, you did not offer help.
- C. You regulated his emotions through motivation.

**Table 14*****Students' Treatment of Anxiety***

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Just ignore the situation</b>	<b>7</b>	<b>23,3</b>
<b>Although you recognised his feeling, you did not offer help</b>	<b>4</b>	<b>13,3</b>
<b>You regulated his emotions through motivation</b>	<b>19</b>	<b>63,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

As illustrated in Table 13, the majority of students (63, 33%) believed that they face a situation like the above one, they only regulate the other emotion through motivation. (23, 33%) stated that they just ignore the situation, whereas only (13, 33%) reported that they recognize the other feeling without offering any help.

**Q15:** Have you ever faced a situation where emotionally intelligence was the only source for regulating your problem?

a. Yes

b. No

**Table 15*****Emotional Intelligence as the Only Source of Regulating Problems***

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	<b>27</b>	<b>90,0</b>
<b>No</b>	<b>3</b>	<b>10,0</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

This question sought to illustrate whether emotional intelligence was the only source for regulating problems. Out of 30 participants, (90%) of them believed that it is the only source for regulating their problems. While (10%) stated that they never consider it as a source of regulating their problems.

**Q16:** According to you, can having a high emotional intelligence improve your speaking?

- A. Strongly Agree  
B. Agree.  
C. Strongly Disagree.  
D. Disagree.

**Table 16**

*Improvement of Speaking Skill through Emotional Intelligence*

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly agree</b>	<b>25</b>	<b>83,3</b>
<b>Agree</b>	<b>2</b>	<b>6,7</b>
<b>Disagree</b>	<b>2</b>	<b>6,7</b>
<b>Strongly disagree</b>	<b>1</b>	<b>3,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

According to the table above, we noticed that the majority of the participants who make up (83, 33%) answered by strongly agree. They affirm that emotional intelligence improves the speaking skill. On the other hand, the same percentage (6, 67%) was given to those who are agreeing- disagree about this idea. In contrast, only (3, 3%) of them answered by the option of strongly disagree. From this, we can say that emotional intelligence improves the speaking skill.

**Q17:** When you were asked to prepare an oral presentation individually, how do you feel ?

- A. More comfortable
- B. More self-confident
- C. Fear of classmates' comment
- D. Shyness

**Table 17**

*Students' Feeling during presentation*

<b>Option</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>More comfortable</b>	<b>21</b>	<b>70,0</b>
<b>More self-confident</b>	<b>4</b>	<b>13,3</b>
<b>Fear of classmates 'comments</b>	<b>2</b>	<b>10,0</b>
<b>Shyness</b>	<b>3</b>	<b>6,7</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

The majority of the participants which make (70%) answered by more comfortable because they give much more interest to the oral session. (13,33%) answered by more self- confident because having this characteristic is very important.(10%) said that while presenting they feel of fear their classmates' comments ,and the rest of them which make(6,67%) said they are shy because they lack confidence.

**Q18:** When you were asked to prepare a home work, one of the exercise was too difficult, you kept working to accomplish it because of:

- A. Motivation.
- B. Get good marks.
- C. Determination.

**Table 18*****Students' Reasons behind solving a Home Work***

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Motivation</b>	<b>10</b>	<b>50</b>
<b>Get good marks</b>	<b>10</b>	<b>30</b>
<b>Determination</b>	<b>10</b>	<b>20</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

After the analysis of this question, we find that (50%) of the participants answered by motivation. This latter is considered as a very important factor in the learning process. In addition, (30%) of the students ticked the option of determination because they feel self-confident. On the other hand, (20%) answered by get good marks because getting marks is also very important in students' success.

**Q19:** Do you think yourself emotionally intelligent?

a. Yes

b. No

**Table 19****Students' Awareness about Emotional Intelligence**

<b>Option</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	<b>26</b>	<b>86,7</b>
<b>No</b>	<b>4</b>	<b>13,3</b>
<b>Total</b>	<b>30</b>	<b>100,0</b>

As shown in the table above, the majority of first year master students (86, 67%) thought themselves emotionally intelligent, because they are actually aware about the concept of emotional intelligence as well as they are aware of its importance . while (13, 33%) refused that idea. From the results, we may say that almost the students believe themselves emotionally intelligence, because they have the ability to identify the others' feeling and help them to control themselves.

## **Conclusion**

From the analysis of students' questionnaire, we have noticed that students are aware about the concept of emotional intelligence in developing EFL students' speaking skill. Moreover, the results show that the majority of first year master students are aware about the importance of emotional intelligence and speaking skill, even they have they have negative attitudes towards their ways of speaking , their problems or difficulties.

## **General Conclusion**

Our research investigates students' attitudes towards the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill. Therefore, to confirm the hypothesis that has been discussed in the introduction, a descriptive method was conducted in this research. Thus, a questionnaire was administered to first year master students at the department of English, L'Arbi Ben M'Hidi university, Oum El Bouaghi during the academic year 2016-2017.

Our research includes three main chapters. First and second chapter are the theoretical part, and the third chapter is a practical part.

The first chapter is a review about emotional intelligence as a main part in this study. In the same chapter, we discussed the history of emotional intelligence as well as its models, we discussed the relationship between emotional intelligence and the speaking skill.

In the second chapter, we made a general overview about speaking in EFL classroom, stated its definition and then illustrated some problems and difficulties that students face in their speaking including psychological and linguistic difficulties. After that, we mentioned the activities that help learners to be fluent speakers.

The third chapter is a practical part. In this part, we analyze and interpret the data gathered from the students' questionnaire. From the results obtained after the students' questionnaire, the hypothesis was confirmed.



## **Pedagogical Recommendations**

To close this study that investigates the students' attitudes toward the effectiveness of emotional intelligence in improving EFL students' achievement in the speaking skill. We classify some recommendation that will be helpful for students to improve their speaking in relation to emotional intelligence.

-Teachers are encouraged to help anxious and less self confident learners to come out of themselves by providing constant encouragement.

-Students should trust in their abilities and do not compare themselves with others and this will enhance their oral skills.

- Teachers are advised to make positive bonds between students and this will reflect positively on their emotions.

- Teachers should comprehend their students' emotions and encourage them to use their emotions and this will facilitate the learners cognitive abilities.

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## **Appendix A**

### **Students' Questionnaire**

### **Students' Questionnaire**

This questionnaire is a part of a study, which is designed for the fulfillment of master degree. You are respectfully asked to answer this questionnaire which is aimed at **Investigating Students' Attitudes towards the Effectiveness of Emotional intelligence in Improving Students' Achievement in the Speaking Skill in EFL Classes**. Please read carefully the questions than put (x) in the appropriate box or make a full statements wherever needed.

Your answers are very important to achieve the purpose of this research. Thanks in advance.

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### **Definition of key terms**

**Emotional Intelligence** the ability to identify and be aware of one's own and others' feelings and emotions with the capacity to make use of this concept to inform one's thoughts.

**Empathy** is the ability to consider other's emotions especially when making decisions

## Section one: Background Information

**Q1:** Gender:

• A. Male

• B. Female

**Q2:** How old are you?

• 20-22

• 22-25

• more than 25

**Q3:** How would you evaluate your level in English?

A. Excellent

D. Above the average

B. Very good

E. Average

C. Good

## Section Two : Speaking Skill in EFL Classes

**Q4:** According to you, what is the most important skill?

A. Speaking

B. Listening

C. Reading

D. Writing



**Q.5:** Do you feel anxious when you present a work in front of your classmates ?

Yes

No

**Q6:** If yes , it is because :

A. Fear of making mistakes.

C. Lack of self-esteem

B. Lack of preparation.

D. Shyness

**Q.7:** According to you, difficulties that face you in speaking is due to :

a. Lack of vocabulary

c. Lack of motivation

b. Grammar mistakes

d. Anxiety

**Q.8** During an oral session, do you have a chance to speak?

A. Always

D. Rarely

B. Often

E. Never

C. Sometimes

**Q.9** In speaking session, do you prefer to work?

A . In groups

B. Individually

C. In Pairs

Whatever your answer is, please justify? .....

.....

.....

**Q.10** To develop your speaking, it is important to develop your listening first

A. Strongly agree  C. Disagree

B. Agree  D. Strongly Disagree

Whatever your choice is, please say why? .....

.....

.....

**Q.11** Among these activities, which one do you prefer?

A. Role plays  C. Simulation

B. Free discussion  D. Information gap

**Q.12** What is your teachers' role in oral module?

A. Evaluator  C. Organizer

B. Promoter  D. Feedback provider

**Section Three: Emotional Intelligence**

**Q13:** Have you ever been introduced to the concept of emotional intelligence?

Yes  No

**Q14:** You were asked to prepare an oral presentation with a classmate, the latter was anxious although he was prepared. What would you do?

a. Just ignore the situation.

b. Although you recognised his feelings, you did not offer help.

c. You regulated his emotions through motivation.

**Q15:** Have you ever faced a situation where emotionally intelligence was the only source for regulating your problem?

Yes

No

**Q16:** According to you, can having a high emotional intelligence can improve your speaking?

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly disagree

**Q17:** When you were asked to prepare an oral presentation individually, how do you feel ?

A. More comfortable

C. Fear of classmates' comment

B. More self-confident

D. Shyness

**Q18:** When you were asked to prepare a home work, one of the exercises was too difficult, you kept working to accomplish it because of:

A. Motivation.

C. Determination.

B. Get good marks.

**Q19:** Do you think yourself emotionally intelligent?

Yes

No

## Résumé

La parole est un moyen de communication entre les individus, la maîtrise de l'oral fait partie des compétences primordiales dans l'apprentissage des langues étrangères. La majorité des apprenants des langues étrangère affrontent des difficultés de parler qui s'augmentent à cause du stress et de la timidité, ainsi que le manque du vocabulaire qui même a l'échec. Ce problème a incité les chercheurs à suggérer des différentes stratégies pour diminuer les effets de ce phénomène. Mettant en scène l'intelligence émotionnelle qui reste encore une nouvelle approche étudié. Cette recherche vise à savoir l'efficacité de l'intelligence émotionnelle dans l'évolution des apprenants au niveau de maîtrise de l'orale. Pour obtenir les résultats recherchés, on a distribué des questionnaires pour les étudiants du Master de la spécialité d'Anglais à l'université de L'Arbi Ben M'Hidi , à Oum El Bouaghi .Pour atteindre notre objectif, on a divisé ce mémoire en deux parties : une partie théorique qui met en scène l'intelligence émotionnelle : sa définition, ses genres et ses classifications. En d'autre part, la partie pratique ou la consacré à l'analyse des questionnaires.

Enfin, après la collection des questionnaires ses étudiants ou a réalisé que la majorité des étudiants ont des attitudes positives envers l'utilisa de l'oral de l'intelligence émotionnelle dans la perfectionisation de l'oral ce qui prouve l'utilité de notre hypothèse.

## الملخص

يعتبر الكلام وسيلة من وسائل الاتصال بين أفراد المجتمع. ويعتبر التحدث مهارة من أهم مهارات تعلم اللغات الأجنبية. فأغلبية المتعلمين للغات الأجنبية يواجهون مشاكل التحدث التي ترتفع نتيجة القلق والخجل، وعدم وجود مفردات هذه الأخيرة تؤدي بهم إلى الفشل. مما أدى بالباحثين إلى اقتراح أساليب مختلفة للتخفيف من هذه الظاهرة، وعلى هذا المسار يمكننا تسليط الضوء على الذكاء العاطفي- الذي لا يزال موضوع جديد للدراسة. يهدف هذا البحث إلى معرفة فعالية الذكاء العاطفي في تحسين تحصيل الطلاب في مهارة التحدث. ولتحقيق غرض هذه الدراسة تم توزيع استبيانات لطلبة الماستر اختصاص لغة انجليزية لجامعة أم البواقي.

ولتحقيق هذا الهدف لجأنا إلى تقسيم المذكرة إلى قسمين: القسم الأول وهو الجانب النظري والذي يسلط الضوء على الذكاء العاطفي مفهومه، أنواعه، أقسامه. في حين خصص الفصل الثاني للجانب التطبيقي والمتمثل في تحليل استبيانات الطلاب.

وفي الأخير بعد جمع استبيانات الطلاب تمكنا من الوصول إلى أن أغلبية الطلبة لديهم اتجاهات ايجابية نحو فعالية استعمال الذكاء العاطفي في تحسين تحصيل الطلاب في مهارة التحدث. وهو ما يثبت أن فرضية هذه الدراسة قد تحققت.