

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM – MATAGALPA



Departamento de Educación y Humanidades

GRADUATION SEMINAR

**Submitted to the National Autonomous University of Nicaragua as a requirement
for Bachelor's Degree in English Teaching**

General topic:

Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary
Education, II Semester 2023

Specific topic:

Effects of Emotional Intelligence on students' speaking performance of the English
language, in tenth grade "A" at San Isidro National Institute, during the second semester
2023.

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Matagalpa, Nicaragua, November 2023

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

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ENDORSEMENT LETTER



“2023: Seguiremos Avanzando en Victorias Educativas”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres **Victor Manuel González Martínez. Carnet número 19608465, María Victoria Ruiz Jarquín. Carnet número 19608234, y Ana Yafalin Cardoza Tórrez. Carnet número 03431335**, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **“Effects of Emotional Intelligence on students’ speaking performance of the English Language, in tenth grade “A” at San Isidro National Institute, during the second semester 2023”** responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
Tutor de Seminario
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ABSTRACT

Emotional Intelligence helps identify, and understand those emotions, and their root cause, and helps students manage them in a very positive way. Which is necessary for them in an academic performance. It is for that reason the present research is focused on the effects of emotional intelligence on students' speaking performance of the English language in tenth grade. The objective of this research is to explain the effects of emotional intelligence on students' oral performance that is why this research is utmost importance. Because, it identifies, and describes the main consequences of high and low emotional intelligence on students' speaking production, and how this contribute when is treated in the classroom. The approach of this research is qualitative with aspects quantitative, and it took the sample of 31 students of tenth grade "A", to whom the surveys were applied. In addition, an interview was aimed to the teacher to reinforce the information and to give answer to the proposed objectives. In conclusion, emotional intelligence is of great aid in the learning of the learner who will be most benefited, since it helps to improve himself, and be motivated, also gain confidence, which will feel more comfortable in learning, and participation will be more active and spontaneous in class. However, teachers do not take importance to students' emotions, and in this way they do not allow them to develop their greatest potential.

Keywords: *Emotional Intelligence, Speaking performance, emotions.*

I.INTRODUCTION

Have you ever felt frustrated when trying to learn a new language? Have you wondered if your emotional intelligence has anything to do with your progress in learning it? Let's explore the emotional depth of language learning and how it influences the ability to communicate effectively, it is worth mentioning the key to success is not only about a high IQ, but also the individual's emotional intelligence.

Emotional intelligence is an important aspect to deepen in the process of learning a second language, since, if learners are emotionally intelligent, this facilitate communication between them, as well as, the way in which they manage their emotions in stressful situations where they are exposed to speaking in public. On the other hand, knowing more about the positive and negative effects of the development of emotional intelligence may be helpful in taking actions towards the improvement of speaking ability.

This research was focused on studying the relationship between emotional intelligence and oral performance of students learning English, aiming to provide insights that could inform strategies for improving communication skills. The study delved into how high emotional intelligence correlates with confidence, clarity of communication, and general effectiveness when speaking, as well as, how low emotional intelligence affects student performance, due to the anxiety generated for having to communicate in the target language.

Another research carried out at the international level, it was found Sulistyawati (2018) who made: The effects of emotional intelligence on students' speaking skills. The objective of this research was to examine the effects of Emotional Intelligence on students' oral skills. It was concluded that the student's speaking skill is mostly affected by emotional intelligence and pronunciation mastery. Therefore, efforts to improve the student's speaking skill must be accompanied by efforts to optimize the emotional intelligence and pronunciation mastery.

The main purpose of this research is to Explain the effects of emotional intelligence on students' speaking performance of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023, likewise the specific objectives of this research paper, were focused on identify the main effects of emotional intelligence, describe the main consequences of high and low emotional intelligence on students' speaking production, in order to propose Goleman's emotional intelligence model, as a method to manage emotions during the speaking performance of learners.

To carry out this study, the qualitative method with quantitative incidences was used. The type of study of this research is descriptive, because explain, identify and describe the main effects of emotional intelligence on students' speaking performance of the English language, on the other hand, were taken as population students from the 10th grade, morning shift, at San Isidro National Institute, where only group "A" were taken into account for this study, which includes 31 students to which a survey was applied to obtain quantitative data regarding the effects of emotional intelligent. Besides, an interview was applied to the teacher to gather data about the research variables.

In summary, information processing consists of the analysis and collection of data from various resources of information from reliable sources such as books, magazines, reports, bibliographic sources were processed. The information collected was processed through electronic tools data using modern data processing software and technologies

II.JUSTIFICATION

According to (Yadav, 2022) Emotional intelligence refers to a person's ability to perceive, identify, understand, and successfully manage emotions in self and others. Being emotionally intelligent means being able to effectively manage ourselves and our relationships. Therefore, the level of emotional intelligence is an important aspect in the academic field, due to emotions directly influence the student's performance.

This topic gives rise to research which is conducted with the purpose of explain the effects of emotional intelligence on students' oral performance in the English language, on the other hand, it is intended to identify and then describe the possible effects of having high or low emotional intelligence, this in order to achieve a detailed report that could be helpful, to Propose Goleman's emotional intelligence model, to strengthen emotional intelligence and improve students' speaking competence.

Emotions play an important role in learning, thus correct management of them it helps to have better communication. It is important to take this theme into account, in order to know about the effects when acquiring a second language, since the level of emotional intelligence may determine the success of the linguistic skills that wants to achieve, due to, emotional intelligence encompasses key aspects that facilitate better oral performance in students, which is why it is of utmost importance to evaluate and learn more about the influence that emotions have in the academic field.

This research is quite significant, because it provides key data to improve communication and take responsible decision in the process to acquiring a foreign language, since emotional intelligence helps students to interact with others better, and deal with academic issues, which increasing the students' confident in their oral performance.

The results of this research may benefit students, teachers, and other readers, likewise allow to know about the effects of the emotional intelligence development on learners, and how influence in the English learning process, thus to be aware how guiding them to create a mindset, self-confident and being more optimistic.

III.OBJECTIVES

General Objective:

To explain the effects of Emotional Intelligence on students' speaking performance of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.

Objectives:

- ✓ To identify the main effects of Emotional Intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
- ✓ To describe the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
- ✓ To Propose the use of Goleman's Emotional Intelligence Model, as a method to manage emotions during the speaking performance of students in tenth grade "A", at San Isidro National Institute, during the second semester 2023.

IV. THEORETICAL FRAMEWORK

4.1. Emotional Intelligence

4.1.1. Definition

According to Cherry (2023):

Emotional intelligence is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with, and relate to others effectively and constructively. This ability to express and control emotions is essential. It also is the ability to understand, interpret, and respond to the emotions of others.

4.1.2. Aspects of emotional intelligence

“Psychologist Daniel Goleman identified the key personal and interpersonal skills involved in emotional intelligence, and why EQ is just as important as IQ when it comes to success.” (Insights, 2021)

4.1.2.1. Self-awareness.

Self-awareness is about recognizing and understanding your emotions, and what you are feeling, and why. As well as, appreciating how they affect those around you. It is the basis of good intuition and decision-making, helping you to instinctively make the right choices for you in all aspects of life. Self-awareness is also about knowing your strengths and weaknesses, and what it is important to you. (Insights, 2021)

In other words, self-awareness is also about knowing your strengths weaknesses, and what is important to you, it is to accept and be aware of your emotions, and how they affect those around you. Moreover, understand your own thoughts, feelings, and emotions.

Currently, self-awareness is one of the student’s weaknesses, since most of the students do not recognize their emotions, therefore this affects the active participation in the classroom, because they can not manage their emotion at the moment to speak English, or when the teacher carries out oral activities.

4.1.2.2. Self-regulation.

“Self-regulation is a skill that allows people to manage their emotions, behavior, and body movement when they are faced with a tough situation also allows them to do that while staying focused and paying attention.” (Morin, 2016)

Morin affirmed, self-regulation is concerned with how to control, and manage yourself, and your emotions. It also includes your ability to manage your impulses, staying calm when it has an outbursts of anger. It also helps to be focused, and act in a better way.

Nowadays, students have a lack of self-regulation when expressing their ideas, because they are not able to control their emotions. According to the survey one of the factors can be, afraid to make mistakes, feel nervous to speak in public, or they do not prepare enough. It is important to mention the student who has good self-regulation can develop his ideas better when expressing himself.

4.1.2.3 Motivation.

The third ‘personal’ element, motivation is about your drive to improve, and achieve. Also, setting high standards for yourself, and working consistently towards your goals. Take the initiative, and be ready to act on opportunities as they come along, and practice being assertive. Motivation is also about optimism and resilience, and finding the positive in a situation. (Insights, 2021)

It can be deduced that motivation includes personal drive, and the desire to constantly improve every day. Additionally, it is important to be prepared to take advantage of opportunities as they come along. Therefore, it is good to be optimistic, and have resilience to always find the solution with a positive attitude.

Actually, motivation is one of the keys to success, but according to the survey that was applied to the students, they are unmotivated when learning the English language, and also they are not interested to improve the speaking skill that is why they present difficult in oral performances.

4.1.2.4. Empathy.

A key interpersonal skill, empathy is the ability to put yourself in someone else's shoes and see a situation from their perspective. As well as having an awareness of others' feelings, it is important to acknowledge and respond to them, even if you do not agree with them. Respecting diversity and inclusion is a vital aspect of empathy, as it is communication. Moreover, pay close attention to what you, and others say, whether verbally, or through body language. (Insights, 2021)

As insights said, empathy is to respect the opinion of others. As well as, it is the ability to emotionally understand what other people feel, and see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they are feeling.

In the present, empathy is a good way to transmit confidence to the students. Therefore, practice the empathy in the classroom is quite important, because the student do not feel fear to make mistakes at the moment to participate. They also involve in class often, since their participation is respected.

4.1.2.5. Social skills.

Social skills refer to the everyday conversations, encounters, and relationships that people have each other. Social skills include the ability to give and obtain information, and to express and exchange attitudes, opinions, and feelings. Thus, a major function of social skills is to sub serve interpersonal interactions. Social skills refer to the nature and function of communication between people. (Lieberman, 1982).

Lieberman stated, social skills refer to the nature and function of communication between people. Moreover, social skills are the process that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, develop healthy relationships, and be able to interact with the society.

Currently in the classroom, social skills are the emotional intelligence skills to properly manage one's and others' emotions, to connect, interact and work with the others. It is also the ability to lead, change, build trust, communicate effectively, collaborate, and cooperate with others. Communication between students help to make the learning process

spontaneous, since social skill is one of the key to improve, and gain confident when students speak English.

4.2. Students' speaking performance

4.2.1. *Emotional intelligence in students' speaking performance.*

“Speaking skill is one of the very important skills that every student must gain. By mastering the speaking skill, students will be able to express their feeling and opinion appropriately related to the context and the situation” (Sri Sulistyawati, 2018).

4.2.1.1. Correlation between emotional intelligence and students' oral performance.

“The ability to manage emotions may influence significantly the way how people think and express ideas in order to communicate or participate in English class” (*Hernández et al., 2018*).

It can be deduced that, there is correlation between emotional intelligence and students' oral performance since this allows students to communicate better. Developing and practicing speaking skills requires a high level of motivation to make that students feel confident and in this way do not have limitations.

Currently, teachers implement different strategies to strengthen emotional intelligence, generate confidence in students and improve oral skills, such as: icebreaker activities, encouraging interaction, teamwork as role plays, playful games and dialogues.

4.2.1.2. Self-Awareness of emotions.

4.2.1.2.1. Anxiety.

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. (Galmiche, 2018)

People who suffer from anxiety episodes, usually have noticeable physical changes, and they also tend to overthink every detail, which increases fear and worry when doing something. On the other hand, anxiety leads the individual to omit any type of situation where they are exposed, since they tend to block themselves from what they want to convey, due to, the feeling they experience.

Currently, it is of utmost importance that students know how to become aware of the symptoms caused by anxiety; that is why the most notable ones, experienced by them, are mentioned, which are; trembling, clammy hands, shaky voice, and in many cases, learners tend to forget what they intend to communicate, these are some of the signs that indicate an episode anxiety in learners, and that affect language production.

4.2.1.2.2. Embarrassment.

Goffman (1956, cited in Tai, 2018) "...argues that signs of embarrassment may include blinking, sweating, stammering, fumbling, lowering or raising one's pitch while speaking, vocal cracking, and hesitation in speech."

As Goffman stated, the most common signs of embarrassment include the tone of voice, how high or low it is, and some noticeable expressions on the face, as well as, the fluency in the way of speaking.

At present, embarrassment in the classroom is mainly reflected in oral activities; it manifests itself in students with blushing, shifting one's body postures, movements that demonstrate a certain degree of nervousness, such as touching the face or showing a nervous smile.

4.2.1.2.3. Fear.

"Psychological symptoms of glossophobia can lead to acute hearing loss or other physical symptoms. When the mind is cluttered with thoughts, extreme tension is developed which affects a person's hearing."

“Heart palpitations or increased heart rates can develop as a result of the intense anxiety or stress. This can lead to increased blood pressure and the physical response causes the pupils to dilate and can cause the one to sweat” (Barnard, 2018).

It can be inferred that, the fear of speaking in public generate many alterations, on a physical and mental level, the tension and stress that speakers experience, before and during their oral interventions, causes sweating and increased blood pressure, even their hearing is usually affected, decreasing the response capacity, due to the mental block caused by fear.

Nowadays, in the academic context it was found that many students know how to recognize the fear that causes them to be exposed to having to speak English in public, among the main causes that cause it, is the students' constant fear of making mistakes, which it generates blockages and difficulties in expressing themselves freely and fluently.

The next graphs illustrate the data collected from questions 11 and 12 of the survey conducted with students, both in relation to the fear experienced by the learners and the causes that generate it.

Figure 1

Figure 2

Causes of students’ fear when speaking English during an oral presentation.

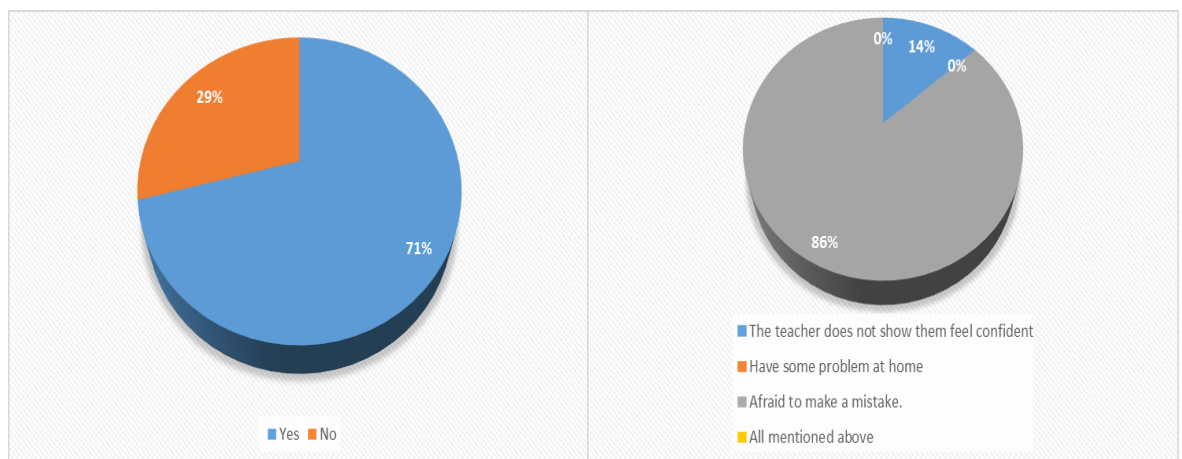


Figure one indicates that, most of the students’ experience fear when carry out an oral presentation, as a result 71% said yes and the 29% said no, the last one

population do not experience fear during their oral presentations. In figure two is shown that the main cause of Learners' fear is because they are afraid of make mistake when they speak English, resulting the 86% with the same answer, and the 14% said that they are afraid of speaking English because the teacher does not show them confident.

4.2.1.2.4. Shyness.

Ferreira Marinho et al.(2019) “Shy individuals generally present altered non-verbal aspects of communication, such as lack of voice projection, reduced voice volume, accelerated speech speed, lack of eye contact with the interlocutor, use restrained, withdrawn gestures and tense posture.”

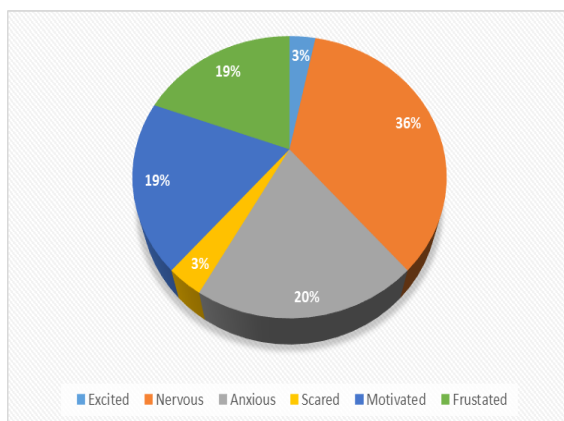
Shyness is reflected in the individual's way of acting, especially when students are shy, don not usually communicate accurately and effectively, affecting the tone of the voice, posture, certain noticeable gestures, such as covering the face or making movements with the hand, this is due to the discomfort caused by feeling exposed when speaking in public.

Supporting the research, it can be observed that in the classrooms there are students with different particularities in their behavior, shyness as a characteristic of the learners is a factor that harms the way in which students relate and communicate, even when they use the English language, due to, they are insecure students and this is reflected in their body language.

Below is a graph that represents the most common emotions that students are self-aware of, during their interventions in speaking activities

Figure 3

Emotions that students feel when participating in oral activities



The figure number three reveals that most students experience negative emotions when they have to carry out oral activities. The predominant emotions are nervousness with 36% and anxiety with 20%.

4.2.1.3. Self-Regulation of emotion.

4.2.1.3.1. Anxiety.

According to Gumartifa and Syahri (2014) “students can reduce anxiety by increasing motivation and confidence by speaking naturally”.

Therefore, when students experience lack of motivation and confidence are more likely to demonstrate anxious behavior.

Nowadays it is important to resolve students' anxiety about speaking English. To teach speaking effectively, teachers must establish strong relationships with students and apply teaching-learning strategies that allow them to be active and reduce their anxious behaviors.

4.2.1.3.2. Embarrassment.

As remarked by López (2020):

La base de la vergüenza se debe al miedo al ridículo o a ser juzgado de manera negativa; por lo que, si es el caso, se debe tener en consideración que esta actitud debe transformarse en confianza en sí mismo con el objetivo de deshacerse de bloqueos y miedos [The basis of embarrassment is due to the fear of ridicule or being judged negatively; therefore, if this is the case, it must be taken into consideration that this attitude must be transformed into self-confidence in order to get rid of blockages and fears (my translation)].

This means that to overcome the feeling of embarrassment, you must face your fears and in this way gain confidence in yourself.

Today, teachers must create an open and supportive classroom environment, where students know that it is okay to make mistakes and where they feel comfortable asking the teacher or classmates for help. This might be very helpful for students to overcome the feeling of embarrassment when they have to develop oral skills.

4.2.1.3.3. Fear.

Regulate the fear of speaking in a foreign language requires actionable steps. There are some tips, tricks, and tested methods for doing so. Seven tips for overcoming it such as: identify your fear, learn conversation starters, start by speaking to one person at a time, accept making mistakes, be an active listener, surround yourself with supportive people and practice, practice, practice. (Wiącek, 2023)

That is to say, to overcome fear, you must adopt positive and understanding attitudes towards the mistakes and challenges you face when speaking English because mistakes are part of the learning process and should not be a reason for shame or discouragement.

Therefore, the best way for teachers to help students feel safe when speak English is creating positive classroom environment, cultivating a culture of respect by giving students positive feedback and not tolerating negativity.

4.2.1.3.4. Shyness.

According to Murdoch (2017):

If you want to overcome this feeling, the first step you need to take is to focus on your strengths and on the things that you do know and can say. Realising all the things you already know and acknowledging them will give you more confidence and self-belief. And it will help you feel less shy.

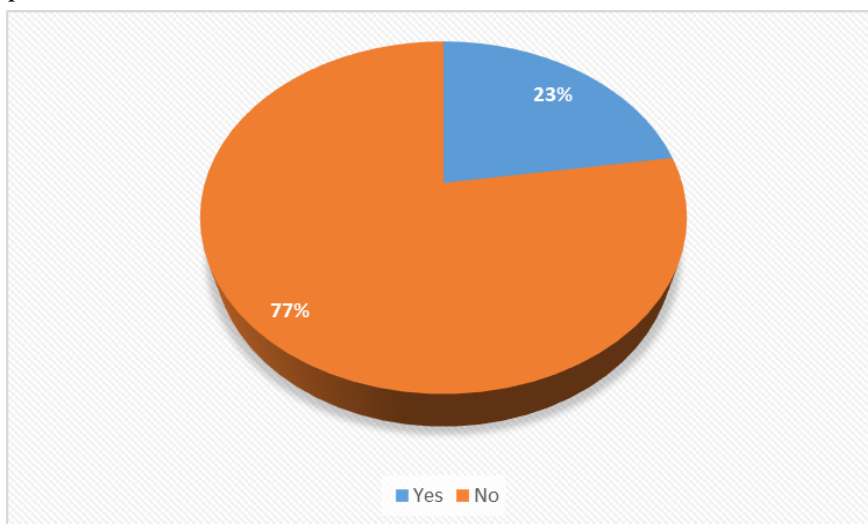
This means that to overcome shyness when speaking English it is necessary to focus on the positive aspects that you have. For instance, start using vocabulary that you already know to express first simple phrases and then complex ones. In this way, shyness may be overcome and self-confidence and self-esteem may be strengthened.

Currently one of the strategies that teachers use to support students to overcome shyness is the performance of teamwork through which the shyest students perform better in front of a small group of classmates. This can bring out unknown skills in them that may make them feel more confident when they have to develop oral skills in the practice of English.

According to the results data obtained, Figure 4 is shown below, which displays the percent of students who are able to self-regulate their emotions during their oral performance in the classroom.

Figure 4

Students who know how to regulate their emotions during an oral presentation.



The figure four reveal that most of the students do not how to regulate negative emotions during their oral performance, obtaining the 77% of the students with this difficulty, on the other hand only the 14% of the learners regulate well the negative emotions during speaking activities.

When asked about emotions that predominate in students when they have to develop oral activities in English, the interviewed teacher said that students usually show nervousness, anxiety and horror because they do not prepare for these activities.

4.2.1.4. Motivation.

Motivation is often a large factor in students learning. Often times many students are motivated to learn a new skill. Finding ways to promote motivation it is important to look into the ways motivation is cultivated. There are two main types of motivators, intrinsic and extrinsic motivators. (Ryan, 2020)

4.2.1.4.1. *Intrinsic motivation.*

Providing constructive criticism and allowing students to apply feedback increases the intrinsic motivation to master a concept. Use peer feedback, rubrics, or student conferences in a lesson to boost mastery. Control is important in motivating students to engage. Autonomy provides students the opportunity to lead their learning. Adding autonomy gives students the ability to fit what's being learned with their understanding of the world. (Beachboard, 2023)

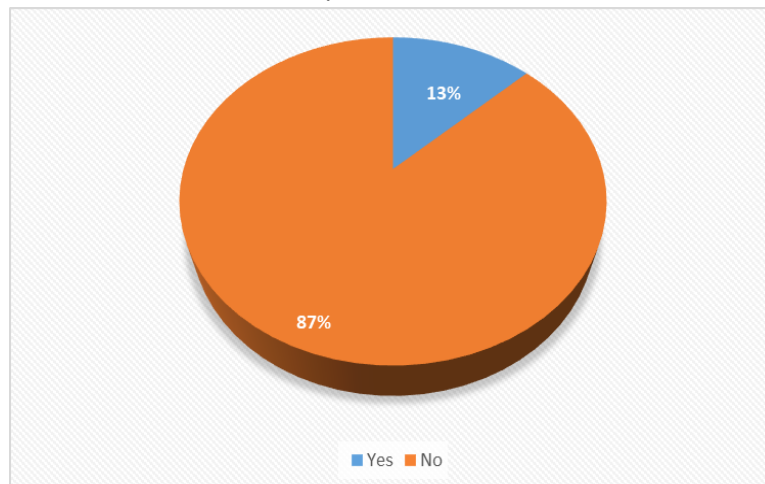
In other words, intrinsic motivation is to allow the student to take control of their decisions and lead their learning. Additionally, providing constructive criticism helps the student improve and feel committed with his studying.

Actually, according to the survey applied to the students, they have a lack of intrinsic motivation, since they do not study enough, which this affects the student participation. To help learners develop intrinsic motivation, it is important to take self-reflection into account, as the student realizes what they want and what their goals are. Also encourage leadership among them in the classroom and they learn to connect their interests. In addition, the teacher plays a very important role, since he is the one who motivates the student to be curious and gain confidence, which helps the learners to express their ideas with greater confidence.

The following graph shows relevant data on the intrinsic motivation of students.

Figure 5

Students who use a study method on their own



The figure five reflects that 87% of students do not use any study method of their own. Demonstrating that those who use their own study method are a minority.

4.2.1.4.2. Extrinsic Motivation.

According to Shindler (2008), “Extrinsic motivation are external factors that help motivate students to work on a task. Also extrinsic motivation strategies primarily include grades, rewards, praise, punishment, public recognition, and phone calls home”.

In few words, extrinsic motivation includes outside motivational forces, such as a rewards, and grades that push students to work hard.

Nowadays, extrinsic motivation helps the student to get involved in the class and be able to free themselves when expressing their ideas. Also there are some techniques can be used to condition the learner in the class, such as small prizes, tokens, credits and extra grades, so that the trainee feels enthusiastic and committed to learning, which helps them communicate better in the English language, and oral activities as well.

4.2.1.5. Social Skill.

“Social interaction skills are essential to enhance positive interactions among students. Knowing how to interact and share ideas socially and pieces of information, asking questions, and listening is a great way to gain knowledge ” (Spark, 2022).

Social skill is communication that helps to acquire knowledge through conversation. In addition to being able to express information, ideas and points of view in a more natural way.

Currently, social skills play a very important role in education, since through conversation learners gain more confidence to express in public. According to the survey most of the students like to learn English through teamwork and listening activities, which should be promoted activities where learners can interact with each other, it is only motivating them. In addition to being able to improve, and help students socialize. Teachers

can be used like, role-play social situations, class meeting, class stories, and large and small group activities.

4.2.2. Effects of emotions in English speaking proficiency

4.2.2.1. Low development of Emotional Intelligence.

According to Cherry (2022), “Low emotional intelligence refers to the inability to accurately perceive emotions (in both yourself and others) and to use that information to guide your thinking and actions”.

4.2.2.1.1. Resistance to change.

“Resistance to change is unwillingness to adapt to new circumstances or ways of doing things. It can happen with individuals, relationships, or within organizations” (Spring, 2021).

It can be said that, resistance to change is people's reluctance to adapt to change and is manifested with attitudes of indifference, feelings of fear or feelings of discomfort.

In the current context, there are students who do not want to leave their comfort zone and resist change in terms of learning English because there is no interest in acquiring a second language since it requires effort to dedicate time and work on oral skills, lose the fear of speaking in public, learn colloquial phrases and appropriate a new linguistic culture.

4.2.2.1.2. Poor listener.

Ralph (2001) claimed that “Poor listeners are easily distracted and may even create disturbances that interfere with their own listening efficiency and that of others”.

That is to say, that a poor listener does not pay attention to what is being said, interrupting others and does not have the ability to concentrate.

At present, the poor development of listening skills has a negative impact on the language performance and communication of the student because poor listeners do not pay

attention in class and do not participate in classroom activities. Therefore do not develop vocabulary, comprehension and linguistic skills.

4.2.2.1.3. Anxiety.

As remarked by Merino (2019), “la ansiedad es un sentimiento subjetivo de tensión, aprensión, nerviosismo y preocupación que está asociado con una activación del sistema nervioso parasimpático” [anxiety is a subjective feeling of tension, apprehension, nervousness and worry that is associated with an activation of the parasympathetic nervous system (my translation)].

Therefore, anxiety is an unpleasant emotional state that results in negative sensations such as tension, fear, nerves, among others.

In the current context, in English learning, anxiety affects students when developing speaking activities. Some students experience tension and nerves when they have to speak in public due to shyness or afraid of making mistakes.

The following figure includes data on the main consequences of fear experienced by students during their oral performance, this as a result of a low development of emotional intelligence.

Figure 6

Main consequences of fear that students experience during an oral presentation.

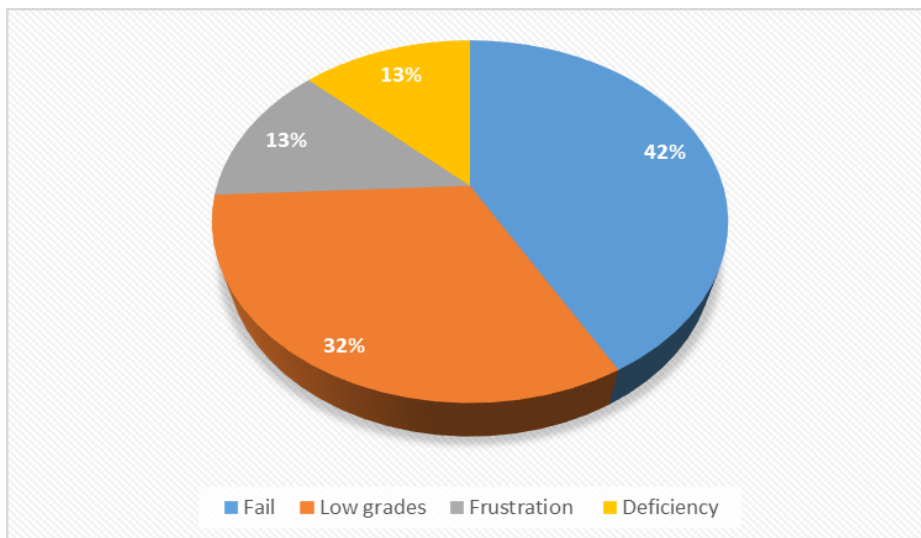


Figure six indicates that the principal consequence of fear and nervousness of learners during their oral performance is fail, with a 42%, followed by having low grades with 32%, a 13% of students may feel frustration and the other 13% may experiencing deficiency in the production of the language, thus, these aspects are considering as negative effects of a having a low development of emotional intelligence.

On the other hand, when asked to the teacher about the effects of low emotional intelligence in students, he answered that students who have low Emotional Intelligence, do not pay attention to the class, tend to feel anxious, do not participate in classroom activities, and are not motivated.

4.2.2.2. High development of emotional intelligence.

“An individual with high EQ is able to communicate better, lessen their anxiety and stress, resolve conflicts, improve relationships, empathize with others, and overcome life's challenges” (Delhi, 2019).

4.2.2.2.1. Self-confidence.

Students who develop emotional intelligence gain a sense of empowerment and self-confidence. They have a clear understanding of their strengths and abilities, which fosters a belief in their own capabilities. This empowerment propels them to take risks, explore new opportunities, and engage actively in their academic and personal pursuits. As a result, students with higher emotional intelligence tend to have higher self-esteem and a positive self-image. (iNurture, 2023)

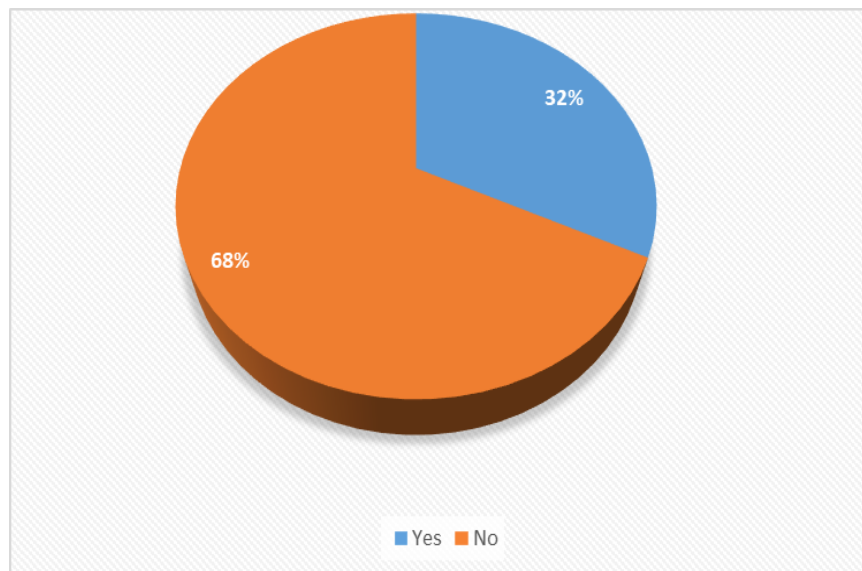
Indeed, a high emotional intelligence in students makes them feel more confident in themselves and their abilities, which facilitates their academic performance, due to, they know taking risks and leaving their comfort zone, will help them to acquire new knowledge and look for opportunities to learn and improve. Especially when learning a second language like English, having self-confidence is a key factor in being successful in the production of it.

To conclude, the results obtain indicates that, minority of learner who have self-confidence as part of a high emotional intelligence, feel more comfortable, therefore they are active participants during oral activities, which make easier for learners to recognize their strengths and weaknesses, as well as, learn from their mistakes which will allow them to improve their performance through practice.

The next graph illustrate the data collected from question 5 of the survey related to the self – confidence of students when they speak in public.

Figure 7

Students who feel confident when speaking English in public



The figure number seven shows that the majority of students do not feel confident when they have to speak English, represented by 68% who expressed not feeling confident when they speak English in public.

4.2.2.2.2. Self-motivation.

Gardner (1985, as cited by Alizadeh, 2016) argued that:

Motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment

experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated.

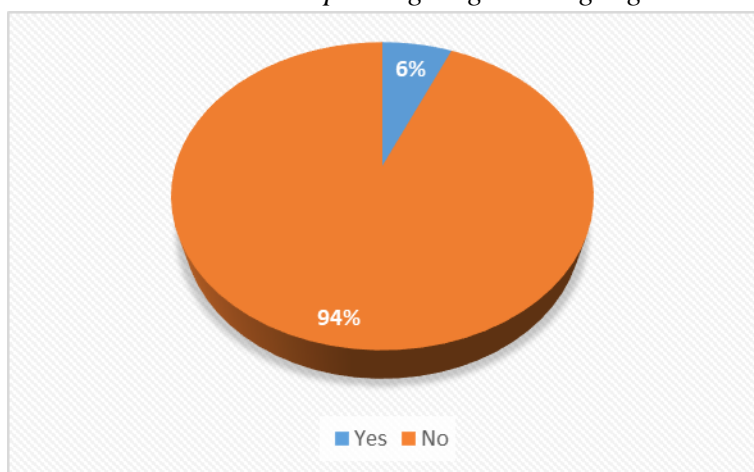
Therefore, motivation involve the student's positive attitude, due to, the desire to learn and acquire new knowledge. Likewise, motivated learners look for the means to improve their language skills, since, by doing they may be contributed significantly to their learning, thus, they are aware of cultivate self-motivation, because pushes them or encourages them to go through the learning process, making easier for them the acquisition of the language.

In summary, only a small percentage of the students surveyed are self-motivated, however, the self-motivation of these pupils is what allows them to take on challenges and look for learning strategies that help them to improve their language skills. Likewise, based on the analysis carried out, it can be deduced that 6% of these students have high emotional intelligence and as a result of this, they focus on their weaknesses during their oral performance and learn from their mistakes, motivating themselves to achieve a good proficient of the language.

In the following figure shows the results obtained from the question three of the survey applied to the students about self-motivation.

Figure 8

Students Interested in improving English language skills



In figure number eight the majority of students are not motivated to improve their English language skills. Since the 94% answered No, and only the 6% answered Yes.

4.2.2.2.3. Better stress management.

Academic performance pressure, social background, homework, and relationships with peers and teachers may cause stress in students. This stress can significantly affect the health, happiness, relationships, and grades of students. Stress is a major obstacle when students are learning something new and developing a perspective for their surrounding world.

“If left unaddressed, stress persists in a student’s academic and personal life. A student who can manage their emotions well is one that will not allow stress to rule their academic life...” (Team Varthana, 2023)

According to the aforementioned, students are exposed to levels of stress in all areas of their lives, however, stress present in the educational field, may cause learners to lower their academic performance, therefore, they can not learn efficaciously. Emotionally intelligent students are able to understand and deal with their emotions to achieve better results in what they want to learn.

From the research analysis, it could be observed learners who have a high emotional intelligence have adequate stress management, thus they do not allow external factors to affect their learning. This, in turn, plays an important role in the student's oral performance, because in this way the language is produced successfully. Better stress management allow students enhance their speaking skills and be able to work under pressure, without this affecting their language production, as they manage negative emotions in a good way..

4.2.2.2.4. Social skills.

Emotional intelligence nurtures strong social skills in students. It enables them to communicate effectively, listen actively, and build meaningful relationships. Students with high emotional intelligence are more adept at resolving conflicts

peacefully, collaborating with others, and exhibiting empathy toward their peers. These social skills are valuable for building healthy friendships, teamwork, and positive interactions with teachers and other school staff. (Hussanisoyat, 2023)

Based on what Hussanisoyat stated, one of the essential characteristics of a person with high emotional intelligence is their social skills, being able to communicate easily and express themselves efficiently with people around them, helps them acquire and enhance their learning through interaction and practice with others. Likewise, it helps them strengthen their teamwork skills.

In summary, it was found as a result of high emotional intelligence the ability to develop social skills, given that students who have good communication skills manage to be successful during their oral performance, this is because the ability to speak is was enhanced through practice, which was carried out through to interactive activities guided by the teacher, thus, learners who develop these skills, acquire language in a more natural way and learning becomes meaningful, due to interaction with the environment.

4.2.2.2.5. Self-regulation.

“Reflection is the foundation of self-regulation, which helps students reflect on their experiences, thoughts, needs, and mistakes, and use that learning in their academic and personal life. This allows students to accomplish tasks, reach goals, and develop healthy habits.”

“Planning, performance, and reflection are the steps to developing self-regulation in students. Self-regulation helps students be more goal-oriented and improve their focus.” (Team Varthana, 2023)

Self-regulation, refers to the control learners have over their emotions, as well as, their correct management, in order to identify them and know how to turn weaknesses into strengths. Students who know how to self-regulate are more positive during the teaching-learning process, they also have no problem working under pressure and easily adapt to their environment, and this flexibility makes them more successful learners.

It can be deduced that in the current context, self-regulation makes it easier for students to learn English language better, due to their self-control and initiative to improve their communication skills. It is worth mentioning that students who know how to self-regulate know how to control the anxiety caused by speaking activities, in turn, pupils are able to set goals, in order to improve their language production, becoming self-taught students, capable of guide their own learning.

4.2.2.2.6. Enhancing Listening Skills.

Effective communication requires not just speaking, but also active listening. By developing empathy and social skills, learners can become better listeners, picking up on nuances in conversation and responding appropriately. This can help learners understand the cultural context of the language they're learning, as well as develop more meaningful relationships with native speakers. (Deans, 2023)

In agreement with Deans, to learners have productive communication, when acquiring a second language, the good development of listening skills should be taken into account; this is of utmost importance to be able to accurately receive information when communicating with others, and also to give an appropriate response in the communicative context, as well as, to strengthen the interpersonal relationships of the trainees.

At the moment, emotionally intelligent students in the classroom, try to improve on their listening weaknesses, looking for helpful strategies, which is essential to having better oral performance, since, if students are able to recognize the message when English is spoken, the communication process is facilitated, and make them active and successful students, through the development of their social and linguistic skills.

When we asked to the teacher about the effects of high emotional intelligence in students, he answered that when they have high emotional intelligence, they have excellent self-esteem, are open-minded, committed, and enjoy every moment of class participating actively in different activities.

V. ANALYSIS AND INTERPRETATION OF RESULTS

Regarding to the specific objective 1, identify the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023. To answer this objective, the questions "3. Are you interested in learning new things to improve your English language skills?" question "5. How do you feel when you speak English during oral activities?", question "6. When you speak English in public do you feel confident?", question "7. Do you use any study method on your own?" question "9. Do you know how to regulate your emotions when you feel anxious or nervous about performing an oral activity?" of the survey and the question "5. What type of emotions predominate in students when they have to develop oral activities in English?" from the teacher's interview questionnaire were taken.

The data obtained in graph (8) (See graph) revealed that the majority of students are not motivated to improve their English language skill. Since the 94 % answered Yes, and the 6% answered No.

The data collected in graph (3) (See graph) revealed that most students experience negative emotions when they have to carry out oral activities. The predominant emotions are nervousness with 36% and anxiety with 20%.

The data obtained in graph (7) (See graph) shows that the majority of students do not feel confident when they have to speak English, represented by 68% who expressed not feeling confident when they have to speak English.

The data gathered in graph (5) (See graph) reflected that 87% of students do not use any study method of their own. Demonstrating that those who use their own study method are a minority.

The data achieved in graph (4) (See graph) revealed that most of students do not know how to regulate negative emotions during their oral performance, obtaining the 77% of the students with this difficulty, on the other hand only the 14% of the learners regulate well the negative emotions during speaking activities.

Likewise the interviewed teacher said that the emotions that predominate in students when they have to develop oral activities usually are nervousness, anxiety and horror because they do not prepare for these activities.

The results might suggest that majority of student's experience negative emotions during their oral performance, the emotions that predominate in the most are: nervousness, anxious and frustration, due to is difficult for learners how to regulate them. On the other hand, students do not feel motivated to improve their English language skills, this is the cause what they are not self-taught in their learning process. However, it was found that, minority of students feel motivated and are better to regulate their emotions when they use the language in oral activities.

Therefore, this data is consistent with the theory of Cherry (2023) who stated that Emotional Intelligence is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with, and relate to others effectively and constructively. This ability to express and control emotions is essential. It also is the ability to understand, interpret, and respond to the emotions of others.

It can be deduced that emotional intelligent play a vital role in the oral performance of students. It was identified more negative than positive effects, that is why teachers should work on strengthen learners' emotional part, which is may helpful to assure learners' language success.

Therefore, the first objective in particular has been fulfilled by identifying the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.

Concerning to the specific objective 2, describe the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023. To respond this objective, the questions "10. Do you experience fear when you carry out an oral presentation?", question "11.If your answer was yes. Which of the following aspects is a cause of your fear when speaking English?", question "12. According to your experiences, what are the consequences that result from an oral presentation in which you experience fear,

nervousness or insecurity?” of the survey and the question “6. What are the effects of high emotional intelligence of your students on the development of speaking skills in the English subject?, question “7. What are the effects of low emotional intelligence of your students on the development of speaking skills in the English subject?” from the teacher interview questionnaire were taken.

The data obtained in graph (1) (See graph) indicates that, most of the students experience fear when carry out an oral presentation, as a result 71% said yes and the 29% said no, the last one population do not experience fear during their oral presentations.

The data gathered in graph (2) (See graph) showed that the main cause of Learners’ fear is because they are afraid of make mistake when they speak English, resulting the 86% with the same answer, and the 14% said that they are afraid of speaking English because the teacher does not show them confident.

The data collected in graph (6) (See graph) indicates that the principal consequence of fear and nervousness of learners during their oral performance is fail, with a 42%, followed by having low grades with 32%, a 13% of students may feel frustration and the other 13% may experience deficiency in the production of the language, thus, these aspects are considering as negative effects of a having a low development of emotional intelligence.

On the other hand, the interviewed teacher expressed that students that have high emotional intelligence are open minded, have excellent self –esteem, are committed and enjoy every moment of the class participating actively in different activities in the English subject. However the students who have low emotional intelligence do not pay attention to the class, tend to feel anxious, do not participate in classroom activities, and are not motivated.

The results might suggest that learners need strengthen Emotional Intelligence because students that feel confident and motivated are minority. It has been shown that most of them experience fear and nervousness when they have to develop oral activities, obtaining as consequences: fail, followed by having low grades, feel frustration and experience deficiency in the production of the language.

These data are in accordance with the following theory: “The ability to manage emotions may influence significantly the way how people think and express ideas in order to communicate or participate in English class” (Hernández et al., 2018).

The results gathered through the interview along with the results of the survey suggest that is necessary to pay greater attention to Emotional Intelligence in the educational context, since emotions significantly influence the degree of confidence or fear when developing activities in the classroom, especially in oral activities. The majority of students have responded that they feel fear when they have to develop oral skills, resulting in main consequences: fail, low grades and frustration.

Therefore, the second objective in particular has been fulfilled by describing the main consequences of high and low emotional intelligence on students’ speaking production of the English language in tenth grade “A” at San Isidro National Institute, during the second semester 2023.

Respect to the specific objective 3, propose Goleman’s Emotional Intelligence Model, as a method to manage emotions during the speaking performance of students in tenth grade “A”, at San Isidro National Institute, during the second semester 2023. Since the teacher is responsible for training and educating the student in skills such as knowledge of their own emotions, the development of self-control and the ability to express their feelings, the Goleman's Model is suggested to the teacher to strengthen the emotional intelligence of the students and improve different skills, in this case oral performance in the English subject (See Appendix 1). Being a proposal to be carried out in the future.

5.1. Conclusions

This work explain the effects of Emotional Intelligence on Students' speaking performance of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.

Literature review was used to fulfill this research which is the scientific basis for support the results obtained through the instruments applied such as the interview to the teacher and the survey to the students, providing relevant information from their role and experience in the teaching-learning process about the effects of Emotional Intelligence on oral development in the English subject which was useful to conclude that:

- ✓ Emotional part of the learners is fundamental in the process of acquiring the English language and in the proper development of communication skills such as speaking.
- ✓ Teachers must work to strengthen the emotional intelligence of learners, being motivating teachers, providing confidence and security in the classroom.
- ✓ Students must face the negative emotions that prevent them advance in the development of their skills, especially oral skills, and work on them to transform them into positive ones.

5.2. Recommendations

According to the findings in this study and the conclusions, is recommending:

For teachers:

To use in the development of the class the Goleman's Emotional Intelligence Model for help students achieve high emotional intelligence so that learners are able to manage their emotions in the English oral performance.

For students:

Students must understand the origin of their negative emotions for regulate them and focus on their qualities and successes.

For the next researchers:

Next researchers can consider this research as a reference for futures research. Also future studies should take into account how emotional intelligence is being worked at home, how parents are helping to strengthen it.

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APPENDIX

Appendix 1.

Goleman's Emotional Intelligence Model.

- ✓ To Propose Goleman's Emotional Intelligence Model, as a method to manage emotions during the speaking performance of students in tenth grade "A", at San Isidro National Institute, during the second semester 2023.

According to Goleman's Model there are five elements that help students have a high Emotional Intelligence. Therefore, learners will feel more motivated and confident, and they will be able to manage their emotion during their speaking performance at the moment to speak English in the classroom. Also this Goleman's Model will be very helpful for students and teachers.

Goleman developed a performance-based model of EQ to assess student levels of emotional intelligence.

- Emotional self-awareness – understanding the emotions that one is feeling.
- Self-regulation – the ability to redirect or control your own emotions.
- Motivation – using emotional intelligence to reach goals, using them when faced with challenges.
- Empathy – the ability to understand and sense the emotions displayed by others.
- Social skills – inspiring others, managing relationships and influencing their responses.

Components	Description	Implementation
Emotional Self-Awareness	Understand the emotions that one is feeling and the way this emotions may impact others.	There is a technique that Goleman proposes, which consists of letting the student know through a simple "Why" what he is failing in this way that the student realizes for himself. For example, That the learner describe how they feel followed by 2 or 3 whys: "I'm angry. Why? Because I got a low grade in math. Because? Because I didn't study. Because? Because instead I was on social media."
Self-Regulation	The ability to redirect or control your own emotions and understand the consequences an action may	Class discussion like brainstorming techniques to control anger. Practicing breathing and self-de-escalating.

	have before acting on any impulses.	
Motivation	Using emotional intelligence and factors to reach goals and enjoying the process that comes with learning about these emotions, using them when faced with challenges.	Teach intrinsic and extrinsic motivations. Students analyze what motivates them and how they can use this knowledge.
Empathy	The ability to understand and sense the emotions displayed by others.	Infuse questions into content that foster empathy: For example, how did Gandhi / Native American /serfs feel about their situation? Offer, “What would you do?” Scenarios and discuss as a class.
Social Skills	Inspiring others, managing relationships and influencing their responses	Frequent group work with scaffolded rules of engagement. Sentences started for discussions. Mentorship program with student participants. (Goleman, 1995)

By introducing this concept into your classroom you can ensure that your students are not only comfortable with exploring emotions, but are able to use this comprehension to guide them through life in a positive manner. Daniel Goleman’s book Emotional Intelligence is definitely worth exploring for more information about this theory. It will also help you to get more ideas about ways in which you can introduce the concept into your classroom.

Remember, introducing emotional intelligence is not just for teaching children at the kindergarten level. It is important to implement this theory at all ages, so that it continually develops, and works throughout the life of the child and even the adult. It is worth mentioning that the development of emotional intelligence in students is incredibly influential, which helps regulate their emotions. Therefore, they will perform better in oral activities.

Appendix 2

STUDENT SURVEY



FACULTAD REGIONAL MULTIDISCIPLINARIA.

Research Topic: Effects of emotional intelligence on students' speaking performance of the English language, in tenth grade "A" at San Isidro National Institute, during second semester 2023.

Survey Guide (Questionnaire) aimed at students.

I. General Data

School: San Isidro National Institute

Level: 10th

Teacher's name: Harold Rizo

Subject: English

Date:

II. Introduction

We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting research with the aim of collecting information related to our research work entitled: **Effects of emotional intelligence on students' speaking performance of the English language, in tenth grade "A" at San Isidro National Institute, during the second semester 2023** for which we will conduct this survey.

III. Objectives

- ✓ To identify the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.

- ✓ To describe the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
- ✓ To Propose Goleman's Emotional intelligence model, to strengthen emotional intelligence and improve speaking English competence in tenth grade "A" students, at San Isidro National Institute, during the second semester 2023.

IV. Procedure

Circle the option you consider convenient.

- 1. Do you know what emotional intelligence is?**
 - A) Yes
 - B) No
- 2. When you have problems or worries, how do you react?**
 - A) Very good, I know how to deal with problems.
 - B) Well enough, I can downplay some things.
 - C) Regular, sometimes I feel like I cannot do everything.
 - D) In a bad way, I feel anxious and I block myself.
- 3. Are you interested in learning new things to improve your English language skills?**
 - A) Yes
 - B) No
- 4. What type of activities do you like to participate in the most?**
 - A) Oral presentations
 - B) Teamwork
 - C) Listening activities
 - D) Reading comprehension
- 5. How do you feel when you speak English during oral activities?**
 - A) Excited
 - B) Nervous
 - C) Anxious
 - D) Scared
 - E) Motivated
 - F) Frustrated

- 6. When you speak English in public do you feel confident?**
A) Yes
B) No
- 7. Do you use any study method on your own?**
A) Yes
B) No
- 8. Does the teacher guide you to do interactive activities among yourselves?**
A) Yes
B) No
C) Sometimes
- 9. Do you know how to regulate your emotions when you feel anxious or nervous about performing an oral activity?**
A) Yes
B) No
- 10. Do you experience fear when you carry out an oral presentation?**
A) Yes
B) No
- 11. If your answer was yes. Which of the following aspects is a cause of your fear when speaking English?**
A) The teacher does not show confident.
B) Have some problem at home.
C) Afraid to make a mistake.
D) All mentioned above.
- 12. According to your experiences. What are the consequences that result from an oral presentation in which you experience fear, anxiety or insecurity?**
A) Fail
B) Low grades
C) Frustration
D) Deficiency

Thank you very much for your collaboration!

INTERVIEW TO TEACHER



FACULTAD REGIONAL MULTIDISCIPLINARIA.

Research Topic: Effects of emotional intelligence on students' speaking performance of the English language, in tenth grade "A" at San Isidro National Institute, during second semester 2023.

Interview guide for English teachers (Questionnaire)

V. General Data

School: San Isidro National Institute

Level: 10th

Teacher's name: Harold Rizo

Subject: English

Date:

VI. Introduction

We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting research with the aim of collecting information related to our research work entitled: **Effects of emotional intelligence on students' speaking performance of the English language, in tenth grade "A" at San Isidro National Institute, during the second semester 2023** for which we will conduct this interview.

VII. Objectives

- ✓ To identify the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
- ✓ To describe the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
- ✓ To Propose Goleman's Emotional intelligence model, to strengthen emotional intelligence and improve speaking English competence in tenth grade "A" students, at San Isidro National Institute, during the second semester 2023.

VIII. Procedure

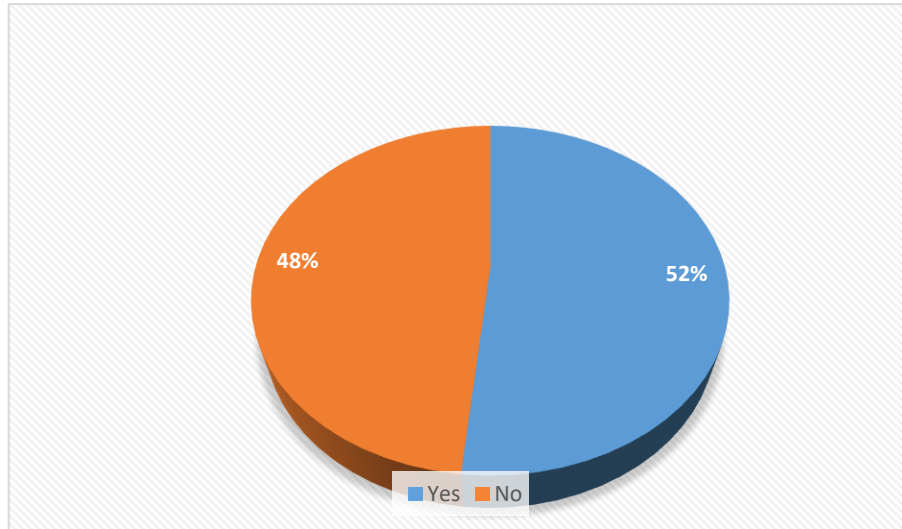
- ✓ According to your experience, what do you understand by Emotional Intelligence?
- ✓ Do you think that students' emotions are an important part of their oral performance in the English subject? Why?
- ✓ What strategies do you use to strengthen emotional intelligence in students in a meaningful way?
- ✓ Do you think your students have high or low emotional intelligence? Why?
- ✓ What type of emotions predominate in students when they have to develop oral activities in English?
- ✓ What are the effects of high emotional intelligence of your students on the development of speaking skills in the English subject?
- ✓ What are the effects of low emotional intelligence of your students on the development of speaking skills in the English subject?

Thank you very much for your collaboration!

Appendix 3.

Figure 1

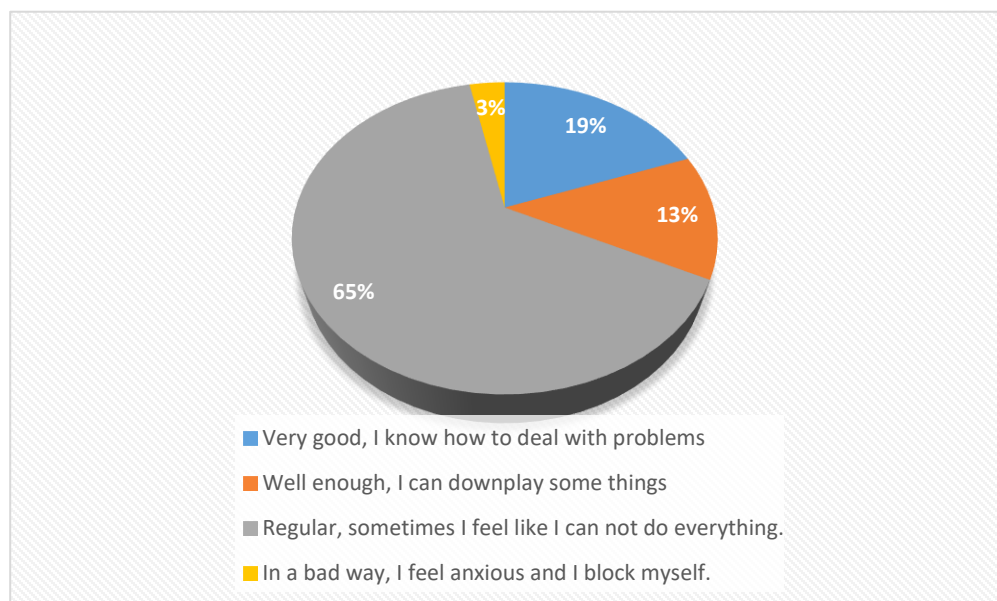
Students who know what emotional intelligence is



The figure number 1 reflects 52% participants who say to know about emotional intelligence, while the other part of the population affirms with 48% that unknown what emotional intelligence is.

Figure 2

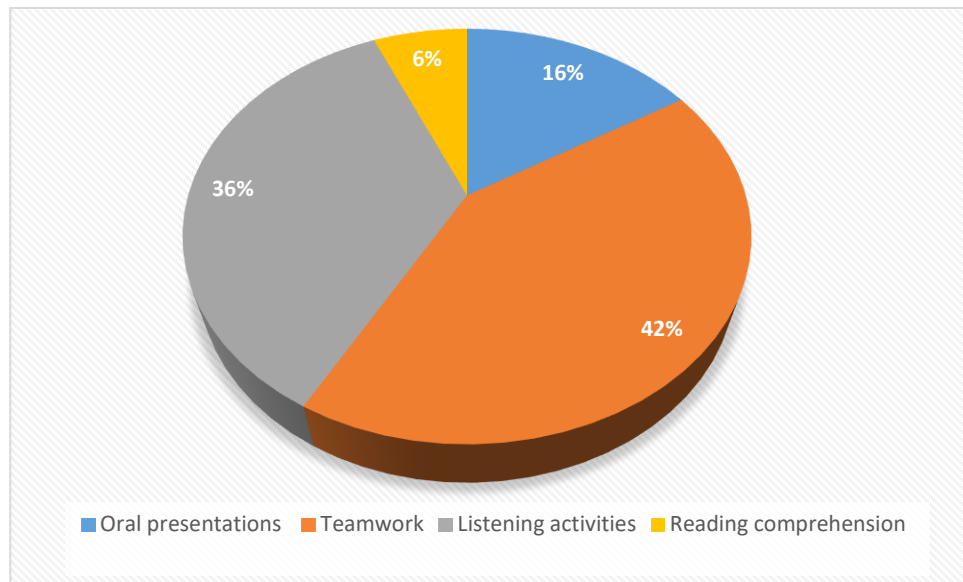
How you react when you are going through a difficult situation



In figure 2 reveals that most of the students feel like they cannot do everything, since it occupies the 65%, while only 19% answered that they know how to deal with problems, and the other part occupies the 13% and 3%.

Figure 3

The following figure shows which activity the students like to participate in the most



The figure three shows that 42% like to learn through the technique teamwork. While the 36% occupy that students like to study through listening activities. Only the 16% answered oral presentation, and 3% reading comprehension.

Appendix 4

Interview to teacher.

Question 1

According to your experience, what do you understand by Emotional Intelligence?

The answer given by the teacher based of his knowledge was that, Emotional Intelligence is the way that students manage their emotions, this manner of controlling their emotions help them to be always focus on every task.

Question 2

Do you think that students' emotions are an important part of their oral performance in the English subject? Why?

The teacher expressed that emotional intelligence is important because this allows students to interact more in group activities, which favors communication and carrying out tasks effectively, making learning together meaningful.

Question 3

What strategies do you use to strengthen emotional intelligence in students in a meaningful way?

When asked about strategies to strengthen emotional intelligence, the interviewed teacher said that he applies three strategies that helps the student like interact during any lesson, maintain positive attitude when teaching, and also gives feedback in order to strength those weaknesses that he finds in learning process.

Question 4

Do you think your students have high or low emotional intelligence? Why?

The teacher answered that they have low emotional intelligence, since they are not able to control their emotions, they lack confidence when expressing themselves in public, and they present a lot of anxiety, fear and insecurity.

Appendix 5

Table of analysis and discussion of results.

	Objective1	Objective2
Specific Objective	To identify the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.	To describe the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.
Questions/ Results summary Paraphrase the results that you have after the data processing	<p>Question "3. Are you interested in learning new things to improve your English language skills?" Question "5. How do you feel when you speak English during oral activities?" Question "6. When you speak English in public do you feel confident?" Question "7. Do you use any study method on your own?" Question "9. Do you know how to regulate your emotions when you feel anxious or nervous about performing an oral activity?" of the survey and the question" 5. What type of emotions predominate in students when they have to develop oral activities in English?" from the teacher's interview.</p> <p>The data obtained in graph (8) (See graph) revealed that the majority of students are not motivated to improve their English language skill. Since the 94 % answered Yes, and the 6% answered No.</p> <p>The data collected in graph (3) (See graph) revealed that most</p>	<p>Question "10. Do you experience fear when you carry out an oral presentation?", Question "11.If your answer was yes. Which of the following aspects is a cause of your fear when speaking English?", Question "12. According to your experiences, what are the consequences that result from an oral presentation in which you experience fear, nervousness or insecurity?" of the survey and the question "6. What are the effects of high emotional intelligence of your students on the development of speaking skills in the English subject?, Question "7. What are the effects of low emotional intelligence of your students on the development of speaking skills in the English subject?"</p> <p>The data obtained in graph (1) (See graph) indicates that, most of the students experience fear when carry out an oral presentation, as a result 71% said yes and the 29% said no, the last one population do not</p>

	<p>students experience negative emotions when they have to carry out oral activities. The predominant emotions are nervousness with 36% and anxiety with 20%.</p> <p>The data obtained in graph (7) (See graph) shows that the majority of students do not feel confident when they have to speak English, represented by 68% who expressed not feeling confident when they have to speak English.</p> <p>The data gathered in graph (5) (See graph) reflected that 87% of students do not use any study method of their own.</p> <p>Demonstrating that those who use their own study method are a minority.</p> <p>The data achieved in graph (4) (See graph) revealed that most of students do not know how to regulate negative emotions during their oral performance, obtaining the 77% of the students with this difficulty, on the other hand only the 14% of the learners regulate well the negative emotions during speaking activities.</p> <p>When asked about emotions that predominate in students when they have to develop oral activities in English the interviewed teacher said that students usually show nervousness, anxiety and horror when because they do not prepare for oral activities.</p>	<p>experience fear during their oral presentations.</p> <p>The data gathered in graph (2) (See graph) showed that the main cause of Learners' fear is because they are afraid of make mistake when they speak English, resulting the 86% with the same answer, and the 14% said that they are afraid of speaking English because the teacher does not show them confident.</p> <p>The data collected in graph (6) (See graph) indicates that the principal consequence of fear and nervousness of learners during their oral performance is fail, with a 42%, followed by having low grades with 32%, a 13% of students may feel frustration and the other 13% may experience deficiency in the production of the language, thus, these aspects are considering as negative effects of a having a low development of emotional intelligence</p> <p>When asked to the teacher about the effects of high emotional intelligence of students on the development of speaking skills in the English subject, he said that students who have high emotional intelligence, have excellent self-esteem, are open-minded, committed, and enjoy every moment of class participating actively in different activities.</p> <p>When asked to the teacher about the effects of low emotional intelligence of students on the development of speaking skills in the English subject, he said</p>
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		that students that have low Emotional Intelligence do not pay attention to the class, tend to feel anxious, do not participate in classroom activities, and are not motivated.
Interpretation of results	The results might suggest that majority of student's experience negative emotions during their oral performance, the emotions that predominated in the most are; nervousness, anxious and frustration, due to is difficult for learners how to regulate them. On the other hand, students do not feel motivated to improve their English language skills, this is the cause what they are not self-taught in their learning process. However, it was found that, minority of students feel motivated and are better to regulate their emotions when they use the language in oral activities.	The results might suggest that learners need strengthen Emotional Intelligence because students that feel confident and motivated are minority. It has been shown that most of them experience fear and nervousness when they have to develop oral activities, obtaining as consequences: fail, followed by having low grades, feel frustration and experience deficiency in the production of the language.
Theory and literature review /Implications Same theory regarding the questions in the theoretical framework, is there is not theory related search another one	According to Cherry (2023): Emotional intelligence is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with, and relate to others effectively and constructively. This ability to express and control emotions is essential. It also is the ability to understand, interpret, and respond to the emotions of others.	“The ability to manage emotions may influence significantly the way how people think and express ideas in order to communicate or participate in English class” (Hernández et al., 2018).
Reflective analysis. Based on interpretation from a personal point of view and experience as	Overall described, it can be deduced that emotional intelligent play a vital role in the oral performance of students. It was identified more negative than positive effects, that is why teachers should work on strengthen learners' emotional	The results gathered through the interview along with the results of the survey suggest that is necessary to pay greater attention to Emotional Intelligence in the educational context, since emotions significantly influence the

<p>researcher and educator.</p>	<p>part, which is may helpful to assure learners' language success. Therefore, the first objective in particular has been fulfilled by identifying the main effects of emotional intelligence on students' speaking development of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.</p>	<p>degree of confidence or fear when developing activities in the classroom, especially in oral activities. The majority of students have responded that they feel fear when they have to develop oral skills, resulting in main consequences: fail, low grades and frustration. Therefore, the second objective in particular has been fulfilled by describing the main consequences of high and low emotional intelligence on students' speaking production of the English language in tenth grade "A" at San Isidro National Institute, during the second semester 2023.</p>
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Appendix 6

Variable Operationalization						
Variables	Dimensions	Indicators	Scale	Questions	Technique	Addressed to:
1.1. Emotional Intelligence	1.1.1 Definition		Closed	<ul style="list-style-type: none"> Do you know what emotional intelligence is? 	Survey	Students
			Open	<ul style="list-style-type: none"> A) Yes B) No 	Interview	Teacher
	1.1.2. Aspects of emotional intelligence	<p>1.1.2.1. Self-awareness</p> <p>1.1.2.2. Self-regulation</p> <p>1.1.2.3. Motivation</p> <p>1.1.2.4. Empathy</p> <p>1.1.2.5. Social skills</p>	Multiple choice	<ul style="list-style-type: none"> According to your experience, what do you understand by Emotional Intelligence? When you have problems or worries, how do you react? <p>A) Very good, I know how to deal with problems. B) Well enough, I can downplay some things. C) Regular, sometimes I feel like I cannot do everything. D) In a bad way, I feel anxious and I block myself.</p>	Survey	Students
	1.2.1. Emotional intelligence in students' speaking performance.	1.2.1.1. Correlation between emotional intelligence and students' oral performance.	Open	<ul style="list-style-type: none"> Do you think that students' emotions are an important part of their 	Interview	Teacher

1.2. Students' speaking performance		1.2.1.2. Self-Awareness of emotions.	Multiple choice	oral performance in the English subject? Why?	Survey	Students
		1.2.1.2.1. Anxiety	Closed	<ul style="list-style-type: none"> How do you feel when you speak English during oral activities? Choose at least two emotions that you most identify with. 	Survey	Students
		1.2.1.2.2. Embarrassment	Multiple choices	<ul style="list-style-type: none"> A) Excited B) Nervous C) Anxious D) Scared E) Motivated F) Frustrated 	Survey	Students
		1.2.1.2.3. Fear				
		1.2.1.2.4. Shyness	Closed	<ul style="list-style-type: none"> Do you experience fear when you carry out an oral presentation? 	Survey	Students
			Closed	<ul style="list-style-type: none"> If your answer was yes. Which of the following aspects is a cause of your fear when speaking English? 	Survey	Students

		<p>1.2.1.3. Self-Regulation of emotion.</p> <p>1.2.1.4. Motivation</p> <p>1.2.1.4.1. Intrinsic motivation</p> <p>1.2.1.4.2. Extrinsic Motivation</p> <p>1.2.1.5. Social Skill</p>		<p>A) The teacher does not show confident.</p> <p>B) Have some problem at home.</p> <p>C) Afraid to make a mistake.</p> <p>D) All mentioned above.</p> <ul style="list-style-type: none"> Do you know how to regulate your emotions when you feel anxious or nervous about performing an oral activity? <p>A) Yes</p> <p>B) No</p> <ul style="list-style-type: none"> Do you use any study method on your own? <p>A) Yes</p> <p>B) No</p>		
	1.2.2. Effects of emotions in English	1.2.2.1. Low development of emotional intelligence.	Open Open	<ul style="list-style-type: none"> Do you think your students have high or 	Interview Interview	Teacher Teacher

	speaking proficiency	1.2.2.1.1. Resistant to change.		low emotional intelligence? Why?	Interview	Teacher
		1.2.2.1.2. Poor listener.		<ul style="list-style-type: none"> • What are the effects of low emotional intelligence of your students on the development of speaking skills in the English subject? 	Interview	Teacher
		1.2.2.1.3. Anxiety	Open		Survey	Students
			Closed		Survey	Students
		1.2.2.2.High development of emotional intelligence.	Multiple choice	<ul style="list-style-type: none"> • What are the effects of high emotional intelligence of your students on the development of speaking skills in the English subject? 	Survey	Students
			Multiple choice		Survey	Students
		1.2.2.2.1. Self-confidence.		<ul style="list-style-type: none"> • When you speak English in public do you feel confident? 	Survey	Students
	Closed	A) Yes B) No				

		<p>1.2.2.2.2. Self-motivation</p> <p>1.2.2.2.3. Better stress management.</p> <p>1.2.2.2.4. Social skills.</p>	Closed	<ul style="list-style-type: none"> • Are you interested in learning new things to improve your English language skills? <p>A) Yes B) No</p> <ul style="list-style-type: none"> • According to your experiences. what are the consequences that result from an oral presentation in which you experience fear, nervousness or insecurity? <p>A) Fail B) Low grades C) Frustration D) Deficiency</p> <ul style="list-style-type: none"> • What type of activities do you like to participate in the most? <p>A) Oral presentations B) Teamwork C) Listening activities</p>	Interview	Teacher
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