



Journal Website:
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SUCCESS IN INTEGRATED LANGUAGE SKILLS IN SLA

Submission Date: March 21, 2023, Accepted Date: March 26, 2023,

Published Date: March 31, 2023

Crossref doi: <https://doi.org/10.37547/ajps/Volume03Issue03-08>

Juraeva Shakhzoda Izzatillayevna

Department Efl Teacher, Kimyo International University In Tashkent English Language, Uzbekistan

ABSTRACT

The current article aimed to reveal the correlation between cognition of Emotional Intelligence (EI) and stances of achieving success in second language learning. It is obvious that EI plays a major role for ESL learners in language learning. However, one of the research questions of the present article is that “How EI may impact on learners’ development in a language learning process, positively or negatively?”

KEYWORDS

Emotional Intelligence (EI), SLA learners, integrated language skills, success in SLA.

INTRODUCTION

There have been a great number of researches done by outstanding scholars and linguists into the field of English language and most of them have investigated the language connected with other aspects, such as learner beliefs, learning strategies, language learning success and their impact on language learning and teaching, as well. Several investigations held into

second language acquisition (SLA) have proved the importance of Intelligent Quotient (IQ) in achieving success in second language (Oz, Demirezen and Pourfeiz, 2014). Here a question appears, whether emotions should be considered as important as intelligence or not.

Occasionally, teachers come across particular challenges while teaching ESL to foreign students because of the learners' emotional states. Various problems may frequently occur with some ESL learners when they feel less self-confident, demotivated or they have low self-esteem. In this paper the reasons of these difficulties will be discussed in details and proved by previous researches. They are mostly correlated with learners' EI as its affect to different areas of people's lives including success in language learning was investigated by many researchers. According to Alavinia & Agha Alikhani, 2014 and etl. "Higher levels of emotional intelligence can serve as a driving force and motivation for language achievement" (p 417). Likewise, positive relationship between EI, academic achievement and language skills is stated by Fahim and Pishghadam (2007). According to Pishghadam's (2009) research Iranian students were investigated in order to understand the relationship between emotion and non-verbal and verbal intelligences. Research revealed that emotion can effect in a positive way on ESL learners' writing skill and is thought to be a key instrument in learning any skill of language. One more investigation was done by Zarezadeh (2014) in which he identified indispensable correlation between success in language learning and "stress management, adaptability, reading skills, general mood and adaptability, speaking skill and Emotional Intelligence quotient and Interpersonal Intelligence and stress management" (p. 519).

Having learnt various works on this study subject, it shows that there were different attitudes and approaches towards EI and ESL learning achievements. It should be noted that most of the researches reveal positive relationship between them, however there is uncertainty as well, as some scholars do not accept it as important as IQ. Further investigations should be done in order to clarify the real importance of emotional intelligence. One of the SLA learners was observed and some affects which lead to success in second language acquisition were found. Target of this study was not only identifying the problems but also suggest some actions to take immediately to enhance her emotional intelligence. Additionally, EIQ (Emotional Intelligence Questionnaire), interview, English Proficiency Test on integrated skills were included to the current study.

MATERIAL AND METHODS

After choosing the subject of my study, I started to work with a learner to improve her English language proficiency level by enhancing her emotional intelligence. The research participant was a 13-year-old school girl from an ordinary Uzbek family who studies in Russian specified group at school. She is the only person who can speak in English at home because her parents and siblings cannot. Her parents always encourage her to study well and give all opportunities for her. Her family members including her grandmother, parents and brother usually speak in

Russian at home as well as her teachers and classmates also use Russian language during the lesson. However, there is very less chance to use English in her everyday life.

The only thing which makes her learn English language is her own self-motivation. She had to change her school several times because of her father's job so it was difficult for her to adopt new school, new classmates and new English teachers, so she started learning English at the age of 12. She studied hard at the center and became pre-intermediate level in 4 months which shows how an effective learner she is. She was quite quiet and introvert, less sociable before learning English but after collaborating with other students at the learning center and working on herself hard she became more sociable, extrovert and motivated student. She reads, listens and speaks in English a lot. She enjoys listening to English songs which was one of the reasons of her language success. She knows almost all English songs and sing them and it helped her to remove a barrier in front of her because she learned to manage her emotions and to feel the language as well as to live in this language. She is aural learner and loves listening to native speakers' speeches but she hates writing in her second language. I conducted four lessons with her and I tended to focus more on her productive skills because she showed very poor results in speaking and writing skills. However,

she found very few answers from listening and reading, too.

In the first lesson, I asked her to give an interview and to do Emotional Intelligence Questionnaire (EIQ), proficiency test and recorded her results for myself. In the second lesson, I conducted speaking lesson. In this lesson I explained her speaking tips and we practiced general speaking topics, such as family, friends, school, and future plans. Next lesson, we mostly did readings together and I provided her some tips which help to do the test effectively and faster. Although, she was less motivated in initial stage of research, she became more motivated than before as she watched a lot of motivational English videos in class and out of the class. Additionally, while carrying a research with her I found out that she was not self-confident enough because of her poor speaking. Then she stated that she had high self-esteem but she could not perform well at the beginning. But after having some practice she stopped feeling anxiety and spoke more confidently.

One more thing which assisted her to improve speaking and listening skills was listening to English songs. She did not just listen to music, we did karaoke, too where she sang songs herself. In the fourth lesson, we dealt with writing which was a bit challenging for her. I used diary writing technique for her because she was introvert and used to keep diaries. So, I used her own writing style to improve her writing skill. Finally, last stage was checking her English proficiency

improvement after the conducted lessons with the help of the same questionnaire and test as a post-test. Fortunately, this time she showed higher results than

the previous time. The results are given in tables and diagrams below.

RESULTS

Comparison of EIQ taken in pre - and post-tests

Table 1. The results of the questionnaire from pre -test

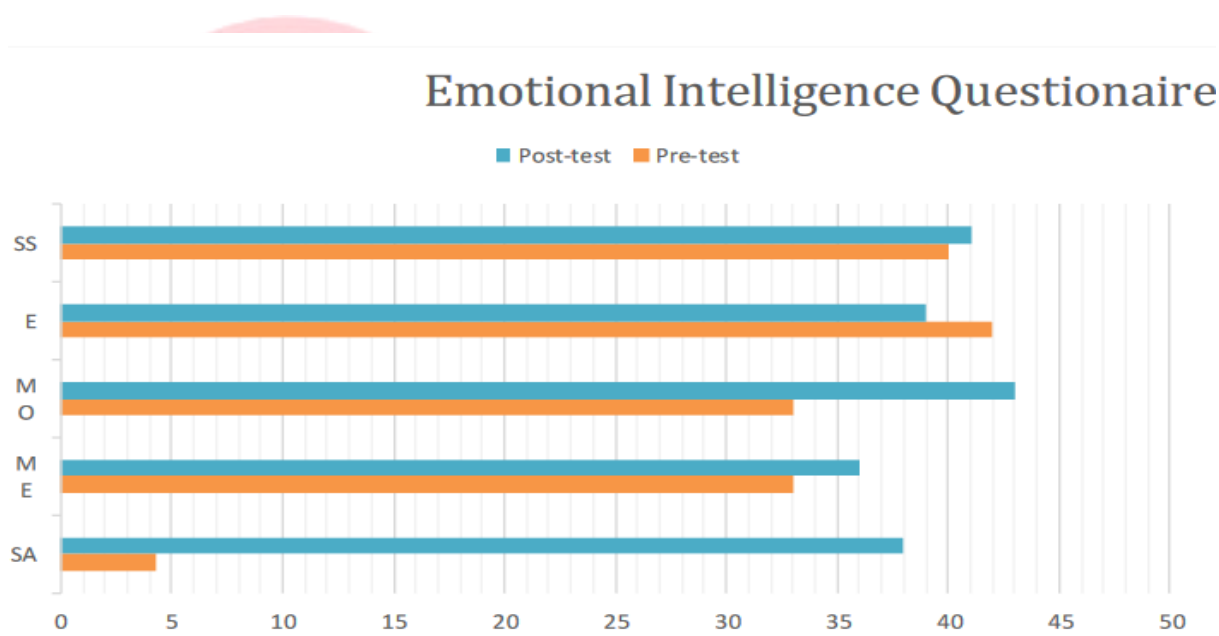
Pre-test	Strength	Needs attention	Development priority
Self-awareness	38	-	-
Managing emotions	-	33	-
Motivating oneself	-	33	-
Empathy	42	-	-
Social skill	40	-	-

Interpreting the subject's totals according to her answers towards questionnaire for each area of competency, based on five Emotional Intelligence Quadrants, such as self-awareness, managing emotions, motivating oneself, empathy and social skill, I found out that she has strong Self- awareness (38),

Empathy (42) and Social skill (40), while she needs to pay more attention to manage her emotions and motivate herself as they show lower scores, 33 for each out of 50. The results were satisfactory and total score of the test was not too low which means she meets the high level Emotional Intelligence standards.

Table 2. The questionnaire results from post-test

Post-test	Strength	Needs attention	Development priority
Self-awareness	38	-	-
Managing emotions	36	-	-
Motivating oneself	43	-	-
Empathy	39	-	-
Social skill	41	-	-



SA-Self-awareness ME-Managing emotions MO- Motivating oneself E-Empathy SS-Social skill

A glance at the diagram reveals the information that subject of the current study showed positive development in her EI in overall comparing pre- and post-questionnaire. It is obviously seen from the diagram that she did not use to stay focused and to

think clearly when experiencing strong emotions before the study as her result for ME was 33 and it grew to 36 in post-test. Furthermore, she became more motivated and her score for MO increased from 33 to 43. On the other hand, her empathy went down from

42 to 39 which means that she started caring more about herself rather than others. Another interesting point is that, SA (Self- awareness) stayed stable at 38.

English Proficiency Test Results

As I investigated the correlation between EI and integrated language skills, I took a language proficiency test based on four skills. The same test was used for both pre-and post-tests. Test is divided into four skills including several parts. First of all, the subject of the study did reading tasks which consists of five parts and each part of the test deals with various question types: Part 1 and Part 2: Matching the

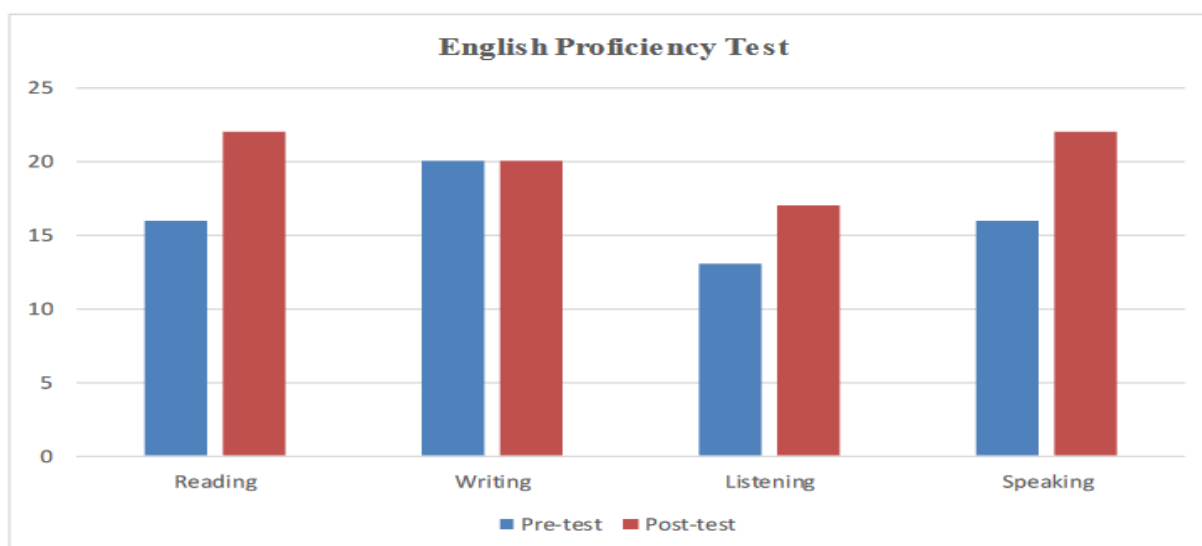
sentences with texts Part 3. True/False exercise Part 4. Multiple choice Part 5. Fill in the gaps Secondly, writing part was done by her which includes three parts: Part 1. Transformation of the sentences Part 2. Writing a note (35-45 words) Part 3. Writing a story. Listening section consists of four parts and each part includes 5 to 7 questions. In part one the subject is required to do multiple choice test from 1 to 7 using pictures provided; in part 2 also multiple choice task is done while part 1 asks fill in the missing information and finally, last part includes Yes/No questions. The difference between pre- and post-tests are illustrated in the following table.

Table 3. Comparison of Pre -and post-tests

Skills	Reading	writing	listening	speaking	CEFR level
Pre-test	16/A2	20/ B1	13/ A2	16/A2	A2
Post-test	22/A2	20/B1	17/A2	22/B1	A2+

In pre-test the subject of the study was A2 level and after having four lessons she took a test almost all skills accept writing. Her writing was satisfactory in pre-test, so she did not have to write part 9 again. However, the post-test results were higher than the results of pre-

test. Finally, she improved her language proficiency from A2 to A2+ which very significant achievement for her. After improving her emotional intelligence her academic skills also started to grow up.



There was improvement on learner's reading, listening and speaking skills, while writing skill has not been changed. The results provided in the diagram reveals that her reading skill improved by 6, as it was 16 in the pre-test and rose to 22 in the post-test. There was a growth in listening and speaking aspects, from 13 to 17 and from 16 to 22 respectively. All in all, the results of the participant were satisfactory and proved that there is a crucial relationship between emotional intelligence and success in learning four English skills.

INTERVIEW FINDINGS

According to the subject's answers given in the interview, it should be noted that she has problems with managing emotions, speaking up because of the fear to make errors while speaking and less motivation. There were also other factors influencing on her language performance, such as family background, personality and less opportunity to learn a language. In

the interview she mentioned about her past learning experience and after which I found out the reasons of less EI. According to her words, when she started learning English it was too difficult for her to pronounce the words correctly. That's why, she always used to take the lowest marks among others and her classmates used to call her "a loser". After such an attitude towards her she stopped speaking in English at all, even in the exams. However, at that time no one cared about her emotions and feelings which made her introvert, less motivated and isolated. During the interview one thing was clear that she has a lot of ambitions but does not know how to deal with her current problems. Moreover, she mentioned about her learner style, too. I found out that she prefers reading and listening to writing and speaking which shows that her receptive skills are more developed than productive skills. After an interview, I made an outline

of my case study and prepared activities which fulfill her needs in language learning process.

DISCUSSION

Among several discussions about learners' success in learning, Pishghadam (2009) found out the most crucial role of EI in students' academic performance in four language skills, including speaking, reading, writing and listening. His studies showed how EI strongly correlated with the second language learning process. According to his findings, EFL learners who have positive Emotional intelligence succeed well in terms of study as they are far more motivated, self-confident and feel less discomfort when they are in the center of attention. It is proved by many psychologists that less self-esteem and motivation might lead to the growth of hesitation and uncertainty in learning a particular language. Learners with higher EI are better learners in terms of education because they are not frightened of taking risks learning new knowledge, they hardly ever give up when they face difficulties and can deal with any tough situations. Also, there is another research which shows the positive effect of EI on second language learners' writing skill. Recently, Shao, Yu and Ji (2013) did a research on the relationship between ESL learners' success in writing and emotional intelligence.

Garette and Young (2009) maintained that teachers should mostly focus on the academic intelligence of

learners and enhance their knowledge about language and use of foreign language rather than discussing affect and emotion which are tiny fractions of language and defined as the shadows of second language learning classroom. Having learnt general information on EI, it is important to deal with the researches on the correlation between EI and productive as well as receptive skills.

CONCLUSION

In conclusion, the important relationship between emotional intelligence and the language performance has still been investigated by well-known as well as pioneer researchers. Several positive and some negative impacts of EI on ESL learning process were observed. The outcomes of the research can be best defined by this approach. Taking all of these attempts into account it must be mentioned that the nature of language skills is so interpersonal, general mood and stress management play a contributory role in this field of study (Pishghadam, 2009). The implementation of the findings of the study can motivate ESL teachers to pay more attention to the classroom activities which improve students' emotional intelligence. Teachers in educational authorities may become a helping hand for the students who have less emotional intelligence and perform badly in language learning process because of the anxiety, demotivation or less self-confidence.

As the subject of the study was a school girl who has a number of problems connected to emotion, I strongly believe that emotional intelligence must be taught as a subject at schools to improve students' academic performance. If the students are self-motivated and have high level of self-esteem, they can grow faster in language learning and become a confident user of the language.

Secondly, it should be noted that emotional intelligence is not important only for ESL learners, but also it plays great role for teachers, as well. In short, this kind of research should be done in ESL/EFL teaching, too. This case study was dedicated only to define the relationship between emotional intelligence and integrated language skills. Further investigations can correlate EI with gender issues, age, learner beliefs and etc.

ACKNOWLEDGEMENT

Many scholars described the term emotional intelligence (EI) differently. Initially, it was used by Payne (1986) after what this term developed by other young psychologists, Salovey and Mayer (1990). EI is the combination of abilities to be able to understand the emotions and emotional knowledge, to control them and lead to emotional and intellectual growth (Mayer and Salovey, 1997). On the other hand, Binet (1915) provides his own definition like "an emotional concept". Later, another linguist Goleman (1995) has

given the following definition: abilities including to face anxiety, to motivate oneself, to be aware of oneself, to monitor emotions and to feel emphasis. He considers that EI is an idea which grows from a research and goes into human life and plays a great role in regulating emotions.

Goleman (1995) has worked out five major research findings, such as being aware of one's emotional state, managing emotion, self-motivation, defining others' emotions and getting on well with other people in society. On the basis of his research, person who owns higher EI should have more positive qualities comparing with others, they should be happier, motivated, sociable and extrovert. EI also thought to be the mixture of mental and non-mental abilities by Cooper (1996/1997) and Orioli, et.al (1999). One who can regulate his or her emotions are able to manage his/her intelligence, as well. According to the various definitions provided by scholars, it can be concluded that correlation of human's emotion and cognition can lead to successful results in language learning process and assist EFL learners to improve their language abilities followed by emotional intelligence. EI helps learners to monitor their feelings and emotions towards learning, as most of them give up learning something according to their emotional states.

How much the cognitive intelligence growth, so much the EI should progress, too. One of the most obvious reasons is that they cannot be separated and

understood differently, as they significantly impact on each other. In some occasions, educational authorities consider that gaining less success in learner's education and personal life is the result of low IQ. Zalesne & Nadvorney (2011) provided a definition to learner's academic achievement as "about more than simply cognitive skills; it's skin to culture, including not only cognitive but also affective and social skills, all of which contribute to a student's level of success" (p.264). However, Van Der Zee, Thijs & Schakel (2002) argues that emotional intelligence is good for solving real life problems and deal with real life education, as academic intelligence cannot fulfill these concepts.

REFERENCES

1. Aavinia, P., & Agha Alikhani, M. (2014). Willingness to communicate reappraised in the light of emotional intelligence and gender differences. *Procedia-Social Behavioral Sciences*, 98, pp. 143-152.
2. Binet, A. (1905). A propos la mesure de l' intellegine. *L' Annee Psychol.*, 2, pp. 411-465 Genc, G., Kulusakli, E., & Savas, A. (2016). The Relationship between Emotional Intelligence and Productive Language Skills. *The Reading Matrix: An International Online Journal* Vol. 16(1)
3. Ghanadi, Z., Ketabi, S. (2014). The Relationship between Emotional Intelligence and Learners' Beliefs about Language Learning. *Theory and Practice in Language Studies*, Vol. 4, pp. 518-523
4. Goleman, D. (1995). *Emotional intelligence*. New York, NY: Bantam Books. Oz, H., Pourfeiz, J., & Demirezen, M. (2015). Emotional Intelligence and Attitudes Towards Foreign Language Learning. *Procedia-Social and Behavioral Sciences* 186, pp. 416-423
5. Pishghadam, R. (2009). A quantitative analysis of the relationship between emotional intelligence and foreign language learning. *Electronic Journal of Foreign Language Teaching*, 6(1), pp. 31-41 pp. 185-211.
6. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination. Cognition and Personality*, 9(3)
7. <https://www.google.com/Emotional/intelligence/questionnaire-LAL1.pdf>