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MASTER

Psycholinguistic Issues in Learning English
As a Foreign Language

The Role of Emotional Intelligence in Overcoming Stressful Situations in Foreign Language Classes.

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Dedication

I dedicate this humble work to my family; my mother, children, sisters, brothers,

For their love, support, and help.

Acknowledgement

Abstract

Foreign language anxiety is a big issue from which most of foreign language learners suffer.

The current study examines the issue of foreign language verbal production with focal

concentration on the oral production, and it aims to realize two main objectives. First, it aims

to explore the causes that lead to student's foreign language speech anxiety, and the negative effects that obstruct their speaking performance and cut the way for effective communication. Second, it aims to look for effective strategies which are related to the learners' emotional intelligence to overcome, decrease anxiety and develop students' foreign language speaking performance. The study depends on two main data gathering tools: a questionnaire and observations. The questionnaire is administered to 38 M2 students of English at ''Abdelhamid Ibn Badis'' University of Mostaganem. The observations are done along the year of this study. The findings of the study illustrate that most foreign language students tend to be anxious in speaking situations. There are different factors that lead to students" foreign language speaking anxiety which hurdle their learning and their speaking performance. However, in this study 100% of students affirm that they can regulate their emotions for the purpose of achieving their goals. In addition to this study illustrates plenty and divers strategies that learners and teachers can employ to minimize foreign language speaking anxiety and which can lead to students' better speaking performance. The findings prove the hypothesis which states that anxiety is a normal feeling which is tidily associated to foreign language oral production and the role of emotional intelligence in regulating this feeling in overcoming stressful situations especially when the students feel motivated .

Key words: Anxiety, Emotional Intelligence

List of Abbreviations

L1: First Language

FL: Foreign Language

SL: Second Language

LL: Language Learning

LA : Language Acquisition

LA D : Language Acquisition Device

FLA : Foreign Language Anxiety

E I: Emotional Intelligence

EQ : Emotional Quotient

IQ : Intelligence Quotient

CA: Communicative Approach

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CHAPTER THREE:ADDITIONAL ANALYSIS & RECOMMENDATIONS

<center>**General Introduction**</center>

When learning any language the most important thing we must think about is whether we will be able to use that language or not. Apparently each one of us may ask himself why am I making efforts in learning a foreign language I will not capable to use outside of the classroom setting; it is obvious that such thoughts may demotivate any learner, unless this language being taught is English Language. Learning English Language is essential for many reasons. The primary one is the effect of globalization on the entire world. The world of the sixteenth is not any more the same; it became a world of technology, of speed and power. These factors and others have nominated the English Language as the ultimate intermediate between continents and made the world resembles to a little village. Secondly English language is language of technology which represents the power of the economical growth of any country and learning that language increases the chance of success and glory. Finally the use of the English language has a specific role in establishing communication over the entire world by the mean of the Social Medias or other ways people succeed in communicating their ideas not only to English native speakers but to the entire world. However, having this communicative competence in using language appropriately does not keep out the effect of anxiety, and lack of motivation in slowing down the learner's role in learning the language and using it properly.

I. Statement of the Problem

The problem that faces approximately all the learners is their incapacity to convey their ideas verbally and they all accuse that anxiety and stress interfere between them and their ability to process the language in addition to the lack of opportunities of the real use of the language, and their inability to manage their anxiety are the main cause of their failure. The majority of second language learners seem to be more anxious and apprehensive when acquiring the speaking skill. As it is stated by Maclntyre and Gardner (1991).So the problem of verbal production and especially the spoken form must be treated efficiently to bring this communicative competence to more hopeful horizons

II. Research Questions

This study aims to answer three main questions. The first one is to know to what extend anxiety can lead to breaking down communication. Secondly what to do to triumph over this anxiety and finally what is the real role of our emotional intelligence in fighting our fear of the foreign language use? Should we teach emotional intelligence use as we teach language ?

III. Hypothesises

The hypothesises are that anxiety is extremely related to the speaking skill more than the other skills and lead in the shortage of communication; therefore, if we look for effective

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procedures to reduce it, we may help learners to enhance and promote their foreign language speaking performance and contribute in more successful and productive communication by demonstrating to them how to use their emotional intelligence by not only recognizing this negative feeling but further more by using their emotions to bit anxiety. When students are aware of their strength and weaknesses they are able to recognize how to react and what to do in different stressful situations.

IV. Objectives of the Study

Two major objectives are designed from this research. The First objective is to explore the causes that lead to students' foreign language speech anxiety in avoiding to communicate perfectly inside or outside the classroom setting. Second, the second aim is to look for effective strategies that teachers and learners can use in order to decrease the level of anxiety and enhance students' foreign language speaking performance in combating their negative feelings and emotions.

VI. Significance of the Study

This study is very significant because it trays to find solutions to anxiety problem, knowing that each student is able to use his intelligences and look at his or her problem with clarified horizons .knowing our abilities, our strengths and weaknesses may give us to plan for our future, and take risk by trying always new things with open minded personalities.

VII. Research Methodology Design

This study is using one main equipment. A questionnaire is given to English language learners of Abdelhamid Ibn badis University. Questions are about the students' feelings when they were interacting in oral production with the teachers and their classmates, and when they were presenting their class-projects to the whole class. The concrete answers will help us to understand the students' responses to stressful situations, and their reasons for avoiding oral presentation.

VII. Structure of the study

This study is constructed of three main chapters:

The first chapter is committed entirely to the Literature Review; we will see important definitions and assumptions related to our subject of study and also different point of views related to foreign language learning, language as a tool of communication, affect on language learning, and the role of emotional intelligence in helping students to overcome anxiety and stress.

The second chapter will be devoted to the practical part, i.e., the tools the methodology and data analysis. We opted for one kind of instruments, which is a questionnaire given to

students about their reactions during their performances in foreign language classes. The participant's responses are drawn together and examined and measured for additional analysis.

The third chapter is considered to give the final evaluations of data collection, and our inferences about this research, by contrasting the results of the questionnaire will be able to carry insight which is going to assist us in determining the students' abilities to handle their stress and negative feeling when using their FL. At the end of this chapter we are going to interpret and discuss the results, and then we will try to provide some suggestions and recommendations.

Chapter one
Anxiety Vs Emotional Intelligence

1   Introduction

It is primordial to understand some notions in foreign language learning (FLL) in its general assumption and teaching English language especially because it is taught in our country as a second foreign language after French language. There are many differences that can distinguish between the two languages. The first one French language is the residue that remains from a century and half of French colonisation. Another reason is that French language is widely used in our country and especially in administrations and has been a language used in teaching different subject matter like medicine, technology... in this chapter an over view of different definitions is to be done to bring to light the reader to understand our subject which deal with two main ideas: the first is foreign language anxiety and the problem of aural verbal production. The second is related to Emotional intelligence to regulate and manage the learners' anxiety when the students are performing their FL.

2   Important notions in FLL

English is taught in Algeria as a second foreign language after the French language. We have to make distinction between the two assumptions in order to find the issues related to each kind of language distinction. In this part, we will see the definitions and implications of the most important assumptions related to foreign language knowledge.

2.1   First language

Ellis, Rod (2008) stated that Some errors and mistakes could be committed by adults as a result of their first language effect and this kind of the influence of the first language on the second language is known as a negative language transfer, and this phenomena can be occurred as a result of interaction between the linguistic knowledge which is already existed to the learner with the input of target language.

2.2   Foreign language

Richards and Schmidt defined FL as a language which is not the native language of large numbers of people in a particular country or region, and which is not used as a medium of instruction in schools, and not a tool of a medium of communication in government, media, etc. Fls are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language. (Richards and Schmidt, 2002: 206)

2.3   Foreign language Vs Second language

Hakan Ringbom made distinction between second-language acquisition and foreign-language learning based on the individual's internal processes of learning and the degree of consciousness brought to the learning task. In a second-language acquisition situation, the language is spoken in the immediate environment of the learner, who has good opportunities to use the language by participating in natural communication situations. In a foreign-language learning situation, the language is not spoken in the learner's immediate

environment, although mass media may provide opportunities for practicing receptive skills.. (Ringbom, Hakan, 1979)

Cook, Vivian (2008). There are three differences between children who learn the first language and adults who acquire the second language, the brain of children are still developing whereas adults have conscious mind, adults have at least their first language which enable them to think and speak. On other hand, even if adults get a high level of proficiency, their pronunciation
Would be still tended to non-native. Which means adults reached a fossilization stage. Language transfer is the effects of first language on the second language through the process of second language acquisition, and this kind of problems should be bear in mind in the teaching process of second language for those whose first language is different. Cited by Ayman Hamid International (Journal of English and Education)

2.4   Language Acquisition

LA is defined as being the procedure by which humans acquire the ability to perceive, comprehend, produce and use language to communicate. Language acquisition is one of the characteristic of human qualities; it typically refers to first-language acquisition, which studies infants' acquisition of their language. However second-language acquisition deals with the acquisition of additional languages for both adults and children. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973) mentioned inSecond Language Acquisition and Second Language Learning ,Stephen D Krashen(1981). Conscious language learning, on the other hand, is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen and Seliger, 1975).

2.5   Language learning

LL is broadly defined as developing the ability to communicate in the SL/ FL and in this context includes age learning for specialists. This includes programs which not only teach language but also a variety of subject 'content' related to language such as literature, culture, history and politics...Language learning for non-specialists or service languages. This includes language teaching options which are available to all interested students, some of which may have a focus on specific topic as learning other matters and using a specific language as a tool.

 "Older acquirers progress more quickly in early stages because they obtain more comprehensible input, while younger acquirers do better in the long run because of their lower affective filters."(Krashen ,1981)

2.6   Communicative Competence

Dell Hymes defined Communication as a process of exchanging verbal and non-verbal messages. Communication is a continuous process which includes many activities that help in maintaining tolerance and bring the people in a common line. Hymes stated that a language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, this approach does not

diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence. (Hymes,1972)

Firstly, Linguistic competence is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). Secondly **Sociolinguistic competence** is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Then Discourse competence is the knowledge of how to produce and comprehend oral or written texts. It knows how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organising words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles etc.Finally, Strategic competence is the ability to recognise and repair communication breakdowns before, during, or after they occur. For example the speaker may ignore a certain word, or forgot name of a specific thing therefore he may ask what that word is in the target language… the speaker must know how to keep the communication channel open.. These strategies may be repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc...A distinction may be done between verbal and nonverbal communication.

2.6.1   Nonverbal Communication

Nonverbal Communication is defined as the process of generating meaning using behaviour other than words. It tends to do the work of communicating emotions more than verbal communication. Oral communication only relies on one channel, because spoken language is transmitted through sound and picked up by our ears. Nonverbal communication, on the other hand, can be taken in by all five of our senses. Since most of our communication relies on visual and auditory channels. Nonverbal and verbal aspects of communication are different processes but do rely on each other's to provide unified message. However when the verbal message of the sender is opposed to what the receiver understand here we can suppose that there is an issue in the verbalisation of this message or in the nonverbal aspects i.e,speaking about happiness with sad face expressions or with body shaking may lead to misunderstanding, confusion, ambiguity or non credibility toward the message. Anxious students concerned when performing their tasks about the data they are providing and forget(not premeditatedly) to mind about their face expressions because of the tension they are experiencing at that moment where their crucial focus is directed to the verbalization of their thoughts.

2.6.2   Verbal Communication

Coming to Verbal Communication, it is indispensable to speak about the linguistic competence which is the other important facet of the verbal communication.Hymes sees this competence more than just the pure syntactic knowledge. He got the whole picture of real

communication and the speaker's ability to successfully and appropriately communicate with others in a real situation. Ever since the arrival of Hymes' concept, the ethnographic and pragmatic aspects of language use have begun to be most important in the studies of language communication. It should be noted that the concept of communicative competence is not just broader than linguistic competence, but broader than verbal communicative competence (since communication can include nonverbal communication).

The expression of verbal competence takes in consideration the social process of communication between people, and the intelligence involved in the stage before the actual process of speaking. The factors involved in verbal competence are; Intentional Notion, Context and Meaning Image, and verbal expression.

First of all, we call it intentional notion this thing we make intention to verbalize in a certain situation of communication. We first develop this intentional notion to communicate with other people, and then we come to the issue of how we are supposed to say it. If we are to convey the message, we will have to keep the notion in our minds that what we intended to say is what we are expressing it. For example, asking a friend to bring you a sandwich.

However, the intentional notion cannot possibly be directly conveyed to the listener alone. It needs images to construct the notion, and verbal expressions to convey the images. Therefore, the term meaning image was invented to indicate the interface between the intentional notion and verbal expression. For instance in spite of just asking your friend to bring any sandwich you may precise that you want a chicken, meat ,or just salad sandwich .After that communication usually occurs in a context which is a situation where people share some information when they communicate with each other. If the speaker does not share the same information with the listener, the latter might be at a loss as to what the speaker is saying. in our previous example you asked your friend to bring a sandwich of meat but he brings to you ham and you do not eat at all this kind of meat, so as you can see here what he has understood was correct to certain extend, what you fails to indicate was because your conception of all the kind of meat which was certainly not including the pigs meat as the contrary of your mate who was a consumer of this kind of meat.

The last point is the verbal expression or verbal competence which refers to the ability to express the meaning images of the intentional notion. The verbalization, or verbal expression, of a meaning image depends not only on the relations of the components of the intentional notion, but also on the conventions of a particular language. The conventions include everything relevant to the so-called traditional grammar, metaphorical or figurative images for instance as when saying television provides us with a useful window on the world. And cultural images of various kinds. The verbalization of meaning images entails linguistic conventions. For instance, "bought" means the action of "buy" that happens in the past so when speaking about a previous action I must care about grammatical conventions in both Written and spoken forms. This is why it is evident that the verbalization of meaning images is done through the conventions of a particular language. By language convention we mean that the meaning images are socially and culturally constructed pathways that involve lexical, syntactic, phonological, and phonetic stages (Levelt, 1989)

3 English as a foreign language Learning

The main purpose of any classroom teaching in English is to improve the communicative abilities of the learners. That is why the classroom teaching has to be necessarily skill oriented. English language is widely used for communication purposes and consequently competence in language skills has become necessary to improve the communicative abilities specially listening, speaking, reading and writing.

3.1 Learning the Four Skills

Listening and reading are called as receptive skills .Speaking and writing are called productive skills or active skills. It is essential to mention that these skills are unified in order to reach the communication objectives (Oxford, 2001) .According to Harmer (1998) any of the four skills of the English language demand considerable language activation on the part of the learner; the brain is engaged with the texts learners interact with. "In other words, we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing. According to Oxford (2001), Integrating the four skills Approach leads to optimal ESL/EFL communication by interweaving the four primary English language skills during instruction, then «in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behaviour, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill." (Nunan, 1989, in Oxford, 2001) .learning a language is related to learning the four skills but Communication is very important of the language use and oral production is the main area affected by anxiety that is why it is very important to speak about the impact of each skill on the other.

3.1.1 The Impact of Reading on Writing

According to Jill Hadfield and Charles Hadfield (2008), reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students background knowledge of certain topic could help to predict the content of a text and also to understand it easily because students already know how distinguish between texts.

Hadfield (2008) also talks about sub skills. These are three: Activating Background knowledge, Predicting and Using Linkers:
Firstly, Activating Background Knowledge helps learners to understand a text by discussing the topic before reading. Brainstorming and Mind-Mapping are useful techniques to do this. The first one means to think quickly of anything related to the topic and the second one tries to order the ideas, for example in separate categories. These two activities help to activate vocabulary learners already have. Secondly Predicting can be done by looking at titles, pictures or words from the text. Students can make mini-predictions throughout the whole

reading. The last subskill is Using Linkers. Linkers are words that act as signals that show the structure of a text and help to understand when a new piece of information is coming. The use of these sub skills can be very helpful in the development of reading skills.

Harmer (1998) mentions some important aspects that are considered in Writing such as Handwriting, even though communication takes place electronically. Spelling is a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. The next is that a single sound may have many different spellings and the same spelling may have many different sounds. A third aspect is Layout and Punctuation which are essential in writing. They are different in writing communities and often, non-transferable from one community or language to another. In fact, to succeed in writing student must be aware of these aspects to succeed in transmitting their ideas in a right way. We have to conclude this by pointing out the importance that have reading skill on writing skill in developing one's ideas, and generally in thinking and producing our own messages because reading will be forever our base of knowledge and generally the issue in foreign language learning is the students' deficiency in reading skill. Rod Ellis stated that Communicative competence consists of the knowledge that users of a language have internalized to enable them to understand and produce messages in that language.

3.1.2 The Impact of Listening on Speaking

Listening is the first and foremost language mode that children acquire which provides the basis for the other language arts (Lundsteen, 1979) .It is asserted to be the most difficult because the FL learners feel themselves under unnecessary pressure to understand every word. (Marcos Peñate Cabrera &Plácido Bazo, 2002). According to Penny Ur (1996) it is important to work on the development of listening comprehension, since "students should learn to function successfully in real-life listening situations."

Hornby (2005) defines "Speak" as the act of talking to or having a conversation with somebody. According to Hadfield (2008), this presents the necessity of interaction among people, which is not only "putting a message together" but also the response that the listener can give to the speaker. However, this interaction presents a difficulty for learner of English as a foreign language, since "they need to think of something to say ''and feel confident enough to try to express it. Then, they have to use what they have learned in terms of vocabulary and grammar to produce a message that other people can understand.

As we have mentioned before each skill relates to other skills. Listening can effect on speaking, reading, writing, and grammar. Before the learners can speak they need to be able to listen. Pronunciation and listening comprehension are connected together by a unified system within which individual sounds are regularly related.

Pronunciation teaching and language learning strategy may develop students' competence (Varasarin, 2007). Kat Bradley & Bennett (2007) mentioned the key to develop students 'pronunciation is listening, but listening in a context that is both comprehensible to the learners and relates to their lives beyond the classroom. Learners should be exposed to various voices and through different style of freedom. Using techniques from the audio-lingual

method such as listen and repeat will be an efficient way to improve learners' pronunciation (Brawn, 2010).

Morley (1991) noted that comprehensible pronunciation is a vital section of communication competence. Without perfect pronunciation skills the learner's ability to communicate is so limited. Pourhosein Gilakjani (2012) claimed that pronunciation instruction is an important element in foreign language teaching. In the Audio Lingual method, the role of pronunciation is so important. This method focus on the traditional notions of pronunciation, minimal pairs, drill, and short conversations (Celce Murcia &Goodwin, 1991). With the advent of communicative approach pronunciation has been considered within the frame of natural communication. This approach suggests that oral communication is the elementary use of language and therefore should be central to the style of instruction (Hismanoglu, 2006).

3.2   Memory

A lot of FL learners claim that they have difficulties in remembering new words and always assert that their language effectiveness is so related to their inability to use a wide range of vocabulary when they want to articulate their thoughts.

3.2.1   Definition

Memory is essential to all our lives. "Memory is the process of maintaining information over time." (Matlin, 2005) Without a memory of the past we cannot operate in the present or think about the future. "Memory is the means by which we draw on our past experiences in order to use this information in the present' (Sternberg, 1999). We would not be able to remember what we did yesterday, what we have done today or what we plan to do tomorrow. Without memory we cannot learn anything.

3.2.2   Information Processing

The role of memory in language learning has long been of interest to researchers in first and second language acquisition (Baddeley ,1999) For psychologists the term memory covers three important aspects of information processing: Encoding, storage and retrieving.Firstly, encoding is when information comes into our memory system (from sensory input), there are three main ways in which information can be encoded (changed): information has three main basis or three main natures; **it comes from visual (picture), the second from acoustic (sound) and the third from semantic (meaning).** When speaking about information **storage** this will imply to know the nature of memory stores, where the information is stored, how long the memory takes time as duration, and the capacity of each kind of memories.The way we store information affects the way we retrieve it. There are two types of memory where the information may be coded. The first is short-term memory is the part of the memory system where information is stored for roughly 30 seconds. . Short term memory is often referred to as working memory because it is this component that is used during conscious decision making and problem solving activities (Baddeley & Wilson, 2002). And the second is long-term memory which refers to the unlimited capacity memory store that can hold information over lengthy periods of time. A number of studies have been conducted on how verbal working memory capacity influences language learning.(Sawyer and Ranta, 2001).The principle encoding system from short into long term memory (LTM) comes into view to be

semantic coding (by meaning). Though, information in LTM can also be coded both visually and acoustically. Researchers have focused on short-term rather than long-term memory differences because they think short-term memory is more responsible for differences in language development. The reason for this belief is that short-term memory is an on-line capacity for processing and analyzing new information (words, grammatical structures and so on); the basic idea is that the bigger the on-line capacity an individual has for new information, the more information will pass into off-line, long-term memory (Ellis, 2001)."As far as second language learning is concerned, students often complain that they have bad memories. From recognition memory perspective, they have bad memory habits " **Faizah Saleh AL-Hammadi 2012** "which can be the reason for poor recall "(Vallar and Papagno, 2002).The important phase after the encoding, the storage of information is **retrieving** those information from long term memory

4   Learners' Individual Differences

There are many factors that can affect FLL .These factors are the learners'age, learners' beliefs, and learners 'styles and strategies, and which are commonly categorized into and personality, cognitive and affective individual differences (Gardner, 1985).

4.1   Personality Individual Differences

Can be sum in the five-factor model of personality (Revelle & loftus ,1992) These five extents are usually described in the following order of decreasing strength based on previous personality scales: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness (Costa & McCrae, 1992) The dimensions are stable across a lifespan and seem to have a physiological base (Revelle & Loftus, 1992)

- **Neuroticism** is the measure by which we can appraise the affect and emotional control on the personality. Low levels of neuroticism indicate emotional stability; i.e. Resistant persons need strong stimuli to be provoked whereas high levels of neuroticism increase the likelihood of experiencing negative emotions. Persons with high levels of neuroticism are reactive and more easily bothered by stimuli in their environment. They more frequently become unstable, worried, temperamental and sad. (Howard & Howard ,1995).

- **Extroversion and Introversion: Extraverts** person tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude ((Howard & Howard, 1995) Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts may be described as quiet, reserved, shy and unsociable (Costa & McCrae 1992).

- **Openness to experience** The factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity as well as an interest in varied sensory and cognitive experiences. People with a high openness to experience have broad interests, are liberal and like novelty. The preservers with low openness to experience are conventional, conservative and prefer familiarity (Howard & Howard ,1995).

- **Agreeableness** scale is linked to unselfishness, nurturance which is the emotional and physical nourishment and care given to someone , caring and emotional support versus competitiveness, hostility, indifference, self-centeredness, spitefulness and jealousy (Howard & Howard ,1995).Agreeable people can be described as unselfish, gentle, kind, sympathetic and warm. (Costa & McCrae 1992).

- **Conscientiousness** The more conscientious a person is, the more competent, dutiful, orderly, responsible and thorough .Howard defined **Conscientiousness** is a measure of goal-directed behaviour and amount of control over impulses. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. The focused person concentrates on a limited number of goals but strives hard to reach them, while the flexible person is more impulsive and easier to persuade from one task to another (Howard& Howard, 1995).

4.2   The cognitive factors of differences

Factors that are held to be important predictors of success in language learning are intelligence (Skehan, 1986), foreign language aptitude (Carroll and Sapon, 1959; Carroll, 1981).

4.2.1   Intelligence

Alfred Binet defined intelligence "the tendency to take and maintain a definite direction; the capacity to make adaptations for the purpose of attaining a desired end, and the power of autocriticism"and also Spearman as the » ability to induce either relations or correlates then Gardner viewed as the ability "to resolve genuine problems or difficulties as they are encountered" (1916)

Mayer and Salovey offered the first formulation of a concept they called "emotional intelligence." Bar-On defined EI quite broadly as, "an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997, p. 14).

According to Gardner, Intelligence is "a bio-psychological potential to process information that can be activated in a cultural setting to

Solve problems or create products that are of value in a culture."

Gardner1983 made a distinction in the general understanding of intelligence as included into specific primarily sensory 'modalities', rather than just considering it as a subject of a single general ability. According to Gardner, intelligence must complete eight criteria: Musical-rhythmic, visual-spatial, verbal- linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and moral intelligence may also be preciously implicated On January 13, 2016, Gardner mentioned in an interview with" Big Think" that he is considering adding the teaching pedagogical intelligence "which allows us to be able to teach successfully to other people"..Gardner asserted that his theory of multiple intelligences should "empower learners", not restrict them to one modality of learning. Corresponding to our subject of study we will emphasis on two criteria

Or kind of intelligences the first is Interpersonal vs. Intrapersonal Intelligences and the second will be Verbal linguistic Intelligence

4.2.2   Interpersonal/Intrapersonal Intelligences

Intrapersonal has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what one's strengths or weaknesses are, what makes one unique, being able to predict one's own reactions or emotions.

Interpersonal intelligence is characterized by the sensitivity to others' moods, feelings, temperaments, motivations, and the ability to cooperate in order to work as part of a group. According to Gardner in "Inter- and Intra- personal intelligence is often misunderstood with being extroverted or liking other people..."Those with high Interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They often enjoy discussion and debate. Gardner has equated this with emotional intelligence of Goleman."

The relation between intrapersonal and interpersonal intelligences is in the understanding that we are all human being and the only way that we have to pass through in understanding other's feeling, emotions, ideas…cannot be done unless we can understand our selves and thinking that we may feel the same and how ever we can be different in a number of things we can be aware of other existences.

4.2.3   Verbal linguistic Intelligence

It is widely hypothesized that People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. Verbal ability is one of the most g-loaded abilities .This type of intelligence is measured with the Verbal IQ. David Wechsler Adult Intelligence Scale—Fourth Edition (WAIS–IV)

In Andreas Demetriou's theory, one of the neo-Piagetian theories of cognitive development, Gardner is criticized for underestimating the effects exerted on the various domains of intelligences by the various sub processes that define overall processing efficiency, such as speed of processing, executive functions, working memory, and metacognitive processes underlying self-awareness and self regulation. All of these processes are integral components of general intelligence that regulate the functioning and development of different domains of intelligence. (2006)

4.3   Learners' Aptitude

Both quantitative and qualitative differences in language aptitude have been found to be related to the development of both linguistic and communicative L2 ability Ellis…Aptitude is a specific talent for language. It has a high correlation to language learning success, It consists of four subcomponents.

According to Carroll (1991) the first is **phonetic coding ability** which means the capacity for sound discrimination and the capacity to code foreign sounds in such a way that they can be later recalled. It varies between individuals, but this variation does not correlate with language learning success. The second is **Associative memory** which is the ability to make links or connections between stimuli and responses, for example native language words and foreign language equivalents, and to develop the strength of such bonds).Caroll added that nowadays associative memory is not so important, and the capacity to memorize more auditory complex material and the capacity to impose organization and structure on the material are more powerful predictors of language learning success. **Grammatical sensitivity** (ability to understand the contribution that words make in sentences. It emphasizes recognition of function, rather than explicit representation) for instance adding 'ed' or 'ing' to the verb can indicate the (tense) time the speaker is using or speaking about. **Inductive language analytic ability** is the capacity to examine a body of language material and from this to notice and identify patterns of correspondence and relationships. Ability to identify pattern, particularly in verbal material, whether this involves implicit or explicit rule representation.

According to Skehan there are three subcomponents to language aptitude a. auditory ability, linguistic ability, and memory ability. Firstly **Phonemic coding ability** is very important at the beginning levels of language learning, this ability is interpreted in the ability of converting acoustic input into 'what might be termed process able input'. Failure in this area may mean no input to deal with. The next one is **Language analytic ability** which represents the Central stage of information processing: capacity to infer rules of language and make linguistic generalizations. Here it is where rules develop and restructuring occurs. The last is Memory which the main Concern is the acquisition of new information, with the capacity of retrieval of this information when needed. This also has to do with the way the elements have been stored,. This component correlates strongly with language learning success (Skehan, 1998).

4.4   Learning Styles and Strategies

Language learning styles and strategies are among the main factors that help determine how and" how well" students learn a SL/FL (Rebecca L.2003).Cornett,1983 defined learning styles as;"the   overall   patterns   that   give   general   direction   to   learning behaviour"(Cornett,1983). Learning strategies are defined as "specific actions, behaviours, steps, or techniques. For instance looking out for conversation partners, or giving oneself encouragement to engage in a difficult language task .

Strategies are used by students to improve their learning"(Scarcella&Oxford,1992,p. 63).When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful tool for active, conscious, and purposeful self regulation of learning. If there is harmony between the student (in terms of style and

strategy preferences) and the combination of instructional methodology and materials, then the student is likely to perform well, feel confident, and experience low anxiety (Rebecca L.2003).

The affective domain is the emotional side of human behaviour and it may be put side by side to the cognitive domain, which is connected with mental processes of understanding. Stylistic factors refer to general approaches to learning or problem solving as part of the larger issue of coping with everyday life. O'Malley and Chamont (1990) have evidence for various characteristics affecting the use of learner strategies. They stated that Motivation, aptitude, age, sex, prior education and cultural background play a role in the receptiveness of students to strategy training and their ability of acquiring new strategies.

4.5 Learners Beliefs

Language learners and specially adults bring a variety of beliefs to the classroom. According to Hosenfeld (1978) Student form ''mini theories'' of L2 learning as for example that most of foreign languages are difficult subject matter. And also the complexity of memorizing grammar rules and vocabulary may cause to them this feeling of lack of ability of the language mastery which brings them in continuum questioning of themselves.

Horwitz considers foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, 1986). However Beck, 1976 stated that psychological disorder is linked with a disturbance in thinking. In particular, anxiety and depression are characterised by negative automatic thoughts and distortions in interpretations. Negative thoughts or interpretations are thought to emerge from the activation of negative beliefs stored in long-term memory, (Beck, 1976).

Abraham and vann (1987) cited in Rod Ellis find some evidence that beliefs might affect the learning outcomes from the point of view that different point of views about language learning results in different kinds of success; (the case of Pedro and Gerardo).

Little,Singleton,Silvius (1990) reported that '' First experience both of education in general and language learning in particular played a role in shaping attitudes to language learning''. Little and Singleton added that the learners beliefs reflect the general nature of instruction the learners have experienced.

4.6 The Importance of Age

The general factors contributing to individual differences in SLA are those of age from two perspectives. The first one is the acquisition of native speaker proficiency .The second is on the learners SL achievement Ellis (2008) .Singleton (1989) affirmed that there is no evidence that can support that those who begin learning a SL or FL in their childhood in the long run generally achieve higher levels of proficiency than those who begin later life. Bailey, Madden, and Krashen1975 cited in Ellis asserted that adults go through the same stages of acquisition as children. The study of morpheme showed that there is no effect of age in the process of SL acquisition.

There is common knowledge that age is no longer seen as a barrier to access to learning. Still, adult learners often use their age as an excuse for any difficulty they have with learning. Rogers (2001, 14) calls society which many companies reject 50-year-olds as 'too old' an 'ageist' society and he presumes that this kind of thinking has had an effect on the self-esteem of aged learners. Naturally, suffering from certain physical difficulties such as hearing, sight and problems with mobility, which have an effect on learning skills and which are more common among the aged than children and adolescents may present an obstacle for the older learners. However, we cannot stereotype and generalise all the adult learners.

Speaking about generative and communicative tasks Angela Joe investigated whether an 'ageist' society generative processing tasks lead to vocabulary learning for 48 adult learners of English who were randomly assigned to experimental, comparison, and control treatments. The results indicated that the participants who performed the task and had high background knowledge outperformed those who did not perform the task and had low background knowledge. In conclusion, greater levels of generation led to greater vocabulary knowledge gains for completely unknown target words as opposed to partially known words. Joe (1998)
In adult learning, beginners are often concerned about the decline of memory, which is considered an inevitable consequence of ageing. Memory has no doubt a key role in learning; however we cannot charge memory at an adult age for unsuccessful learning.

4.7   Affective States

Motivation, language learning anxiety and self-confidence are generally listed among affective factors, (Judit Kormos & Anna Safar 2008).The term of affect has to do with aspects of our emotional being (Jane Arnold). However Emotions represent internal data that influence motivations and behaviour. Indeed, emotion may be more primitive than cognition and empirical data suggests that it is controlled by Subcortical Brain Structures. It is well established that emotions can affect a range of cognitive processes, including attention bias, memory bias (Wells & Matthews, 1994; Williams, Watts, MacLeod and Mathews, 1988), judgements and decision-making (Clore and Parrott, 1994).

 Jane Arnold believed that the affective side of learning is not in opposition to the cognitive side when both are used together the learning process can be constructed on a solid foundation. Damasio believed that even in the neurobiological level emotions are part of reason and demonstrated that certain aspect of the process of emotion and feeling are indispensable for rationality (Damasio 1994: xiii). Another point of view which goes hand in hand with this analysis is Ledoux's perspective. Ledoux sees emotion and cognition as partners in the mind. He goes further by saying that:"minds without emotions are not really minds at all".
There are many internal factors which are part of the learner's personality when using interactive activities which depend on the variety of relationships between the learners and their teachers, or between learners themselves which may be influenced by the personality traits residing with the learners and the way those learners feel about their selves and their capabilities can either facilitate or impede their learning (Jane Arnold)

The position taken by most of the scholars is that affect and cognition work together to generate mental and motor behaviour. Lazarus, Averill, and Opton (1970) argued that the cognition in emotion involves the appraisal (and reappraisal) of the stimulus situation.

4.7.1   Anxiety

Generally speaking FL Students face many problems in language classes. Some of them pretend that they are weak in written expression and others believe that they have problem in oral expression due to their inability to control their anxiety.

4.7.1.1   *Definition of Anxiety*

A general definition of anxiety is that anxiety is a feeling of uneasiness and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue and problems in concentration. Anxiety can be suitable, but when experienced regularly the individual may suffer from anxiety disorder. Horwitz made a distinction must be made between fear which is a response to a real or perceived immediate threat whereas anxiety is the expectation of future threat (Horwitz et al. 1986).

Anxiety is also defined as the response to prolonged, unpredictable threat, a response which encompasses changes (Grillonetal., 1991; Grillon,2008;Davisetal.,2010).
Guiora argues that language learning itself is "a profoundly unsettling psychological proposition" because it directly threatens an individual's self-concept and worldview. Guiora stated that empathy is positively related to the ability to authentically pronounce a second language Alexander Z. Guiora (1972).
When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations.
The psychological or affective factors that influence second language learning centred around the issues of attitude and motivation (Gardner, 1985).It make a distinction to the factors that may affect the learners' performance in language classes and the way those learners react to those factors. And it shed the light on the factors that help the learners to be involved and motivated in language classes.
According to researchers (e.g. Brown 1994, 140; Ellis 1994, 518) learners have to be able to take certain risks, to be willing to express themselves in the target language. They have to take the risk of being wrong. When mistakes are made, a person with high self-esteem is not daunted by the possible consequences of being laughed at. When student find in themselves some vigour and determination they may face any kind of problem and situation they may face in their way.

4.7.1.2   Foreign Language Anxiety Sources

Foreign language learning is an important part of education all around the world, but may provoke a specific form of anxiety affecting students who are otherwise capable and confident

(Horwitz et al. 1986). ''As anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful ''(K. Horwitz, Michael B. Horwitz, And Joann Cope).

First of all, FL represents itself the main source of anxiety .Zsuzsa Tóth (2011) who tested anxiety in a research done with learners with higher levels of proficiency, found that language anxiety is purely different from other academic anxieties is a unique metacognitive element, which manifests itself in learners' awareness that "deprived" of their mother tongue they are to communicate via a language in which they do not have full competence. This is supposed to cause feelings of inadequacy not only in terms of academic achievement but because of the intimate relationship between language and self-expression, in terms of self-presentation as well (Schlenker & Leary, 1985).

Secondly, students are usually aware of their linguistic limitations, language learners may experience a feeling of difference between their "true" self and a more limited self they can present in the L2 (Horwitz et al., 1986). This is because "language and self/identity are so closely bound, if indeed they are not one and the same thing, that a perceived attack on one is an attack on the other" (Cohen & Norst, 1989, p.76). This is why people are much related to their native language and the fact of speaking another language may cause them an emotional disequilibrium and a high level of tension and anxiety.

There are certainly other sources of FLA sources. Young (1994) further elucidated that these sources of language anxiety are interrelated apart from the above similar viewpoints on the sources of language anxiety caused by the learner, the teacher, and the classroom, or the interaction among the three, Young (1994) debated on whether language anxiety is central in influencing low language achievement is generated by the Linguistic Coding Deficit Hypothesis advanced by Sparks and Ganschow (1993). According to this hypothesis, language anxiety is a reflection of a side effect caused by linguistic deficiency in processing language input. Emphasizing the focus on language coding abilities, Sparks and Ganschow discounted anxiety and other affective variables as playing a critical role in language development, and leave only cognitive capacity as the major engine that drives second/foreign Language acquisition and development. Sparks and Ganschow's view closely connects second language coding abilities with first language coding abilities, which in a way isolates language development from its social cultural roots. By exclusively emphasizing cognitive capabilities, their hypothesis fails to take into account the   striking differences between first language development and second language development.

4.7.1.3 **Effect on Language Production**

 Many forms of FLT are based around a CA in which students are encouraged to produce both written and spoken discourse while simultaneously learning grammatical rules and vocabulary. Students are also required to express themselves, and their personalities, in a completely new language; a process that may cause a degree of uncertainty and hesitation in many. This presents a set of circumstances that are unique in the academic area (Dörnyei, 2006, Horwitz et al. 1986).

4.7.1.3.1 Facilitating vs. Debilitating Anxiety

Most researchers believe that different amounts of anxiety can have positive or negative effect on learning. In Skehan's (1989, 115-118) The effect of anxiety on FLL has two impacts .The first one is facilitating and promoting the learners will in the process of learning and acquiring the language. And the second is debilitating and impeding the learner motivation to learn the language. According to Spielberg and Scovel there is an attached relationship between the level of anxiety and the level of the task difficulty.

Spielberg (1966) has presented an elaborate model which effectively integrates intelligence, stage of learning, and difficulty of task into an examination of the impact of anxiety on learning performance. In brief, the model claims that high anxiety (HA) facilitates learning when the task is relatively easy but leads to decrements in performance when the task becomes more difficult. This means that difficult tasks will probably be learned poorly, cited in (Scovel 137) .It has been discovered, for example, that higher states of anxiety facilitate learning at upper levels of intelligence whereas they are associated with poorer Performance at lower IQ levels.

Scovel (1978) recognized the conflicting and mixed results to different anxiety measures and different conceptualizations of anxiety. He claimed that ambiguous experimental results can be resolved if the distinction between facilitating and debilitating anxiety is drawn. Facilitating anxiety occurs when the difficulty level of the task triggers the proper amount of anxiety. However, although a certain level of anxiety may be beneficial, too much anxiety can lead to a debilitating effect, which may lead to avoidance of work or inefficient work.

4.7.1.4 **Cause of FLA**

MacIntyre (1998) regarded language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language. He and other scholars believed that Foreign language anxiety is widely correlated to performance evaluation within an academic and social context, it is helpful to match between it and three related performance anxieties: test anxiety (Sarason, 1978), fear of negative evaluation (Watson & Friend, 1969), and communication apprehension (McCroskey, 1970).

Firsly,There is a very close relationship between FLA and TA because FLL when asked to verbalize their thoughts always consider themselves in test situation in addition to oral tests have the potential of provoking both test- and oral communication anxiety at the same time in vulnerable students. Horwitz stated that FLA frequently shows up in testing situations. He added that Students commonly report to their teachers that they "know" a certain grammar point but "forget" it during a test or an oral exercise when many grammar points must be remembered and coordinated all together. Test anxiety refers to a type of performance anxiety which comes from a fear of failure. Test anxious students often put unrealistic demands on themselves and think that anything less than a perfect test performance is a failure. Horwitz, Horwitz & Cope1986.

As well, Horwitz defined fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively» it may occur in any social, evaluative situation such as interviewing for a

job or speaking in foreign language class. Along with academic subject matters, foreign languages require continual evaluation by the teacher. Students may also be terribly sensitive to the evaluations whether they are real or imagined of their teachers and peers. Horwitz, et all,1986)

Finally, Horwitz defined Communication apprehension as being a type of shyness characterized by fear of or nervousness about communicating with people. He also distinguished three types; Difficulty in speaking (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety and these are all manifestations of communication apprehension. Horwitz stated that People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is always observed.

4.7.2 Motivation

In learning a second or a foreign language motivation is generally viewed as either integrative or instrumental. Integratively oriented learners are motivated by an interest in the speakers of the target language; instrumentally oriented learners have more utilitarian goals (e.g., getting a job). Dornyei (1994).

The concept of language anxiety is also closely associated with attitudes and motivation. For example, the instrument used in Gardner's socio-educational model (the attitude/Motivation Test Battery) includes a classroom anxiety scale that measures students' embarrassment or anxiety level within the paradigm of attitudes and motivation. Chao (2003) found a significant relationship between foreign language anxiety and emotional intelligence skills. Moreover, Ehrman (1996) maintained that one protects one's emotional equilibrium and self-esteem in a variety of ways, one of which is through what he called "defence mechanism". Anxious manifestations, such as unwillingness to participate, avoidance of work, and negative attitude, are all possible defence mechanisms that anxious learners employ to balance their emotional equilibrium. Conversely, Brown et al. (2001) found that high proficiency language learners were well-balanced, emotionally stable, less instrumentally motivated, and less anxious. Cognitive Neuroscience researchers assert that in the temporal lobe there is a structure called the Amygdala, which assesses the motivational significance and emotional relevance of stimuli. John.H.Shuman asserted that On the basis of such appraisals, the brain allocates attention and memory resources to various problems, and the variability in such allocations affects learning. He presented a theoretical framework for understanding the biological foundations of motivation in SLA of how the psychology and neurobiology of stimulus appraisal influence variability in second language acquisition.Shuman offers evidence for the idea that stimulus appraisal constitutes the affective basis for motivation in second language acquisition. Shuman proposed also that the neurobiological stimulus-appraisal perspective provides a common denominator for all motivation studies. The brain makes stimulus appraisals, and patterns of appraisal constitute motivations. Research indicates that environmental stimulus situations are assessed according to criteria such as whether they are novel, pleasant, enhancing of one's goals or needs, compatible with one's coping mechanisms, and supportive of one's self and social image (Leventhal & Scherer, 1987).

These appraisal systems assign value to current stimuli based on past experience. The value mechanisms influence the cognition (perception, attention, memory, and action) that is devoted to learning.

 In terms of strategy use, O´Malley and Chamont (1990, 107) argue that students with higher self-rated motivation to learn the language have significantly higher scores on strategy use. In the course of learning, the strategies of the early stages may not be sufficient and new ones have to be employed to manage the increasing demands.

5   Theory of Emotional Intelligence

Anxiety as we have seen before can have different impact on the learners .those impact surly depend also on their types of personalities ,the way they are seeing themselves in the language class context, the way they compare themselves to other students and finally to the quantity of their motivation and the goals they have drawn to themselves.

5.1   Introduction

Emotional intelligence can be defined as being a kind of facilitation or assistance to help thinking.Mayer and Salovey attested that this operation is done firstly, by signaling important environmental changes. Secondly by changing mood helping individuals to see a situation in several different ways. Thirdly facilitation assists different types of reasoning (Mayer & Salovey, 2003).There are many models of EI :

5.2   Emotional Intelligence Models

Emotional intelligence is the ability to monitor one's own and other people's emotions, to distinguish among several emotions and mark them correctly.
In addition to using these emotional information in guiding our thinking and behavior Coleman, Andrew (2008). A Dictionary of Psychology (3 Ed.). Oxford University Press. It also mirrors abilities to bond intelligence, empathy and emotions to improve thought and understanding of interpersonal dynamics. **Salovey and Mayer's** definition of EI."The capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Mayer, Salovey et Caruso, 2000).There are three main models of EI:
- The Trait EI Model
- The Mixed Model
- The Ability Based Model

5.2.1   The Trait EI Model.

Konstantinos Vasilis Petrides distinguishes Trait EI as "a constellation of emotional self-perceptions located at the lower levels of personality." In other terms, trait EI reflects to an

individual's self-perceptions of their emotional abilities. This description of EI includes behavioral dispositions and self-perceived abilities. Trait Model is measured by self report, and investigated within a personality framework. ("K. V. Petrides")

5.2.2 The Mixed Model

Was introduced by **Daniel Goleman (1998)** focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs the first is Self-awareness which was defined as the ability to know one's emotions, strengths, weaknesses, values and goals and recognize the impact on others while using inconvenient Feelings to guide decisions. The second important point is the ability to Self-regulate which according to Daniel Goleman demands controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

The third tip which may lead to empower these abilities is having a Social skill which helps in managing one's relationships to move people in the desired direction. As well as what is very important in these relationships is the Empathy that can hold any one of us as Golman mentioned when considering other people's feelings especially when making decisions. The final construct is motivation and this is the reality of being determined to achieve for the only purpose of achieving one's goals and objectives

5.2.3 The Ability Based Model (Mayer & Salovey, 1997)

The ability based model view emotions as useful source of information that help one to make sense of and find the way in the social environment .The model suggests that persons differ in their capability to process information
of an emotional nature and in their ability to connect emotional processing to a wider cognition. And their ability to adapt their behaviours. This model asserts that EI includes four types of abilities: (Mayer, DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990).The original definition of EI conceptualized it as a set of interrelated abilities (Mayer & Salovey, (1997); Salovey & Mayer, 1990). Our principal claim is that a valid EI concept can be this valid conception of EI includes the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behavior. That is, individuals high in EI pay attention to, use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others (Mayer, Salovey, & Caruso, 2004; Salovey &Grewal, 2005

- *Perceiving Emotion*

The capacity to detect and decode emotions in faces, pictures, voices, and cultural objects including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible..

- *Using Emotions*

The ability to connect emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing atmosphere in order to best fit the task at hand.

- *Understanding Emotions*

The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to unimportant variations between emotions, and the ability to recognize and describe how emotions evolve over time.

- *Managing Emotions*

The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

5.2.4   Conclusion

We can understand from what has been said before; that language production is related to many aspects and do not follow only one specific element. The learners' capacity to communicate in their FL is related on their abilities to think and use the language in appropriate way. And to be free from their psychological constraint which restrict their cognitive abilities. However the conclusion we will be able to draw at this moment is that FLA is related to the students' EI and how those students perceive, understand, use and manage their anxiety is to be discovered after looking to their responses to the questionnaire. Another problem is to be examined is: «are students aware of their EI "in the same way they are aware of these persistent bad feelings at the moment of their FL performation. How they may utilise this intelligence to bit those moments of fear and uncertainty? In the next chapter we will discuss the analyse of the students' questionnaire. We will be able to come to the results which aim to define whether our hypotheses are truthful or not.

Chapter two
Finding &Data Analysis

Introduction

There are three known models of EI extracted from various definitions proposed for this construct. The ability model, proposed by Salovey and Mayer (2004), focused on the individual's ability to process emotional information. The trait model, developed by Konstantin et al. (2001) "encompasses behavioural dispositions and self perceived abilities and is measured through self report"(pp. 425–448). And the mixed model proposed by Goleman (1998) is a combination of the two models.

In this chapter we are going to analyse the collected data (questionnaire) and try to relate our finding to our subject of study. By analyzing each questionnaire's answer a lone and also our observations will be taken in consideration.

1   The Method

In this research the relationship of the emotional intelligence with the oral verbal production Anxiety and the academic achievements is evaluated based on the questionnaire administrated to M2 students and upon the observations completed along the two years of study in the same classroom setting.

1.1   Participants

The participants are thirty eight students from Abedhamid Ibn Badis University aged from 23 years old until 48 years old ,thirty five are female and there are only three male studying in the same context (classroom subject content) and having different level of aptitude toward what they are studying.

1.2   Data collection procedures:

In order to collect data, and to give our work more sincerity. A questionnaire has been published in the group page on face book but only ten students have answered the questionnaire to give the students freedom and enable them to use technology in the purpose to make this operation to look like natural and students don't feel that they are obliged to answer. This method can show that the participants wanted really to answer and can promise truthful interests from the learners which may enable us to take their answers with more credibility. However not all the students have the internet services; this is why only ten students answered the questionnaire.

1.2.1   The Questionnaire

The questionnaire proposed to the students contains two types of questions; the first type are ten questions taken from Foreign Language Classroom Anxiety Scale Horwitz, E.K., Horwitz, M.B., &Cope.(1986).The second type of questions are taken from Research from Harvard Business School which main aim was to demonstrate that EQ counts for twice as much as IQ. The purpose of using these different kinds of questions is to find out at which level the

students are aware of their feelings and controlling their emotions when using the FLA. And as a result to define the force of emotional intelligence in defeating anxiety.

Likert scale is psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, respondents specify their level of agreement or disagreements on a symmetric agree-disagree scale for a series of statements. Likert, R. (1932)

Strongly agree	agree	Neither agree or disagree	disagree	Strongly disagree
5	4	3	2	1

Table 1-1 :The Value Given to Each Level of Agreement or Disagreement.

1.3   Data Analysis

The following table sum up all the answers obtained from the ten respondents of the questionnaire .the first line indicates the number of the participants from N°1 until N°10.the second line indicates their gender Male (M) and consequently Female (f).the third line indicates the participants 'age which is from 23 years old until 48 years .The fourth line indicates the participants level of instruction all participants are requiring a master degree (M2) in English Language .The rest of the other lines interpret the participants' answers about the questionnaire. Each given choice is given a number as it is demonstrated in **Table 1. 2**

P... Q...	1	2	3	4	5	6	7	8	9	10
1	f	f	M	f	f	f	f	f	f	M
2	34	23	23	26	22	22	48	32	23	34
3	M2	M2	M2	M2	M2	M2	M2	M2	M2	M2
4	4	4	2	3	4	4	3	3	4	4
5	5	4	2	3	5	4	2	3	5	4
6	5	5	4	2	4	4	4	2	4	2
7	5	4	5	4	5	5	4	4	5	2

8	4	4	4	2	2	4	4	2	3	2
9	2	3	4	5	4	4	4	4	2	4
10	3	4	1	1	1	4	5	1	2	4
11	4	2	3	3	4	3	4	2	5	5
12	3	4	4	2	5	2	5	4	4	1
13	3	4	3	2	2	3	4	2	5	3
14	2	3	4	4	5	4	4	2	4	4
15	4	4	5	4	5	4	4	3	4	5
16	4	4	4	4	4	4	4	3	4	5
17	4	4	4	4	4	4	5	4	4	5
18	5	4	4	5	5	4	4	4	4	5
19	5	5	5	5	4	4	4	5	4	5
20	2	4	4	5	4	5	4	5	4	4

Table 1-2 : The Totality of Students' Answers

1.3.1 Analysing the first part of the questionnaire

Question 1: is about defining the student's gender. The importance of this information can clarify whether the problem of FLA (oral production) is related only to female participants or concerns male participants also. The results show that the boys answers
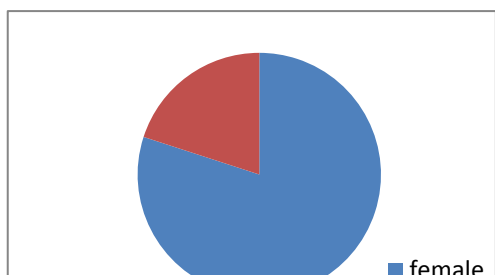
Figure 1-2: the participants gender percentages
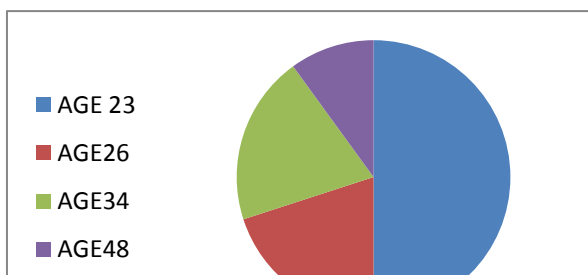
Figure 1-1: the participants' age

Question 2: is related to the indication of age the study of the answers of the participants about their age may have two probabilities. The first anxiety is related to age and the second if there is connection between age and emotional intelligence. The participants age vary from; 23 years old until 48 years old. From the age results can we confirm or disconfirm that anxiety is related to the age component? Results show there is no correlation between the participants' age and their response to Q: 11 as example

Question 3: is about level and speciality ,we know that instruction level or instructional experience may have an impact on language production and as a result may impact the student predisposition to be anxious i.e. the more they are armed with knowledge the more they feel less anxious. All the participants are M2 students

Question 4: "I can feel my heart pounding when I'm going to be called on in language class». By answering this question participants are required to describe at which extreme they may

feel anxious .six participants approve this feeling which represent 60 of the students the rest either agree or disagree

CHOICE	5	4	3	2	1
Question 4	0	6	3	1	0

Table 1-3: the participants' answers of question 4

Question 5:"I start to panic when I have to speak without preparation in language class». As we can see in the table six students (3+3) which represent 60% of the students agree or strongly agree and attest that they panic when they are not well prepared which reveals that a good preparation is efficient in language learning.

CHOICE	5	4	3	2	1
question 5	3	3	2	2	0

Table 1-4 : the participants' answers of Q5

Question 6:"I keep thinking that the other students are better at languages than I am".

CHOICE	5	4	3	2	1
Question 6	2	5	0	3	0

Table 1-5 : the participants' answers of Q 6

The answers of this question reveal that participants keep thinking of their mates level of language proficiency and comparing themselves to others may decrease their self esteem and confidence; as we can see from the table 70 (5+2) of the participants think pessimistically of their abilities in mastering language and these negative feeling may increase the level of Anxiety.
Question
 7:"In language class, I can get so nervous I forget things I know"

CHOICE	5	4	3	2	1
Question 7	5	4	0	1	0

Table 1-6: the participants' answers of Q 7

The results show that 9= (4+5) agree and strongly agree about the fact that memory is so important in language learning and language use. And the possibility of memory lost can happen at any moment ,and specially when learners are exhibiting their FL and start feeling anxious.

Question 8:"Even if I am well prepared for language class, I feel anxious about it."

CHOICE	5	4	3	2	1
Question 8	0	5	1	4	0

Table 1-7: the participants' answers of Q8

The Results show equality of point of views about agreement and disagreement about the fact of the importance of language preparation and the impact of anxiety on language learning which may be explained with the fact that there are other factors that interfere between the student and his ability to process the language.

Question 9:"I feel confident when I speak in foreign language class."

CHOICE	5	4	3	2	1
Question 9	1	6	1	2	0

Table 1-8: the participants' answers of Q 9

The majority of the students agree or strongly agree of the fact of being confident **70** which contrast with the fact of being anxious, this result may show that this important characteristic of personality may still exists in learners despite of their .....

Question 10:"I am afraid that the other students will laugh at me when I speak the foreign language**."**

CHOICE	5	4	3	2	1
Question 10	1	3	1	1	4

Table 1-9: the participants' answers of Q 10

As it is shown in this table there are different point of views **50** (disagree and strongly disagree) in the other side 40(agree and strongly agree) and only 10 neither agree or disagree about the fact that others will laugh at them when they are supposed to speak in their foreign language .This question is clearly related to the previous one and indicates at which level the students are truly feeling confident about themselves.

1.3.2   Analysing the Second Part of the Questionnaire

Those questions are taken from free Emotional Intelligence quiz that has been taken from Research from Harvard Business School which main aim was to demonstrate that EQ counts for twice as much as IQ and Technical Skills in determining who will be successful Test your Emotional Intelligence. The same questions are used in this study to demonstrate the role of our emotional intelligence to decrease the level of intensity FLA which impedes the learners

use of FL when trying to communicate verbally .those answers will also show and demonstrate the four abilities (Mayer & Salovey,1997)

Question 11: "do you consider yourself an anxious person?" this question may illustrate at which level students are aware of their feelings.

CHOICE	5	4	3	2	1
Question 11	2	3	3	2	0

Table 1-10: the participants' answers of Q 11

Results of the answers given by students let us see that **50**% of the students (3+2) agree or strongly agree of being **anxious** .if we compare this result with answers of question four 60% agree about the disription of their situation and feeling in FL setting.30% were neither agree or disagree, and this may be cause of their confusion about their real feeling which may be explained by the emergence of other factors .Only 20% confirmed the fact of being not anxious

Question 12: "I do not become defensive when criticized." Students answered this question as it is showed in the table:

CHOICE	5	4	3	2	1
Question 12	2	4	1	2	1

Table 1-11: the participants' answers of Q 12

60% (2+4) of the participants were in agreement with this statement of accepting others' arguments when 30% (2+1) were in total disagree which means that category of students are attached to their own point of view and cannot accept to be judged or criticized by others .Finally 10% neither agree or disagree this may be due to the fact that many relay on the situation in which this critics generally happen which brings them to not being able to provide a precise answer.

Question 13: "I can stay calm under pressure." In this table we can see that
Statement disagreement and agreement are closely the same of 30 at each choice.

CHOICE	5	4	3	2	1
Question 13	1	2	4	3	0

40% neither agree nor disagree about the fact of staying calm under pressure which may be interpreted by the students' inability to control their emotions when they face stress or intolerant situations.

Question 14: "I manage anxiety in my pursuit of my goal. "as it is obviously observed the majority of participants chosen to be in solid agreement;(6+1) = 70 %of the participants agree or strongly agree about their ability to bit anxiety when they have a goal to attain and only 20% deny being able to manage their anxiety even though when they have an objective to achieve .

CHOICE	5	4	3	2	1
Question 14	1	6	1	2	0

Table 1-13: the participants' answers of Q 14

Only 10 are confused about their ability to bit their negative emotions and their anxiety.

Question 15: "I utilize criticism and other feedback for growth." As it is shown in this table, we can see that the majority of participants which corresponds to 90 %of the participants (3+6) assume being able to use criticism positively and by attesting this they are stating that they do not become offensive when they are criticized (question 12) but furthermore they do benefit from critics to improve themselves and their knowledge. As we can see there is no disagreement about this statement (0%).Only 10% did not give definitive answer.

CHOICE	5	4	3	2	1
Question 15	3	6	1	0	0

Table 1-14: the participants' answers of Q 15

Question 16: "I can freely admit making mistakes." This question demonstrates the students' awareness about their mistakes and their feeling about themselves when making those mistakes (freely) and accepting the truth of having weaknesses in language learning. The numbers (1+8=9) demonstrate that 90% and approximately all of the students have this feeling about doing mistakes.

CHOICE	5	4	3	2	1
question 16	1	8	1	0	0

Table 1-15: the participants' answers of Q 16

Question 17:" **I** recognize how my feeling can affect my behaviour."
We can see that the majority of the student attest being aware of the fact that their feeling can affect their behaviour. And this can demonstrate that they will react according to what it seems to them more appropriate and beneficial in their life and especially for their learning.

CHOICE	5	4	3	2	1
question 17	2	8	0	0	0

Table 1-16: the participants' answers of Q 17

Question 18: "I consider myself emotionally stable in the learning context."100% of the participants find themselves" stable» and this go accordingly with the precedent question and which prove the participants were accurate in their responses of the questionnaire.

CHOICE	5	4	3	2	1
question 18	4	6	0	0	0

Table 1-17: the participants' answers of Q 18

Question 19:" When I feel motivated in some subjects, I do a great effort to master the language". These answers (6+4=10) which mean 100% can show that the most of the participants agree and strongly agree about the fact that motivation has a crucial impact in the determination of the amount of efforts they will undertake in the purpose of mastering language.

CHOICE	5	4	3	2	1
question 19	6	4	0	0	0

Table 1-18: the participants' answers of Q 19

Question 20:" I can bit my stress when I am asked to speak front of my mattes by concentrating on my strengths and not thinking at all of my weaknesses" this final question shows the learners ability to manage their stress in the pursuit of their goals and 90% agree and strongly agree about this statement.

CHOICE	5	4	3	2	1
question 20	3	6	1	0	0

Table 1-19: the participants' answers of Q 20

Figure 1-3: Students' Responses about Emotional Intelligence
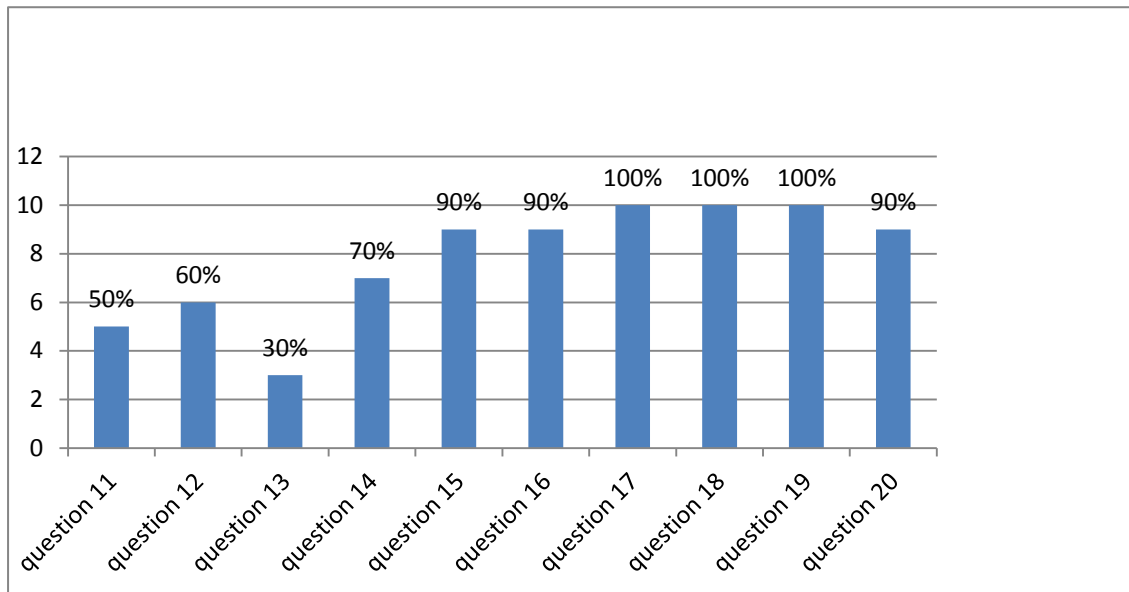
1.3.3   Applying the ability model of (Mayer & Salovey, 1997)

By contrasting the questionnaire 'results and bringing up the observations together; we may look now for the relationship between the students' answers and the observations done by applying the Ability Model   (Mayer & Salovey, 1997) **.**As we can see in the table we can categorise the questions asked in the questions as below:

- The questions from Q: 4 to Q:11Express the students 'ability to perceive their emotions and to distinguish them from other feelings the changes which occur on the student like" heart pounding «demonstrate that students are aware of their anxiety.

- The questions from Q: 12 to Q: 20 Express the students ability to use their emotions in objective way: e.g. "I do not become defensive...","" I manage anxiety in the pursuit of my goals.

Emotions	Perceiving	Using	Understanding	Managing
Q:4	x			
Q:5	x			
Q:6	x			
Q:7	x			

Q:8	x			
Q:9	x			
Q:10	x			
Q:11	X			
Q:12	x	X	x	x
Q:13	x	X	x	x
Q:14	x	x	x	x
Q:15	x	x	x	x
Q:16	x	x	x	x
Q:17	x	X	x	X
Q:18	x	x	x	x
Q:19	x	x	x	x
Q:20	x	x	x	x

Table 1-20: Comparing the Students Responses with Ability Model

As we can see the questions from Q: 12 until Q: 20 interpret those four abilities presented by Mayer and Salovey and the rate of the student's responses is presented by table n° 21 the results shown with red colour are about (strongly agree and agree rates)

	SA	A	NA/DA	D	SD
question 12	2	4	1	2	1
question 13	1	2	4	3	0
question 14	1	6	1	2	0
question 15	3	6	1	0	0
question 16	1	8	1	0	0
question 17	2	8	0	0	0
question 18	4	6	0	0	0
question 19	6	4	0	0	0
question 20	3	6	1	0	0

Table 1-21: The Totality of the Students Agreement/Disagreement about the Second Part of the Questionnaire.

After calculating the percentage of the two columns highlighted in red color and calculating the sum of the two percentages, which are presented in table 1. 22

It is obvious that from the questionnaire answers, the majority of the students are aware of their emotions and they do utilize these emotional knowledge to bit their anxiety, and it is specially indicated in the answers of question n°19 "When I feel motivated in some subjects I do a great efforts to master the language" which is rated it 100**%** which highlight the role of

motivation, not only, in involving students for doing more efforts for the purpose of mastering the FL ,but in pushing them to fight those negative feelings and emotions to pursuit their goals.

Questions' number	SA	A	Total=SA+A
question 12	20%	40%	60%
question 13	10%	20%	30%
question 14	10%	60%	70%
question 15	30%	60%	90%
question 16	10%	80%	90%
question 17	20%	80%	100%
question 18	40%	60%	100%
question 19	60%	40%	100%
question 20	30%	60%	90%

Table 1-22: The Total of Student Agreement about EI

2   CONCLUSION

After analysing the students answers we conclude that FLA can affect the learners performance however not all the students consider themselves anxious and only 50% attested this fact(Q:11).However 70% attested themselves being able to manage their anxiety in the pursuit of their goals(Q:14).This may indicate that foreign language anxiety is due to :

1) The learner himself (personality, abilities)
2) The context and learning situation(teacher, the classroom, the subject matter and material)
3) When the learners are motivated and have defined goals they can defeat themselves and all kind of situations surrounding them.

- Subject matter and students preferences: which is related to at which extent these subjects seem to be interesting, understood and can enhance the student will to take a part in discussion or aim to do further research on a certain topic. However there are students who like to challenge themselves and choose complicated subject to which they advocate their time and efforts to prove to themselves they are able to do anything and rebuild their self-esteem and confidence.

- Learners are very sensible to their teachers' feelings, what make them feeling secure is the warmth and kindness. They usually enjoy working with teachers who show concern and sympathy .Negative past experiences can evoke in them a feeling of avoidance from language classes.

- Using technology in language classes can enhance the students' determination and motivation. Using audiovisual material can help the learners to acquire new knowledge, and. to store it in their long-term memory (dual coding theory). Students who aim to acquire a native like pronunciation also need an authentic material to give them plenty opportunities to listen to different kind of sounds and distinguish between them.

Chapter Three

Additional Analysis & Recommendations

Introduction

Humanism and most of theories who advocates this approach emphasises on the importance of the "inner world of the individual learner's thoughts, feelings and emotions". These aspects of the learning process are very significant if want to understand human learning in its entirety.

Learning which involves feelings and cognition is more likely to be permanent and persistent. We cannot judge the students' performance only as a deficit of cognitive abilities because human are not robots that can any one of us program to do tasks without any reaction, or at least being affected by exterior factors; emotions represent all what we can feel when we are satisfied, or depressed. When we are worried ,our thoughts are not any more the same, our thinking take another hesitant behaviour of loss and uncertainty. Which impact our outcomes.

Significant learning will take place when the subject matter is of personal relevance to the learner ad when it involves active participation of the learner. What can lead students to win over their negative feelings is to think simply and positively. When students have goals, this means that their way is drawn and they have only to fellow the trace. Motivation and persistence in willing something are able to pull those negativities away.

1   Analysing the Results

- 60%Student are aware of their feelings .60% recognise how feeling can affect their behaviour50% recognize their anxiety

- 50%Are not afraid of making errors 70% utilise criticism for growth -60% Do not become defensive when criticized

- 70% assert being panicked when they are not well prepared, 50 % assert even when they are well prepared they feel anxious

- 50% manage their anxiety - 50 % can stay calm under pressure

- 100% make a great effort when they are motivated

- 70% found a way to bit stress on concentrating their thoughts on their strengths and dismissing their weaknesses

- 90% recognise having a memory problem when feeling anxious

- The variants of age are from (23years until 48) it seem that there no relation with students' age and the fact of being anxious.
  We will look also if there is an impact of age and gender on the students feeling about FLA from the results we have obtained.

1.1 The Age Factor

This sample is all represented by adults learners aged from (23y to 48y). Still there is a distinction which must be done and which is tidily related to the learners' age factor. As we can see in the table the participant of 48 y can feel the same as the element of 23 years old; in the fact of being anxious when responding to question n°11 "do you consider yourself anxious person ?" this means that anxiety does not disappear from people just because they are growing up.

34	23	23	26	23	26	48	23	23	34
4	2	3	3	4	3	4	2	5	5

Table 2-1:Students'answers vs. Age Component.

If the child fails to triumph on his fears and do not find the right way to manage his apprehension ,this anxiety will grow up with him and will be a part of his personality However it is necessary to indicate that children are born naturally less-anxious or not anxious at all and what makes them meet this negative feeling is the way adults (parents and teachers) use to behave with children when employing punishments, and start setting limits without explaining to children their mistakes or over estimating those errors, children start to think twice about their behaviour and in spite of reinforcing their autonomy and capacity of expressiveness we do teach them fear and low self esteem and bit their alternatives to risk taking and expiring their will to try to learn.

Age is very important for the development of our EI .If children from their first years are taught how to perceive their emotions by guiding them to the right direction of thinking and by explaining to them what they are feeling in this or that moment, by showing what is right and speaking with like adults in spite of just giving them restrictions, we will obtain at the end individuals who feel confident and take responsibility in their learning. Those persons will become normal people free of anxiety. And of course willing to develop their sense of risk taking in taking initiative in their learning during the lifespan. A person who learnt to recognise her feelings is normally able to understand the others' feelings and to make certain to not hurt them .we can take as example what happens in school when some pupils commit offenses toward each others like bullying...those intolerant behaviour also can confuse the children' perception about what they are feelings and how they should behave in those situations which have a global impact on their learning. As soon as the child learns how to use or manage his negative feelings; he will be able to appreciate what he is doing and to be motivated to discuss always new matters and interact with his mates without fearing petty when comparing himself with others.

1.2 Gender Factor

It is usually thought that FLA affects only female and male are not concerned to such situation of uneasiness and worry. However results show that 50% of male participants confirm being anxious in FL classes when they have to speak English.

Yet it is also well known that the cultural aspect of our society can also impact the learners traits in being predisposed to be anxious. In our country women tend to be naturally

embarrassed when speaking in audience .Culture, customs, habit and tradition play a great role in guiding women way of thinking and which impact their behaviour.

Many female learners do not accept being corrected when they were speaking in FL and refuse their mates comments when male do not feel the same. This may be interpreted by the fact that not all the female learners because they tend to be shy and distant if we contrast them with male who are open-minded and risk takers. And the fact of ignoring how to deal in such situations of embarrass make the situation more difficult which create a higher level of stress.Saying for example that we are sorry and correct our mistakes, or doing the promise to check out and bring the appropriate response will be an easy way to overcome anxiety and pursuit our intervention in any subjects. After that we will look to the factors that affect the learners psychologically, cognitively and from the social and cultural aspects of the language.

2   Factors Affecting FLL.

We can find many factors that can affect FLL in common and the oral performance specially because it is widely distinguished from other anxieties. These factors are generally classified in three main categories; psychological, cognitive and social and cultural factors.

2.1   Psychological Factors

❖ Psychologically speaking, children when growing up become more aware about rules and convention and standards related to the language use; when they start breaking down the language rules and standards they start feeling shame. If they are not gently redirected toward the correct way of using the language their confidence risk to be harmed which may bring the child to avoid language classes.

❖ Teachers have to avoid using bad comments or sarcastic to avoid the student's feelings of humiliation. They also have to restrict other students' use of bad comments toward each other's and bring learners to establish a mutual respect in classroom. This mutual understanding will probably reinforce the students' confidence in their teachers, classmates and in themselves.

2.2   Cognitive Factors

❖ leaving behind them their childhood and discovering the language in dept, children start speaking differently, things are no more simple as when they were younger. They start using more complicated structures and may fail in providing accurate language; in this period teachers must encourage students to be fluent by helping them to express their ideas and not focusing on the error correction .If teachers succeed in maintaining communication ,by encouraging fluency and not looking for accuracy and correcting mistakes harshly and intensively children are likely to enjoy their classes and feel less stressed and anxious.

❖ The importance of language use is crucial. Starting from the first day of school we have to teach young learners how to express their thoughts in their L1 classes before they start learning a foreign language we know that we are attached to our L1 in the same way we feel attached to our mothers. Processing FL is done in the same way we process our L1 .The important thing we should focus on before learning new language is learning how to think and form new ideas and construct our knowledge. Furthermore what is important is to know how to bring learners to notice the similarities or the differences of the language structures, and how to deduce rules and apply them.

❖ Teaching vocabulary must be done not as isolated words but words put in different context can help the child to develop his verbal and communicative competence and enrich him knowledge. teachers, by attracting the young language learners with cartoons, pictures, songs and using drama and role play will certainly make the child enjoy language class not only, but they will provide different opportunities to the young learners to practice the language without being uninterested.

❖ Using real life circumstances for learning with varied situations may perhaps help the learners to gain a solid baggage and will provide the learners with different horizons of thinking and hard background knowledge which may be used in additional exploitation of language for the purpose of real communication.

❖ Using the language is a matter of comprehension but as well of practice, giving the students opportunities to practice orally for just a few minutes every day in class can push the learners to do more efforts .By the rehearse and repetition of songs or plays all the class mutually can improve pronunciation and store the language items in long term memory and save time for additional practices. Using techniques from the audio-lingual method such as listen and repeat will be an efficient way to improve learners' pronunciation (Brawn, 2010).

2.3 Social and Cultural Factors.

The impact of environment and culture on language development has been explained by behaviourist theory. The main advocates of this theory, B.F. Skinner, proposed that language is acquired in the same manner as behaviour is acquired through operant conditioning. In operant conditioning, learning is defined as changes in behaviour as a result of experiences that occur after a response. According to Vygotsky (1962) Language, first developed as a means of social communication, and learning new language means learning in different contexts and different cultures; languages are reflected in usual thought and habitual behavior.

Certain properties of a given language affect the way people perceive and remember this assumption is shared by Whorf who also believed that culture and language are not separable. Nisbett and his colleagues have argued that East Asians, and Chinese in particular, reason in a holistic and relational way, whereas Westerners, in particular European Americans, reason in an analytic way .(Nisbett, 2003; Nisbett, Peng,Choi, & Norenzayan, 2001).

Ervin and Osgood (1954) suggested that there are two types of bilinguals: compound and coordinate. Compound bilinguals have one representation for a verbal label and its translation equivalent, whereas coordinate bilinguals have two distinct representations, one for each language. An individual who learned two languages in the same context is more likely to have a single cognitive representation, whereas an individual who learned a second language in a context different from his first language is more likely to have separate representations for two translation equivalents.

Neurological study provided the evidence supporting the distinction between the two types of bilinguals. Kim, Relkin, Lee, and Hirsch (1997) supported by (fMRI) determine the spatial relationship between native and second language sin the cortex and found that for late bilinguals, who acquired their second language in adulthood, the second language is spatially separated from the native language.
 However, for early bilinguals, who acquired their second language during early childhood, native and second languages are represented in common frontal cortical areas. Chee et al. (1999) used fMRI to examine proficient Singapore Chinese bilinguals who were exposed to both Chinese and English early in life (before age 6) and found that they use common neuro-anatomical regions during the conceptual and syntactic processing of a written sentence, regardless of testing language.

2.4 The Importance of Using Strategies in FLL

O'Malley has defined learning strategies as actions which facilitate acquisition, retention, retrieval, and performance. He opted for a tripartite classification system which categorise those strategies in cognitive, metacognitive, and social skills; O'Malley et al. (1985). However oxford defined them as «specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." And sub-alienated strategy items into six categories: memory, cognitive, compensation, metacognitive, affective, and social. Oxford (1990, p. 8) and many scholars have categorised them in many different ways.

Yet what is important for us is to know that Metacognition combines various important thinking and reflective processes. It can be divided into five primary components: The first is "Preparing and Planning for Learning" "By engaging in preparation and planning in relation to a learning goal, students are thinking about what they need or want to accomplish and how they intend to go about accomplishing it". then «Selecting and Using Learning Strategies" Researchers have suggested that teaching readers how to use specific reading strategies is a prime consideration in the reading classroom (Anderson, 1999; Cohen, 1998; Oxford, 1990) .

Teachers need to show the learners how to choose the strategy which has the best chance of success in a given situation. For example, unfamiliar words that include prefixes or suffixes that the student knows (e.g., anti-, -ment) are good candidates for the use of a word analysis

strategy. The third point is by monitoring their use of learning strategies, students are better able to stay on path to meet their learning goals. After they have chosen and use those strategies for a certain time.

Students have to reflect and think about those strategies still working and are still helping them to construct their knowledge. The fourth component is Orchestrating Various Strategies" Knowing how to arrange the use of more than one strategy is an important metacognitive skill .The ability to coordinate, organize, and make associations among the various strategies available is a major distinction between strong and weak second language learners. Teachers can assist students by making them aware of multiple strategies available to them-for example, by teaching them how to use both word analysis and context clues to determine the meaning of an unfamiliar word" Anderson, 1999; Cohen, 1998; Oxford, 1990.The final item is "Evaluating Strategy Use and Learning" student should ask themselves whether they are learning effectively with the help of their teachers

- ❖ Using strategies can help learners to be aware about the level of their knowledge. To know where they are exactly are situated. Knowing yourself your capacities will avoid to you to be surprised or astonished by the others'comments.It will make you predisposed to hear critics and accept them without feeling guilty or ashamed; critics will at the contrary involve you to make further efforts to learn.

- ❖ To recognize what are their weaknesses students will not let "gaps «in their mind they will always look to finish their comprehension of a certain topic, if they feel that lack vocabulary they will try to learn an plan for their studies and these conducts will lead them to reinforce their confidence and avoid the" inexpected"and thus avoid to panic front of their mates.

- ❖ To look for eventual strategies to promote their learning; the secret of a good communication is after all a good preparation. Learning how to communicate with others in the target language is also thinking of the subject of conversation deeply and to surround it from different perspectives and to think about the related questions that can be raised.

- ❖ By utilising strategies students are strengthening not only their knowledge but they are looking to regulate their learning and consequently they are improving their sense of self and managing their emotions in the way that enables them to avoid stressful situations before they occur.

3   Suggestions and Recommendations

3.1   The Starting Point.

We have to look to the issue of anxiety in different perspectives and not considering it as being just the learners' problem. Teachers must play a considerate role in upholding the learner's determination in learning more affectively the FL. "the roles of the learner and of the teacher have to be reconsidered and seen as sharing responsibility for results."(Bella S. Kotik-Friedgutà)

The idea that learners of FL are required to master only the written form of the FL is not necessary true because we all know the importance of English language as a global language and which is considered as the mediator of other languages. So it is primordial to master also the spoken form for the seek of perfect communication.

All start in the childhood stage ,learners are less stressful they are predisposed to learn and enjoy to communicate with others .This period is the accurate moment to teach them how to communicate effectively, we are not asked to fill them with great amount of data or expressions or to impose them to repeat again some idiomatic expressions. What is demanded is to vary situations of learning. And to find out the best way to use content .Short text or a dialogue with clear pictures related to the text must be the healthier mode for teaching FL. using long body text will not help learners to develop their communicative sense and the teachers instead of opening to the children a space of conversation and discuss they will be forced to focus on explaining the content word by word and talking all the time and decreasing the student time and opportunity to really learn how to use the language. A normal child acquires knowledge of sentences not only as grammatical but also as appropriate. He or she acquires competences of "when to speak" or "when not". And "what to say" about any subject with anybody . In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others."(Hym Dorney, 2002).

Many may say that communicative approach cannot be applied with children because if we focus on communication we will omit teaching the other aspects of language like grammar, but those who advocates this approach do not take in consideration that any subject matter proposed to be a subject of communication has to fulfil other features of the language, let's take some examples:

❖ Talking about how to indicate directions or presenting a recipe of how to do certain meal ... Are subject matters of introducing the imperative tense for example.

❖ Talking about habits means the introduction of present tense and adverbs of frequency.

❖ Planning for holiday ...the use of future tense.....

When the teacher well plans his lesson he can include whatever he wants in very easiest way and with simple subject matters, for example teaching children new vocabulary do not require to fill their mind with unlimited quantity of new words as it is concerned by abilities to use those words. The ability to form new words come from the student ability to notice compare and apply, when the student is for example aware about how to form an adverb from a verb or

an adjective they may apply the rule on other word and even when they found a new word which seems usual or odd they may break it down to find a more common word which will be more comprehensible for them.

We have to focus on teaching the four skills and not just focus on the spoken form "in real life as in the classroom, most tasks of any complexity involve more than one macro skill." (Nunan, 1989, in Oxford, 2001). According to Penny Ur (1996) it is important to work on the development of listening comprehension, since "students should learn to function successfully in real-life listening situations. It is widely believed that FLLs who read a consistently succeed to achieve a mastery of language and gain a rich background knowledge According to a report entitled *Reading for Change, Programme for International Student Assessment (PISA)* by the *Organisation for Economic Co-operation and Development (OECD):* Once children have mastered the ability to read they will be able to have access to a wider breadth of language that they can use in their oral and written communications."Writing is also important because it is productive skill the same as the speaking skill .The ability to be able to write clearly and effectively is key to communication .Correct grammar, punctuation and spelling are key in written communication

3.2 What Teachers Should Do.

We can guess that any teacher is and must be aware of his responsibilities toward his learners. English as a FL is a language which is used only in the classroom setting and thus the classroom is the only place where the learners may have such opportunities to use the language. Teachers may help their students by using different tools:

❖ "Tools for active, self-directed involvement, which is essential for developing communicative competence" (Oxford, 1990) "…help students become better language learners." Graham (1997), are highlighted in table n°25 and which aim to facilitate the FL acquisition and help learners to build knowledge and strengthen their self esteem.

Graphic organizers	Draw pictures	Physical gestures	Flash cards	Mnemonic devices	Note taking	Paired items
highlighting	Listening to media	Peer tutors	Study groups	Color coding	Self talk	Visual imagery

Table 2-2: Recommended Tools for Effective Learning

❖ Many students rely on their experiences for understanding new situations in their everyday life or at school. All their reactions depend on whether those past events are pleasant or depressing Solomon attested that "the process of seeking information may involve a wide range of negative experiences of frustration and anxiety; it may also

trigger positive responses like excitement and satisfaction "(Solomon, 1997). The same idea is shared by Nahl, (2001).

❖ A successful search process evokes positive emotions, such as joy, interest and excitement, and consequently encourages the searcher to continue and extend the searches (Nahl, 2001).he added that thoughts develop from being vague and confused to being clear and knowledgeable. Information seeking is consequently a cognitive and emotional process of constructing a personal understanding of a topic (Kuhlthau, 1993: 108-111).from those perspectives we can say as much as the learner collect good impressions of his learning experience as much he will be able to be happily involved in his learning and will be able to take his own learning responsibility and develop autonomy.

General Conclusion

I.   Introduction

It is very important to know the real cause of anxiety .Anxiety often comes from our fear of using the FL in communication. This is due to our low English proficiency, fear of being focus of attention and to perform front of audience, fear of making mistakes and looking stupid front of our classmates .Anxiety is a result of our inability to express ideas due to our lack of vocabulary and lack of preparation.

II.   FLA Causes

It is primordial for the teachers and the student to define the real cause of FL anxiety because knowing that may facilitate the resolution of the problem. By focusing on the elimination of those factors, students will surly feel confident and motivated. And they will certainly know to distinguish between confusing feelings and real one. Students who have confidence in their capacities, when for example they forget some information, will know how at least to ask pardon of their inability to answer in spite of being choked or panicked. And this ability to "say something" is the fruit of their

emotional intelligence which may be developed by the amount of experiences they are passing by and reinforced by people who really care of those students.

III.   Emotional Intelligence Role.

The following statements show the effective role of emotional intelligence in promoting learners will in the perfect use of the FL.

- In the purpose of promoting oneself the role of our emotional intelligence has to do support positive feeling that anyone can hold and diminish those which may impede our way of learning and improving in our lives by regulating emotions coming from past experiences. By working on changing fear and low self esteem to trust and hope as well as planning for the future.

- Learning is shared responsibility between the learners and teachers. Learners who are supported and guided by their teachers tend to be motivated and risk taking *learners* "motivation is negatively affected by anxiety because highly anxious learners are less likely to take risks in class" (Ellis 694).Teachers who arrive to bind a good relationship with their learners based on mutual respect and comprehension can capture the students attention to the subject matter of the study and make the students enjoy learning and make efforts. Teachers are normally aware of their students' level of instruction they also know their strength and weaknesses and are able to direct them to the target thing to do to improve themselves. In spite of being just worried and not knowing what to do. By the help of their teachers and advice students will find a way to gain knowledge and self-reliance.

- The main aspect of language is advocates to communication. Teaching language grammar and vocabulary must be included in communicative context. However as we mentioned before communication is both verbal and nonverbal aspects. Anxious students often rely on their verbal competence when giving a speech front of teachers and other students and forgive to give importance to the nonverbal aspect of their *presentation;* without nonverbal cues they will look and sound like robots. Students really need to learn how to balance between these two aspects when delivering information, the non-verbal aspects of vocal tone and body language influence the actual verbal message. By choosing appropriate hand movement and physical movement in

standing up correctly and appropriate raising and lowering tone of their voices ,students are able to give a nice picture of themselves what makes the growth of their self confidence.

- Teachers who know their learner's styles and preferences can help in using appropriate strategies in language learning classroom setting, some students progress rapidly while others progress very slowly, among the factors that make difference we find that intelligence play a big role in defining learners' aptitude. Aptitude includes several abilities among them the ability to :

  ✓ Identify and memorize new sounds.
  ✓ to understand words function in sentences
  ✓ Deduce grammatical rules from language samples.
  ✓ Memorize new words.

IV. Limitations of the Study

This research is determined by several limitations. The first one is the topic under research in which we are undertaking the issue of foreign language anxiety from a precise approach. Our study deals with the relationship between anxiety and verbal production as well as the role of emotional intelligence in reducing anxiety, The second limitation is the time dedicated to conduct this research that is likely to be a very short period of time. The last and the main factor is the questionnaire used as a tool for this research and which the reliability and the validity of the obtained data depend on the credibility of the students answering the questionnaire.

V. CONCLUSION

This study is about identifying whether FL anxious students are emotionally aware about their feelings when performing or communicating in the classroom setting .It aims to identify how they use, understand and manage their emotions for attaining their goals. This current study intend to highlight the importance of being emotionally intelligent which main concern is to find solutions to worrying situations that can lead the learner to make efforts for facilitating stressful circumstances.

This study demonstrates that the majority of students can feel anxious when they are asked to verbalise their thoughts, they are frequently anxious about making mistakes or forgetting

words, they are usually worried about how they appear front of their mates, many of them hate the fact of being interrupted for the reason that they may lose their flow of ideas. However the majority of the participants attested that all those inconvenient may vanish if they feel that they are motivated. For this cause teachers should.

- Spotlight on fluency.

- Choose great subjects of conversation.

- Give the opportunity to speak to all the students.

- Use technology (audio-visual material)

- Explain to their students that errors are accepted in classroom, which is their only source of information.

- Explaining also that error can be corrected and classroom may be also the only right place to correct those errors.

- Teaching them how to express their thoughts and how they are required to use their body language in the fulfilment of one unified message.

- Focusing on communication is very important, using everyday life situation to enrich the students' vocabulary and to show them how they should behave or speak in different situations.

- Motivation is the key component of every kind of learning, all the efforts which should be done rest on whether the learner is interested or not in the learning process.

- Encouraging students to speak up in the total class learning; by repeating together ,working in groups or in pairs …

The fact of being anxious learners can be compared to a sting that both the learner and the teacher hold in their hands and which can be easily torn up if both made positive efforts. Language anxiety should be temporary problem ;as the student make efforts and try to regulate his emotions as he/she are promised to succeed in mastering language and apt to communicate in widely different context.

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Appendix

Appendix 1 : ……………………............................ Questionnaire

This Questionnaire is addressed to EFL students at Abdelhamid Ibn Badis University; situated in Mostaganemn it is carried out to complement my Master project. All the questions which are asked are in the purpose to highlight the role of our emotional intelligence in overcoming our foreign language anxiety and to determine whether if our anxiety comes from our lack of verbal competence which is tightly related to our cognitive abilities to process the language.... You are asked to answer the questions below by ticking ● your choice(s) in the corresponding boxes or by completing your own information each time you find it necessary. Thank you very much for your valuable part in contributing to this research.

QUESTIONNAIRE.

You are required to tick in the corresponding box of your choice.

1- Gender:

⦿ female ○ male

2- Age:

3- Level and Specialty: …………………………………………………………………

4- I can feel my heart pounding when I'm going to be called on in language class.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

5- I start to panic when I have to speak without preparation in language class.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

6-I keep thinking that the other students are better at languages than I am.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

7-In language class, I can get so nervous I forget things I know.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

8-Even if I am well prepared for language class, I feel anxious about it.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

9-I feel confident when I speak in foreign language class.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

10-I am afraid that the other students will laugh at me when I speak the foreign language.

○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree

11-do   you consider yourself an anxious person?

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

12-I do not become defensive when criticized.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

13-I can stay calm under pressure.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

14- I manage anxiety in my pursuit of my goal.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

15- I utilize criticism and other feedback for growth.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

16- I can freely admit making mistakes.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

17- I recognize how my feeling can affect my behaviour.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

18- I consider myself emotionally stable in the learning context.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

19-When i feel motivated in some subjects i do a great effort to master the language.

○ Strongly agree   ○ Agree   ○ **Neither agree nor disagree**   ○ Disagree   ○ Strongly disagree

20-I can bit my stress when i am asked to speak front of my mattes by concentrating on my strengths and not thinking at all of my weaknesses.

○ Strongly agree   ○ Agree   ○ Neither agree nor disagree   ○ Disagree   ○ Strongly disagree

Thank you .

send it back to me in this email address :

naimabendani2705@gmail.com