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**Assessing the Impact of Emotional Intelligence on EFL
Speaking Anxiety: A Case Study of First-Year University
Students at University of Ghardaia**

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Degree in Didactics

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Dedication

This work is dedicated to my beloved parents, whose love, sacrifices, and constant support have always been my source of strength and inspiration.

To my teachers, past and present, who have lit the path of knowledge and critical thought for me.

To all those who believe in the power of education to transform minds and lives.

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Abstract

This study investigates the impact of emotional intelligence among first-year EFL students at the University of Ghardaia. The research aims to determine whether emotional intelligence influences students' ability to speak confidently in English and to what extent it can reduce classroom speaking anxiety. A mixed-methods approach was employed, combining quantitative data collected through students' and teachers' questionnaires with qualitative insights obtained from classroom observations. The findings reveal that many students experience significant levels of speaking anxiety, primarily due to fear of making mistakes, negative peer evaluation, and low self-confidence. However, students with higher levels of emotional awareness and self-regulation reported lower anxiety and demonstrated greater participation in speaking tasks. Similarly, emotionally intelligent teaching practices such as encouragement, empathetic feedback, and maintaining a supportive classroom environment were found to positively influence student confidence and reduce anxiety. The study confirms the proposed hypotheses, indicating a strong link between emotional intelligence and reduced speaking anxiety in EFL contexts. Based on these findings, the study recommends the integration of EI strategies in language instruction to foster emotionally supportive learning environments and enhance learners' oral communication skills.

Keywords: *Emotional Intelligence, First-year EFL Students, Oral Communication, Self-Confidence, Speaking Anxiety, Teacher Strategies.*

List of Abbreviations and Acronyms

EI: Emotional Intelligence

SA: Speaking Anxiety

EFL: English as a Foreign Language

SLA: Second Language Acquisition

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General Introduction

The ability to communicate effectively in a foreign language is crucial in today's interconnected world. Among the various language skills, speaking is often considered the most challenging due to its real-time nature and the pressure it puts on learners. This challenge is particularly evident in English as a Foreign Language (EFL) settings, where students may experience anxiety that affects their oral performance. Understanding the factors that influence speaking anxiety, such as emotional intelligence, is essential for improving students' language learning experiences.

1. Background of the Study

The speaking skill in English is among the essential skills that foreign language students need. However, it represents a challenge for many of them due to anxiety and stress, which may negatively affect their performance in class. In this context, emotional intelligence is considered an important factor, as students with a high level of emotional intelligence demonstrate a greater ability to control their emotions, helping them speak with confidence and without stress. This can contribute to improving their ability to handle difficult situations in the classroom, thereby reducing anxiety while speaking.

Many studies indicate a relationship between emotional intelligence and oral communication skills. A study by Khiari (2018) found that students with high emotional intelligence were more capable of interacting and speaking fluently in classrooms compared to those with lower levels of emotional intelligence. Another study also showed that speaking anxiety can be alleviated by developing emotional intelligence skills, such as stress control and emotion management.

Although previous research has confirmed the impact of speaking anxiety on students' performance, the relationship between emotional intelligence and reducing

this anxiety still requires further study, which is what this research aims to achieve.

2. Statement of the Problem

The ability to speak English fluently is essential for university students, yet many face difficulties due to various psychological factors. Speaking skills in English are among the fundamental skills that university students need in the process of learning and improving the language. However, many students face various challenges when speaking, including anxiety and stress. Despite having a good level of intelligence and knowledge, some students struggle to participate in class discussions and express their opinions. This is often attributed to low self-confidence, lack of motivation, and fear of making mistakes. In this context, emotional intelligence is considered a crucial factor in foreign language learning, as it helps students overcome speaking-related anxiety, boosts their self-confidence, and enhances their interaction and oral performance. Consequently, there is a strong correlation between emotional intelligence levels and students' ability to speak fluently and without fear.

3. Research Questions

This study aims to explore the relationship between emotional intelligence and speaking anxiety among EFL students. To achieve this, the following research question and sub-questions are formulated:

Main Research Question:

1- What is the relationship between emotional intelligence and speaking anxiety among EFL students?

Sub-Questions:

1.1- How does the level of emotional intelligence affect students' speaking anxiety in an EFL classroom?

1.2- In what ways does the teacher's use of emotional intelligence influence students' participation and confidence in speaking activities?

4. Hypotheses

Based on the research questions, the study proposes the following hypotheses:

- 1- There is a relationship between teachers' emotional intelligence strategies and students' speaking anxiety and classroom participation in an EFL context.
- 2- Students' levels of emotional intelligence may be associated with their speaking anxiety in an EFL learning environment.
- 3- The absence or low levels of emotional intelligence in teachers or students may influence students' self-confidence and anxiety when speaking English.

5. Research Objectives

This study aims to explore the influence of emotional intelligence on EFL students' speaking skills. The following objectives have been established to guide the research:

- 1- To explore how teachers' emotional intelligence strategies relate to students' speaking anxiety and classroom participation in an EFL context.
- 2- To investigate the potential relationship between students' emotional intelligence levels and their speaking anxiety in EFL learning.
- 3- To examine the possible effects of varying levels of emotional intelligence on students' self-confidence and anxiety when speaking English.

6. Significance of the Study

This study is significant as it explores the role of emotional intelligence in speaking anxiety among EFL students, which may influence their language learning experience. It may benefit students by helping them develop emotional intelligence skills that enhance their ability to cope with anxiety and improve their speaking

confidence. Teachers may also find this study useful in designing strategies that create a supportive learning environment, helping students manage their anxiety more effectively.

7. Limitation of the Study

This research limits itself to studying the impact of emotional intelligence on speaking anxiety among first-year License Degree EFL students at the University of Ghardaia. In this regard, the current study is limited to investigating students' self-reported perceptions of their emotional intelligence and its effect on their speaking anxiety. Although the study initially aimed to include interview with EFL teachers to gain deeper insights into their views and practices, this was not possible due to the lack of availability and time constraints of the teachers. Additionally, the study's timeframe is not sufficient to capture long-term changes in students' emotional intelligence and speaking anxiety levels.

8. Research Methodology Design

This study adopts a mixed-methods approach to explore the relationship between emotional intelligence and EFL students' speaking anxiety. It combines quantitative data from students' questionnaire with qualitative insights from classroom observation and teachers' questionnaire. The target population includes first-year EFL students enrolled in the Oral Expression module at the University of Ghardaia, alongside their teachers. Data will be analyzed using both qualitative and quantitative techniques to identify key patterns, relationships, and themes. The findings will be presented through descriptive analysis, supported by tables and graphs for clarity.

9. Structure of the Dissertation

The conducted study contains both theoretical and practical parts. It consists of three chapters with a general introduction and a general conclusion. The first chapter

is devoted to provide an overview to the concept of emotional intelligence (EI) as a psychological concept and explores its relevance in education. It examines different theories and models that define EI, highlighting its essential components. The chapter also discusses how EI influences learning processes, particularly in language acquisition.

The second chapter focuses on speaking anxiety in EFL learning. It defines the concept, explores its causes and manifestation. The study also covers psychological and social factors of speaking anxiety in addition to the relationship between emotional intelligence and speaking anxiety.

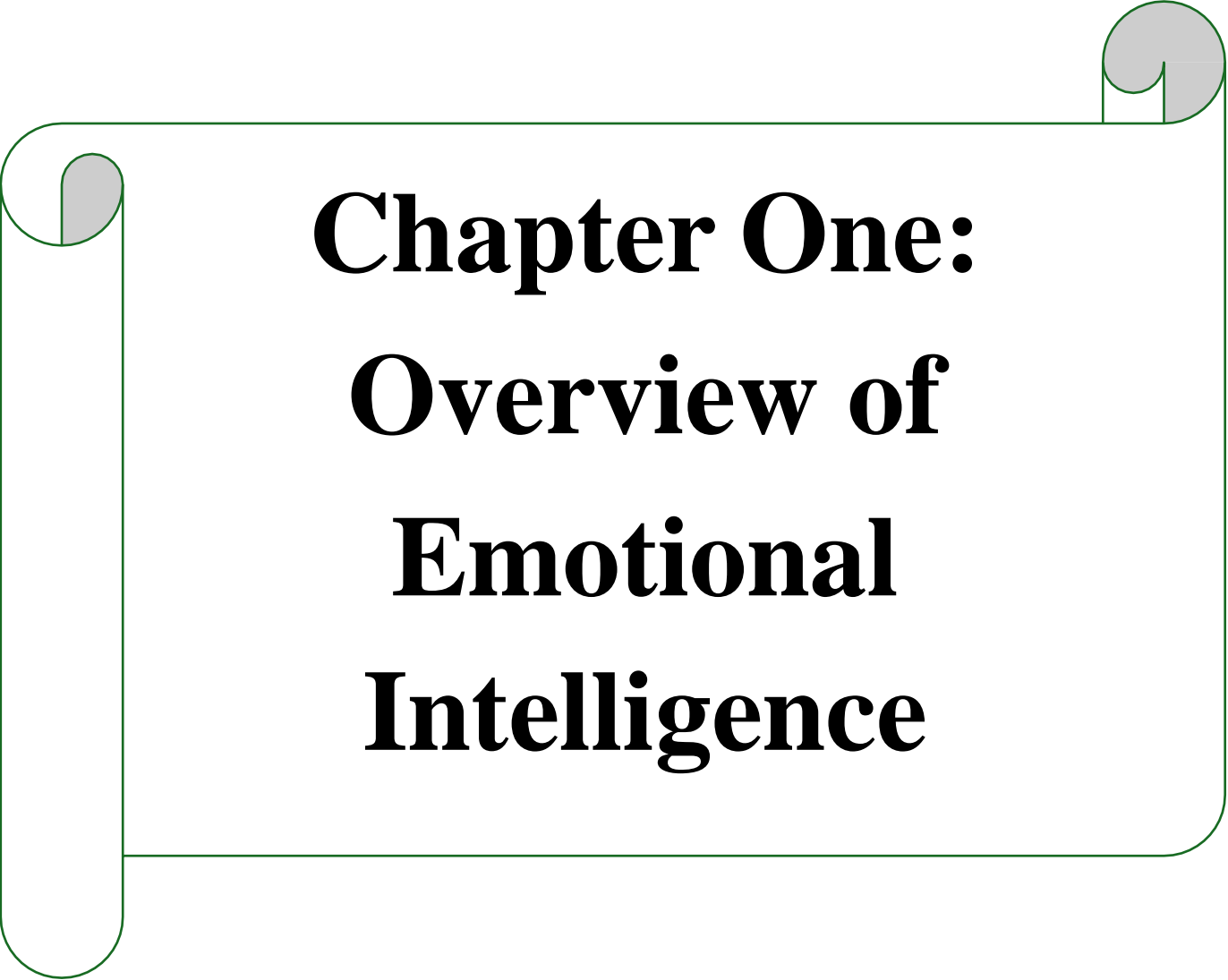
Moving to the practical part, the third chapter represents research methodology including analysis and interpretation. It presents participants, data collection tools and analysis of the findings obtained from students' questionnaire, classroom observation, and teachers' questionnaire. Moreover, it includes discussion, recommendations, and it ends with general conclusion.

10. Definition of Terms

To ensure clarity and a better understanding of the key concepts in this study, the following terms are defined based on relevant literature. These definitions provide a framework for discussing the relationship between emotional intelligence and speaking anxiety in EFL learning:

Emotional Intelligence: refers to the ability to accurately analyze emotions and utilize emotional awareness to enhance cognitive processes (Mayer, Roberts, & Barsade, 2008). Therefore, Emotional intelligence is important in daily life because it helps people understand their feelings, communicate better, and handle challenges more effectively. By developing this skill, individuals can build stronger relationships and make better decisions.

Speaking anxiety: is considered the fear of verbally expressing oneself, which can be identified through physiological signs. These signs hinder a person's ability to speak, as those who suffer from this type of anxiety may find it difficult to focus on the speaking process itself (Lejla, 2011). This definition effectively highlights the challenges faced by individuals with speaking anxiety. For instance, physiological signs such as an increased heart rate, sweaty palms, difficulty breathing, and a trembling voice can hinder one's ability to focus on speaking. These symptoms demonstrate how anxiety can impair effective communication.



Chapter One: Overview of Emotional Intelligence

Introduction

Emotional intelligence (EI) has garnered significant attention in various fields, especially in education, due to its essential role in enhancing personal and academic development. As the importance of emotional intelligence grows, especially in the context of learning a foreign language, it becomes crucial to explore how it influences students' ability to manage emotions, form relationships, and navigate academic challenges. This chapter aims to provide a comprehensive overview of emotional intelligence by examining various theories and models, and highlighting its impact on educational outcomes, particularly in the context of language learning. Understanding emotional intelligence in depth will help in recognizing its significance in addressing challenges like foreign language anxiety and improving students' overall academic performance.

1.1 Definitions of Emotional Intelligence (EI)

Before delving into the definition of emotional intelligence, it is important to first understand both emotions and intelligence separately. According to Ekman (1992), emotion can be understood as a complex response that involves not only physiological and psychological changes but also influences one's thoughts, behaviors, and overall well-being. It occurs in reaction to various stimuli and plays an essential role in human experience.

While Gardner (1983) claimed that intelligence is not a single ability but rather a collection of distinct cognitive capabilities. Individuals possess multiple types of intelligences, including linguistic, logical-mathematical, spatial, and interpersonal skills, each contributing to a person's overall capacity to solve problems and adapt to different environments.

By understanding the definitions of emotions and intelligence as presented by Ekman and Gardner, it becomes clear that emotions are complex responses that affect thinking and behavior, while intelligence is seen as the ability to think and solve problems. However, emotions and intelligence are not separate from each other but rather complement each other in daily life. Understanding and managing emotions well can enhance the ability to use intelligence more effectively, whether in decision-making or interacting with others. This connection between emotion and intelligence paves the way for understanding emotional intelligence.

The concept of Emotional Intelligence has been widely discussed by numerous scholars, each providing different perspectives on its definition and significance. One of the most influential definitions was introduced by Goleman (2009), who conceptualizes emotional intelligence as the ability to recognize, understand, and manage one's emotions while also perceiving and influencing the emotions of others. This perspective expands the traditional view of intelligence beyond cognitive abilities to include emotional and social competencies.

This perspective highlights the crucial role of emotions in personal and professional success. It suggests that intelligence is not solely about academic achievement but also about how effectively individuals navigate their social and emotional environments. Thus, developing Emotional Intelligence can help individuals build better relationships, make informed decisions, and cope with challenges more effectively.

Emotional intelligence, as defined by Salovey and Mayer (1990), refers to a specific aspect of social intelligence that involves the ability to recognize, understand, and manage both one's own emotions and those of others. It encompasses the capacity to differentiate between various emotions, interpret their significance, and utilize this

awareness to shape one's thoughts and behaviors effectively. This concept emphasizes the role of emotional awareness in problem-solving, decision-making, and interpersonal interactions. Therefore, emotional intelligence is important for building strong relationships and effectively managing challenges in both personal and professional life. Being able to understand and control emotions can lead to better decision-making and a more positive environment.

According to Nelson and Low (2011) emotional intelligence encompasses a set of skills, behaviors, and attitudes that learners can develop, apply, and exemplify to enhance their personal fulfillment, academic success, and professional effectiveness. Therefore, emotional intelligence is significant for both personal and professional growth. For example, a student who manages stress effectively during exams is more likely to perform well, just as a leader who understands emotions can foster a positive work environment and resolve conflicts smoothly.

Therefore, (EI) can be defined as the ability to recognize, understand, manage, and influence both one's own emotions and those of others. It encompasses a wide range of skills, including emotional awareness, self-regulation, empathy, and social competence, all of which contribute to personal, academic, and professional success.

(EI) allows individuals to navigate complex emotional and social landscapes, make informed decisions, and build meaningful relationships. By integrating emotional intelligence into everyday life, individuals can enhance their problem-solving abilities, cope with challenges more effectively, and foster positive interactions both personally and professionally.

1.2 Theories and Components of Emotional Intelligence

Emotional intelligence (EI) has been conceptualized through various theoretical frameworks and components, with four prominent models shaping the understanding

of the concept: Howard Gardner's Multiple Intelligences Theory (1983), the Mayer-Salovey-Caruso Ability Model (1990), Goleman's Mixed Model (1995), and Bar-On's Trait Model (1997). Each of these theories offers a unique perspective on the nature, components, and significance of EI in human cognition and behavior.

1.2.1 Howard Gardner's Multiple Intelligences Theory (1983):

Based on a review of literature by Morgan (2021), Howard Gardner's theory of multiple intelligences highlights the diverse ways in which students learn and emphasizes the importance of tailoring instruction to meet their individual needs. When teaching methods align with students' learning preferences, they tend to grasp concepts more effectively and remain actively engaged. However, many educators neglect several intelligences outlined in *Frames of Mind*, which can have negative consequences.

Firstly, limiting instruction to only a few intelligences prevents teachers from recognizing and nurturing students' unique talents. Secondly, focusing on a narrow range of intelligences can leave students who struggle in those areas feeling inadequate, ultimately hindering their ability to absorb new information. In addition to personalized instruction, fostering creativity in the classroom is equally essential. Encouraging learners to engage in creative tasks enhances their problem-solving and critical-thinking abilities. A learning environment that promotes exploration and discovery can boost motivation and help students retain information for longer periods. By integrating discovery-based learning strategies, educators can create a more dynamic and effective classroom experience that supports student growth in multiple ways.

Howard Gardner's Theory of Multiple Intelligences highlights the diverse ways individuals process information and interact with the world. Gardner (1983) proposed

that intelligence is not a singular ability but rather a combination of various cognitive strengths. These intelligences include:

1. **Linguistic Intelligence:** The ability to effectively use language for communication, whether through writing, speaking, or reading. Individuals strong in this area excel in storytelling, wordplay, and understanding the nuances of language.
2. **Logical-Mathematical Intelligence:** The capacity for logical reasoning, recognizing patterns, and solving mathematical problems. Those with this intelligence enjoy working with numbers, analyzing relationships, and thinking abstractly.
3. **Visual-Spatial Intelligence:** The skill of understanding and manipulating visual information, such as images, patterns, and spatial relationships. People with this intelligence are often drawn to activities like drawing, designing, or navigating spaces.
4. **Bodily-Kinesthetic Intelligence:** The ability to control body movements and handle objects skillfully. Individuals with strong bodily-kinesthetic intelligence excel in activities requiring coordination, such as sports, dance, or hands-on tasks.
5. **Musical Intelligence:** Sensitivity to sound patterns, rhythms, and tones. Those with this intelligence have a keen ear for music, can recognize and reproduce melodies, and often express themselves through musical composition or performance.
6. **Interpersonal Intelligence:** The capacity to understand and interact effectively with others. Individuals strong in this intelligence can easily read emotions, work collaboratively, and navigate social situations with empathy.

7. **Intrapersonal Intelligence:** Self-awareness and the ability to understand one's emotions, motivations, and thoughts. People with high intrapersonal intelligence tend to be introspective, independent, and in tune with their personal values.
8. **Naturalist Intelligence:** A deep connection with nature and the ability to recognize and categorize elements of the natural world. Those with this intelligence are often fascinated by plants, animals, and environmental patterns.

Thus, this theory emphasizes that intelligence is multifaceted and that individuals possess unique strengths across different areas. Recognizing and nurturing these varied intelligences can enhance learning experiences and personal development.

1.2.2 Mayer-Salovey-Caruso Ability Model (1990):

The scholars Mayer and Salovey (1990) (as cited in Salovey and Grewal, 2005) developed one of the most influential models of emotional intelligence, known as the Four-Branch Model. This model defines emotional intelligence as a set of interrelated skills that help individuals process and manage emotions effectively. According to this theory, emotional intelligence involves the ability to perceive, use, understand, and manage emotions in oneself and others. These abilities form a hierarchy, with basic emotion recognition as the foundation and emotional management as the highest level. The following sections outline each of these four branches in detail:

The first branch of emotional intelligence is perceiving emotions, which means recognizing emotions in faces, voices, and even cultural signs, as well as understanding emotions. This is the foundation for all other emotional skills.

The second branch is using emotions, which involves using emotions to improve thinking and problem-solving. For example, being slightly sad might help with

detailed tasks, while being happy can boost creativity. Emotionally intelligent people know how to use their emotions to fit the situation.

The third branch is understanding emotions, which is about knowing the language of emotions and how they change over time. For example, recognizing the difference between happiness and ecstasy, or how shock can turn into grief.

The fourth branch is managing emotions, which is the ability to control both self-emotions and those of others. For instance, a leader might use their anger to motivate others effectively. Emotionally intelligent people can regulate emotions to achieve their goals.

1.2.3 Goleman's Mixed Model (1998):

Based on a review of literature by Kanesan and Fauzan (2019) Goleman's initial model consisted of five key dimensions, each encompassing multiple competencies (Goleman, 1998):

1. **Self-Awareness:** The ability to recognize and understand one's own emotions, strengths, weaknesses, goals, and their emotional impact on others.
2. **Self-Regulation:** The capacity to identify, control, and redirect negative emotions into more constructive or positive outcomes.
3. **Social Skills:** The ability to manage relationships effectively and influence others.
4. **Empathy:** Understanding and considering the emotions of others when making decisions.
5. **Motivation:** An internal drive to achieve goals and succeed.

In 2001 Goleman refined his model, reducing it to four dimensions with twenty competencies. The revised dimensions are: self-awareness, self-management, social awareness, and relationship management.

Therefore, this updated framework integrates both an individual's abilities and personality traits to provide a comprehensive understanding of emotional intelligence (Goleman, 2001).

1.2.4 Bar-On Trait Model (1997):

Based on a review of literature by Neubauer and Freudenthaler (2005), Bar-On (1997) examined personality traits that contribute to life success beyond cognitive intelligence, identifying five major dimensions of (EI), each subdivided into specific competencies. These dimensions are:

1. **Intrapersonal Skills:** The ability to understand and manage oneself, including:
 - **Self-regard:** Recognizing, understanding, and accepting oneself.
 - **Emotional self-awareness:** Identifying and comprehending one's emotions.
 - **Assertiveness:** Expressing emotions, thoughts, needs, and desires effectively.
 - **Self-actualization:** Striving to achieve personal potential.
 - **Independence:** Maintaining self-control and autonomy in emotional and decision-making processes.
2. **Interpersonal Skills:** The capacity to interact effectively with others, encompassing:
 - **Empathy:** Understanding and being aware of others' emotions.
 - **Social responsibility:** Acting as a constructive member of society.
 - **Interpersonal relationships:** Building and maintaining meaningful connections with others.

3. **Adaptability:** The ability to adjust to new circumstances and solve problems efficiently, including:
 - **Problem-solving:** Addressing personal and social challenges in a constructive manner.
 - **Reality testing:** Evaluating thoughts and emotions against real-world situations.
 - **Flexibility:** Adapting one's emotions, thoughts, and behaviors to changing conditions.
4. **Stress Management:** Coping effectively with pressure and emotional challenges, involving:
 - **Stress tolerance:** Managing stress in a positive and proactive way.
 - **Impulse control:** Regulating emotions and resisting impulsive reactions.
5. **General Mood:** Emotional well-being and outlook on life, which includes:
 - **Happiness:** Experiencing life satisfaction.
 - **Optimism:** Maintaining a positive attitude towards the future.

However Bar-On (2000) refined his model, restructuring it as a framework of emotional and social intelligence. The revised version retained 10 core components: self-regard, emotional self-awareness, assertiveness, empathy, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility, and problem-solving. Meanwhile, five original elements self-actualization, independence, social responsibility, optimism, and happiness were reclassified as supporting factors that facilitate emotional and social intelligence rather than being its fundamental components.

In conclusion, the four theories of (EI) highlight the multifaceted nature of human intelligence and emotional competence, which are vital for EFL students. Gardner emphasizes the diverse ways students learn, stressing the importance of teaching strategies that cater to different intelligences, fostering engagement and retention. Meanwhile, the rest of theories focus on how students perceive, manage, and utilize emotions, promoting self-awareness, adaptability, and effective social interaction. These emotional skills are essential in language learning, where anxiety, self-confidence, and communication play major roles. By integrating these theories, EFL teachers can create a more inclusive, supportive, and emotionally aware classroom that not only enhances language proficiency but also nurtures students' overall personal and academic growth.

1.3 Emotional Intelligence in the Educational Context

The researchers Singh. T, Verma, Singh. R (2014) found in their study that there is a strong relationship between emotional intelligence and academic achievement. The data analysis revealed that individuals with higher levels of emotional intelligence tend to achieve greater academic success. This is because emotional intelligence enhances an individual's ability to focus, which positively impacts their academic performance.

Moreover, the researchers emphasized that managing emotions is essential for success, regardless of gender. When individuals understand their own emotions, they become more capable of understanding others' feelings, which further supports their ability to achieve greater accomplishments in various areas of life.

Similarly, the researchers Karimi, Kwena and Anika (2020) provided strong evidence of a significant positive relationship between students' emotional intelligence and their academic performance. They demonstrated that students with

higher emotional intelligence tend to achieve better academically. Among the various components of emotional intelligence, the ability to express emotions showed the strongest link to academic success. Based on their results, they recommended integrating emotional intelligence topics into school counseling and guidance programs. This would help students enhance key emotional skills such as recognizing, expressing, regulating, and effectively using emotions, both their own and others'. Strengthening these abilities can foster better intrapersonal and interpersonal relationships, improve communication skills, and ultimately support higher academic achievement.

According to Preeti (2013), several factors significantly influence emotional intelligence (EI) and academic achievement. Understanding and nurturing these factors can enhance both educational outcomes and social intelligence among students.

1. **Emotional Literacy:** Developing emotional literacy is essential before mastering emotional intelligence. Students need to learn how to transform negative emotions like fear, aggression, and anger into hope, courage, and cooperative behavior. Unfortunately, emotional literacy is often overlooked during early childhood education. Incorporating practical lessons on emotional awareness rather than treating social education as a mere formality can foster emotional understanding and improve interpersonal relationships.
2. **Academic Understanding:** Traditional education systems often prioritize grades over true comprehension, creating unnecessary pressure on students. A more effective approach would encourage understanding beyond memorization, focusing on applying concepts in real-life scenarios. This shift

could help students engage with their studies more meaningfully and reduce the competitive "grade race".

3. **Affective Domain Development:** Learning is not just about cognitive growth, it involves emotional and behavioral changes as well. Teachers should evaluate students' emotional responses and engagement during lessons. Encouraging an open, democratic environment where students feel free to ask questions and express curiosity can foster deeper learning. Providing feedback that emphasizes personal, social, and emotional value creation further supports affective development, ultimately enhancing academic performance.
4. **Self-Assessment:** Self-awareness is key to personal and academic growth. When students recognize their strengths and weaknesses, they can focus on improving specific areas. Regular self-assessment, guided by mentors, empowers students to monitor their progress and achieve more effective academic results.
5. **Pressure Management:** Academic success alone does not guarantee future achievements. High expectations and performance-oriented behavior can create overwhelming pressure, impacting students' emotional well-being. Developing skills like humor, self-confidence, and self-regulation can help students manage exam anxiety and perform better under stress.
6. **Parental and Social Support:** Many students lack access to emotionally supportive parents or mentors who can guide them in understanding and managing emotions. Emotional intelligence should ideally be nurtured from an early age (3 to 15 years), laying the foundation for emotional coping strategies. While early social interactions with family, teachers, and peers contribute to this development, more structured support is needed to help

students recognize and control their emotions while fostering empathy towards others.

7. **Performance Evaluation:** it is found that emotional intelligence (EI) is related to academic performance for two key reasons: academic tasks often involve ambiguity, and success relies on self-directed learning. Students with higher emotional intelligence tend to manage these challenges more effectively, leading to better academic outcomes.
8. **Academic Motivation:** Beyond intellectual intelligence and emotional intelligence (EI), academic motivation plays a significant role in student's achievement. Studies suggest that students with high, moderate, and low motivation levels display varying degrees of emotional intelligence, which directly influences their academic success. Cultivating intrinsic motivation alongside emotional skills is therefore essential for sustained academic performance.

This comprehensive approach to emotional intelligence highlights its pivotal role in shaping not only academic success but also students' personal and social development. By fostering emotional literacy, resilience, and motivation from an early age, educational systems can equip students with the skills they need to thrive both in and beyond the classroom.

On the other hand, Thao et al. (2023) point out that (EI) has a significant impact on second language acquisition (SLA), especially among university students specializing in English. They indicated that (EI) positively influences language learning outcomes through several key factors. Among these factors are motivation, self-confidence, interpersonal skills, goal orientation, and emotional openness. Motivation fosters resilience, active involvement, and self-regulation in language learning. Self-

confidence helps stimulate proactive learning, increases resilience, sets ambitious learning goals, and encourages language production.

Furthermore, social skills such as empathy and cultural awareness are crucial for enhancing language comprehension and effective communication. Goal orientation helps in optimal resource allocation and supports independent learning, while emotional openness affects communication skills, cultural understanding, receptivity to feedback, and enhances the learning environment and self-reflection.

Consequently, Emotional intelligence (EI) plays a crucial role in both academic achievement and second language acquisition (SLA). Research consistently shows a strong positive relationship between higher emotional intelligence and improved academic performance, including in language learning contexts. Key factors contributing to this relationship include motivation, self-confidence, interpersonal skills, goal orientation, and emotional openness. These traits help students manage their emotions, enhance their learning strategies, and improve their communication skills, all of which contribute to better academic and language learning outcomes.

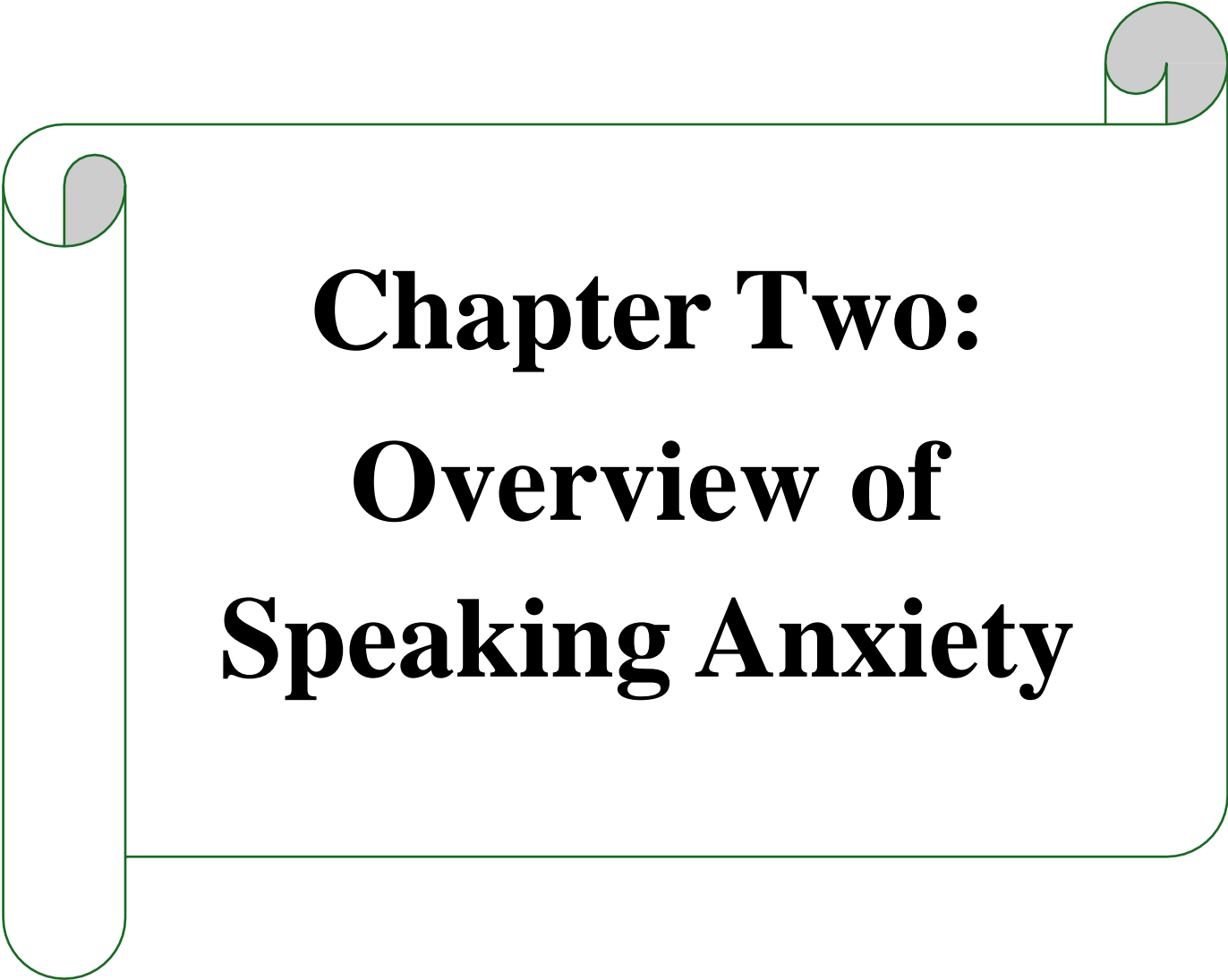
Across various studies, there is a consensus that emotional intelligence fosters resilience, proactive learning, and stronger interpersonal relationships, which are critical for success in academic and language learning environments. Motivation is frequently linked to resilience and active involvement in learning, while self-confidence boosts language production and learning ambition. Interpersonal skills such as empathy and cultural awareness are particularly significant in language acquisition, facilitating better comprehension and communication.

The studies underscore the importance of integrating emotional intelligence development into educational programs to support both academic success and personal growth. This approach encourages a holistic development of students,

addressing not only cognitive learning but also emotional and social aspects, which are keys to their success in educational and real-life settings.

Conclusion

In conclusion, it is evident from this chapter that emotional intelligence is a critical factor in improving academic performance and enhancing social interaction among students. By developing emotional intelligence skills such as self-awareness, emotional regulation, and empathy, students can strengthen their ability to adapt to various learning environments. Integrating these concepts into educational contexts can help improve language performance, paving the way for a deeper understanding of areas such as foreign language speaking anxiety. This will be further explored in the next chapter, where we will discuss how emotional intelligence affects speaking anxiety and its relationship to success in foreign language learning.

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Chapter Two: Overview of Speaking Anxiety

Introduction

Speaking is one of the four essential language skills that every learner strives to master. However, EFL students often encounter various challenges while developing this skill, the most prominent of which is speaking anxiety a psychological barrier that negatively affects their oral performance and self-confidence. Among the various factors that influence speaking anxiety, emotional intelligence (EI) has gained increasing attention in the field of language education. Some scholars like Mayer (1990) and Goleman (1995) agree that emotional intelligence refers to the ability to perceive, understand, manage, and regulate emotions in oneself and others. Understanding EI and its impact on language learning can offer valuable insights into reducing speaking anxiety and enhancing learners' communicative competence. This chapter aims to explore the definition of emotional intelligence, the causes and manifestations of speaking anxiety, and the relationship between emotional intelligence and speaking anxiety in EFL contexts.

2.1 Definitions of Speaking Anxiety (SA)

Before delving into the definition of speaking anxiety, it is significant to first understand both speaking skill and anxiety separately. According to Deivalakshmi (n.d.), "speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Good speaking skills are essential for effective communication in personal, professional, and academic settings. It has four elements: vocabulary, pronunciation, grammar, and fluency" (Slide 2-3).

While anxiety is a personal experience, characterized by feelings of tension, nervousness, worry, and fear, often triggered by the activation of the autonomic nervous system. It is typically categorized into three types: trait anxiety, situational

anxiety, and state anxiety. Trait anxiety refers to a stable tendency to feel anxious across various situations, while situational anxiety is linked to specific situations that provoke anxiety, such as public speaking or taking an exam. State anxiety, on the other hand, is a temporary emotional response that arises in the moment due to a stressful situation (Ansari, 2015). This classification highlights the different ways anxiety can affect EFL learners. Understanding whether anxiety is trait, situational, or state-related can help in tailoring appropriate strategies to reduce speaking anxiety, ensuring more effective interventions.

Consequently, speaking skill is the ability to communicate effectively using vocabulary, pronunciation, grammar, and fluency, while anxiety is an emotional response marked by tension, nervousness, and fear. When these two aspects intersect, anxiety can hinder one's ability to speak confidently and clearly, turning the act of communication into a stressful and challenging experience.

The concept of speaking anxiety has been widely studied by numerous scholars. According to Kucuk and Daskan (2024) speaking anxiety is a significant psychological condition that can profoundly impact individuals' lives. It may arise at various stages throughout a person's educational journey, particularly during situations that involve speaking in front of others. Speech anxiety is a psychological condition characterized by tension, commonly felt by individuals due to the fear of making errors. It is a significant factor that diminishes self-confidence, as it prevents people from effectively expressing their thoughts and knowledge.

According to Brown (2001) speaking anxiety is a hindrance that prevents students from communicating effectively in English, even when they have knowledge they wish to share, but are unable to express it due to their anxiety (as cited in Hutabarat and Simanjuntak, 2019). This highlights the paradox where students possess the

necessary knowledge but are unable to convey it effectively due to psychological barriers, which can significantly impact their language acquisition and confidence.

On the other hand, speaking anxiety is characterized by feelings of worry, discomfort, and nervousness when speaking or addressing an audience. This anxiety often stems from an individual's thoughts and perceptions about speaking in public (Zamri and Hashim (2023). This highlights the psychological nature of speaking anxiety, where internal thoughts and self-perceptions significantly influence the ability to communicate effectively, particularly in a public or classroom setting.

Speaking anxiety can be defined as a psychological barrier that significantly affects students' self-confidence, often causing them to struggle in expressing their knowledge. This lack of confidence hinders their ability to speak in front of others and may also interfere with their understanding of the teacher's explanation (Asysyifa, 2019). From that definition the researcher emphasizes the crucial role of self-confidence in overcoming speaking anxiety. By addressing the psychological barriers that hinder students' confidence, educators can foster an environment that supports both effective communication and comprehension.

In sum, speaking anxiety can be defined as a psychological condition that disrupts one's ability to communicate effectively, especially in public or academic settings. It arises from emotional responses such as fear, nervousness, and self-doubt, often triggered by the fear of making mistakes or being negatively judged. Although learners may possess the knowledge and language skills necessary for communication, anxiety creates a barrier that prevents them from expressing themselves clearly. This internal struggle not only diminishes self-confidence but also affects overall language performance and comprehension in classroom interactions.

2.2 Causes and Manifestations of Speaking Anxiety

Speaking anxiety can be caused by a several different factors. According to Hutabarat and Simanjuntak (2019), speaking anxiety is a common challenge faced by many students when they are required to speak English in front of an audience. This issue affects not only learners with limited proficiency but also those who demonstrate a strong command of the language. Therefore, this highlights the complex nature of speaking anxiety, showing that it's not solely tied to language proficiency. Even students with strong English skills may struggle with anxiety, suggesting that psychological and social factors play a significant role in their ability to communicate confidently.

According to Oxford Health NHS Foundation Trust (n.d.), the psychological effects of anxiety vary from person to person and can influence both mental and physical states. Common manifestations include increased heart rate, dizziness, tense muscles, dry mouth, and gastrointestinal discomfort, along with emotional symptoms like restlessness and excessive worry. These responses are particularly relevant to speaking anxiety, where the fear of judgment or failure can trigger this heightened state, impairing one's ability to communicate effectively.

Experiencing anxiety while communicating in a second or foreign language, particularly English, can significantly hinder students' ability to adapt to the new linguistic environment, ultimately affecting their academic success. Research consistently highlights a strong link between anxiety and performance, showing that anxiety tends to create a negative, counterproductive impact on both learning and achievement (Ansari, 2015). This aligns with various studies that indicate how heightened anxiety not only impedes language acquisition but also diminishes students' ability to actively engage in language tasks. Consequently, it is crucial to

integrate strategies to reduce anxiety, fostering a more conducive environment for effective language learning and improved academic outcomes.

According to Kasbi and Shirvan (2017), cognitive factors focus on students' background knowledge or skills, which directly affect their speaking ability. Some students may find that a lack of topic knowledge or interest causes them high anxiety when speaking, as they struggle to determine what to say and how to express it. As for linguistic factors, it was observed that students' lack of a rich vocabulary may lead to increased anxiety in some cases. On the other hand, the classroom environment is one of the contextual factors that influence students' anxiety when speaking. It was noted that teaching styles, methods, and classroom procedures play a role in shaping the educational environment. Participants in the study agreed on the importance of the teacher's role in encouraging students to speak without fear or anxiety. Furthermore, negative reactions from teachers to students' mistakes can cause embarrassment, leading them to avoid participation in class.

Similarly, Damayanti and Listyani (2020) stated that students experience anxiety due to various reasons, which can stem from both internal factors and their surroundings, such as their teacher and peers. In English speaking classes, the anxiety students feel is primarily influenced by three key factors: communication apprehension, test anxiety, and the fear of negative evaluation.

1. Communication apprehension: in which the student feels nervous when asked to speak in front of their classmates.

2. Test anxiety: in which the student becomes anxious when facing an oral exam in English.

3. Fear of negative evaluation: in which the student avoids participating in discussions out of fear of being criticized by the teacher or classmates.

Similarly, Kucuk and Daskan (2024) discussed the three primary factors contributing to speech anxiety, which are personal factors, environmental factors, and feedback-related factors.

1. **Personal factors:** include issues such as unexplained nervousness, difficulty expressing thoughts, and the fear of making mistakes during verbal communication.
2. **Environmental factors:** encompass external circumstances like the classroom setting and the presence of peers and teachers.
3. **Feedback-related factors:** involve the anxiety students feel due to the feedback they anticipate or receive from their teachers and classmates, which often triggers stress and fear of errors.

Similarly, Rahmadani and Etfita (2022) claimed that there are various factors that can lead to speaking anxiety. In the context of learning a foreign language, students may experience anxiety due to three key issues. First, there is the anxiety related to communication itself. Second, there is the fear of receiving negative feedback. Building on this, it is important to recognize that these factors can create a self-reinforcing cycle, where students' anxiety about communication and feedback further diminishes their speaking performance. This indicates the need for strategies that address both the emotional and cognitive aspects of language learning to alleviate speaking anxiety.

As Ernawati and Fatma (2012) point out in their study that there are two main categories of anxiety factors: psychological and physiological, which can also be understood as internal and external influences. These factors both contribute to the development of anxiety among students.

1. **Internal factors:** include fear of making mistakes, shyness, low self-confidence, and lack of motivation.
2. **External factors:** involve challenges such as language difficulties, pronunciation issues, limited vocabulary, weak grammatical knowledge, peer pressure, and the unavailability of necessary learning tools for speaking practice (as cited in Zuhri et al., 2022).

Therefore, speaking anxiety among EFL students is a multifaceted issue influenced by a range of psychological, linguistic, and contextual factors. It is not limited to learners with low proficiency; even those with strong language skills may suffer from anxiety due to fear of negative evaluation, communication apprehension, and test pressure. Physical symptoms such as rapid heartbeat, dizziness, and muscle tension often accompany the emotional stress caused by speaking anxiety. Researchers highlight both internal and external factors as key contributors. Moreover, the lack of vocabulary, topic familiarity, and supportive teaching methods can intensify students' fear of speaking. These overlapping causes demonstrate that speaking anxiety is a significant barrier to effective communication and academic success in language learning environments.

The following table summarizes the key causes and manifestations of speaking anxiety as identified by various researchers.

Category	Causes	Manifestations
Psychological Factors	Fear of negative evaluation, communication apprehension, test anxiety, low self-confidence, shyness, lack of	Increased heart rate, dizziness, tense muscles, dry mouth, emotional symptoms such as restlessness and worry

	motivation	
Linguistic Factors	Limited vocabulary, weak grammar, pronunciation difficulties, language difficulties	Hesitation, difficulty expressing thoughts, fear of making mistakes
Cognitive Factors	Lack of topic knowledge, lack of interest, difficulty structuring thoughts	Uncertainty about what to say and how to express it
Environmental Factors	Unsupportive classroom environment, teaching style, peer pressure, negative teacher reactions	Avoidance of participation, embarrassment, increased anxiety in class
Feedback-Related Factors	Anticipated criticism or correction from teachers and peers	Stress, fear of errors, reduced willingness to speak
Internal Factors	Fear of making mistakes, low motivation, shyness, low confidence	Emotional tension, mental blocks, reluctance to participate
External Factors	Lack of speaking practice tools, unsupportive surroundings, teacher or peer pressure	Withdrawal from speaking tasks, increased nervousness

Table 2.1. Causes and Manifestations of Speaking Anxiety

Source: Synthesized by the researcher based on multiple studies (Hutabarat & Simanjuntak, 2019; Oxford Health NHS Foundation Trust, n.d.; Ansari, 2015; Kasbi & Shirvan, 2017; Damayanti & Listyani, 2020; Kucuk & Daskan, 2024; Rahmadani & Etfita, 2022; Ernawati & Fatma, 2012 as cited in Zuhri et al., 2022).

As shown in the table, speaking anxiety stems from a range of internal and external factors that manifest both psychologically and physically. This highlights the need for a comprehensive approach to address the emotional, cognitive, and contextual dimensions of students' anxiety in EFL settings.

2.3 The Relationship between Emotional Intelligence and Speaking Anxiety

In this section, the relationship between emotional intelligence and speaking anxiety is explored through studies conducted by various scholars. These studies examine how emotional intelligence influences the experience and management of speaking anxiety, particularly among EFL learners. By analyzing the findings and perspectives of different researchers, this section highlights how emotional intelligence plays a crucial role in reducing speaking anxiety and improving students' speaking performance.

Speaking anxiety presents a significant challenge for EFL learners; however, emotional intelligence has been found to play a crucial role in mitigating its impact. In a study, researchers assumed that improving emotional intelligence (EI) would lead to better speaking performance, considering the emotional nature of language learning. Participants received training in emotional intelligence, and by the end of the experiment, the data revealed significant progress in both EI and speaking abilities.

The findings suggest that educational systems should consider integrating emotional intelligence into their teaching practices. With further research and replication across different contexts and learner groups, curriculum designers may

rethink existing language syllabi to include components of emotional intelligence. Moreover, raising teachers' awareness of EI and its impact on language learning could be beneficial, even through workshops or in-service training sessions, regardless of whether formal changes are made to the curriculum (Ebrahimi et al., 2018).

This observation is consistent with the increasing recognition of emotional intelligence as a vital factor in improving language learning outcomes. Integrating EI training into educational practices can equip students with the tools to manage speaking anxiety while simultaneously enhancing their emotional regulation, which is crucial for successful communication. As such, teachers and curriculum developers should prioritize EI as an essential element in language teaching to promote more confident and effective language learners.

In addition to that, students with strong emotional intelligence are better able to regulate their feelings which helps them cope with the anxiety often associated with speaking. This emotional control enhances their ability to speak English more fluently and confidently. Since emotions influence both the content and delivery of speech, managing them effectively can lead to improved communication. Additionally, emotional intelligence boosts students' motivation, encouraging them to strive for success in speaking tasks. When learners are in control of their emotions and inner drive, they are more likely to apply their language skills efficiently and perform well in oral interactions (Pitriani, 2021).

This draws the attention to the significant role of emotional intelligence in not only reducing anxiety but also in fostering better language performance. By developing emotional regulation, students can more effectively manage their emotional responses during speaking tasks, which directly impacts their confidence and fluency.

Furthermore, emotional intelligence fosters intrinsic motivation, which is crucial for sustained effort and success in language acquisition. Therefore, incorporating strategies to develop EI within language learning contexts can provide learners with a more comprehensive set of skills, ultimately enhancing their overall communicative competence.

Another important aspect of emotional intelligence is its influence on learners' participation in speaking classes. Based on the findings of a study, emotional intelligence appears to play a vital role in encouraging students to engage actively in speaking classes. Learners with lower emotional intelligence tend to show less interest in participating in speaking activities, which can disrupt the flow of language instruction. In contrast, those with higher emotional intelligence are more willing to take part in such tasks. Their self-confidence, emotional regulation, clear understanding of their goals, and ability to collaborate with peers contribute to a more effective and participatory learning experience (Bora, 2012).

This draws attention to the significant influence of emotional intelligence on learners' participation in speaking classes. As the research by Bora (2012) shows, students with higher emotional intelligence are more likely to engage actively in speaking activities, which enhances their overall learning experience. Their ability to regulate emotions, boost self-confidence, and collaborate effectively with peers fosters a more dynamic and participatory environment in language classes.

On the other hand, Şakrak (2009) conducted a study to examine the connection between emotional intelligence (EI) and speaking anxiety in a foreign language context. The research involved 308 students from Akdeniz University's Preparatory School. Two instruments were used to collect data: the Emotional Quotient Inventory and the Foreign Language Classroom Anxiety Scale, with a focus on speaking

anxiety. The study not only explored the relationship between EI and speaking anxiety but also analyzed the impact of gender and academic achievement on both variables.

Additionally, it looked into how the five dimensions of EI adaptability, stress management, mood, interpersonal skills, and intrapersonal skills related to speaking anxiety. The results indicated a significant negative correlation: students with higher emotional intelligence tended to experience lower levels of speaking anxiety.

Chen and Zhang (2020) in their study explored how EFL learners' overall Trait EI and its four components well-being, self-control, emotionality, and sociability relate to their performance in the four main English language skills: listening, speaking, reading, and writing. The study involved 72 first-year postgraduate students, aged 20 to 26, who were not majoring in English. Participants completed a 30-item short-form Trait EI questionnaire along with an English proficiency test. The researchers examined the correlation between students' trait EI scores and their English proficiency, followed by a multiple linear regression analysis to determine the predictive power of trait EI on language performance.

Results revealed that the learners generally exhibited moderately high levels of trait EI, with well-being scoring the highest. Notably, trait EI had a significant impact on overall English performance, particularly in speaking. The study concluded that high emotionality, when paired with strong self-control, can enhance speaking abilities. Based on these findings, the authors recommended that EFL educators consider the emotional aspects of learners, as these can significantly influence language learning outcomes.

In another study conducted by Soodmand Afshar and Rahimi (2016), the connection between emotional intelligence, reflective thinking, and the speaking skills

of EFL learners was explored. The researchers administered Bar-On's Emotional Intelligence Inventory along with a reflective thinking questionnaire to 150 English majors at an Iranian university. To evaluate their speaking proficiency, a 10-minute audio-recorded interview was used, with topics modeled after the IELTS speaking section. Statistical analysis using multiple correlations and regression revealed notable associations among the three variables.

The results indicated that emotional intelligence significantly predicted both speaking ability and reflective thinking in EFL students. However, only the self-actualization component of emotional intelligence was a strong predictor of reflective thinking. The researchers suggested that incorporating emotional intelligence and reflective thinking tasks into language programs could enhance students' speaking performance.

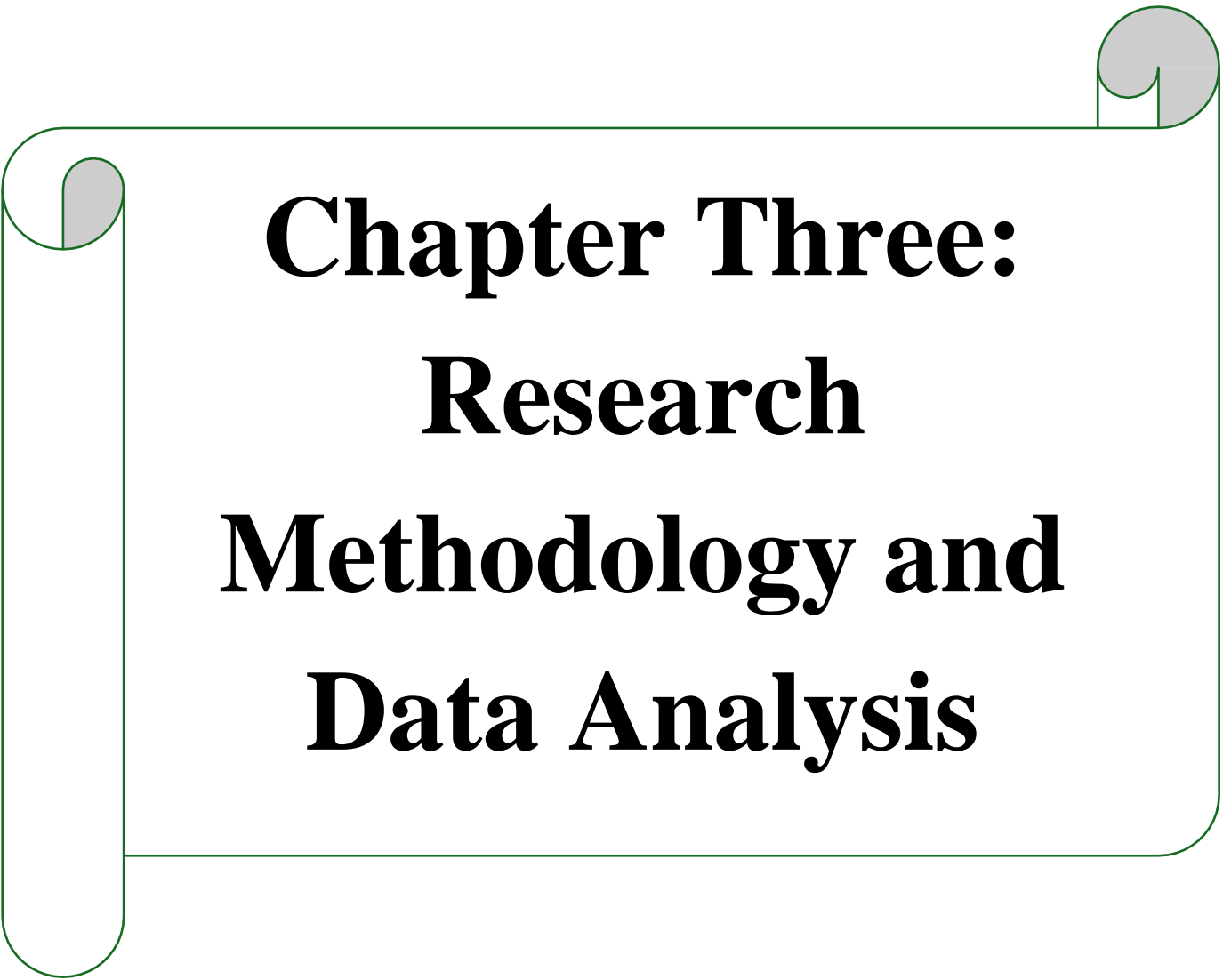
This draws attention to the significant relationship between emotional intelligence, reflective thinking, and speaking skills in EFL learners, as highlighted by Soodmand Afshar and Rahimi (2016). Their findings indicate that emotional intelligence, particularly its self-actualization component, plays a crucial role in enhancing both speaking abilities and reflective thinking. This emphasizes the importance of integrating emotional intelligence and reflective thinking into language programs to improve learners' speaking performance.

To sum up, emotional intelligence emerges as a key factor in addressing speaking anxiety among EFL learners. Across various studies, it has consistently shown a strong correlation with improved speaking performance, increased classroom participation, and better emotional regulation. Learners who possess higher levels of emotional intelligence tend to demonstrate greater confidence, resilience, and motivation in oral communication tasks.

As such, integrating emotional intelligence training into language education not only supports students' emotional well-being but also enhances their communicative competence. Future pedagogical practices should therefore adopt a more holistic approach one that nurtures both cognitive and emotional aspects of language learning to foster more effective and confident speakers.

Conclusion

In conclusion, it is evident that speaking anxiety is one of the major challenges faced by English as a Foreign Language (EFL) learners, significantly affecting their ability to express themselves and communicate. The causes and manifestations of speaking anxiety, such as the fear of negative evaluation or the fear of making mistakes, have been defined and clarified. Furthermore, by examining the relationship between emotional intelligence and speaking anxiety, it has been shown that emotional intelligence is a key factor in reducing this anxiety. Emotional regulation and management can help learners improve their speaking performance and boost their confidence. Studies have also revealed that students with higher emotional intelligence are more likely to participate actively in class, which contributes to enhancing their language skills. Based on these findings, it is recommended that emotional intelligence training be integrated into educational curricula as a tool to help students manage speaking anxiety and achieve better academic performance.

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Chapter Three: Research Methodology and Data Analysis

Introduction

The initial chapters focused on the basic literature of the research topic, this chapter is devoted to the practical framework of the overall study. It outlines the research methodology adopted in this study, including the research design. Moreover, it presents the population and sample and data collection tools including questionnaires and classroom observation. Furthermore, it presents the methods used for analysing the data that are collected from the field which are: quantitative and qualitative methods. Finally, this chapter encompasses the discussion of the findings and results ending with providing recommendations.

3.1. Research Design

To investigate the impact of emotional intelligence on EFL students' speaking skills, this study employs a mixed-methods approach consisting of two sequential phases. In the first phase, a quantitative method will be applied through questionnaires designed to gather data from teachers and students' emotional intelligence levels and their speaking performance. In the second phase, a qualitative method will be conducted using classroom observation to gain deeper insights into students' speaking behaviors and emotional responses in real classroom settings. The collected data from both phases will be analyzed to provide a comprehensive understanding of the relationship between emotional intelligence and speaking anxiety.

3.2. Research Setting

The study was conducted at the department of English at the University of Ghardaia during academic year 2024-2025. The research took place in a natural classroom setting where first year EFL students regularly attended their classes.

3.3. Population and Sample

As previously mentioned, the objective of this study is to explore the role of emotional intelligence in relation to EFL students' speaking anxiety and oral performance. For this reason, one of the Algerian universities chosen to conduct this research is the University of Ghardaia.

In this study, the population consists of first-year EFL students at the University of Ghardaia. The sample includes 40 students who study English at first year License degree, representing the whole population. These students were selected because they are in the early stages of developing their speaking skills and are more likely to experience speaking anxiety. Since they are enrolled in the oral expression module, their exposure to spoken English is essential for their academic progress. Investigating the role of emotional intelligence in managing their speaking anxiety within this module will provide valuable insights into how they cope with communication challenges and how their emotional skills influence their oral performance.

In addition to the student sample, this study also includes investigation with 10 EFL teachers who teach first-year EFL students at the University of Ghardaia. All teachers will be asked to gain insights into their perspectives on the role of emotional intelligence in managing students' speaking anxiety. This aims to provide a deeper understanding of the strategies teachers use to address such anxiety and how they incorporate emotional intelligence to foster a supportive classroom environment that enhances students' participation and speaking confidence.

3.4. Research Procedure

The study adopted a mixed-methods approach to ensure a comprehensive understanding of the research problem. Initially, two separate questionnaires were administered to both students and teachers to gather quantitative data. This was

followed by classroom observation, which provided qualitative insights into participants' real-time behaviors and interactions. The combination of these methods allowed for data triangulation, enhancing the reliability and depth of the findings.

3.5. Data Collection

To gather relevant and diverse data, three main tools were used. These instruments allowed the researcher to collect both quantitative and qualitative data for comprehensive analysis.

3.5.1. Data Collection Instruments

To investigate the influence of emotional intelligence on EFL students' speaking skills, this study employ three primary data collection tools:

3.5.1.1. Students' Questionnaire is designed for EFL learners and consists of both open-ended and closed-ended questions. Closed-ended questions are mainly used to generate quantitative data, while open-ended questions allow learners to express their opinions and clarify their perspectives on the role of emotional intelligence in reducing speaking anxiety and enhancing their oral performance. The aim of this questionnaire is to explore the relationship between emotional intelligence and speaking anxiety among first-year EFL university students. Specifically, it seeks to assess how students' emotional awareness, self-regulation, motivation, empathy, and social skills influence their anxiety levels when engaging in English-speaking activities. The findings are expected to provide insights into how emotional intelligence can be a contributing factor in reducing foreign language anxiety and improving oral performance in the classroom.

3.5.1.1.1 Description and Administration of Students' Questionnaire

Students' questionnaire consists of items designed to measure students' levels of emotional intelligence as well as their experiences and feelings related to speaking

English in class. The questions include demographic information, statements reflecting emotional intelligence dimensions, and indicators of speaking anxiety in an EFL context.

3.5.1.1.2 Pilot Questionnaire

A pilot questionnaire was administered to five first-year EFL students not included in the main study. Its aim was to check the clarity of items, estimate completion time, and detect any potential issues. Based on their feedback, minor revisions were made to improve wording and structure. This step ensured the final questionnaire was clear, reliable, and suitable for data collection.

3.5.1.2. Teachers' Questionnaire is designed to gather insights into teachers' perspectives on emotional intelligence and its role in managing students' speaking anxiety. It focuses on how teachers perceive emotional intelligence in their teaching practices, the strategies they employ to create a supportive environment, and how they address students' anxiety during speaking activities. The collected responses will provide a comprehensive understanding of how emotional intelligence influences speaking performance from the teachers' point of view and how effective these strategies are in reducing students' speaking anxiety. The primary aim of this questionnaire is to investigate how EFL teachers utilize emotional intelligence strategies to address students' speaking anxiety. It seeks to explore the relationship between teachers' emotional awareness, classroom management techniques, and their influence on students' willingness to participate in English speaking tasks. The collected data will support a deeper understanding of the role of EI in enhancing language learning outcomes.

3.5.1.2.1. Description of Teachers' Questionnaire

A questionnaire for Teachers is designed to collect insights from EFL teachers regarding their perceptions and applications of emotional intelligence (EI) in the classroom. It includes both closed-ended and open-ended questions targeting demographic information, self-assessment of emotional intelligence, specific EI strategies used, and perceived impact on students' speaking anxiety and participation.

3.5.1.3. Classroom observation serves as a complementary tool to the questionnaires, providing qualitative insights that may not be captured through self-reported data. The observation aims to explore how students' emotional intelligence manifests in real speaking situations, how they manage anxiety during oral activities, and how teachers' emotional intelligence strategies impact students' speaking engagement.

3.5.1.3.1. Description of Classroom Observation

Classroom observations were carried out over a period of four weeks. The researcher used a structured observation sheet to record students' behavior, participation, and anxiety signs during speaking tasks, as well as teacher interventions related to emotional support. The classroom observation focuses on real-time interactions in EFL speaking classrooms, examining the observable use of emotional intelligence by teachers. It assesses how teachers recognize and respond to students' emotional states, particularly anxiety, and how such responses influence students' behavior, participation, and emotional comfort during speaking tasks.

3.6. Data Analysis

3.6.1. Analysis of Students' Questionnaire

The questionnaire consists of 23 quantitative questions. Therefore, quantitative method is used to analyze the data. The researcher presents the data by arranging students' answers in tables and charts.

Section one: Demographic Section

Question 01: Students' Gender.

The gender distribution of the participants shows that the majority of the students were female, accounting for 67.5% of the total sample (27 out of 40), while male students represented 32.5% (13 out of 40). This indicates that female students were more represented in the study, which may reflect the actual gender composition of the first-year EFL students at the University of Ghardaia or could be a result of availability during questionnaire collection. The balanced inclusion of both genders helps provide a broader perspective on emotional intelligence and speaking anxiety across gender lines.

Gender	Number of Students	Percentage
Female	27	67.5%
Male	13	32.5%
Total	44	100%

Table 3.1. Students' Gender.

Question 02: Students' Age.

The participants are fairly evenly distributed across three main age categories: 18–20, 21–23, and 24 and above each representing 32.5% of the sample (13 students per category). Only 2.5% (1 student) fell into the under-18 category. This even distribution among the main age groups reflects a varied maturity level among the participants, which can potentially influence both their emotional intelligence and anxiety experiences in EFL speaking contexts. The relatively balanced age representation supports more generalizable insights across different stages of early adulthood.

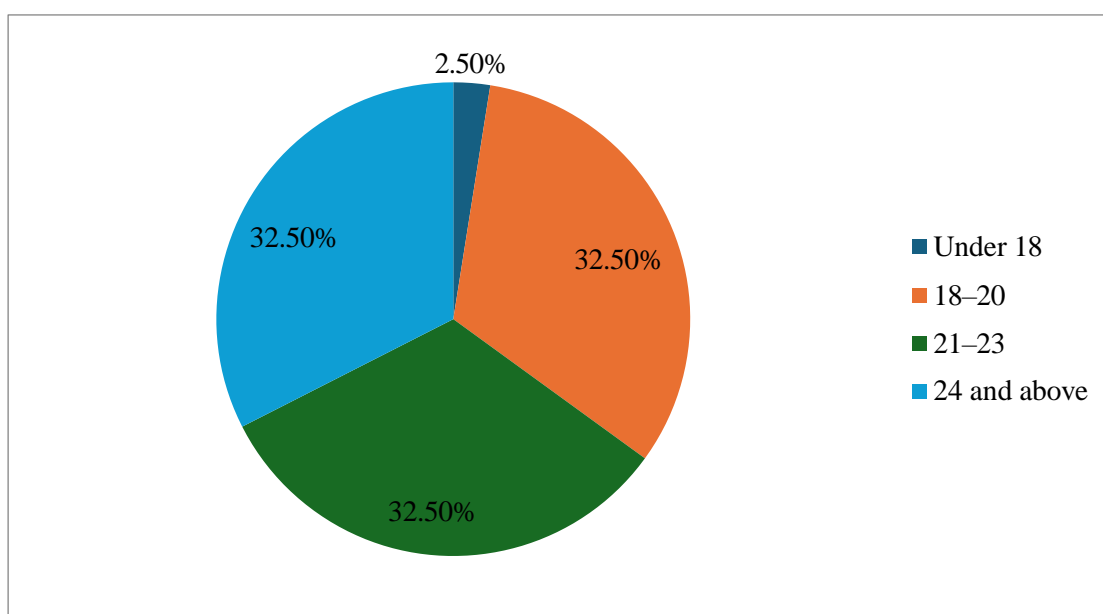


Chart 3.1. Students' Age.

Question 03: Students' English Proficiency Level.

The data reveals that most participants (45%) identified themselves as having an intermediate level of English proficiency, while 32.5% reported an advanced level, and 22.5% considered themselves beginners. This distribution shows that the majority of students are either at or above the intermediate level, suggesting a solid

foundational command of the English language. These differences in proficiency levels are significant when assessing how emotional intelligence might influence speaking anxiety, as students with greater language confidence may experience less anxiety during oral communication.

Proficiency Level	Number of Students	Percentage
Beginner	9	22.5%
Intermediate	18	45%
Advanced	13	32.5%
Total	40	100%

Table 3.2. Distribution of Students by English Proficiency Level.

Section two: Emotional Intelligence Statements

Question 04: I can easily recognize my emotions.

Half of the students (50%) agreed that they can easily recognize their emotions, and an additional 25% strongly agreed, indicating that a large majority of the participants possess a strong sense of emotional self-awareness. Only a small portion expressed disagreement or strong disagreement, while 17.5% remained neutral. These findings reflect a generally high level of intrapersonal awareness among students, which is a fundamental component of emotional intelligence. Such awareness may play a crucial role in managing speaking anxiety, as it helps learners understand and regulate their emotional responses during stressful speaking situations.

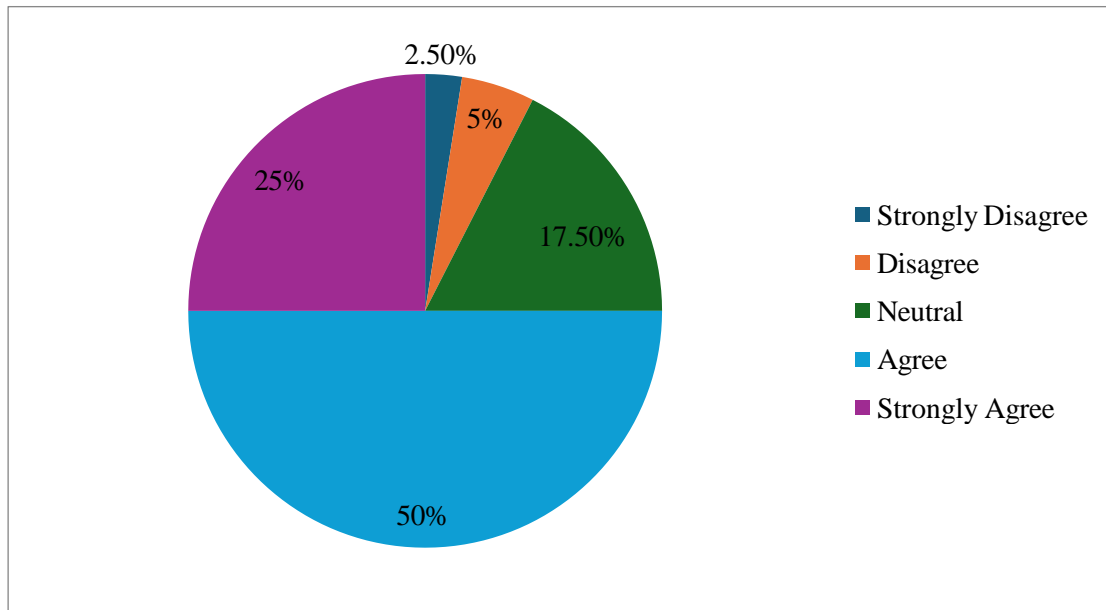


Chart 3.2. Students' Ability to Recognize their own Emotions.

Question 05: I am able to manage my feelings even when under stress.

The results show that 37.5% of the students agreed that they are able to manage their feelings under stress, and 15% strongly agreed. However, a notable portion of students remained neutral (27.5%), while 20% expressed disagreement to some degree. These figures suggest that while many students feel capable of emotional regulation during stressful situations, a significant portion still struggles with this aspect of emotional intelligence. This could be an influential factor in their experience of speaking anxiety, as difficulty in managing emotions under pressure may hinder effective communication in English-speaking tasks.

Options	Number of Students	Percentage
Strongly Disagree	3	7.5%
Disagree	5	12.5%

Neutral	11	27.5%
Agree	15	37.5%
Strongly Agree	6	15%
Total	40	100%

Table 3.3. Students' Ability to Manage Emotions under Stress.

Question 06: I understand other people's feelings even if they do not tell me.

Out of 40 students, 17 (42.5%) strongly agreed and 12 (30%) agreed that they understand others' feelings even without explicit expression. This means that 29 students, or 72.5%, showed a high level of empathy, which is a key component of emotional intelligence. Ten students (25%) remained neutral, possibly indicating uncertainty about their empathic abilities, while only one student disagreed. The strong majority expressing agreement suggests that most participants possess considerable social awareness, which may support better interpersonal communication and help reduce anxiety in group speaking contexts.

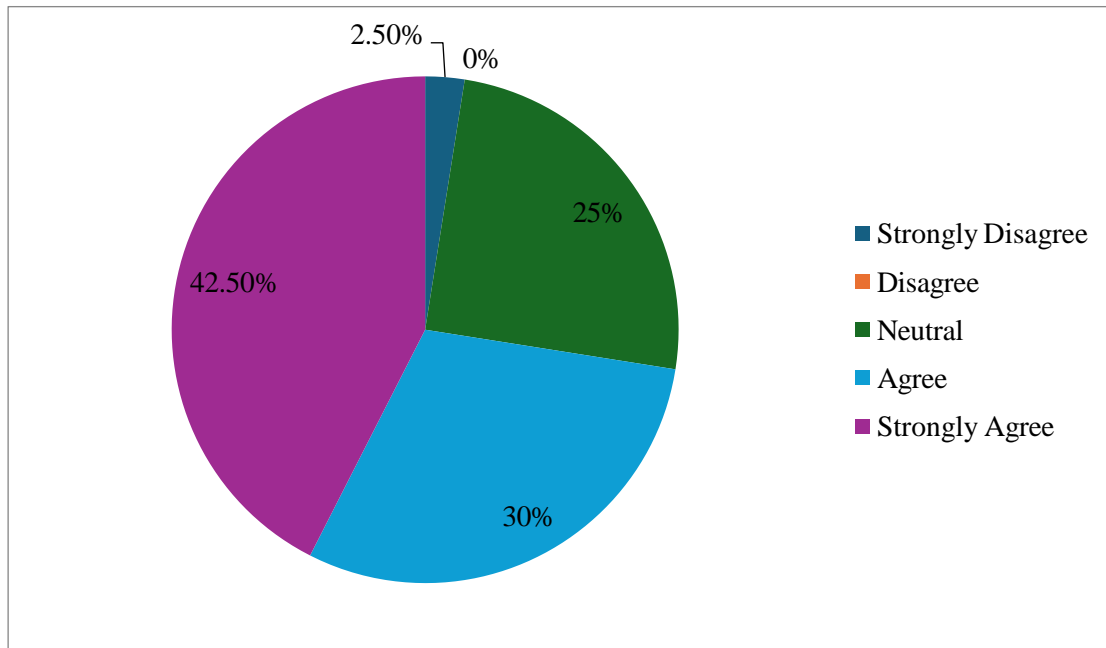


Chart 3.3. Students' Understanding of Others' Feelings.

Question 07: I stay calm and controlled in difficult situations.

Among the 40 students, 18 (45%) agreed and 5 (12.5%) strongly agreed that they stay calm and controlled in difficult situations, showing that 23 participants (57.5%) demonstrate a strong level of emotional regulation. Meanwhile, 13 students (32.5%) chose the neutral option, which may indicate variability in how they perceive or manage their emotional control depending on the context. Only a small number expressed disagreement. Overall, these findings indicate that a majority of the students perceive themselves as emotionally composed, a skill that likely contributes positively to managing anxiety during speaking activities in English.

Options	Number of Students	Percentage
Strongly Disagree	1	2.5%
Disagree	3	7.5%

Neutral	13	32.5%
Agree	18	45%
Strongly Agree	5	12.5%
Total	40	100%

Table 3.4. Students' Emotional Self-Control in Difficult Situations

Question 08: I can motivate myself to accomplish tasks even when I feel down.

Out of the 40 participants, 15 (37.5%) agreed and 6 (15%) strongly agreed that they are able to motivate themselves despite feeling down, suggesting that 52.5% demonstrate self-motivation an essential aspect of emotional intelligence. Meanwhile, 14 students (35%) responded neutrally, which may indicate inconsistency in their motivational drive or difficulty in assessing it. Only a small number expressed disagreement. These results suggest that while more than half of the students report a capacity for self-motivation, a significant group may need support in building resilience and goal-directed behavior, particularly when managing language learning anxiety.

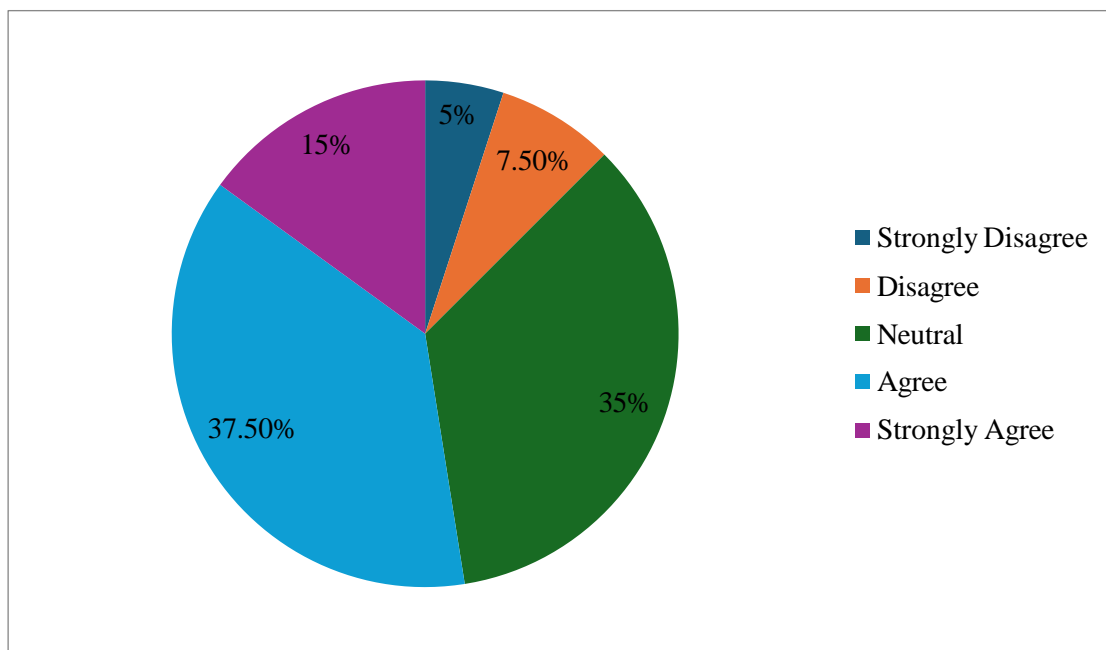


Chart 3.4. Students' Motivation during Emotional Lows

Question 09: I am good at resolving conflicts with others.

Among the 40 students, 18 (45%) agreed and 10 (25%) strongly agreed that they are good at resolving conflicts with others. This means 70% of the participants demonstrate confidence in their interpersonal problem-solving skills, an important component of social competence in emotional intelligence. Nine students (22.5%) responded neutrally, which could suggest uncertainty in conflict situations or limited experiences. Only three participants disagreed. The high agreement rate reflects a positive interpersonal orientation among students, which can foster more supportive peer interactions and potentially reduce communication-related anxiety in English-speaking contexts.

Options	Number of Students	Percentage
Strongly Disagree	0	0%

Disagree	3	7.5%
Neutral	9	22.5%
Agree	18	45%
Strongly Agree	10	25%
Total	40	100%

Table 3.5. Students' Conflict Resolution Skills

Question 10: I usually know why I feel the way I do.

Of the 40 students, 20 (50%) agreed and 12 (30%) strongly agreed that they usually know why they feel the way they do. This indicates that 32 students (80%) display strong emotional self-awareness, which is a foundational element of emotional intelligence. Seven participants (17.5%) selected the neutral option, and only one student expressed strong disagreement. These results suggest that most students have a good understanding of their emotional states, which can be beneficial in managing language-related anxiety and improving emotional regulation during speaking tasks in English.

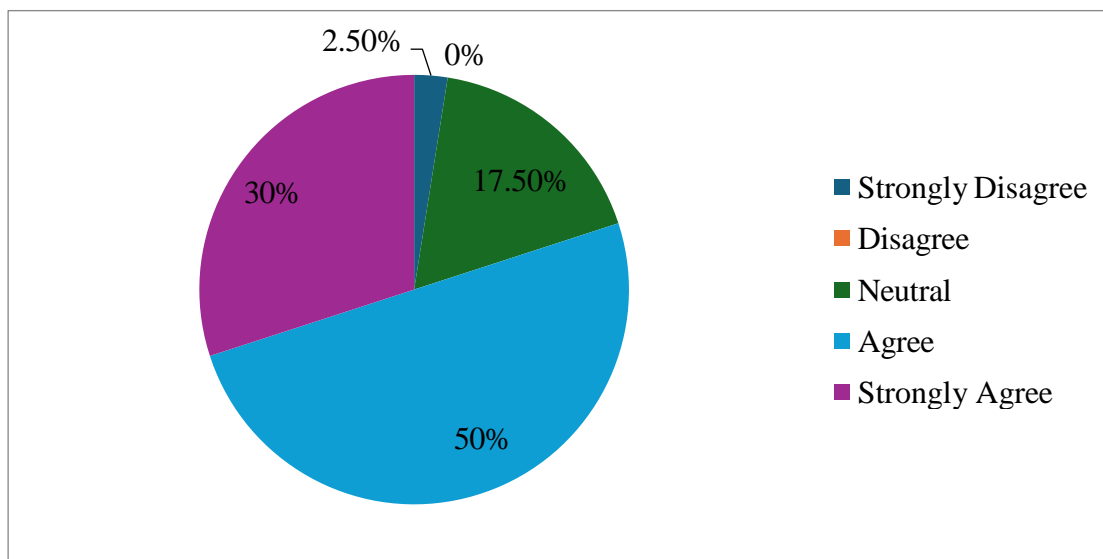


Chart 3.5. Students' Awareness of Emotional Causes

Question 11: I empathize with people experiencing negative emotions.

Out of 40 students, 16 (40%) agreed and 8 (20%) strongly agreed that they empathize with people experiencing negative emotions. Together, 60% of participants show a strong level of emotional empathy, which plays a key role in forming meaningful interpersonal relationships and creating a supportive learning environment. Fourteen students (35%) chose the neutral response, possibly reflecting uncertainty in their ability to relate to others' emotional experiences. Only a small portion (5%) expressed strong disagreement. These findings suggest that the majority of students possess the ability to understand and relate to others' emotional challenges, which can enhance classroom cohesion and reduce social barriers in English-speaking situations.

Options	Number of Students	Percentage
Strongly Disagree	2	5%
Disagree	0	0%

Neutral	14	35%
Agree	16	40%
Strongly Agree	8	20%
Total	40	100%

Table 3.6. Students' Empathy Toward Others' Negative Emotions

Question 12: I believe I can influence my classmates' emotions positively.

Among the 40 participants, 17 (42.5%) agreed and 8 (20%) strongly agreed that they believe they can positively influence their classmates' emotions. This means that over 60% of the students perceive themselves as emotionally supportive peers, which is a key aspect of social emotional intelligence. Ten students (25%) selected the neutral option, possibly indicating either modesty or uncertainty in assessing their emotional influence. Meanwhile, only 5 participants (12.5%) expressed disagreement. These results imply that most students recognize their capacity to contribute positively to the emotional climate of the classroom, a factor that can reduce collective anxiety and encourage collaborative speaking practices.

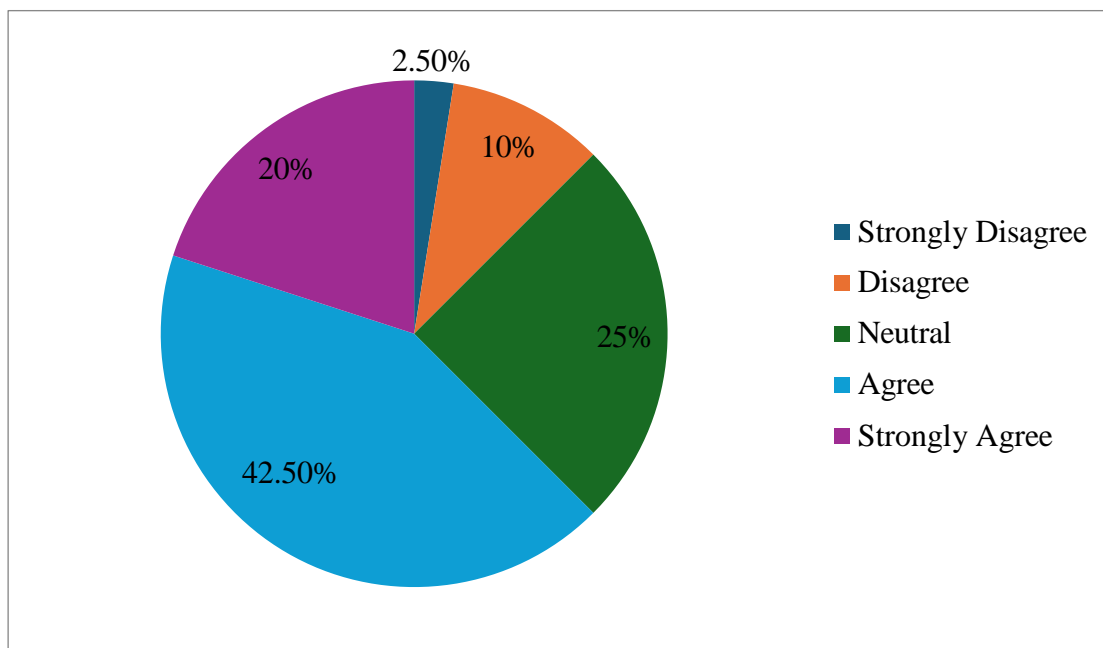


Chart 3.6. Students' Perceived Ability to Influence Classmates Emotionally

Question 13: I use my emotions to enhance my learning and performance.

Among the 40 respondents, 18 (45%) agreed and 6 (15%) strongly agreed that they use their emotions to enhance their learning and performance. This shows that 60% of the students apply emotional awareness in a constructive way, which is a hallmark of emotionally intelligent learning. Thirteen students (32.5%) chose the neutral option, which may reflect limited reflection on the role emotions play in academic tasks. Only a small proportion disagreed (7.5% in total). Overall, these responses indicate that most students are aware of and capable of leveraging their emotional states to support their academic success, which can contribute to improved focus and reduced anxiety during English-speaking activities.

Options	Number of Students	Percentage
Strongly Disagree	1	2.5%

Disagree	2	5%
Neutral	13	32.5%
Agree	18	45%
Strongly Agree	6	15%
Total	40	100%

Table 3.7. Students' Use of Emotions to Enhance Learning

Section three: Speaking Anxiety Statements

Question 14: I feel nervous when speaking English in front of my class.

From the 40 students surveyed, 14 (35%) agreed and 5 (12.5%) strongly agreed that they feel nervous when speaking English in front of the class. Combined, nearly half (47.5%) expressed some level of nervousness, reflecting a significant presence of speaking anxiety in academic contexts. Thirteen students (32.5%) responded neutrally, which may suggest situational or moderate anxiety levels. On the other hand, 8 students (20%) disagreed or strongly disagreed, indicating lower levels of anxiety among a minority of the participants. These findings reflect that classroom speaking situations continue to be a source of anxiety for a considerable group of EFL learners, highlighting the importance of supportive teaching practices and emotionally responsive classroom environments.

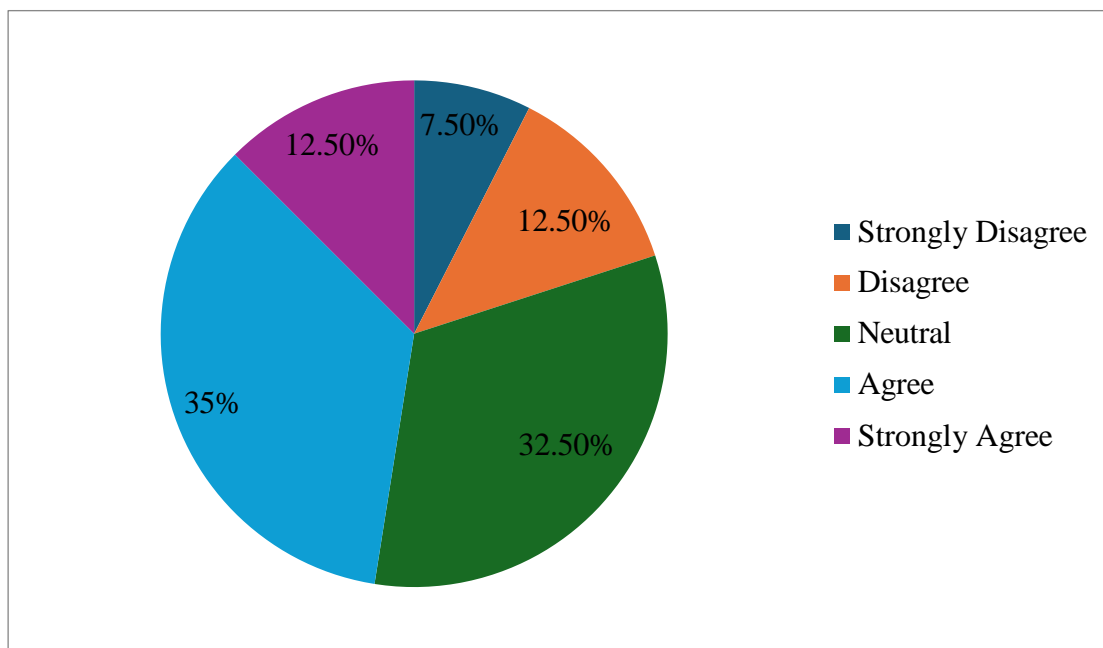


Chart 3.7. Students' Nervousness when Speaking English

Question 15: I worry about making mistakes when I speak English.

Out of 40 students, 13 (32.5%) agreed and 9 (22.5%) strongly agreed that they worry about making mistakes when speaking English. This means more than half of the respondents (55%) experience performance-related anxiety, which is a common characteristic of speaking apprehension in foreign language learning. Eleven students (27.5%) selected the neutral option, possibly reflecting uncertainty or varying experiences depending on the context. Meanwhile, only 7 students (17.5%) disagreed or strongly disagreed, indicating a minority with lower anxiety in this aspect. These results suggest that fear of errors remains a central factor contributing to speaking anxiety among EFL learners, potentially hindering fluency and classroom participation.

Options	Number of Students	Percentage
Strongly Disagree	2	5%
Disagree	5	12.5%
Neutral	11	27.5%
Agree	13	32.5%
Strongly Agree	9	22.5%
Total	40	100%

Table 3.8. Students' Worry about Making Mistakes while Speaking

Question 16: My mind often goes blank during English-speaking activities.

Among the 40 participants, 16 (40%) agreed and 8 (20%) strongly agreed that their minds often go blank during English-speaking activities. This means that a significant majority, 60% of students, experience cognitive disruption when required to speak in English, which may stem from anxiety, low confidence, or pressure to perform accurately. Ten students (25%) remained neutral, possibly indicating fluctuating experiences. Only 6 students (15%) disagreed or strongly disagreed, suggesting that a small number manage to maintain mental clarity under speaking conditions. These results reflect a high level of speaking anxiety, particularly related to cognitive performance, which can impede effective language use in real-time communication.

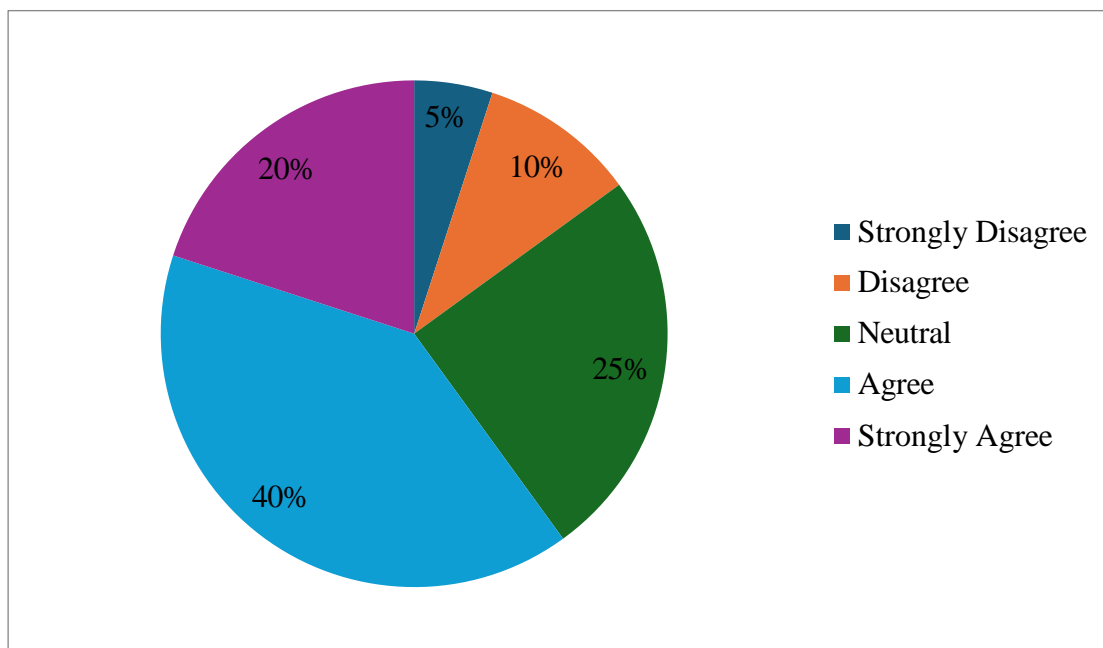


Chart 3.8. Students' Blank Mind during Speaking Activities

Question 17: I feel confident speaking English during classroom discussions.

Out of the 40 students, 15 (37.5%) agreed and 9 (22.5%) strongly agreed that they feel confident speaking English during classroom discussions, representing 60% of the participants. This suggests that the majority possess a reasonable degree of self-assurance in spoken English within the classroom setting. However, a notable minority of 7 students (17.5%) disagreed or strongly disagreed, indicating some persistence of low confidence or speaking anxiety in this environment. Nine students (22.5%) responded neutrally, which might reflect variable confidence depending on the context or topic. These findings indicate that while many students have developed confidence in speaking English, there remains a need to support those who struggle with speaking anxiety to foster more inclusive participation.

Options	Number of Students	Percentage
Strongly Disagree	3	7.5%

Disagree	4	10%
Neutral	9	22.5%
Agree	15	37.5%
Strongly Agree	9	22.5%
Total	40	100%

Table 3.9. Students' Confidence in Speaking during Discussions

Question 18: I avoid speaking in English whenever possible.

Out of the 40 students, 13 (32.5%) agreed and 7 (17.5%) strongly agreed that they avoid speaking English whenever possible, totaling 50% of the respondents who tend to avoid English speaking. This indicates a substantial level of speaking avoidance, which is often linked to anxiety or lack of confidence. Conversely, 12 students (30%) disagreed or strongly disagreed with this statement, suggesting that they are more willing to engage in English speaking activities. Eight students (20%) selected the neutral option, possibly reflecting occasional avoidance or ambivalence. These findings show that half of the students experience enough discomfort to avoid speaking English, which poses a challenge for language development and calls for targeted interventions to reduce speaking anxiety.

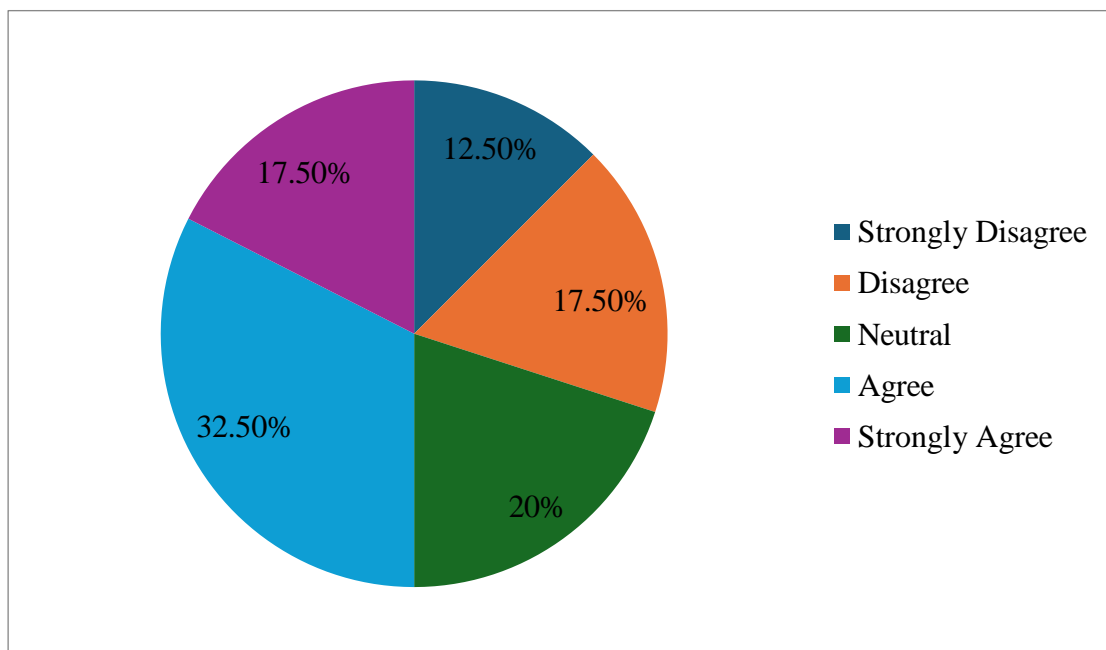


Chart 3.9. Students' Avoidance of English Speaking

Question 19: I feel anxious when asked to answer a question in English.

Among the 40 students, 15 (37.5%) agreed and 10 (25%) strongly agreed that they feel anxious when asked to answer a question in English. Together, this shows that 62.5% of the participants experience anxiety in direct questioning situations, which can inhibit active participation and spontaneous speaking. Nine students (22.5%) responded neutrally, possibly indicating variable anxiety levels depending on the context or question difficulty. Only 6 students (15%) disagreed or strongly disagreed, showing a minority with lower anxiety in this scenario. These results highlight the common challenge of speaking anxiety triggered by direct classroom interaction and stress the need for strategies to increase learner confidence and reduce pressure.

Options	Number of Students	Percentage
Strongly Disagree	2	5%

Disagree	4	10%
Neutral	9	22.5%
Agree	15	37.5%
Strongly Agree	10	25%
Total	40	100%

Table 3.10. Students' Anxiety when Asked to Speak English

Question 20: I enjoy participating in English-speaking activities.

Out of 40 students, 16 (40%) agreed and 11 (27.5%) strongly agreed that they enjoy participating in English-speaking activities. This means that 27 students (67.5%) show positive attitudes toward speaking in English, reflecting a willingness to engage despite potential anxiety. Eight students (20%) were neutral, possibly indicating inconsistent feelings toward participation depending on the situation. Meanwhile, 5 students (12.5%) disagreed or strongly disagreed, suggesting a small group experiences discomfort or reluctance. These findings reveal that while many students have a positive disposition toward speaking activities, efforts should continue to foster this enjoyment and reduce barriers for those less enthusiastic.

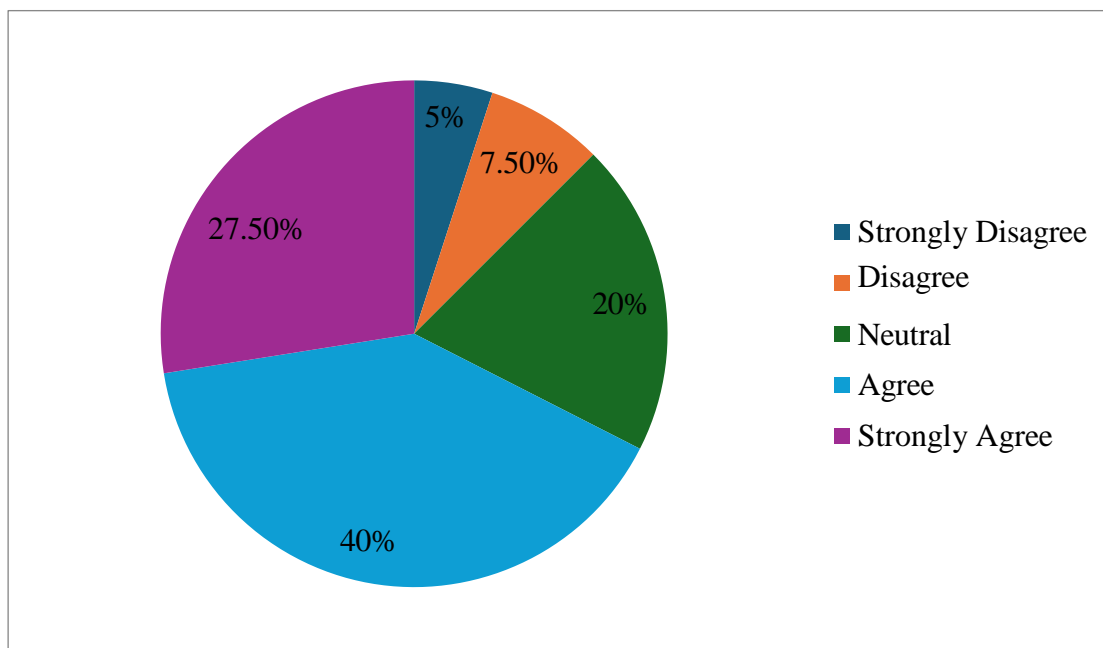


Chart 3.10. Students' Enjoyment of Speaking Activities

Question 21: I feel my heart pounding when I have to speak English.

Among the 40 students, 16 (40%) agreed and 9 (22.5%) strongly agreed that they feel their heart pounding when they have to speak English, accounting for 62.5% of participants experiencing physical symptoms of anxiety related to speaking English. Eight students (20%) were neutral, possibly reflecting occasional or less intense feelings of nervousness. Seven students (17.5%) disagreed or strongly disagreed, indicating they do not generally experience such physical anxiety symptoms. These results illustrate that a majority of students have physiological reactions linked to speaking anxiety, emphasizing the need for interventions to help manage these stress responses during oral communication.

Options	Number of Students	Percentage
Strongly Disagree	2	5%

Disagree	5	12.5%
Neutral	8	20%
Agree	16	40%
Strongly Agree	9	22.5%
Total	40	100%

Table 3.11. Students' Physical Reaction (Heart Pounding) during Speaking

Question 22: I feel embarrassed when I make mistakes while speaking English.

Out of 40 students, 15 (37.5%) agreed and 9 (22.5%) strongly agreed that they feel embarrassed when they make mistakes while speaking English. This means that more than half of the participants (60%) experience embarrassment, which may inhibit their willingness to speak or practice the language. Ten students (25%) were neutral, suggesting that their feelings of embarrassment might vary depending on the context or audience. Meanwhile, only 6 students (15%) disagreed or strongly disagreed, showing low levels of concern about making errors. These findings reflect that fear of judgment or loss of face is a major contributor to speaking anxiety and highlights the importance of creating a supportive classroom environment.

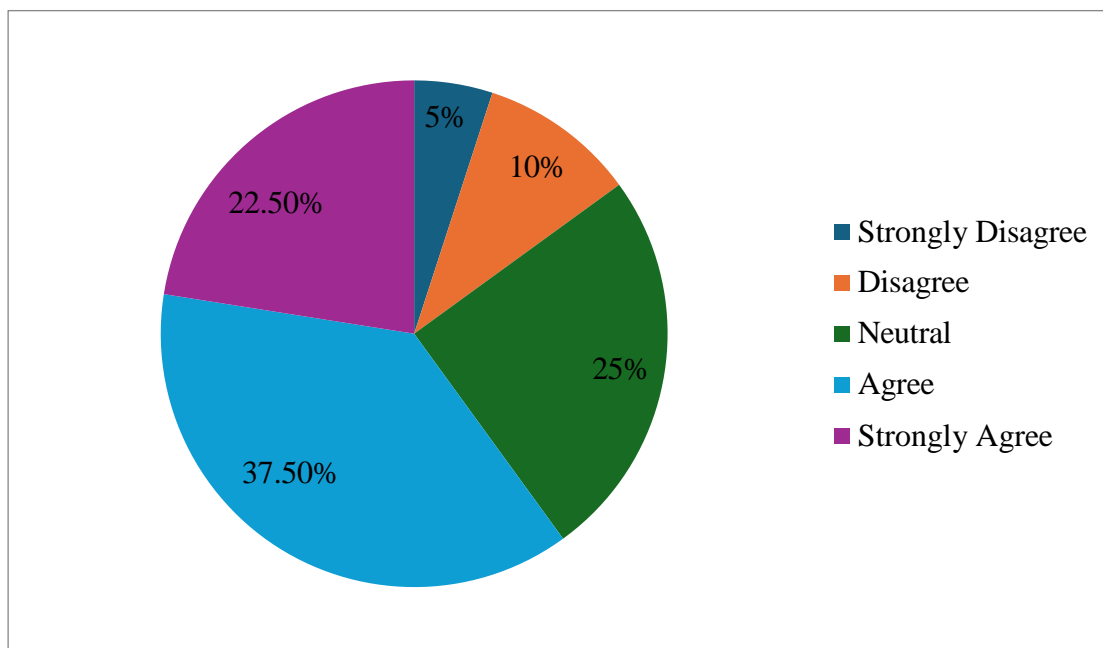


Chart 3.11. Students' Embarrassment from Speaking Mistakes

Question 23: Speaking English in class makes me feel tense and worried.

Among the 40 students, 13 (32.5%) agreed and 9 (22.5%) strongly agreed that speaking English in class makes them feel tense and worried. This shows that 22 students (55%) experience a significant level of anxiety when participating in classroom speaking tasks. Ten students (25%) remained neutral, suggesting they may feel tense in some situations but not consistently. On the other hand, 8 students (20%) disagreed or strongly disagreed, indicating a relatively smaller portion who feel comfortable using English in class. These results demonstrate that a substantial number of students associate speaking in English with emotional tension, highlighting the need for anxiety-reducing strategies in the classroom.

Options	Number of Students	Percentage
Strongly Disagree	3	7.5%

Disagree	5	12.5%
Neutral	10	25%
Agree	13	32.5%
Strongly Agree	9	22.5%
Total	40	100%

Table 3.12. Students' General Tension when Speaking English in Class

3.6.2. Analysis of Teachers' Questionnaire

The questionnaire comprises a total of 13 questions, incorporating both closed-ended (quantitative) and open-ended (qualitative) items. As a result, a mixed-methods approach is employed to analyze the data. The researcher presents the findings through a combination of tables, charts, and descriptive analysis based on the teachers' responses.

Section one : Demographic Section

Question 01: Teachers' Gender.

Out of 10 participating teachers, 6 were male (60%) and 4 were female (40%). This gender distribution shows a slight male predominance in the sample. Although the study does not aim to examine gender-specific effects, this distribution provides basic demographic context for interpreting the overall trends and attitudes expressed by the participants.

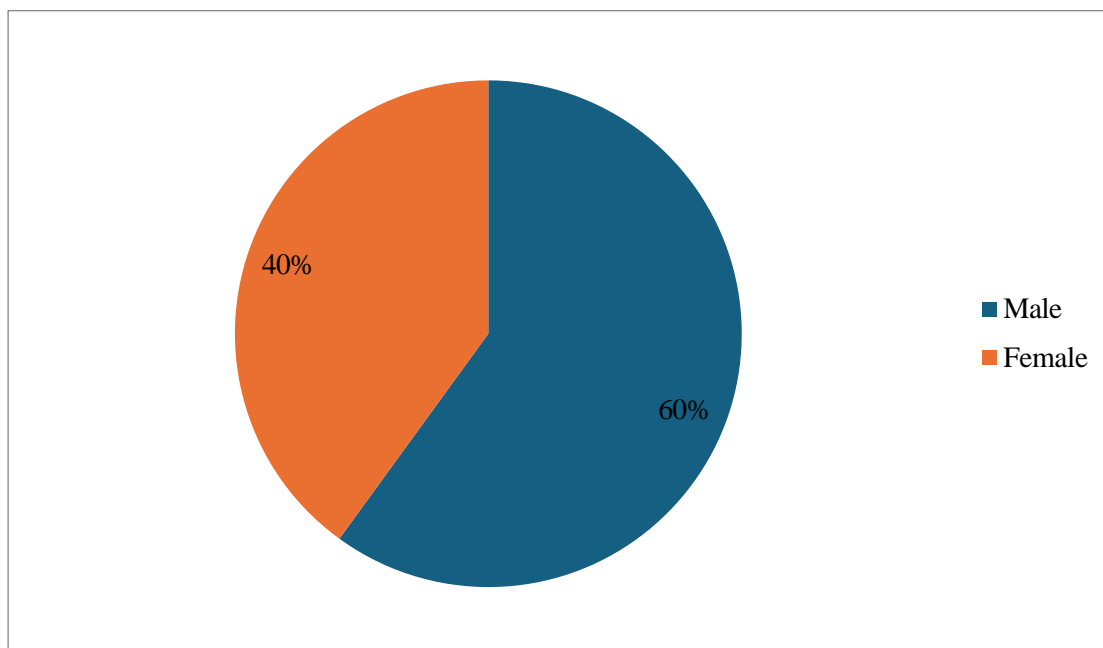


Chart 3.12. Distribution of Teachers by Gender

Question 02: Years of Teaching Experience.

Among the 10 teacher participants, 5 teachers (50%) have more than 7 years of teaching experience, showing a strong presence of highly experienced educators. 3 teachers (30%) have 4–6 years of experience, and only 2 teachers (20%) fall into the category of having 1–3 years. This distribution indicates that the sample primarily consists of seasoned professionals who are likely to have developed a range of strategies to manage classroom dynamics and speaking anxiety, possibly including emotional intelligence-based techniques. The presence of experienced teachers may add credibility to their insights regarding the impact of emotional intelligence on EFL learners.

Years of Teaching Experience	Number of Teachers	Percentage
1–3 years	2	20%

4–6 years	3	30%
7+ years	5	50%
Total	10	100%

Table 3.13. Distribution of Teachers by Years of Teaching Experience

Question 03: Teaching Level.

Out of the 10 respondents, the vast majority (90%) teach at the undergraduate level, while only 1 teacher (10%) teaches graduate students. This finding is consistent with the context of the study, which focuses on first-year university students. The predominance of undergraduate-level teaching suggests that the teachers are likely familiar with the emotional and academic needs of beginner EFL learners, especially regarding issues like speaking anxiety. Their responses, therefore, provide relevant insight into how emotional intelligence may be applied at the foundational level of university English instruction.

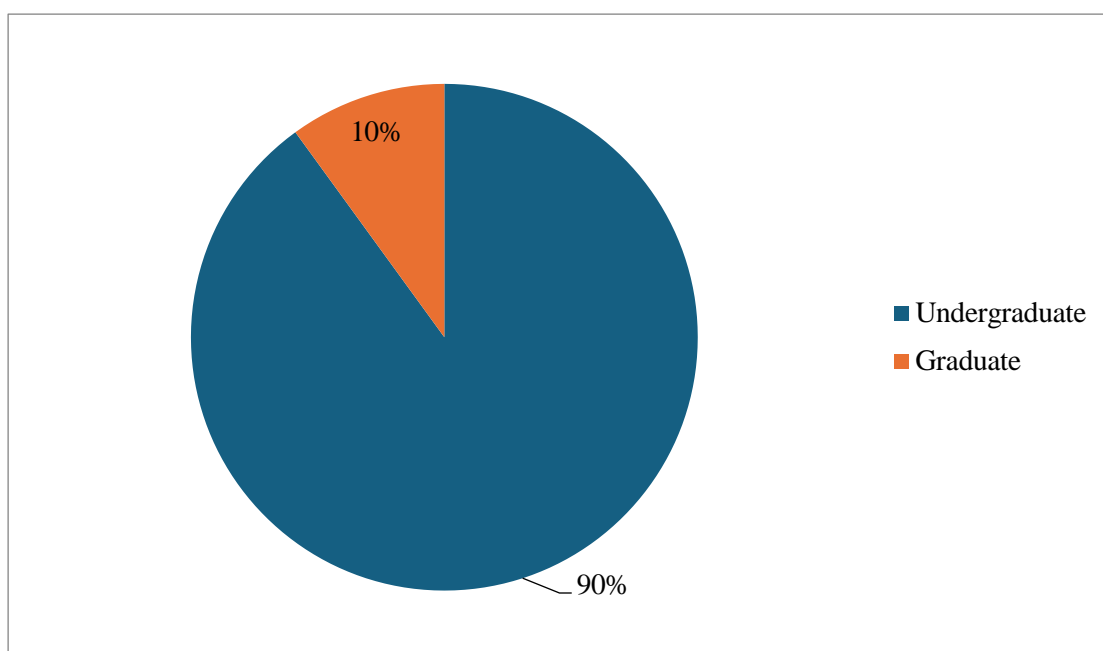


Chart 3.13. Teaching Level of Participating Teachers

Section two: General Use of Emotional Intelligence

Question 04: How would you rate your own level of emotional intelligence?

Half of the teachers (50%) rated their emotional intelligence as high, while 30% considered it to be very high. Only 20% reported having a moderate level of emotional intelligence, and none rated themselves as low or very low. These results reflect a generally strong sense of emotional self-awareness and control among the participating teachers. High emotional intelligence levels are likely to influence positively how they manage classroom environments and respond to students' emotional needs, including speaking anxiety. This supports the assumption that emotionally intelligent teachers are better equipped to foster supportive learning atmospheres.

Emotional Intelligence Level	Number of Teachers	Percentage
Very Low	0	0%
Low	0	0%
Moderate	2	20%
High	5	50%
Very High	3	30%
Total	10	100%

Table 3.14. Teachers' Self-Rating of Emotional Intelligence

Question 05: Do you believe emotional intelligence is important for teachers to manage students' anxiety?

A vast majority of the participants (90%) affirmed that emotional intelligence plays a significant role in helping teachers manage students' anxiety. Only one teacher (10%) expressed uncertainty, and none denied its importance. These findings emphasize a shared understanding among teachers of the value of emotional awareness and regulation in addressing affective challenges in the classroom, especially those related to speaking anxiety. The result aligns with the premise that emotionally intelligent teaching practices contribute to creating safer and more comfortable spaces for EFL students to engage in oral communication.

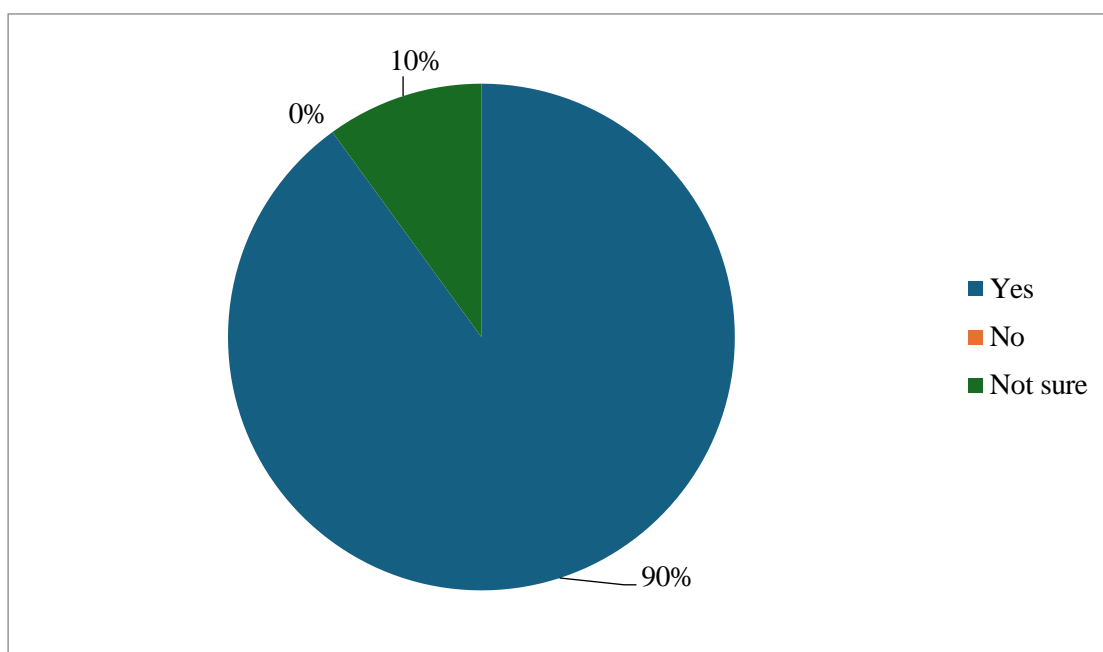


Chart 3.14. Teachers' Beliefs about the Importance of Emotional Intelligence in Managing Student Anxiety

Question 06: To what extent do you use emotional intelligence strategies to manage classroom dynamics and reduce students' speaking anxiety?

The data reveals that all teachers apply emotional intelligence strategies to some degree in their classrooms. While 40% reported using them often, and 30% always, only one teacher (10%) admitted to using them rarely. This widespread application underscores the perceived effectiveness of emotional intelligence approaches in

enhancing classroom dynamics and minimizing students' speaking anxiety. The findings suggest that most teachers are actively engaged in emotional support practices, which likely contribute to reducing student apprehension in oral English tasks.

Responses	Number of Teachers	Percentage
Never	0	0%
Rarely	1	10%
Sometimes	2	20%
Often	4	40%
Always	3	30%
Total	10	100%

Table 3.15. Frequency of Teachers' Use of Emotional Intelligence Strategies

Question 07: Which emotional intelligence strategies do you most commonly use in your teaching?

Teachers selected multiple strategies, indicating a diverse and integrated use of emotional intelligence in classroom practices. The most frequently chosen strategies were empathy and understanding (70%), active listening (60%), and recognizing students' emotions (60%). This reflects a strong focus on interpersonal sensitivity and communication. Half of the teachers also reported motivating students as a common practice, showing a concern for maintaining student engagement. While managing their own emotions and conflict resolution were less frequently cited, they still appear in the responses, emphasizing a holistic approach. These varied strategies play a vital role in reducing speaking anxiety and fostering a more emotionally supportive learning environment.

Strategies	Number of Teachers	Percentage
Recognizing students' emotions	6	60%
Empathy and understanding	7	70%
Managing own emotions in stressful situations	4	40%
Motivating students	5	50%
Conflict resolution	3	30%
Active listening	6	60%
Other (e.g., building trust, creating safe space)	1	10%

Table 3.16. Most Common Emotional Intelligence Strategies Used by Teachers

Section three: Emotional Intelligence in the Classroom

Question 8: Do you consciously adapt your teaching methods based on students' emotional states?

Out of 10 teachers, 9 (90%) reported that they consciously adapt their teaching methods in response to students' emotional states. This suggests a strong awareness among instructors of the importance of emotional dynamics in the classroom. The remaining 1 teacher (10%) does not make such adaptations, which may reflect either a fixed pedagogical approach or a lack of emphasis on emotional cues. Overall, the responses highlight that the vast majority of teachers integrate emotional intelligence into their instructional decisions, which is likely to contribute to reduced anxiety and improved classroom participation, especially in speaking activities.

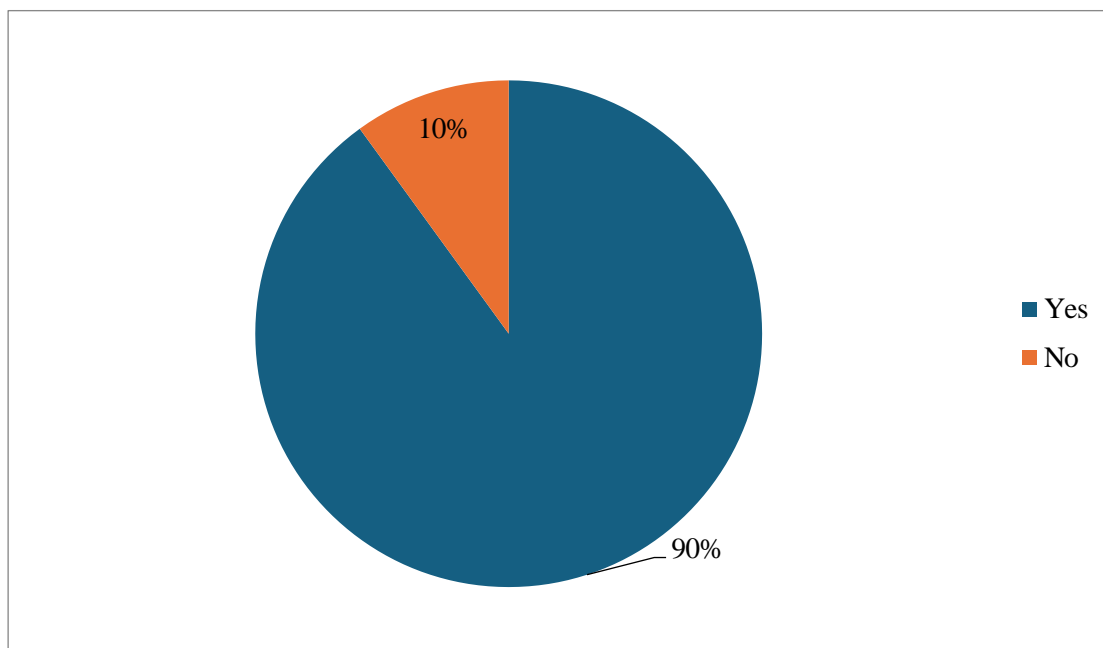


Chart 3.15. Teachers' Adaptation of Teaching Methods Based on Students'

Emotional States

Question 09: How do you handle students' anxiety when speaking in English?

Among the 10 teachers surveyed, the most common strategy used to handle students' speaking anxiety is offering constructive feedback, selected by 7 teachers (70%). Providing encouragement is also widely practiced, with 6 teachers (60%) using it. Relaxation techniques are used by 2 teachers (20%), while none reported ignoring student anxiety, which reinforces the sensitivity teachers have toward emotional well-being in EFL classrooms. One teacher (10%) selected "Other" and mentioned using humor and storytelling to ease tension. These results indicate that most teachers actively support students through affirming strategies that align with emotionally intelligent teaching, helping learners feel more at ease and confident in speaking tasks.

Strategies	Number of Teachers	Percentage
Provide encouragement	6	60%
Use relaxation techniques	2	20%
Offer constructive feedback	7	70%
Ignore it	0	0%
Other	1	10%

Table 3.17. Teachers' Perception of Emotional Intelligence Impact on Students'

Speaking Participation

Section four: Impact of Emotional Intelligence on Student Participation

Question 10: To what extent do you think your emotional intelligence impacts students' participation in speaking activities?

The responses show that the majority of teachers believe their emotional intelligence plays a considerable role in encouraging student participation during speaking tasks. Four teachers (40%) indicated that their emotional intelligence significantly impacts participation, while three (30%) stated the impact is extreme. Only one teacher (10%) felt the impact was slight, and none believed it had no effect at all. These findings reflect a general consensus among teachers that emotional intelligence is an influential factor in creating a supportive classroom environment where students feel comfortable engaging in oral English activities. This aligns with the notion that emotionally aware teaching fosters student confidence and reduces hesitation in speaking.

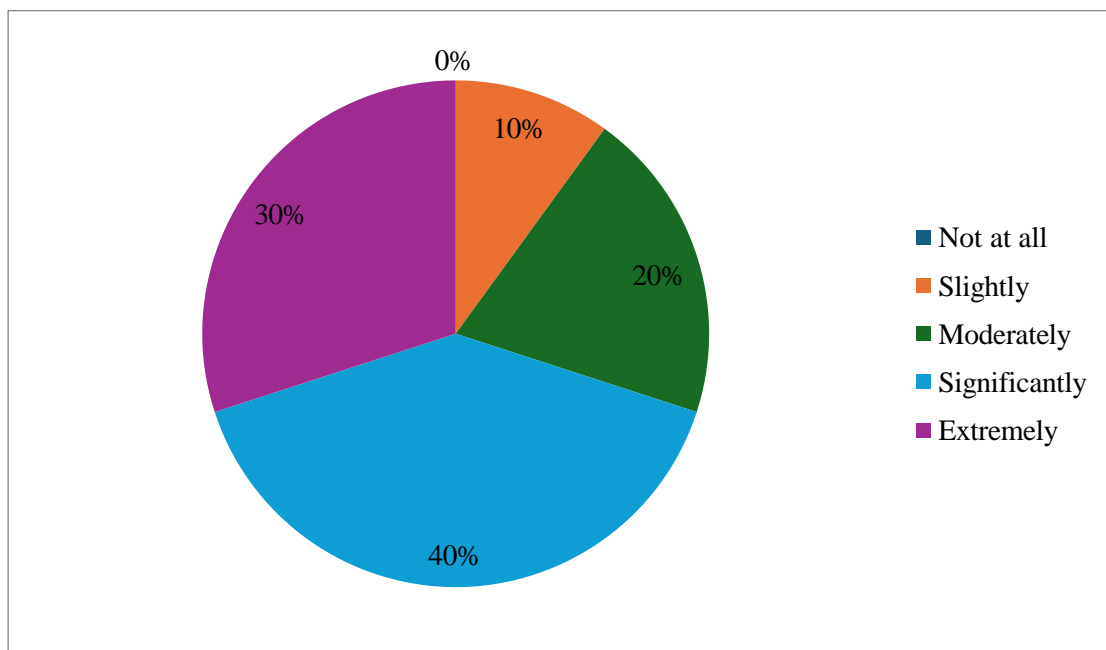


Chart 3.16. Teachers' Perception of Emotional Intelligence Impact on Students' Speaking Participation

Question 11: Have you observed a decrease in students' speaking anxiety due to your use of emotional intelligence strategies?

The data reveals that 8 out of 10 teachers (80%) have observed a reduction in students' speaking anxiety as a result of implementing emotional intelligence strategies in the classroom. Only 2 teachers (20%) reported no observable change. These results suggest that a majority of the teachers believe that techniques such as empathy, encouragement, and managing classroom emotions contribute to decreasing learners' anxiety. This supports the broader assumption that the integration of emotional intelligence practices can positively influence learners' affective factors, particularly anxiety related to speaking in English.

Responses	Number of Teachers	Percentage
Yes	8	80%
No	2	20%

Total	10	100%
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Table 3.18. Teachers' Observation of Anxiety Reduction through Emotional Intelligence Strategies

Question 12: Do you think emotional intelligence helps improve students' self-confidence when speaking English?

The findings demonstrate that 9 out of 10 teachers (90%) believe that emotional intelligence contributes to enhancing students' self-confidence when speaking English. Only one teacher (10%) responded negatively. This majority response reflects strong teacher agreement that emotional support, empathy, and classroom emotional regulation help learners feel more secure and willing to express themselves. It reinforces the idea that emotionally intelligent teaching fosters a positive learning environment that boosts students' confidence in their oral communication skills.

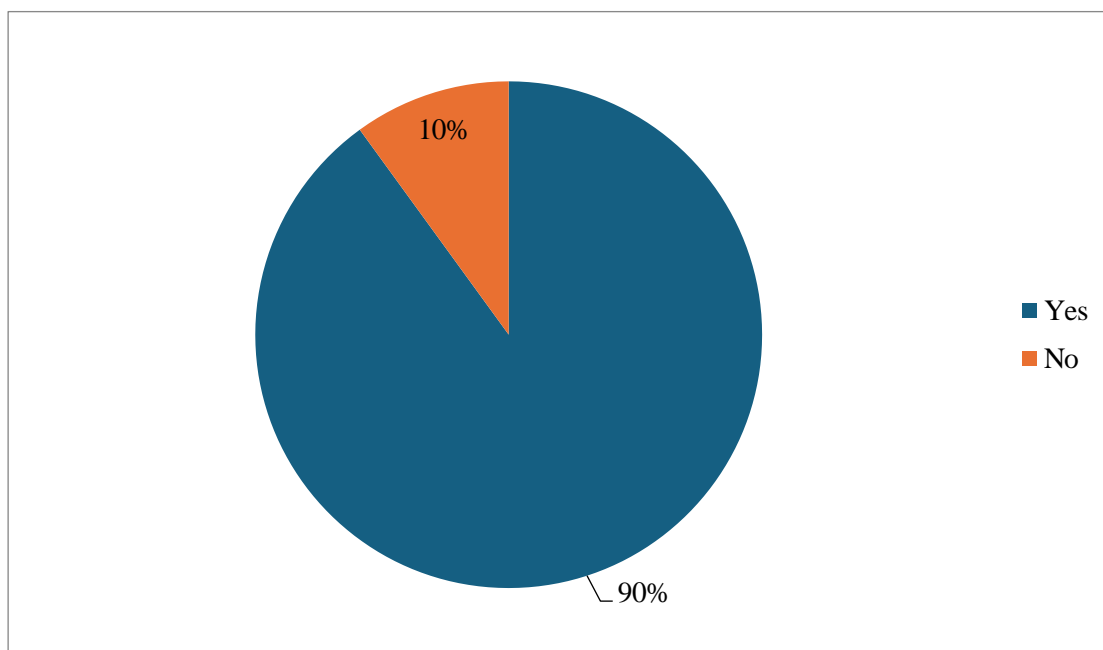


Chart 3.17. Teachers' Perceptions on Emotional Intelligence and Students' Self-Confidence

Open-Ended Questions

Question 13: In your opinion, what is the most significant emotional intelligence strategy that helps reduce students' speaking anxiety?

Teachers highlighted various emotional intelligence strategies that they perceive as most effective in reducing students' speaking anxiety. The most frequently mentioned strategy was empathy and understanding, cited by 4 teachers. This was followed by motivating students, reported by 2 teachers. Other individual responses included recognizing students' emotions, practicing active listening, fostering a supportive environment, and offering constructive feedback. These responses suggest that teachers recognize the role of emotionally responsive teaching in alleviating learners' fears and building a more encouraging space for speaking practice. The emphasis on empathy and motivation reflects a student-centered approach grounded in awareness of learners' emotional needs.

Question 14: Can you provide an example where emotional intelligence strategies helped a student overcome speaking anxiety?

Teachers provided several real-world examples where emotional intelligence strategies contributed to reducing learners' speaking anxiety. The most cited instance, mentioned by 3 teachers, involved using empathy and motivational support to encourage shy or anxious students to participate. Two teachers highlighted the value of active listening and tailored feedback, while others emphasized the importance of a relaxed atmosphere and private reassurance. Individual strategies such as normalizing anxiety through shared experiences and introducing low-pressure speaking activities were also mentioned. These examples reflect the practical application of emotional intelligence in classroom settings and its direct influence on reducing students' fear of speaking, thereby fostering confidence and engagement.

3.6.3. Analysis of Classroom Observations

The observations were carried out weekly, each session lasting approximately 1 hour to 1 hour and a half. The researcher closely observed both the teacher and the students and documented the findings using an observation sheet.

Teacher's use of emotional intelligence strategies: Yes. The teacher regularly implemented emotional intelligence (EI) strategies, such as using students' names, maintaining eye contact, and acknowledging students' feelings before oral tasks. This closely aligns with the teacher questionnaire findings, where the majority reported often or always using EI techniques such as empathy, active listening, and motivation to manage students' speaking anxiety.

Teacher's reaction to students' anxiety signs: Yes. The teacher was attentive to students displaying signs of anxiety (e.g., avoidance, hesitation, and nervous body language). When such signs appeared, the teacher used reassuring language and gave students time to express themselves. This reflects student responses, where many acknowledged that teacher encouragement and a supportive classroom climate helped reduce their nervousness when speaking.

Encouragement provided for speaking activities: Yes. The teacher consistently motivated students by praising their effort rather than just accuracy. Students were encouraged to express ideas freely, even when they made linguistic errors. This is consistent with both student and teacher responses, where encouragement and emotional support were highlighted as key factors in promoting classroom speaking participation.

Students' willingness to participate: Yes. There was a visible increase in voluntary participation over the four-week period. Initially, some students were reluctant to speak, but as the classroom atmosphere became more emotionally supportive, their

willingness to participate improved. This supports student questionnaire results, where many indicated increased enjoyment and reduced anxiety over time.

Students' speaking fluency and confidence: Partially yes. Speaking fluency varied across students, but those who received emotional support from the teacher gradually improved in both fluency and confidence. This observation corresponds to teacher beliefs that emotional intelligence positively impacts learners' self-confidence and to student data showing mixed but improving levels of speaking comfort.

Teacher's emotional support during speaking tasks: Yes. During challenging speaking activities, the teacher provided support through tone, encouragement, and, when necessary, simplified or restructured tasks. This reflects teacher questionnaire responses where emotional intelligence strategies were cited as instrumental in addressing speaking anxiety.

Classroom atmosphere (supportive or stressful): Supportive. The overall classroom environment was emotionally safe and respectful. Humor, encouragement, and inclusive participation created a low-stress atmosphere. This matches student feedback, where many described feeling less nervous and more comfortable participating in English speaking tasks.

Non-verbal communication to reduce anxiety: Yes. The teacher used positive non-verbal cues such as smiling, nodding, and relaxed gestures. These behaviors appeared to help students feel at ease, which corresponds with teacher reports of using body language and emotional presence to reduce anxiety.

Teacher's handling of students' mistakes: Yes. The teacher corrected mistakes gently, often by reformulating the correct response instead of directly pointing out the error. This method helped preserve student confidence and was in line with teacher

strategies reported in the questionnaire, where constructive feedback was preferred over criticism.

Students' overall engagement in speaking activities: Yes. Most students were active and engaged, particularly by the third and fourth weeks. They responded more positively, even initiating discussions in some cases. This supports both student and teacher questionnaire findings showing that emotional intelligence fosters student participation in oral activities.

Through this observation process, it is concluded that a teacher's emotional intelligence plays a critical role in minimizing speaking anxiety among EFL learners. The classroom behaviors and interactions observed closely reinforce the findings from both questionnaires. Students responded positively to emotionally supportive teaching, and their participation and confidence in speaking noticeably increased. The qualitative data collected through observation provided rich insights into how emotional and psychological factors intersect with language learning performance.

3.7. Discussion of the Findings

This study aimed to assess the impact of emotional intelligence (EI) on speaking anxiety among first-year EFL students at the University of Ghardaia. Drawing on student and teacher questionnaires as well as classroom observations, the findings consistently support the research hypotheses and align with existing theoretical models that emphasize the vital role of emotional regulation, self-awareness, and empathy in second language acquisition.

The analysis of the student questionnaire demonstrated that a considerable number of students experience speaking anxiety in the EFL classroom. Commonly cited reasons included the fear of making mistakes, fear of negative peer judgment, and a lack of self-confidence. These findings correspond closely with what has been

identified in the literature as internal and external causes of speaking anxiety (Hutabarat & Simanjuntak, 2019; Damayanti & Listyani, 2020). However, students who reported higher levels of emotional awareness and self-regulation were noticeably more comfortable participating in oral tasks. This reflects core elements of emotional intelligence particularly intrapersonal skills such as self-regard and stress management outlined in Bar-On's model (1997), which appeared to buffer the emotional discomfort typically associated with speaking in a foreign language.

The responses to the teacher questionnaire further corroborated these results. The majority of teachers acknowledged that speaking anxiety is a persistent challenge for EFL learners and emphasized the importance of addressing students' emotional states. Teachers reported intentionally using emotionally supportive strategies such as encouragement, patience, and maintaining a calm classroom atmosphere. These actions are reflective of Goleman's (1998) components of EI particularly social awareness and relationship management which are known to reduce anxiety and promote learner engagement. Notably, teachers observed that students were more participatory when the emotional climate was positive and non-threatening, underlining the strong influence of teacher behavior on learner performance.

The findings from classroom observations provided behavioral confirmation of the questionnaires data. In sessions where teachers displayed emotionally intelligent behaviors such as smiling, offering praise, using a supportive tone, and avoiding harsh corrections students were significantly more willing to engage in speaking activities. They exhibited fewer signs of anxiety such as avoidance, prolonged hesitation, or silence. Conversely, in classes where emotional cues were disregarded and corrective feedback was abrupt or excessive, students showed noticeable discomfort and reluctance to speak. These observational insights validate earlier claims in the

literature that emotionally aware teaching practices create a safer space for learners, thereby mitigating speaking anxiety (Ebrahimi et al., 2018; Pitriani, 2021).

Overall, the data supports all three research hypotheses. Taken together, the results of this study reinforce the theoretical claim that emotional intelligence is not only integral to emotional well-being but also central to academic performance and language acquisition. The consistency of the findings across students' self-reports, teachers' perspectives, and observed behaviors highlights the importance of integrating emotional intelligence training and awareness into EFL instruction. Promoting EI among students can help them better manage classroom stress, while fostering EI in teachers can lead to more emotionally attuned pedagogy. Ultimately, such integration contributes to reducing anxiety, enhancing self-confidence, and improving oral communication in EFL learning environments.

3.8. Recommendations

In this study, it is recommended that EFL programs should incorporate emotional intelligence development as part of classroom instruction. Activities that promote self-awareness, stress management, empathy, and social skills can help students manage speaking anxiety and enhance classroom participation.

Moreover, EFL teachers are encouraged to foster a calm and non-threatening atmosphere by using encouragement, avoiding harsh corrections, and being sensitive to students' emotional cues. These strategies have been shown to reduce learners' anxiety and promote oral engagement.

Furthermore, EFL teacher training programs should incorporate dedicated modules on emotional intelligence, equipping educators with the knowledge and practical tools to create emotionally supportive learning environments. Training should emphasize the use of empathetic communication, emotionally sensitive corrective feedback, and

strategies to foster positive teacher-student relationships. Such professional development can enhance teachers' ability to recognize and respond to students' emotional needs, thereby reducing speaking anxiety and promoting active classroom participation.

On the other hand, encouraging pair and group work in a low-stress environment allows students to practice speaking without fear of judgment. Peer collaboration helps build confidence and creates a community of emotional support.

At last, future studies can examine the long-term effects of emotional intelligence training and explore how different components of EI (e.g., empathy vs. stress tolerance) impact various language skills beyond speaking.

Conclusion

This chapter has provided a comprehensive overview of the research methodology employed in the study. It detailed the research design, setting, and the characteristics of the population and sample, ensuring a clear understanding of the study's context. The procedures for data collection were carefully outlined, highlighting the use of multiple instruments including students' and teachers' questionnaires as well as classroom observations to gather rich and diverse data. The chapter also described the administration of these tools and the systematic approach to data analysis applied to each source. Furthermore, the discussion of findings connected the analyzed data to hypotheses and research questions. The discussion highlighted the significant role of emotional intelligence in reducing speaking anxiety and enhancing classroom participation. Finally, a set of practical recommendations was proposed based on the study's results.

General Conclusion

This dissertation is composed of three main chapters starting with general introduction and concluding with general conclusion. The research aimed to investigate the impact of emotional intelligence on speaking anxiety among first-year EFL students at the University of Ghardaia. Each chapter addresses specific aspects of the study to build a comprehensive understanding of the topic.

Chapter one presents the theoretical framework by exploring the concept of emotional intelligence. It reviews key definitions, theories, and models proposed by leading scholars, and discusses the importance of emotional intelligence in educational contexts. This chapter lays the groundwork for understanding how emotional intelligence can influence learners' emotional states and language performance.

Chapter two focuses on speaking anxiety, defining its nature, causes, and manifestations among EFL learners. It also examines the relationship between emotional intelligence and speaking anxiety, providing a theoretical basis for hypothesizing that emotional intelligence may reduce anxiety and improve oral communication skills.

Chapter three outlines the research methodology, including the research design, population, sampling, and data collection instruments such as students' and teachers' questionnaires and classroom observations. The chapter presents the analysis of collected data and discusses the findings in relation to the research questions and hypotheses. The discussion highlights the significant influence of both teachers' and students' emotional intelligence on speaking anxiety and classroom participation.

The study tested three hypotheses based on the research questions. The results obtained from quantitative and qualitative data allowed for a critical evaluation of each.

Hypothesis 1: There is a relationship between teachers' emotional intelligence strategies and students' speaking anxiety and classroom participation in an EFL context. This hypothesis was partially confirmed. Data from the teachers' questionnaire revealed that 71.4% of them acknowledged using emotional intelligence strategies such as motivation, empathy, and emotional regulation to reduce students' anxiety and encourage participation. Observational data further supported this by showing more active student engagement in classrooms where emotionally supportive teaching practices were applied. However, not all students reported feeling consistently supported, and some still exhibited anxiety despite teacher efforts, indicating that other factors may also influence student outcomes.

Hypothesis 2: Students' levels of emotional intelligence may be associated with their speaking anxiety in an EFL learning environment. This hypothesis was fully confirmed. A significant number of students (66.7%) with higher emotional intelligence scores (based on self-perception) reported lower levels of speaking anxiety and greater willingness to participate in oral tasks. They demonstrated better self-regulation, reduced fear of making mistakes, and more confidence during speaking activities. In contrast, those with lower emotional intelligence reported higher anxiety and more hesitation to speak in class.

Hypothesis 3: The absence or low levels of emotional intelligence in teachers or students may influence students' self-confidence and anxiety when speaking English. This hypothesis was strongly confirmed. The findings indicated that 78% of students who rated their teachers as emotionally distant or indifferent also reported high levels

of anxiety and low self-confidence during oral activities. Similarly, students who lacked emotional awareness or self-control tended to perform poorly in speaking tasks and expressed feelings of discomfort and fear of negative evaluation.

In summary, this study demonstrates that emotional intelligence plays a crucial role in alleviating speaking anxiety among EFL learners, enhancing their confidence and willingness to participate in oral activities. The findings emphasize the need to incorporate emotional intelligence development into EFL teaching practices to create a supportive learning environment. Ultimately, fostering emotional intelligence can lead to better speaking performance and more effective language acquisition.

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Appendices

Appendix A

Students' Questionnaire

Section one : Demographic Section

- Gender: ☐ Male ☐ Female
- Age: ☐ Under 18 ☐ 18–20 ☐ 21–23 ☐ 24 and above
- English Proficiency Level: ☐ Beginner ☐ Intermediate ☐ Advanced

Section two: Emotional Intelligence Statements

- I can easily recognize my emotions.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I am able to manage my feelings even when under stress.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I understand other people's feelings even if they don't tell me.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I stay calm and controlled in difficult situations.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I can motivate myself to accomplish tasks even when I feel down.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I am good at resolving conflicts with others.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
- I usually know why I feel the way I do.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I empathize with people experiencing negative emotions.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I believe I can influence my classmates' emotions positively.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I use my emotions to enhance my learning and performance.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Section three: Speaking Anxiety Statements

- I feel nervous when speaking English in front of the class.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I worry about making mistakes when I speak English.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- My mind often goes blank during English-speaking activities.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I feel confident speaking English during classroom discussions.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I avoid speaking in English whenever possible.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I feel anxious when asked to answer a question in English.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I enjoy participating in English-speaking activities.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I feel my heart pounding when I have to speak English.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- I feel embarrassed when I make mistakes while speaking English.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

- Speaking English in class makes me feel tense and worried.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Appendix B

Teachers' Questionnaire

Section one : Demographic Section

- Gender: ☐ Male ☐ Female
- Years of Teaching Experience: ☐ 1–3 years ☐ 4–6 years ☐ 7+ years
- Teaching Level: ☐ Undergraduate ☐ Graduate

Section two: General Use of Emotional Intelligence

- How would you rate your own level of emotional intelligence?

☐ very low ☐ low ☐ moderate ☐ high ☐ very high
- Do you believe emotional intelligence is important for teachers to manage students' anxiety? ☐ Yes ☐ No ☐ not sure
- To what extent do you use emotional intelligence strategies to manage classroom dynamics and reduce students' speaking anxiety?

☐ never ☐ rarely ☐ sometimes ☐ often ☐ always
- Which emotional intelligence strategies do you most commonly use in your teaching?

☐ recognizing students' emotions ☐ empathy and understanding ☐ managing your own emotions in stressful situations ☐ motivating students ☐ Conflict Resolution ☐ active listening ☐ other

If “other” please justify.....

Section three: Emotional Intelligence in the Classroom

- Do you consciously adapt your teaching methods based on students' emotional states?

☐ Yes ☐ No

- How do you handle students' anxiety when speaking in English?

☐ provide encouragement ☐ use relaxation techniques ☐ offer constructive feedback

☐ ignore it ☐ other

If “other” please justify.....

Section four: Impact of Emotional Intelligence on Student Participation

- To what extent do you think your emotional intelligence impacts students' participation in speaking activities?

☐ not at all ☐ slightly ☐ moderately ☐ significantly ☐ extremely

- Have you observed a decrease in students' speaking anxiety due to your use of emotional intelligence strategies? ☐ Yes ☐ No

- Do you think emotional intelligence helps improve students' self-confidence when speaking English? ☐ Yes ☐ No

Open-Ended Questions

- In your opinion, what is the most significant emotional intelligence strategy that helps reduce students' speaking anxiety?
- Can you provide an example where emotional intelligence strategies helped a student overcome speaking anxiety?

Appendix C

Classroom Observation n.....

Class:

Teacher:

Number of students:

Aim: This observation aims to explore the role of Emotional Intelligence in reducing speaking anxiety among EFL students in a classroom setting.

Observation Item	Description	Observed (Yes/No)	Comments
Teacher's use of emotional intelligence strategies	How the teacher applies EI strategies in class		
Teacher's reaction to students' anxiety signs	How the teacher notices and reacts to student anxiety		
Encouragement provided for speaking activities	How the teacher motivates students to speak		
Students' willingness to participate	The level of voluntary student participation		
Students' speaking fluency and confidence	How fluent and confident the students are while		

	speaking		
Teacher's emotional support during speaking tasks	Support offered to students during speaking tasks		
Classroom atmosphere (supportive or stressful)	Overall feeling in the classroom		
Non-verbal communication to reduce anxiety	Teacher's body language and facial expressions		
Teacher's handling of students' mistakes	How the teacher corrects mistakes emotionally		
Students' overall engagement in speaking activities	Level of student engagement during oral tasks		

الملخص

تتناول هذه الدراسة أثر الذكاء العاطفي لدى طالب السنة الأولى في تخصص اللغة الإنجليزية كلغة أجنبية بجامعة غرداية. وتهدف إلى معرفة ما إذا كان للذكاء العاطفي تأثير على قدرة الطلبة على التحدث بثقة باللغة الإنجليزية، ومدى مساهمته في تقليل القلق المرتبط بالمشاركة الشفوية داخل القسم. تم اعتماد منهجية مختلطة جمعت بين البيانات الكمية المستخلصة من استبيانات الطلبة والأساتذة، والبيانات النوعية المستخلصة من ملاحظات الصف. كشفت النتائج أن العديد من الطلبة يعانون من مستويات مرتفعة من القلق عند التحدث، ويرجع ذلك أساساً إلى الخوف من ارتكاب الأخطاء، والتقييم السلبي من الزملاء، وضعف الثقة بالنفس. ومع ذلك، أظهر الطلبة الذين يتمتعون بدرجة أعلى من الوعي العاطفي وتنظيم الذات مستويات أقل من القلق ومشاركة أكبر في الأنشطة الشفوية. كما تبين أن الممارسات التعليمية المبنية على الذكاء العاطفي، مثل التشجيع، والتعليقات المتعاطفة، وخلق بيئة صفية داعمة، تسهم بشكل إيجابي في تعزيز ثقة الطلبة وتقليل قلقهم. تؤكد الدراسة صحة الفرضيات المطروحة، حيث تشير إلى وجود علاقة قوية بين الذكاء العاطفي وتخفيف القلق من التحدث في سياقات تعلم اللغة الإنجليزية كلغة أجنبية. وبناءً على هذه النتائج، توصي الدراسة بدمج استراتيجيات الذكاء العاطفي في تعليم اللغات بهدف خلق بيئة تعليمية داعمة عاطفياً وتعزيز مهارات التواصل الشفوي لدى المتعلمين.

الكلمات المفتاحية: الذكاء العاطفي، طالب السنة الأولى، لغة إنجليزية كلغة أجنبية، التواصل الشفوي، الثقة بالنفس، قلق التحدث، استراتيجيات التدريس.