

The Role of Emotional Intelligence on Language Learning

A Case Study of AL-Jouf University Students (Common First Year),(2021)

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Abstract

This study is conducted to investigate the role of emotional intelligence EI on EFL tertiary students' language learning in Saudi context. This study aims at determining the relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning, emphasize the emotional intelligence concept as important as learning styles, identify the role of emotional intelligence in decreasing Saudi EFL tertiary students' language learning anxiety. The analysis has led to these results: Materials builders are required to encompass strategies which pay extra interest to emotional factors, main the novices to extra self- and other-discovery, They need to additionally are seeking for to foster the improvement of unique competencies in those areas (e.g. popularity of feelings in self and others, empathy, warfare resolution), Moreover, English instructors are anticipated to be acquainted with the concept, striving tough first to enhance their personal emotional talents after which to try and decorate the emotional intelligence of their novices. The study recommended: EI must be one of the focal points in schools since it has massive influence on the learning outcomes, new and modern technology should be activated and used in this field to train and enhance EQ.

1.1 Introduction

Emotional Intelligence is a challenging topic in the area of language teaching and learning. Among other factors that might manipulate the learners' mind, their Emotional Intelligence level might be an influential element, too. The present study focuses on examining the correlation between emotional intelligence and Sudanese tertiary students' writing skills production.

Nelson (2005) stated that emotional intelligence as a confluence of developed abilities:

- (1) know and value self.
- (2) Build and maintain a variety of strong, productive, and healthy relationships.
- (3) get along and work well with others in achieving positive results.
- (4) Effectively deal with the pressures and demands of daily life and work. Reference IE and achievements.

(5) Goleman et.al, (2002:3), stated that Emotional Intelligence is not innate talents but rather learned capabilities that must be worked on and developed to archive outstanding performance. Moreover, the concept of emotional intelligence has been rooted in Thorndike's idea of 'social intelligence' and Gardner's 'intrapersonal' and 'interpersonal' intelligence and has attracted such an interest since its introduction by Salovey and Mayer during the last two decades (Nikepour et.al, 2011). (6) Salovey and Mayer (1990) noted that "Emotional intelligence as the mental ability to perceive, generate and understand emotions so that it can help thinking and also to reflectively regulate emotions so as to promote emotional and intellectual growth". To sum up all above mentioned, emotional intelligence in terms is a learned ability to identify, understand, experience and express human emotions in healthy and productive ways.

(7) In EFL setting, emotional experience and expression are unique to each teacher and student. Sessions of emotional intelligence concepts are needed. No one else thinks, expresses feelings, choices behaviors and acts in the same way. It is about the intelligent use of emotions and utilizing the information contained in emotion to make effective decision. This intelligence awareness contributes directly in EFL classroom, interaction, language production and above all students' achievement. It operates on emotional information in the same manner that other types of intelligence might operate. The researcher tries to bring this intelligence to language learning process. It is speculated that the existence of self-reported personality changes could be assigned more to certain personality traits. The learner's personal trait would affect positively or otherwise his/her learning progress.

Objectives of the Study

This study is carried out to achieve the following objectives

1. Determine the relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning.
2. Emphasize the emotional intelligence concept as important as learning styles.
3. Identify the role of emotional intelligence in decreasing Saudi EFL tertiary students' language learning anxiety.

1.3 Questions of the Study

1. To what extent there exists relationship between emotional intelligence and Sudi EFL tertiary students' beliefs about language learning?

2. To what extent can emotional intelligence decrease Saudi EFL tertiary students' language learning anxiety?

3. How can emotional intelligence practicability help Saudi EFL teachers to predict their students' achievement?

2. LITERATURE REVIEW

The concept of Emotional Intelligence (EI) has generated a broad interest both in the lay (Goleman, 1995) and scientific fields (Mayer & Salovey, 1997; Salovey & Mayer, 1990), overshadowing other less spectacular classical psychological concepts, such as personality, or even a concept having bad press as IQ (Grewald & Salovey, 2005; Sternberg, 2002). There are several sociological and epistemological reasons to explain the fast and wide diffusion of the term EI in professional fields. One of these reasons regards the acknowledgement made by professionals of the importance and relevance of emotions and feelings for their work outcomes. In this sense, EI has become a satisfactory and appropriate theoretical scaffold within organizational and educational fields to organize their everyday work, both for evaluative and formative tasks (Caruso & Salovey, 2004; Feldman-Barret & Salovey, 2002).

2.1 The Historical Background of the Emotional Intelligence

All sectors seem to be implementing emotional intelligence training, coaching, and strategies for the purpose of improving policymakers' perceptions and behavior, reducing or eliminating biases, preconceptions, predispositions, favoritisms, partialities, prejudices, and profiling in organizational setting and procedures.



Unfortunately, lack of emotional intelligence awareness could hinder any organization not only during their day-to-day operational procedures, but also during marginal processes such as employment recruitment process, making policies, and during organizational changes. Emotional intelligence could be implemented not only to improve workplace performance, but also to improve employees' satisfactions, management strategies, leadership, and employee's retentions strategies.

Emotional Intelligence History Throughout history, scholars in the field of social behavioral science shared countless connotations, descriptions, definitions, and the meaning of emotions as it could be associated with the workplace environment depending on scholarly investigations, perception, experiences, and professional research. Even thou the frenzy of emotional intelligence theoretical frameworks started early in the 1980s with Howard Gardner's book *Frame of Mind: The Theory of Multiple Intelligences*, others scholars such as Peter Goleman to name few have also imprinted the field with excellent theories and research studies on emotional intelligence. However, studies show that the contextual construction of emotional intelligence might have started in the 19th century. Some philosophers started writing about it even before that. For example in 1877, the American Philosopher Henry Noble Day used the context of emotional intelligence to examine the contemplative and practical unification of feeling and intelligence.

Day (1877) argued that "*the interrelationship of intelligence an interconnection between feelings,*

intelligence, and endeavor". In 1880, the Scottish philosopher Alexander Bain explored the modes of mind interconnected by feelings (emotions), volition (behavior), and intellect (intelligence). Bain (1880) found that feelings and emotions were cognitively interconnected with the natural relationship between the individual's self-emotions, beliefs, and morality, and the In 1910, the English psychologist James Sully used the context of emotional intelligence to describe the connections between emotional and intellectual process.

Sully (1910) found that emotions and intellect influence the individual's perception and that the combination of emotional and intellectual experiences exercises a powerful modifying influence in the individual natural linkage of emotion and intellect. In 1920, Thorndike studied the cognitive variances of intelligence resulting from situations and interactions. Thorndike (1920:228) found the existence of three types of intelligence: "social intelligence, mechanical intelligence, and abstract intelligence, boys and girls—to act wisely in human relations". In 1921, the medical practitioner and researcher Abraham Myerson used the context of emotional intelligence. describing social intelligence as "The ability to understand and manage men and women.

2.2 Emotional Intelligence and Language Skills in ELT

After giving general information on emotional intelligence, it is necessary to give the literature on the relationship between EI and productive language skills in ELT. In a study, Pishghadam (2009) determines the impact of emotional and verbal intelligences on English language learning success in Iran.

In order to understand the nature of learning, he calculates and analyzes the product and the process data. The results of the study demonstrate that the emotional intelligence is instrumental in learning productive skills. In the process-based phase, the analyses of oral and written modes of language exhibit the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability. Karimi (2012) findings also support Pishghadam's results. In his study (2012), Karimi found that understanding and managing students' own emotions and being aware of and responsive to others' emotions will contribute to the L2 productive skills, particularly writing, as well as motivation and self-actualization of both university professors of L2 writing and their students. In another study conducted by Sadeghi and Farzizadeh (2014) revealed the relationship between EI and the writing ability of Iranian EFL learners. The students are first given BarOn's Emotional Quotient Inventory (a Likert scale questionnaire) and are asked to respond to its items based on the relevance of the statements to themselves. After that the students are given a writing test and the resulting scores were seen to correlate with their EI scores. Results obtained through Pearson Correlation indicated a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI.

Shao and Ji (2013) aimed to examine the possibility of using literature-based activities to raise EFL students' emotional intelligence and to see whether there was any relationship between students' EI and writing achievement. A writing ability test and TEIQue-ASF (Trait Emotional Intelligence Questionnaire-Adolescent Short

Form) were administered prior to the experiment. The experimental group was given some pieces of short literature readings with high emotional content and the control group was assigned texts exclusive of emotional words and taught as an ordinary English writing class China. The result of the study revealed that students in the experimental group scored significantly higher than those in the control group and writing in the post-tests. They concluded that there was a relatively strong positive relationship between EI and writing achievement as Sadeghi and Farzizadeh (2014) stated before.

While the researchers mentioned above study on the EI and writing skill, Afshar and Rahimi (2013) studied on the EI and speaking skill. They investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. The learners filled out the Bar-On emotional intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) form B, and had an interview. The results of the study showed that emotional intelligence, followed by critical thinking, correlated with speaking abilities, all components of emotional intelligence correlated significantly with speaking abilities and there was a significant positive relationship between critical thinking and emotional intelligence. Bora (2012) studied the relation between Emotional Intelligence (EQ) and students' perceptions towards speaking classes. For the study, two questionnaires were given to the participants in order to see their EQ levels and understand their views on Brain-based speaking activities.



The results demonstrated that students with high level of EQ were more eager to attend speaking classes and brain-based activities. However, the ones with low level of EQ did not have healthy relations with the society or confide in themselves, thus being isolated from the classroom atmosphere.

Ghabanchi and Rastegar (2014) studied the impact of both IQ and emotional intelligence on reading comprehension in Iran. Bar-On's emotional intelligence inventory (EQ-i), Raven's Advanced Progressive Matrices, and the reading comprehension portion of the TOEFL (2005) tests were administered. The results showed that the relationship between IQ and reading comprehension was stronger than the relationship between total emotional intelligence and reading comprehension. A small correlation was found between reading comprehension scores and some emotional-intelligence subscales as interpersonal abilities, intrapersonal abilities, and stress management. The study also revealed that IQ was a more determinative factor in reading comprehension proficiency than emotional intelligence. Zarezadeh (2014) claimed that emotional intelligence affected English language learning. His study investigated the function of the emotional intelligence in learning English and found out that a significant correlation between subjects' achievement and Stress Management, Adaptability, reading skills and Stress management, General Mood and Adaptability, speaking skill and Emotional Intelligence Quotient and Intrapersonal Intelligence.

2.4 EI, Gender, and Age

Traditional beliefs and stereotypes have conclusively suggested that women are better at expressing their emotions and are more emotionally aware, so possess higher levels of EQ. A review of the literature on the relationship between gender and EQ reveals that the majority of these studies substantiate the widely held view that females are emotionally more intelligent than males. For instance, Perry, Ball and Stacey (2004) pointed out that females reported higher EI than did male. In a similar vein, Day and Carroll's (2004) study indicated that females scored significantly higher than men did on overall EI. In contrast, previous research investigating the relationship between gender and EQ demonstrates that that the issue of age differences in EQ has remained an area of controversy among researchers. Goleman (1995) and Bar-On (2006) maintained that EQ is acquired and nurtured through repeated exposure and experience over time. Atkins and Stough (2005) and Perry, Ball and Stacey (2004) found no significant age effects for overall EI. In contrast, Penrose, Perry and Ball (2007) noted that older teachers and females had higher levels of EI than younger male teachers although the difference was relatively small in magnitude. A recent study conducted by Gahnizadeh and Moafian (2010) demonstrated identical results with EFL teachers.

2.5 ELT and EI

A lot of studies (Boyatzis, 2006; Carmeli, 2003) have reported a positive connection between different affective traits, in specific, EI, and job attitudes such as affective commitment.

Affective commitment, one of the core constructs of carrier and organizational commitment, is defined as “*positive feelings of identification with, attachment to and involvement in the work of the organization*” (Mayer & Allen, 1984:292). As Carmeli (2003) noted, emotionally intelligent individuals are expected to recognize, manage, and use their emotions to manipulate the ensuing obstacles and prevent their negative effects on attitudes towards their profession (cited in Salami, 2007). This is particularly true when it comes to professions such as teaching, with its high levels of challenges and constant interaction. Study of EI in the educational setting is a relatively new endeavor and, as such, few studies have focused on the overall effects of EI on second or foreign language learning. These few studies have been limited to certain dimensions as management, self-esteem, anxiety, strategy use, or motivation only. In ESL/EFL context, different studies examined the relationship between EQ and second language success (Chao, 2003; Clement, Dornyei, & Noels, 1994; Nelson & Low, 1999). For instance, Aghasafari (2006) found a positive relationship between overall EQ and language learning strategies. Furthermore, Riemer (2003) argues that EQ skills contribute to the learning potential of foreign language acquisition, particularly as it relates to acknowledging the legitimacy of other cultures as being equally valid.

2.6 Ethics and EI

To the extent that ethical conduct perception is based on own and others behaviors understanding, and in empathetic capacity towards others, emotional intelligence is closely related to ethics and

success perceptions, and is expected to be less probable that emotionally intelligent individuals once are less likely to believe that others are not ethical and being themselves more ethical, should behave without ethics to succeed it is expected that this relationship is mediated by self-esteem. Specifically, individuals with high levels of EI are often more successful in their interactions with others, achieving desired results, due to its competitive advantage in adaptability to the recognition and use of emotion and emotion-focused behaviors, contributing to the a higher self-esteem development. In addition, persons who have a higher self-esteem, have a greater awareness of their own value and competence, and are more likely to believe that they can achieve success at their own risk. A high self-esteem has a hedonic function and general well-being in the life of each individual with beneficial effects in the respect that each one has for himself in life and about the future. Individual ethicality, perceptions of others ethicality, self-esteem and emotional intelligence are correlated with the perceptions of unethical behavior being necessary for success.

Ethics emerges closely related to success. Intelligence, and specifically Emotional Intelligence, also shows a deep connection to organizational success, therefore, more and more in addition to the types of knowledge, skills and traditional abilities associated to individual performance and work success, personal configuration skills are required, such as, personal management, empathy and interpersonal sensitivity, that is, a set of skills that to achieve the required success, deal with the recognition, regulation and emotional expression.



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The use of emotion can be genuine or simply a tactic to achieve the objectives pursued, being ethically more acceptable the premeditated use of emotions as tactic with greater ethical tolerance in use of positive emotions than negative emotions, than other types of dissimulation strategies, like the use of false information or failure to comply promises. Emotions are intrinsic to a rational process of ethical decision-making, and currently in organizations and in the media itself, the ethical issues are often discussed emotionally. Ethics is inextricably linked to emotion and consequently to emotional intelligence. Organizational climate and culture have the ability to promote in their workers emotional states with direct influence on their ethical decisions. Although emotion and ethics theory is not yet conveniently established, any research in ethics should have no continuation isolated from the emotional factor. In order to test the hypotheses of this research and to compare the results with previous investigations was assumed the Reference methodology. (Open Journal of Business and Management).

2.7 EI and High Performing Leaders

A Study by Kathleen Cavallo revealed that "a strong relationship between superior performing (HiPR) leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set commonly referred to as Emotional Intelligence, is a distinguishing factor in leadership performance. Leaders who received performance ratings of 4.1 or greater on a 5-point scale were rated significantly higher than other participants in all four of the Emotional Intelligence dimensions of

Self-Awareness, Self-Management, Social Awareness, and Social Skills by Supervisors and Subordinates. Peers found HiPR leaders to be stronger in the Self-Awareness and Self-Management clusters. Six competencies were found to distinguish HiPR's across all three rater groups, specifically, Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst. This finding is consistent with conclusions reached by McClelland (1998), in a study of leaders in thirty different organizations that found the most powerful leadership differentiators were Self-Confidence, Achievement Drive, Developing Others, Adaptability, Influence and Leadership. In our study, of the twenty emotional competencies measured, Subordinates and Supervisors rated HiPR leaders stronger in seventeen, and fourteen EI competencies respectively. Peers found HiPR leaders to be stronger in nine of the twenty emotional competencies".

3. METHODOLOGY

3.1 Sample of the Study

The sample of the study was Sudi Arabia students of English (30 students) from AL-Jouf university who were responded to the questionnaire.

3.2 Instruments of Data Collection

The researcher used tool to collect the data for this study. This tool is, a questionnaire for students.

3.3 Procedures

The questionnaire is designed and used as a tool to collect data for investigating the topic the role of emotional intelligence on language learning, at university level this questionnaire is distributed to the EFL students at AL-Jouf university.

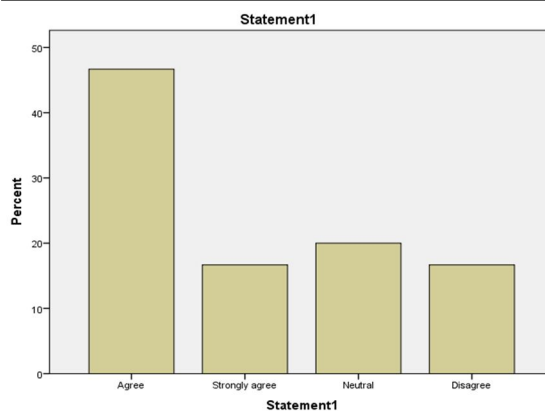
4. DATA ANALYSIS AND DISCUSSION

4.1 The Analysis of the Result of the Questionnaire

My emotions generally have a strong impact on the way I behave

Table(4.1)

Options	Frequenc y	Percent
Agree	14	46.7
Strongly agree	5	16.7
Neutral	6	20.0
Disagree	5	16.7
Total	30	100.0



Figure(4.1)

It is clear from the above table (4.1) and figure (4.1) that there were 19 (63.4%) participants who agreed that my emotions generally have a strong impact on the way I behave, (20%) neutral and (16.7 %) disagreed.

I am generally guided by my goals and values.

Table(4.2)

Options	Frequenc y	Percent
Agree	18	60.0
Strongly agree	11	36.7
Neutral	1	3.3
Total	30	100.0

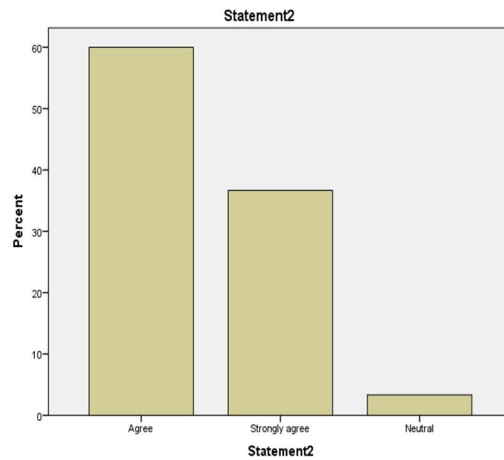


Figure (4.2)

The statistical analyses of statement (2) in table and diagram (4.2) show that (42.7%) of the respondents agreed. (3.3%) of the sample choose the answer neutral that I am generally guided by my goals and values. Thus the statement is accepted.

When I am under pressure, I generally have changed behaviors from normal.

Table(4.3)

Options	Frequenc y	Percent
Agree	13	43.3
Strongly agree	4	13.3
Neutral	9	30.0
Disagree	4	13.3
Total	30	100.0

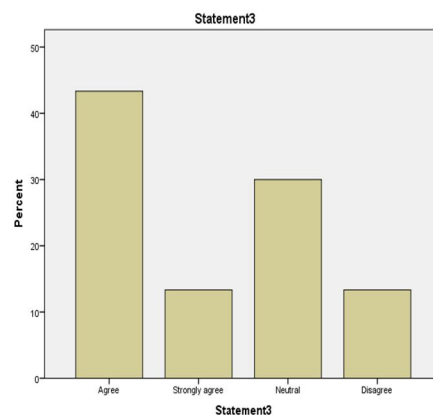


Figure (4.3)

The following figure table summarized the above table (56.6%) of the respondents agreed that when I am under pressure, I generally have changed behaviors from normal, neutral (30%) and (13.3%) disagreed. These results indicate that when I am under pressure, I generally have changed behaviors from normal.

5. CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.1 Conclusion

This study investigated whether the emotional intelligence on language learning. Emotional intelligence is a facilitating factor to EFL learner's to improve their learning English.

5.2 Findings

1. Materials builders are required to encompass strategies which pay extra interest to emotional factors, mainly the novices to extra self- and other-discovery.
2. They need to additionally are seeking for to foster the improvement of unique competencies in those areas (e.g. popularity of feelings in self and others, empathy, warfare resolution).
3. Moreover, English instructors are anticipated to be acquainted with the concept, striving tough first to enhance their personal emotional talents after which to try and decorate the emotional intelligence of their novices.

5.3 Recommendations

1. EI must be one of the focal points in schools since it has massive influence on the learning outcomes.
2. New and modern technology should be activated and used in this field to train and enhance EQ.
3. NLP is one of the most effective ways on change oneself and obtain results

therefore, we need to move forward with researches in such fields and know more.

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