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**Investigating the Effect of Emotional Intelligence on EFL Students' Oral Performance:
Case of L3 Students at Tlemcen University**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Declaration of Originality

We declare that the present research work entitled “Investigating the Effect of Emotional Intelligence on EFL Students Oral Performance: Case of L3 Students at Tlemcen Univeristy “ is the result of our personal research and effort. No part of it has been copied from or written by another person. All Sources, references used in the process of this research have been properly acknowledged and cited. We bear full responsibility for the content of this work.

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Dedication 1

I dedicate this humble work

To my lovely mother Khalida, the iron woman, whose endless love, support, and encouragement have guided me through every challenge. Her kindness, strength, and belief in me have given me the courage to keep going and never give up. Thank you for always being there for me. I am proud to be your daughter.

To my beloved father Fethi, whose unwavering support, constant encouragement, and endless love have been my greatest source of strength. Thank you for helping whenever I need you, and for being my father. I love you.

To my dear sisters Nesrine, Ikram, and Hiba, thank you for your endless love, encouragement, and faith in me. Each of you has inspired me in your own unique way, and your support has been a constant source of motivation. I am truly grateful to have you by my side.

To all who believed in me.

khadidja

Dedication 2

All praise is due to Allah, whose mercy and guidance have given me the strength to make this journey possible. I dedicate this work with gratitude and love to everyone who has supported me during life's challenges and inspired me at every step along the way.

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To the students of Gaza who were denied their chance to graduate, whose dreams were stolen — this work honors your strength and resilience. May your dreams never be forgotten.

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Abstract

Speaking remains one of the most challenging skills for language learners to be developed, because many students feel nervous, shy, or fear of making mistakes which are considered as psychological barriers. Emotional intelligence is the ability to perceive, understand, and manage emotions. Therefore, it may help students to overcome the difficulties. This study explored the impact of emotional intelligence on the speaking skill of third-year students studying English as a foreign language, at Tlemcen University. It adopts a case study design, using two separate questionnaires as data collection tools, one administered to 30 students, and another to 12 teachers. The aim was to gather insights into the perceptions of the role of emotional intelligence in improving speaking abilities. The findings revealed that emotional intelligence plays a significant role in development of speaking skill as students with high emotional intelligence tended to participate actively in speaking activities. Teachers also confirmed that emotional factors influenced learners' oral performance, and highlighted the importance of emotional support and safe atmosphere to enhance their oral participation.

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General Introduction

In the present globalized world, the ability to communicate effectively in English has become increasingly important and highly demanded, especially for learners of English as a foreign language. Speaking is a fundamental skill that allows students to express their thoughts, facilitate social interaction, and engage effectively in real-world communication. For English as a Foreign Language (EFL) learners, speaking skills are essential for sharing ideas, engaging in discussions, and interacting with others in various contexts. However, many EFL learners face challenges when speaking in English, such as limited vocabulary, grammatical mistakes, pronunciation difficulties, and psychological barriers like anxiety or shyness. These challenges can affect their confidence and ability to speak fluently. Therefore in recent times, the role of emotional intelligence has gained a great attention in the educational process. Emotional intelligence (EI) includes the ability of understanding and manage one's emotions as well as recognising the feelings of others. It has been recognised as a key factor that can help EFL learners to build their confidence and overcome these difficulties, as it was linked to academic performance and the overall learner success.

Although there is a considerable body of research examining speaking skills and emotional intelligence separately, studies that focus on their combined impact are still relatively limited. That is why this study constitutes an attempt to examine the relationship between emotional intelligence and speaking skills in a thorough and systematic way among EFL students. Specifically; it investigates how students emotional intelligence can impact their speaking performance, and how teachers perceive the role of EI in oral expression teaching and learning. Alternatively stated, this work may represent a meaningful contribution to the field of EFL teaching and learning, particularly in helping students to navigate the psychological and linguistic challenges they face when speaking in English. Therefore, this research workendeavor objectives to provide appropriate answers to the following questions:

- How is the oral performance of EFL students shaped by emotional intelligence?
- What are the specific emotional skills that help EFL students to overcome challenges during oral performance?
- How can educators apply emotional intelligence to enhance students' speaking skills?

The above-stated questions led to the formulation of the following hypotheses:

- EFL students with high emotional intelligence tend to perform better in oral tasks because they can manage anxiety, communicate effectively and interact positively with their peers.
- Fundamental emotional skills such as self-awareness, emotional regulation, and empathy help EFL students to tackle challenges in oral performance by enhancing their ability to control anxiety, build connections with their audience, and participate meaningfully in conversations.
- Teachers who incorporate emotional intelligence into their teaching strategies can significantly enhance students' speaking abilities by fostering a supportive classroom atmosphere that reduces anxiety and encourages effective communication.

In order to achieve the research objectives, the researchers have designed a case study focusing on third-year EFL students at the Department of English at the Faculty of Letters and Languages, Abou Bekr Belkaid University at Tlemcen. The present case study will gather data exclusively through online questionnaires administered to both students and teachers. The collected data will then be subject to analysis based on both qualitative and quantitative data, to ensure a comprehensive understanding of the topic.

To pave the way for the progression of this study, this dissertation is divided into two interrelated chapters. The first chapter provides a detailed review of the literature related to speaking skills and emotional intelligence, offering the theoretical background associated with both concepts, along with an examination of previous studies conducted in this area. The second chapter involves the analysis and interpretation of the collected data, addressing the research questions and testing the stated hypotheses. Furthermore, a discussion of the major findings will be presented within the same chapter, which will conclude with practical suggestions that aim at helping students to enhance their speaking confidence. Additionally, recommendations will be provided for teachers to create an emotionally supportive classroom environment that fosters successful speaking performance.

Chapter one: Literature Review of Emotional Intelligence and Speaking

1.1 Introduction

In second or foreign language learning ,THE speaking skill is a fundamental aspect that allows students to express their thought, facilitate social interaction , and help them to engage in real world communication effectively. It does not only involve linguistic competence , but also the ability to transmit ideas clearly in various contexts. This chapter provides a detailed review of literature related to the speaking skill ,including its definition ,its core aspects, followed by a discussion the common challenges faced by learners during oral performance. in the last years, the concept of emotional intelligence gained an increasing attention in educational field , as an affective factor that can influence students'abilities to understand, manage ones emotions , as well of others. The chapter explores the emergence of emotional intelligence,its models and its role in enhancing the speaking skill among learners. The relationship between oral performance and speaking is contextualized through relevant previous studies which lay the foundation for the present investigation.

1.2. Definition of Speaking

There are a lot of definitions of the term speaking that have been suggested by the researchers in language learning. Speaking is commonly a productive skill that allows people to share their thoughts, ideas, and opinions about the world by expressing words or sentences orally. Many scholars have cited different definitions of speaking. Speaking is defined as the use of auditory signals to elicit various verbal replies from listeners. It is defined as systematically blending sounds to make coherent phrases.(Bygate, 1987, as cited in Leong, Ahmadi,2017,p35).Speaking is not just about making sounds; it is about effectively sharing ideas and engaging with others.

Chaney argues that speaking involves conveying meaning using both verbal and nonverbal symbols in various contexts .(Chaney 1998,p.13, as cited in Pendidikan,2013,p.7). It means that speaking is an integration of words and body language ,such as gestures and facial expressions , to convey meaning . “Speaking is about using experience and linguistic knowledge to design an oral message that will be significant for a certain audience. Thus speaking is unconscious process in which taking thoughts and putting them into words and

finally saying them in very quick time”. (Kenneth Chastain, 1976 as cited in Bounar,2.17,p.19).From the definitions above, speaking is deemed to be the most important in learning a second or foreign language . It includes using clear words and adding body language, like gestures and facial expressions, mastering these skills together help learners communicate well and connect with others, which build confidence and fluency.

Brown (2001) explains that speaking is a complex skill that calls for mastery of several key elements including pronunciation, vocabulary, fluency, accent, and grammar. Mastering these components is essential for effective and confident spoken communication. (Brown,2001 as cited in Wulandari,2014,p.8) . Speaking contains three aspects as follows :fluency, accuracy and accent.Richards (2009, p.14) provided an overview about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence». Fluency in speaking means being able to talk easily without pauses or hesitations. It’s about speaking at a comfortable speaking and making your ideas clear so others can understand. Fluency is the main aspect of the speaker performance and it is the essential goal that teachers aim to achieve in teaching speaking skill. Brown proposes four aspects of fluency, namely pronunciation, accuracy, fluency, and vocabulary.(Brown 2001: 268-269 as cited in Krisnawati,2023).

Accuracy in speaking refers to the ability to use correct grammar, vocabulary and pronunciation when communicating. Those three parts involve together in making accurate utterance. Pronunciation is a key part of learning a language, especially when it comes to speaking. It’s about how we say words, including how we form the sounds, use tone, and put stress on certain parts of words. Harmer explains that teaching pronunciation goes beyond helping students recognize different sounds and sound features. It also plays a major role in enhancing their speaking skills such as helping them focus on how sounds are made and understand the importance of using stress correctly when they speak.(Harmer ,2007 as cited in Wulandari,2014,p.8).Grammar is very important in speaking accuracy. Nunan (2003) says that grammar is like a guide for putting words together correctly. If we make too many grammar mistakes when speaking, people might not understand us. That is why learning grammar helps us speak more clearly and correctly.(Nunan,2003 as cited in Wulandari,2014,p.8). Vocabulary is a basis of a language . if students know at least 1000 words, they will be able to communicate fluently. (harmer,2007 as cited in Wulandari,2014,p.8)

Each speaker may have a different accent because everyone has their own way of pronouncing words, which is often influenced by their cultural background. Tjalve (2007, p.21) defined accent variation as "differences in pronunciation patterns shared by groups of people within a linguistic area due to regional influences". This refers to how speakers are divided into groups based on the type of accent spoken in a specific area.

1.3.Challenges of Oral Performance

Some of the speaking difficulties experienced by EFL students may be different, and these difficulties may have an effect on their oral performance. The difficulty related to this could be related to linguistic factors or psychological factors or other things to do with the learners themselves.

1.3.1 Linguistic challenges:

According to Thornbury (2005) who states that “being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)”(p.11 as cited in Tlili ,2016 ,p.34). He highlights that linguistic knowledge is crucial for developing speaking skills. If students lack any aspect of this knowledge or perform it poorly, they may face challenges in their speaking abilities. These difficulties are caused by a lack of vocabulary, pronunciation mistakes, and grammatical mistakes. (Thornbury,2005 as cited in Tlili ,2016 ,p.34).

1.3.1.1 Lack of vocabulary :

Vocabulary is essential for how people communicate. It plays a key role in both speaking and writing in any language, helping us express our thoughts clearly and effectively. To develop speaking skills , students need to choose the right words when they talk and use those words and phrases correctly. This means they should know which words fit best in different situations and how to say them properly to be understood. To speak well, students need to know which words to use in different situations. For example, they should understand how to use formal words in professional or academic settings and more casual words when talking to friends. They also need to know how to pronounce the words correctly so that other people can understand them easily.

In addition, using words and phrases correctly helps students sound more fluent and confident when they speak. When students continue to learn and practice new vocabulary, they become better at expressing themselves and joining conversations without hesitation. So,

building vocabulary is not just about learning new words, but about knowing how, when, and where to use them in real-life speaking situations. Thornbury (2005) states that “spoken language also has a relatively high proportion of words and expression” (p.22 as cited in Loubazid,2012,p.9). Learning a foreign language needs a good vocabulary. Many students often have trouble expressing their thoughts because they have a limited number of words and phrases. As a result, this lack of vocabulary affects how much they participate in speaking activities.

1.3.1.2 Pronunciation mistakes:

Pronunciation errors have always been one of the biggest challenges for students learning English as a second language. These mistakes make it harder for learners to speak clearly and be understood by others. When students mispronounce words, it can lead to confusion, and sometimes the listener might not understand what they are trying to say. This can affect a student's confidence and make them feel nervous about speaking in front of others.

One of the reasons pronunciation errors are such a problem is that English has many sounds that may not exist in the learner's native language. This makes it difficult to hear and produce those sounds correctly. Also, things like word stress, intonation, and rhythm are very important in English, and getting them wrong can change the meaning of a sentence.

Fixing pronunciation errors takes a lot of time, practice, and patience. Students often need to listen carefully to native speakers, repeat words many times, and get feedback from teachers. Using audio tools, watching videos, and doing speaking exercises can also help. Although it can be hard work, improving pronunciation is very important for clear communication and becoming a confident speaker. Bada et al. (2011) assert the importance of pronunciation in speaking skill “in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level”.(p.122 as cited in Loubazid,2012,p.10)

1.3.1.3 Grammatical mistakes:

EFL learners often aim to give a clear and effective oral presentation. To do this well, they need to be able to choose the right words that match what they want to say. It's not just about knowing a lot of vocabulary, but also about using the words correctly and in the right context. For example, some words may have similar meanings but are used in different situations. Learners need to understand when and how to use each word to make their

message clear. Grammatical mistakes are one of the things that prevent foreign language students from taking part. When students make errors in grammar, they may feel unsure or embarrassed, which makes it hard for them to participate in speaking. Nativespeakers can express themselves easily and smoothly because they are already comfortable and experienced with the language. (Latha ,2013 as cited in Leong&Ahmadi,2017) .

1.3.2psychological challenges :

The psychological challenges on EFL students in speaking include negative feelings that make it hard for them to do well and express themselves . There are differentpsychological challenges like lack of self- confidence, anxiety, shyness and fear.

1.3.2.1 Lack of self confidence :

Lack of confidence is one of the biggest emotional challenges students face when trying to speak a second or foreign language , which is frequently assumed the students' lack of confidence that characteristically happens when they think that their communicative equals have not comprehended their message. Some students prefer to keep their opinions and thoughts to themselves because they are not sure about their abilities and or feel unsure about taking part in speaking activities.Nunan (1999) states that students who lack confidence are more likely to experience anxiety when trying to communicate in English, which negatively affects their ability to speak the language effectively.(as cited in Ahsan, Asgher, T, & Hussain, Z ,2020,p.111). When students do not believe in their skills, they often get anxious or worried while speaking. This nervousness affects how well they can talk and share their ideas in English. Without confidence, it becomes much harder for them to speak smoothly or join conversations. To help students speak better, it's important to create a supportive environment, give them positive feedback, and let them practice speaking regularly so they can slowly build up their confidence.

1.3.2.2 Shyness :

Shyness is a common emotional or psychological challenge that many students learning English as a foreign language (EFL) struggle with. It often stops them from speaking up in class or practicing their English with others. When students feel shy, they may be afraid of making mistakes, being judged by their classmates, or simply don't feel comfortable talking in front of others. This fear can prevent them from participating in conversations, answering questions, or giving presentations. Thornbury (2005) argued that "psychological

factors like shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking”.(as cited in MAAMOULI,2022,p.7). it is clear that shyness is uncertainty, fear, distress, restlessness, loss of control, and a state of emotion with the fear that something bad will happen.

1.3.2.3 Anxiety and Inhibition :

The reason behind this lack of participation is anxiety and inhibition . Most students are afraid of facing the audience and talking freely due to the fear of making mistakes or, more than that , the reaction of the audience , which may not be good. Following the same path , students have other factors that make them unable to speak. Moreover, students are inhibited to speak in front of their classmates or the teacher because of their fear of the negative feedback their teacher may give. Since EFL students deal with a new language in their environment, anxiety overcomes their desire to learn a new language, which in turn makes their performance in oral expression difficult to develop; accordingly, teachers should always build a warm atmosphere and treat their students positively. Anxiety reveals more than when students try to participate in the classroom, so they feel uncomfortable about speaking English in front of their classmates;“it is too easy for a foreign language classroom to create inhibition and anxiety” Littlewood,1999,p. 93 as cited in HAMIDAT,2020,p.36).

1.3.2.4 Lack of motivation :

Motivation is one of the most important things that helps students succeed when learning a foreign language. When students feel motivated, they are more likely to pay attention, participate in class, and try their best to improve their skills. A classroom that has a positive and encouraging atmosphere can make a big difference. If students feel comfortable, supported, and interested in what they are learning, they will enjoy the process more and put more effort into speaking, listening, reading, and writing in the new language. On the other hand, if the classroom feels stressful, boring, or unwelcoming, students may lose interest and not try as hard. That’s why creating a motivating learning environment is very important for both teachers and students in any language learning journey. Real progress in speaking and communication skills can only happen if learners feel motivated and have the chance to express their own identity and connect with others, like their classmates and teachers. (Littlewood ,1981as cited in Loubazid ,2012, p.14).Students need a motivating environment that makes them feel safe and important as individuals.

1.3.3 Mother tongue use :

Students who speak the same first language usually find it easier and more comfortable to use that language when they are inside or outside the classroom. This is because speaking their mother tongue feels natural and less stressful, especially when they are unsure about how to say something in the foreign language they are learning. When they don't know the right word or how to form a sentence in English, for example, they often switch to their own language or mix the two. This helps them express their ideas more easily, but it can also slow down their progress in learning the new language. They might borrow words from their native language to fill in the gaps, especially during group discussions or while working on tasks. While this can be helpful in the short term, it may stop them from practicing the target language enough to become fluent. According to Baker and Westrup (2003), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." (as cited in Ullauri Moreno ,2015,p.48).Students with high emotional intelligence can manage anxiety and communicate effectively. Emotional intelligence is about understanding and managing self-emotions. Therefore, it supports in improving the speaking skill by helping individuals to express thoughts clearly, respond with empathy , and adjust their words according to the emotional situation.

1.4 Emotional Intelligence:

The notion of emotional intelligence expands on earlier humanistic concepts about emotional maturity and its function in improving interpersonal relationships and quality of life (Toda, 1998). Humanistic psychology was formulated by Rogers (1961) and Maslow (1968). It laid important foundations for the later notion of emotional intelligence. Rogers' client-centered counseling focused on comprehending and unqualified acceptance of individuals (Cox et al , 2008 ,p 29). It stressed the importance of emotional awareness in human growth. Maslow's hierarchy of needs theory and his emphasis on self-actualization were supportive of the notion that emotional fulfillment is essential for mental health. Although they did not employ the term "emotional intelligence," these humanistic approaches emphasized many of its key components—self-awareness, empathy, and social skills.(Julai, 2022 . p27-34)

The humanistic theory was very different from behaviorism and psychoanalysis since it emphasized how important individual experiences are and the inherent ability individuals have for growth. As May (1967, p. 78) puts it, the school of thought recognizes "the central importance of human choice, creativity, and self-realization." With its emphasis on personal meaning and feelings, the theory allowed space where feelings were important instead of being discounted or felt to be unimportant drives. Humanistic psychology heavily influence on the emergence of emotional intelligence , as far as it emphasis personal growth, self-awareness, and the integration of emotional and rational processes. The system's positive view of human potential aligns with EI's basic principles.

The basis for understanding emotional intelligence was established by Maslow and Rogers as an assumption that help in improving awareness and control of both emotional and rational aspects. Their work shows that when we manage our emotions well, we think more clearly and make better choices an idea that resonates deeply with the concept of emotional intelligence. Mayer and Salovey (1997) describe emotional intelligence as the ability to recognize, understand, and use emotions effectively, all of which support our personal growth and move us closer to self-actualization.(Mayer & Salovey, 1997).

Before delving into the concept of emotional intelligence , we need at first place to understand and define the two main words intelligence and emotion ,that establish the basis and provide a glimpse into the complexity of EI concept. According to online Etymology dictionary(n.d) the word emotion traces back its origin from the latin word 1570s emovere which mean to move out or to agitate , the English word extracted from the French word emouvoir that express to stir up and to move .Emotion has been defined as a "sudden trouble, transient agitation caused by an acute experience of fear, surprise, joy, etc." (Larousse Dictionary, 1990,as cited in Cabanac ,2002,p3).it emphasizes that emotion is a reaction that happens suddenly when we suddenly feel and sense fear or joy . another definition s “a complex experience of consciousness, bodily sensation, and behaviour that reflects the personal significance of a thing, an event, or a state of affairs” (Solomon, 2019, para.1) , it express that emotions are a mix of feelings , physical reaction ,and actions that show how things that matter in humans live .

Regardless of a long history of research and debate , there is no agreement upon definition of intelligence. It is one of the most studied fields in psychology . Actually, there are many definitions , such as the one signed by fifty-two researchers in the field in 1994 (Dario, 2015 , p105), which states: A very general mental capability that, among other things,

involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings “catching on”, “making sense” of things, or “figuring out” what to do.

: Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person’s intellectual performance will vary on different(Dario, 2015 , p105). Intelligence is a complicated thorough term that has changed greatly throughout time it ,but most commonly known as , “The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgement in order to solve problems and adapt to new situations.”(AllWords Dictionary, 2006). human need to use what he know and feel to solve problems and face challenges . not only about knowing things .

Emotional intelligence, or the ability to comprehend and manage one's emotions, is critical for reaching self-actualization, one of the ultimate aims of humanistic psychology (Misiak & Sexton 1973).by Integrating emotional intelligence in daily life it enables one to develop self-awareness, empathy, and social skills, resulting in better relationships and personal fulfillment and success. EI is a subset of social intelligence , it is built on the idea of the ability to monitor ones feelings and of others to guide thinking and actions .emotional intelligent have a significant impact in every day life ,as the need for understanding emotions became largely necessary ,in order to have a good communication ,and manage the rational thinking(Alhamami, N. M. 2016). EI was been examined since 1990s with psychologist focusing on the right implication of the theory highlighting that is beneficial in different life aspects , as it impact the quality of human interactions (Afifah, M., Ningrum, A. S. B., Wahyuni, S., & Syaifulloh, B. 2024,p795).

1.5 Components of Emotional Intelligence

Emotional intelligence components according to the psychologist Golemna are self-awareness, self-regulation, motivation, empathy, and social skills. Each of them helps in promoting the person’s ability to understand, control reactions, be motivated, and connect with others effectively. Self-awareness is the foundation for the rest of the components. It is the ability to recognize which emotions, moods, and impulses one is experiencing and why. It

is associated with emotional awareness, accurate self-assessment, and self-confidence. It is not only related to an individual's psychological insight and self-understanding but also plays a key role in determining how an individual exhibits behaviors and interacts with others. Indeed, individuals who are highly confident, self-efficacious, and aware of their emotions promote attributions of high performance. It is found from prior research that a person with a high level of self-awareness can master his or her destiny effectively. (Sahidur, 2013, p4)

Self-regulation is the ability to handle feelings as they are being experienced and encompasses managing techniques such as knowing when to comfort oneself and when not to let every emotion overcome one's being. It is associated with self-control, trustworthiness, conscientiousness, adaptability, and innovation. Individuals with emotional self-control find ways to manage their disturbing emotions and impulses and even to channel them in useful ways. Self-emotional control and self-monitoring have been proposed to be related to high performance. (Sahidur, 2013, p4). Motivation is the ability of an individual's motives or needs, sense of hope and optimism, and self-efficacy. A self-motivated person remains focused on goals and objectives despite setbacks, operates from hope of success rather than fear of failure, and accepts change to attain goals. Need for power, need for achievement, and need for affiliation provide a strong impetus for self-motivated individuals. Charismatic individuals exhibit high levels of self-motivation based on strong convictions and beliefs as well as faith and hope in a better future.

Empathy is the ability to understand others and take active interest in them, recognize, and respond to changes in their emotional states. It involves being able to detect emotions and feelings transmitted through verbal and nonverbal messages in others. Empathy, like self-management, builds on self-awareness. In other words, it provides emotional support to people when needed and understands the links between emotions and behaviors of other people. The striving for self-esteem and the evolution of a sense of human empathy work in harmony to bring out a potential for high performance. Empathy is associated with understanding and developing others, service orientation, leveraging diversity, and political awareness. (Sahidur, 2013, p4)

Social Skills include socio-economic skills necessary to analyze and understand human relationships, negotiate disputes, resolve conflicts, influence popular opinion, and exhibit considerate and cooperative behaviors. Social skills are important for exhibiting effective leadership and performance. In addition, some researchers suggest that an individual's performance depends on the emotional traits of the person concerned. (Sahidur, 2013, p4)

1.6 Historical Development of EI Theories

The notion of EI has a very recent history based on many philosophers and psychologists works in the late 19th to 20th century .Edward thordnike established the concept of social intelligence , which refers to the capacity to understand and manage others regardless of gender . he proposed many types of intelligence that are possessed by humans and emphasized the need of social intelligence to manage humane relationships and recognize their needs (Bar-On, 2006 as cited in Alhamami, N. M. 2016.). David Wechsler developed the Wechsler Adult Intelligence Scale (WAIS) in 1940 to distinguish between the intellectual and non-intellective components of intelligence. emphasizing that non-intellective elements like social and personal skills are critical to success and should be addressed when assessing general intelligence (Canivez & Watkins, 2010 as cited in Alhamami, N. M. 2016.).

In the 1950s humanistic psychologist such as Abraham Maslow suggested that people can build emotional strength , when they are able to recognize their emotional needs and get the desired outcomes(Matthews, Roberts & Zeidner, 2004 as cited in Alhamami, N. M. 2016.).the Howard Gardner's idea that was presented in his book (Frames of Mind') about multiple intelligence , which include interpersonal and intrapersonal intelligence , gained a widespread attention and was implemented in organizational settings in 1983 .this theory challenged th IQ test that it is not enough to capture the full range of human intelligence (Smith, 2002 as cited in Alhamami, N. M. 2016.).

In the 1990s , Mayer and Salovey Published the articles about emotional intelligence , they were the first who made the academic inquiry about EI . those researchers highlighted that emotions are not only about feelings , instead they affect how person react to a certain situation , interprets things , and the ability to understand ourselves and others (Salovey & Mayer, 1990 as cited in Alhamami, N. M. 2016.).emotional intelligence made its debute and got popularized after the publication of worldwide best seller book in 1995 of Daniel Goleman's Emotional Intelligence: Why It can Matter More than IQ(Paul, 1999as cited in B.Peltier 2011).

Since the appearance of the concept started to get popularity , it was not defined once , but many researchers tried to denote their viewpoints and different perspectives .over the years various models of EI have been developed to express and measure EI each one offering a unique perspective .together, this models emphasize the complex aspects of EI , and its significance in achieving success personally and professionally .

1.6.1 Ability Model

Peter Salovey and John Mayer were the first who noted and identified the ability model of emotional intelligence in 1990, this model was about highlighting the systematic capacity to comprehend and manage one's own emotions, as well as those of others in different situations (Salovey & Mayer, 1990 as cited in Alhamami, N. M., 2016 p6). This model represents EI as a pure set of mental abilities, the Salovey–Mayer ability model is composed of four branches that are a set of correlated abilities, Mayer and Salovey's consider that "emotional intelligence is a set of interrelated skills that allow people to process emotionally relevant information efficiently and accurately" (Salovey & Grewal, 2005, as cited in Peltier, B, 2011).

The first branch of this model is perceiving emotions it is the ability to detect non verbal behaviors and decode it, to identify own feelings and of others through facial expression and body language, also to distinguish between sincere emotions and false ones. The second one is facilitating thoughts, it is the ability to use emotion to promote thinking and support decision making. Trying to create emotions that aligns with someone's experience. The third branch is understanding emotions, the ability to grasping emotions and interpret them, which means that the person is capable to determine what he feels and differentiate between complex and mixed feelings and understand their connection. The last branch managing emotions that present the ability to regulate emotions. Being intelligent in dealing with different feelings by taking control and be comfortable with either positive or negative emotions. (Mayer, J. D., Caruso, D. R., & Salovey, P. 2016, p 7). However, this model allows individuals to think rationally about their emotion for more reasoning in their decision making.

1.6.2 Goleman model :

The concept of emotional intelligence gained popularity in 1995, when Daniel Goleman published his book "Emotional Intelligence" (Dhani, P., & Sharma, T. 2016, p193). This psychologist viewed that EI is "abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, D. 1998 as cited in Dhani, P., & Sharma, T. 2016, p193). Which denote that each person needs to cope with difficulties and challenges, manage feelings and stay motivated. Goleman built this model

based on five constructs which lead for improvement in various aspect of live , and better relationships(Goleman, D. 1998 as cited in Dhani, P., & Sharma, T. 2016,p193).

The first component is self awareness, the foundation for the rest of components, the ability to know what we feel and recognize the emotion felt, the accurate understanding of one's emotional states . Self regulation is the second component, it is considered as a self control for ones feelings to adapt with changing circumstances. the third is motivation , the person need to be optimistic and insist to achieve goals , remain focus on goals and objectives despite obstacles .the fourth construct is empathy , the person ability to understand emotional state , and being aware of others feelings , worries and needs .and the last one is social skills that is about the ability that facilitate interactions with others ,communicate , guide ,buildings bonds , and managing different situations . in simple words to create trust among people , leaving a positive influence and deliver convincing messages (Sahidur et al 2013, p 4,5)

1.6.3 Bar-on model

Bar-on model or mixed model was developed by Reuven Bar-On , his model can be viewed as a mixed intelligence. Bar-on (2004) considers EI as "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures".(as cited in Sfetcu, N.2023 p6) .he describe it as a set of emotional and social skills , that help in expressing , understanding, and recognizing the own feelings and of others . these interconnected competencies may lead for creating better relationships and cope with stress of challenges .

This model include five dimensions subdivided into fifteen subscales(competencies) as key factors of EI (Bar-On, 2006/2007 as cited in Peltier, B,2011) : the intrapersonal aspects of EI involves understanding ones own emotions through several components (self-regard, emotional self-awareness, assertiveness , independence , self-actualization).the second dimension interpersonal which is represented in social awareness and interaction it consist of (empathy ,social responsibility ,and interpersonal relationships).stress management is considered as the third dimension it involves controlling and managing emotions it consistsof two competencies (stress tolerance ,inpulse control).the fourth is adaptability it is about change management and adapt to changes, it contain (reality testing , flexibility ,problem solving) .the last dimension is general mood in other words self-motivation consist of (optimism ,and happiness) .this psychologist believe that social-emotional intelligence is as

important as achieving success in life; he thinks that the skills and trait in his model can be learned .taught and developed over time , e:i each person can improve its emotional and social skills to enhance their personal and professional life .(Peltier, B,2011).

1.7The Role of EI in Developing the Speaking Skill

In the current competitive environment, where every student is expected to perform effectively and achieve in their academic process, he is filled with information that sometimes he can't understand, try to memorize it only , that how he will struggle to achieve academically .In EFL classroom ,speaking is the most challenging skill to master for enhancing their communicative efficiency, alongside listening reading and writing , because it requires students to express their view freely and spontaneously (Preeti, B. 2013 p 8) . However many students may face various obstacles that may affect and disturb their speaking skill. One of these obstacles is psychological problems such as anxiety, lack of confidence, motivation, and many others.

Moreover, incorporating EI with speaking skill, will lead for improvement, better outcomes and meaningful interaction,it has been recognized as an "array of competencies that can help individuals to utilize their emotions properly, to monitor one's own and others'feelings, to assist potential results"(Alnidawy, 2015 as cited in Alhamami, N. M. 2016, p38).in other words "Emotionally intelligent people are more likely to succeed in everything they undertake."(Preeti, B.2013, p8).along with the educational system , as is already known EI is a set of factors that allows a person to feel ,being motivated , regulate mood,face challenges effectively in every day life , this contribute to an efficient communication(Druzhinin, E. A., Sergienko, S. A., & Ludinin, I. A, 2025,p225) .this ability to understand and recognize feeling is crucial for effective oral performance .

EI components are various as mentioned in the previous data provided , motivation , self confidence empathy are parts of emotional intelligence. student who has empathy will listen without judgment, understand what others think feel and need, as it build trust among his mates which will reinforce his speaking ability in front of the class (Mersino, 2007 , Punia, N., Dutta, J., & Sharma, Y.2015,p972).student with high self-confidence are more motivated, cooperative, and responsive in communication, as they engage in conversations freely and exchanging their ideas confidently (. Esmaeeli, Z., Sabet, M. K., & Shahabi, Y.2018,p24).

Speaking demands self- confidence which motivates them to speak at the easiest or even the most difficult level because they are confident, it is related to self- regard, self-

awareness, assertiveness and independence in Bar-On's model of EI. . If the students can control their motivation well, they can use their intelligence in speaking well (Pitriani, 2021 as cited in Afifah, M., Ningrum, A. S. B., Wahyuni, S., & Syaifulloh, B, 2024, p795).to sum up by having a good emotional intelligence state student will have the capability to manage his emotions correctly ,and speak fluently because the emotions can influence what student want to say and do .in other words as stated by Preeti, B.(2013):“When a person becomes able to identify his strengths and weaknesses it becomes easier for him to work upon them to improve his performance”(p11).by knowing both learner can enhance his performance.

Moreover, cultivating emotional intelligence allows individuals to better interpret nonverbal signals and emotional expression. Which will foster a clearer speech delivery , as it helps for deep communication with others. Ultimately, it enables people to make more informed decision based on their own feelings, as of others, and navigate complex communication situation.(Druzhinin, E. A., Sergienko, S. A., & Ludinin, I. A, 2025,p226).

1.8 Previous Studies Related to the research Work

In 2006, a study was conducted by Jalilzadeh, & Yeganehpour assessed the impact of emotional intelligence (EI) on performance among business undergraduates. Controlling for mental ability and personality, EI was found to directly predict performance only in public speaking effectiveness. However, when combined with conscientiousness, EI significantly predicted outcomes in public speaking, group behaviour, and academic performance . The study concluded that EI influences performance more indirectly, suggesting that having EI is not enough—individuals must also be motivated to apply it. Abdolrezapour conducted a study (2018), which explored the relationship between emotional intelligence (EI) and three key aspects of speaking performance: complexity, accuracy, and fluency. The participants were 102 Iranian EFL learners aged 13 to 18. Using the the Trait Emotional Intelligence Questionnaire - Adolescent Short Form (TEIQue-ASF) and an oral narrative task, The study concluded that EI enhances grammatical accuracy and complexity, but fluency is more influenced by practice and exposure.

Between 2018 and 2019, a study was conducted on Ukrainian adult learners to examine the correlation between emotional intelligence (EI) and ESL speaking skill development. The researchers focused on how integrating content-related emotions into speaking and listening activities could enhance both EI and oral communication skills. Using the Mayer-Salovey-Caruso Emotional Intelligence Test and a custom English Oral

Communication Skills Test, the study involved 124 undergraduate International Relations students. Results showed that the experimental group, which received emotion-based instruction, demonstrated significant improvement in both EI and speaking skills compared to the reference group. The findings confirmed a positive correlation between increased emotional intelligence and successful ESL speaking skill acquisition.

In 2019, Chibanea conducted a study at Biskra University to investigate the relationship between emotional intelligence (EI) and oral communication apprehension (OCA) among EFL learners, as well as the effect of EI training on reducing students' speaking anxiety. The research work involved a sample of 50 second-year Master students and 10 teachers from the Division of English. Using two questionnaires as the main data collection tools, the study revealed a negative correlation between emotional intelligence and oral communication apprehension. The findings indicated that students with higher EI levels experienced less anxiety when speaking in English. The study emphasized the importance of emotional intelligence in managing students' psychological states and improving their oral performance, and it also highlighted the need for teachers to be aware of how emotional factors impact learners' classroom communication.

During the 2021–2022 academic year, HENOUDA AyaYasmine conducted a study at Mohamed Khider University of Biskra to examine the relationship between emotional intelligence (EI) and speaking performance among EFL learners in Algeria. The research involved 42 third-year EFL students and 4 oral expression teachers. Using the TEIQue-SF, a speaking self-assessment questionnaire, and a teacher perception survey, the study found a moderate positive correlation between EI and speaking performance. The results suggest that EI is a significant predictor of speaking skills, supporting its integration into language teaching.

In 2022, Adelia conducted a study at Cokroaminoto Palopo University, Indonesia, to examine the correlation between emotional intelligence (EI) and speaking performance among 34 English Education students. Using an EI questionnaire and a speaking test. The results indicated that speaking performance is more influenced by linguistic skills like vocabulary, grammar, and pronunciation than by EI. The study recommended focusing on developing these linguistic abilities to enhance speaking skills. Kartika (2023) conducted a qualitative study at UIN Walisongo Semarang to explore students' perceptions of emotional

intelligence (EI) in speaking performance. Involving 27 English Education students, the study used questionnaires and structured interviews. Findings showed that EI especially self-awareness, self-management, and social awareness positively influenced students' speaking confidence. While many faced anxiety and fear of judgment, those using emotional regulation strategies showed improved control and better speaking performance.

1.9 Conclusion

The literature reveals that speaking is a complex skill shaped by cognitive, linguistic, affective factors, and elements such as fluency, accuracy which are essential in influencing students oral proficiency .however many challenges can hinder their development such as anxiety, lack of confidence, lack of motivation. Emotional intelligence came as a powerful tool to overcome these challenges. It underscores the ability to perceive, understand, manage, and use emotions effectively. the theoretical foundation of EI , as outlined in the reviewed models provide a basis for understanding how EI can support speaking development competencies . Furthermore the empirical studies support the link between the two aspects and essential for designing more holistic and effective language learning strategies.

Chapter Two: Research Design and Data Analysis

2.1 Introduction:

This chapter lays the groundwork for this research, it present the methodological framework used in the current study, which is an attempt to investigate the effect of emotional intelligence on EFL students oral performance. This chapter outlines the research design, sample population, research instrument, data analysis, and the interpretation of the main findings. Also, it highlights suggestion based on the research process, and the limitation of the study. The plan was carefully designed to ensure the validity and reliability of data collected.

2.2 Research Design

Research designs are plans that show how to carry out a study, starting from the main ideas to specific ways of gathering and studying information (Creswell & Creswell, 2018). This research work aimed at exploring the emotional intelligence level of EFL students, find the possible relation between EI and speaking performance and gather insights from students and teachers regarding how emotional intelligence may affect learners' oral communication in classroom. The present study adopts an exploratory case-study of third year EFL students at Abubakr Belkaid Tlemcen University. The research procedure involved the implementation of two questionnaires as research instruments, one for teachers, and one for students. The questionnaires combine qualitative and quantitative methods to ensure the strength of data. The design aims at examining the dynamics of emotional intelligence and the speaking skill in depth, with attention to the specific influencing factors.

2.3 Sample Population

The study participants are two distinct groups, third year EFL students, and EFL teachers from the English department. To ensure fairness and avoid researcher bias, a random sampling technique was adopted in selecting students' participants. However, teachers were selected based on their availability and willingness to participate.

- The students were 30 from two third year classes selected randomly. They were chosen due to their advanced level and frequent involvement in oral tasks. They were invited to complete the questionnaire online to gather diverse and unbiased data from students with various levels of speaking proficiency and emotional intelligence awareness

- The teachers sample consisted of 12 teachers who were selected based on their experience in teaching oral expression or related courses. They responded to the questionnaire online, and their insights were essential for understanding emotional factors that influence student speaking performance from their teaching perspective

2.4 Description of Data Collection Tools

To explore the relationship between emotional intelligence and the speaking skill among third year EFL students, the study employed two primary research instruments, a students' questionnaire, and a teachers' questionnaire. These tools were designed to collect both quantitative and qualitative data from open-ended and closed-ended questions types.

2.4.1 Students' Questionnaire

This questionnaire was a structured research tool designed to gather third-year EFL students' perceptions about the impact of emotional intelligence on their oral performance. It was administered online to allow respondents to answer anonymously and at their convenience. The content was aligned with the research objectives and informed by the theoretical framework of emotional intelligence (Goleman, 1995), focusing on its core components. The tool consisted of 14 questions, written in clear English to ensure understanding and encourage honest, thoughtful responses. It combined both closed-ended and open-ended questions to collect qualitative and quantitative data. Each question addressed a specific aspect of the research topic.

- Q1: assessed students' self-confidence, which reflected whether they were ready and stable to speak in English as a foreign language.
- Q2: allowed students to evaluate their proficiency in oral performance and relate self-perception with emotional awareness.
- Q3: explored students' preparation habits, which might have been linked to motivation and anxiety management strategies.
- Q4: measured whether the students engaged in speaking tasks, indicating their comfort and willingness to communicate
- Q5: identified the emotional and linguistic barriers that may have affected speaking performance.
- Q6: provided qualitative data on the consequences of challenges.
- Q7: highlighted the personal strategies students used to improve their speaking.

- Q8: examined students' self-awareness of their emotions as a key dimension of emotional intelligence.
- Q9: assessed the students' ability to recognize others' feelings and emotional cues, indicating their empathy as a skill.
- Q10: explored whether they shared feelings with each other, to determine if emotional collaboration enhanced social skills
- Q11: assessed the learners' ability to manage anxiety in academic settings as a self-regulation skill.
- Q12: gathered students' perceptions of how emotional intelligence facilitated their oral communication.
- Q13: focused on specific emotional intelligence competencies that helped to solve speaking problems.
- Q14: explored students' reflections on enhancing speaking through emotional intelligence.

2.4.2 Teachers' Questionnaire:

This questionnaire was designed for teachers who were currently teaching oral expression, as well as those who had previously taught it at Abou Bekr Belkaid Tlemcen University. It was distributed online and comprised 12 questions that explored both qualitative and quantitative data about teaching oral expression. It aimed at investigating the role of emotional intelligence in improving students' speaking abilities. By gathering insights from both current and former educators, the questionnaire identified challenges students faced in oral expression, the strategies teachers employed to address these challenges, and the ways in which emotional intelligence informed their teaching practices. It also examined teachers' awareness and application of emotional intelligence principles, their participation in professional development related to emotional intelligence, and their evaluation of its impact on students' speaking skills.

- Q1: This question sought factual information about the respondents' teaching experience with oral expression. It aimed at understanding the diversity of teaching experience among the teachers, which could have provided important context for interpreting their answers and insights
- Q2: It explored how teachers felt about teaching oral communication, asking them to say if they found it "easy" or "challenging." The purpose was to understand how difficult teachers

thought this work was, which could have helped identify what kind of help or resources they might have needed.

- Q3: This open ended question focused on the perceived obstacles that hindered students' speaking abilities. It aimed at collecting qualitative insights from teachers about the challenges their students faced, whether they were related to language barriers, confidence, classroom environment, or other issues.
- Q4: In this question, teachers were asked to share concrete methods and practices they used to support students in overcoming speaking challenges. The purpose was to identify a range of teaching strategies and see how these strategies might have incorporated emotional intelligence principles.
- Q5: This question investigated teachers' exposure to formal or informal professional development in emotional intelligence. It sought to understand whether such training had influenced their teaching approaches and to what extent it had been integrated into their classroom practices.
- Q6: It asked teachers to explain what emotional intelligence meant to them in teaching. It helped to understand how teachers thought about emotional intelligence and if they saw it as important for helping students to speak and participate in class.
- Q7: This question asked teachers to reflect on their sensitivity and awareness of students' emotional intelligence. Its purpose was to assess whether teachers actively observed and considered emotional intelligence as part of their classroom dynamic.
- Q8: It explored what interactive or reflective activities teachers actually used to foster emotional intelligence in students.
- Q9: It asked teachers to identify the emotional intelligence components like empathy, self-regulation, social awareness, or motivation that they believed were critical for supporting oral expression.
- Q10: It aimed at seeing how they used emotional intelligence in class to help students to improve their speaking. It focused on what teachers actually did in their lessons.
- Q11: This question invited teachers to explain how they saw or measured the impact of emotional intelligence on students' speaking. It helped to find out what teachers looked for to see if students were improving.
- Q12: The final question encouraged teachers to share their recommendations and ideas for further improving students' emotional intelligence. It aimed at gathering a variety of perspectives on what interventions, activities, or strategies might have been most effective in an oral expression context.

2.5 Data Analysis

This research phase is considered as the most important part of the research work since the gathered data will be analyzed quantitatively and qualitatively. In order to investigate the effect of emotional intelligence on EFL students' oral performance, and gather insight from teachers perspectives.

2.5.1 Analysis of Students' Questionnaire

The following part focuses on analyzing the responses collected from third year EFL students through the questionnaire. This analysis aims at exploring their perceptions regarding the role of emotional intelligence in their oral performance. Each question is examined individually to highlight patterns, insights, and connections relevant to the research objectives.

Q1. Do you feel confident when you are speaking in English?

The statistics presented below show the result of the first question about student confidence while speaking in English .

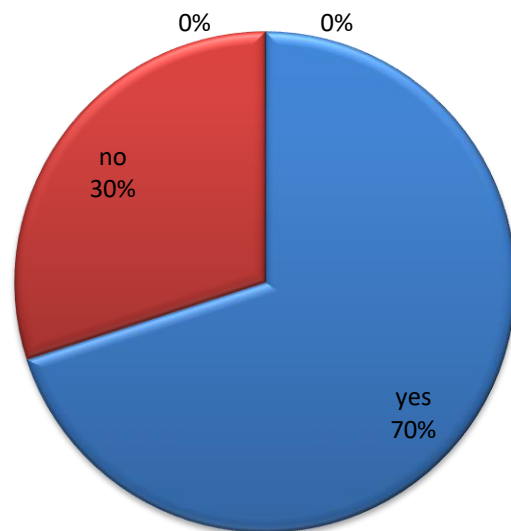


Figure 2.1 : Respondents confidence n speaking English

According to the data provided , a significant number of students answered ‘yes, which indicates that majority 70% feel comfortable when speaking in English , this suggests that most possess a good level of proficiency and familiarity with English language .while conversely the minority 30% of participant struggle with confidence in speaking English .this lack of confidence maybe due to pronunciation difficulties , limited vocabulary , less practice as it can be due to psychological factors . these findings underscore the importance of addressing the students weakness and strength ,in order to support student, help them overcome the obstacles, and enhance their speaking skill for better .

Q2/How do you consider your oral performance?

The chart represent the data collected from second question answers about the students level in speaking performance

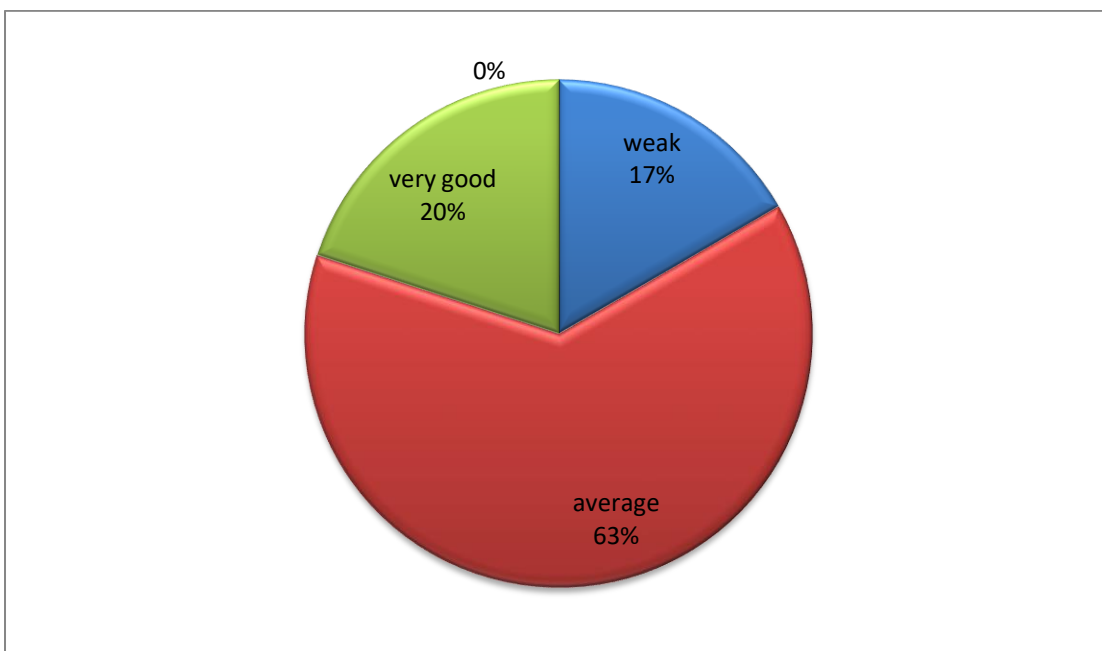


Figure 2.2: Self-assessment of student oral performance

Results extracted from the answers shows that the majority (63%) consider their level average which indicates that they feel somewhat competent in speaking , possessing a basic level that allows them to engage in oral communication. .meanwhile the 17% of students described their performance weak , maybe they feel uncomfortable or unsecure when using Englishorally maybe due to lack of practice . on the other hand 20% of students rated their performance as very good ,those respondents feel highly confident and skilled either from frequent practice or exposure to positive experience . the findings underscore the

heterogeneous nature of oral performance among learners , this diversity highlights the need for differentiated instructional approaches that address the varying needs and abilities to support their development in spoken English .

Q3/Do you practise before your oral performance?

The following bar chart is representing the results of the third question that is about the student practice before oral performance

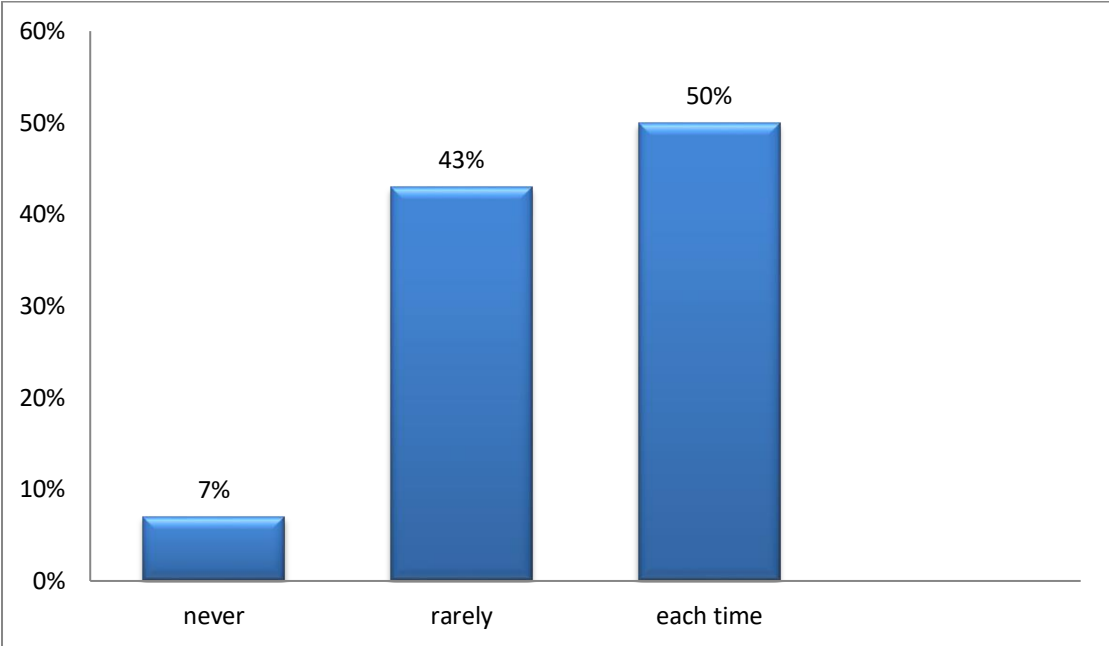


Figure 2.3: Student practice for oral performance

The data gathered reveal a variation in participants answers , 50% of students reported that they always practice before the oral performance . and 43% indicates that they rarely do , while a small minority of 7% affirmed that they never practise. These results show the awareness among students of the importance of preparation and practice for better clarity in their speech plus confidence and fluency. Those who practise may benefit from better organization in their ideas ,reduce anxiety ,and improve articulation. On the other side those who rarely practice maybe they rely on spontaneously ,lack of confidence ,or overconfidence ,which can affect their performance negatively. The small minority who doesn't practice ,it come back to lack of awareness ,extreme confidence ,or nervousness as it can be lack of planning skills , that's how they may struggle with fluency, coherence and stress. These findings that while some student profit from structured practice

,others adopt effective habits .overall encouraging respondents to adopt strategic and consistent speaking practice as mirror speaking, peer practice with feedback , role play to simulate real speaking situation , this will improve their oral communication competence .

Q4/ How often do you participate in oral discussions ?

The chart belowexposes student willingness to participate in class discussion:

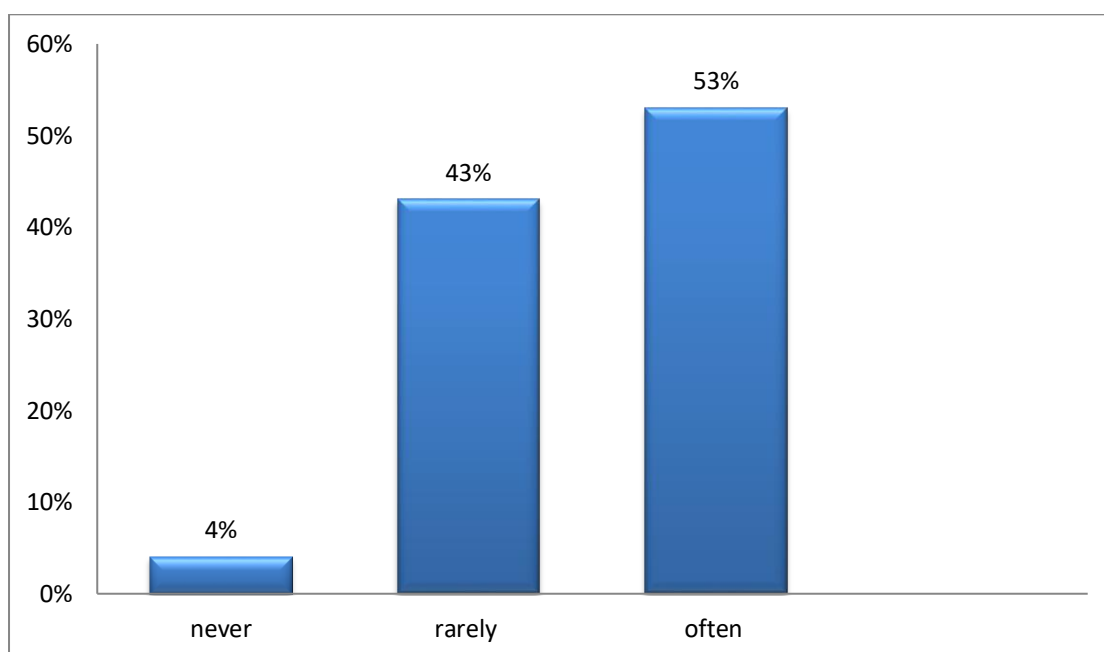


Figure 2.4: Student participation in oral discussion

The results indicate that the majority of respondents 53% often participate in oral discussion, while 43% rarely participate, and a very small minority 4% never do. This data shows that over the half of respondents are engaged in communicative interaction, which reflects their speaking confidence ability, enjoyments of discussion , and maybe their willingness to develop the communicative skills . those who rarely participate it can be due to several challenges such as low confidence , fear of judgements and feedback , or limited engagement chances . however the small group who never participate can be facing serious barriers as anxiety, or low language proficiency ,those are In need for support .ultimately while the data reveals a positive engagement of students , strategies such as small group discussion , structured speaking tasks could help build their confidence ,and reduce hesitation ,which foster an inclusive , supportive speaking environment .

Q5/What are the difficulties encountering you in oral performance?

The table below present the obstacles faced by students during oral performance task

: Table 2.1: barriers in oral performance

option	Number	Percentage
Language aspects (fluency,grammar,vocabulary)	8	26.67%
Anxiety of making errors	5	16,67%
Fear of negative feedback	2	6,67%
Lack of confidence	3	10%
Stress	10	33,33%
Other	2	6,67%

Based on the revealed data the most common issue is stress, reported by 33,33% participants. Which elicit that many students feel nervous or pressured during speaking , possibly due to lack of preparation, performance anxiety, or fear of feedback. The second one is language aspects (fluency, grammar, vocabulary),reported by 26,67% of participants. Those may struggle to find right words, or grammar uncertainty. Anxiety about making errors was reported by 16;67%,which highlight student fear of embarrassment, or over perfectionism. Additionally 10% reported lack of confidence, possibly due to limited practice or negative experience. A smaller portion 6, 67% feared of negative feedback, it can be sensitivity to criticism. While 6,67% others replied (a little bit of each one / I want everything to be perfect).to sum up the data demand a need for a comprehensive solutions, that combine emotional support , encouragement and practice ,for instance breathing exercises, mental preparation, stress management techniques ,grammar focused speaking practices ,positive reinforcement and supportive environment ,which will help student overcome their oral communication difficulties .

Q6/How do these challenges affect your speaking skill?

The sixth question aimed to explore the impact of previous challenges on the students speaking performance .it was categorized into five themes based on codes extracted from students answers.

Table2.2: Challenges in speaking

Theme	Example
Psychological Barriers	Anxiety, Stress, Lack of confidence, Fear
Linguistic Challenges	Word loss, Sentence breakdown, Mental block
Behavioural Outcomes	Avoidance, Silence, Social withdrawal
Self-Perception	Stagnation, Lack of progress, Self-doubt

The analysis reveals that students encounter several challenges which affect their speaking abilities. One of the most prominent obstacles is psychological barriers, which include anxiety, stress, lack of confidence, and fear of making mistakes. These feelings make students nervous, and uncomfortable while speaking. For example one student said (sometimes because of anxiety I tend to make incoherent mistakes), and another said (my voice shakes when I speak). These answers show that stress makes speaking performance harder. Students also reported linguistic challenges such as forgetting vocabulary, mispronunciation, or not being able to form correct sentences, which lead to hesitation and reduce the effectiveness of communication. As reported by one student (I lose words, sentence structure ...) and another explained (I can't express what is on my mind even though I know the answer). Another common effect is behavioral outcomes, such as staying silent, avoiding participation. For instance a student shared (I keep silent all the sessions), and another said (even speaking to someone becomes annoying for me). Such behaviors can result in missed opportunities for practice and interactions, either are afraid of making mistakes, or feeling embarrassed.

Additionally, they mentioned self-perception, in other words self-doubt and frustration. They feel often stuck, unsure about their ability to improve, and unable to make progress, as demonstrated in their answers (it's holding me simply from developing this skill), and another one expressed, (I feel like I am stuck at a certain level). However not all students gave a negative feedback, some of them demonstrated an optimistic perspective and showed a positive and motivated attitude. They see their difficulties as opportunities for improvement. One student elicited, (urge me to do better and learn more), and another one commented, (it does not lightly affect it. I can control it). These examples show that students are able to keep trying and stay motivated, even when facing challenges. To sum up the answers highlight how the factors can

affect their speaking ability , but they also affirmed that with support and positive mindset ,improvement is possible .

Q7/ What are the techniques you use to improve your speaking performance?

The analysis of answers for seventh question reveals various range of strategies ,each reflect a different aspect of language learning. first one is self-practice techniques, where students rely on individual method, for instance self-talk, mirrorsspeaking, or self-recording, which allow them practice freely without pressure.for example one student said,(talking to myself in the mirror)and another one,(practice in the mirror or take a video).another technique is social interaction and communication ,by talking with others, joining conversations and volunteering for presentations .as student replied ,(speak with people)or,(communication with others before starting).this will help them become more confident ,and prepared for speaking in real situations .also they mentioned listening and limitationwhere learners listen to native speakers ,podcasts, or books, and try to mimic, and shadow .which help them improve their pronunciation ,as they said ,(I listen a lot to native speakers)and,(shadowing, engaging more with people).

Some students reported that they use daily language integrationas a thechnique.try to speak and think in English during regular activities .as they mentioned,(I started incorporating English into my daily affairs),this help them being more comfortable with the language and normalize usage outside academic settings. Another important strategy preparation and planning is preparation and planning .students organize their thoughts, writing their ideas , planning speech , and try to simplify vocabulary. As they said,(write down my ideas)and,(preparation and practicing).this show student carefulness for planning and preparation , to be less anxious during performing. Respondents also shared techniques to manage stress and anxiety. They use breathing exercise, positive thinking, and relaxation as one said,(breathe and just tell myself some encouraging words).technology now is considered as a technique to ,

Students use apps and AI tools to help them practice, receive feedback ,and track their progress .as they mentioned,(use apps like ELSA)and another said,(I even started using AI tool of evaluation. Furthermore? others reported that thinking in English for improving fluency instead of first language this help them speak smoothly and quickly ,as mentioned ,(by thinking in EnglishSay whatever in my mind).lastly, many students work on vocabulary and pronunciation, trying to learn new words and spell them correctly to sound more fluent. As they said,(tried to memorize more vocabulary)and,(focus on correct

pronunciation).in conclusion, the techniques identified in this analysis demonstrate that students combine personal practice , social engagement, mental preparation, emotional control, and technological tools .which show that they are actively trying to overcome challenges and build their competence confidentially .

Q8/Are you able to identify your emotions ?

The following chart shows the result of question eight which is about ones ability to identify his emotions

Figure2.5: Self-Identification of Emotional States

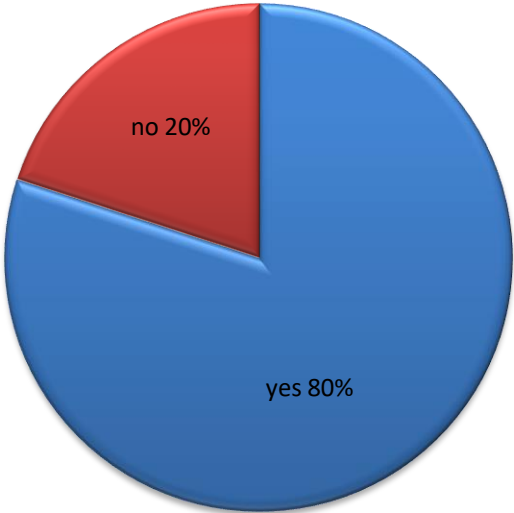


Figure 2.5 Self identification of emotional state:

The result shows that the majority 80% are able to recognize their emotions, while a smaller group 20% struggles with .this means that a higher number of respondents have a good self-awareness of identifying their emotions , which plays an important role for better communication, stay calm , manage their emotional state ,and a good decision making, that impact them positively in their daily life and academic .on the other hand, the smaller group who cannot identify their emotions may find it hard to describe they feel , as may not have the opportunity to develop the ability .this can lead for problems like stress, or poor decision making. In short most of participants are aware of their emotions, but helping the rest

improves the skill, will support better communication, reduce stress, and strengthen relationships.

Q9/ Can you recognise the feelings of others during discussion?

The following chart shows the result of question nine.

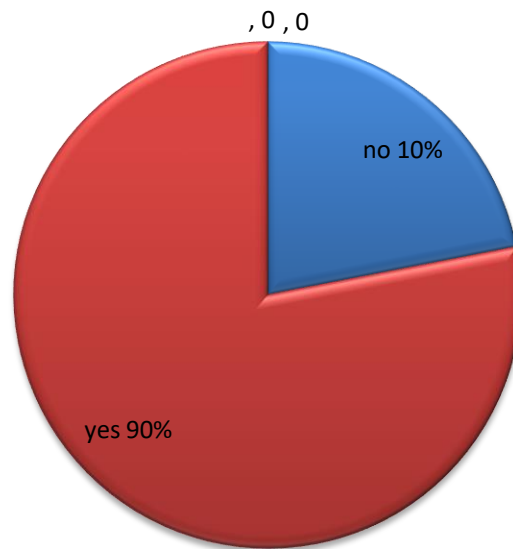


Figure2.6:Ability to Identify Feelings of Others

The results of question nine, reveals that the majority of students 90% are able to identify ,and understand how others feel .while only 10% of participants find it difficult .this means that the majority have social awareness and empathy, which helps them communicate better , build trust with others, and capable to handle struggle to recognize other’s emotions . This may be they can’t detect facial expressions, notice voice tone, distracted during conversation, or they focus more on their owns feelings. The analysis shows that it can lead to misunderstanding, weak social connection, or unable to offer emotional support when it is needed. In short this skill can be improved by listening to each other carefully , and be curious about how other feels in a situation , show empathy to improve teamwork and strengthen social interaction.

Q10/Do you discuss feelings with classmates to help each other enhance oral performance ?

The following chart is showing the result of question ten which was about whether student have a collaborative discussion about their feelings, and emotions , to promote the oral tasks :

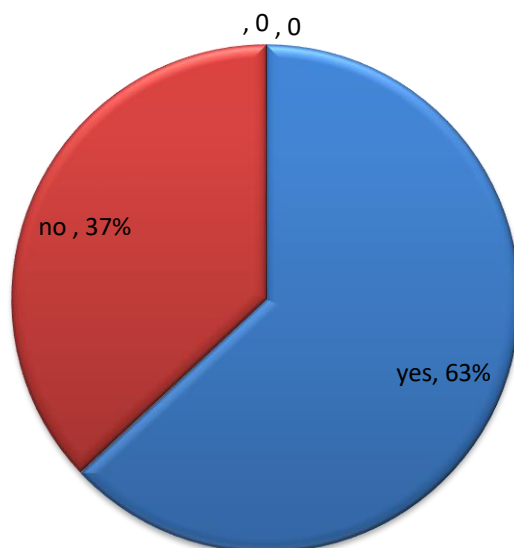


Figure2.7:Peer Discussions on Feelings to Enhance Oral Performance

The responses show that most students63% engage in emotional discussion with their peers, while the minority 37% do not participate in such exchange. The findings suggest that those who adapt peer discussion are able to manage challenges such as anxiety, and lack of confidence, they benefit from emotional support, enhance motivation through encouragement, and share experiences. on the other side the small group don't discuss their feeling , it could be fear of being judged or misunderstood, lack of trust in their classmates , or simply prefer to deal with emotion on their own . as results they may experience higher level of stress, reduced emotional support , and poor chances to learn from others experiences , as it can lead to isolation and limited progress .moreover creating a safe and open classroom , by small group talks , and active listening , can help student feel comfortable , reduce shyness and anxiety .

Q11/ Can you control your anxiety for better speaking performance ?

The chart below show the result for question eleven, which is about student ability to manage their anxiety problem during oral performance:

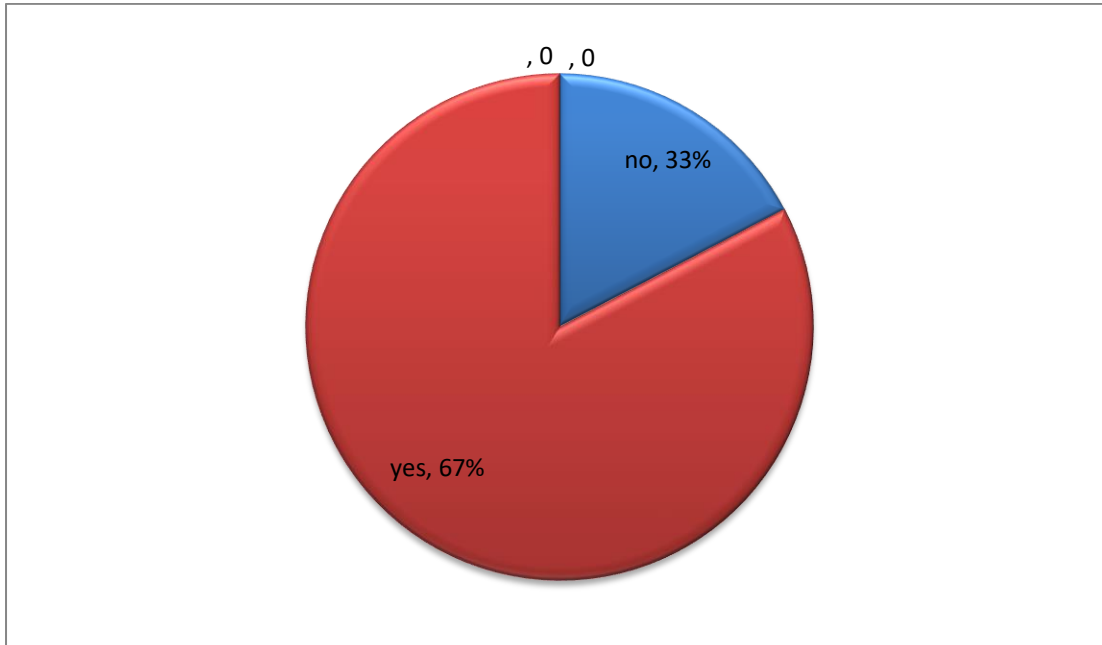


Figure2.8:Controlling Anxiety to Enhance Oral Communication

The students' answers reveal that 67% of participants believe that they can manage their anxiety. Whereas 33% indicates that they cannot control that issue. The majority showed their successful management of anxiety while speaking, they manage to stay calm, exposure to speaking tasks, and build confidence through practice. Some may use techniques like deep breathing, or previous preparation. Moreover they can maintain situations under pressure easily, and convey their ideas clearly. On the other hand the considerable group who can't control their anxiety, they could have fear of negative evaluation, lack of speaking experience, insufficient preparation, and psychological barriers .some students may find it difficult to speak in front of public, which can affect their speaking, and lower their performance quality. To summarize, it should be implemented some techniques to support students foster their performance with challenge and identify negative thoughts .such as peer collaboration, breathing exercises, self -reflective activities like recording themselves and analyzing their own speeches .

Q12/How does emotional intelligence influence your oral performance?

The table indicates the result of question twelve that is aimed to explore student perception of how emotional intelligence influence , and shapes oral performance:

Table 2.3:Impact of Emotional Intelligence on Oral Performance

option	Number	Percentage
It helps you to express thoughts clearly	12	40%
It helps you to perform better in oral tasks	4	13,3%
It reduces anxiety	6	20%
It improves interactions with peers	8	26,7%

The results in the table above show that EI has a strong impact on different aspects of speaking .40% of students stated that emotional intelligence helps them express their thoughts clearly. This suggests that student possess higher emotional awareness are able to organize their ideas and deliver them effectively. 26.7% highlighted that it improves interactions with their peers. This indicates that students with EI are aware of body language, and facial expression. This allows them to adjust the way they speak or behave, and build stronger, more engaging conversations. 20% noted that it reduces anxiety. Being able to manage stress, and control negative feelings, helps them minimize nervousness and over thinking. This result in more confidence, and fluent speech.13,3% believed it directly enhances their overall oral task performance. These students likely feel more motivated, adaptable, and prepared for different speaking situations, such as presentations or answering questions, thereby improving overall quality and effectiveness of their oral output. In conclusion, the findings clearly indicate that EI plays an important role in oral performance. Most students find that it helps them speak more clearly and interact better with others. It also helps reduce anxiety, and for some directly improves performance. Developing emotional intelligence can support students becoming more confident and effective speakers.

Q13/ What are the skills that may help you to overcome challenges during oral performance?

The following table is showing the data extracted from question thirteen. Which is about the abilities that help learners in addressing obstacles , and enhance the speaking skill:

Table2.4: Skills to Overcome Challenges in Oral Performance

Option	Number	Percentage
Self-awareness	12	40%
Self-regulation	7	23,3%
Motivation	8	26,7%
Empathy	2	6,7%
Social skills	20	66,7%

The analysis of responses denotes that social skills were the most selected by 66, 6% of participants. This suggests that social skills are greatly helpful when facing challenges during oral performance, that is to say being able to communicate well with others, respond to feedback, and stay confident help them speak better. Self-awareness was the second most selected skill 40%, which shows that many students find it useful to understand their own strengths and weakness. Being self-aware allows them to prepare more effectively and manage nervousness, that's lead to clearer, confident expression. Motivation was chosen by 26, 7% of participants was also seen as important skill. It encourages them to keep practicing and improving, even when things are difficult. Self-regulation followed at 23, 3%, helps students stay calm and in control during presentation. Lastly empathy was chosen by a small number 6, 7%, but it still matters, because it plays role in understanding audience reaction, connect with them, and respond to their emotions. Overall, these findings emphasize the mix of social and emotional that it can help learners improve their speaking, and handle challenges.

Q14/What are your suggestions for improving emotional intelligence?

The last question answer's are considered as recommendation suggested to boost, and strengthen emotional intelligence. Students gave various ideas on to improve emotional intelligence. Some of them said "ask questions to yourself.."and another, "be aware of your own strength". This emphasizes the importance of self-awareness, reflection, and understanding of their emotional state. Several participants highlighted empathy, understanding others feelings, and listening carefully, as an example some of them said, "Trying to understand others", "having empathy and sympathy», and, "listening to others and giving them chance to talk». Participants also proposed that cultivate and learn more about the concept will help, through reading books, or attending workshops. As they said, "teach how to do it or show me some courses», or, "reading books and attending

workshops», and, “read or listen to other people’s experiences...”.Some other responses focused on improving communication and form social interaction through social skill was seen as a key. For instance one said, “strengthen communication skills», and, “make more conversations with people», or, “improve social skills...”.Others mentioned manage negative emotions such as stress, anger, and anxiety.

They gave tips like staying calm, not taking things personally and handle it in healthy way, as they said, “learn to handle stress, anger...”, or, “view every obstacle as a way to grow...” a few responses talked about setting goals, and staying motivated. For instance, «improve motivation by setting goals», and, “never stop doing or trying”. Others believe that speaking to professional like therapist, or counselor can help. As mentioned, “the help of someone who is specialist», or, “trust circles or psychiatrist could help...”.There was also suggestion that simply understands what emotional intelligence is, can serve as a starting point for improvement. As stated, “being aware of the concept of emotional intelligence». to conclude most students shared helpful and meaningful ideas to improve EI, this varied suggestions show that many students recognize the value of EI in personal and academic success.

2.5.2 Analysis of Teachers’ Questionnaire

1- How long have you been teaching oral expression?

This question aimed at exploring the teachers' experience in teaching oral expression. The results are summarised in the following table.

Table 2.5. Teachers’ Years of Experience

TEACHERS	YEARS OF EXPERIENCE
TEACHER (A)	4 YEARS
TEACHER (B)	4 YEARS
TEACHER (C)	FROM 2008
TEACHER (D)	2 YEARS
TEACHER (E)	9 YEARS
TEACHER (F)	3 YEARS
TEACHER (G)	15 YEARS
TEACHER (H)	18 YEARS
TEACHER (I)	7 YEARS
TEACHER (J)	MORE THAN 5 YEARS
TEACHER (K)	10 YEARS
TEACHER (L)	5 MONTHS

The data show a wide range of teaching experience among the teachers the duration vary from shorter (5months) to longer (18 years). While there is a cluster of individuals with 4 years of experience, the diverse backgrounds of the teachers are likely to offer a variety of insights and viewpoints. The mix of experience levels among teachers could help them share knowledge with each other, supporting their professional growth and improving how they teach oral communication. The data shows that one person 4 years, 9 years, and 10 years, mentioned each the most common experience levels. Other responses included 2 years, 3 years, 7 years, and more than 5 years, also mentioned by one person each. The longest experience reported was 18 years, shared by one teacher. Overall, the data suggests that the teachers have a range of experience levels that could shape their understanding and approaches to teaching oral expression.

Q2- How would you describe the process of teaching oral communication based on your experience?

This question aimed at exploring teachers’ perceptions of the difficulty involved in teaching oral communication.



Figure 2.9 Teachers’ Perceptions of the Difficulty in Teaching Oral Communication

The results are summarised in the following figure.. By asking whether they find the process easy or challenging All 12 teachers in the survey said that teaching oral communication is “challenging,” and none said it was “easy.” This shows that, no matter their level of experience, teachers find it difficult to teach students how to speak and communicate clearly. This could be because of problems like students being shy, having a limited

vocabulary, or not getting enough time to practice speaking. It may also be hard for teachers because they do not always have the right tools, training, or support. Since every teacher gave the same answer, it is clear that this is a common issue, and schools may need to give more help or training to improve how oral communication is taught.

Q3-What are the factors behind students’ difficulties in speaking?

This question aimed at exploring the factors behind students ‘ difficulties in speaking. The results are summarised in the following table.

Table 2.6 Factors behind students’ difficulties in speaking.

Theme	example
Psychological Barriers	Shyness, anxiety. fear of judgment, low confidence, low self-esteem
Linguistic Limitations	Limited vocabulary, fear of grammar mistakes, Pronunciation issues
Lack of Practice	Insufficient speaking Opportunities. passive classroom habits, lack of reading
Affective and Social Influences	Motional Struggles. Family issues, health concerns
Motivational Deficiency	Lack of interest, low enthusiasm lack of motivation

Students face various challenges that hinder their ability to speak English effectively in the classroom. Many reported experiencing emotional obstacles such as feeling shy or anxious when speaking in front of others. They often fear being judged or making mistakes, which leads to hesitation and reluctance to participate. For example, several students mentioned a fear of public speaking and a lack of self-confidence as major factors affecting their performance. In addition to emotional discomfort, learners struggle with language-related issues, particularly a limited vocabulary and difficulty constructing grammatically correct sentences. These challenges reduce their ability to express ideas clearly and fluently. Some also noted problems with pronunciation, which further decreases their confidence when speaking. Another common difficulty is the lack of sufficient speaking practice. Students

highlighted that they do not often get the chance to speak English regularly, either due to classroom limitations or their own habits, such as reading or participating less. Personal and social factors, including stress from life situations, family responsibilities, or health issues, were also mentioned as reasons for disengagement. Moreover, a few students admitted that a lack of interest in the topic or low motivation to speak contributed to their difficulties. These insights suggest that students' struggles with speaking are influenced by a combination of emotional, linguistic, and situational factors that affect both their performance and participation in oral tasks

Q4- What specific strategies do you use to help students overcome difficulties during oral performance?

This question aimed at exploring the strategies that teachers use to help students overcome difficulties during oral performance. The results are summarised in the following table.

Table 2.7 Strategies that help students overcome difficulties during oral performance

Theme	Example
Interactive Collaborative Tasks	Pair work, group work, role play
Positive Learning Environment	Ice breakers, supportive atmosphere
Use of Engaging Content	Interesting/relevant topics
Incorporation of Enjoyable Activities	Games, humor, praise
Encouragement and Confidence Building	Praise, confidence-raising
Varied Instructional Techniques	AV materials, presentations, book reports
Gradual Fluency Development	Scaffolded speaking opportunities
Student Autonomy and Choice	Topic selection, flexible activities

Teachers adopt a variety of strategies to support students in overcoming their difficulties during oral performance. One commonly used approach is organizing pair work and group activities, which create a low pressure environment and encourage peer interaction. Many teachers reported designing engaging and relevant topics to increase student interest and stimulate conversation. To reduce anxiety and shyness, educators emphasized the importance of establishing a positive and supportive classroom atmosphere. This includes using icebreakers at the beginning of lessons, incorporating humor, and avoiding immediate correction while students are speaking to help them feel more at ease. Interactive activities, such as role plays, book reports, and guided speaking tasks, were also highlighted as effective

methods for improving students' confidence and language use. Teachers also noted the value of varied instructional materials, such as audio visual content and listening excerpts, to expose students to different speaking styles and contexts. Additionally, praise and acknowledgment of good performance were cited as motivational tools that help students gain self confidence and strive to improve. Some educators offer differentiated speaking opportunities such as short timed presentations or topic choices to cater to individual comfort levels and gradually build fluency. Overall, the strategies used are student centered and designed to reduce affective barriers, foster engagement, and promote a safe space for language development

5- Have you participated in any professional development related to emotional intelligence?

This question aimed at exploring experience with professional development related to emotional intelligence .The results are summarised in the following figure.

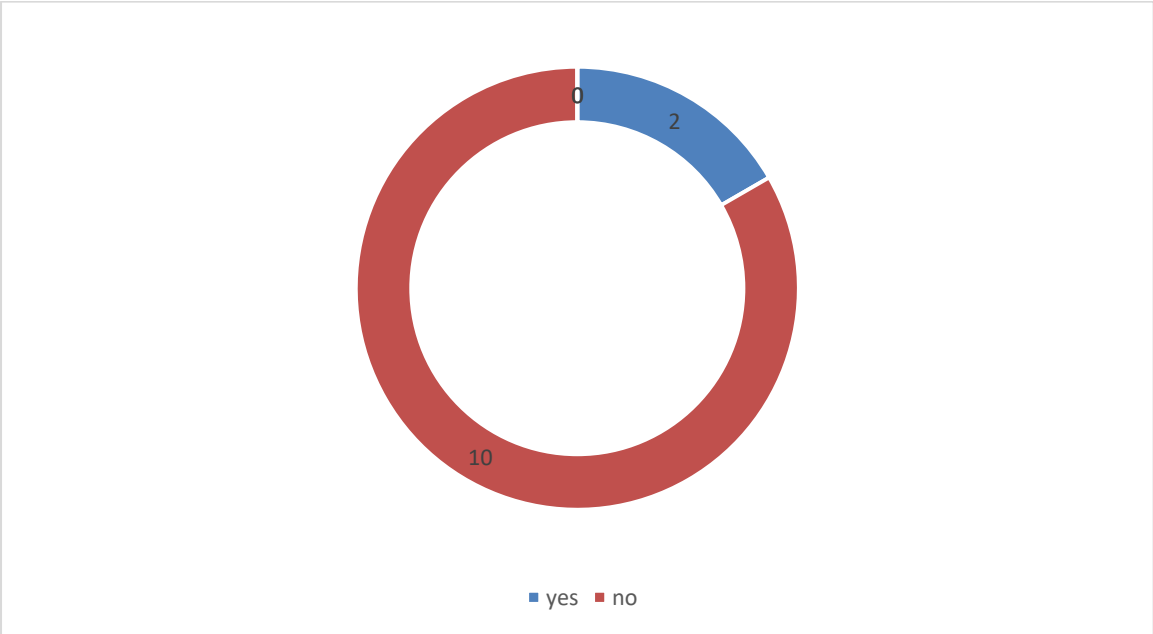


Figure 2.10 Professional development

This pie chart provides insights into the participation of professionals in emotional intelligence related professional development and its perceived impact on their teaching. The data shows that only 2 out of the 12 respondents (16.67%) have engaged in such training, while the majority, 10 out of 12 (83.33%), have not. This suggests a potential need for more accessible opportunities in this domain.

6- How would you define emotional intelligence in the context of education?

This question aimed at exploring the definition of emotional intelligence in the context of education. In the educational context, emotional intelligence (EI) is widely perceived as the ability to recognize, understand, manage, and appropriately express emotions both one's own and others'. Many respondents emphasized the significance of this skill in fostering effective communication and building strong student-teacher relationships. Several participants noted that emotionally intelligent teachers are more capable of identifying students' emotional states, such as fear or anxiety, and can provide empathy and tailored support to address those needs. For example, they might initiate conversations to uncover problems and suggest practical solutions. Others highlighted the importance of controlling emotions according to the learning situation, especially in collaborative settings like group work, where managing interpersonal dynamics is key. Some views also stressed that students with high emotional intelligence may be more sensitive to classroom environments and require supportive pedagogy to remain engaged and avoid academic setbacks. Additionally, emotional intelligence was seen as influencing classroom atmosphere, where both teachers and students contribute to a respectful, responsive, and emotionally balanced learning space. Ultimately, respondents agreed that EI is essential for minimizing negative emotions in class and for fostering an environment conducive to both academic success and personal growth.

7- Do you consider yourself aware of your students of emotional intelligence?

This question aimed at exploring awareness of students' emotional intelligence. The results are summarised in the following figure.

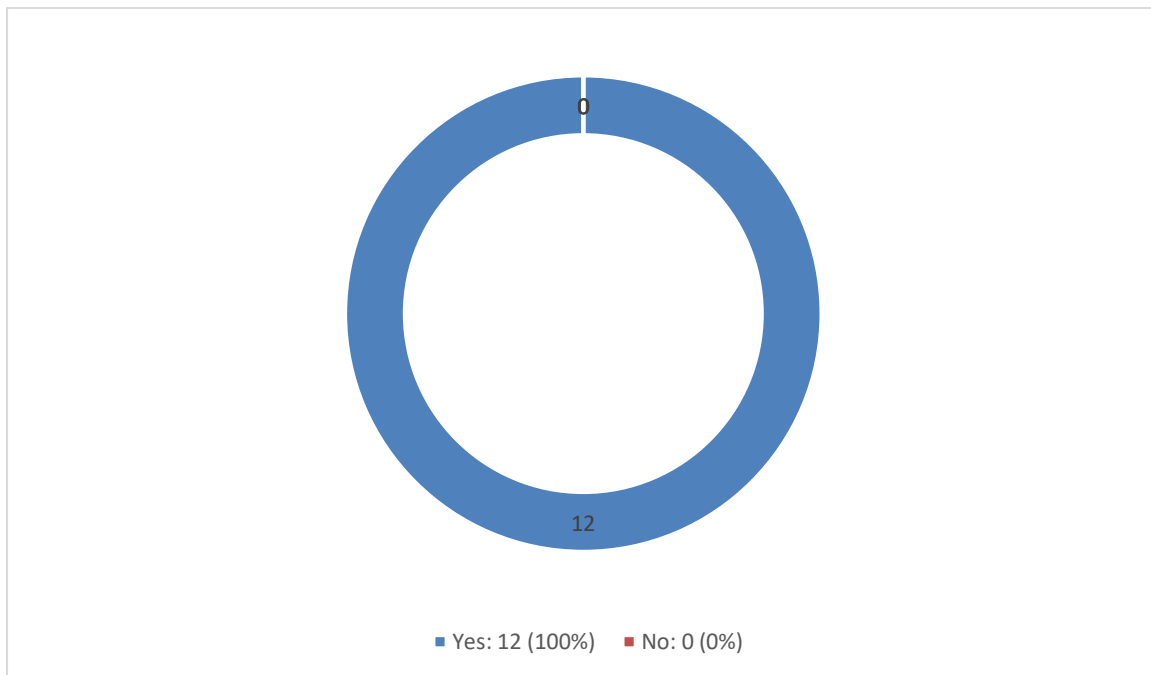


Figure 2.11 Awareness of Students ‘ Emotional Intelligence

This pie chart provides insights into teachers' awareness and consideration of their students' emotional intelligence. The data shows that all 12 respondents (100%) consider themselves aware of their students' state of emotional intelligence. This suggests a strong recognition among these educators of the importance of emotional intelligence and its potential impact on teaching and learning. The high level of self-reported awareness among the respondents indicates a positive trend, though further exploration may be warranted to understand the specific strategies and practices these teachers employ to address the emotional intelligence needs of their students, as well as the perceived challenges and benefits of incorporating emotional intelligence development into their pedagogical approaches

8- Which strategies do you implement to help students to develop their emotional intelligence in speaking contexts?

This question aimed at exploring the strategies to develop Emotional Intelligence in speaking contexts. The results are summarised in the following figure

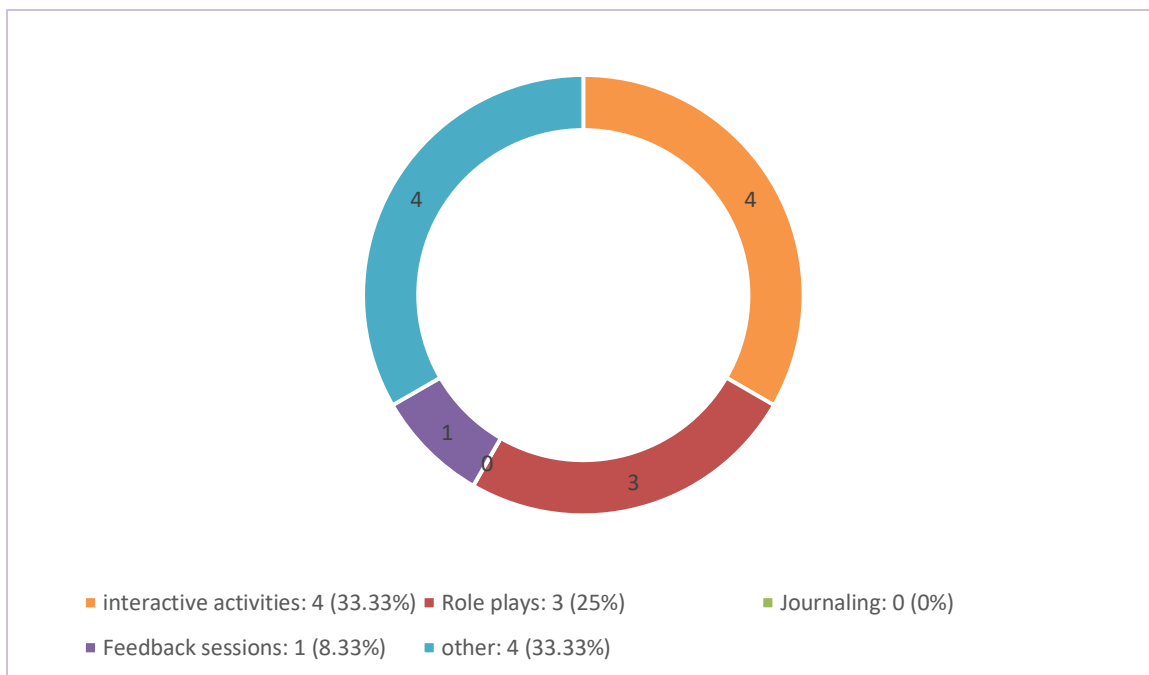


Figure 2.12 Strategies to Develop Emotional Intelligence in Speaking Contexts

The pie chart shows the strategies that teachers implement to help students develop their emotional intelligence in speaking contexts. The pie chart breaks down the different approaches, with the largest segments being interactive activities (33.33%) and other unspecified strategies (33.33%), followed by role plays (25%) and feedback sessions (8.33%). The data suggests a focus on interactive and experiential learning methods to foster students' emotional intelligence skills in speaking-based activities

methods to foster students' emotional intelligence skills in speaking-based activities.

9- What specific emotional Intelligence skills do you believe are most important for improving students' speaking abilities?

This question aimed at exploring the key emotional intelligence skills for improving speaking abilities The pie chart provides a visual representation of the specific emotional intelligence skills that are considered most important for improving students' speaking abilities.

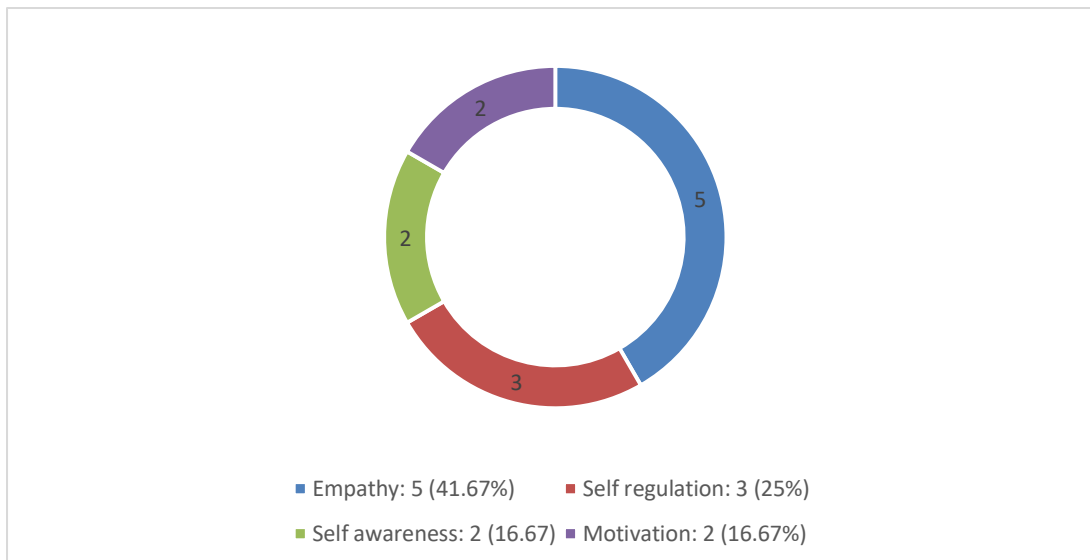


Figure 2.13 Key Emotional Intelligence Skills for Improving Speaking Abilities

According to the data, empathy emerges as the primary competency, accounting for 41.67% of the responses. This indicates that the ability to understand and share the feelings of others is viewed as fundamental for enhancing students' speaking performance in educational contexts. Self-regulation is identified as the second most important skill, comprising 25% of the responses. This underscores the significance of students' capacity to manage their own emotions and behaviours during speaking activities. Self-awareness and motivation, both representing 16.67% of the data, are also recognized as important emotional intelligence facets that contribute to the development of effective speaking skills. These findings highlight the multifaceted nature of emotional intelligence and its crucial role in fostering students' communicative competence. Educators and curriculum designers can utilize this information to prioritize the development of specific emotional intelligence competencies when designing instructional strategies and learning experiences aimed at improving students' speaking abilities.

10- How can teachers apply emotional intelligence to enhance students' speaking skills?

This question aimed at exploring how emotional intelligence can be applied to enhance students' speaking skills. The results are summarised in the following figure.

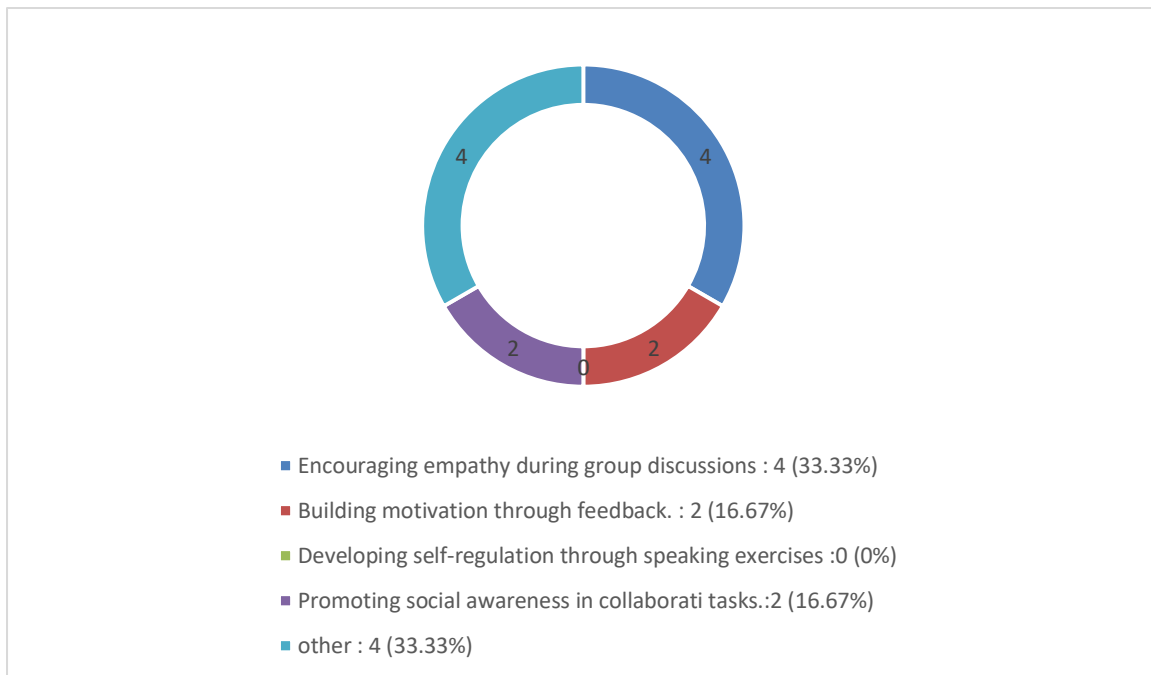


Figure 2.14 Applying Emotional Intelligence to Enhance Students ' Speaking Skills.

The pie chart shows that encouraging empathy during group discussions is considered the most important approach, accounting for 33.33% of the responses, for teachers to apply emotional intelligence to enhance students' speaking skills. Building motivation through feedback is the second most important approach, comprising 16.67% of the responses. Promoting social awareness in collaborative tasks is also recognized as an important approach, representing 16.67% of the responses. However, developing self-regulation through speaking exercises is not viewed as a priority, with 0% of the responses. The remaining 33.33% of responses indicate that there may be other emotional intelligence strategies that educators believe are valuable for improving students' speaking abilities.

11- How do you evaluate the effect of emotional intelligence on your students' speaking skills?

This question aimed is to explore the effect of emotional intelligence on students' speaking skills . The results are summarised in the following figure.

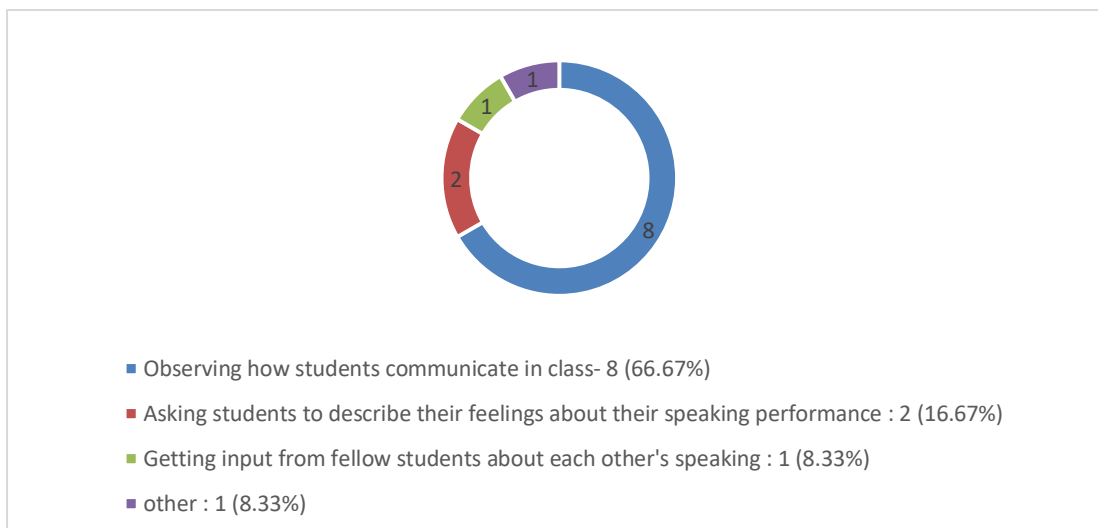


Figure 2.15. Evaluating the Effect of Emotional Intelligence on Students ‘ Speaking

The pie chart shows that encouraging empathy during group discussions is considered the most important approach, accounting for 33.33% of the responses, for teachers to apply emotional intelligence to enhance students' speaking skills. Building motivation through feedback is the second most important approach, comprising 16.67% of the responses. Promoting social awareness in collaborative tasks is also recognized as an important approach, representing 16.67% of the responses. However, developing self-regulation through speaking exercises is not viewed as a priority, with 0% of the responses. The remaining 33.33% of responses indicate that there may be other emotional intelligence strategies that educators believe are valuable for improving students' speaking abilities.

12- What are your suggestions for improving emotional intelligence among students?

This question aimed at exploring the suggestions for improving emotional intelligence among students. The results are summarised in the following table.

Table 2.8 suggestions for improving emotional intelligence among students

Theme	Code
Emotional Expression through Activities	Role plays, scenarios, arts, and literature
Communication and Open Conversations	Active listening, dialogue, feedback
Respectful Social Interaction	Group discussions, avoiding hurtful language
Continuous Feedback and Support	Ongoing communication, personalized feedback
Self-development and Reflection	Teacher modelling, student awareness

The suggestions for enhancing emotional intelligence (EI) in students provided by teachers and educators reflect a range of strategies targeting self-awareness, communication, and emotional regulation. Teachers emphasized the importance of understanding and incorporating emotional intelligence into teaching practices. Some respondents suggested that teachers should first educate themselves about EI so that they can adapt their teaching methods effectively. By doing so, they can better support students in developing emotional intelligence. Several suggestions pointed to activities that promote self-awareness and emotional regulation, such as role-plays and scenario-based activities. These exercises allow students to practice expressing their emotions in a controlled setting, helping them understand and manage their feelings.

In addition, many educators recommended using communication strategies that involve active listening and open conversations about students' concerns, which can help build trust and encourage emotional expression. Another key suggestion was to integrate EI into various classroom activities, such as literature and arts, where students can engage in meaningful discussions. This not only helps students practice social skills but also teaches them how to have respectful and empathetic conversations. Teachers also emphasized the importance of continuous feedback, which can guide students in understanding their emotional strengths and areas for improvement.

Finally, a common thread in the responses was the idea of self-development. Many educators point out that fostering emotional intelligence begins with the teacher's own awareness and practice. Teachers can model emotional intelligence by reflecting on their own emotional responses and making students aware of the significance of EI for personal and academic success. These suggestions reflect a comprehensive approach to improving emotional intelligence, emphasizing both personal and collective growth within the classroom. By incorporating these strategies, educators can create an environment where students feel emotionally supported and capable of managing their emotions effectively.

2.6 Interpretation of the Main Findings

The main objective of the questionnaires was to gather a comprehensive set of information about the impact of Emotional Intelligence on students' oral performance, while focusing on emotional awareness, anxiety control, peer interaction, and keys of EI. The findings from the questionnaires offer a clear support for the research hypotheses, and provide insight into how emotional intelligence influences learners speaking ability. The

results of the students' questionnaires highlight the strong influence of emotional factors on EFL students' oral performance. Many learners reported that they do not feel confident when they speak; they often feel nervous before oral tasks, which suggests that low self-esteem is a common barrier to effective communication. Most students agreed that these emotional states directly impact their performance, causing them to forget words, speak too fast, or hesitate. In result, it is agreed that emotions represent a crucial part of oral performance, and managing those emotions help learners perform better.

The majority of students reported being able to identify their emotions (see figure 2.5), and recognize other's emotions during discussions (see figure 2.6). This suggests a high level of emotional awareness and empathy among students, which supports the first and second hypotheses of the research work as students who understand emotions are capable of managing emotional situations during speaking tasks. Thus, emotional awareness contributes to improved communication, control over speech delivery, as it strengthens peer relationships. In addition, the majority of the participants stated that they discuss their emotions with classmates. This highlights the role of peer support to reduce anxiety, build trust, and improve confidence, as they can benefit from shared experiences and constructive feedback. However, some students indicated that they avoid such kind of discussion, which may reflect discomfort, lack of trust, or fear of judgment (see Figure 2.7). This reinforces the second hypothesis, emphasizing that emotional skills, such as: empathy and trust, are crucial to overcome oral challenges.

Anxiety management also emerged as a key factor, with the majority of students confirming that they can control their anxiety during oral performance (see figure 2.8). This supports the first hypothesis, as emotional self-regulation allows them to perform better. The rest of the participants, who struggle, may face problems like forgetting words or mispronunciation, which emphasizes the importance of incorporating emotional support into teaching speaking skill. Further insights were drawn from the responses to how emotional intelligence affects oral performance. Students gave different answers: helps express thoughts clearly, improves peer interaction, reduces anxiety, improves oral performance (see table 2.4). These answers align closely with first and second hypotheses, demonstrating that emotional intelligence affects different parts of speaking skill, and that it is important for successful communication.

When participants were asked which emotional skills help them most, and the most

chosen were, Social skills, Self-awareness, Motivation, Self-regulation, and Empathy(see table2.5).The results show that student recognize the value of emotional abilities, which fosters better engagement in discussions, preparation , and stress management. The findings reflect the key components in the second hypothesis of this research, by providing an indirect support and highlighting that teacher can enhance students speaking performance by integrating emotional strategies in teaching practices.

Based on the analysis of the teacher questionnaire regarding the role of emotional intelligence in improving the speaking abilities of students . It aimed to gather insights fromeducatorsconcerning their experiences and perceptions related to teaching oral communication , the challenges students face in developing speaking skills , and the strategies teachers employ to enhancethese abilities. Teachers reported varying lengths of experience in teaching oral expression ,leading to diverse perspective on the challenges and strategies employed in the classroom whilesome teachers found the process of teaching oral communication easy ,others described it as challenging (see figure 1.1)

Educators who incorporate emotional intelligence into their teaching strategies can greatly enhance students' speaking abilities by fostering a supportive classroom atmosphere that reduces anxiety and encourages effective communication. The data indicates that teachers employ a variety of strategies to address students' difficulties in speaking, such as interactive collaborative tasks, creating a positive learning environment, and using engaging content (see Table 1.3). These strategies not only help students overcome barriers but also promote a sense of belonging and confidence, which are essential for effective oral expression. This analysis supports the third hypothesis that teachers who incorporate emotional intelligence into their teaching strategies can significantly improve students' speaking abilities by fostering a supportive classroom atmosphere that reduces anxiety and encourages effective communication.

Teachers emphasized the significance of interactive activities, role-plays, and feedback sessions as effective methods for developing students' emotional intelligence in speaking contexts. These approaches not only enhance language skills but also foster empathy, self-regulation, and social awareness among students. The findings suggest that educators view empathy as a crucial emotional intelligence skill for improving speaking abilities, reinforcing the idea that understanding and sharing feelings can significantly enhance communication effectiveness (see Figure 1.5)..Furthermore, teachers identified essential EI skills for improving speaking abilities, such as empathy, self-regulation, social awareness, and motivation. Suggested applications of EI in teaching included fostering empathy during

discussions, building motivation through feedback, and promoting social awareness in collaborative tasks. Educators evaluated the impact of EI on students' speaking skills through observations, student reflections, and peer feedback, providing valuable insights into the effectiveness of these strategies (see Table 1.4).

Ultimately, the findings express that EI has an effect on the way students speak. Students, who are emotionally aware, calm under pressure, and socially skilled, tend to speak more effectively than the ones who panic. Overall, the findings underline the significant role of emotional intelligence in enhancing students' speaking abilities, illustrating the need for ongoing support and activities that promote emotional awareness and communication skills in educational settings. Teachers can support learners by creating a safe, encouraging environment, which supports emotional development along with language

2.7 Suggestions

At the end of this study, it is important to provide practical suggestions based on the findings. These recommendations aim to help improve student speaking abilities and emotional intelligence.

2.7.1 Improving the Speaking Skill

Speaking is essential for facilitating meaningful interactions and ensuring that messages are conveyed clearly (Al-Roud, 2016 as cited in Wibowo, 2022, p. 16). To help students improve their speaking skills, teachers can follow some simple and effective principles suggested by Nunan (2003) and Kayi (2006) (Nunan, Kayi, 2003, 2006 as cited in Jondeya, 2011, p. 22). Teachers should give students chances to practice speaking both fluently and accurately. They can do this by using group work and pair work, which lets students talk and share ideas with each other. It's also helpful to design speaking tasks that make students think and clarify their meanings. Teachers should include both transactional speaking (used to get things done) and interactional speaking (used to build relationships). Asking questions like "What do you mean?" or "How did you reach that conclusion?" encourages students to explain their thoughts better.

Teachers should also give positive written feedback, praising students' efforts and preparation, especially after presentations. When it comes to correcting pronunciation, it's best not to interrupt students while they are speaking. Corrections should be gentle and done in a way that doesn't make students feel nervous or distracted. Speaking activities should happen both in and outside the classroom, with support from parents or others when possible.

Teachers should move around the classroom to check on group or pair work and help when needed. Lastly, teachers should reduce how much they talk in class and allow students to speak more, so they gain confidence and improve through real practice.

Some students feel anxious because they haven't had enough chances to practice speaking, or because the teacher corrects them too quickly and gives too much criticism. To solve the problems mentioned above, teachers need to try new ways to help students speak better and feel more motivated to speak. There are some strategies suggested that can help improve students' speaking skills. One useful method is using improvisation. Thornbury says that improvisation, which is a type of drama activity, is helpful because it lets students use real life language (Thornbury, 2005 as cited in Fauzan, Samarinda, 2014). With this technique, students get a great chance to practice speaking English freely and with more confidence.

In addition, using improvisations, which is a strategy of teaching method where students are given roles to act out a conversation using their own words. The conversation is based on a topic or situation written on a clue card. First, the teacher explains the topic or situation. Then, the students are divided into small groups of 3 or 4. After getting their cards, the students quickly plan their ideas and prepare to perform. They only have 2 to 4 minutes to get ready. There is no script; they speak freely and naturally. They use their own knowledge and words to create the conversation on the spot. By implementing those strategies, especially improvisation, teachers can help students become more confident, improve their speaking skills, and feel more motivated to use English in real situations.

Speaking is widely recognized as one of the most challenging components of language acquisition. Many learners of a foreign language encounter difficulties when attempting to express their thoughts orally. They often find it difficult to express what they want to say, they stop talking because they feel nervous, shy, unsure, or because they can't think of the right words to use. Improving public speaking skills is essential for learners, especially for students learning English as a foreign language. Effective public speaking doesn't only depend on knowing the language but also on understanding how to communicate ideas clearly, confidently, and in an engaging way.

There are several tips that can help learners become better speakers. Having a strong vocabulary helps students speak more clearly and confidently. When learners know more words, they can express their ideas better in different situations. Learning new words and how

to use them in sentences improves both fluency and understanding. Personality and authenticity are important in speaking. When speakers allow their true selves to show, the audience is more likely to trust and connect with them. Being natural and sincere helps build credibility and improves overall communication. Adding humor, or sharing personal experiences can make the presentation more enjoyable and memorable

One of the best ways to become fluent in a new language is by talking with native speakers. This helps you speak more clearly, understand grammar better, and learn new words that people use in real conversations. Speaking in a natural way helps keep the audience interested and makes the message easier to understand. Instead of reading every word from a script, it's better to use a short outline. This helps the speaker stay organized while maintaining eye contact and connecting with the audience.

When learning to speak a new language, it is important for students to accept feedback and correction without fear or embarrassment. Being open to judgment helps them learn from their mistakes and improve. Instead of feeling upset when corrected, learners should see it as a helpful step toward becoming better speakers. To conclude, improving speaking requires attention to many elements, including preparation, audience awareness, content organization, and use of visual aids...When these strategies are practiced regularly, students can gain confidence, reduce anxiety, and communicate their ideas more effectively .

2.7.2 Improving Emotional Intelligence

Emotional intelligence is the individual's ability to understand, perceive, and manage own emotions as of others. It helps realize what exactly someone feel, and gives the ability to find joy in every situation. Emotionally intelligent person is able to face several obstacles, and being balanced in real-world situation. As capability to be aware of what is going through, and detect what is negative or positive for their profit. It improves personal life, but it comeback to person confidence, empathy, being optimism to social skills, self –control, managing and understanding feelings . EI is something that can be learned; explore self competence in any professional field.

Martin, (2022) provided several tips that can help in enhancing EI skills which are according to Goleman model. Self-awareness: is an important aspect in EI, refer to be aware of emotions and how it affect people around. It is considered as self-assessment about weakness and strength points. Anyone should be open to feedback, no one can always sees himself clearly. It is normal to ask for others honest opinions and try to look for patterns in their responses to

better understand,. take time to relax and process emotions with activities like reading, be flexible and try to adapt to different situations.

Self-management is about self-handling of feelings in different situations , taking responsibility of own behavior, and maintaining the well-being after developing self-awareness. Motivation: is the internal drive for encouraging reaching goals. setting clear goals will boost motivation. To keep motivated it is important to establish avoid hesitation to ask for help, Empathy involves recognizing their feelings, experiences, perspectives, to respond in appropriate and caring way.Social skills: are competencies that help in managing relationships, interact effectively with people, and build strong connection with in both personal and professional life. A good starting for improving social skills is to use positive body language, eye contact , and be mindful of your tone.Ultimately , to be emotionally intelligent, students should, learn from mistakes and move forward. At last, they should avoid harsh criticism to understand, communicate with respect.

2.7.3 Improving Speaking through Emotional Intelligence

Speaking is considered as the hardest skill in any language learning. Many students struggle with maintaining it effectively due to several obstacles. It can be language problems, such as grammar, vocabulary, and emotional problems like stress, or low self-confidence. Emotions play a crucial role in shaping the speaking performance, either positively or negatively. Therefore developing emotional intelligence support a successful oral performance. Speaking can be improved by integrating EI into educational process.

Self-awareness is considered as a foundation for effective speaking. Student need to have a clear understanding of his emotions, and of his classmates, as he need to be aware how it will affect them. By paying attention to his emotions he will speak effectively, clearly , confidently, and helps in connecting with others. Self-regulation means staying in control under pressure . manage emotions like excitement , or nervousness , and managing reactions about things going through, will help in maintaining message delivery , and protect relationships. Instead of thinking this is a disaster , try to think that is a challenge you can manage.

Motivation is a fuel behind any successful speaker. It is the inner derive to give energy for speech delivery. Student should have passion for the topic, a desire for sharing, which make audience listen and care, and turn even simple words into unforgettable. A good speaker connects with people by sensing and understanding the listener's body language and adjusting speech accordingly. Social skills help students to community connect with others. Moreover

engaging meaningfully in each phase of speaking, shows shared experiences which help in building trust.

Additionally, teachers can help students in enhancing their emotional intelligence for better performance .they can create a safe and supportive environment , by fostering open communication where student can express feelings and thoughts without being judged, involve engaging activities when learners face challenging situations. They can encourage them and show them that errors are a part of learning.

2.8 Conclusion

This investigation aimed at exploring the role of emotional intelligence (EI) in improving students' speaking performance. The research work focused on how emotional awareness, anxiety control, and social skills helped learners to speak more confidently in English. The methodology, research setting and target population were described, followed by an explanation of the research tools used to collect data. The findings of this study generally revealed that emotional intelligence significantly enhanced students' speaking abilities. The study also suggested that teachers should incorporate emotional strategies into their lessons to create a positive and low stress environment for students to practise speaking.

General Conclusion

Speaking effectively and confidently is one of the main goals of EFL learning and teaching. It is the most challenging skill for learners. It is not just about the ability to be grammatically correct; it requires learners to interact in real-life situations, express their opinions clearly, and adapt to different contexts. However, many students struggle with speaking activities despite years of language study; this problem is often linked not to the lack of knowledge, but to psychological and emotional barriers. In response to these challenges growing attention was given to the emotional intelligence concept, which has emerged as a transformative force that shapes learners' capacity to articulate themselves with confidence and authenticity.

This research work aimed at investigating the impact of EI on the speaking skill of 3rd year EFL students and offering practical recommendations for integrating EI into EFL classrooms to support students in developing more confident and effective speaking skills. For achieving those objectives, the study was organized into two chapters; the first chapter provided the theoretical foundation by reviewing the concepts of EI and the speaking skill, along with previous research highlighting their connection. The second chapter presented the practical fieldwork, including the research design, sample, data collection, analysis, interpretation, and suggestions based on the findings. The study adopted two online questionnaires (students, teachers). The results of the study revealed that EI has a meaningful influence on students' speaking ability. Students who demonstrated self-awareness, emotional regulation, and motivation are more likely to perform more confidently and effectively. Teachers also emphasised the importance of emotional support where students can feel safe to express their thoughts without fear of judgment. These results support the research hypotheses that emotional intelligence positively impacts the speaking skill, and they showed that EI should be considered as a component of communicative competence in EFL contexts.

The findings reflect that the ability to manage emotions is just as important as knowing grammar or vocabulary which emphasises the need for considering the learners' emotional development as a part of their academic success. Nevertheless, the research work faced some limitations. The limited number of participants may not provide a full representation of the population. Also, the study relied only on questionnaires, without including direct oral assessment or interviews that could offer a deeper insight, which may affect the depth of the results. To sum up, this dissertation demonstrates that EI is a central trait in language learning, to help students to express themselves clearly and confidently. When they are emotionally

strong, they can speak freely, take risks, and improve their communication. For this reason, it should be actively developed alongside linguistic skills into language learning and teaching, not only for better speakers, but also more self-aware learners. The research work can open opportunities for further research that explores emotional intelligence as a tool to enhance the educational process.

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Appendices

Appendix A :

Students' Questionnaire

Dear student,

This questionnaire aims at gaining your view points about the effects of emotional intelligence on EFL students' oral performance..Please, answer the following questions.

Oral performance assessment

1- Do you feel confident when you are speaking in English?

Yes

No

2- How do you consider your oral performance?

Weak

Average

very good

3- Do you practise before your oral performance?

Never

Rarely

Each time

4- How often do you participate in oral discussions ?

Never

Rarely

Often

Oral performance challenges

5- What are the difficulties encountering you in oral performance?

Language aspects (fluency, grammar, vocabulary)

anxiety of making errors

fear of negative feedback

lack of confidence

stress

Other

.....
.....

6- How do these challenges affect your speaking skill?

.....
.....
.....

7- What are the techniques you use to improve your speaking performance?

.....
.....
.....

Emotional intelligence

8- Are you able to identify your emotions ?

Yes

No

9- Can you recognise the feelings of others during discussion?

Yes

No

10- Do you discuss feelings with classmates to help each other enhance oral performance ?

Yes

No

11- Can you control your anxiety for better speaking performance ?

Yes

No

Effects of emotional intelligence on oral performance

12- How does emotional intelligence influence your oral performance?

It helps you to express thoughts clearly

It helps you to perform better in oral tasks

it reduces anxiety

It improves interaction with peers

13- What are the skills that may help you to overcome challenges during oral performance?

self awareness

self regulation

motivation

empathy

social skills

14- What are your suggestions for improving emotional intelligence?

.....
.....
.....

Thank you for your collaboration

Appendix B:
Teachers' Questionnaire

Dear Educator,

This questionnaire is designed to investigate the role of emotional intelligence in improving the speaking ability of students. Your responses will contribute to the identification of problems and teaching strategies regarding oral communication. Please, answer the following questions.

1- How long have you been teaching oral expression?

.....
.....

2- How would you describe the process of teaching oral communication based on your experience?

- Easy
Challenging

3-What are the factors behind students' difficulties in speaking?

.....
.....
.....

4- What specific strategies do you use to help students overcome difficulties during oral performance?

.....
.....
.....

5- Have you participated in any professional development related to emotional intelligence?

- Yes
No

If yes, how did it help you in your teaching?

.....
.....

6-How would you define emotional intelligence in the context of education?

.....
.....

7- Do you consider yourself aware of your students' state of emotional intelligence?

Yes No

8- Which strategies do you implement to help students to develop their emotional intelligence in speaking contexts?

Interactiveactivities

Role-plays

Journaling

Feedback sessions

Other (please specify)

.....
.....

9- What specific emotional intelligence skills do you believe are most important for improving students' speaking abilities?

Empathy

Self-regulation

Social awareness

Motivation

10- How can teachers apply emotional intelligence to enhance students' speaking skills?

Encouraging empathy during group discussions

Building motivation through feedback.

Developing self-regulation through speaking exercises.

Promoting social awareness in collaborative tasks.

Other (please specify).

.....
.....

11- How do you evaluate the effect of emotional intelligence on your students' speaking skills?

Observing how students communicate in class

Asking students to describe their feelings about their speaking performance

Getting input from fellow students about each other's speaking

Other (please specify)

.....
.....

12- What are your suggestions for improving emotional intelligence amongstudents?

.....
.....
.....

Thank you very much for your participation

Summary

This research work explores how emotional intelligence (EI) affects the speaking performance of third-year EFL students at Tlemcen University. Using questionnaires for 30 students and 12 teachers, the study identifies key emotional factors like anxiety, self-confidence, and empathy that influence oral communication. The findings show that students with higher EI participate more actively and confidently in speaking tasks. Teachers also confirmed the positive impact of emotional support on learners' oral performance. The study concludes with practical suggestions for enhancing speaking skills through emotional intelligence.

ملخص

تتناول هذه الدراسة تأثير الذكاء العاطفي على الأداء الشفهي لطلبة السنة الثالثة لغة إنجليزية بجامعة تلمسان. تم استخدام استبيانات لجمع البيانات من 30 طالبًا و12 أستاذًا. أظهرت النتائج أن الذكاء العاطفي، بما في ذلك الثقة بالنفس، والوعي الذاتي، والتحكم في القلق، يلعب دورًا مهمًا في تحسين مهارات التحدث. الطلاب الذين يتمتعون بذكاء عاطفي عالٍ يشاركون بشكل أكثر نشاطًا وثقة. كما أكد الأساتذة أهمية الدعم العاطفي في تحسين الأداء الشفهي للمتعلمين.

Résumé

Cette recherche examine l'impact de l'intelligence émotionnelle sur la performance orale des étudiants de 3eme année en anglais à l'Université de Tlemcen. Des questionnaires ont été distribués à 30 étudiants et 12 enseignants. Les résultats ont révélé que les compétences émotionnelles comme la confiance en soi, la gestion de l'anxiété et l'empathie influencent positivement la capacité à s'exprimer oralement. Les étudiants ayant une intelligence émotionnelle élevée participent davantage avec assurance. Les enseignants ont également souligné l'importance d'un environnement émotionnellement favorable pour améliorer l'expression orale.