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Master In

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The Effect of Emotional Intelligence "EI" on Enhancing
English Learning & Promoting Intellectual Growth

Case Study: First Year Licence Students & Teachers

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Dedication

This work is dedicated to:

- My father (04/03/1959, 22/10/2017)

- My Family: Brother, sister and mother

- My friends and colleagues

- My supervisor Mis.Kharoubi Mounira

- All my teachers from primary school to University.

Acknowledgment

Abstract

Emotional Intelligence is one kind of intelligences that promotes purposely educational effectiveness through building and managing relationships and situations, noting that this particular topic deals with psychological and pedagogical domain. We have considered EI to notice its existence or absence at the level of University, moreover to witness its impact on both teacher's career and young student's status and performance on their studies, besides we aim to suggest social and emotional learning activities (SEL) to upgrade EI skills. For the sake of genuine and concrete data collection, we disunite our dissertation into three parts. The first theoretical segment was in charge of EI conceptions and values in discrimination with IQ. Next chapter was rendered in terms of qualitative and quantitative methods, as we supplied three instruments for data gathering; questionnaires for first year EFL licence students in terms of interest, social and academic boundaries furthermore student's motivation, then an interview with L1 oral expression teachers which encompasses their methodology, pedagogy and EI values. Lastly, L1 classroom observation was made at the level of Abdelhamid Ibn Badis University of Mostaganem to perceive the teaching and learning difficulties plus the classroom atmosphere globally speaking. At the last chapter, we concluded that the psychological side of EI do take part in oral expression classes indeed, for this reason; most teachers are successful in their profession moreover admired by their students, as for the pedagogical part, some teachers needed some better instructions for perfect teaching methodology. On these bases, we provided some SEL methods and activities.

Key Terms: SEL activities and methods, EI skills, educational psychology and pedagogy.

List of Abbreviations

- EI: Emotional Intelligence

- EQ: Emotional Quotient

- IQ: Intellect Quotient or Intelligence Quotient

- PONS: The Profile Of Non -verbal Sensitivity

- CARAT: Communication of Affect Receiving Ability Test

- SEL: Social and Emotional Learning

- MSCEIT: Mayer, Salovey, Caruso Emotional Intelligence Test

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General Introduction

Emotions are a big factor which really monitor the way we reflect and act to certain events and situations, no human being can exist without being emotional, whether he is a good or a bad person « Decisions made 'unemotionally' simply do not exist, and we are fooling ourselves if we proceed otherwise" impetusnlp NEURO LINGUISTIC PROGRAMMING TRAINING.

We want to stress that the Algerian educational system is totally school based, which means that students are learning what they are compelled to learn regardless other psychological issues which are enormously forgotten and really necessary to be acquired for effective education and social awareness. Not only students are subjected and victims by this system but teachers also. Despite the fact that teachers are sharing and providing students with knowledge, there is still a big gap which is not affecting learning atmosphere constructively that can lead to educational failure due to the ignorance of learner's feelings and emotions which are as a result the reason behind student's success or failure at the level of university and society.

EI is a hybrid competence which encompasses both interpersonal and intrapersonal skills, hence this latter covers several domains such as; professional, social and occasionally the educational aspect which is our concern with this current dissertation. We wanted to link this EI with teacher's job experience and performance concerning teacher's ability in perceiving and managing learner's feelings, attitude and behaviour in addition to teacher's intrapersonal consciousness regarding the perception of emotion and the regulation of emotion with oneself alongside self motivation.

This research major aim is to enhance the educational system of Abdelhamid Inb Badis University in terms of constructing student's motivation, engagement and collaboration for desirable learning and teaching environment by working with EI and specifically Social and Emotional learning (SEL) in Oral Expression module within the English licence curriculum.

The present research paper is split into three chronological segments. The first theoretical chapter deals with the EI conceptions, ideologies and principles plus IQ discrimination and function, as we made a distinction of both intelligences and validated EI importance in life success. Furthermore, we came up with the MSCEIT test for EI assessment which was

rendered and designed of strategic and experimental sections alongside the test description and eligibility, then the presentation of SEL activities, relevance and goals to fulfil academic achievements.

The second chapter is devoted for instruments and methods usage in correlation to the target population. This experimental part includes both qualitative and quantitative research, besides, we relied on three different materials to vary and expand our arguments and data analyses, therefore we initially implemented student's questionnaire which was divided into academic and social factors, as both ones covers the social and academic factor in which we attempted to recognize student's relationships and situations Indoors and Outdoors University. For the next instrument, we dealt with teacher's structured interview as it was based on psychological and pedagogical questions trying to figure out some oral expression teacher's EI skills and awareness besides the contribution of SEL activities and methods in oral expression. After that, we made our observations in L1 classes in order to perceive the teaching and learning hindrances and validate the teacher's interviews. Eventually, the last chapter is dedicated for the results and discussion, as we came up with significant amount of findings for final analyses and interpretation in reference to the three typical instruments and materials, accurately speaking, we displayed the questionnaire's results in a form of graphs, besides, we showcased the interaction and interpretation of the interview alongside L1 classroom observation which gave us an overview about the learning and teaching hindrances and atmosphere.

In reference to what is said above, we want to ask the following questions:

1. Does EI take place in first year O.E modules?
2. Does EI have an impact on both teaching and learning process?
3. Is social and emotional learning program effective and beneficial for licence students and teachers?
4. Is EI a good predictor for job performance?

Hypothesis:

1. Yes, EI is taken into account but can't be applicable for most of teachers.
2. EI is a social competence which cannot benefit neither teacher nor students.
3. Yes, but SEL depends on teacher's methodology and pedagogy.

4. EI cannot tell whether individuals are likely to be successful in their professional life or not.

Chapter One: The Literature Review of Emotional Intelligence

1. Introduction to Emotional Intelligence (EI)

According to John D. Mayer, Peter Salovey, David R. Caruso EI is one kind of other intelligences that is the ability to recognize and differentiate between interpersonal and intrapersonal relationships and how to guide them. D. Mayer, Peter Salovey, David R. Caruso emphasized on EI as a social competence from the scope of Gardner's view of social intelligence and how to solve problems through regulating and adjusting behaviour "We define emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Peter Salovey J. D., 1990, para 15). This skill is demonstrated as a form of physical moreover mental behaviour which is closely related to communication, in order to encourage both oneself and others to extinguish troubles and recreate a positive thinking and good expectations "The scope of emotional intelligence includes the verbal and nonverbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem solving."(JOHN D. MAYER, 1993)

1.1. Emotional Intelligence Ideologies & Theories

1.1.1. Emotion Ideologies

There are three essential classes responsible for emotional flow and basic components of the mental operation, these classes involve: motivation, emotion and cognition, noting that consciousness is integrated but do not take a fundamental part in the triad due to its low frequency," Emotions are recognized as one of three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition, and consciousness (less frequently)" (Peter Salovey L. C., 2011, p. 530). John D. Mayer, Peter Salovey, David R. Caruso, and Lillia Cherkasskiy introduced the triad of motivation in relation to the human instinct, in terms of human desire which are the reason behind the internal state, such as: hunger, thirst, the need for social contact and sexual desire" Motivations are responsible for directing the organism to carry out simple acts so as to satisfy survival and reproductive

needs" (Peter Salovey L. C., 2011, p. 530). In the second position, emotions tend to be ameliorated and upgraded across mammalian species, each reaction is made emotionally as a response to situations and relationships, therefore emotions appear for reasons and change by reasons, which made them dynamic and responsively relevant , "For example, anger arises in response to perceived threat or injustice; fear arises in response to perceived danger, fear organizes Freezing or fleeing, Emotions respond to perceive changes in relationships." (Peter Salovey L. C., 2011, p. 530). Finally, cognition comes at the final triad of emotions. Cognition corresponds with the fact of possessing positive thinking, optimism, flexibility and motivation, to learn from our surrounding and use the knowledge constructively in social context "Cognition includes learning, memory, and problem solving. It is ongoing, and involves flexible, intentional information processing based on learning and memory." (Peter Salovey L. C., 2011, p. 530), at this point, cognition is literally related to some sort of rational or intelligent behaviour that contributes with emotional intelligence.

1.1.2 Intelligence Ideologies

Intelligence is a common word that we hear very frequently or almost all the time, that is "the ability to learn, understand and think in a logical way" Oxford dictionary. Academically speaking, Intelligence is the reason behind personal success and a good predictor for future achievements. On these bases, Intelligence is the key to cope in complex situations and to be rationally oriented towards academic fulfilments "Intelligence, conceptualized as abstract thinking, it has often been demonstrated to predict one or another type of success, particularly academic success. But although it is a potent predictor, it is far from a perfect one" (Peter Salovey L. C., 2011, p. 530). Intelligence is an abstract term and a cognitive mental ability that is flexibly defined from one individual to another, and this ability covers almost everything we do in a way which guides our thinking, despite the fact that intelligence was a hot debate centuries ago, still open ended questions and inaccurate answers defining this latter by spearman's view "Intelligence really has no definite meaning at all; it shows itself to be nothing more than a hypostatized word, applied indiscriminately to all sorts of things." (Peter Salovey L. C., 2011, p. 530)

John D. Mayer, Peter Salovey, David R. Caruso, and Lillia Cherkasskiy categorized intelligence as Artificial intelligence and Human Intelligence that are interrelated with

cognitive operations, then Office Military Intelligence. Intelligence was introduced as a social behavior and very related to Emotional Intelligence, taking into consideration individuals IQ and its positive effect on society from Wechsler's view. Set of actions and perceptions were included in order to enhance psychological prediction of social positive outcomes as complementary approaches. Human abilities are separately advantageous from each other, for instance being good at painting or singing is a gift, as a result this uniqueness is displayed as an intelligence that not everyone can have "Scarr (1989) notes that goodness in human relationships, athletic ability (i.e., kinesthetic ability), and certain talents in music, dance, and painting have all been labelled intelligence at one time or another." (Peter Salovey L. C., 2011, p. 531)

1.2. John D. Mayer, Peter Salovey, Emotional Intelligence Model

Due to the lack of theoretical references, John D. Mayer and Peter Salovey investigated in EI concept and attempted to give an approximate explanation about EI components and their function with oneself and others by demonstrating a set of techniques and showcasing some personal and social nature and behavior in contribution with Emotional psychology, such as: Alexithymia, emotional expression and empathy. John D. Mayer and Peter Salovey conceptualized emotional information components in relation to the clinician insight "people differ in the capacity to understand and express emotions, and such differences may be rooted in underlying skills that can be learned and thereby contribute to peoples' mental health" (Peter Salovey J. D., 1990, para 21). This model is based on human mental process taking into account appraisal and expression of emotion, regulation of emotion and utilization of emotion.
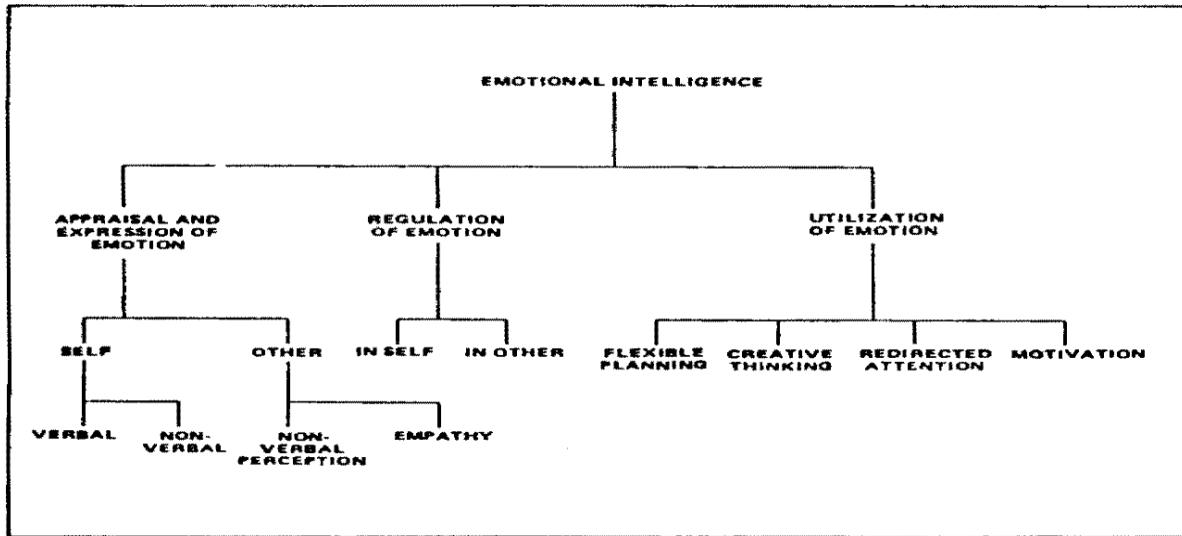
Figure 1. Conceptualization of emotional intelligence.

(Peter Salovey J. D., 1990, para, 19)

In self appraisal and expression of emotion, John D. Mayer and Peter Salovey emphasized on language as a mean of verbal and non verbal communication with self and recognizing or perceiving people's emotions and how to empathize with them, in which John D. Mayer and Peter Salovey stated that EI has to begin with oneself then otherness. Theoretically speaking, if someone is Emotionally Intelligent, he has an accurate and clear analytic perception about his feelings and internal state and the ability to appraise emotion" those who are more accurate can more quickly perceive and respond to their own emotions and better express those emotions to others" (Peter Salovey J. D., 1990, para 31). In verbal expressions, John D. Mayer and Peter Salovey referred to a psychiatric condition in which individuals are unable to identify and describe their emotions and the struggle to discriminate and appreciate others emotion due to brain malfunction which is called Alexithymia. According to John D. Mayer and Peter Salovey, appraisal and expression of emotion occur within non-verbal level or (nonverbal channels), basing this theory on the study of Darwin's classic study of facial expression. Another argument was given regarding communication and emotional caption accuracy with children and teacher's empathy, children treatment and self-reports.

The ability to indicate others emotions was made by different scales and tests such as The Profile Of Non -verbal Sensitivity (PONS) and Communication of Affect Receiving Ability Test (CARAT).The aim from these tests was to discriminate and assess people through their body and facial expressions whether they have the ability to spot other's feelings using

emotional scenes, in addition, it is scientifically approved that women are more likely to detect emotions in facial expressions than men. In appraisal and expression with others, empathy plays a very essential role in building relationships which enables individuals to understand and reconstruct convenient thinking with people to get their trust and love" Empathy is the ability to comprehend other's feelings and to re-experience them oneself, while individuals lacking these skills should appear oblivious and boorish." (Peter Salovey J. D., 1990, para 36.)

Emotional Intelligent individuals tend to acquire the capacity to regulate their emotions and others, in order to do so, they think positive to strengthen their mood and do the same with others to take advantage of it whether for good intentions or manipulating others feelings for obtainable purpose" On the positive side, manage emotions so as to motivate others charismatically toward a worthwhile end, on the negative side, those whose skills are channelled antisocially may create manipulative scenes or lead others sociopathically to nefarious end ." (Peter Salovey J. D., 1990, para 55)

This social skill proceeds through strategies that allow us to use and monitor our emotions, to be healthy and socially competent. Starting with the flexible planning; this is how to remain optimistic in harsh situations and perceiving things from a good angle. Then comes creative thinking; which is how to be accordingly responsive to solve problems and behave relevantly. After that, mood redirected intention is all about directed attention to new problems when powerful emotions occur, and the best example for this is when discovering betrayal or unexpected event and to be ready to instantly adapted to it. Finally, motivation is a crucial element in EI as it can help to gain self-confidence, self-assertiveness as well as effective autonomy and social performance.

1.3. Emotional Intelligence in the late 19th Century

After John D. Mayer and Peter Salovey introduced EI as social Intelligence in early 19th century, Daniel Goleman popularized the term Emotional Intelligence and made millions of books that were sold worldwide untitled:" Emotional Intelligence why does it matter more than IQ"," Working with Emotional Intelligence"," Primal Leadership and Social Intelligence"," The Brain And Emotional Intelligence"… Almost of these books were

appreciated and highly rated for the concrete and more realistic experience and life success in educational, social and professional (workshop) environments, although his work has been criticized. "Emotional Intelligence is an understanding of one's own feelings, empathy for the feelings of others, and the regulation of emotion in a way that enhances living" (FME, 2014, p. 06), EI is the ability to know about our own and other's feelings, not just to be aware of this but more specifically to manage, render and harness these feelings to achieve certain purpose, to be healthy and successful in life. The concept of EQ was originally presented by Goleman's model in which he explains Emotional Quotient in five domains describing each one's function and definition. Nevertheless, IQ wasn't intended to boost interpersonal or intrapersonal relationships. Furthermore, IQ cannot be improved because it is not based on experiment or practice, which makes it less valuable than EI.

There are some misconceptions about *EI* that made some of us misread and misinterpret this concept. If we think that EI is only about being nice to people, treat them well, make them happy or make relationships, we are far from understanding the real meaning of it. If we want to be more accurate and less talkative, we can summarize it into five domains in relation to Daniel Goleman's model: first it begins with intrapersonal rules which consist of self-awareness plus self-management. Starting with self-awareness; that is the ability to understand our feelings and assess them accurately with one-self or others, to know about our strength and weakness, the mood we are in and the reasons that made us feel this way, it is all about exploring and scrutinizing our profound thinking and the state of being, in order to generate self-confidence even more self-assertiveness so that we feel relieved and joyful "Emotional self-awareness is ongoing attention to one's internal states and emotions begin before a person is consciously aware of the feeling" (Goleman D. , 1996, chapter 13) . In the other hand comes self-management; once we are self-aware, we can take advantage from it to guide and regulate these emotions so that they can't manipulate us. If we know how to control our emotions (fear, anxiety, stress…) we should be able to motivate ourselves by thinking positively and being optimistic and self-committed.

In the second position comes social competence that is the very sensitive area which allows us to be integrated and to take part in the community or social events. It is really hard to evolve the skill to know about what we feel and how we feel and the reasons behind within ourselves, but when it comes social context, things get harder and even more difficult to know about individuals emotions and thoughts, in this case, Daniel Goleman called it Social

Competence depending on social awareness and social management which are the key of bringing unity, prosperity and success in building relationships.

(FME, 2014, p. 09)

Social Awareness is to be thoughtful about our surroundings, to empathize with people we encounter, considering our mood and mindset on how it can affect them moreover how we can analyse their mood, their thinking and their verbal expressions which allow us to spot and deal with their problems. Empathy is absolutely crucial and enormously considerable in social awareness, because it is the pillar to build and cope successful relationships no matter who we confront. If we genuinely possess self-awareness, we should have no boundaries to be visually skilful in reading other's feelings and being able to adjust and adapt ourselves perfectly. We can acquire empathy through being attentive and sensitive to people we care about, as it can be developed in childhood" Empathy begins in infancy, with attunement, the non-verbal physical mirroring between child and parent. Attunement reassures an infant and makes it feel emotionally connected" (Goleman D. , 1996, chapter 17).

Both relationship management and social awareness are overlapped. Literally speaking, social awareness covers a large part of emotional knowledge or emotional background that should be applicable and experimental through applying those rules realistically within society. Being aware of our and other's emotions can be a very good start at communicating, leading, persuading people because we already own strategies about how to identify, assess, analyze and manage relationships inside workshops or elsewhere. Daniel Goleman emphasized on managing relationships within the workshop because it is a common place in which

individuals need to know how to manage their relationships when being at work, as Goleman focused more on EI rather than IQ in his book « Working with emotional Intelligence", which was mainly devoted for employees and their job experience by giving some tips and pieces of advice to make them as a result able to manage their relationships through feedback and coaching for successful career "Feedback is the currency of emotional intelligence in management." (Goleman D. , 1998).

1.4.   Intelligence Quotient (IQ) & Emotional Intelligence (EI) Debate

Human brain is composed of two minds, one that is rational and responsible for logic, reasoning and argumentation, and the second one is emotional which correlates with feelings and emotions. Both sides are responsible for decision making and the way of being moreover both work in harmony, but sometimes powerful feelings can overrun the emotional mind and temporarily switch off the rational side. The structure which is in charge of emotions is called "Amygdala" which is situated in the limbic System (or Paleomammalian Cortex, Wikipedia) and responsible for emotional storage and emotional memory, it reacts very instantly and more quickly in sensitive situations rather than the" Neocortex" which is the location of human rational side of the brain "The emotional mind is far quicker than the rational mind, springing into action without pausing even a moment to consider what it is doing." (Goleman D. , 1996, chapter 10). The Amygdala can work autonomously if it is subjected to emotional hijacking, in other words; when our emotional mind is exposed to danger, our reactions are instantly made incidentally or unintentionally, and this happens when the Amygdala is triggered and the Neocortex fails to take control of it. At last, these strong emotions permit to the human brain to sustain those realistic and vivid memories because of danger, joyful or delightful moments. In addition, if we can make equilibrium between our emotions and rationality, we can sort all things wisely and ethically.

In Daniel Golman's book « Working with EI », he narrated about two students, Penn and Math. Penn was a brilliant and creative student and the best example at Yale University, but the problem with Penn is that he was too proud and arrogant to the point that his teacher put on his paper "unbelievably arrogant", though he was perfect at writing and extremely competent academically speaking. After graduation, Penn was invited to many job interviews; eventually, he ended up getting one job due to his arrogance. Unlike Math, he wasn't that

brilliant but he had the opportunity to attend few job interviews and he was accepted by all companies, simply because he was socially appreciated and loved while Penn didn't hold for long and just quitted. No matter how talented or genius we are, we still need to compensate that lack with something, we are long away from being perfect but we need to bear in mind that we are not living alone and our intellect is worthless if we don't consider people we are living with and working with. Our life success doesn't really rely on how much IQ we have or how much expertise, yet how to manage ourselves and others and how to gain people's trustworthiness and self-confidence. Daniel Goleman prioritized EI over IQ at work because the rules are static and we are not hired just to do the work but how we manage others and ourselves at workshops, that is the reason why we should not depend blindly on our expertise even on our smartness. As Goleman describes EI at work as a "Portable Skill" and it is the cause of being hired and having long term jobs "the highest estimate of how much difference IQ accounts for is about 25 percent. This means that IQ alone at best leaves 75 percent of job success unexplained." (Goleman D. , 1998, p. 03)
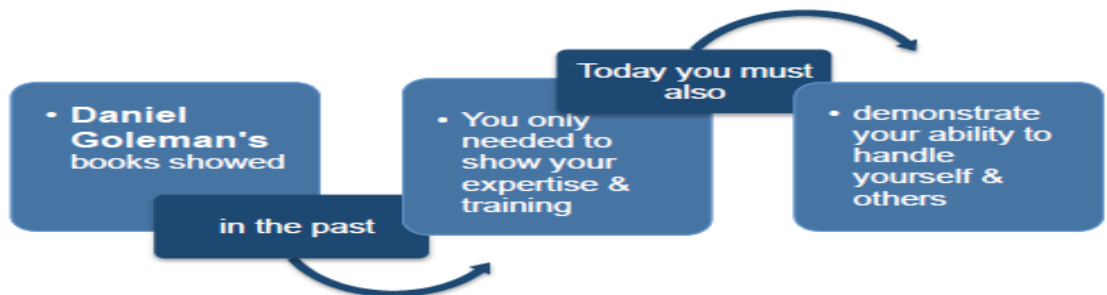
(FME, 2014, p. 15)

The majority of scientists and psychologists agreed that human IQ is around 20% or 25% at its best that represent life success, as it can be also linked to work performance, thereby, if we are using this quarter of our intelligence, then the remaining 75% must be other things which contribute in our daily performance whether it is at work, society or university "The impression has sometimes been given that high EI might somehow compensate for a low IQ" (FME, 2014, p. 14) . Professionally speaking, IQ tend to be a prerequisite skill as for passing some tests or examinations to get partially hired, as a result, IQ is a low predictor for individuals future career success, contrary to EI, that is the intelligence to persist in difficult situations and to get along with colleagues, subordinate and people with authority.

There was a misunderstanding about Goleman's elucidation of IQ and EQ and their value. Goleman didn't claim that IQ can be tolerated if we are emotional intelligent, in fact, he made a distinction between the two and clarified that those who are Emotionally intelligent are easily noticeable and are likely to be in top position, and IQ is just a threshold ability that grants their users to stay attached with the job and can't urge or impose their abilities at the field" EI matters greatly in selecting, promoting, and developing leaders." (Weissberg, 2006)

1.5. The MSCEIT Test

Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) is a self report and ability based test designed to mainly measure individual's EQ by taking into account the four branches of Mayer, Salovey and Caruso Emotional Intelligence models on the ability to perceive, access, generate, understand, facilitate and regulate emotions "Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth" (Systems, 2004, p. 03). On these bases, this test allows us to spot our level of EQ and evaluate it through the MSCEIT test which grants its users the knowledge to discriminate between their abilities and others. It major aim is to acquire accurate self assessment and relationships management. The MSCEIT is eligible from 17 years old and older, in a time limit of 30 minutes to 45 minutes max; besides, time is on factor of assessment. The MSCEIT is usually done in a software format like ordinary tests.
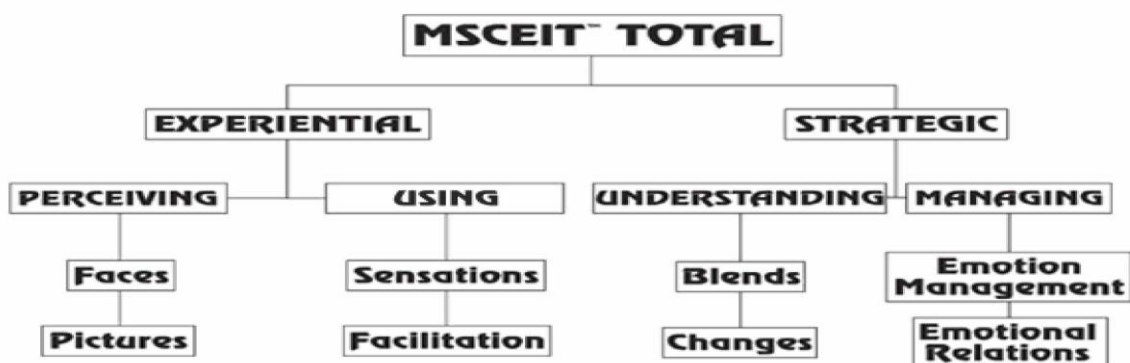
The MSCEIT Design (Systems, 2004, p. 04)

MSCEIT model is divided into experiential and strategic branches, then each one of these are split into two sub-branches. The experiential branch encompasses emotional perception and emotional usage. Starting with emotional perception; that is based on the ability to exactly

recognize people's emotions employing illustrations and objects while the questions are rendered accordingly. Emotional usage test rely on the capacity to come up with emotion then to use those emotions to affect moods, feelings and thoughts positively, to assist and empathize in problem solving, to provide guidance and enthusiasm. Questions are typically about how moods impact other's feelings and thinking to facilitate and decrease negative thoughts. Moving to the strategic branch; it implies both emotional understanding and emotion management. Debuting with emotional understanding; which is the ability to comprehend the reasons behind emotions, to resonate and predict emotional sensitivity and reactions and to be flexible regarding people's feelings, in which questions are based on multiple EI vocabulary. At last, emotion management is all about welcoming and being opened to emotions to harness thoughts and moods, to be affective in finding solutions for situations and relationships and to be wise in coping and contemplating individual's emotions. Questions related to emotion management are exhibited in a form of problems and the goal is to find effective remedy to the situation.

1.6.   Social and Emotional Leaning (SEL)

Social and emotional learning is the ability to build oneself to succeed in everyday life tasks through work cooperation, learning, forming relationships, and solving everyday problems besides, to be able to adapt in complex situations by taking into consideration the EI skills. This competence enables individuals to acquire various skills and capacities to build self awareness and self control, to understand what we feel and others emotions, to manage ourselves and people around us, to support and feel responsible with oneself and society "SEL is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence". (Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 02)

Social and emotional learning is teacher's responsibility and priority to promote this program, as it can affect student's comfort, commitment and connection to sustain an active atmosphere inside class " SEL programs engage students as active partnership creating a classroom atmosphere where caring, responsibility, trust, and commitment to learning can thrive."
(Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 44)

This program totally depends on teacher's approaches and methods to create a perfect atmosphere such as meetings and sharing circles in which teacher get in touch with his students before starting the lesson and get to know them better in order to build a sense of community. SEL give students the occasion to demonstrate and share their skills and foster their creativity, for this reason, several activities and instructions are recommended for teachers depending on their teaching styles, creativity, sense of humor and complements" Humor teaches many lessons" (Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 52) and other intelligences that can be a privilege for the learning environment such as: musical, verbal, artistic, logical/mathematical, spatial and kinesthetic. The SEL program is based on various activities which incorporate: storytelling and biography, group discussion and cooperative small group learning, rehearsal and practice (role play), self reflection and goal setting, artistic expression and play (Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 50) , as these skills (cognitive, behavioral and emotional)can be learned through practice and repetition.

Conclusion

This particular chapter is devoted for the theoretical part of the research, where we illustrated several ideologies, conceptions and interpretations regarding the EI notion and IQ indeed. Our foundations were not concrete enough since we dealt with psychological and behavioral aspects of EI accurately, besides we made a distinction between the values of either EI and IQ in correlation with former scientists and psychologists by the name of Peter Salovey and David R. Caruso then the recent foundations of Danial Goleman . After that, we portrayed and explained the MSCEIT test as a tool to assess individuals EI, then the SEL program's standards, principles and relevance in the academic domain.

Chapter Two: Data Collection and Methodology

2. Introduction

This chapter is practically made for data collection, where we are going to use three materials to gather as much information as possible and validate our hypothesis, to do so, we began with observation in order to analyse and take notes regarding teacher's behaviour, methodology and attitude towards students and vice versa. After that, we designed questionnaires for students and structured interviews for teachers, eventually; this is the experimental chapter of this research paper regarding the integration of EI in EFL context, furthermore, each section is going to describe the aim of the work and the methodology followed to proceed our research.

2.1. Methodology

For the sake of data collection accuracy and credibility, our research is based on both quantitative and qualitative method. As long as we are dealing within EFL context, the implemented tools are as followed: Interviews, observations and questionnaires which are going to be displayed in a form of figures and statistics at the last chapter.

At the starting point, we initiated with observation for the reason to witness student's cooperation, conduct, motivation, mood and participation inside the class. Although, our focus is not particularly on students but oral expression teachers as well .In general to perceive whether the learning environment is delightful and joyful including EI as a tool of motivation.

Then, we have designed questionnaires for first year EFL students to recognize their situations and their conduct in social and academic context and the existence or the lack of ethical behaviour with the teacher and students with each other, so we can have an overview about first year EFL students impression concerning the implementation and contribution of EI in oral expression modules.

At last, the interview is above all designed for first year oral expression teachers, which is the main purpose to know whether the teacher is able to know and manage student's emotions and their inner state or he is not emotionally intelligent enough to get along with his students.

2.2. Aim & context of the study

After all what have been said, our research aims to integrate EI within licence curriculum in oral expression modules and to work with SEL activities at the first place for the only reason to grant licence students the ability to increase relation-ships and partner-ships in order to promote student's commitment, engagement, connection and decrease antisocial behaviour, aggression and suspension. This study is conducted at the level of University of Abdelhamid Ibn Badis in Mostaganem where first year EFL students and teachers are going to take part of this academic experiment. In addition, this study attempts to detect whether EI exists in L1 classes and to enhance EI effectiveness regarding teaching and learning process.

2.3. Participants

The research emphasis was not only on first year EFL students and teachers but it encompasses the all licence oral expression teachers and students, as a result, we have specifically contextualized first year students and teachers into the research.

2.3.1. Students

Since it is the first time for first year EFL students to encounter a brand new environment and new system, we have decided to target this population. As a second reason, L1 students are still in need for orientation and guidance, they are still young and possibly immature and infantile to some extent, as a result, we have dedicated our research for the youngest. For the final cause, we have considered L1 students because they fit perfectly with Social and Emotional Learning (SEL) which grants first year students the opportunity to build oneself and good relationships in class or elsewhere.

2.3.2. Teachers

First year EFL teachers participated in this research due to their experiences and knowledge about L1 students. An interview was typically designed for L1 teachers in terms of interaction and perception of student's behaviour, motivation and attitude during the lesson, as long as the teacher is delivering the course, he can utter whether the teaching atmosphere is interesting and pleasant or he is facing difficulties to get along with his class.

2.4. Data Collection Materials

Our research is based on three essential materials for data acquisition and statistics about the existence of EI in EFL context, thereby; we have exploited questionnaires as primal instruments for L1 English students, then we utilized the interview uniquely for L1 oral expression teachers, after that we needed to attend the course to observe and take notes about what is really happening inside the class and add this information to serve or reinforce the previous evidence of instruments. This section is empirically dedicated for the materials usage and description of each one of it so that our motivation and research's aim will be determined and clarified before continuing and seeking the foundations or the results.

2.4.1. Interview

The interview was specially directed to L1 EFL oral expression teachers of Abdelhamid Ibn Badis University of Mostaganem in order to obtain relevant details about the teachers experience and cognition in the field, besides, the interview contains chronological and structured questions which help us to spot the real teaching drawbacks that teachers encounter. The genuine goal from this interview is to know whether the oral expression teachers are successful in their career regarding the EI factor or they are unable to manage their student in general terms.

2.4.2. The Interview Description

The interview is rendered of 14 queries which incorporate direct and psychological questions that are described as followed:

The first question aims to showcase the teacher's interpretation of the word education inside University if the teacher takes into consideration the psychological and humanistic aspects or just delivering knowledge regardless student's real needs (EI element).

The next three questions (2, 3, 4,) tend to recognize teacher's impression and experience about the oral expression module, in addition we attempt to look forward at the methodology of teaching whether the teacher is stick to one teaching approach or he is flexible and creative using diverse methods, plus analysing the teacher's autonomy, productivity and self planned course design.

The fifth question tries to validate student's appreciation towards the oral expression teacher and the teacher's management in complex situations and problem solving, as well as the reason which drive students to behave in such manner if the problem occurred.

The following queries (6, 7) question oral expression teacher's responsibility and ability to perceive and manage student's emotions and behaviour throughout the teaching process, moreover investigating the teacher's strategies to empathize and motivate student's activities.

The eighth question checks whether the oral expression teacher possess enough EI about the fact of being aware of his emotions and the ability to regulate and motivate oneself to have a positive impact on students.

The ninth and tenth interrogation is fixed on the existence or the absence of disruptive students in the class and hearing oral expression teacher's strategies and suggestions to get along with this immature conduct.

The eleventh question is based on the main goal of the oral expression teacher whether prioritizing student's autonomy and intellectual growth before linguistic abilities or the other way around.

The twelfth and thirteenth questions include oral expression teacher's satisfaction or worthlessness of EI implementation and its effect on first year EFL learners.

The last remaining inquiry is about teacher's preferences between IQ and EI for which intelligence does he prioritize in person.

To conclude, this interview major purpose is to find out the EI flow and its cooperation and existence with first year oral expression teachers and its impact on youth exactly and education in general.

2.4.3. Questionnaire

The questionnaire is specially designed for first year EFL students of Abdelhamid Ibn Badis University of Mostaganem, as it is based on gradual and psychological questions to obtain an overview about student's mentality, situation and many aspects that demolish

learner's motivation, engagement, partnership and relationships in general terms. The questionnaire is divided into two different factors, when the first deals with the personal and social factor, which incorporates students conditions Outdoors University. As for the second section, it is literally devoted for learner's insight and behaviour towards each other and their teachers, not only inside the class but University relationships as well.

2.4.4. Questionnaire's Description

We commence our survey with the social and personal factor which is made of sixteen questions as the first step forward to be aware of student's surrounding and problems outside University, meanwhile, the questions are described as followed:

The first two questions (1,2) attempt to identify student's age and gender basing on emotional awareness level, gender discrimination and individuals maturity , to be straight forward, these factors are scales of EI measurements to define which gender and what age is more likely to match with EI skills.

The third question is an open ended and ongoing question which includes student's motivation in pursuit for their future studies. This is an introductory question to inspect the learner's condition and personality whether he/she is enthusiastic or disappointed about his/her current situation and how it can impact his/her studies.

The next fourth and fifth question tackles student's social boundaries and obstacles, which prevent student's attendance and shrink their desire and optimism. This inquiry is intentionally designed to validate our hypothesis in terms of the effect of social friction on youth indoors University.

The sixth and seventh question deals with familial relationships and its impact and consequences on student's inner state and life success, besides the reasons that pushed student to have a typical attitude and behaviour with society.

The eighth question is about student's communicative difficulty with their surroundings.

The next couple of questions (9, 10, 11) target student's campus accommodation (privileges and drawbacks) outdoors University and its impact on their studies.

The following questions (12, 13, and 14) are designed to showcase learner's disabilities or illnesses and its impact on their learning environment. These questions are designed to manage and motivate particularly this kind of learners.

Eventually, the last two questions (15, 16) are done especially for students with transport difficulties in order to recognize their level of motivation and to prove means of transportation as a social disability which decrease student's degree of interest concerning education.

The next survey implies the personal and educational factor, which is described as followed: The three initial questions (1, 2, 3) emphasize on student's selection and appreciation towards the teacher and the module, and the reason behind this inquiry is to notice whether teacher is mostly appreciated than the module, besides this query focuses fundamentally on teacher's EI with his learners whether it can be a reason for idolization and admiration or not, in other words; if the teacher is emotionally intelligent he gains student's trust and admiration.

The upcoming questions (4, 5, 6) deal with student's emotional awareness, self regulation and problem solving situation, in which we examine student's attitudes and behaviour in complex circumstances.

These questions (7, 8, 9) goal is to determine the elements that are responsible for student's frustration and stimulus inside the classroom and to make changes if necessary to create a desirable learning environment.

The questions (10, 11, 14) are arranged to perceive student's relationships with their colleagues and teachers, to recognize learner's situation in terms of introversion and extroversion personalities in addition to their social intelligence capacity.

The query number twelve and thirteen covers student's contribution and collaboration by working in groups, and the reason behind this question is to recognize the availability or the absence of EI regarding teacher's methodology and pedagogy.

The penultimate questions (15, 16, 17) attempts to perceive student's stimulus and motivation inside the classroom regarding teacher's support, pedagogy and learners wants and interest to be whether active or passive during the lesson.

And the final question interrogates students language abilities and students self confidence to strengthen students motivation and stimulate their willingness for further studies.

In conclusion, this survey helps us to recognize student's problems inside university and outside in order to enable oral expression teachers to deal with these boundaries within the class and grant learners motivating and relaxing atmosphere during their studies.

2.4.5. Observation

This section is opted for first year EFL student's behaviour and motivation towards L1 oral expression teachers. This observation was made in first year classes on purpose, precisely, to explore many aspects regarding teacher's pedagogy, methodology and treatment during the course, student's engagement and connection and the learning atmosphere in general. This method's aim is to spot whether first year oral expression teacher is using SEL activities or take into consideration the EI factor to manage his class as he/she want it to be, also to perceive whether first year oral expression teacher has a good relationship with his learners or not.

2.4.6. Classroom Observation:

First of all, the L1 class was lacking technological aids referring to data show and other devices which urged the teacher to use old school methods.

The class was so small despite that L1 students were numerous, and sometimes peers need to bring chairs when the teacher is waiting for them to begin the course, in this case the lesson cost both time and space.

Some teachers argued about teacher's substitutions from time to time for various reasons, which make them somehow build a brand new experience and be acquainted with recent students which is really difficult to adapt and be adapted.

The seats where habitually arranged and organized in three rows extended to the back and often tables and chairs were added at the back when necessary.

Peers sitting at the back were less engaged and connected in comparison with those who were sitting at the front who were being attentive and exposed to teachers questions and attention,

although the teacher didn't move in proximity to learners who were sitting at the back where he/she remained in close range to the front side of the rows.

The participation was free and random but less frequent as the teacher didn't mind or impose his authority to make them raise their hands.

Usually, some teachers use the board to deliver their lesson due to the lack of visual aids; in addition vocabulary is mostly acquired through listening and reading from the board.

 Some students find the opportunity to whisper with their colleagues when the teacher is taking long amount of time writing on the board whereas other peers felt annoyed and bored.

The teacher used role play activities where students read the dialogue on the board then perform it on stage.

It is noticeable the majority of learners hesitate to perform on stage in front of their peers though the teacher's encouragement is persistent telling students that they are allowed to make mistakes.

Teacher's role was dominant and centred which make students mostly receptive and passive during the lesson.

The learning atmosphere wasn't that active and energetic, furthermore, the connection between the teacher and student didn't seem satisfying nevertheless the teacher was cheerful and funny from time to time.

The teacher didn't allow students to speak their mother tongue inside the class when some student dared to do so, but teacher's reaction was calm and wise as she asked him to reformulate his statement in English.

Conclusion:

In this chapter we showcased the materials, case study and the population that contributed for our data collection to clarify our findings and to supply the coming results with accurate and definite outcomes, therefore we have designed diverse elements to sort, analyse and gather data through questionnaires that where made up of thirty-four questions divided into two categories and specifically designed for L1 English students, as for the

second material, it was about structured interviews made up of fourteen questions which were typically rendered for first year oral expression teachers plus the final instruments that is the classroom observation which granted us the privilege to observe different classes concerning the learning and teaching atmosphere in global terms.

Chapter Three: Results and Discussion of the Findings

3. Introduction

In the present chapter, we manage to display our findings in cooperation with several instruments and methods that granted us the ability to analyse, discuss and suggest solutions for research problematic, hence, we used student's questionnaires in which we showcased findings in a form of statistics and graphs, after that we moved to teacher's interview where we displayed teacher's answers and experiences, then classroom observation. Furthermore we mentioned some issues that stagnated our research operation as we have incorporated these issues and obstacles in the limitation of the study section.

3.1. Data Analyses Instruments and results

This section is specifically devoted for the analyses of our data collection and results of our findings, as we have considered quantitative method for student's questionnaire displayed by statistics alongside figures explanation and qualitative data for both classroom observation and teacher's interview, in general terms, these instruments were designed separately though they overlap and share some common goals .

3.1.1. Classroom Observation

Throughout our data collection, we attended various courses with different L1 oral expression classes where we conducted   two consecutive observations per week, shifting from one room to another which took us almost a month to attend a total of eight sessions of O.E module, thus the results are displayed as followed:

At the beginning, we witnessed that L1 oral expression teachers argued about the absence of technological aids and its value to facilitate the teaching and learning process.

All oral expression teachers stated that it is not easy to teach oral expression module because of the absence of assistance, feedback and collaboration of students.

The majorities of L1 oral expression classes have difficulties to adapt with substituted teachers as well as the teacher who meet his class for the first time by the end of the year.

All L1 oral expression teachers didn't care about the seats arrangement, as they kept the seats in a form of three rows, besides the idea of rounded rows was not appreciated by the majority of teachers.

It was noticeable that peers who were sitting at the back of the rows were frequently more passive than those who were sitting at the first place, though some teachers used to walk and talk to students who were sitting at the back to make sure they are engaged in the lesson, but still, sometimes teachers cannot keep going with this attitude because they think it is a waste of time.

Some teachers agreed that they are tolerating some rules just for student's participation and connection with each other unless it has no relationship with the lesson, in spite of the fact that other teachers insist that learners should raise their hands in order to speak.

Some classes were very connected and active during the lesson though others didn't show that atmosphere and enthusiasm.

Few teachers worked with specific SEL activities whereas others didn't.

Teacher's role was dominant and centered which make students mostly receptive and passive during the lesson.

It is obvious that the majority of learners hesitate to perform on stage in front of their peers though the teacher's encouragement is persistent.

Few learners are often disruptive as they used to talk and behave inappropriately inside class and more precisely students who seat at the back.

3.1.2. Interview

The interview was directed to three first year oral expression teachers of the University of Abdel Hamid Ibn Badis by the end of their course, yet the answers were as followed:

Oral expression teachers were asked if education covers only the academic knowledge inside university or more than that. The first teacher replied by" it is about what we do with that knowledge and how it can serve the community", as the second teacher answered "we are not really concerned with academic knowledge because it is just a part of human experience but

what counts more is life knowledge", as for the third teacher responded by" academic knowledge is a prerequisite knowledge which overlap with our experiences".

The second question was about O.E conceptions, while the first teacher responded " O.E is the most fundamental module and the most difficult because it has no planed program or syllabus", as for the second teacher replied by" OE is a very necessary module at the level of University because it provides students with opportunities to express themselves, to practice the language and to improve their Oral skills", as for the third teacher, he answered " We can never deny the value of O.E module because it is the pillar of acquiring any language desired."

The third inquiry deals with teacher's syllabus implementation in oral expression module, when the first teacher replied by "I have never worked with a syllabus, I manage to bring my own activities in class", as for the second teacher answered "I rely on situational dialogues, storytelling and role play activities", as for the last teacher responded" I don't have planned lessons, I just discuss different topics with my students and make them reflect on them."

The fourth query question whether teacher work with one single approach and methods or more, as the first teacher answered" I take into consideration the (communicative language teaching) CLT approach more than others", then the second teacher replied by "I take into account many approaches to not feel boring", where the last teacher responded "I prefer to be eclectic as a teacher and the CLT approach is the new tendency for the oral expression module"

The fifth question interrogate whether the oral expression teacher has been offended or not, yet the first teacher replied by "I don't take it seriously because L1 students are still adolescent", as the second teacher said "yes, it happed a lot but not direct offence, I feel triggered if students surpass my rules such as talking in Arabic, or eating in class so I may make a remark or ridicule the situation " and for the third teacher answered "I felt rarely offended but it didn't stop me from continuing my lesson as I ordered my student to go out the class for his childish behaviour".

The following question is specifically made to find out whether the oral expression teacher can notice and perceive student's inactivity and laziness moreover to recognize the real cause behind this state. The first teacher replied by "yes, maybe they feel demotivated or they don't

like the topic somehow", while the second teacher answered "yes, students are very often passive, it can be their personality trait, timidity and the reasons are many", as for the last teacher, he replied "certainly, I think because more of students are less confident about their language abilities and afraid to make mistakes before everyone".

Next inquiry interrogates oral expression teacher's awareness about the impact of their attitude and behaviour on their students. On teacher replied by "Yes, because if the teacher is moody or something like that, he can block student from participation and collaboration, so it's advisable to put a mask and be cheerful", as for the second teacher said "Yes, the mood would affect my behaviour, my way of teaching and theirs as well", and the last teacher responded by "it is absolutely normal if I am not motivated and show myself the way I feel, that would also discourage and reduce student's mood".

The upcoming question interrogates oral expression teachers for student's immature behaviour in class. One teacher responded by "No, I have never come across such cases", as for the next teacher answered "Yes, I met many students with childish behaviour but I try to fix things flexibly and smoothly and I try to comprehend the reasons behind this behaviour", as for the last teacher, he replied "I do have this kind of students and I don't like to work with them at all".

The ninth inquiry interview the aim of oral expression teachers. When one teacher responded "To support student to speak the language", the other teacher answered "the main goal is not only to speak good English but it is about to feel free to express oneself, to be attentive and to be a good listener", as the last teacher said "I want my students to speak what they want to speak".

The tenth question interrogate teacher's point of view about the SEL implementation to the oral expression module. The first teacher answered "yes, I do recommend this program as I already worked with some SEL activities", as for the next teacher said "this kinds of activities would benefit learners, in addition oral expression module requires teacher's flexibility and eclecticism to be affective at it", as for the last answer «I can see that these kinds of activities are really efficient for L1 classes.

The eleventh question deals with teacher's attention with student's feelings and moods. A teacher responded by "never, we have to care about student's feelings if we really want to do

the job appropriately", as for the other teacher answered «no, I always take notice of student's feeling and moods even try to help them but not directly", then the last teacher responded" I need to know my student's mood otherwise I can't get further with my lesson"

The final inquiry questions whether oral expression teachers prioritize EI students over knowledgeable students without ethical behaviour. The first teacher replied by "for me, good behaviour comes first then intelligence", as for the second teacher replied "there should be respect although it is better to join both of ethical behaviour and smartness" and the next response was "I prioritize mutual respect rather than student's smartness or intelligence".

3.1.3. Questionnaire's Stats

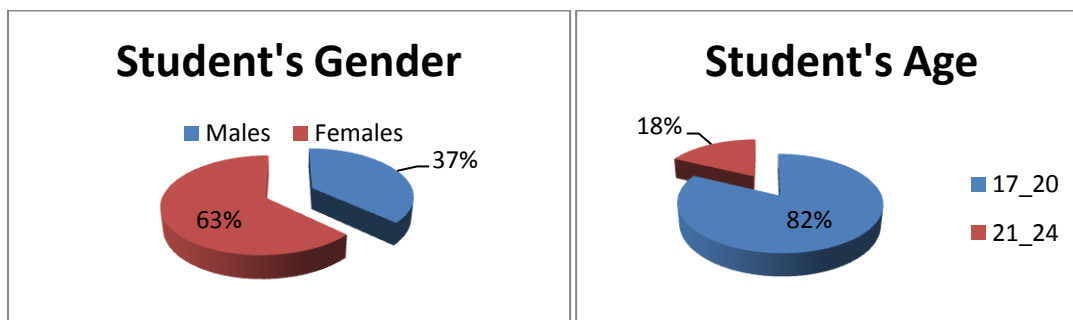
Figure 01: The questionnaires were addressed to first year EFL students delivered to a totality of 45 (100%) students, 29 (63%) were females and the remaining 17 (37%) were males, in addition 37 (82%) ranges between 17_20 whereas students who range between 21_24 represent 08 (18%).
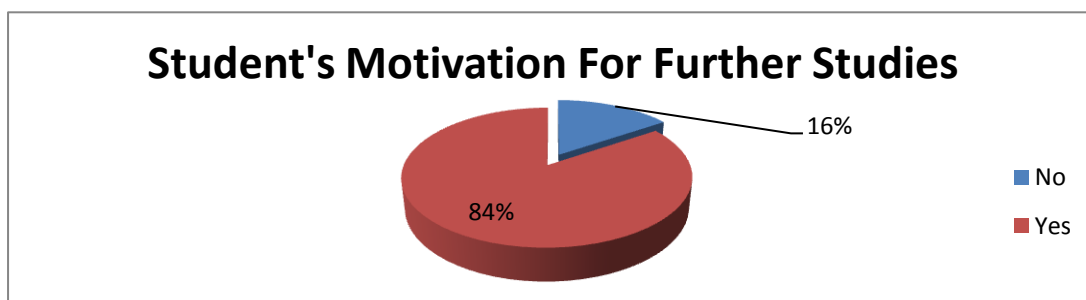
Figure 02: 38 (84%) students were motivated to continue their studies nevertheless the rest 07 (16%) were not.

Student's With Social Boundaries

- 22% No
- 78% Yes
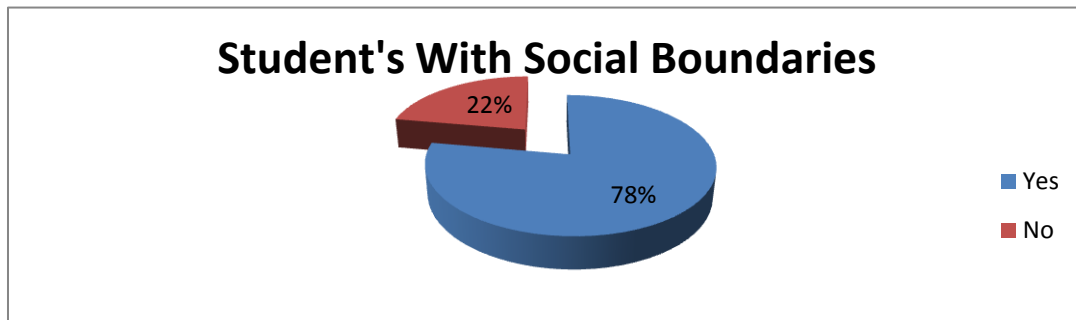
Figure 03: 10 (22%) students argued about social restrictions concerning accommodation affordability, time travel and more whereas the other 35 (78%) didn't have problems.

Student's Familial Support

- 9% Not Supported
- 91% Suppported

Student's Communication With Individuals

- 13% Hard
- 22% Normal
- 65% Easy
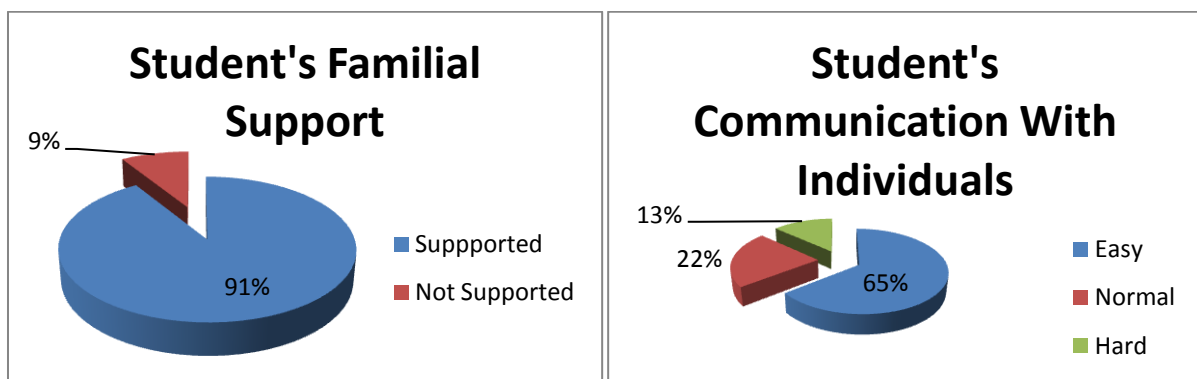
Figure 04: 41 (91%) students did have familial encouragement but 04 of them (9%) did not, besides 29 (65%) of students do not have communicative difficulties and find it easy to interact with others, 10 ones (22%) see it as a normal task when 06 (13%) of them find it difficult to communicate with individuals.

Student's Campus Residence

- 24% Yes
- 76% No

Campus Accomodation

- 18% Bad
- 82% Good
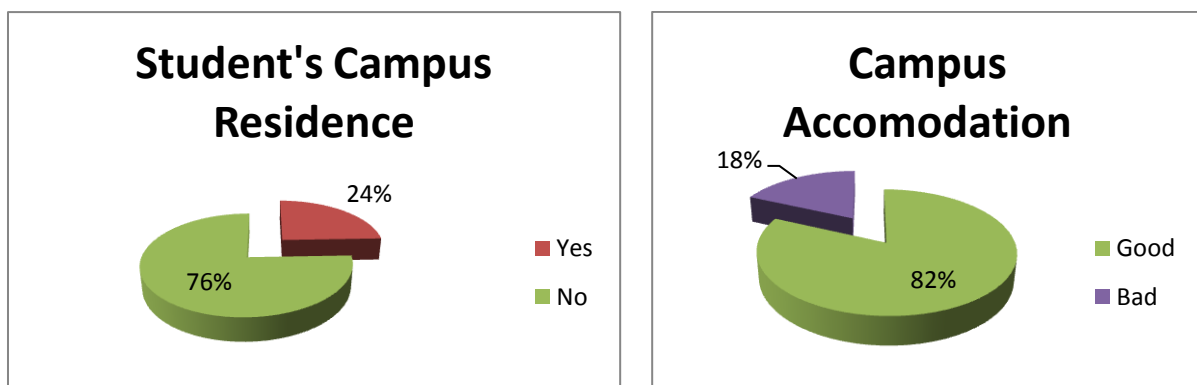
Figure 05: 34 (76%) of students are Mostaganem domiciled whereas 11 (24%) live in campus, for those who are campus residents live comfortably within the environment who represent 09 (82%) but the remaining 02 (18%) had difficulties to adapt.
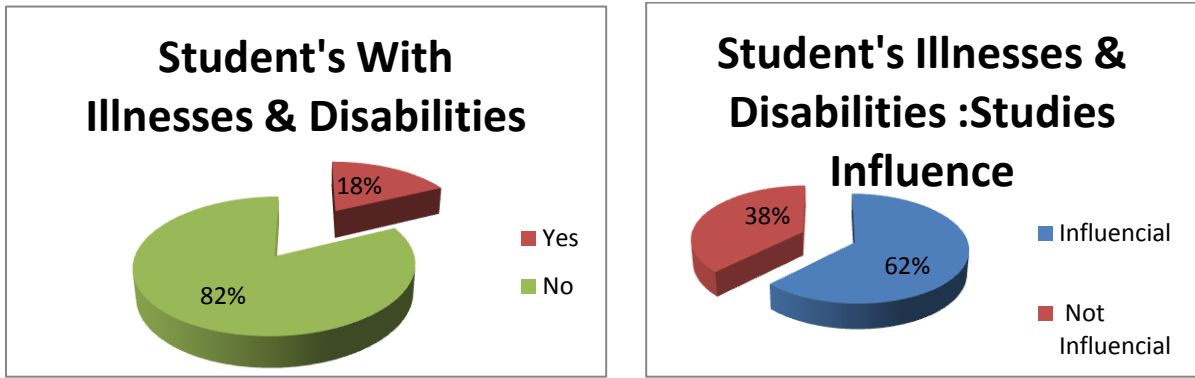
Figure 06: There are 37 (82%) healthy students and the remaining 08 (18%) were suffering from visual disabilities and various mental and physical diseases such as: Autism, Asthma, Allergy and more, thus 05 (62%) of these learners are influenced and can't focus entirely during the lesson and for 03 (38%) are not disturbed or affected by their illnesses.
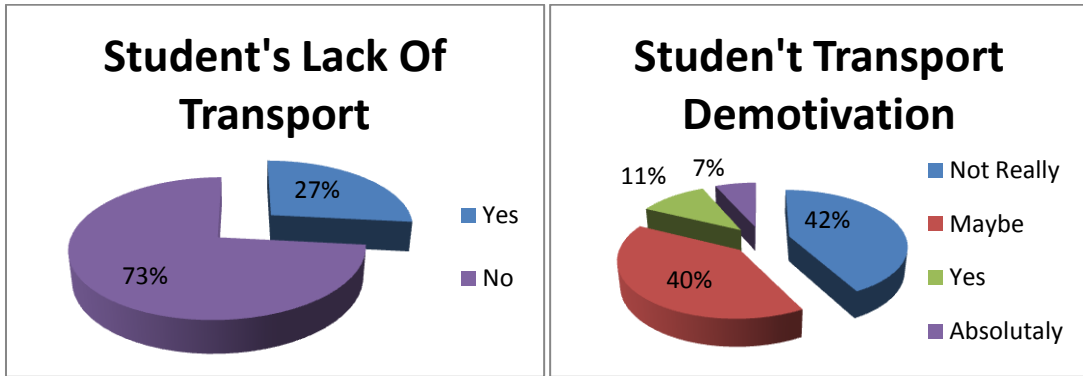
Figure 07: 33 (73%) of learners do not have difficulties with transport in contrast with 12 (27%) ones who do have this drawback, after all what have been said; 19 (42%) are not really affected, 18 (40%) have a slight impact on their motivation but they get along with it, 05 (11%) replied by yes and the 03 (07%) of learners completely agree that lack of transport has a tremendous negative impact on their learning at University.
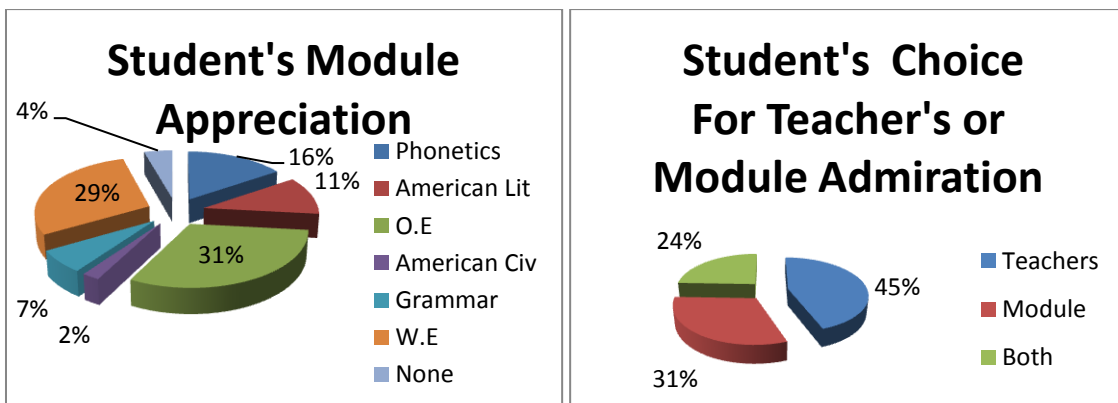
Figure 08: According to the questionnaire's analyses, we can see that the minority which represents 01(2%) students appreciated A.C, whereas the majority 14 (31%) valued oral expression module rather than other ones, where 20 (45%) selected teachers as a reason behind the module appreciation, 14 (31%) of learner were interested by the module itself, finally, 11 (24%) students have both chosen teacher and module as a reason of appreciation.

Studen't Problem Solving Skills Inside University

4%
36%
60%

- Problem Solved
- Problem Unsolved
- Not Answered
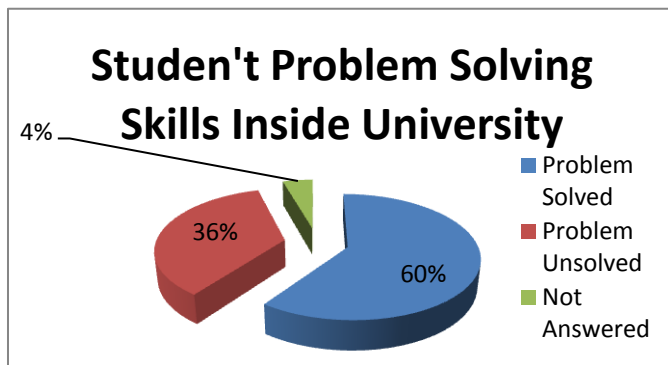
Figure 09: 27 (60%) students were able to manage their problems inside University whereas 16 (36%) of them were not able to do so.

The Impact Of Teacher's Behaviour & Attitude On Student's Motivation

5%
33%
62%

- Strong
- Weak
- Not Mentioned

The Impact Of Marks On Student's Motivation

7%
15%
78%

- Not Answered
- Srtong Impact
- Weak Impact
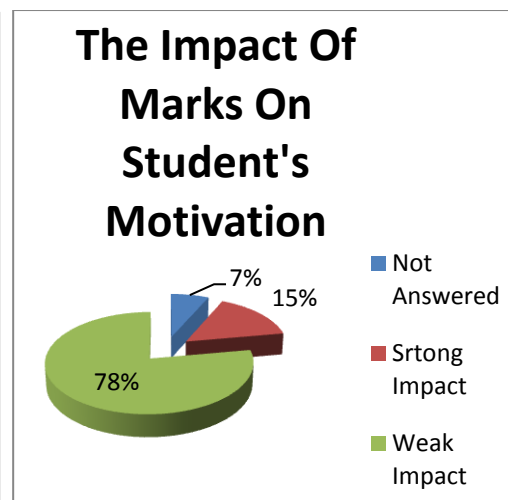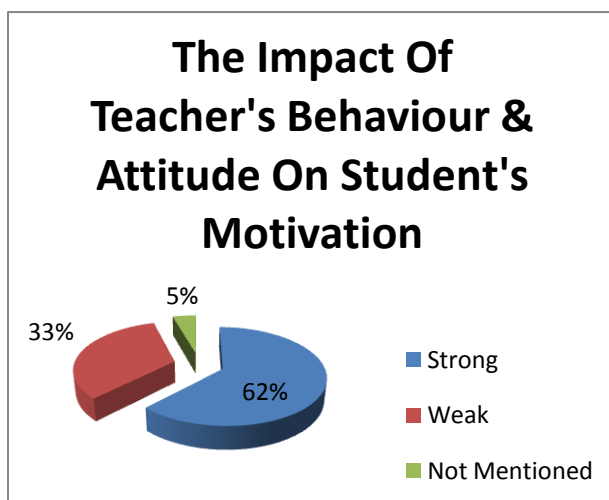
Figure 10: 35 (78%) students didn't consider marks as an element of motivation except for 07 (15%) students who strongly reflected to this latter, as for teacher's behaviour and attitude was primordial for 28 (62%) students motivation but not essential for the remaining 15 (33%) of learners.
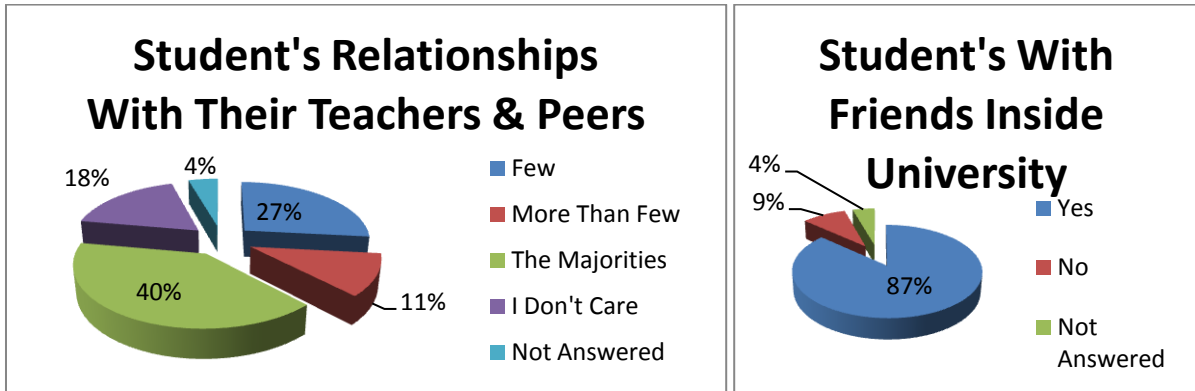
Figure 11: 18 (40%) students have good relationships with the majorities of teachers and colleagues, 12 (27%) have few relationships, 05 (18%) have more than few whereas the 08 (11%) don't care at all about University relationships plus, 39 (87%) of students have friends inside university and others 04 (9%) don't.
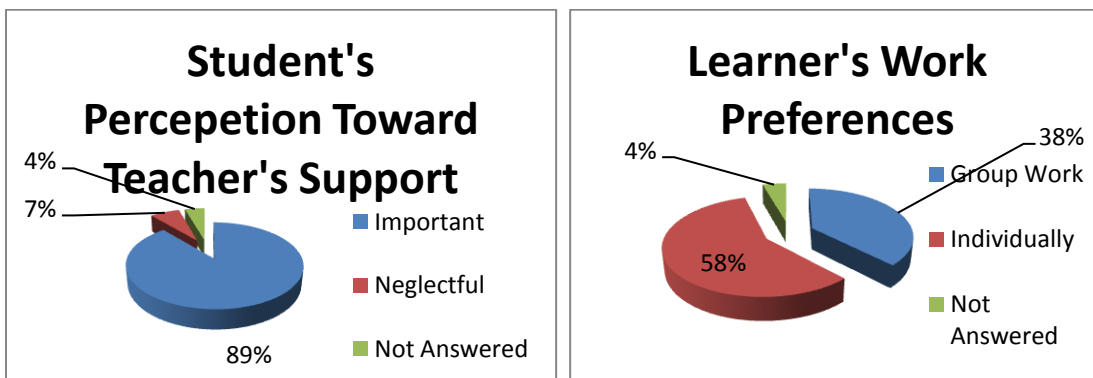
Figure 12: 26 (58%) learners favour individual work contrary to 17 (38%) of learners who preferred to work in groups, besides, 40 (89%) highly stressed teacher's support and motivation whereas 03 (07%) didn't care about this latter.
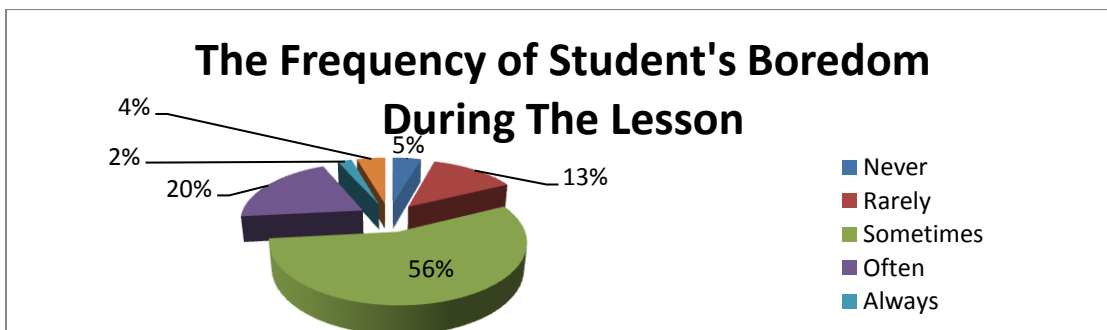
Figure 13: The majority of students who represent 39 (78%) felt bored during most of lessons while the rest of 08 (18%) didn't feel so.
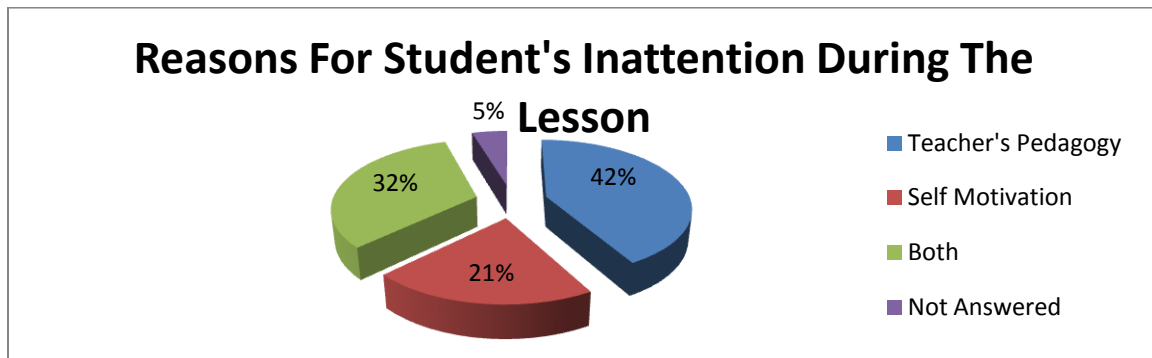
Figure 14: 18 (42%) students didn't appreciate the course due to teacher's pedagogy whereas 09 (21%) weren't intrinsically motivated and the last 14 (32%) students mentioned both teacher's pedagogy and self motivation as the major cause of carelessness during the lesson.
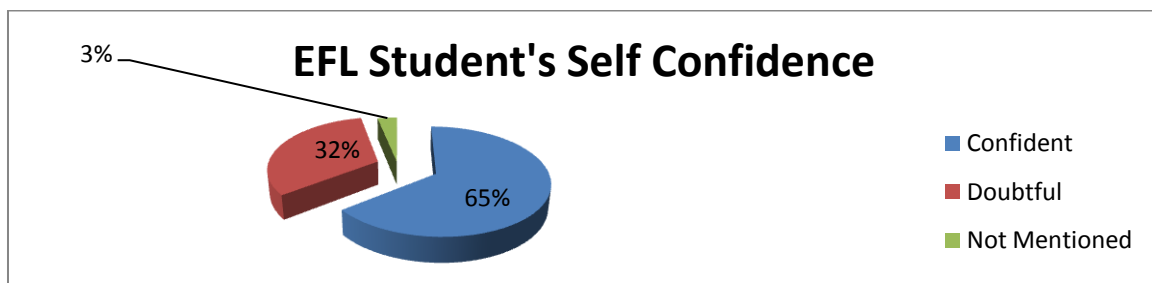
Figure 15: 28 (65%) students were confident concerning their language abilities as for the 14 (32%) ones were doubtful about their abilities as EFL learners.

3.1.4. Questionnaire's Results and Discussion

After a long path of data gathering, we come to utter the reasons behind student's typical attitude and behaviour inside the class and the causes which urge students to be demotivated, careless and doubtful about their abilities.

In global terms, we can notice that the majority of students are willing to carry on their studies but their motivation is really low despite the fact that they are first year students, and this is because of personal, social and educational factors which tremendously affected their way of learning.

Starting with the social factor, as we attempted to know about student's situations Outdoors University, where the answers were various and the majorities were positive nonetheless the remaining minority was absolutely affected, therefore, these hindrances are exemplified in terms of: student's introversion, the absence of familial support (psychological and financial

support), students with low campus accommodation, the influence of student's illnesses and disabilities (mental and physical) on their learning environment and student's with lack of transport.

In the second place, we moved to the educational factor where we tried to explore and analyse learner's wants, motivation and condition Indoors University. Starting with student's module appreciation, where we wanted to acknowledge which and why the chosen module is admired besides we wanted to know whether the teacher is the cause of the module appreciation or not, on these basis, we concluded that the majority of students selected the oral expression module as the most wanted module over the rest, moreover peers selected teachers as the major cause of appreciation for the only reason of teacher's behaviour and attitude towards his students. Next, many learners agreed that marks can not affect their motivation and production inside the class unless the absence of teacher's stimulus in addition to teacher's conduct, attitude, pedagogy that would also affect student's mood and willingness, as long as students have good relationships with their teachers and peers like most of students do have, we can expect the learner to make progress and flourish in the future. Huge amount of learners enjoy individual work rather than group wok which can be sometimes disadvantageous since they poses limited knowledge about the English language which make them doubt their linguistic abilities and prevent them from participation.

3.1.5. Interview Discussion

All O.E teachers with no exception do value oral expression module and validate its importance within the L1 curriculum as it allow students to bolster their linguistic abilities.

The majority of oral expression teachers don't work with a syllabus or program but in fact, it would be challenging to do so because not all teachers are competent to rely on instant course design (improvisation), as for the rest of teachers do take course plan into account.

There is no definite method or approach when it comes to teach oral expression module, almost all O.E teachers rely on several approaches and more accurately (communicative language teaching approach) CLT as it is the new oral expression teaching tendency.

L1 oral expression teachers posses some EI skills in terms of self consciousness and self regulation, as they are aware about their mood and how it affects their students even to control their emotions and behavior in complex circumstances but some of them lack some interpersonal aspects such as relationships management in terms of student's treatment and reactions whenever they behave inappropriately.

It was ideal for all oral expression teachers to integrate SEL activities within the oral expression module, as the idea was based on having different tasks and strategies to get learners active, engaged and centered during all oral expression sessions.

As expected, all oral expression teachers prioritize student's EI over his smartness (IQ) as they explained that forming good relationships and having mutual respect is more necessary rather than being academically brilliant.

3.1.6. Observation Discussion

Notwithstanding the deficient conditions indoors University of Mostaganem, teachers are still encouraged to manage in these tough circumstances and do their job as it should be. In reference to our last observation, we could have concluded that oral expression teachers are not provided as much space as it should be despite the fact of the enormous quantity of first year EFL learners which surpassed the rational amount of the promotion. Additionally, some technological aids are not available for all L1 classes which compelled oral expression teachers to deal with old school methods (board and pen) as a consequence, it is absolutely disadvantageous for language acquisition and specially for youth stimulus. Teacher's substitution is another inconvenient issue that interferes as an educational drawback moreover influences both teachers and students in terms of recycling new relationships and being acquainted with student's preferences and wants, in this situation some teachers encounter some difficulties to adapt, as long as they are affected by learner's lack of feedback, assistance and collaboration.

In the other hand, oral expression module is very sacred for both sides alas some students do not really benefit from it. Initially, many teachers do not take student's positioning into account as they kept the seats in normal rows (three rows extended to the back), unfortunately lot of students didn't obviously seem connected neither interested during the

lesson, as the reasons can be many; auditory and visual disabilities, personality traits, isolation and opportunities for disruptive students. Second of all, teacher's role was dominant after all oral expression sessions we have observed, we can understand that L1 students are still learning the language bit by bit, but did teachers consider student's centeredness and self esteem for long term studies? Moving forward, we could notice that not all classes have the same environment regarding teacher's pedagogy and methodology, where very few teachers use some SEL activities and planned lessons on weekly bases whereas some prefer to work without a program. We could recognize that all oral expression teachers own some E.I capacities in terms of interpersonal and intrapersonal skills referring to their teaching style, problem solving skills, student's treatment and cognition inside classroom. Eventually, SEL program should take place within the oral expression module as we are planning to supply some recommendations and suggestions to work with SEL strategies and activities which can benefit both students and teachers to create the perfect teaching and learning atmosphere in the upcoming recommendation section.

3.2. Recommendations

This segment is literally devoted for some strategies and instructions to incorporate SEL program in relation to license oral expression modules, eventually, we have better to present some requirements and instructions before mentioning SEL methods since we have witnessed teacher's difficulties when delivering their lessons, thereby, we provided some suggestions and recommendations in order to be effective with social and emotional learning activities (SEL).

3.2.1. Suggestions and Recommendations

3.2.1.1. **Student's Seats**: The real and common mistake that most of teachers commit is the seats arrangement; it is crucial to consider student's seats distance in educational domain, instead of being in close proximity to some learners and being far from others, it is preferable to teach in rounded circles as it is better for teacher's positioning, perception and straightforward explanation, moreover it can encourage student's attention and engagement furthermore shrink their isolation and disruption.

3.2.1.2.   **Technological Aids**: Nowadays, technology became a necessity regarding education at the first place. We can't deny the fact that technological instruments have a tremendous impact on both students and teacher's performance, motivation and data accessibility as we all know that today's learners are digitally natives, on these bases, technological aids are necessary and valuable genuinely speaking.

3.2.1.3.   **Class Meeting and Sharing Circles**: It is recommended to build good relationships with students to possess a sense of community. Sharing circles is a very good way of getting in touch with learners to start the lesson as the teacher gives his students the opportunity to talk about their journey, mood or anything that students want to discuss in few minutes or pass if they are not interested, as sometimes their talk can be related to a planned topic. This strategy can be a warm up sub activity to initiate the lesson.

3.2.2. Social & Emotional Learning (SEL) Methods & Activities

3.2.2.1.   **Storytelling**: It is so important to hook student's attention before the beginning of the course, thereby; storytelling can be a very appropriate method to initiate the lesson. These stories can include: real life situations, historical backgrounds, anecdotes and more. Sometimes, the story can be very sensitive and dramatic as in can trigger student's emotions and consciousness which make them reflect and discuss the topic, especially if the story has some similarities with their situation or their experience. Additionally, storytelling can be a perfect activity for student's speaking skills, as it can promote learner's linguistic performance (oral & kinesthetic), learner's commitment and self confidence.

3.2.2.2.   **Rehearsal & Practice (role play)**: We agree that role plays boost learner's self assertiveness, empathy and self regulation, but the true question is: "Are EFL learner's qualified enough to perform role plays with

insignificantly limited linguistic abilities?" besides "Can they acquire these skills in one or two sessions?" the genuine answer is no. Role play demand time and extensive practice or rehearsal to be finally able to face the audience and perform confidently with sufficient vocabulary. Students can learn by reading aloud and acting out dialogues from different sources to perform typical scenes. "Rehearsal and practice develop student's ability to understand what another person is likely to be thinking and feeling, grant students the knowledge of what to say or do besides developing student's ability to use the appropriate voice tone, gestures, and expressions that promote constructive communications." (Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 52)

3.2.2.3.   **Group Work**: We really need to stress that the use of well structured and cooperative learning is vital and essential for learner's linguistic and relational skills, as it allows learners to evolve their SEL capacities in terms of building relationships and communities in one hand, in the other hand, collaborative work enables learners to value and acquire exchangeable knowledge, creativity and communicative competencies such as: turn taking, attentive listening, mutual understanding and self regulation. This method is absolutely advisable for teachers, as it can fit perfectly for intermediate students to use purposely this typical approach for exciting and effective learning "Cooperative learning enables students to practice listening to others, taking others' points of view, being sensitive to the needs and concerns of group members, negotiating and persuading, and using the generic steps of problem solving." (Elias, Promoting Social and Emotional Learning: Guidelines for Educators, 1997, p. 55)

SEL methods and activities are not really fixed or limited, all depends on teacher's creativity and eclecticism on designing a course in cooperation with different methods, strategies and approaches such as: motivational speech, artistic demonstrations, gamification and plenty of various methods to boost student's stimulus, cooperation and more for academic success.

3.3. Limitations of the Study

In fact, this research paper went through plenty of handicaps and struggles which drive us somehow skeptical and uncertain about our data completion and the academic foundations, yet we overcame these hindrances to validate our hypothesis and suggest what had not been suggested before, although we encountered some drawbacks which are described as followed:

1. We haven't been practically trained even for a small format research paper in the previous sixth semester, as a result, we felt somehow lost and disoriented about the dissertation procedures.

2. It was absolutely challenging to come up with original and creative content and also effortful and rigorous to look for references and sources in relation to our theme.

3. Time and space restriction had a tremendous influence on our dissertation in terms of content compression plus detailed and scrutinized analyses, in addition to the constraint and short amount of time given to accomplish the work.

4. Some student's hard copies questionnaires were not entirely filled and some were not filled at all besides twenty-seven out of Seventy-two ones were not given to the researcher, in other words; we have collected a total of 45 surveys out of 72.

5. It was really tough to set appointments with L1 oral expression teachers for the reason that some of them were very busy during the last semester as some completely forgot about the interview, fortunately, we were lucky enough to have two consecutive interviews in one day and the third one the weak after.

Conclusion

In the current chapter, we presumably demonstrated our data results that were analyzed through three different instruments, as each material helped us to conclude with the existence and importance of teacher's emotional intelligence (E.I) within L1 classes regarding teacher's interpersonal and intrapersonal skills, in addition to the effect of student's social and academic friction and oral expression teacher's role, method and pedagogy to provide his learners the appropriate atmosphere, moment and place to be expressive, connected and most importantly to be relieved. Nonetheless, some oral expression teachers are still missing some basics about building student's self-esteem, reinforcing their connection, bolstering their centeredness and decreasing their immature behavior in order to promote learner's intellectual

growth in collaboration with social and emotional learning (SEL) program which is displayed as a set of strategies, methods and activities suggested in the recommendation section moreover dedicated for all License teachers (L1, L2, L3). Eventually, these procedures were realized through lot of troubles and hindrances which made us vulnerable to frustration and skepticism as it is shown in the limitation of the study section, but we were able to accomplish our research successfully and as intended.

General Conclusion

Our research deals mainly with educational psychology and pedagogy within the Algerian context of Abdelhamid Idn Badis University of Mostaganem, as we wanted to suggest the integration of EI through SEL program within first year oral expression modules as well as all license students in order to enhance student's partnership, centeredness, self confidence and intellectual growth. At the end, our dissertation is scattered into three chapters in which we showcased and validate our hypothesis across multiple readings and analyses then proposing SEL for license oral expression teachers.

First of all, we launched our research basing on EI ideologies and theories through several psychologists and researcher's conceptions. As previously mentioned, we dealt with the literature review of EI as we tackled the most popular psychologists and authors conceptualizations in different EBooks and articles, recent ones such as Daniel Goleman and former ones such as John D. Mayer and Peter Salovey. As a result, we gave each ones explanation of both concepts EI and IQ and discriminated each one's value in relation to different theories to prove at last the real importance of EI to build and cope relationships and to be simultaneously successful in the future. Furthermore, the MSCEIT test was introduced as an instrument of EI skill measurement, then SEL activities or program which represents the practical part of EI within the academic context.

Moving forward, the second chapter was empirically devoted for data analyses and methodology, where we preserved three different materials to collect information. This experimental part of the research was made in the Algerian University of Abdelhamid Ibn Badis of Mostaganem, as we exploited questionnaires for L1 EFL learners which were separated into two parts; the first part covers the personal and social factor then secondly comes the personal and academic factor, and the reason behind this survey was to spot students situation and motivation regarding their studies. Next, we designed structured interviews for L1 oral expression teachers besides the classroom observation instrument to recognize whether EI takes part in the teaching sessions or not, also to link between those two materials and fortify our arguments.

Last but not least, the third chapter is planned for the results and discussion of the findings. Each section displays the results of the chosen material alongside discussion. For the questionnaires results, we noticed that the minority of L1 EFL student's are subjected to some

social and academic boundaries which decrease their level of motivation and affect their personal traits indoors University, as we have found that the majority of students are enormously influenced by the teacher's existence or lack of EI as well as the impact of student's relationships on their studies , moving to teacher's interview; while we wanted to acknowledge teacher's emotional consciousness (EI) towards his learners in terms of methodology, pedagogy and problem solving skills which were positive for almost all interviewees, then the validity of the interview in relation to the classroom observation which was genuine, relevant and truthful. After that, we suggested the SEL program in the recommendation section and concluded with the researcher's limitation during the data collection process.

After all what have been said, we can sum up that the importance and existence of EI is compulsory and mandatory in any institution, as EI can be the fundamental reason of building relationships, boosting problem solving skills and fulfilling future accomplishments. Academically speaking, teachers ought to have some EI capacities to cope with their classes and provide their students with the perfect atmosphere and environment in collaboration with SEL to strengthen their motivation, connection, autonomy and most importantly, student's maturity and intellectual growth.

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Appendix

The Effect of Emotional Intelligence "IE" on Enhancing English Learning & Promoting Intellectual Growth

I. Part one : social and personal factors

Note:

Please, before filling the questionnaire, make sure you are giving the right answers and your personal thoughts and experiences so that my research would be credible and realistic, which is the main concern from this research. Besides, I want to emphasize that your own information will be treated anonymously and with great care, so feel free to express your selves, and your help will be extremely appreciated and thank you for your cooperation.

Tick the squares when necessary:

1. Gender: ☐ Male ☐ Female

2. Age: ....

3. Are you motivated enough to continue your studies? ☐ Yes ☐ No

4. Are there some social obstacles which stop you to come and learn at University?
☐ Yes ☐ No

5. If yes, please list them down:...
....
....
....

6. Do you get support from your environment and family? ☐ Yes ☐ No

7. If not tell why?...
....

8. How do you find communication with people? ☐ Easy ☐ Normal ☐ Hard

9. Do you live in campus? ☐ Yes ☐ No

10. Is campus a comfortable place to live in? ☐ Yes ☐ No

11. If no, why do you think so?..

....

....

12. Do you have a specific illness or disability ☐ Yes ☐ No

13. If yes, can you describe it? ....

14. Does it affect your mood and learning environment? ☐ No ☐ Yes

15. Do you have problems with transport? ☐ No ☐ Yes

16. Can transport be a reason for being demotivated and careless about your studies?

☐ Not really ☐ Maybe ☐ Yes ☐ Absolutely

Part Two: Personal and Educational Factor

1. Which module do you appreciate the most?...

2. Is it because of the teacher or the module itself? ☐ Module ☐ Teacher

3. Explain why:...

....

4. Did you face problems with any teacher at university? Yes ☐ No ☐

5. Did you find a solution for the problem? Yes ☐ ☐ No

6. How did you manage with the teacher? ☐ Well ☐ Badly

7. Do marks affect your motivation and your relationship with the teacher?

☐ No ☐ Not really ☐ Somehow ☐ Yes ☐ Evidently

8. Does teacher's behaviour and attitude affect your motivation in class?

☐ No ☐ Not really ☐ Somehow ☐ Yes ☐ Evidently

9. What else can stop you from being active at class?.......................................

....

10. Do you have friends at University? ☐ Yes ☐ No

11. Have you been offended or felt so by your classmates or friends? ☐ Yes ☐ No

12. Do you prefer to work alone or within a group? Alone ☐ Group Work ☐

13. Why?..

14. Do you have good relationships with your teachers and colleagues?

☐ Few ☐ More than few ☐ The majorities ☐ I don't care

15. Do you think that teacher's support and appraisal toward his students is important?

☐ Yes ☐ No

16. How often do you get bored when the teacher is explaining?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

17. Is it because of: ☐ Teacher's pedagogy (way of teaching) ☐ Self motivation ☐ Both

18. Do you doubt your language abilities as an EFL student? ☐ Yes ☐ No

Part Three: Oral Expression Teacher's Interview

1. Do you think that education is all about academic knowledge?

2. What do you think about Oral Expression module?

3. Do you work with a syllabus in Oral Expression?

4. Which method or approach you rely on in OE?

5. As an oral expression teacher, have you ever being offended by student(s)? If yes why it happened and how did you manage?

6. Do you feel that most of the time students are being passive and somehow lazy?

7. Have you considered the situation (did you try to understand why)?

8. Do you believe that your mood and behaviour have an impact on your student's mentality and motivation? How?

9. Do you have students who behave inappropriately or immaturely in class?

10. How do you get along with this kind of behaviour?

11. What is your main goal as an OE teacher?

12. What are your thoughts about implementing or working with EI (SEL) in EFL context?

13. Do you believe that you can handle a classroom without paying attention to student's feelings and mood?

14. Do you prioritize student's behaviour and attitude in the class over his intelligence level or the other way around?