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Title:

**Investigating the Correlation between Emotional Intelligence and
Willingness to Communicate among English as Foreign
Language Learners:**

The Case of Third Year Students of English at Biskra University

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Declaration

I, Maissa **BOUAZIZ**, officially declare that this study was conducted entirely by myself. All content presented in this dissertation, except where reference is made, is original and has not been previously published or created by another person. Additionally, I certify that this work has never been submitted to a university or an institution for obtaining a degree or an accreditation.

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Dedication

To me, because I am a Leo

To my beloved one of a kind parents, thank you for your supreme genetic traits, financial support, and the Algerian-way encouragement.

To all my siblings, brothers-in-law, nephews, and niece, whom without this work could have been completed months ago.

To my exceptional loyal best friends, whom I assume have higher levels of EQ than IQ, you memed my life. I am beyond grateful for your existence and insanity.

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Abstract

A plethora of studies has been conducted to find practical solutions for the maintenance of effective classroom communication. Nonetheless, the potential influence of emotional variables seems to be rather underestimated and overlooked. The present study anchored its investigation into students' verbal communication and emotional aspect. Expressly, the major aim was to establish the potential relationship between Willingness to Communicate (WTC) and Emotional Intelligence (EI) among 45 Third year EFL learners at Biskra University. Methodologically, a Mixed-methods approach with an explanatory sequential design was adopted. For the purpose of gathering the necessary data, three data collection instruments were employed, namely, the Instructional Willingness to Communicate test (IWTC), Schutte Self-Report Emotional Intelligence Test (SEEIT), and an interview with teachers. After obtaining the raw data, IBM SPSS software version 28 was used to process the scores into interpretable forms. The statistical results of the correlation analysis indicated that there is a moderate positive relationship between EI and WTC. In addition, the study further sought to enquire into Oral expression teachers' attitudes towards the implementation of EI-based instructional activities. Accordingly, the participants expressed their curiosity and positive attitudes towards the practicality and applicability of such activities in our context. In all respects, the findings of the current inquiry can encourage syllabus designers and EFL teachers to consider the effectiveness of EI in mediating classroom communication impediments. Thus, it is a call for the integration of EI skills and abilities in the foreign language teaching program and classroom activities of Oral expression course in particular.

Keywords: EI-based activities, emotional intelligence, foreign language teaching willingness to communicate

List of Abbreviations and Acronyms

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EI: Emotional Intelligence

EQ: Emotional Quotient

FLL: Foreign Language Learning

IQ: Intelligence Quotient

IWTC: Instructional Willingness to Communicate

SEEIT: Schutte Self-Report Emotional Intelligence Test

WTC: Willingness to Communicate

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General Introduction

1. Background of the Study

The modern world thrives on creating new opportunities for personal, educational, and professional growth through an ever-growing focus on communication. Likewise, it has become impossible to disregard the role of communication and interaction in academic settings. With applied linguists shifting the focus of language teaching from mere mastery of structures and grammar to communicative proficiency, the foundation of alternative methods and new concepts was deemed an absolute necessity.

The ultimate purpose of Communicative Language Teaching (CLT), as an approach, is to produce effective communicators in the target language. Similarly, enhancing learners' communicative competence is regarded to be a fundamental aspect of the teaching process. However, communication in its nature is a very complex phenomenon that calls for the integration of many factors. Therefore, to learn a foreign language, students need to possess many cognitive and emotional skills in order to engage in meaningful conversations.

Accordingly, with the growing tendency towards learners' differences in teaching, language learners are no longer thought to be a negligible part of learning but unique and exceptional. Especially in the way they perceive the learning process. One cannot deny the fact that the wide range of learners' differences ultimately influences the learning outcomes. Despite the complexity of the issue, the probability of success can be higher when teachers embrace these differences and use them to learners' advantage. However, learners do not only differ in the ways they deal with learning but also in their emotions during the learning process in general.

Howard Gardner proposed the theory of Multiple Intelligences (1983) to oppose the notion stating that humans are born with all the intelligences that they will ever have

and challenging the outdated belief of individuals possessing only one type of intelligence. Likewise, Goleman (1995) argued that academic intelligence is not enough to determine success or failure in life, and not all people with a high Intelligence Quotient (IQ) end up succeeding and managing life, at all aspects, well; IQ accounts for only 20% to life success while the remaining 80% is for the emotional aspect and other factors.

However, in the Algerian English as a Foreign Language (EFL) context, the focal interest in learning is gaining more knowledge about language structure and use. Authentic communication is marginalised in EFL pedagogy and the emotional aspect, as well as affective factors, are not familiarised in educational settings. Despite their importance in shaping the overall language learning progress, they are still not given much attention.

2. Statement of the Problem

It is undeniable that Foreign Language Learning (FLL) is a serious demanding process that requires both cognitive and emotional skills. The realm of mental and memory aspects, however, has been underscored at the expense of affective factors. Likewise, various tenets, pertaining to the enhancement of EFL Learners' effective communication, have delved into various strategies and techniques deprived of giving much attention to learners' emotional skills and abilities. Thus, the relationship between emotions and learning in the EFL context has remained marginalized; until the disregard of Intelligence Quotient (IQ) as the only responsible for academic success.

Numerous recent learner-fronted teaching methodologies have accentuated the notion of learner-initiated communication. Initially, McCroskey and Baer (1985) advocated the concept of Willingness to Communicate (WTC) to represent learners' psychological readiness to initiate and take part in communication. MacIntyre et al. (1998) asserted that teachers should prioritise WTC in the classroom and encourage learners to

find opportunities to engage in classroom discussions. Therefore, meaningful purposeful interaction is highly valued by researchers in the EFL context.

A plethora of research studies has been carried out to guarantee a satisfactory communication flow of EFL learners. Nevertheless, in the Algerian context, the potential role of Emotional Intelligence (EI) seems to have gone relatively overlooked. As Kang (2005) stated that students might be capable of communicating inside the classroom but ultimately inept when it comes to authentic communication. The emphasis of Foreign Language curricula is mostly on fostering students' linguistic competence and academic intelligence. In contrast, driving students to initiate communication in various situations by themselves, taking into consideration their emotional side, seems to be disregarded.

Emotions have long been regarded as irrational factors. Students are generally evaluated based on mathematical and linguistic intelligence. However, EI is increasingly playing a pivotal role in learning, and academic intelligence is no longer considered as the only contributing factor to success, day-to-day adaptability, and problem-solving. According to Salovey and Mayor (1997), EI is defined as the ability to understand and manage one's emotions, to understand and form healthy relationships with others. It is rendering intentions to actions, accessing and managing emotions to support thoughts. Most importantly, embracing one's emotions can help him/her cope with difficulties, develop a positive attitude, initiate and take part in different communicative settings.

The problem concerning the arranged oral expression sessions in the curriculum at the university level (which primarily address practising speaking), is that they are mostly based on free chosen topics resulting in mere presentations. The latter hinder the involvement of students on regular basis in classroom interactions, as presentations are most often group work within a limited period, once in a whole semester. Needless to mention that not all students get proper parts to discuss while presenting nor have the

chance to practice the language outside the classroom that indeed doubles the complexity. The same goes for EFL teachers who struggle with classes of mixed abilities guided by no syllabus, working towards the same goal of instruction despite students' levels and individual differences.

As a result, the aforementioned points contributed to the lack of discussion within these assigned sessions, as they have become more of passive listening settings. If the basis is mere recitation of what has been prepared to be presented and teachers, due to the abovementioned conditions, are indeed obliged to ignore students' emotional side and individual differences. Students, as a result, would not be eager to engage or initiate any classroom discussions that, in the end, lead them to experience communication apprehension. Despite all of this, the major problem is, even when students are offered opportunities to communicate, not all of them would speak up and discuss what they think; they would only remain silent. Therefore, learner's unwillingness to communicate poses a major problem in language learning classrooms.

As indicated above, emotions have been in the shadow of discussion in the Algerian EFL context and the notion of WTC is largely neglected. To our knowledge, no study has targeted the correlation between EI and students' WTC in the Algerian context, or at least at Biskra University, so far. In this regard, the relationship between the two variables seems to be appealing and worth the investigation.

3. The Research Questions

This research seeks to answer the following research questions:

RQ1: What is the EI level of Third Year EFL learners?

RQ2: To what extent are Third Year EFL learners willing to communicate?

RQ3: Is there any significant relationship between Third Year EFL learners' EI and WTC?

RQ4: What are the beliefs and attitudes of EFL teachers towards the implementation of EI-based instructional activities?

4. The Research Hypotheses

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: Third Year EFL learners at Biskra University may have average to high levels of EQ.

RH2: Third Year EFL learners may not be willing to communicate inside the classrooms.

Concerning the third research question, we assume the null hypothesis:

H₀: There is no significant relationship between Third Year EFL learners' EI and WTC.

RH4: EFL teachers may have positive beliefs and attitudes towards the implementation of an EI-based program and the potential correlation between EFL learners' EI and WTC.

5. The Research Aims

The general aim of this study is to determine the relationship between EI and WTC in the Algerian EFL context.

More specifically, this research work aims to:

- Bring into light the concepts of EI and WTC by introducing them to both students and teachers;
- Determine Third Year EFL students' EI level;
- Ascertain how much are Third Year EFL students willing to communicate in language learning classrooms;
- Establish the relationship between Third Year EFL learners' EI and their WTC;

- Identify the attitudes and perceptions of f EFL teachers towards the implementation of EI-based instructional activities and the potential correlation between EFL learners' EI and WTC; and
- Suggest possible ways to enhance students' WTC based on EI subscales.

6. The Research Methodology for this Study

For this research project, the researcher will adopt a Mixed-methods approach due to the nature of the study. Specifically, we attempt to reveal students' EI level along with the degree to which they are willing to communicate mostly in the instructional context. Additionally, the study aims at elucidating teachers' perceptions towards the implementation of EI-based activities. Therefore, the use of the Mixed-methods approach compensates for the limitations resulting from the adoption of either quantitative or qualitative approach only.

The correlational nature of this non-experimental investigation entails using both qualitative and quantitative measures. Thus, the explanatory sequential design will be adopted. Accordingly, we intend to measure both students' EI and WTC through two self-report tests. Additionally, a semi-structured interview will be conducted with four EFL Oral Expression teachers, at Biskra University, in order to collect the necessary qualitative data. Hence, the use of both qualitative and quantitative data collection measures enriches the interpretation of the results and contributes to drawing logical conclusions.

7. Population and sampling technique

Third year EFL students of the academic year 2020/2021 at Biskra University comprise the population of this study. This population has been chosen for the main reason that third year students are expected to be aware of their psychological constructs, and the

factors influencing their WTC along the three years of their engagement in Oral Expression sessions. The sample will be constituted of 45 students engaged in the study through the convenience sampling technique. In addition, four Oral expression teachers will be asked to sit for face-to-face interviews. The instructors will be deliberately chosen for their experience and professional performance in Oral expression sessions. Thus, they serve as a fundamental source for the rich data we anticipate gathering.

8. Significance of the Study

This study will serve to gain more insights into the potential relationship between EI and WTC as the body of literature demonstrates paradoxical results. It will also be of significant contribution to the field of Psychology and Education as correlational studies addressing EI and WTC have not been accentuated yet in the Algerian EFL context. The proposed work would likely raise awareness towards the concept of EI and feature the fact that foreign language learners can develop and control their EI, for elaborating autonomy and initiation of discussions inside and outside the classroom. Furthermore, this will assist syllabus designers and those who would like to boost students' WTC through pedagogical interventions; by designing activities and based on predictive factors of EI. This study serves as a contribution, mainly in the Algerian context, to underscore the importance of EI and its direct connection with students' academic achievement and specifically their WTC. Therefore, it seems justified to find possible ways to enhance EFL students' WTC and develop their EI if these variables are found to be positively related to each other.

9. The Referencing Style of the Dissertation

The referencing style is a crucial component of scholarly writing. An accurate representation of the referencing style format contributes highly to the credibility of the research. As the present investigation belongs to educational research, APA (American

Psychological Association) was adopted to write the various sections of this study.

However, it should be noted that the arrangement, including the layout and cover page, is guided by the standard of the supervisor and the institutional conventions.

10. Structure of the Dissertation

The structure of the current dissertation is organised as follows:

Chapter One is an overview of the concept of Emotional Intelligence. The link between emotions and intelligence will be established. Moreover, the chapter reviews EI theories, models, measures, related studies, and the possibility of its development and training.

Chapter Two addresses communicative language teaching along with communicative competence as the basic foundations. It mainly reviews the importance of Willingness to Communicate detailing its emergence, types, and components, and factors influencing it.

Chapter Three is composed of three sections. Accordingly, the first section is devoted to the theoretical background and rationale. The second segment deals with the results of the data collection instruments and their analysis. Finally, the last part discusses and summarizes the main findings.

11. Operational Definitions

Emotional Intelligence. Emotional intelligence is the capacity to recognise, utilise, and control one's own emotions positively in order to alleviate stress, communicate properly, sympathise with others, accomplish goals, and neutralize confrontations.

Goleman (1995) defines EI as “being able to motivate oneself and persist in the face of

frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping our ability to think; to empathize and to hope" (p.34).

Willingness to Communicate. Refers to the ability to engage and initiate in the act of communication when given the opportunity to do so. It is actively looking for chances to communicate purposefully. "Willingness to Communicate (WTC) is an individual's volitional inclination toward actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables" (Kang, 2005, p. 291).

Chapter One: Emotional Intelligence

Introduction

1.1 Emotions

1.2 Intelligence

1.3 Intelligence Theories

1.3.1 Spearman's General Intelligence (g)

1.3.2 Thurstone's Primary Mental Abilities

1.3.3 Gardner's Multiple Intelligences

1.3.4 Triarchic Theory of Intelligence

1.4 Emotional Intelligence

1.5 Models of Emotional Intelligence

1.5.1 The Salovey-Mayer Ability Model of Emotional Intelligence

1.5.2 Goleman Mixed-Model of Emotional Intelligence

1.5.3 Bar-On Mixed Model of Emotional Intelligence

1.6 EI measures

1.7 Emotional Intelligence in Everyday Life

1.8 Can Emotional Intelligence be Trained and Improved?

1.9 Studies related to Emotional Intelligence

Conclusion

Introduction

The intent of this chapter is to provide a clearer explanation of the newly coined concept in the field of psychology; Emotional Intelligence. In order to initiate the present research work, this chapter attempts to thoroughly examine the theoretical background of EI. Therefore, it aims to clarify the link between emotions, intelligence, and EI. Subsequently, EI models and its different measures will be highlighted. Eventually, the last part will address whether EI is trainable or not and its role in everyday life.

1.1 Emotions

Emotions can be defined as “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). Based on this definition, it can be said that emotions are the distinctive patterns of human nature; despite their intricacy, the proper or malfunctioning of emotions is critical to one’s personal growth, well-being, and development. As stated at the very beginning of this work, emotions have long been viewed as irrational factors that inhibit logical mental processes. However, Goleman (1995, Impulses to Action Section) claims, “The very root of the word emotion is *motere*, the Latin verb "to move," plus the prefix "e-" to connote "move away," suggesting that a tendency to act is implicit in every emotion.” Meaning that humans’ deeds and reactions are driven by emotions; which can be regarded as impulses to make a move or an action. Goleman (1995) further argues that emotions can assist intellect in decision making and day to day life; thus, the emotional/rational dichotomy operates in harmony and balance most of the time.

Psychologists today arrived at the fact that human’s perception and memory are greatly influenced by what one gives attention to (Solomon, 2019). Accordingly, our

perception of the world around us is deeply embedded in our emotions, and even if some of our feelings can be destructive; most of them, however, can be adaptive either in the course of developing or in the course of discouraging them.

As specified by Hockenbury and Hockenbury (2007), in their book, "Discovering Psychology", an emotion is a sophisticated psychological condition that incorporates three different stages: a subjective experience, a physiological response, and a behavioural or expressive response. This serves the idea that each person experiences and expresses feelings differently; nonetheless, the management and understanding of these emotional behaviours, either ours or those of others, depends on what psychologists came to call Emotional Intelligence.

1.2 Intelligence

What the concept of intelligence precisely denotes has been a subject of debate among psychologists, linguists, and philosophers for decades. There seem to be numerous different definitions of intelligence; just as the number of experts in each field asked to define it (Sternberg, 1985, as cited in Ghabanchi & Rastegar, 2014). Intelligence is considered one of the basic parameters of differentiating individuals. Until now, there is no agreed-upon universal definition of intelligence. Thus, many definitions, theories, and tests have been developed to explain and measure intelligence. Below, we list some of the general definitions of intelligence that consider it as a general ability to learn:

“The ability to learn, understand and make judgments or have opinions that are based on reason” (Cambridge Advanced Learner’s Dictionary, n.d.).

“Mental quality that consists of the abilities to learn from experience, adapt to new situations, understand and handle abstract concepts, and use knowledge to manipulate one’s environment” (Encyclopedia Britannica, n.d.).

“The general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations” (Columbia Encyclopedia, n.d.).

However, according to the Journal of Educational Psychology (as cited in Karaduman, 2010, pp.3-4), psychologists provided more specific definitions of intelligence as demonstrated below:

Table 1. 1*Definitions of Intelligence*

E.I. Thorndike	The power of good responses from the point of view of truth or facts.
L. M. Terman	The ability to carry on abstract thinking.
F. N. Freeman	Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility of association, facility and imagination, span of attention, quickness and alertness in response.
S. S. Colvin	Ability to learn or having learned to adjust oneself to the environment.
R. Pitner	Ability to adapt oneself to new situation in life.
B.A.C Henmon	The capacity for knowledge and knowledge passed.
J. Peterson	A biological mechanism by which the effects of complexity of stimuli are brought together and given a somewhat unified effect in behaviour.
L. L. Thurstone	The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibited instinctive adjustment in the light of experienced trial and error, and the capacity to realize the modified instinctive adjustment in overt behavior to the advantage of the individual as a social animal.
H. Woodrow	The capacity to acquire capacity.
W. F. Dearborn	The capacity to learn or profit by experience.

Note. Reprinted from “The relationship between emotional intelligence factors and job performance”, by C. K. Karaduman, 2010.

N. E. Haggerty Sensation, perception, association, memory, imagination, discrimination, judgment, and reasoning.

While these definitions differ from one another, intelligence can be considered a capacity or an ability that promotes abstract thinking, reasoning, and ultimately learning in general. Therefore, intelligence serves to facilitate adapting to new environments, flexibility, and eventually problem-solving as a whole.

1.3 Intelligence Theories

Within the realm of psychology, many experts have tried to explain the concept of intelligence by adopting different test measures. They viewed intelligence from different perspectives; hence, the number and organisation of abilities composing intelligence are not yet agreed on (M. K. Gardner, 2012). As a result, many theories emerged over time; they are generally categorised into four groups: psychometric theories, cognitive theories, cognitive-contextual theories, and biological theories.

1.3.1 Spearman's General Intelligence (g)

The British psychologist Charles Spearman (1863–1945) came up with the concept of General Intelligence or g factor. He hypothesised that all the abilities and skills underlying intelligence tests have something in common; which is a construct called general intelligence or the g factor. In order to examine mental aptitude tests, Spearman used a technique called factor analysis that is “a procedure through which the correlation of related variables is evaluated to find an underlying factor that explains this correlation” (Cherry, 2019, para.2). After the analysis, it was noted that individuals who scored well in one cognitive test tended to score well on others tests and vice versa. By the end, Spearman concluded that intelligence can consist of g factor or general universal innate

ability; which can be tested, measured, and expressed numerically, as well as, it includes a number of specific factors acquired from the environment (Pal et.al, 2004).

1.3.2 Thurstone's Primary Mental Abilities

Challenging the concept of Spearman's g factor, the psychologist Louis Thurstone (1887–1955) proposed several primary mental abilities. After scrutinising data obtained from 56 tests of mental abilities, he deduced that intelligence encompasses seven clusters of primary mental abilities opposing the idea of intelligence is a general ability (Cherry, 2019). However, Thurstone found that the primary mental abilities correlate which was consistent with Spearman's theory. According to Rhul (2020), the seven primary abilities are:

- **Associative memory:** The ability to memorize and recall information.
- **Numerical ability:** The ability to quickly solve arithmetic problems.
- **Perceptual speed:** The ability to grasp differences and similarities between stimuli accurately and quickly.
- **Inductive Reasoning:** The ability to arrive at general rules from available information.
- **Spatial visualization:** The ability to visualize relationships.
- **Verbal comprehension:** The ability to define and understand words and concepts.
- **Word fluency:** The ability to produce words rapidly and perform well in tasks.

1.3.3 Gardner's Multiple Intelligences

Following the theory of Thurstone, the American psychologist Howard Gardner opposed the traditional idea of intelligence arguing that it does not fully reflect the abilities and skills one possesses. He claimed that some people like autistic savants, prodigies, or

stroke victims, might have low levels in certain domains but they still display exceptional high levels concerning certain capacities such as art or music. Therefore, he proposed the theory of eight intelligences based on different skills and abilities, according to Cherry (2019) these intelligences are:

- **Bodily-kinesthetic intelligence:** The ability to coordinate your body movements with your mind, and to handle objects skillfully.
- **Interpersonal intelligence:** The ability to sense and respond appropriately to the feelings, motives, and desires of others.
- **Intrapersonal intelligence:** The capacity to be self-aware; understanding yourself, your inner feelings, values, wants, and thinking processes.
- **Logical-mathematical intelligence:** The ability to think conceptually and abstractly, make hypotheses, and the capacity to discern logical or numerical patterns.
- **Musical intelligence:** The ability to produce and appreciate rhythm, pitch, and timbre.
- **Naturalistic intelligence:** The ability to recognize and categorize animals, plants, and other objects in nature, it is understanding living things and reading nature.
- **Verbal-linguistic intelligence:** Well-developed verbal skills, it is the ability to express what you think, mean, and feel appropriately.
- **Visual-spatial intelligence:** The capacity to think in images and pictures (to think in terms of visual space), to visualize accurately and abstractly.

1.3.4 Triarchic Theory of Intelligence

In 1985, Robert Sternberg, an advocate of the idea of multiple intelligence, proposed a triarchic theory of intelligence. He criticised traditional intelligence tests

arguing that they did not assess creativity nor practicality; therefore, he formulated a three-category theory of intelligence implementing elements missing from other intelligence tests. According to Ruhl (2020, Triarchic Theory of Intelligence) Sternberg's theory of intelligence is composed of:

- **Analytical intelligence:** also referred to as componential intelligence, refers to intelligence that is applied to analyze or evaluate problems and arrive at solutions. This is what a traditional IQ test measures.
- **Creative intelligence:** is the ability to go beyond what is given to create novel and interesting ideas. This type of intelligence involves imagination, innovation and problem-solving.
- **Practical intelligence:** is the ability that individuals use to solve problems faced in daily life when a person finds the best fit between themselves and the demands of the environment. Adapting to the demands environment involves either utilizing knowledge gained from experience to purposefully change oneself to suit the environment (adaptation), changing the environment to suit oneself (shaping), or finding a new environment in which to work (selection).

1.4 Emotional Intelligence

Since we were children, we have always been programmed to the convention of those who do well academically are the smartest, the most talented, and the ones who will automatically succeed in life with its different aspects. However, recent researches have proven that IQ and academic performance are not the sole predictors of life success. What we need is more than that; what we need is EI. If we do not have the required discipline, the ability of self-motivation, the good management of emotions (anxiety, stress) and so much more of what EI entails, we will end up struggling or at most failing in life one way

or another. Nevertheless, David Caruso (n.d.) states that “It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head — it is the unique intersection of both” (as cited in Freedman, 2017, para.1).

The concept of EI can be regarded as relatively new in the field of psychology and education. Like intelligence, EI has been perceived differently in numerous fields by various researchers. Thus, different definitions, models, measures have been established. Moreover, the most notable prominent researchers who laid the foundations for EI are Salovey and Mayer, Goleman, and Bar-On.

30 years ago, Peter Salovey and John Mayer (1990) have brought the term Emotional Intelligence to light. They defined EI as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (p.189). They discussed how the view towards emotions changed between the past and present; from disruptive to functional and adaptive. In addition, it was also noted that people who do not control and manage their emotions well, can fall into the trap of being slaves to them. Thus, EI’s awareness can bring remarkable transformations to people’s lives as they learn how to regulate their emotions and use them for solving problems, adapting to daily struggles, and make a better version of themselves to achieve their goals. Furthermore, their influential article paved the way for the modern concept of EI we know today, opening doors for thousands of studies.

Five years later, EI caught the public’s attention with the publication of the best-seller impactful book “Emotional Intelligence: Why it can matter more than IQ”. The author Daniel Goleman (1995) defined EI as “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize

and to hope” (p.73). Goleman argued saying why, despite the popular widespread conformity of IQ predicting life success, some people who have high IQ fail in managing their personal life, relationships, discipline, mental abilities and; as a result, they end up failing in life. Hence, Goleman delves into the issues of self-control and the extent to which our negative emotions can be disruptive leading us to radical changes within splits of seconds. He, therefore, highlights the importance of emotional health and its management for better decision making and life control.

The scholar Bar-On has coined the term Emotional Quotient (henceforth EQ). He considered it a parallel term to Intelligence Quotient (IQ). Bar-On (1997) defines EI as “an array of non-cognitive capabilities, competencies and skills that influences one’s ability to succeed in coping with environmental demands and pressures” (p. 14, as cited in Mayer et al., 2000). Bar-On attempted to identify the skills and abilities that aid people in coping with everyday environmental demands, believing that the higher the level of EI the more successful an individual is. After 17 years of research, Bar-On could finally develop the very first scientifically validated measure of EI (EQ-i); after experimenting on thousands of people around the globe (Maree & Eiselen, 2004, as cited in, Bencke, 2006).

1.5 Models of Emotional Intelligence

Researchers, initially, have perceived the nature of EI from different perspectives. As the concept of EI is controversial; it was not clear whether to qualify it as an ability or trait. Thus, many models have been developed in order to specify and explain the different skills and abilities encompassing EI. The works pertaining to this area have been split into three main categories; ability, trait, or ability-trait mixed model EI. According to the *Encyclopedia of Applied Psychology* (Spielberger, 2004), there are three major models of EI:

- The Mayer-Salovey ability model defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking.
- The Goleman mixed model views it as an assortment of emotional and social competencies that contribute to managerial performance and leadership.
- The Bar-On mixed model describes EI as an array of interrelated emotional and social competencies, skills, and behaviours that impact intelligent behaviour.

1.5.1 The Salovey-Mayer Ability Model of Emotional Intelligence

In 1997, Salovey and Mayer revised their initial model of EI; which was published in 1990, to include four branches ordered from basic to high-level skills (Neubauer & Freudenthaler, 2005). This model distinguishes EI from personality traits and represents it as a pure set of mental abilities. The Salovey-Mayer Ability model is composed of:

- **Perceiving and expressing emotions:** recognizing and perceiving the expression of nonverbal behaviours such as body language, facial expressions, posture, and distance. It also includes the ability to be emotionally aware of one's own emotions and express them appropriately.
- **Facilitating thoughts through emotions:** using emotions to promote thinking, reasoning, and cognitive ability: just like self-motivation can promote innovation.
- **Understanding Emotions:** grasping and interpreting complex emotions as well as comprehending what emotions are and how they can change over time.
- **Managing Emotions:** regulating emotions by avoiding or embracing our feelings and those of others; to display the right emotions at the right time with the right people.

1.5.2 Goleman Mixed-Model of Emotional Intelligence

Goleman designed a mixed model claiming that EI will lead to success at school (minimizing aggressiveness, bullying), work (increases cooperativeness), and home (better understanding of family issues) (1995). His model incorporates five broad areas; each includes a set of qualities, which are:

- **Self-Awareness:** confidence, recognition of feelings.
- **Self-Regulation:** self-control, trustworthiness, adaptability.
- **Motivation:** drive, commitment, initiative, optimism.
- **Empathy:** understanding others' feelings, diversity, political awareness.
- **Social Skills:** leadership, conflict management, communication skills.

1.5.3 Bar-On Mixed Model of Emotional Intelligence

In contrast to the Salovey-Mayer model, the clinical psychologist Bar-On offered a broad conceptualisation of EI. His mixed model has gained much attention in the scientific context; obtaining valuable empirical findings (Neubauer & Freudenthaler, 2005). Bar-On's main quest was to answer the dilemma concerning why some individuals are more successful than others despite their cognitive abilities. This mixed model is comprised of five dimensions; subdivided into 15 key subscales of EI, which are summarised in the following:

- **Intrapersonal Skills:** Self-Regard, Emotional Self-awareness, Assertiveness, Independence, and Self-actualization.
- **Interpersonal Skills:** Empathy, Social Responsibility, and Interpersonal Relationships.
- **Stress Management:** Stress Tolerance and Impulse Control.

- **Adaptability:** Reality Testing, Flexibility, and Problem Solving.
- **General Mood:** Optimism and Happiness.

1.6 EI measures

Regardless of the differences between all the aforementioned models of EI. Based on the numerous measures that have been developed for the aim of understanding how people identify and manage their emotions and to assign a real statistical value of each person's level of EI. As EI is classified into three main categories: Ability EI, Trait EI, and Mixed EI; each one has its measures. According to Connor et al. (2019), in ability-based tests, participants are given a set of emotion-related task problems and asked to solve them by checking among a list of possible answers. This type gives insights into how people perceive emotions and their functions. On the other hand, trait EI tests are simply self-report items targeted to measure the reoccurrence of certain behaviours in different situations. Finally, mixed EI is “predominately used to refer to questionnaires that measure a combination of traits, social skills and competencies that overlap with other personality measures” (Connor et al., 2019, p. 3). Mixed EI measures are mostly used in workplaces to predict performance and provide clues for its improvement.

Table 1. 2

Commonly Used Measures of Emotional Intelligence

N	Commonly Used measures of Emotional Intelligence	Brief Description	Model of Measure	Main Theorist
1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Specific tasks are used to measure level of ability of each branch of emotional intelligence.	Performance based	Mayer and Salovey
2	Emotional Quotient Inventory (EQ-i)	133 self-report items measure total EQ and each of the 5 components of the Bar-On model	Self-Report	Bar-On
3	Emotional Competency Inventory (ECI)	A multi-rater instrument that provides ratings on a series of behavioural indicators of emotional intelligence	Self-Report and Other-Report	Goleman
5	Work Profile Questionnaire-Emotional Intelligence Version (WPQei)	Measures 7 of Goleman's competencies thought of as most essential for effective work performance	Self-Report	Goleman
6	Self-Report Emotional Intelligence Test (SREIT)	A 33-item measure of Salovey and Mayer's original concept of emotional intelligence	Self-Report	Mayer et al.
7	The Levels of Emotional Self Awareness Scale (LEAS)	Self-report measure based on hierarchical generalisation of emotional intelligence like physical sensations, action tendencies, single emotions and blends of these emotions.	Self-Report	Lane and Schwartz

8	The Genos Emotional Intelligence Inventory (Genos EI)	(Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour	Multi - Rater or Self-Assessment	Benjamin Palmer and Con Stough
9	The Group Emotional Competence (GEC) Inventory	The instrument contains 57 items that measure the nine dimensions of GEI. GEC norms improve group effectiveness by building social capital, which facilitates engagement in effective task behaviours and processes.	Self-assessment	Vanessa Druskat and Steven Wolff
10	Trait Emotional Intelligence Questionnaire (TEIQue)	The TEIQue is a self-report inventory that covers the sampling domain of trait EI (reprinted below) comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI [49].	Self-Report	K. V. Petrides
11	Work Group Emotional Intelligence Profile (WEIP)	The WEIP captures two dimensions of emotional intelligence: Ability to Deal with Own Emotions (Scale 1: 18 items) and Ability to Deal with Others' Emotions (Scale 2: 12 items)	Self-Report	Jordan et al.

12	Wong's Emotional Intelligence Scale (WEIS)	WEIS consists of two parts. The first part contains 20 scenarios and respondents are required to choose one option that best reflects their likely reaction in each scenario. The second part contains 20 ability pairs and respondents are required to choose one out of the two types of abilities that best represent their strengths.	Self-Report	Wong et al
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Note. Reprinted from “EMOTIONAL INTELLIGENCE; HISTORY, MODELS AND MEASURES”, by P. Dhani and T. Sharma, 2017, *International Journal of Science Technology and Management*, 05(07), pp.195-196.

It is worth noting that there exist more than 30 widely used measures of EI. According to O'Connor et al. (2019), certain criteria need to be followed when choosing the best measure for each EI construct; ability, trait, and mixed models. First of all, the test must have been used in works that have been published in high-quality journals. Additionally, it should have adequate validity and reliability evidence. The measure should also have a convincing theoretical basis resulting in practicality (easy to be administered, completed, and scored).

As indicated above in the table, the most widely used ability EI test is the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT). It has been designed to measure the four branches of the Salovey-Mayer model containing 144 items; it is suitable for an age range of 17 years and older. This test has been cited in more than 1500 academic

works; however, it has been criticized for being expensive and time-consuming (takes up to 45 minutes to be completed) (Connor et al., 2019).

Bar-On's EQ-i is considered to be a prominent measure that is also widely researched and used. It was the first measure of its kind and the first to be peer-reviewed in the *Buros Mental Measurement Yearbook* (Plake and Impara, 1999, as cited in Bar-on, 2006). EQ-i is a self-report test that includes 133 items to be answered on a Likert scale. Like the MSCEIT; it takes up to 40 minutes to be completed and it is suitable for individuals ageing from 17 years and older. Bar-On (2006) claims that the higher the scores of an individual, the more he or she can manage well life's demands. Bar-On later designed other measures; EQ-i 2.0 and EQ 360.

As indicated earlier, many EI measures are used in numerous studies and which proved to be valid and reliable. Despite this wide number that is sometimes perceived to be controversial and confusing, each EI test contributes to a step closer to uncover a unified specific empirically valid test; which may encompass all facets of EI that could be measured using one valid reliable test in the future.

1.7 Emotional Intelligence in Everyday Life

As technology is taking over a large part of our lives, much attention has been drawn to people's emotional side and mental health on different social media platforms. Emotional awareness is largely increasing as many workplaces, schools, and institutions around the world acknowledged the critical role of EI. If we only look closely and take time to perceive what EI really is, we realize that it is demonstrated everywhere around us; at work, school, street, and home. The way we behave and communicate, control our stress, motivate ourselves, seek to work cooperatively, express how we feel, and empathize with others are all demonstrations of EI in our daily life.

Numerous studies have attained remarkable interesting findings related to EI and various everyday life aspects. Depression has been found to negatively correlate with EI; the higher the level of EI, the lower the level of depression (ARIĞ & DENİZ, 2020; Foster et al., 2018). Likewise, EI correlated positively and significantly with life satisfaction, cohesion, flexibility, communication, family satisfaction (Szcześniak & Tułeczka, 2020), subjective well-being (Szczygieł & Mikołajczak, 2017), and happiness (Ghahramani et al., 2019).

According to Svatenkova (2019), EI can affect four areas of our life starting from performance at work; many workplaces nowadays necessitate a certain level of EQ before considering job applications. Moreover, EI plays a valuable role in maintaining mental health as a lack of emotional understanding and control puts people at risk of depression, loneliness, and anxiety. As a result, physical health would be undoubtedly affected; uncontrolled stress leads to increased blood pressure, a high risk of heart strokes, infertility, and accelerates the ageing process (Svatenkova, 2019). Better understanding and management of our feelings and those of others forge healthier relationships at the personal or professional level. Therefore, the effect of EI seems evident across various life spheres.

1.8 Can Emotional Intelligence be Trained and Improved?

EI training can be defined as “a set of practical knowledge and skills that help individuals to become fluent in understanding the language of emotions” (Chowdhury, 2021). According to Leelavati and Chalam (2020), there are four stages for learning EI. The very first stage is Deep Understanding; it denotes the person’s awareness and readiness for change and improvement. Awareness encompasses gaining insights into all aspects of EI components such as motivation, empathy, and social skills. The next step is assessing one’s EI level using any reliable measure like the Mayer-Salovey-Caruso

Emotional intelligence test (MSCEIT) or the Emotional Quotient Inventory (EQ-i). After assessment and identification of the specific areas that need to be focused on, EI training takes place. The latter leads to the development of communication and interaction, perception of nonverbal cues, sustainment of group work and team spirit, acceptance of criticism and appraisals, improvement of leadership skills, and motivation. As mentioned earlier, EI training and its outcomes depend on which area needs to be developed. Finally, applying and practising what has been taught in real-life situations comprises the last stage. Execution is of critical importance as EI improvement can only be viewed in a naturalistic context.

Goleman (1995) states that “Our emotional capacities are not a given; with the right learning, they can be improved” (p.430). Accordingly, as EI is fundamentally a set of skills and abilities; it is only logical to be trainable. Therefore, it is essential to note that with the proper environment where people can project what they have already been trained to act and do, with adequate suitable guidance and activities focusing on a specific area; EI can be definitely improved.

In a recent article by the psychologist and co-creator of Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), Caruso and Rees (2019) state that “Our focus is not on increasing one’s test scores but instead on enhancing skills and developing compensatory strategies through coaching and practice” (p.48). The authors further explain how people who possess low EI can achieve their targeted objectives and goals with the proper training programs which stress skills development. By the same token, conducting a meta-analytical investigation on 58 studies dealing with EI training programs, Mattingly and Kraiger (2019) found a moderate positive effect of training on EI scores. Hence, the researchers concluded that EI can be definitely trained and improved; additionally, they

also advocated the need for further complex studies dealing with how EI can be trained and for whom; not only if it can be trained or not.

1.9 Studies related to Emotional Intelligence

With the publication of the groundbreaking book by Daniel Goleman (1995) “Emotional Intelligence: Why It Can Matter More Than IQ”, the concept of intelligence has been redefined. The author addressed the fact that many people seem to be academically brilliant, possessing high Intelligence Quotient (IQ) levels but fail to succeed in different aspects of life. Thus, the notion of IQ determines success has been reconsidered by shifting the focus to emotions and how they can limit or improve a person’s mastery of skills and decision making. Hence, ever since Emotional Quotient (EQ) has been introduced, many studies have spotlighted EI over the years obtaining valuable findings.

Halimi et al. (2020) conducted a study on Emotional Intelligence and academic achievement. The data of 480 Kuwaiti students at a private university were collected using an online survey designed in Qualtrics. The researchers opted for Wong and Law Emotional Intelligence Scale to assess the level of Emotional Intelligence and discover its impact on academic performance. The model consists of four subscales self-emotion appraisals (SEA), others’ emotion appraisals (OEA), regulation of emotion (ROE) and use of emotion (UOE). Furthermore, statistical data were analysed via SPSS and Jamovi. The results demonstrated a significant relationship between academic success and self-emotion appraisal (SEA) in addition to the use of emotions (UOE). Despite the limitations of the study from opting for a quantitative methodology only to self-report questionnaires, the findings implied that the regulation of emotions and the development of self-worth can contribute to cognitive development. By the end, the researchers underscored the need for further studies focusing on EI in the Arab context to make a cross-sectional comparison.

The potential relationship between negative emotions and EI has been examined in multiple contexts notably in applied linguistics. Thus, Li (2020) explored the influence of trait emotional intelligence (TEI) on academic achievement and its correlation with foreign language enjoyment (FLE). For data collection, composite questionnaires were administered to 1307 Chinese second-year senior high school students. The questionnaire included a section for demographic information followed by a 10-point question for perceived achievement and two well-established psychometric scales for measuring TEI and FLE. An English test was used to evaluate students' actual English achievement. The findings demonstrated that students' TEI has a significant correlation with positive emotions and can predict learning achievement. Meanwhile, most of the participants had moderate to high EI scores and one-third of them have shown little or no enjoyment in English language learning. From a positive psychology perspective, EI inevitably promotes students' well-being along the learning process even if it does not contribute to their overall achievement. Thus, the empirical evidence provided in this study about the positive relationship between TEI and positive emotions; notably FLE, accentuates the necessity to improve students' EI through training or intervention.

Adopting a mixed-method approach, Resnik and Dewaele (2020) examined Trait Emotional Intelligence (TEI) positive and negative emotions of 768 secondary and tertiary level students in German language L1 and English language LX. After opting for snowball and convenience sampling to access participants who lived in Austria, Germany, Switzerland and South Tirol in Italy, the respondents were asked to answer an online questionnaire through the web survey application "LimeSurvey". The findings demonstrated that high levels of TEI were significantly linked to more enjoyment and less anxiety in both L1 and LX classes. Therefore, this study stressed teachers' awareness of students' emotions for the ultimate goal of enhancing overall academic performance.

Chen and Zhang (2020) investigated the relationship between EFL learners' global Trait Emotional Intelligence (trait EI) with its four factors (well-being, self-control, emotionality, and sociability) and their overall English performance (listening, speaking, reading, and writing performance). For data collection, 72 first year non-English major postgraduate students aged between 20 and 26 answered a 30-item short-form Trait Emotional Intelligence Questionnaire and an English proficiency test. The correlation between students' trait EI scores and their English proficiency was analysed. Afterwards, multiple linear regression was run to examine the potential influence of students' global trait EI on their English language performance. The findings demonstrated that students had moderately high trait EI and scored higher on well-being. Besides, there was a substantial effect of trait EI on the overall students' performance but specifically on speaking. It was therefore concluded that strong self-control regulates and facilitates speaking performance when emotionality is high. Based on the evidence of which the four skills were influenced by Trait EI, the researchers urged EFL teachers to pay special attention to students' emotional side due to its interactive effect on students' overall performance.

In order to explore the correlation between emotional intelligence and motivation, Niroomand et al. (2014) conducted a study on 59 participants majoring in English Teaching at an Iranian University. After explaining the objectives, both questionnaires of the Schutte Self-report Emotional Intelligence Test (SSEIT) and the Motivated Strategies for Learning were administered to participants in two separate sessions. The findings revealed that all components of motivation correlated positively and significantly with Iranian EFL students' Emotional Intelligence subscales. It was also indicated that students who have significant control over themselves and their learning tend to be self-motivated and have higher degrees of management over their emotions. Based on the results, it was

concluded that both EI and motivation play a pivotal role in expanding EFL learners' linguistic knowledge and facilitating the process of language learning.

In another correlational study, Soodmand Afshar and Rahimi (2016) investigated the relationship between reflective thinking, emotional intelligence, and speaking ability of English as a Foreign Language (EFL) learners. The reflective thinking skills, Bar-On Emotional Intelligence questionnaires were administered to 150 students majoring in English at an Iranian University. Furthermore, to assess students' speaking ability an audio-recorded interview of 10 minutes was set based on IELTS speaking test topics. After analyzing the data through multiple correlations and multiple regression, the three variables were found to be significantly linked to each other. Thus, the findings revealed that emotional intelligence is a strong predictor of EFL learners' speaking ability and reflective thinking, but only self-actualization strongly anticipated students' reflective thinking. It was therefore recommended to integrate reflective thinking and emotional intelligence activities into the curriculum for the improvement of EFL students' speaking skill.

Despite EI being a new concept of research, the body of literature arrived at interesting findings. These numerous studies reflect the importance of EI and provide a great deal of data necessary to improve students' engagement in the course of learning and education as a whole. However, deep investigation and further studies need to be conducted to explore the outcomes of implementing EI programs within schools' curricula; not just EI relation with different variables.

Conclusion

Over the years, EI has gained a prestigious status since its emergence in the 1990s. All the attention drawn to EI has been due to its empirically proven importance in different

domains of life; from academic achievement to performance at work. As a result, researchers have perceived EI differently which has led to various definitions, models, and measures. Likewise, researchers have arrived at the fact that EI can be trained and improved throughout life regardless of age. These results are of critical significance since serious changes can be made at any aspect EI affects. In the subsequent chapter, an account of the main elements related to WTC will be presented.

Chapter Two: Willingness to Communicate

Introduction

2.1 Communicative Language Teaching (CLT)

2.2 Communicative Competence

2.3 Willingness to Communicate (WTC)

2.3.1 Emergence of Willingness to Communicate

2.3.2 Willingness to Communicate in L1 and L2

2.4 Trait versus Situational WTC

2.5 MacIntyre, Clément, Dörnyei, and Noels's (1998) Pyramid Model of WTC

2.6 Factors Affecting Students' WTC

2.6.1 Self-Perceived Communicative Competence

2.6.2 Communication Apprehension

2.7 Studies related to WTC in L2 and EFL context

Conclusion

Introduction

At the beginning of this chapter, a summary will be provided about Communicative Language Teaching and Communicative Competence. Subsequently, we intend to delve into the core of the present work presenting the origins of the concept WTC and provide the most common definitions. This will be followed by making a distinction between Trait and Situational WTC along with exploring WTC models in details. Namely, the pyramid model of WTC in the L2 communication context (MacIntyre, Clément, Dörnyei, & Noels, 1998) will be explained. This chapter will end with an overview of a set of factors that shape language learners' readiness to interact in the target language.

2.1 Communicative Language Teaching (CLT)

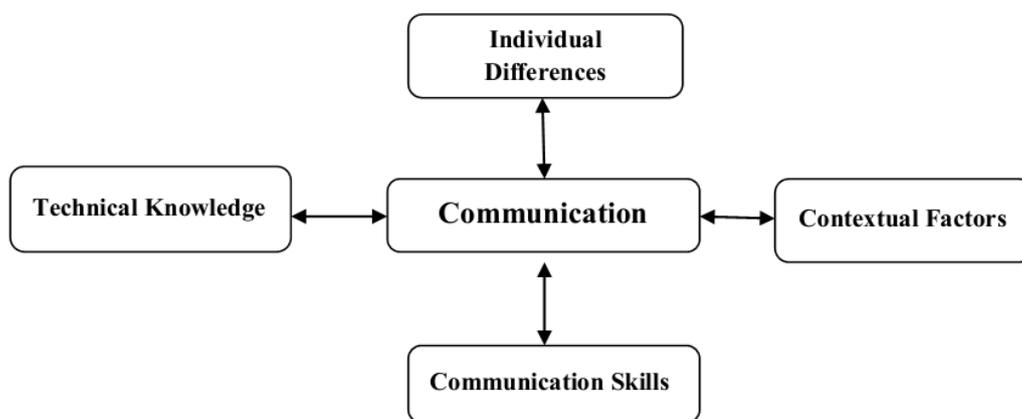
The mastery of language structures using traditional methods and the development of grammatical competence have been the center of language teaching for decades. However, communication plays a critical role in language teaching and learning. As it was indicated by (Davies, 2020), not only does communication transmit knowledge, but it also stimulates action, adjusts behaviours, and promotes thinking. Without which stereotypes become entrenched, ideas become misunderstood, and learning becomes repressed.

Figure 2.1 represents the multifaceted nature of communication. As it is illustrated, four major variables can affect a communication event (Heidari, 2019). The first dimension is known as "contextual factors," which encompasses a number of sub-elements such as whom are we communicating with and how close are we, the degree of formality, and the nature of the topic discussed. The second element is "communication skills" which corresponds to a category of common communication skills like eye contact, gesture usage, the physical distance between speakers, and so on. "Technical knowledge" is the third component that influences communication; it is used when the communication

subject is a technical concern. In such situations, it is required that the speakers have some technical expertise in order to communicate effectively. Finally, “individual differences,” the fourth general factor that could affect communication. They often come in a variety of forms namely motivation, mood, cognitive characteristics, and WTC.

Figure 2. 1

Factors Affecting Communication



Note. Reprinted from “Willingness to Communicate: A Predictor of Pushing Vocabulary Knowledge from Receptive to Productive”, by K. Heidari, 2019, *Journal of Psycholinguistic Research*, 48(4), 903–920, p. 6. <https://doi.org/10.1007/s10936-019-09639-w>.

After the importance of communication was accentuated in educational settings, Communicative Language Teaching (henceforth CLT) emerged during the 1970s, as an approach for promoting the development of communicative skills in second and foreign language classrooms (SIMIĆ, 2014). CLT can be defined as a sequence of principles governing the purpose of language instruction, the process by which students learn a language, the types of academic tasks that most effectively promote learning, and the roles of both teachers and students in the classroom (Richards, 2006). From another perspective,

Savignon (2018) defines CLT as an approach that understands language to be inseparable from individual identity and social behavior.

According to Brown (2006), CLT has four distinguishing key features which first demonstrate that classroom objectives include but are not limited to grammatical and linguistic competence; focusing mainly on all aspects of communicative competence. Additionally, language techniques are intended to engage students in pragmatic, authentic, and functional language for substantive uses. Moreover, the complementary nature of fluency and accuracy is viewed as the underlying principle of communicative techniques. Finally, as a primary goal for this approach, students must eventually use the language productively and receptively in unrehearsed situations. That is to say, CLT encourages students' spontaneity of communication inside the classroom; focusing less on formal instruction of grammatical structures and encouraging the use of authentic language to promote fluency.

2.2 Communicative Competence

Dell Hymes (1972) coined communicative competence as a term; it is defined as one's ability to use language successfully and proficiently (Nordquist, 2019). It involves a number of competencies namely linguistic, discourse, actional, sociocultural, and strategic (MacIntyre et al., 1998). Communicative competence entails the following linguistic domains of knowledge: understanding how to use language for a variety of purposes and functions, adapting our use of language to the context and participants, creating and comprehending a variety of different types of texts, and communicating despite language knowledge limitations (Richards, 2006). Communicative competence is a central aspect of CLT that is of critical importance to the success of language learning and teaching.

2.3 Willingness to Communicate (WTC)

WTC has been the subject of various research studies since the 1980s. Hence, McCroskey and Baer (1985) first introduced WTC as a concept to explain how individual traits affect L1 communication. In the 1990s, after the concept of WTC was extended from the L1 communication domain to the L2 acquisition domain, it was incorporated into L2 education (Lee & Drajati, 2020).

2.3.1 The emergence of Willingness to Communicate

McCroskey & Baer (1985) claim that speaking is an important part of interpersonal communication and the maintenance of interpersonal relationships; despite this fact, individuals vary greatly in the extent to which they actually converse. Certain people communicate infrequently; they speak only when they are asked, and often not even at that time. Others tend to verbalise almost constantly. Additionally, people converse more often in some cases than in others. The majority of them choose to communicate with some recipients rather than others. This variation in talking behaviour can be traced back to a personality trait known as "Willingness to Communicate."

Based on McCroskey & Baer's (1985) study, WTC has its roots in the works of Burgoon (1976) on unwillingness to communicate, Mortensen, Arntson, and Lustig (1977) on predispositions toward verbal behaviour, and McCroskey and Richmond (1982) on shyness. Therefore, WTC emerged as a trait-like conceptualization that refers to an individual's inclination or apprehension towards communication (McCroskey & Baer, 1985). Later, MacIntyre et al. (1998) defined WTC in the L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547).

Based on the latter definition of WTC, Bernales (2016) maintains that WTC does not inherently require actual acts of communication, as long as students intend to

communicate and are willing to act on that desire. He states that WTC could therefore reside in learners who simply raise their hands to engage within the lesson, irrespective of whether they say anything loudly. That is to say, learners will be considered to own WTC because they physically demonstrate the intention to respond when the chance arises; they will be believed to be confident in the answer and the language skills they possess, in addition, they will be also considered to be motivated by the interpersonal situation.

Nevertheless, as claimed by Heidari (2019), the common concept of WTC emphasises learners' participation in any way and in any manner. Even if this was not the intention of the scholars who defined the concept, such an inference is probable and plausible. It is a commonly occurring issue in which certain learners initiate or join an interaction with no specific purpose in mind. They may start a discussion by talking about issues that are at least partially unrelated. Such communication motives are not considered as WTC. Rather than that, they should be referred to as "willingness to talk" or "willingness to participate." The researcher argues that communication is distinct from talking in that the former refers to pertinent, on-point, and organized interaction, whereas the latter merely corresponds to conversing regardless of whether it is planned. Similarly, communicating is the interactivity of knowledge, while talking is simply the oral projection of speech. Speaking is nothing more than uttering coherent sounds without seeking to convey a message. Thus, communication is far more than just speaking. This distinction is more significant in academic settings, where students are required to behave more wisely and academically. As a result, WTC tends to be more appropriately defined as "learners' tendency to initiate and continue a communication purposefully and wisely" (Heidari, 2019, p.7).

2.3.2 Willingness to Communicate in L1 and L2

McCroskey first introduced WTC and Baer in 1985 as a personality trait in the native language based on the assumption that WTC displays similar characteristics in L1 and L2. However, MacIntyre et al. (1998) stated that “it is highly unlikely that WTC in the second language is a simple manifestation of WTC in the L1” (p. 546). Undoubtedly, various variables can influence one’s WTC from the nature of the topic and the formality of situations to the audience to other numerous situational and personality variables. Thus, MacIntyre et al. (1998) maintained that the most critical influencing variable is the language of communication. Thus, it was argued that L2 competence is not constant and varies from no competence to full competence across individuals. Unlike L1, in which most speakers exhibit high communicative competence. Additionally, they highlighted the point which conveys that L2 use is affected by many social and political factors that may not be relevant to L1 use.

2.4 Trait versus Situational WTC

Scholars have made a clear distinction between the two types of WTC. The studies that have been conducted viewed WTC as a personality-trait construct whereas others regarded it as a situational feature. Fundamentally, WTC is either a stable unchanging or dynamic situation-dependent construct. McCroskey & Baer (1985) perceived WTC as a stable predisposition to talk and they perceived it as solely a personality trait. However, MacIntyre et al. (1998) regarded WTC as both a situational and trait variable.

Cao's work (2013) was one of the studies that examined situational WTC in depth. This longitudinal work investigated students’ situational (WTC) within the second language classrooms. After an in-depth analysis, the data collected demonstrated that situational WTC could be affected by so many factors specifically: learners’ linguistic

competence, cognitive/personal factors, and environmental conditions. The researcher detected noticeable fluctuations in students' situational WTC from the very first lesson. The data collected over five months employing classroom observations, stimulated-recall interviews, and reflective journals, helped to conclude that situational WTC can change both in the short and in the long term.

2.5 MacIntyre, Clément, Dörnyei, and Noels's (1998) Pyramid Model of WTC

L2 WTC studies have been largely based on MacIntyre et al.'s (1998) model (six-layered pyramid), which is composed of dynamic, situation-specific (the top three categories), and stable trait-like variables (the bottom three layers). The former variables tend to be dynamic and inconsistent, usually contingent on specific communication contexts, whereas the latter often signify stable, trait-like variables that influence L2 WTC behaviours that are consistent across time and space.

Layer I is concerned with Communication Behavior which in turn incorporates L2 use, the latter is described as “the result of a complex system of interrelated variables” (MacIntyre et al., 1998, p. 547). As the researchers maintain, authentic L2 communication inside the classroom includes activities such as speaking, reading newspapers, and watching television in L2. They also addressed the point that states that students should ultimately create communication opportunities by themselves. Thus, an educational program that does not urge learners to communicate using the target language is an unsuccessful program.

As for Behavioral Intention (Layer II), it comprises the concept of WTC which is defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (MacIntyre et al., 1998, p.547). The researchers proceed to explain saying that students' hand-raising when a teacher asks a question during the lesson is itself

a form of WTC. That is to say, it is enough that students demonstrated the intention of seizing a communication opportunity when they are offered to do so. This act is a reflection of students' confidence and an indicator of motivation and low levels of anxiety.

Layer III is related to Situated Antecedents which itself comprises two tendencies; the desire to communicate with a specific person and the state of communicative self-confidence. The former is a product of interindividual and intergroup motivations. Communication desire is assumed to be promoted by affiliation and control motives. On the other hand, state of communicative self-confidence incorporates two fundamental structures: perceived competence and a lack of anxiety. According to MacIntyre et al. (1998), both the desire to communicate with a specific person and the state of communicative self-confidence are considered to be the direct predictors of WTC.

Motivational Propensities (Layer IV) are concerned mainly with three clusters that seem to be of major significance namely: interindividual motivation, intergroup motivation, and L2 confidence. Interpersonal motivation is highly individual and corresponds to the individual's relationship with the people who speak the L2 as well as with the L2. With whom a particular individual can communicate depends on control and affiliation motives. The latter tend to be directly linked to attitudes and the arrangement of relationships between individuals and members of language-related communities. L2 self-confidence is determined by communicative competence and experience, as well as the pattern of personality characteristics shown by the speakers. Assessments of proficiency and levels of apprehension mainly determine L2 self-confidence.

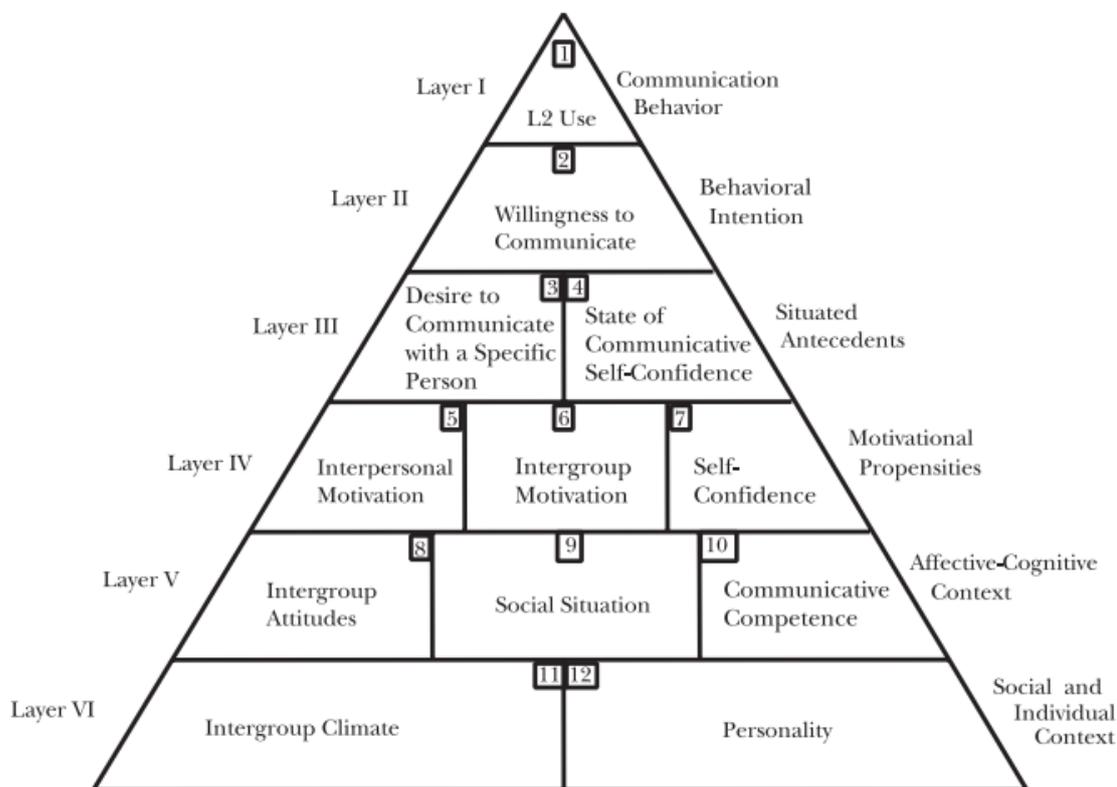
Layer V (the Affective and Cognitive Context) deals with variables that are somewhat distant from the specific scope of language learning and communication. It is concerned with intergroup attitudes, social situation, and communicative competence. The

first component (intergroup attitudes) is associated with integrativeness, fear of assimilation, and motivation to learn L2. Integrativeness is linked with the willingness of L2 students to communicate with L2 speakers. Nevertheless, less communication is expected to result when L1 speakers experience fear of assimilation towards the target language community. Additionally, whether students are motivated to learn L2 or not is highly dependent on their attitudes towards the language. Social situation, the second element, applies to a social experience in a specific context. The participants, the environment, the intent, the subject, and the mode of communication all contribute to situational variation. Thus, it is assumed that WTC and self-confidence are closely affected by the aforementioned factors. The third component, communicative competence (the ability of a person to use the target language successfully; proficiency degree), is a combination of five major competencies namely linguistic, discourse, actional, sociocultural, and strategic (Kruk, 2021).

The societal and individual context (Layer VI) involves mainly intergroup climate and personality. Principally, societal context involves intergroup climate. The latter is presented in relation to two fundamental aspects related to the community's structural characteristics and their perceptual and affective correlates. Specifically, ethnolinguistic vitality and personal communication networks are the two major elements that provide insights into the group's structural characteristics. Whereas, the aspect of perceptual and affective correlates corresponds to the L2 community's attitudes and values. Finally, personality contributes to the creation of the context in which language learning takes place. Positive or negative attitudes and reactions towards foreign people are the predictor of the distance or closeness between groups.

Figure 2. 2

Heuristic Model of Variables Influencing WTC

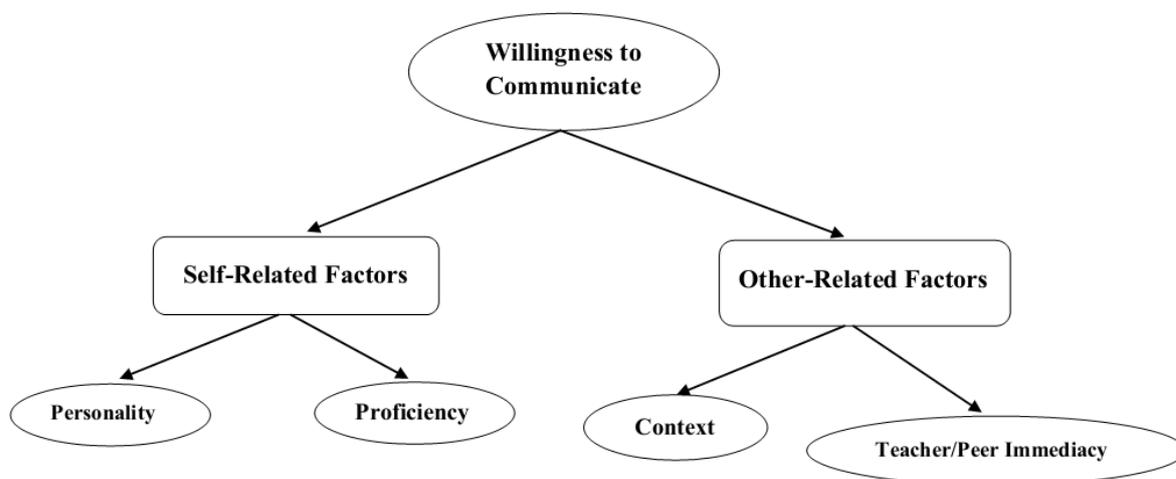


Note. Reprinted from “Conceptualizing willingness to a L2: Communicate in confidence model situational”, by P. D. MacIntyre, Z. Dörnyei, R. Clément, & K. A. Noels, 1998, *The Modern Language Journal*, 82(4), 545–562, p. 547.

2.6 Factors Affecting Students’ WTC

Many factors are believed to affect the teaching/learning process. These factors can be either stable or dynamic, WTC as a type of individual differences “is indeed a multi-faceted construct that integrates affective, social-psychological, linguistic, and communicative variables and can describe, explain, and predict language learners’ communicative behaviour in a L2” (Öz et al., 2015, p. 270).

As illustrated in Figure 2.2, two important aspects play a crucial role in determining students' WTC. The first dimension is concerned with self-related factors that mainly comprise the personality and proficiency levels of learners. Personality combines many aspects such as motivation, attitude, and self-belief; it is assumed that the higher the motivation, self-belief, and the positive attitude towards the elements related to the communicative event, the higher a learner's WTC is. As with proficiency, it is also often believed (but not always) that the higher a person's proficiency level, the more likely it that a student desire to communicate. The second dimension that is assumed to affect WTC is other-related factors. It includes context and teacher/peer immediacy as sub-elements. The former denotes a range of components such as the degree of formality, closeness or distance of relationships with the interlocutors, and the socioeconomic background of the audience (the higher the status, the more willing a person is). Finally, learners' WTC is deemed to be subject to change by verbal and non-verbal actions and behaviours of both the teachers and peers; which why it is referred to as teacher/peer immediacy (Heidari, 2019).

Figure 2. 3*Factors Affecting WTC*

Note. Reprinted from “Willingness to Communicate: A Predictor of Pushing Vocabulary Knowledge from Receptive to Productive”, by K. Heidari, 2019, *Journal of Psycholinguistic Research*, 48(4), 903–920, p. 8. <https://doi.org/10.1007/s10936-019-09639-w>.

2.6.1 Self-Perceived Communicative Competence

Nobre & Valentini (2019) defined the term as “a psychological variable that reflects the judgment of people about their abilities to mobilize resources to achieve a particular goal” (p. 1). Self-perceived communicative competence, as the term denotes, is how an individual perceives his or her level of communicative competence for successful interaction in the target language. It has been described as an “adequate ability to pass along or give information; the ability to make known by talking or writing” (McCroskey, 1984, p.261 as cited in Ghani, 2017). A significant link between students’ self-perceived communicative competence and their WTC has been established in the literature (Kruk, 2021). Thus, the correlational research of Croucher (2013) has demonstrated a negative correlation between communication apprehension and both self-perceived communicative

competence and WTC. Whereas, self-perceived communicative competence correlated positively with WTC.

2.6.2 Communication Apprehension

Communication apprehension refers to a person's state of anxiety or fear towards communication with others. As it is primarily defined by (McCroskey, 1977), communication apprehension is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 78). People who have a higher level of CA tend to avoid communication acts. Thus, a taxonomy of four social settings that can provoke apprehension was proposed by McCroskey (1984, as cited in Jalleh et al., 2021). He classified them as group discussions, meetings, individual talks, and public speaking. These communication contexts are stressful for students yet they are of great benefit for language learning progress; as they provide more opportunities for authentic language use. More specifically, Thaher (2005 as cited in Jalleh et al., 2021) categorised the following factors that contribute to communication apprehension in an EFL classroom:

- (1) psychological factors, which include emotion, self-esteem, anxiety, attitude, fear, and motivation;
- (2) instructional factors, which include goals, teachers, methods, texts, time, intensity, and means of evaluation; and
- (3) sociocultural factors, which include acculturation, social distance, second versus foreign language learning, and culturally accepted thought. (p. 160)

It is evident that communication apprehension can be caused by numerous factors. Yet there is not an agreed-upon set of causes by scholars, as many elements seem to provoke students' communication apprehension. The latter poses a great problem in the academic

setting as it hinders students' achievement and the way teachers control the flow of lessons (McCroskey, 1977).

2.7 Studies related to WTC in L2 and EFL context

Numerous studies have associated WTC with different variables adopting different approaches. In a study analyzing the Power of Openness to Experience, Extraversion, L2 Self-confidence, Classroom Environment in predicting L2 Willingness to Communicate (WTC). A sample of 234 EFL undergraduate university students was randomly selected to answer a questionnaire consisting of demographic information, L2 WTC, affective factors (perceived communicative competence (PCC), L2 speaking anxiety), personality factors (openness to experience, extraversion), and situational variable (English classroom environment). To analyse the data, both Pearson's Correlation and Regression analyses were run. The results indicated that the most substantial predictors for L2 WTC were PCC and L2 speaking anxiety. However, personality traits and the English classroom environment also contributed to L2 WTC. Based on these findings, Fatima et al. (2020) highlighted teachers' awareness of students' personality traits and affective factors to boost their WTC. Furthermore, to foster students' engagement, the researchers suggested incorporating task-oriented learning activities into the curriculum.

In another study where the focal interest was individual differences in the Chinese EFL context. Zhang et al. (2020) compared L1 WTC and L2 WTC by examining their link with Big-Five personality dimensions (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). The researchers opted for an experience sampling method (ESM) to assess how 103 university students think, feel, and behave shortly and repeatedly within a four-month semester. The findings indicated that L2 WTC correlates best with openness to experience, unlike L1 WTC that was related to

extraversion and talkativeness. However, it was pointed out that as long as the focus of exams is on grammatical accuracy at the expense of communicative competence, students who rehearsed discourse in their minds tend to be more willing to communicate and perform better in exams. Nevertheless, this does not guarantee having high communicative competence as the latter is developed through communication behaviour. Based on the findings, it was concluded that both trait and mean state L2 WTC were strong predictors of L2 performance unlike self-reported communication behaviour and Big-Five personality traits and mean states. This study contributed to the evidence of which improving WTC is considered a useful way to ease the understanding of the learning process.

Adopting a qualitative approach, Alenezi (2020) carried out research on 30 EFL undergraduate students' perception of the factors affecting in-class WTC. The data were collected through in-depth semi-structured interviews developed by the researcher. After audio recording and transcribing the data manually, the analysis was done using thematic content analysis. The findings demonstrated that lack of confidence is the number one factor influencing in-class WTC along with Perceived Communicative Competence and Communicative Anxiety respectively. Besides, 19 factors have been proven to affect students' in-class WTC which can be classified into three categories, first, learner-related factors (e.g., self-perceived communication competence, lack of confidence, previous communication experience), affective factors (e.g., motivation, second language communicative anxiety, evaluation apprehension), and classroom environment factors (e.g., topic interest, instructional methods, instructional materials, time, classroom apprehension). It was therefore recommended that EFL instructors could control largely students' engagement in classroom conversations by working on optimizing their confidence, motivation, and self-concept, in addition to lowering their anxiety and communication apprehension.

From another perspective, 500 EFL learners answered the twenty-item WTC scale, a revised version of Gardner's Multiple Intelligences (MI) and a biodata questionnaire to obtain demographic information about students. For data analysis, the Pearson formula was run to calculate the correlation between MI and WTC. The results revealed that MI factors (Linguistic, interpersonal and musical intelligences) can determine students' WTC. Both MI and WTC were affected by gender. Mohammadzadeh and Jafarigohar (2012) implied several suggestions among which the development of EI can be achieved by underscoring the awareness of gender differences in educational settings.

In a study by Vahedi and Fatemi (2015) where the scope of research was narrowed down, the potential correlation between 64 undergraduate EFL students' EI, tolerance ambiguity, and WTC has been explored. To collect data, the researchers used the Bar-On Emotional Quotient Inventory, a self-report questionnaire developed by MacIntyre et al. (2001), and the Second Language Tolerance of Ambiguity Scale (SLTAS), to measure student's EI, WTC, and Tolerance of Ambiguity respectively. The results revealed that students with high scores of EI tend to engage more in interpersonal communication and students' WTC correlated significantly with EI and Tolerance Ambiguity. More specifically, the interpersonal factor (as one of the elements of EI) contributed to learners' engagement in effective communication. The researchers concluded by stating that learners who possess high levels of WTC tend to succeed and perform well in authentic communication. Therefore, to get more reliable results, they suggested the use of performance-based instruments instead of self-report questionnaires.

In the same vein where the purpose was to explore the possible relationship between WTC and EI, 60 EFL learners answered the WTC questionnaire and a ninety-item Emotional Intelligence Inventory. The findings revealed that high levels of EI are related to high levels of WTC. Tabatabaei (2013) further supposed that EI is accountable for

anticipating students' WTC. By the end, it has been advocated that syllabus designers should incorporate activities related to EI and educate students about its importance. These results go along with a similar study by Ketabdar et al. (2014) Where 130 intermediate students from 6 language institutes were selected to answer two questionnaires of EI and WTC. The quantitative data were analysed through SPSS software. The findings displayed a positive relationship between EFL learners' WTC and EQ-i subscales: Empathy, Interpersonal Relationship, Assertiveness, Emotional Self-Awareness, and Emotional Intelligence.

Conclusion

This chapter aimed at delineating the different aspects related to the concept of WTC namely its emergence, definitions, types, models, and the major factors influencing students' desire to communicate in different contexts. The body of literature also accentuated the importance of WTC in the process of language teaching and learning. This chapter intended to bring into light the present concept into the EFL context as it is not yet given the attention it deserves despite its critical role in educational settings. The following chapter will focus on the gist of the study. It will provide the theoretical context concerning the adopted methodology along with the rationale of the choices. Moreover, the results we arrived at will be displayed and interpreted. Subsequently, the last section will be devoted to a discussion and summary of the major findings.

Chapter Three: Theoretical Background, Results, and Data Analysis

Introduction

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3.1.2 Research Approaches

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Conclusion

Introduction

This chapter provides a detailed description of the core components constituting the research process. It relates each element to the current inquiry presenting a rationale behind every choice. Precisely, this chapter gives an account of the research paradigm, research approach, and research design. In the same vein, data collection instruments, data collection procedures, data analysis procedures, and sampling techniques will be addressed. Correspondingly, the results of the present investigation will be displayed along with their analysis and interpretation. Ultimately, the chapter concludes with a discussion and summary of the key findings.

3.1 Research Methodology for this Study: Choices and Rationale

The present section discusses the theoretical framework along with the underlying principles pertinent to the selection of each methodological element. Respectively, the good grasp, the harmonisation, and the practical implementation of all following elements control the success or failure of any inquiry. In this regard, it is deemed necessary to elaborate on the research paradigms, approaches, and designs of the current investigation. Thereafter, the last part of the discussion highlights the data collection process including the instruments employed, data analysis procedures, and population/ sampling techniques.

3.1.1 Research Paradigms

Research, in its nature, is a meticulous daunting process that requires careful consideration of a set of underlying fundamental tenets. Thomas Kuhn (1962) introduced the term paradigm, or in simpler terms “pattern”, which was derived from the Greek origin Paradeigma (as cited in Sönmez, 2013). In social research, the concept of a paradigm demonstrates the theoretical foundation established by a community of researchers that

offers a practical model for investigating problems and seeking answers. The pioneers, Guba and Lincoln, delineate a paradigm as fundamental norms or worldviews that direct a research inquiry (Kivunja & Kuyini, 2017). Likewise, Creswell identifies a paradigm as a parallel term to worldviews and simply defines it as a reflection of one's philosophical assumptions regarding the world and the nature of the scientific investigations (2014, as cited in Shah et al., 2018). These worldviews are related to one's belief system, thoughts, and perspectives that are adopted when conducting a research study. Therefore, any given work is based on some philosophical assumptions pertinent to the viewpoints of the researcher himself.

According to Kivunja and Kuyini (2017), a paradigm encompasses four main elements. Specifically, the foundations of knowledge from its nature to its manifestations and the justification of what we know (epistemology). The interpretation of the nature and essence of the data we gathered while investigating a social phenomenon (ontology). The systematic steps that need to be followed in order to attain the predetermined assumptions and to arrive at logical conclusions (methodology). Lastly, ethical issues (axiology). Thus, being aware of what constitutes research paradigms is a crucial part of any work conducted. Anyone, who is deeply embedded in a certain paradigm and is ignorant of the conceptual frameworks and terminology behind other paradigms of investigation, is regarded as incompetent when it comes to the appraisal and review of other research studies under different frameworks (Rehman & Alharthi, 2016).

Generally, a research paradigm is of four-fold classification; however, in the present study, we are going to highlight the most common paradigms: positivism, interpretivism, and pragmatism. First, the positivism paradigm emerged from the theories of the French philosopher Auguste Comte, in which he accentuates that scientific investigation (e.g., experimentation) ensures the exploration of true knowledge (Sönmez,

2013). Positivism depends greatly on objectivity and thereby denies the subjective perceptions and principles of individuals as it regards them utterly insignificant. Positivists postulate that there is only one sole reality; therefore, they rely mostly on quantitative research methods (they essentially believe in what can be tangible and quantifiable). Furthermore, this approach prioritizes the use of experimental designs, predominantly quasi-experimental ones (Park et al., 2020). Hence, researchers are mostly detached from the variables under investigation.

On the other hand, interpretivism emerged as a response to positivism rejecting many fundamental notions. Interpretivism contends that there are various realities, rather than one single reality, that must be interpreted in the context (Sunthera, 2018). Unlike positivism measurement-oriented methodologies, interpretivism leans towards making use of meaning-oriented methodologies (e.g., interviews or observations) (Sönmez, 2013). Interpretivist methodology seeks to inductively analyse and explain phenomena (Dammak, 2015).

Thus, constructivism or interpretivism depend largely on the subjective experiences of individuals employing qualitative research methods. Likewise, researchers take part in the study by interacting with the phenomenon or the subject themselves as interpretivism considers that one's beliefs cannot be detached from the research process and ultimately influence it.

In a sense, the debates between positivism (post-positivism) and interpretivism (constructivism) have paved the way for the emergence of pragmatism as a means to mediate the rigid viewpoints of both paradigms. According to Kaushik and Walsh (2019), a central tenet of pragmatic epistemology is the premise that knowledge is constantly derived from experience. The researchers further explain that these social experiences shape our perspective of the world, as each individual's knowledge is distinct since it is

formed by his or her own unique personal experiences. As it was summed up by Kivunja and Kuyini (2017) pragmatism paradigm endorses:

a relational epistemology (i.e. relationships in research are best determined by what the researcher deems appropriate to that particular study), a non-singular reality ontology (that there is no single reality and all individuals have their own and unique interpretations of reality), a mixed-methods methodology (a combination of quantitative and qualitative research methods), and a value-laden axiology (conducting research that benefits people). (p. 35)

In general, pragmatism has received its prominence from prioritising the discovery of knowledge rather than the justification of it, which in turn functions as an applicable conceptual model (Small, 2011, as cited in Shah et al., 2018). In essence, pragmatism supports the notion of freedom of way of thinking, as each individual perceives reality from his/her perspective.

Creswell (2014) maintains that pragmatism is not bound by either qualitative or quantitative research methods; it does not regard them as polar opposites but complementary to one another. Thus, he claims that the researcher has the freedom to choose and integrate mixed methods in order to arrive at logical solutions to the problems under study. The pragmatic research paradigm is primarily interested in examining the research issue more practically while also acknowledging the unique qualities of human nature. Therefore, the selection of pragmatism as a paradigm for the present study stems from all the above facts combined, in addition to the nature of our research that entails unravelling complex aspects related to the psychological side and exceptional features of humans.

3.1.2 Research Approaches

In academic research, the chosen approach is heavily influenced by the nature of the variables being examined and the more the researcher understands the philosophical underpinnings of the methodology he plans to use, the easier it will be to select the most appropriate approach (Khaldi, 2017). A research approach is defined as a plan that entails both philosophical assumptions and different methodological techniques and procedures (Creswell, 2014). Essentially, there are three prevalent research approaches: quantitative, qualitative, and mixed-methods. While “Quantitative approaches to research are based on formal, objective, and systematic processes in which data are numerically quantified”, “Qualitative approaches refer to research that is both descriptive and systematic” (Mason, 2013, p. 2485). Fundamentally, the former makes use of measurements and numbers while the latter deals with images and words exploring ideas and phenomena.

The mixed-methods approach is concerned with the collection, analysis, and synthesis of both quantitative and qualitative data in one study. It relates to a research strategy that purposely incorporates elements of conventional research paradigms by integrating methods from disparate traditions with various underlying assumptions (Denscombe, 2010). The core idea is that mixing quantitative and qualitative approaches results in a more comprehensive understanding of the problem under investigation, rather than employing either approach separately. Creswell and Wisdom (2013, as cited in Shorten & Smith, 2017) provided a brief account of the use of this approach in educational research:

Mixed methods can be used to gain a better understanding of connections or contradictions between qualitative and quantitative. Mixed methods can facilitate greater scholarly interaction and enrich the experiences of researchers as different perspectives illuminate the issues being studied data; they can provide

opportunities for participants to have a strong voice and share their experiences across the research process, and they can facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply. (p. 75)

Despite its intricacies, a mixed-methods approach is more likely to boost the relevance and reliability of the obtained results. The different research approaches operate in a complementary manner; nevertheless, choosing the appropriate one would boost the accuracy of findings.

Denscombe (2010) claims that mixed-methods approach can improve data quality and precision, serve as a practical approach for problem-solving, enrich the analysis and findings, and minimise bias. To compensate for the limitations of both quantitative and qualitative approaches, a combination of both is of vital importance. Based on the aforementioned arguments and the nature of our research questions, the mixed-methods approach corresponds most with the present investigation.

3.1.3 Research Design

Creswell (2014) defines a research design as, “A type of inquiry within qualitative, quantitative, and mixed methods approach that provides specific direction for procedures in a research study” (para. 2). Therefore, the research design serves as a solid foundation guaranteeing the harmony between the different sections of research. It is the underlying plan for linking theoretical research problems to relevant (and feasible) empirical research (Boru, 2018). A meticulously defined framework would be less demanding, time-efficient, and cost-effective. It would also contribute considerably to the consistency and interpretation of the results.

Taking into consideration the data collection instruments, the mixed-methods approach, and the non-experimental correlational nature of the present inquiry, the

explanatory sequential design is deemed the most appropriate for the present study. According to Creswell (2014), this design is most common in studies where there is a substantial quantitative orientation. According to him, the first stage is concerned with conducting quantitative research and analyzing the results. Subsequently, the second stage makes use of the obtained findings with qualitative research in order to elaborate on them at a deeper level. Creswell claims that it is called explanatory because the qualitative data gathered help in explaining the preliminary quantitative data (2014). Additionally, sequential simply refers to the order of the process; a quantitative phase followed by a qualitative phase. Correspondingly, as the explanatory sequential mixed-methods design makes use of both trends (i.e., quantitative and qualitative) in a systematic way, its integration is of vital significance to the success of the present study.

3.1.4 Data Collection Methods

In order to answer the research questions, data collection is an indispensable part of research that necessitates being meticulously planned and implemented. It is the process of collecting and gathering data relevant to the variables of interest in a methodical manner. Any inappropriate acts in this phase would severely affect the results, impair data analysis, and exceedingly decrease the integrity of research in general. As the present research embraces mixed-methods approach, a set of both qualitative and quantitative data collection instruments were used. Hence, three tools were employed to accomplish this stage, namely, two standardized tests for students and a semi-structured interview for teachers.

Due to the issues of validity, reliability, and the psychological nature of the variables under investigation, the tests used in this study had to be adopted. As much as it seems effortless to adopt a test, it is challenging to select among numerous standardized

tests. The researcher needs to consider the issues of applicability in the context of use, the level of participants, the scoring scale, the cultural differences, the aims of the study, and various other factors. If the test is not compatible, several changes need to be made and therefore it becomes adapted. Adaptation should be carefully conducted so as not to dramatically alter the basic elements constituting the test. Every modification should be reported and highlighted before publishing the research study. Cohen et al. (2007) assert, “In tests, researchers have at their disposal powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind” (p. 414). Accordingly, tests are of great importance in research as they measure a skill, ability, or knowledge producing numerical data that contribute to accurate interpretation and analysis of the variables under investigation.

Another main data collection instrument to reach the logical results intended is the interview. At the basic level, an interview is a conversation between two people, either face-to-face or by telephone, most often guided by a set of questions used to elicit necessary information. Cohen (2007) defines research interviews and underscore their importance stating:

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken, and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues. In short, the interview is a powerful implement for researchers. (p. 349)

Additionally, interviews can be of different types either structured, semi-structured, or unstructured. According to Dejonckheere and Vaughn (2019), semi-structured interviews are “guided by a flexible interview protocol and supplemented by follow-up questions,

probes and comments.” Therefore, as semi-structured interviews are the focus of the present research, they are mostly suitable for asking people with greater knowledge and experience, such as teachers, and in turn, they are more practical for collecting in-depth data.

3.1.4.1 The Schutte Self-Report Emotional Intelligence Test (SSEIT).

3.1.4.1.1 Structure and aim. The Schutte Self-Report Emotional Intelligence Test, also known as The Assessing Emotions Intelligence, is one of the main instruments used to gather the necessary data for the present research. Thus, to measure students’ EI, a 33 item self-report test was employed. The five-point Likert scale test which ranges from 1 “strongly disagree” to 5 “strongly agree” is composed of four facets; each subscale includes a number of items like the following:

- Perception of Emotion: items 5, 9, 15, 18, 19, 22, 25, 29, 32, and 33.
- Managing Own Emotions: items 2, 3, 10, 12, 14, 21, 23, 28, and 31.
- Managing Others’ Emotions: items 1, 4, 11, 13, 16, 24, 26, and 30.
- Utilization of Emotion: items 6, 7, 8, 17, 20, and 27.

On average, respondents take five minutes to finish the present trait EI measurement tool. Moreover, scores can range from 33 to 165 with higher scores reflecting higher levels of EI. Schutte et al. (1998) reported a two-week test-retest reliability of .78 for total scale scores (Schutte et al., 2009).

Unlike the other EI tests, the SSEIT has been specifically chosen for several reasons. Namely, the compatibility with the level of participants, the simple language, the ease of use and comprehension, the reasonable number of questions, and the availability of

the test and scoring scale. Hence, the Assessing Emotions Scale was deemed to be the most appropriate and suitable measure for the present study.

3.1.4.1.2 Piloting and Validation. In the interest of revealing any ambiguities or difficulties, seven students were requested to answer the SSEIT. Primarily, the researcher asked the participants to decide upon their free time so they can provide better comments and feedback. After allocating the right time and place, the test was administered to students. Further clarification was asked by several participants who did not fully comprehend some of the items such as “*Other people find it easy to confide in me*” and “*I am aware of the non-verbal messages I send to others*”. Accordingly, as the test of the main study was administered online, a glossary of the problematic words indicated by students has been added along with the instructions. It has been noticed, however, that some students took longer than has been anticipated; up to fifteen minutes to finish responding to the whole test. At last, participants asserted that the SSEIT was enjoyable, different, relatable, and easy to be answered. It is worth noting that the test needed no further validation since it was adopted and no adjustments have been applied to the original items.

3.1.4.2 The Instructional Willingness to Communicate Test (IWTC).

3.1.4.2.1 Structure and aim. To reveal the extent to which students are willing to communicate in the educational setting, the IWTC test has been adopted. Khatib and Nourzadeh (2015) developed a six-factor model incorporating communicative self-confidence, integrative orientation, situational context of L2 use, topical enticement, learning responsibility, and off-instruction communication. Firstly, communicative self-confidence refers to students’ reflection of their capacities as being capable of generating and producing messages eloquently. Moreover, integrative orientation represents the use of

language as a means to assimilate and adapt to the target culture developing positive attitudes towards it (Gardner, 1988). The third component, situational context of L2, is concerned with the factors that have an immediate influence on learners' communication behaviors in the academic context. Additionally, topical enticement is defined as the extent to which students are inclined towards the proposed or discussed topics and their probable impact on their engagement. The fifth component, learning responsibility, refers to the degree to which students are accountable for the knowledge they have to further enhance it. Finally, off-instruction communication deals with the extent to which the learners are eager to communicate with others when the learning process is not taking place in an educational setting. Conversely, the five-point Likert scale ranging from 1 "strongly unwilling" to 5 "strongly willing" is composed of 27 items. Each of the aforementioned six components includes a set of items classified like the following:

- Communicative self-confidence: items 7, 16, 14, 21, and 6.
- Integrative orientation: items 23, 24, 8, 27, and 15.
- Situational context of L2 use: items 25, 26, 4, and 11.
- Topical enticement: items 3, 13, 10, and 1.
- Learning responsibility: items 12, 22, 19, and 9.
- Off-instruction communication: 20, 5, 2, 18, and 17.

The majority of WTC tests were essentially developed for L1 and L2 contexts. Thus, to the best of our knowledge, the IWTC was the only test created for the EFL context. Likewise, it mainly focuses on instructional scenarios along with oral communication that is the focus of our study. Therefore, the selection of the test stems from the aforementioned reasons along with the nature of the variable under investigation,

the applicability in our context, the simple language, and the compatibility with students' level.

3.1.4.2.2 Piloting and validation. As both the SSEIT and IWTC tests were administered concurrently, the same steps of the piloting stage were followed. Participants took about five minutes to finish the whole test. However, they reported no difficulties concerning the clarity of items except for the 26th, "*speak more when you are in the class of the same language teacher over several terms*". Specifically, the word 'terms' was confusing for them. Thus, an explanation has been provided along with noting that the word terms equals semesters, so the item simply denotes whether they tend to speak more if they are taught by the same teacher over several semesters. Regardless of this point, the participants mentioned that the instructions were of sufficient guidance. Likewise, the IWTC test needed no additional validation since it was adopted and no major modifications have been applied to the original items.

3.1.4.3 The Teachers' Interview.

3.1.4.3.1 Structure and aim. In the interest of exploring and elucidating the variables under investigation, a need for a qualitative data method was deemed an absolute necessity. As teachers are most conscientious of the aspects influencing students' communication, their perspectives were considered valuable. Thus, after a long process of generating, filtering, and organising elements, an interview of eight questions was finalised. It included a set of probes or prompts to urge the interviewees to elaborate more and clarify their answers. Additionally, the interview mainly addressed the second and fourth research questions subsequently, "*To what extent are Third Year EFL learners willing to communicate?*" and "*What are the beliefs and attitudes of EFL teachers towards the implementation of EI-based instructional activities?*". As table 3.1 illustrates,

the semi-structured interview was composed of three main sections in which each one included a number of items that were carefully constructed to what serves the desired objectives.

Table 3. 1

The Teachers' Interview Sections, Items, and the Intended Objectives

Section	Questions	Content	Objective
Section One	1-2	General Information	To attain a better understanding of the teachers' backgrounds and experiences in teaching Oral expression
Section Two	3-4	WTC	To elicit the teachers' perspectives towards the extent to which EFL students are willing to take part in the learning process and discover the potential obstacles impeding their WTC
Section Three	5-8	EI and WTC	To determine whether teachers are acquainted with the concept of EI and its significance in influencing students' WTC and to reveal the teachers' views towards the correlation between WTC and EI

3.1.4.3.2 *Piloting and validation.* To enhance the quality of questions, avoid misinterpretations, and eliminate any potential problems, the validation stage of the interview was inevitable. A brief account of the main variables of the study, an opinionnaire, the model we created for consent forms, and a validation form have been emailed to three experienced teachers. The few modifications that the teachers advised us to take into consideration were mostly from a methodological point of view. One teacher noted the need for prompts and probes for the fourth question along with some rewording and changing of the order. Thus, all of the remarks and changes have been applied to the interview since they have been specific and stemmed from a deep understanding of the nature of our study. As the final version of the interview has been completed, we intended to test the questions and manage some practice in interviewing. Yet, the current exceptional circumstances (teachers were only available every two weeks) and time restrictions made it impossible for us to carry out supplementary stages.

3.1.5 Data Collection Procedures

The data collection phase started at the end of April 2021. Initially, the two tests have been administered separately; however, it has been noticed that the majority of participants only answered the first one. We then had to merge the two tests, organise them into two sections, and post them again on Third year students' official Facebook group. The participants were informed that their private details and responses would be kept strictly confidential. Additionally, the preference of using Google Forms, over the traditional way, stemmed from the fact that the present study necessitates participants to answer every single item. Otherwise, the whole response would be cancelled. Thus, to eliminate any inconveniences, we used the option of "required" for all the 60 items. The latter ensures that the participants would not be able to send their final responses unless

they answered all items of both tests. At last, it took three days to obtain 45 complete responses.

Simultaneously, with the help of our supervisor, the teachers we intended to interview were approached in person one week before the interviews took place. It is worth noting that the four teachers demonstrated incredible support and pleasure to take part in the study. Taking into consideration ethical requirements, every teacher has been handed a consent form, which included a set of terms to be approved of, such as, being recorded. The interviewees signed the consent beforehand and assigned the interview dates to which suits their spare time. Eventually, the interviews were done within a period of a week; hence, the data collection stage was completed in professional terms.

3.1.6 Data Analysis Procedures

In the current investigation, quantitative data were analysed using descriptive and inferential statistics. For addressing the first two research questions, Excel 2016 was used to calculate, analyze, and display all data in form of graphs and charts. Descriptive statistics were used to present the results and to interpret the scores. Accordingly, the scores of each item of both tests were summed and presented in the form of total scores represented in tables (except for the SEEIT that requires reverse coding of items 3, 5, and 28). Moreover, the interpretation of the findings relied on the comparison of the mean and

$$r = \frac{\sum (x_i - \bar{x}) (y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

r = correlation coefficient

x_i = values of the x-variable in a sample

\bar{x} = mean of the values of the x-variable

y_i = values of the y-variable in a sample

\bar{y} = mean of the values of the y-variable

standard deviation of items composing each subscale. On the other hand, IBM Statistical Package for Social Sciences (SPSS) software version 28 for Microsoft was used to test the null hypothesis and find the correlation between the variables under study. Hence, making use of inferential statistics, Pearson's correlation coefficient was calculated to ascertain the degree of correlation between EI and WTC, following this formula:

Concerning the part of qualitative data, the present research adopted content analysis as a technique to interpret the interview. Content analysis is a method of structured coding and categorisation that is used to explore significant characteristics of textual content in an unobtrusively manner; to ascertain the frequency, relationships, and communication structures of trends and patterns (Mayring, 2000; Pope et al., 2006; Gbrich, 2007, as cited in Vaismoradi et al., 2013). By using this method, the researcher structurally identifies certain features within a text or transcript using codes such as numbers or words (Dawson, 2009). After transcribing the interviews and filtering them, we arranged the answers to each question in Word 2016. Subsequently, after getting familiarised with the data at hand, we color-coded common patterns within transcripts. The last step involved making logical interpretations reflecting each point on the details of the variables under investigation and the preceding results of the quantitative part. Hence, the main aim of content analysis is to systematically filter lengthy texts or transcripts into an orderly summary of key findings.

3.1.7 Population / Sampling Technique

Third year EFL majors and Oral expression course teachers, of the academic year 2020/2021 at Biskra University, comprise the population of the present investigation. This population has been deliberately selected for that third year students are expected to be aware of their psychological constructs and how much they are willing to communicate

along the three years of their academic experience at university. Likewise, Oral Expression teachers have been regarded as a valuable source of information and assistance for the present study since they have vast experience of the various aspects concerning classroom communication in general.

The targeted sample was selected based on the non-probability convenience technique. Convenience sampling (alternatively referred to as Haphazard Sampling or Accidental Sampling) is a type of nonrandom sampling in which representatives of the target population should meet certain standards like the ease of access and availability at a particular time, the tendency for taking a part in the study, geographical closeness (Dörnyei, 2007, as cited in Etikan et al., 2016). Thus, the total number of participants was 45 including 27 females and 17 males, in addition to four EFL Oral expression teachers. Based on the aforementioned reasons for choosing the present population and the availability of participants, selecting another population would have been of critical limitation to the present investigation.

3.2 Results and Data analysis

The present section focuses on displaying the raw results along with their analysis. Thus, the data collected from the three main data collection instruments, namely, the two tests and the interview, will be further discussed and interpreted.

3.2.1 Results of the Schutte Self-Report Emotional Intelligence Test (SSEIT)

Prior to responding to both tests, participants were asked to complete a section about personal information. Namely, the questions provided data in relation to gender and age. The total number of participants was 45 with 27 females and 18 males as table 3.2 demonstrates. It is common that females dominate foreign language classrooms, unlike

males who tend to be less inclined to such majors. However, the number of males in this inquiry is considerably high comparing to other studies in the same context.

Table 3. 2

Frequencies and Percentages of Students' Gender

Option	Frequency	Percentage (%)
Female	27	60%
Male	18	40%
Total	45	100%

As for the age, the results in table 3.3 indicate a wide age range between 19 to 28. Additionally, the average age of participants is reported as 21 years. Both questions contribute highly to the interpretations of the findings, however, the focus on them is rather marginal in the present investigation i.e., they are not dealt with as separate variables but simply as indicators.

Table 3. 3

Descriptive Statistics of Students' Age

	Number	Minimum	Maximum	Mean
Age	45	19	28	21.22

In order to delve deeper to the core of the study and for indicating the EQ level of third year EFL students at Biskra university, the Assessing Emotions Scale has been used. As indicated in Table 3.4 students' EQ scores of 33 questions have been summed; after calculating the items 5, 28, and 33 by reverse coding. The results reported varied total scores ranging from the lowest score (EQ=83) to the highest score (EQ=154).

Table 3. 4*Participants' SSEIT Total Scores*

Participant Number	Total EQ Score
1	121
2	83
3	118
4	132
5	108
6	141
7	124
8	120
9	137
10	131
11	124
12	128
13	121
14	104
15	96
16	123
17	141
18	136
19	130
20	139
21	141
22	123
23	139
24	141
25	109
26	133
27	132
28	123
29	124
30	137
31	128
32	135
33	125
34	150
35	125
36	142
37	154
38	127
39	132
40	135
41	117
42	120
43	154
44	134
45	128

As the scores significantly varied, the mean and standard deviation were calculated to determine the average EQ score and the widespread of data from the mean. The findings revealed a statistically low standard deviation with a value of $SD=13.79$ comparing to the mean ($X= 128.11$). Table 3.5 summarises the calculated data:

Table 3. 5

General Descriptive Statistics of EQ

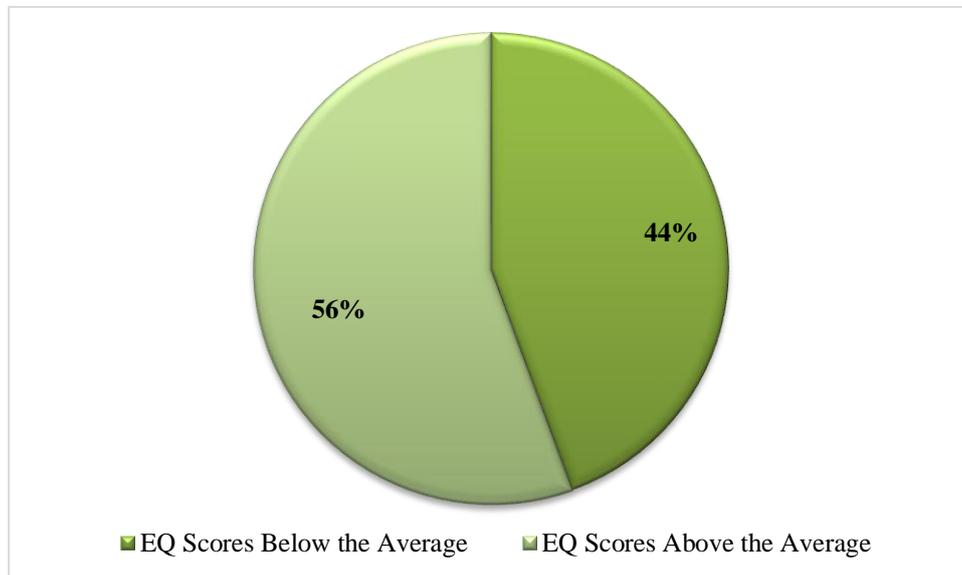
	N	Min	Max	X	SD
EQ	45	83	154	128.11	13.79

Note. N= Number of participants; Min= Minimum Score; Max= Maximum Score; X= Mean; SD= Standard deviation

Additionally, the obtained standard deviation ($SD = 13.79$) denotes that the majority of the scores are around $EQ= 128.11$. With regard to these findings, 44% of third year EFL students' scores fall below the average EQ score, whereas, 56% of their scores are above the average EQ score.

Figure 3. 1

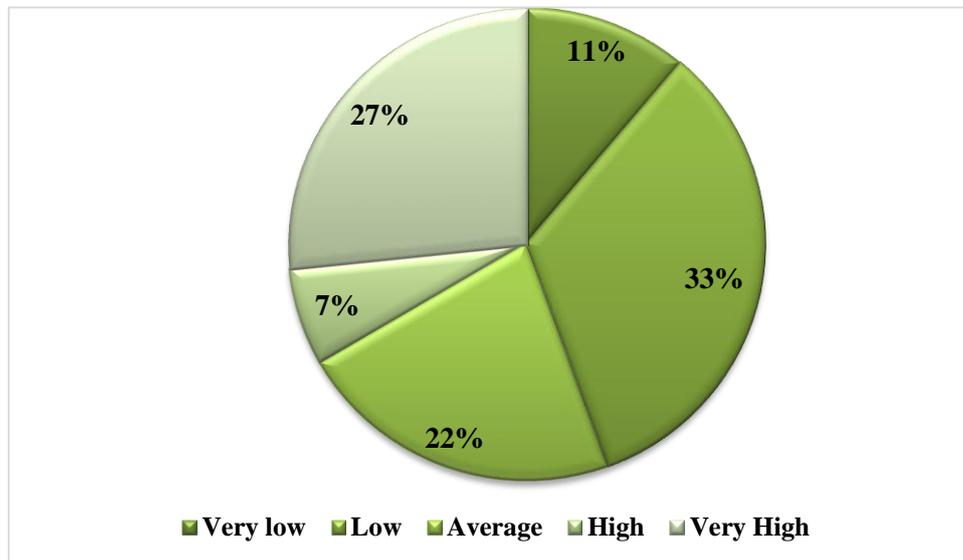
Students' Above and Below Average EQ Score



As it was mentioned before, the scores of the present test can range from 33 to 165. According to the mean and the obtained scores, 27% of students obtained unusually high EQ scores (scores higher than 137), whereas 7% of them scored high. In contrast, 11% of students obtained very low EQ scores (scores lower than 111), meanwhile, 33% of them scored low. Additionally, 22% indicated students who got an average EQ. Based on the statistical findings, it can be concluded that third year EFL students at Biskra University have a moderately high EQ.

Figure 3. 2

Students' EQ levels



Correspondingly, the SSEIT 33 items have been rearranged into four main categories in accordance with the subscales (as mentioned in Section 3.1). Namely, Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33), Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31), Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30), and Utilization of Emotion (items 6, 7, 8, 17, 20, 27). Subsequently, the mean and standard deviation for each item has been calculated as depicted in table 3.6.

Table 3. 6*Descriptive Statistics of the SSEIT Four Subscales' Items*

Subscale	Item	Mean	SD
Perception of Emotion	I find it hard to understand the non-verbal messages of other people	3.29	1.20
	I am aware of my emotions as I experience them	3.98	0.94
	I am aware of the non-verbal messages I send to others	3.62	1.11
	By looking at their facial expressions, I recognize the emotions people are experiencing	3.89	0.98
	I know why my emotions change	3.60	1.29
	I easily recognize my emotions as I experience them	3.84	0.80
	I am aware of the non-verbal messages other people send	3.60	1.05
	I know what other people are feeling just by looking at them	3.53	0.97
	I can tell how people are feeling by listening to the tone of their voice	3.91	0.76
	It is difficult for me to understand why people feel the way they do	3.22	1.13
Managing Own Emotions	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	4.24	0.93
	I expect that I will do well on most things I try	3.56	0.97
	I expect good things to happen	4.18	1.03
	When I experience a positive emotion, I know how to make it last	3.38	1.07
	I seek out activities that make me happy	4.36	0.83
	I have control over my emotions	3.04	1.13
	I motivate myself by imagining a good outcome to tasks I take on	4.16	0.93
	When I am faced with a challenge, I give up because I believe I will fail	4.38	0.72
	I use good moods to help myself keep trying in the face of obstacles	4.04	0.93
Managing Others' Emotions	I know when to speak about my personal problems to others	3.98	1.20
	Other people find it easy to confide in me	4.04	0.95
	I like to share my emotions with others	3.09	1.16
	I arrange events others enjoy	3.33	1.15
	I present myself in a way that makes a good impression on others	3.76	1.09
	I compliment others when they have done something well	4.53	0.66

	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	3.80	1.12
	I help other people feel better when they are down	4.24	0.93
Utilization of Emotion	Some of the major events of my life have led me to re-evaluate what is important and not important	4.64	0.61
	When my mood changes, I see new possibilities	4.20	0.73
	Emotions are one of the things that make my life worth living	3.91	1.31
	When I am in a positive mood, solving problems is easy for me	4.36	0.80
	When I am in a positive mood, I am able to come up with new ideas	4.53	0.66
	When I feel a change in emotions, I tend to come up with new ideas	3.87	0.89

Concerning the first subscale, Perception of Emotion, the highest mean value was reserved to “I am aware of my emotions as I experience them” (M= 3.98). While the lowest mean value was reported with regard to “It is difficult for me to understand why people feel the way they do” (M=3.22). First, discerning one’s strengths and weaknesses, understanding why and how he or she feels is a vital aspect of EI. The capacity to recognize emotions and feelings has an enormous effect on thoughts and behaviors. Likewise, individuals who are definite about how they feel are more adept at making clear decisions and determining the paths they want to pursue. Based on the comparison of the obtained data within this facet, participants claim that they are somewhat able to recognise their emotions. Nevertheless, it is then expected that they had low levels of perception of emotion and found it difficult to understand why people feel the way they do (M= 3.22). According to EI’s major conceptual frame, this is an indicator of lack of empathy. Being empathetic is the ability to see things from others’ perspectives, understanding their emotions and desires.

With regard to the second subscale, Managing Own Emotions, students displayed average levels of emotional regulation. Being aware of one's emotions is undoubtedly important but having control over them is the challenge. However, participants revealed that they lack self-regulation, "I have control over my emotions" (M= 3.04). Those who possess high levels of EQ are deemed to be less impulsive, rational, and know how to act and cope with every situation they experience. Unfortunately, the data reported that students tend to quit when they face obstacles, "When I am faced with a challenge, I give up because I believe I will fail" (M= 4.38). Hence, encountering difficulties and being able to overcome them is merely a reflection of maintaining a good command over emotions. More specifically, reflecting that on classroom context, managing a good balance of motivation, optimism, and self-confidence is of critical importance for the maintenance of better academic achievement.

Corresponding to the third factor, Managing Others' Emotions, participants displayed positive responses concerning "I compliment others when they have done something well" (M= 4.53). The latter falls under the category of interpersonal skills. Those who tend to have high EQ levels sustain pleasant relationships with others, pick up social cues and pay attention to verbal and non-verbal behavior. Students who are more aware of their surroundings are more likely to help build a supportive and cooperative atmosphere in the classroom. They avoid destructive criticism and manipulating others' feelings as they would rather boost their motivation. They are regarded to have greater influence and they can work better collaboratively. Conversely, students reported that they are less inclined to share their emotions with others, "I like to share my emotions with others" (M= 3.09). Disliking to share is often related to bottling up and suppressing emotions while avoiding self-disclosure. Emotionally intelligent individuals need less reassurance from others, as they can balance and manage their emotions in healthy ways.

However, it is important to note they have the ability to express what and how they feel appropriately.

For the last EI subscale, students demonstrated high levels of Utilisation of Emotion. Individuals who are oblivious of the effect of emotions on their way of thinking would likely struggle. Those who are emotionally intelligent make use of good emotions to facilitate thinking and action; as the data reported, “Some of the major events of my life have led me to re-evaluate what is important and not important” (M= 4.64) and “When I am in a positive mood, I am able to come up with new ideas” (M= 4.53). Those individuals have a good judgement and more flexibility to change what does not serve them. Accordingly, students would likely use these abilities to dismiss all the distractions and invest their focus to come up with new ideas and resist in the presence of challenges.

3.2.2 Results of the Instructional Willingness to Communicate Test (IWTC)

In order to determine how much third year students are willing to communicate in different situations, the IWTC test has been employed. The scores of all elements have been summed and displayed in table 3.7.

Table 3. 7*Participants' IWTC Total Scores*

Participant Number	Total IWTC Score
1	86
2	84
3	108
4	99
5	97
6	62
7	109
8	120
9	122
10	95
11	88
12	105
13	110
14	77
15	74
16	105
17	108
18	123
19	91
20	110
21	128
22	107
23	92
24	135
25	87
26	93
27	64
28	82
29	115
30	110
31	100
32	126
33	78
34	119
35	107
36	92
37	108
38	120
39	97
40	120
41	100
42	96
43	135
44	106
45	84

As it is indicated in table 3.7, there is a significant variation in scores. Likewise, the descriptive statistics were calculated to determine the average IWTC score and the widespread of data from the mean. The results demonstrated a statistically low standard deviation with a value of $SD=17.47$ comparing to the mean ($X= 101.64$). Table 3.8 presents the calculated data:

Table 3. 8

General Descriptive Statistics of IWTC

	N	Min	Max	X	SD
IWTC	45	62	135	101.64	17.47

Based on the obtained data, the results were fairly equal in value as 51% of participants were willing to communicate while 49% of them displayed resistance and less inclination towards communication. Thus, it can be concluded that third year EFL students are willing to communicate.

Respectively, the 27 items have been reordered and classified into six categories; in accordance with the major factors of the test. The detailed descriptive data of each item are represented in Table 3.9. Subsequently, it is evident that these statistics do not provide us with reasons behind the responses; however, further elaboration and interpretation of the results will be discussed.

Table 3. 9*Descriptive Statistics of IWTC Items*

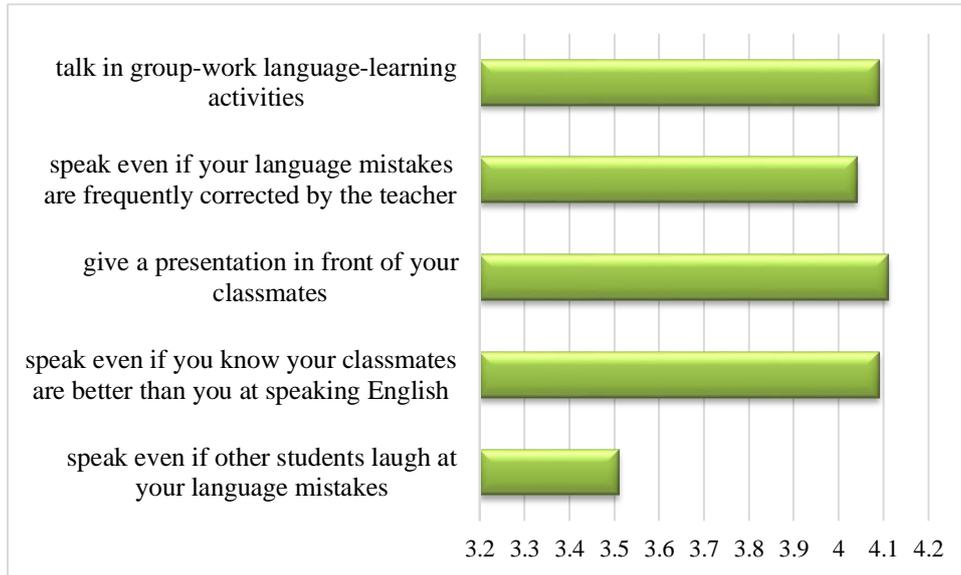
Factor	Items	Mean	SD
Communicative Self-confidence	speak even if other students laugh at your language mistakes	3.51	1.44
	speak even if you know your classmates are better than you at speaking English	4.09	1.08
	give a presentation in front of your classmates	4.11	1.19
	speak even if your language mistakes are frequently corrected by the teacher	4.04	1.09
	talk in group-work language-learning activities	4.09	1.00
Integrative Orientation	have a group discussion about the marriage tradition in English cultures	3.24	1.37
	talk about the lifestyle of English people in a whole-class discussion	3.67	1.22
	talk to your classmates about the history of English countries	2.80	1.31
	discuss cultural differences between English and Algerian people in a group	4.07	1.16
	talk to your teacher about English literature	3.29	1.50
Situational Context of L2 Use	speak more when a discussion is related to your own personal experiences	4.11	1.13
	speak more when you are in the class of the same language teacher over several terms	4.02	1.14
	find opportunities to speak no matter how crowded the classroom is	2.96	1.45
	speak even if you are seated at the back of the classroom	3.93	1.23
	talk to your classmates about movies and series	4.20	1.01
Topical Enticement	talk about great artists you know in a group discussion	3.60	1.42
	talk to your classmates about computer games	3.09	1.50
	talk about your favorite sport in a whole-class discussion	3.38	1.40
	ask your classmate about the correct pronunciation of a word	4.04	1.24
Learning Responsibility	ask another student to explain a grammatical point to you	4.11	1.23
	ask your teacher to repeat what he or she has just said if you did not understand it	3.09	1.50
	raise your hand to ask or answer questions	4.07	1.21

Off-instruction	talk to your classmates outside of the classroom	4.20	0.99
Communication	talk to the student sitting next to you before the teacher enters the classroom	3.93	1.12
	talk to your classmates when the teacher leaves the classroom for a few moments	4.07	0.91
	talk with your classmates about your weekends	2.84	1.43
	talk to strange students from other classrooms	3.42	1.34

As exhibited in the table above, the first factor of IWTC is communicative self-confidence. It includes items 7, 16, 14, 21, and 6 respectively. Students demonstrated high self-confidence concerning giving presentations in front of their classmates ($M= 4.11$). The high mean value, concerning this item, in particular, might be due to the fact that third year students got familiar with the idea of presentations throughout their three years (on average) experience. Presentations are an indispensable part of EFL learning i.e., students seem to have developed high self-confidence as this activity is a part of the evaluation and frequently considered as an obligation by many teachers. Thus, this familiarity resulted in students being more comfortable and confident when presenting. Resting upon the reported data, participants also displayed high confidence in group-work language learning activities ($M= 4.09$). The preference for group-work activities is rooted in the fact that students would feel less intimidated sharing different ideas, expanding their perspectives, and learning in a cooperative environment. Additionally, students had less self-confidence when it came to speaking even if the teacher frequently corrects their language mistakes. Hence, teachers' feedback comes to play an important role concerning students' engagement, as it has to be constructive and less frequent. Likewise, students seek comfort and motivation from the attitudes of their friends and classmates, learning in a rather supportive environment. Accordingly, teachers can reinforce students' self-confidence by frequently implying that mistakes are an indication of progress, as they are an integral part of the learning process.

Figure 3. 3

Communicative Self-confidence Average Response

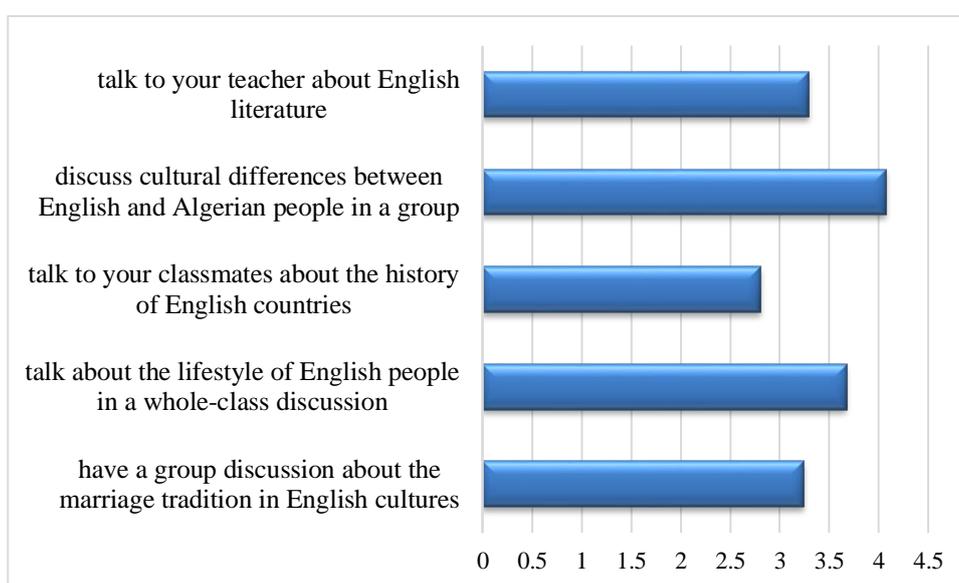


For the second IWTC factor, integrative orientation, participants displayed the highest degree of willingness when asked about discussing the cultural differences between English and Algerian people in a group (M= 4.07), as compared to having a group discussion about the marriage tradition, literature, and lifestyles of English people; where students were less oriented towards joining these communicative situations in particular. On the other hand, students were mostly less willing to talk about the history of English countries with their classmates (M= 2.80). Taking into consideration the aforementioned findings, students seem to be more inclined to elaborate on topics they are accustomed to discussing. The case of exhibiting more willingness when it came to the discussion of the cultural differences between English and Algerian people is supposed to be due to two reasons; the degree of familiarity and the amount of knowledge. Thus, having adequate information and experience about the topics in addressed boosts students' WTC. As it has been indicated by Yashima (2002), the degree of integrativeness is strongly linked to one's readiness to engage in communication with the members of the L2 group. Hence, students'

posture towards the targeted culture community is reflected in their WTC. To sum up, teachers need to incorporate more group work activities based on students' degree of familiarity and amount of knowledge about the targeted language socio-cultural aspects; as integrative orientation is directly related to these factors.

Figure 3. 4

Integrative Orientation Average Responses



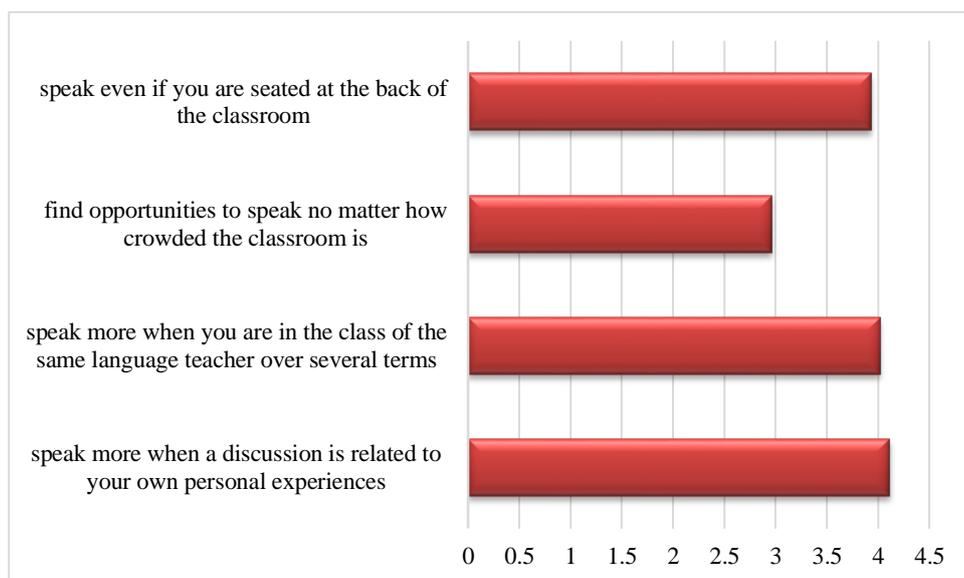
Corresponding to the third IWTC factor, the situational context of L2 use, the findings revealed that students are predominantly eager to discuss issues related to their personal experiences (M= 4.11), along with speaking more when being in a class with the same language teacher over several terms (M= 4.02). It is assumed that being taught by the same teacher over a long period would contribute to students experiencing less anxiety. As it was empirically proved by Hill and Jones (2018), student-teacher familiarity contributes to increased academic performance. Likewise, students seem to relate more when it is something they have experienced before. Thus, infusing subjective encounters makes the topics discussed more appealing to students; as the statistics have reported. Apart from

these communicative situations, it was found that students are unwilling to speak when the classroom is crowded and when they are seating at the back of the classroom.

Overcrowded classrooms have always been a major obstacle in Algerian universities. This drives us to one of the factors contributing to this issue that is the criteria of admission. In recent years, students’ levels decreased dramatically as the standards of acceptance are lowered in either bachelor or master’s degrees. Hence, limiting the number of students is deemed an absolute necessity as it is getting harder for teachers to manage proper fruitful instruction. The same goes for students as they demonstrated less willingness to communicate which in turn affects their overall achievement. Likewise, WTC is also influenced by the seating arrangement, as students probably feel marginalized or unheard from the part of the instructor. However, teachers can opt for different arrangement as U-Shape or clusters that are considered to be advantageous especially in language learning classrooms.

Figure 3. 5

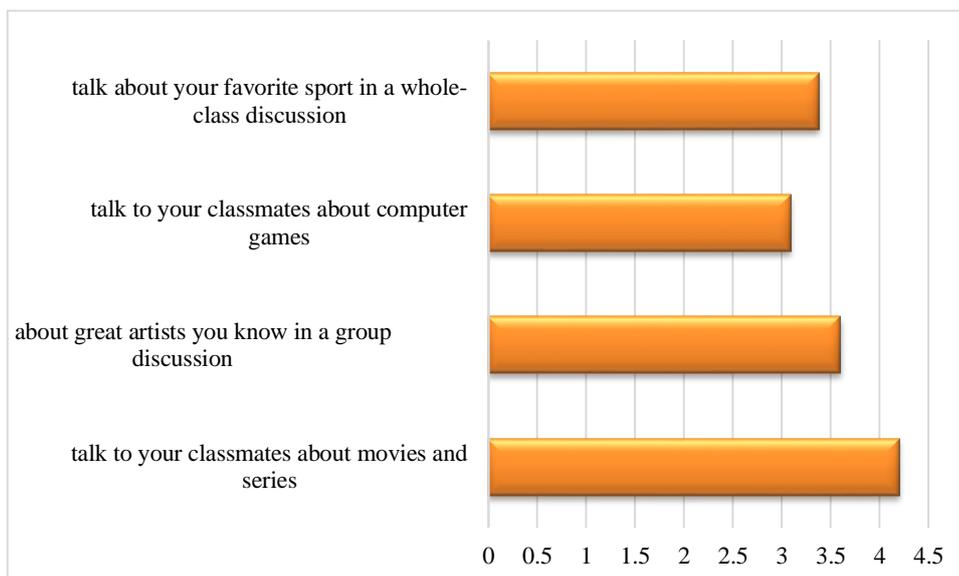
Situational Context of L2 Use Average Responses



Regarding the fourth component of IWTC, which tackles topical enticement, it was revealed that students were mainly willing to talk about movies and series with their classmates (M= 4.20). However, they were less prone to talk about their favorite sports (M= 3.38) and computer games in a whole-classroom discussion (M= 3.09). As 60% of the respondents were females, it is anticipated that they were not leaning towards discussing any of these topics. This is an indicator of interest and gender influence. Generally, students are able to express more when the issue of focus is quite popular and related to what they mostly give attention to. As these communicative situations were only samples of what students might prefer, teachers can consider more up-to-date intellectual themes. It may be claimed that taking into consideration each individual’s inclinations is difficult; however, teachers can opt for group interests or let students suggest and decide with the whole class. Accordingly, instructors are ought to be more selective and flexible when it comes to choosing topics or designing activities that are supposed to be appealing to students; taking into account both the gender and preferences of their students.

Figure 3. 6

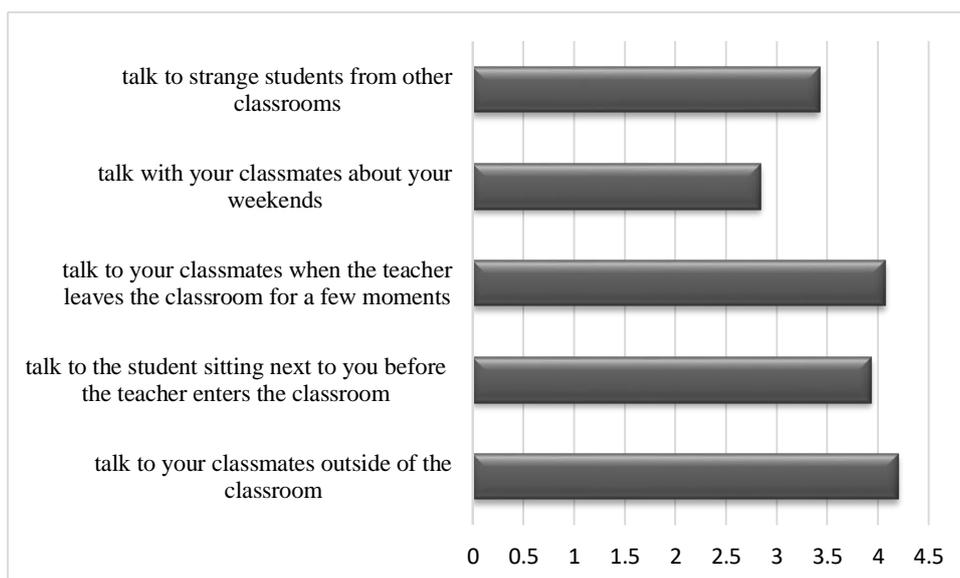
Topical Enticement Average Responses



Concerning the fifth IWTC component, learning responsibility, participants delineated high willingness when it came to asking their classmates to explain a grammatical point they did not understand (M= 4.11). In addition, students were less willing to ask the teacher to repeat what he or she said if they did not understand (M= 3.09). Students would think that they have missed the point or they just did not pay enough attention to the explanation provided. Thus, it is more likely for them to prefer asking their friends first before asking the teacher as it seems less intimidating. Teachers can take benefit of this aspect by including peer assessment. The latter helps students to connect, develop their feedback skills, and promote learners' autonomy. However, instructors have to prompt students or give them the opportunity to ask relevant and logical questions to fill the gaps of knowledge and clear misunderstandings. Generally, students showed a high level of learning responsibility as they were willing to seek help from their peers and answer questions during the lesson, i.e., participating when they are given a chance (M= 4.07).

Figure 3. 7

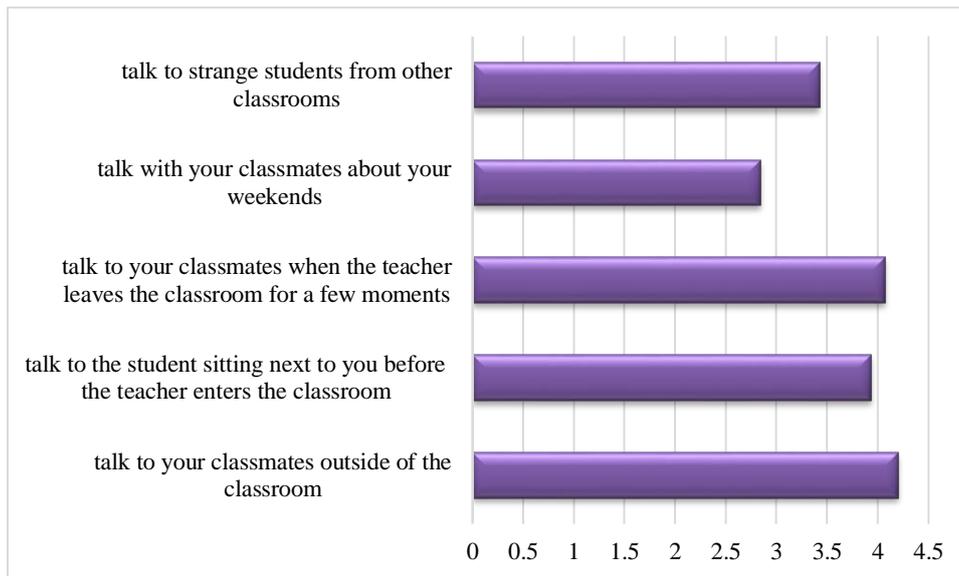
Learning Responsibility Average Responses



Finally, the highest mean value regarding the sixth IWTC factor, off-instruction communication, was reserved for talking to classmates outside the classroom (M= 4.20). Even with the absence of the instructors’ commands and guidance, students were still keen to communicate. Communicating in the target language without any instructions is considered an indicator of students taking responsibility for their learning. On the other hand, the statistics indicate that students were less willing to talk to their classmates about their weekends (M= 2.84). It can be said that talking about something like weekends is considered personal and students would not likely share it with acquaintances but friends. Apart from this, learning outside the classroom is as equally important as learning inside the classroom. Thus, teachers can help improve students’ WTC by assigning tasks in which practice with others outside the classroom is the focal point.

Figure 3. 8

Off Instruction Communication Average Responses



3.2.3 Results of the Correlation Analysis

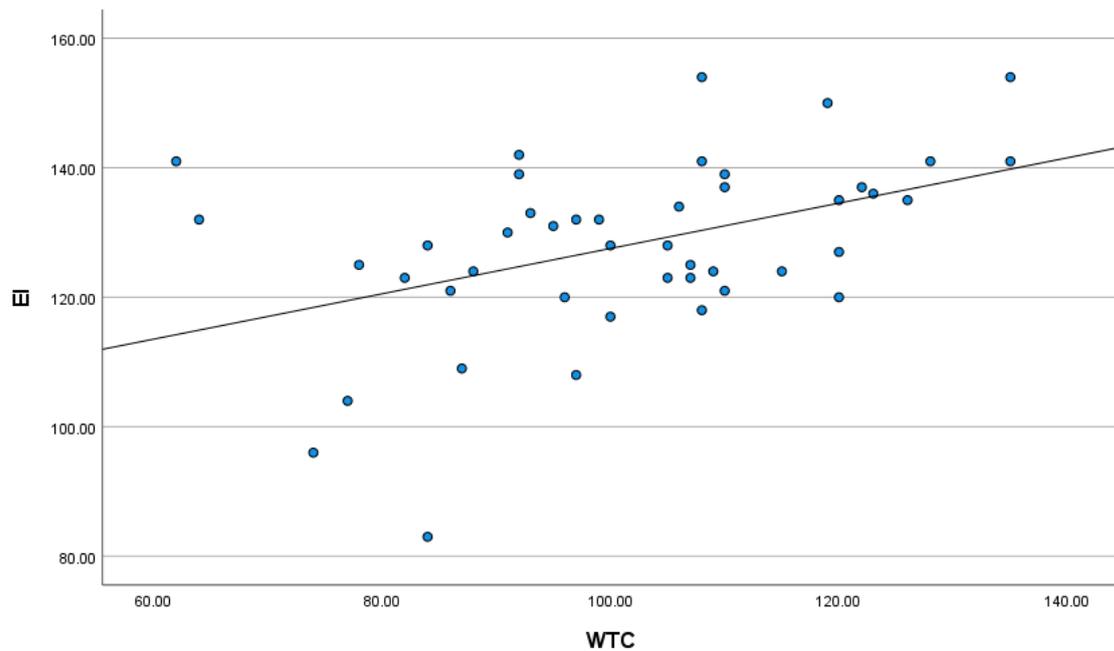
Correlation is a numerical measurement that proves the degree to which two or more variables are associated. It is essentially a measure of covariance; it does not establish a causal relationship (Chalil, 2020). Correlation is measured by a statistic termed correlation coefficient. The latter is commonly represented by the symbol r and ranges between -1 and 1. Little or no relationship between two variables is indicated by a correlation coefficient close to zero. A positive relationship between the two variables is denoted by a correlation coefficient close to one, with an increase of the values of one variable associated with an increase in the values of the other. A negative correlation between two variables is expressed by a correlation coefficient close to minus one, with an increase in one variable followed by a decrease in the other (*Association Between Variables*, n.d.).

In this regard, the present inquiry seeks to test the null hypothesis which claims that there is no significant correlation between EFL students' EI level and their WTC. Therefore, Pearson correlation bivariate was applied to the scores obtained from both tests using IBM SPSS. As table 3.10 demonstrates, Pearson $r(45) = 0.444$ and the two-tailed significance value, which is $p = .002$ at the level of $p=0.01$, indicate that our correlation is significant and not a result of chance. The scatterplot (figure 3.9) depicts the relationship between the two quantitative variables that have been measured for the same individuals. The horizontal axis represents the values of IWTC, while the vertical axis displays the values of the SEEIT. Each person in the data is demonstrated by a point on the graph. Following the guidelines of Mindrila and Balentyne (2013) concerning scatter plots' analysis, the form, strength, and direction denote that the two variables have a moderate positive linear association.

Figure 3. 9

The Correlation between EI and WTC

Based on the data obtained, the null hypothesis is rejected as the results are



statistically significant. In conclusion, there is a moderate positive relationship between EFL students ‘of Biskra University EI and WTC.

Table 3. 10

The Correlation between EI and WTC

		WTC	EI
WTC	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.002
	N	45	45
EI	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.002	
	N	45	45

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

3.2.4 Results of the Teachers' Interview

Q01. How long have you been teaching Oral Expression at University?

Table 3. 11

Teaching Experience

Interviewees	Years of Teaching
A	8
B	5
C	3
D	6

Even though we firmly presume that the length of service does not reflect being experienced and competent in teaching all the time, one cannot deny the fact that sometimes it is deemed as an influential element. Thus, we essentially assumed that asking the interviewees about their teaching experience would assist us to find out whether this factor affects the teachers' judgement. The latter is mainly related to different aspects concerning EFL students' level of WTC as well as their attitudes towards students' emotional side. Additionally, the intent behind asking such a question is directed towards the promotion of our interpretation of the responses for the subsequent interview questions.

According to the teachers' answers and as demonstrated in table 3.11, most of them have taught Oral expression at Biskra University for three to eight years. Some of the teachers have been in charge of this course at other Algerian universities as well, for few years. The interviewees have also mentioned that they have tutored different levels from first, second to third year. Hence, the different teaching levels, as well as the diverse teaching experience and span, are regarded as key features for the variation of rich data we

anticipated to gather and the ultimate purpose of answering the research questions of the present study.

Q02. How do you design and manage teaching oral communication in English?

The absence of systematic planning, as well as a well-defined syllabus, poses a challenge for most teachers. In fact, teachers are ought to display some level of innovation when it comes to the adjustment of the targeted activities to what suits the context; however, they should not be responsible for designing a whole syllabus. Accordingly, teacher C stated:

At the beginning of my experience, I basically had no design or syllabus whatsoever. When I asked for a syllabus, the administration said that they have nothing as a ready-made corpus to use. On the other hand, my colleagues said that they don't have any syllabus, every single year they use something different and sometimes they repeat the same thing. The reason is I didn't want to design everything on my own and I find my design irrelevant to my colleagues'. Though in the end, I had to manage the activities myself.

Thus, the inconsistency and lack of harmony of instruction can be one of the reasons behind the increasing heterogeneity of levels in language learning classrooms.

Likewise, some of the instructors regarded designing and managing Oral expression sessions as a demanding task. Teacher D stated, *"It is not an easy job to deal with communication in the classroom, especially Oral expression activities."* As it was deduced from the teachers' responses, there numerous factors behind this challenge. Primarily, students' levels, interests, and the issue of boredom, and how to keep all of the students engaged. Additionally, the relationships within the members of the classroom (in

order to decide upon the nature of the activity; group/pair work or whole classroom discussion). Lastly, the matter of how to meet the academic objectives while integrating the fun factor. It was also inferred that the topics themselves are not the problem but the kind of activities to implement; as it takes many techniques, methods, and time to just design a single one.

Nevertheless, teachers agreed on the point that they had to cope and manage the flow of the sessions themselves despite the obstacles. Regarding the activities, most of the instructors opted for varied ones depending on the objectives and which level they want their students to reach at the end.

Table 3. 12*Oral Expression Sessions' Teaching Activities*

Teacher	Activity
A	Conversations
	Role-plays
	Debates
	Content discussion/debates based on videos
	Anecdotes
	Personal experiences
B	Mostly presentations
	Listening activities
	Discussions as a part of the presentations
C	Presentations
	Debates
	Discussions
D	Problem-solving tasks
	Presentations
	Group/pair work activities

As demonstrated in table 3.12, these activities included debates, open discussions, watching a video, and deliberating upon its content, anecdotes, role-plays, and problem-solving tasks. Furthermore, those who depended solely on presentations mentioned that they decide upon the topics collectively with the students; freedom of choice is given with further validation from the part of the teacher. The instructors also advised their students to present something related to their personal experiences and everyday social life. This part was indeed interesting to the present research. We can further elaborate on this point by

saying that the teachers indirectly included some aspects of EI by implementing such activities. These facets are namely self-awareness, social awareness, and relationship management. Hence, this denotes that the teachers helped partially in the promotion of EI without being mindful of it.

Q03. Based on your experience as an Oral Expression teacher, how do you perceive EFL students' level of Willingness to Communicate?

This question sought to elicit the teachers' perspectives towards EFL students' degree of inclination to Oral communication. The major intent behind this question was to compare the interviewees' responses with students' perceptions of their level when taking the WTC self-report test. For a clearer understanding, the teachers' responses were summarised in the table below.

Table 3. 13*Oral Expression Teachers' Perceptions of EFL Students' Level of WTC*

Teacher	Response Sample
A	<p>WTC level varies</p> <p>WTC level depends on the class itself</p> <p>Generally, many students are resistant to talk</p> <p>Students need to be prompted in order to engage in classroom discussions</p>
B	<p>WTC level varies too much</p> <p>WTC level depends on the student</p> <p>Students' WTC level does not relate to their achievement level in general</p> <p>A substantial number of students are reluctant and refuse to talk completely</p>
C	<p>WTC level is average or below average</p> <p>Some students are very resistant and not willing to talk</p> <p>Students need to be prompted each time</p>
D	<p>The majority of the students are not willing to talk</p> <p>Students are either too motivated to speak or hesitant and shy</p> <p>Several students show reluctance and demotivation</p> <p>Motivation from the part of the teacher is highly needed</p>

As it is indicated in table 3.13, teachers A and B stated that it generally depends on the students themselves. They also mentioned that sometimes they have classrooms in which students are always inclined to talk; no matter what the topic is. They constantly like to share their thoughts with the whole class and engage in debates to the point where teacher B said, “*sometimes I feel like I need to tell them to stop speaking so they might allow the chance for the others*”. On the other hand, there is another type of students who are passive and like to remain silent until being pointed at or assigned personally. These students are not inclined to initiate or engage in communication until they are assigned personally or forced to speak.

Teachers B, C, and D also mentioned students who are reluctant to speak; they refuse it at all even though they know that it is a part of their evaluation. The interviewees implied that these situations are beyond their control as they tried to vary the activities as much as possible, but they still face cases like this. Teacher C explicitly stated, “*Student A is not able or does not have the ability to actually communicate. I believe it's a lost cause. I mean, in this case, you have to accept that this learner is not willing to work. There is no solution.*” This problem is critical especially for students who are graduating, as it is the case for third year students, and still reject to express their thoughts.

WTC can be either stable unchanging or dynamic i.e., it can be trait or situational WTC. This is what the teachers were essentially talking about. Students who need to be prompted in order to talk are those who belong to the category of situational WTC. As it was mentioned in Chapter Two, situational WTC depends on the context and it was proved that it could be changed in both the short and the long term. In contrast, those who refuse to speak belong to the category of personality trait WTC. The latter is rather more challenging and harder to be dealt with, as it is a more personal attribute.

Even though the instructors' responses were varied, it was concluded at the end of each that a considerable number of students are unwilling to talk and this issue acts as an obstacle for both students and teachers. Constant motivation was suggested as a way to decrease students' reluctance to speak. Undoubtedly, it is a core factor, however, motivation alone cannot be efficient in this case. Because many factors contribute to shaping students' WTC, further details are going to be discussed in the subsequent question.

Q04. In your opinion, what are the factors that hinder EFL students' initiation and engagement in classroom discussions?

Moving on to the reasons behind EFL students' hesitation and reluctance towards instructional activities, the interviewees provided a diverse set of answers explaining the factors demonstrated in 3.14.

Table 3. 14*Factors Hindering EFL Students' Initiation and Engagement in Classroom Discussions*

Teachers	Factors
A	Psychological obstacles Linguistic baggage
B	Psychological factors The interest in the topics discussed
C	Psychological issues Competency Lack of interest
D	Psychological and emotional problems The major was not their first choice The history of failure Teachers' negative feedback

As indicated above, four recurrent themes were highlighted from the teachers' varied responses. Namely, psychological factors, linguistic competence, teachers' feedback, and lack of interest.

Psychological factors

Undeniably, communication is a complex process that calls for the integration and balance of numerous factors. The four interviewees accentuated the importance of psychological factors and regarded them as the major barrier impeding the flow of classroom discussions. The primary psychological issues that were emphasised by teachers A, C, and D were anxiety, shyness, stress, motivation, and fear of committing mistakes.

Instructors regarded facing these problems as a challenging demanding task that requires the consideration and the adjustments of so many classroom-related aspects. While Teacher A said, *“Though sometimes you set a healthy environment, a very friendly setting, but students still feel anxious, stressed, shy. This serves as an obstacle indeed”*, Teacher B asserted, *“Some students just don't want to be, you know, pointed at, they don't want to be seen. And it's really difficult to force them to speak.”* Plenty of research has been carried out to identify the psychology behind students' reluctance to communicate, however, as teacher C claimed, *“when you try to apply the recommendations given by those researchers, then you find that they do not work, you will realise that it's not a matter of shyness, it is not anxiety. It's something beyond anxiety.”* Owing to that fact, WTC is in this case a personality trait that cannot be easily treated and dealt with.

Linguistic competence

Teacher A claimed, *“Besides the psychological problems or obstacles, we also have the linguistic obstacles, being incompetent enough to initiate and sustain a conversation so as to convey thoughts.”* Hence, one of the major factors causing students' reluctance to speak, lowering their self-confidence and esteem is the way they perceive their level of linguistic competence. Unquestionably, those who have a good command and mastery of grammar and vocabulary would dominate the classroom. Teacher C maintained, *“If someone knows that he or she cannot actually produce language; meaning their level does not allow them to participate in debates. In oral expression, third year, for example, they are not going to risk.”* Therefore, those who struggle to transmit their ideas into words would be set at the passive side when talking about WTC. Students should be aware of the fact that this lack of linguistic competence is stemmed from a lack of practice in the four skills. Thus, resisting communicating when allowed to do so will only worsen the case.

Teachers' feedback

The influence of the teachers' feedback on students is by no means marginal. Feedback is meant to guide and direct students towards the improvement of their proficiency. However, negative comments from instructors will inevitably inhibit the attainment of the targeted objectives. Teacher D affirmed, "*So maybe because when teachers interrupt their students, whenever they commit mistakes, they develop that sense of hesitation or unwillingness to communicate during the session.*" As the interviewees indicated, students might develop a sense of fear from being judged or embarrassed in front of their classmates. Thus, every word the teacher says counts as an incentive or a deterrent for learners' involvement. Constructive feedback is therefore indispensable if teachers want their students to enhance their willingness to communicate as well as self-efficacy and motivation. Moreover, the results of the IWTC prove that one of the reasons inhibiting students' WTC is the frequent destructive feedback. It is worth noting that positive feedback can be a turning point in anyone's educational career as, too often, students do not take it for granted.

Lack of interest

If the topics discussed do not meet students' interests, it would be only predictable to have a passive classroom. Teacher B, confirms "*if the topic is not interesting to them, so they are not willing to participate.*" Students would probably perceive the content presented as useless, having no value or significance. Even though not all academic content should meet students' interest, our case is different. Namely, the teachers in charge of Oral expression sessions should work more on eliciting students' urges in order to participate and engage often. Teachers should be aware of the fact that they cannot, by logic, suggest themes that everyone can relate to. In that case, they can make a discussion

and give some sense of freedom to their students to pick ones of their preference. Thus, appealing topics serve as a substantial factor in controlling students' willingness to communicate (as the analysis of the IWTC proved).

Q05. Do you think that students' willingness to communicate has to do with their emotional aspect? If yes, then how?

Initially, by this question, we intended to determine the teachers' anticipation of the possible relationship between WTC and EI. However, we avoided using the term EI as we predicted that some of the participants might not have a clear conception of what it precisely denotes. It has been discussed in the phase of validating the interview that "Emotional Aspect/State" can alternate the use of the actual term. The careful consideration of terms arises from the fact that we did not want the concepts to overlap, maintaining the logical organization of the questions and responses.

Based on the interviewees' responses to the fourth question, it was predictable to have affirmative answers to the current one. All the teachers showed no hesitation replying by "*It does for sure*", "*Yeah, of course*", "*I think yeah, it has a huge effect*", "*of course, I believe so*" respectively. Thus, it has been emphasized that students' emotional well-being can promote the flow of classroom communication. Some of the interviewees addressed mainly external social-related factors as teacher A asserted, "*a person who is enjoying a happy life with his family, friends, classmates, on the campus. He is the one who has more chances to feel free to communicate.*" While others mentioned elements related to EI facets as self-awareness and self-regulation like teacher D stated, "*when you build a history of success, you're going to empower your motivation. You're going to be ready to communicate, to prepare for the session. But if it is the opposite, then you're going to develop that sense of carelessness.*"

It has been further elaborated that communication is very complex and it is not just a matter of words or speech but it is far more than that. Likewise, it has been claimed that it is very difficult and challenging for teachers to pay attention to students' emotional side. Among the major reasons are the overcrowded classrooms and the fact that humans naturally differ from one another; stressing the aspect of individual differences mainly gender differences. However, teacher C mentioned a valuable detail that many EFL instructors might have overlooked or choose to ignore, saying:

But for you as a teacher, it's a must because one of the main aspects you learn about during your career is psychopedagogy. It means psychology inside of the classroom; you have to make sure your learners are very comfortable. You have to at least try to stigmatise their willingness to communicate. I'm not saying find a direct solution, but try at least.

Therefore, we cannot deny the fact that paying attention to every single student's emotional state is by logic impossible; as teachers enter the classroom to deliver content not to play the role of a therapist. Yet, the overall atmosphere of the classroom needs to be set in favor of what makes both parts comfortable. Thus, the exclusion of emotions, especially in the courses that take into consideration students' interests as the basis of discussions, may lead to detrimental consequences. However, it is worth mentioning that the interviewees considered this issue as a priority and were aware of its importance and impact on the learning process.

Q06. Are you familiar with the concept of Emotional Intelligence? What does it denote to you?

Table 3. 15*Teachers' Description of the Term Emotional Intelligence*

Teacher	Response Sample
A	Probably Emotional Intelligence is the ability of the person to manage certain situations regardless of his cognitive abilities. Using or opting for feelings and states of the state of mind to cope with certain situations with others.
B	Well, the first thing I think about is like, mainly in young children, as an example, you will find a child who is open to others. They are eager to play with others, to be carried by others. This is what I thought about.
C	I think I have a general idea like when we try to link Emotional Intelligence to the teaching learning process, I think it has to do with controlling.
D	Maybe I can refer to it as an internal motivation or maybe part of it is internal motivation.

It is worth noting that most of the teachers asked at the very beginning of the interview about the definition of EI. Primarily, when asked this question their replies were like the following: *“Look, to be honest, I have not researched it as a topic yet, but maybe I came across the concept”, “Oh, I don't think so. No.”, “I am not very capable of providing a definition since, I think I have a general idea [...] but since I'm not very familiar with the*

concept, I cannot explain it clearly”, “Well, I have heard the term, but I’m not sure”.

However, we wanted the instructors to expand their answers, therefore, we asked them if they have any possible idea or at least explain what they understand from the term roughly.

The teachers then provided the explanations demonstrated in table 3.15.

As it is shown, the answers were clearly varied, for example, teacher A and C addressed the aspect of management and regulation of emotions, a major facet of EI, for what serves the promotion of both the learning process and social relationships. In fact, being able to understand one’s emotions is not enough; emotionally intelligent individuals have the ability to regulate what they feel to what serves their situation i.e., making the best out of it. Likewise, possessing strong social skills and being able to understand others; defusing conflicts, and being flexible to adapt is what EI about. However, teacher D highlighted another vital element of EI that is intrinsic motivation. Individuals who are emotionally intelligent are driven by factors other than extrinsic incentives such as celebrity, wealth, validation (Cherry, 2021). These people tend to set goals and pursue them passionately regardless of any external reward. Additionally, teacher B talked about EI in children and how he perceives them as engaging and enthusiastic, in fact, one main indicator of an emotionally intelligent child is being expressive and open to others.

Initially, it was expected to have different perspectives of EI since the question itself did not link it to the educational context, but explicitly stated providing any general ideas of the term. Thus, despite the instructors’ acknowledgement of having no clear idea of what EI is accurately about, their responses were interesting and partially targeted some fundamental facets.

Q07. In the light of the increasing mental health problems of university students, do you think that the awareness of one's emotions and the ability to regulate them would yield positive outcomes along the learning process? Please explain.

Table 3. 16

Teachers' Explanation Regarding the Effect of Self-awareness and Self-regulation on the Learning Process

Teacher	Explanation
A	Students who understand themselves are the ones who have more chances to get to act positively in the class. So, those who know their weaknesses and their strengths and they know how to behave in certain contexts and how to use their emotions accordingly are the ones who genuinely demonstrate positive outcomes in their learning. Unlike the others who are uncertain of who they are at first [...] So, understanding oneself and being able to manage all the internal and external factors of the classroom would lead true to better results. This is unquestionable.
B	I think 100% I agree on this statement. Because not only in Oral expression, as you said, all the courses, it really helps them [...] Study skills, as an example, as a subject. I think it could fit in study skills, like we teach students how to control their understanding, and also how to control

their emotions in order to get the best out of it.

C

It would be very beneficial actually. Because, when we talk about the physiological aspects of human beings in learning, when we tackle the Maslow taxonomy etc. If you are satisfied biologically; it means you are well-fed, you are very healthy. I mean, self-actualization and learning will occur directly. Now, we omit this problem, biological and physiological issues. When we talk about psychological issues, they are equally important, if you can suppress your emotions, if you can get rid of any negative emotions for the sake of learning, I think it would be absolutely perfect and very beneficial for any learner.

D

Of course, if they are really aware of emotions, and they can connect their emotions to their thoughts and their decisions then there would be good results .

Emotional well-being, good physical health, social and academic success are all manifestations of a stable mental health state. University life is rather exhaustive and daunting for individuals who cannot manage its pressure. According to The Jed Foundation (2020, para.1) “ a high proportion of students are dealing with anxiety (82%), followed by social isolation/loneliness (68%), depression (63%), trouble concentrating (62%), difficulty coping with stress in a healthy way (60%), and difficulty with handling

emotions (51%).” Most often, students find themselves struggling with academic pressure leading them to experience severe breakdowns. Thus, EI comes to play a vital role in mediating these complications.

Primarily, we intended to ask this question to detail EI subscales; mainly self-awareness and self-regulation. Additionally, the teachers’ perspective towards the potential correlation between these facets and university performance was aimed to be discovered. As demonstrated in table 3.16, all the teachers asserted that managing and regulating emotions would contribute to better results academically. Moreover, the interviewees’ responses explicitly underscored the link between EI and academic achievement. Therefore, it can be said that a cooperative classroom environment is needed for lessening the effect of students’ mental health problems and promoting success.

Q08. What do you think of integrating Emotional Intelligence-based activities in the foreign language teaching curriculum, especially in Oral Expression sessions? In what way do you think this will affect students’ engagement in classroom discussions?

Table 3. 17

Teachers' Opinions Towards the Implementation of Emotional Intelligence-based Activities in the Foreign Language Teaching Curriculum

Teacher	Response
A	I do not mind doing or practicing, or designing such activities in class.
B	Of course, it is important, not only better, but it is important. And I think it's a must. Yeah, we should do it.
C	Yeah, absolutely. they would be very helpful.
D	Well, I believe it's all based on our emotions. Because the classroom is like a smaller society[...] So why not?

As for the first part of the eighth question and as demonstrated in the table above, the teachers' responses were all affirmative. They regarded implementing EI-based activities as valuable and interesting. Teacher C asserted, *"I'm going to try to find these activities and use them. Because this is very interesting. I mean I'm not emotionally open with students. I seem like a bit more rigid, more fixed like a collocation. But I think it's very helpful to have this kind of aspect in your classroom"* Teacher B also expressed his validation saying, *"I think it's really important. It's really crucial mainly in the first year, like anyone of our students who start with university, they need to be equipped with methods and approaches in order to not only study but to improve the level of their acquisition."*

Nevertheless, some of the interviewees indicated that there are some elements that need to be considered in order for the idea to be effective. Thus, teacher C maintained, *"if*

these methods are compatible with the objective of the course, the level, the culture, and background of your learners. Yeah, absolutely. they would be very helpful". On the other hand, teacher A said that the problem is not in the efficacy of the idea but in the curriculum itself. He claimed that "*EFL curriculum is skill and content-based, and it rarely gives importance or attention to students' emotional development*". The interviewees inferred other obstacles such as the overcrowded classrooms, the practicality of the activities, and the promotion of EI skills at the expense of the content. In addition to the need for teachers' training (time and effort consuming) and the difficulty to deal with adults. Likewise, the fact the many teachers take it for granted that students are mature enough, to handle and control their emotional aspect, is a major obstacle.

As for the second part of the question, teachers had different answers concerning students' engagement if the activities are implemented.

Table 3. 18

Teachers' Opinions Towards the Impact of Emotional Intelligence-based Activities on Students' Classroom Engagement

Teachers	Response
A	I am uncertain. I cannot tell whether it is effective or ineffective. As I have not explicitly practiced that. And if I did, probably it was unconsciously done. So, I mean, my purpose was not to promote Emotional Intelligence. My purpose was just to help learners be engaged. That is the purpose behind being approachable to students, especially in Oral expression class.
B	If students are trained to control their feelings, to control the emotions, mainly in the first year, like later on, they can control negative emotions that hinder them from participating in the classroom, and at the same time, they can enhance and improve the positive emotions that help them to engage. And like it's really crucial to devise or design a set of activities based on Emotional Intelligence.
C	I think if used, we have to consider the misuse of these items or these activities. I mean, only if used properly, and only if we have to maintain that distance between even between students themselves, I think they would be very helpful especially for low achievers because high achievers usually do not have these issues. Since the

majority of our learners are below average, I think it might be one of the very effective solutions. Especially with oral expression, because we do not actually have a syllabus. That's why we really need to think about an effective syllabus that incorporates many solutions to problems such as the psychological ones.

D

The problem is that we as teachers, we care more about students' language only. that's the problem. Actually, we're dealing with human beings. Human beings have different aspects, not only language. And we can use the language to achieve some other goals. Normally, this is how it's how it works. So, I believe that we should rethink our focus, rethink our objectives from being only teachers of language into maybe producers of future citizens? Why not?

As it is shown in table 3.18, most of the teachers anticipated that the nature of these activities would definitely promote students' WTC. It is worth noting that, initially, teachers stated that they do not naturally detach the emotional side of students when designing the activities. Thus, it was inferred that they unconsciously base their instruction on maintaining the balance between the content and the overall classroom atmosphere including students' temper. Teacher A suggested, *"If I initially set the profile for learners at the beginning of the year. A profile providing learners' family background, interests, tendencies, hobbies, problems. Then I may design activities based on these profiles; in this case, I take their Emotional Intelligence into consideration."* Teacher D also

recommended incorporating EI skills in in-service teacher training claiming that, *“this may help teachers to create that supportive learning atmosphere in the classroom so that they can reach that level where they can use the language to communicate other goals.”* Specifically and as stated by teacher C, because there is no specific syllabus or set of designed activities to follow for Oral expression sessions in general, it is only reasonable to shift our focus towards a practical plan where many aspects could be improved and not only language.

3.3 Discussion and Summary of the Findings

The previous section has dealt with the demonstration of the results and their preliminary interpretation. The present research was conducted as an endeavour to explore the potential correlation between third year EFL students' EI and WTC. Within that process, we sought to determine students' EI level, to what degree students are inclined to communicate, and also EFL teachers' beliefs and attitudes towards the implementation of EI-based instructional activities. In accordance with the pragmatism approach, the four major research questions were addressed employing the mixed-methods approach. Moreover, the data collected from the three main instruments, namely, SSEIT, IWTC, and the teachers' interviews, are going to be further summarised and discussed.

Research Question One: What is the EI level of third year EFL learners?

In contemplation of assessing and identifying third year EFL students' level, a valid standardized test was a necessity. It was initially hypothesized that third year EFL students would have average to high EQ levels. After careful consideration and selection, the SSEIT was administered to 45 students. The instrument was composed of 33 five-point Likert scale items categorized into major subscales. After reverse coding and summing all scores, the average EQ score of the sample was reported to be 128. Accordingly, 56% (25

participants) scored above the average while 44% (20 participants) scored below the average. It was concluded that third year EFL students have a moderately high EQ. On the basis of these findings, a detailed account of the scores was demonstrated for more clarification. The highest and lowest average score of each item composing the four core subscales were interpreted.

The most striking point that was revealed was that participants had a great command over the utilization of emotion. Reflecting this on the educational context, students can benefit a great deal from possessing such ability when being exposed to emotional-based learning. Managing positive emotions leads to discovering new prospects, increasing learning ability, and enhancing performance on different tasks. As it was asserted by the German psychologist Pekrun (2014), “The research findings imply that positive emotions can have profoundly positive effects on students’ learning [...] focus students’ attention on learning, promote their motivation to learn, and facilitate use of deep learning strategies and self-regulation of learning” (p. 13). However, the emotional-based learning activities should be directly related to the objectives of the tasks so as not to shift students’ attention away from what is being communicated. These findings go along with Um et al. (2012) who reported that the use of positive emotions is found to aid learning and contribute to academic accomplishment, regulated by self-motivation and satisfaction with instructional materials (as cited in Tyng et al., 2017). Correspondingly, making use of students’ positive emotions would definitely lead them to achieve better results and mediate negative emotions gradually within the process. Notwithstanding, in reference to the data obtained, there should be more emotional awareness, in self and others, and self-management as a way to optimise the use of emotions properly. Both strengths and weaknesses were highlighted to precisely identify what to focus on when aiming to develop students’ EI in general. On that account, the findings were of great significance.

Research Question Two: To what extent are Third Year EFL learners willing to communicate inside the classrooms?

Highlighting the aspect of verbal communication, a valid standardized test was adopted to assess students' degree of WTC. The IWTC was selected for the main reason of being compatible with the EFL context. It consisted of 27 five-point Likert items grouped into six principal factors. After summing all scores, the mean was calculated and reported to be $X=101$. Thus, 51% (23 participants) were inclined to communicate where 49% (22 participants) were reluctant. Hence, it has been ascertained that third year EFL students are willing to communicate. Additionally, the descriptive statistics of the 27 items were displayed in a table. Like the SSEIT, each item's highest and lowest average score composing the six core factors were interpreted.

Primarily, it was hypothesized that third year EFL students may be unwilling to communicate inside the classroom. In reliance on the data represented in the previous section, the results of the IWTC share a number of similarities with the studies of Amalia and Asib (2019) and Alenezi et al. (2021), which in turn were conducted with EFL learners of Indonesia and Kuwait respectively. Specifically, students' WTC was substantially determined by various factors that had a direct influence. As we already provided a detailed explanation of each item, a summary of the most influential aspects will be provided. Primarily, environmental factors (such as the traditional seating arrangement with overcrowded classrooms), and frequent interruption from the part of the teachers (destructive feedback), play a critical role in hindering students' WTC. Those who suffer from low levels of confidence would automatically feel alienated. On the other hand, the degree of familiarity and the amount of knowledge about the topics discussed, teacher-student familiarity, interest and gender influence, infusion of subjective encounters, and the nature of the activities (e.g., group work and presentations), are more likely to boost

students' WTC when being considered carefully prior to designing the lessons. Therefore, the IWTC served as a valuable instrument in highlighting the obstacles as well as the motives that may inhibit or boost EFL students' WTC.

Research Question Three: Is there any significant relationship between Third Year EFL learners' EI and WTC?

Shifting to the central question of the present inquiry, the potential correlation between EI and WTC was sought to be established. Relying on the obtained data from the SSEIT and IWTC, all the scores have been processed by means of IBM SPSS version 28. After employing Pearson correlation bivariate to process the scores obtained, the results displayed were statistically significant. Thus, the null hypothesis was rejected in favor of the alternative hypothesis. On that account, it was determined that there is a moderate positive relationship between EFL students 'of Biskra University EI and WTC.

Accordingly, it is proved that there are shared underlying elements that link WTC and EI. As it was mentioned in the previous section, some of EI subscales are closely related to effective communication between individuals. The ability to relate to others (in which adaptation and effective use of knowledge and abilities are required when engaging with other people), the ability to understand, manage, and regulate one's and others' emotions, are all meant to contribute significantly to different communicative situations. Thus, it can be said that students with low levels of EI require social learning environments instead of isolated ones to promote their WTC along with their EI skills. The present investigation findings are in line with the previous body of research which has taken EI in relation to WTC (Birjandi & Tabataba'ian, 2012; Tabatabaei, 2013; Ketabdar et al., 2014; Alavinia & Agha, 2014; Gholami, 2015; Vahedi & Fatemi, 2016; Rahbar et al., 2016). All the aforementioned studies indicated that high levels of EI are related to

high levels of WTC. Additionally, they accentuated the need for incorporating EI-based activities in the EFL curriculum.

Research Question Four: What are the beliefs and attitudes of EFL teachers towards the implementation of EI-based instructional activities?

The most practical way to accurately assess students' learning and delve deeper into the different aspects of the teaching learning process is through an interview. As teachers are a fundamental part of the education system, their insights and perceptions were regarded indispensable. Thus, four face-to-face interviews were scheduled with Oral expression teachers. It was hypothesised that Oral expression instructors would have positive attitudes towards the implementation of EI-based activities. Following the analysis of the rich data we gathered, and before answering the main question, it is important to provide an account of the most remarkable answers regarding the rest of the interview questions. Primarily, most of the teachers reported that EFL students' WTC level varies with a considerable number of students displaying unwillingness to communicate. According to them, this reluctance is mainly a result of different psychological factors, lack of linguistic competence, destructive feedback from the part of the teacher, and lack of interest from the part of students. Most importantly, all the teachers accentuated the influence of the emotional aspect of students on their engagement and academic achievement in general.

Therefore, they indicated the significant relationship between EI and WTC. Additionally, teachers were highly aware of the importance of self-awareness and self-regulation in mediating the complications of the learning process. Addressing the central question, teachers displayed positive attitudes towards the implementation of EI-based instructional activities. They regarded the idea as interesting and intriguing if it is

compatible with the objectives of the lessons. Above all, some teachers considered taking EI-based activities into consideration and applying them in the future.

Overall, it can be concluded that the results we arrived at are of substantial importance. Third year EFL students' EQ levels were reported to be moderately high with a dominant percentage of students displaying inclination to verbal communication. Yet, a considerable number of students were neither emotionally intelligent nor willing to communicate. The factors contributing to such low levels were interpreted and discussed with further suggestions. On the other hand, teachers' perception of their students' WTC was accurate to a certain degree. Additionally, teachers were highly aware of the influence of emotions on the teaching learning process. This was exceptionally promising as the interviewees displayed a great tendency towards opting for new methods and techniques, which can promote their students' WTC and academic achievement in general. Predominantly, the potential correlation between EI and WTC was confirmed to be significant. It is established that correlation does not equal causation; yet, an increase of EI corresponds with an increase in WTC. Thereby, it is valid to suggest the implementation of EI-based instructional activities for the amelioration of both EI and WTC.

Conclusion

Primarily, this chapter was divided into three major sections. The first section, research methodology and rationale, was devoted to the description and justification of the research paradigm, research approach, and research design of the investigation. Subsequently, data collection methods, data collection procedures, data analysis procedures, and sampling technique were thoroughly discussed. The second section dealt with the demonstration of the results and their interpretation. It involved statistical analysis for the SEEIT and IWTC along with a content analysis for the teachers' interviews. Finally, the last section was allocated to the summary and discussion of the key findings.

The discussion resumed the central research questions making use of inferences and drawing final conclusions.

General Conclusion

Communication and authentic language use are the fundamental interest of contemporary Foreign Language Teaching. Students who display higher levels of WTC benefit the most in such systems. Likewise, emotions can never be detached from the teaching learning process as long as we are dealing with human beings. Thus, classrooms are highly emotional environments. Students experience different feelings that can influence their involvement and academic achievement in general. Nonetheless, instructive settings frequently discount or neutralise the role of emotions. In order to mediate students' psychological problems and alleviate teachers' pressure, research efforts should be directed towards linking the different emotional aspects with learning. Correspondingly, practical solutions will be gradually endorsed.

The present investigation emerged as a result to our observation of third year EFL students' reluctance to Oral communication. Thus, we anticipated that this unwillingness to communicate is rather linked to students' EI. The body of the literature confirmed that EI and WTC have been proven to play a dynamic role in shaping students' academic success and facilitating the process of learning. Likewise, the empirical studies have demonstrated the possible link between WTC and EI. Yet, the conflicting results obtained from different studies accentuated the necessity for further studies; so that one may arrive at clear-cut evidence about the potential role of EI and its relationship to different variables in the academic setting. Hence, the present study aimed primarily at investigating the possible correlation between the EI and WTC.

With a focus on answering the main research questions thoroughly and testing the hypotheses, a set of systematic steps has been followed. Pragmatism was adopted as the research paradigm of the current inquiry. Accordingly, a mixed-methods approach with an explanatory sequential design was sustained for more accurate representation and interpretation of the quantitative and qualitative data gathered. In order to delve deeper into the core of the present investigation, three data collection instruments were employed. Namely, the Schutte Self-Report Emotional Intelligence test, the Instructional Willingness To Communicate test, and the teachers' interviews. Ensuring the elimination of any inconveniences and boosting the credibility of the results, all of the data collection tools have been either piloted and validated accordingly. Moreover, in order to analyse the obtained data systematically and to arrive at logical conclusions, descriptive statistics, inferential statistics, and content analysis were used.

The results revealed that third year EFL students at Biskra University have a moderately high level of EQ level. Additionally, they demonstrated more willingness than reluctance to Oral communication. We did not stop the analysis of the results at this level but we also provided an account of the possible factors that may act as an incentive (e.g., infusion of subjective encounters) or a deterrent (e.g., frequent interruption from the teacher) for students' WTC. Besides, EI subscales have been detailed and the areas that students are best at were highlighted (Utilization of Emotion); along with those that they need to work on (e.g., Perception of Emotion). The null hypothesis, there is no significant relationship between Third Year EFL learners' EI and WTC, was successfully refuted. Hence, the present research confirms that there is a moderately significant relationship between third year EFL learners' EI and WTC at the level of $p= 0.01$. On the other hand, Oral expression teachers were highly aware of the impact both variables exert on each

other. Therefore, they expressed positive attitudes towards the implementation of EI-base activities.

On a final note, the present inquiry does not seek to depict EI as a panacea capable of fixing all educational problems. However, EI's influence is by no means marginal. Thus, if we could, by any chance, raise awareness and direct only one teacher's mindset towards the innovative ways of improving different aspects of learning and not only language or engagement in particular. Then we can say that the study fulfilled one of its major objectives. Based on the conclusions we arrived at, the present investigation serves as a foundation for future research; especially for those that aim to boost students' WTC through pedagogical interventions. Given the documented correlation between EI and WTC, future research studies might devote much more attention to the association between emotions and many areas of foreign language teaching and learning, which, in turn, justifies our research efforts.

Implications and Recommendations

- Raising emotional awareness in educational settings for both students and teachers.
- EFL teachers are ought to assist learners to gain access to language exposure outside the classroom. Students should be aware of the importance of language exposure for the augmentation of their WTC.
- For the effect of EI to be optimum for students, teachers need to be emotionally intelligent. Therefore, a set of EI competencies can be integrated into their training.
- Oral expression teachers can make use of ice breakers and energizers at the beginning of the sessions, in order to stimulate students' WTC and enhance their EI competencies.

- Oral expression teachers might consider implementing EI-based activities themselves, as there are numerous ones available and applicable.
- Taking into consideration students' interests, backgrounds, and maintaining student-teacher familiarity with constructive feedback is essential for boosting their WTC.
- Using more communicative activities, group work, and discussions where students can infuse their personal encounters and display much about their emotions.
- Syllabus designers and policymakers can develop and execute programs that aim to develop foreign language competencies along with EI skills.
- EI-based activities should boost students' emotional awareness and regulation. Thus, it is important to highlight the aspect of utilizing emotions for the purpose of assisting thoughts and actions.
- Conducting quasi-experimental studies where an application of EI-based activities in the EFL context is the focus. Accordingly, evaluating the potential influence of these activities on WTC or other variables is crucial for finding practical solutions.
- A call for an in-depth examination of EI significance in relation to students' academic life for bettering the content of activities.
- Prior to focusing on students, studies might shift their focus towards EI and teachers' burnout. Thus, finding practical ways to aid teachers would automatically optimize the educational setting for better outcomes.

Limitations and Suggestions for Further Research

Limitations are found in any research and our investigation is no exception.

However, admitting the limitations does not disregard the credibility of the work. It only enhances the quality of suggestions paving the way for future research. The first serious

issue we encountered was the scoring scale of the adopted tests. We initially focused on the selection of tests to what suits the context and participants. Therefore, we did not consider the matter of scoring as critical. Concerning the SEEIT, at first, there seemed to be enough guidelines on how to calculate the total scores. However, as we delved deeper into the analysis, the categorization of levels from very low to very high was not included. After a long time of searching, we had to contact one of the creators of the test, it has been said that the classification depends on the researcher's judgement. Meaning, there should be a consideration of the mean, standard deviation, and context of use. On the other hand, the IWTC was a newly created test in the EFL context. There was no manual to follow nor a plethora of studies to depend on. We initially contacted one of the creators along with some teachers who are familiar with this type of tests. Unfortunately, there was no response from either part.

Apart from the scoring scale, the interpretation of the results obtained from both tests was another major impediment. The literature itself was contradictory as the Likert scale interpretation was unclear. Some scholars stated the mean needs to be calculated and interpreted, others were in favor of the mode claiming that it is more accurate. At last, and after long deliberation and readings, the researcher decided to opt for a conventional scoring for the IWTC. For the interpretation of the findings, the investigator decided to interpret the mean as the few valid studies that were found, in the same context, have proved that it is more accurate for our case. Concerning the interpretation of the SEEIT, we had to be very cautious so as not to exceed the limits of our right in making judgements, for the reason that we are not experts in psychological matters. Therefore, we mainly depended on the components of EI subscales and interpreted accordingly.

As for future research, we suggest that the researchers need to be more cautious and consider the aforementioned details. There should be a manual to follow for any test that is intended to be adopted. Even though we managed to be as accurate as possible in data analysis, the process we went through was time and effort-consuming. The tests were the heart of our study, therefore, the obstacles we faced could lead to the failure of the whole inquiry. Hence, these inconveniences should be avoided right from the beginning by careful planning or a pilot study.

Another limitation was the self-report tests. Participants could have given socially acceptable responses or might have overestimated themselves on purpose. Thus, face-to-face interviews can alternate the use of these tests for more accurate representations. As for the generic limitations, the scope of the study as well as the number of the participants impede the generalizability of the results. Future research might conduct a longitudinal study with a larger number of participants, opting for different measures, and linking EI to other variables.

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Appendix A: SEIT and IWTC

Investigating the Correlation between Emotional Intelligence and Willingness To Communicate among Third Year English as Foreign Language Learners

Dear respondents,

You are kindly invited to answer the following questionnaire. It will not take more than 10 minutes of your time. Be sure that your responses will be anonymous and any information which you choose to share will be solely used for completing the academic research for my Master's dissertation. Your contribution is highly valued, thank you!

* Required

Section One: General Information

1. Full Name *

2. Age *

3. Gender *

Mark only one oval.

Female

Male

Section Two: Emotional Intelligence

>>Instructions:
There are no right or wrong answers. Please give the responses that best describe you following this scale:

1 = Strongly disagree
2 = Disagree
3 = Neither disagree nor agree
4 = Agree
5 = Strongly agree

>>Glossary:

- To overcome: to succeed in dealing with or controlling a problem.
- To confide: to trust (someone) enough to tell them of a secret or private matter.
- Non-verbal messages: body language.
- To seek out: to search for.

4. Q1. I know when to speak about my personal problems to others *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. Q2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. Q3. I expect that I will do well on most things I try *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. Q4. Other people find it easy to confide in me *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. Q5. I find it hard to understand the non-verbal messages of other people *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. Q6. Some of the major events of my life have led me to re-evaluate what is important and not important *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. Q7. When my mood changes, I see new possibilities *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

11. Q8. Emotions are one of the things that make my life worth living *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

12. Q9. I am aware of my emotions as I experience them *

Mark only one oval.

1	2	3	4	5		
Strongly disagree	<input type="radio"/>	Strongly agree				

13. Q10. I expect good things to happen *

Mark only one oval.

1	2	3	4	5		
Strongly disagree	<input type="radio"/>	Strongly agree				

14. Q11. I like to share my emotions with others *

Mark only one oval.

1	2	3	4	5		
Strongly disagree	<input type="radio"/>	Strongly agree				

15. Q12. When I experience a positive emotion, I know how to make it last *

Mark only one oval.

1	2	3	4	5		
Strongly disagree	<input type="radio"/>	Strongly agree				

16. Q13. I arrange events others enjoy *

Mark only one oval.

1	2	3	4	5		
Strongly disagree	<input type="radio"/>	Strongly agree				

17. Q14. I seek out activities that make me happy *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

18. Q15. I am aware of the non-verbal messages I send to others *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

19. Q16. I present myself in a way that makes a good impression on others *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

20. Q17. When I am in a positive mood, solving problems is easy for me *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

21. Q18. By looking at their facial expressions, I recognize the emotions people are experiencing *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

22. Q19. I know why my emotions change *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

23. Q20. When I am in a positive mood, I am able to come up with new ideas *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

24. Q21. I have control over my emotions *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

25. Q22. I easily recognize my emotions as I experience them *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

26. Q23. I motivate myself by imagining a good outcome to tasks I take on *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

27. Q24. I compliment others when they have done something well *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

28. Q25. I am aware of the non-verbal messages other people send *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

29. Q26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

30. Q27. When I feel a change in emotions, I tend to come up with new ideas *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

31. Q28. When I am faced with a challenge, I give up because I believe I will fail *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

32. Q29. I know what other people are feeling just by looking at them *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

33. Q30. I help other people feel better when they are down *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

34. Q31. I use good moods to help myself keep trying in the face of obstacles *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

35. Q32. I can tell how people are feeling by listening to the tone of their voice *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

36. Q33. It is difficult for me to understand why people feel the way they do *

Mark only one oval.

1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Section Three: Willingness To Communicate

Instructions:
There are no right or wrong answers. Please give the responses that best describe you following this scale:

- 1= Strongly unwilling
- 2= Unwilling
- 3= Neither willing or unwilling
- 4= Willing
- 5= Strongly willing

37. Q1. talk about your favorite sport in a whole-class discussion *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

38. Q2. talk to your classmates when the teacher leaves the classroom for a few moments *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

39. Q3. talk to your classmates about movies and series *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

40. Q4. find opportunities to speak no matter how crowded the classroom is *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

41. Q5. talk to the student sitting next to you before the teacher enters the classroom *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

42. Q6. talk in group-work language-learning activities *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

43. Q7. speak even if other students laugh at your language mistakes *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

44. Q8. talk to your classmates about the history of English countries *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

45. Q9. raise your hand to ask or answer questions *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

46. Q10. talk to your classmates about computer games *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

47. Q11. speak even if you are seated at the back of the classroom *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

48. Q12. ask your classmate about the correct pronunciation of a word *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

49. Q13. talk about great artists you know in a group discussion *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

50. Q14. give a presentation in front of your classmates *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

51. Q15. talk to your teacher about English literature *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

52. Q16. speak even if you know your classmates are better than you at speaking English *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

53. Q17. talk to strange students from other classrooms *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

54. Q18. talk with your classmates about your weekends *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

55. Q19. ask your teacher to repeat what he or she has just said if you did not understand it *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

56. Q20. talk to your classmates outside of the classroom *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

57. Q21. speak even if your language mistakes are frequently corrected by the teacher *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

58. Q22. ask another student to explain a grammatical point to you *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

59. Q23. have a group discussion about the marriage tradition in English cultures *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

60. Q24. talk about the lifestyle of English people in a whole-class discussion *

Mark only one oval.

	1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	Strongly Willing				

61. Q25. speak more when a discussion is related to your own personal experiences *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

62. Q26. speak more when you are in the class of the same language teacher over several semesters *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

63. Q27. discuss cultural differences between English and Algerian people in a group *

Mark only one oval.

1	2	3	4	5	
Strongly unwilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Willing

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Appendix B: Interview Consent Form

Interview Consent Form

Teacher's Name

Interview Date

Research Title

Investigating the Correlation between Emotional Intelligence and Willingness to Communicate among English as Foreign Language Learners: The Case of Third Year Students of English at Biskra University.

Description of the Research Study

This research work is an endeavor to explore the issue of Willingness To Communicate (WTC) and the concept of Emotional Intelligence (EI) in the Algerian EFL context. The main aim of this study is to determine the potential relationship between EI and WTC and also to bring into light the two concepts by introducing them to both students and teachers.

Dear Teacher,

You are kindly asked to take part in my research work. Your experience as well as your responses and insights will be of great contribution to the present study.

- I confirm that my participation in this research project is voluntary.
 - I have the right to decline to answer any question or to end the interview.
 - I confirm that the research interview will last approximately 20 minutes and will be recorded.
 - I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure.
 - I have read and understood the explanation provided to me.
 - I agree that the researchers may publish documents that contain quotations by me.
-

By signing this form, I agree to the terms indicated above.

Teacher's Signature

Date Signed

Researcher Contact Details:

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 Biskra
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 Languages
 Department of Foreign Languages
 Section of English

Appendix C: Teachers' Interview Opinionnaire

Are there any repetitive questions?

Yes

No

- If yes, please specify them.

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

1. Did you find any grammar / spelling mistakes in the questions?

Yes

No

-If yes, please notify them below.

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

2. Are there any irrelevant questions that need to be removed?

Yes

No

-If yes, please provide the number of the question(s) below

.....
.....

3. Is the interview of reasonable length?

Yes

No

4. Are there any ambiguous questions that need to be reformulated and / or clarified?

Yes

No

-If yes, please indicate which questions require rewording.

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5. If there are any questions that you believe are of close relevance to the purpose of the interview but were not included, please write them below

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.....

Thank you very much for your time and collaboration

Appendix D: Interview Validation Form

I hereby certify that I have read the students' interview in the study carried out by Maissa **BOUAZIZ** who is currently working on her MA dissertation at Biskra University. I have provided the researcher of the present study with remarks and comments on the content of the interview.

Background Information on the Expert:

Name:

University:

Present Occupation:

Degree:

Telephone Number:

Email Address:

Signed:

Researcher Contact Details :

Full Name: Maissa Bouaziz

Email: bouazizmaissa98@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

ملخص الدراسة

تم إجراء العديد من الدراسات لإيجاد حلول عملية للحفاظ على التواصل الفعال في النسق الدراسي. ومع ذلك، يبدو أن التأثير المفترض للمتغيرات العاطفية يتم التقليل من شأنه والتغاضي عنه. ركزت الدراسة الحالية على التواصل اللفظي والجانب العاطفي للطلبة. تحديداً، كان الهدف الرئيسي هو إثبات العلاقة المحتملة بين الرغبة في التواصل والذكاء العاطفي بين 45 من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثالثة، في جامعة بسكرة، الذين شاركوا في الدراسة من خلال طريقة أخذ العينات الملائمة. من الناحية المنهجية، تم اعتماد نهج مختلط مع تصميم تسلسلي توضيحي. من أجل جمع البيانات اللازمة، تم استخدام ثلاث وسائل وعلى وجه التحديد، اختبار الاستعداد التعليمي للتواصل، اختبار شوت للذكاء العاطفي للتقرير الذاتي، ومقابلة مع الأساتذة. بعد الحصول على البيانات الأولية، تم استخدام الإصدار 28 من برنامج IBM SPSS لمعالجة النتائج في نسق قابل للتفسير. أشارت النتائج الإحصائية لتحليل الارتباط إلى وجود علاقة إيجابية معتدلة بين الذكاء العاطفي والرغبة في التواصل. من ناحية أخرى، تسعى الدراسة أيضاً إلى الاستفسار عن مواقف مدرسي التعبير الشفهي تجاه تنفيذ الأنشطة التعليمية القائمة على الذكاء العاطفي. وفقاً لذلك، أعرب المشاركون عن فضولهم ومواقفهم الإيجابية تجاه التطبيق العملي لهذه الأنشطة وقابليتها للتطبيق في سياقنا. من جميع النواحي، يمكن لنتائج الدراسة الحالية أن تشجع مصممي المناهج ومدرسي اللغة الإنجليزية كلغة أجنبية على النظر في فعالية الذكاء العاطفي في التوسط في عوائق التواصل المتعلقة بالنسق الدراسي. وبالتالي، فهي دعوة لدمج مهارات وقدرات الذكاء العاطفي في برنامج تدريس اللغة الأجنبية وأنشطة الفصل الدراسي لمنهج التعبير الشفوي على وجه الخصوص.