

Role of EI and AFLL for Effective English Language Skills

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Abstract

Keeping pace with changing world, English language teaching has also adapted itself to cater the needs of different individuals. Now, every stakeholder of the English language teaching and learning aims to individualize the process of learning for effective language achievement. In fact, different variables have been identified to enhance the process of learning and teaching English, among them two of the most important variables have emerged- Emotional Intelligence (EI) and Attitude towards Foreign Language Learning (AFLL). There are different theories and scales available for both EI and AFLL that are directly and indirectly associated with language teaching. Keeping all the theories in mind a research was conducted to find the role of EI and AFLL for effective English language skills among undergrad students of tertiary education. The research used both students and teachers as the participants for a mixed research where both quantitative and qualitative data were collected. After the data collection was complete the data were analyzed thoroughly, and it was determined that- EI and AFLL both have a strong positive correlation with the effectiveness of English language skills. It was also found out that there is a strong positive correlation between EI and AFLL. All these data have the potential to improve English language teaching.

Declaration

I declare that the Dissertation titled “Role of EI and AFLL for Effective English Language Skills” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

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Chapter 1

Introduction

1.1 Background and Context

Learners vary enormously in how successful they are in learning a second language. All people acknowledge that some individuals learn a second language easily and some with more difficulty. Among many factors contributing to second language learning success, attitude and degree of intelligence possessed by individual plays an important role. Previously, education system and researchers always regarded cognitive aspect of individuals to be the determinant of their academic success. In other words, students with higher intelligent Quotient (IQ) were considered to be intelligent. However, recently there has been an increasing interest in the emotional aspects of people in both scientific literature and second or foreign language (L2) research. Emotional intelligence (EI) is a branch of social intelligence and thought to affect various areas of human life including language achievement. There is a significant body of research (Alavinia & Alikhani, 2014; Fahim & Pishghadam, 2007) which concludes that individual's emotional intelligence is an important aspect which triggers different areas of language achievement. As a result, it can be said that higher levels of EI can serve as a driving force and incorporate positive attitude towards language learning. In fact, language learners' attitudes toward the language (including its status and prestige) and its speakers greatly influence the language learning process and the learning outcomes. Dörnyei (2009) and other researchers (Kosmos & Csizér 2007), claim that attitude represents one of the most important sets of variables for predicting learner efficiency and achievement.

1.2 Purposes

The aim of this research is to identify the role of Emotional Intelligence (EI) and Attitude towards foreign language learning (AFLL) on English language learning among the tertiary level students of Bangladesh. In fact, this research will specifically focus on finding out if there is any relationship between EI profile and AFLL. All in all, this research will shed a clear light on the achievement of language learning skills of Bangladeshi tertiary students and how it is related to EI and AFLL.

1.3 Significance of the Study

In Bangladesh, freshers of tertiary education first complete their twelve years of primary and secondary education before they get admission, thus they are expected to start their journey of higher education with basic aptitude to communicate and understand his/her peers and teachers effectively using English language. However, the current students of Bangladeshi universities show discrepancies in using English language effectively. Even though, the students are supposed to use English language effectively without any further ado from the universities, as their school curriculum is designed to make them efficient in the language use. Moreover, students even show high level of anxiety when asked to perform different skills of English language which is also tackled in the basic courses offered by the universities. In addition, Farooqui (2007) in her research points out that despite courses offered by universities for developing language skills, students fail to attain the expected level of fluency in English. Consequently, the university students are failing to become globalized which is one of the core objectives for most of the Bangladesh tertiary institutes.

Thus, keeping different aforementioned researches in mind and considering the vitality of emotions and attitude to succeed in effective language use, this research paper will aim to understand whether or not Emotional Intelligence (EI) can play a role to create positive attitude towards English as a foreign language for tertiary students of Bangladesh and also how it can help students to have productive language skills.

1.4 Scope and Definition

Research by Zarezadeh (2013) suggests that there is definitive relationship between affective aspects of individuals and second language (L2) learning, not enough study has been done on the relationship between Emotional Intelligence (EI) and Attitudes towards Foreign Language Learning (AFL) to have productive language skills, especially in Bangladesh's context.

The two most dominated terms throughout this research are Emotional Intelligence (EI) and Attitude towards Foreign Language Learning (AFL), thus these two terms are defined briefly in this part of the introduction. To begin, EI is the process which affect one's appraisal of his/her own and others' emotions, expressing feelings appropriately, processing emotional information and regulation of emotions to make the life better (Bown, & White, 2010). On the other hand, AFL is an important concept of individual's mental state, beliefs, feelings and motivational factors affective to learning a foreign language (Muir & Dörnyei, 2013).

Chapter 2

Literature Review

2.1 Emotional Intelligence (EI)

Initially, Emotional Intelligence (EI) was introduced by Mayer and Salovey (1997) as ‘the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’ (p. 189). In fact, emotional intelligence was considered as a way to conceptualize the two important aspect- cognition and affect. Historically, ‘emotion’ and ‘intelligence’ were two polar terms which were presented as the opposite to each other. That is, how could one be intelligent about the emotional aspects of life when emotions derail individuals from achieving their goals. Now, supported by different researchers and authors, the theory of emotional intelligence suggests the opposite: emotions make cognitive processes adaptive and individuals can think rationally about emotions (Mayer & Salovey, 1997).

EI is a product of two psychological research areas. The first area, cognition and affect, involves how cognitive and emotional processes interact to enhance thinking (Brodie, 2012). Emotions like anger, happiness, and fear, as well as mood states, preferences, and bodily states, influence how people think, make decisions, and perform different tasks (Forgas & Moylan, 1987). The second area is an evolution in models of intelligence itself. Instead of viewing intelligence as just an analytical ability associated with memory, reasoning, judgment, and abstract thought, theorists and investigators began considering intelligence as a broader array of mental abilities (e.g., Cantor & Kihlstrom, 1987; Gardner, 2006; Sternberg, 1998).

The term EI was widely popularized after Goleman (1995) wrote the best-selling trade book, 'Emotional Intelligence: Why it can matter more than IQ'. In the book, Goleman (1995) described how scientists had discovered a connection between emotional competencies and social behavior; he also declared that emotional intelligence as powerful and at times more powerful than IQ in predicting success in life. Furthermore, people from all professions – educators, psychologists, human resource professionals, and corporate executives – began to incorporate emotional intelligence into their daily vernacular and professional practices.

2.2 Emotional Intelligence Models

There are two competing models of Emotional Intelligence (EI): ability-based model, which is strongly supported by Mayer and Salovey (1997) and mixed model, which is endorsed by researchers such as Goleman (2001) and Bar-On (2004). According to Ability model, emotional intelligence is a pure form of mental ability and thus a pure intelligence. In contrast, mixed model of emotional intelligence combine mental ability and personality characteristics such as optimism and well-being (Mayer & Salovey, 1997).

2.2.1 Ability Model of Emotional Intelligence

Mayer and Salovey's (1997) ability model defines emotional intelligence as new criteria of intelligence which can stand on its own. In other words, the ability model of emotional intelligence supports that Emotional Intelligence (EI) consists of a set of abilities which helps to term an individual as an emotionally intelligent person. Furthermore, it suggests that EI has two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). In addition, each area is further

divided into two branches that start from basic psychological processes to more complex processes integrating emotion and cognition.

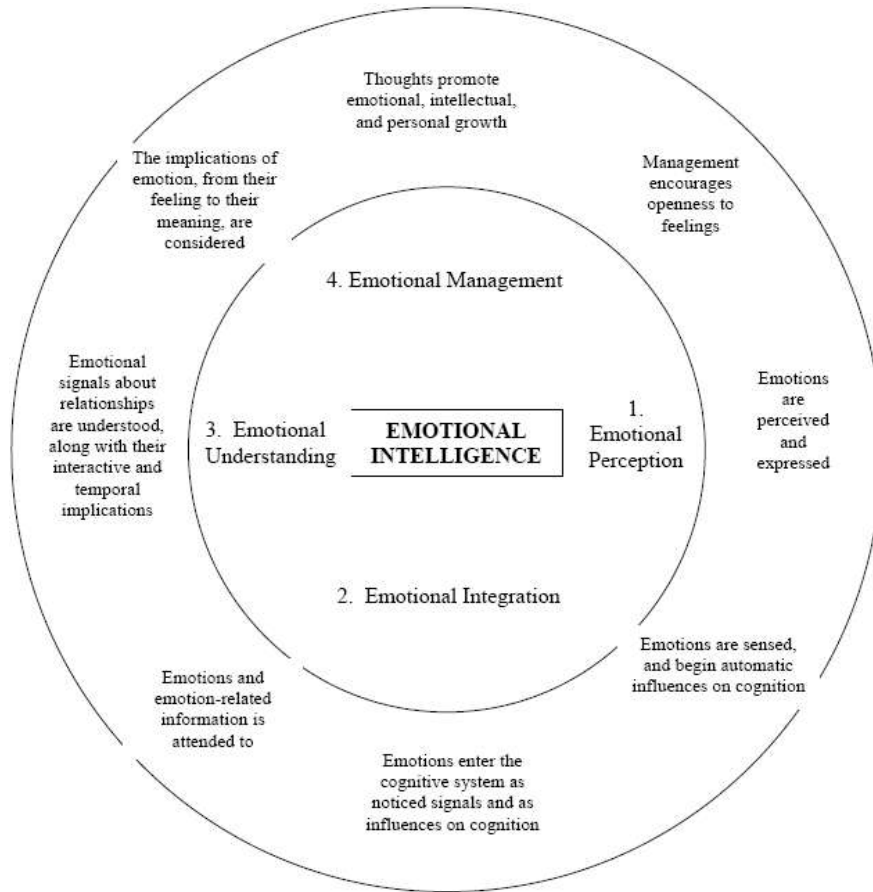


Figure 1: Four branches of Ability Model (Brackett & Salovey, 2006)

The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to those that are influencing their thought process. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Lastly, the fourth branch, emotional management, is the ability

to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997).

2.2.2 Mixed Model of Emotional Intelligence

In contrast to ability model, mixed model represents Emotional Intelligence (EI) as a group of personality characteristics that predicts personal and professional success (Schulze & Roberts, 2005). The two most important mixed models for EI are developed by Daniel Goleman (1995) and Reuven Bar-On (1997).

2.2.2.1 Bar-On: A Mixed Model of Emotional Intelligence

Reuven Bar-On (2004) defines Emotional Intelligence (EI) as ‘understanding of oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands’ (p. 12). Bar-On’s (2004) model of EI relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. The model includes 5 dimensions and 15 subscales as key emotional intelligence factors. The following are the dimensions and the subscales:

Main component	Sub-component	Competency
Intrapersonal	Self-regard	To accurately perceive, understand and accept oneself
	Emotional self-awareness	To be aware of and understand one’s own emotions
	Assertiveness	To effectively and constructively express one’s emotions and oneself
	Independence	To be self-reliant and free of emotional dependency on others
	Self-actualization	To strive to achieve personal goals and actualize one’s potential

Intrapersonal	Empathy	To be aware of and understand how others feel
	Social responsibility	To identify with one's social group and cooperate with others
	Interpersonal relationship	To establish mutually satisfying relationships and relate well with others
Stress management	Stress tolerance	To effectively and constructively manage emotions
	Impulse control	To effectively and constructively control emotions
Adaptability	Reality testing	To objectively validate one's feelings and thinking with external reality
	Flexibility	To adapt and adjust one's feelings and thinking to new situations
	Problem solving	To efficiently solve problems of a personal and intrapersonal nature
General mood	Optimism	To be positive and look at the brighter side of life
	Happiness	To feel content with oneself, others and life in general

Figure 2: The Bar-On model of Emotional intelligence' (Bar-On, 2004)

According to Bar-On (2004), individuals with higher than average Emotional Intelligence Quotient (EQ) are in general more successful in meeting environmental demands and pressures whereas, deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, it is considered that- emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which is also an indication of one's potential to succeed in life (Bar-On, 2004).

2.2.2.2 Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman's (2001) first model of Emotional Intelligence (EI) includes four domains/dimensions of emotional intelligence. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-

management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 2001).

Core Components of EI	Sub-components	Competencies
Self Awareness	Emotional awareness Accurate self-assessment Self Confidence	<i>Understanding emotions.</i> Emotional knowledge; the ability to identify and comprehend 'emotional chains' - the transition of one emotion to another.
Self Management	Emotional control Transparency Adaptability Initiative (self-development) Hope	<i>Using emotions.</i> The ability to access emotion and reason with it (use it to assist thought and decision).
Social Awareness	Consideration factors Empathy Organizational awareness	<i>Identifying emotions.</i> The ability to recognize one's own feelings and the feelings of those around them.
Relationship management	Inspiration Initiating structure Change catalyst Conflict management Developing others	<i>Managing emotions.</i> The ability to self-regulate emotions and manage them in others.

Figure 3: Goleman's Emotional intelligence and its components (Goleman, 2001)

According to Goleman (2001), bullying, disciplinary problems, violence and drug abuse are reduced in schools with a high EQ. With a solid basis in emotional intelligence, academic performance — as well as behavior — improves. There is an obvious connection to Goleman's-third, motivational component: learning stimulates curiosity and promotes feelings of satisfaction, even joy, when students immerse themselves in the process of assimilating new information.

2.3 Emotional Intelligence and Language skills in ELT

After giving general information on emotional intelligence, it is necessary to give the literature on the relationship between Emotional Intelligence (EI) and productive language skills in ELT. In a study, Pishghadam (2009) determines the impact of emotional and verbal intelligences on English language learning success in Iran. In order to understand the nature of learning, he calculates and analyzes the product and the process data. The results of the study demonstrate that the EI is instrumental in learning productive skills. In the process-based phase, the analyses of oral and written modes of language exhibit the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability. Karimi (2013) findings also support Pishghadam's results. Karimi (2013) findings indicate that understanding and managing students' own emotions, being aware of and responsive to others' emotions will contribute to the L2 productive skills, particularly writing, as well as motivation and self-actualization of both university professors of L2 writing and their students.

In another study, Sadeghi and Farzizadeh (2014) reveal the relationship between EI and the writing ability of Iranian EFL learners. The students were first given Bar-On's Emotional Quotient Inventory (a Likert scale questionnaire) and asked to respond to its items based on the relevance of the statements to themselves. After that the students gave a writing test and the resulting scores were seen to correlate with their EI scores. Results obtained through Pearson Correlation indicated a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI.

Shao, Yu and Ji's (2012) initiation examines the possibility of using literature-based activities to raise EFL students' emotional intelligence and to see whether there was any relationship between students' EI and writing achievement. A writing ability test and TEIQue-ASF (Trait Emotional

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

While the researchers, mentioned above, conducted a study on the EI and writing skill, Afshar and Rahimi (2014) studied on the EI and speaking skill. They investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. The learners filled out the Bar-On emotional intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) and had an interview. The results of the study shows that emotional intelligence, followed by critical thinking, correlates with speaking abilities, all components of emotional intelligence correlates significantly with speaking abilities and there was a significant positive relationship between critical thinking and emotional intelligence.

Bora (2012) studied the relation between Emotional Intelligence Quotient (EQ) and students' perceptions towards speaking classes. For the study, two questionnaires were given to the participants in order to see their EQ levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EQ were more eager to attend speaking classes and brain-based activities. However, the ones with low level of EQ did not have healthy relations with the society or confide in themselves, thus being isolated from the classroom atmosphere.

Ghabanchi and Rastegar (2014) conduct a study to determine the impact of both IQ and EI on reading comprehension in Iran. Bar-On's emotional intelligence inventory (EQ-i), Raven's Advanced Progressive Matrices, and the reading comprehension portion of the TOEFL (2005) tests were administered. The results showed that the relationship between IQ and reading comprehension was stronger than the relationship between total emotional intelligence and reading comprehension. A small correlation was found between reading comprehension scores and some emotional-intelligence subscales as interpersonal abilities, intrapersonal abilities, and stress management. The study also reveals that IQ was a more determinative factor in reading-comprehension proficiency than emotional intelligence.

Zarezadeh (2013) claims that emotional intelligence affected English language learning. His study investigated the function of the emotional intelligence in learning English and found out that a significant correlation between subjects' achievement and Stress Management, Adaptability, reading skills and Stress management, General Mood and Adaptability, speaking skill and Emotional Intelligence Quotient and Intrapersonal Intelligence and Stress Management. The emotional intelligence seemed to play an effective role in the speaking skill. The findings of the study also showed that a significant correlation between emotional intelligence and reading skills and a correlation between the listening skill and Intrapersonal Intelligence.

2.4 Emotional Intelligence in Classrooms

According to Brackett and Geher (2006), it is important to focus on a broader educational agenda –one that enhances teachers' and students' social and emotional skills. Research indicates that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance. The first premise behind the emergence of emotional skill as important is that both teacher and student proficiency

in Emotional Intelligence (EI) is expected to influence effective communication, management of stress and conflict, maintenance of a positive school environment, and academic or workplace success. It is widely known, teachers experience a wide range of positive and negative emotions while teaching and interacting with students. The nature of their job requires dealing with their own emotions as well as those of students, parents, colleagues, and administrators. Moreover, teachers are among the groups displaying the highest levels of occupational stress. According to Brackett and Katulak (2006) EI skills are one of the roots of these problems and that emotional skills training for teachers can create a more stable, supportive, and productive learning environment – one that encourages positive social interaction, active engagement, and academic achievement among students.

Considerable research indicates that EI skills play a central role in children's academic, personal, and social lives above and beyond the effects of personality and general intelligence. In fact, emotions drive attention, which impacts learning, memory, and behavior. The ability to regulate emotions, for example, can help students to stay focused in class and handle anxiety-arousing situations such as taking tests. Indeed, children with higher EI skills tend to experience higher academic achievement than children with lower EI skills. It also is possible that some EI skills will interact with intelligence to predict academic achievement, such that children of the same level of intelligence will perform differently in school depending on their level of EI. For example, a highly intelligent student who becomes anxious during a test may fail because he or she has not learned effective strategies to deal with the problem. Thus, providing training in emotion skills may lead to greater academic achievement (Lopes, Salovey & Straus, 2004).

Brackett, Rivers and Salovey's (2011) research indicates that children with higher EI also tend to behave in more socially appropriate, non-aggressive ways at school and tend to be relatively

popular and secure. For example, the inability to judge emotional expressions in others may be directly associated with hostility and aggression in children. In contrast, children skilled in the perception of emotion have more positive social interactions. Additionally, children who can express their emotions effectively, both verbally and nonverbally, tend to adhere well to society's rules and norms for communicating how they feel. This is important because students who are able to develop quality social relationships at school feel more comfortable in the school environment, receive better support from teachers and peers, and form healthier attachments to school. Thus, we assert that teaching emotional literacy to children is one important way to potentially affect these many aspects of students' lives

2.5 Attitude towards Foreign Language Learning

The Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297) defines language attitudes as follows: "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning."

Attitude was first described from a psychological point of view as a mental state of readiness to respond to something based on experiences and motivational behavior towards certain object or notion (Rahimi & Hassani, 2012). In second language learning, Gardner, Lambert & Moorcroft

(1985) identified two main roles of attitudes: 1. Instrumental attitudes are related with the desire to receive social status recognition or profitable benefits, and 2. Integrative attitudes are related to the desire to be integrated into another language community. These roles describe the position of students with respect to their language learning situation. Instrumental attitudes are when the student is learning the language for personal interest, and integrative attitudes are when the student is learning a language with the desire to be integrated into a specific community that speaks that language. Students learning a second language may report both instrumental and integrative attitudes in response to instruments measuring these attitudes.

Chapter 3

Research Design

3.1 Research Methods

This research took a mixed approach in collection of data, that is- it includes both quantitative and qualitative data collection methods. In order to measure Emotional Intelligence (EI) and Attitude towards Foreign Language Learning (AFLL) a questionnaire with Likert scale was used by 43 undergrad students from a private university based in Dhaka. Another part of the questionnaire was a proficiency test (for the same 43 participants)- for reading, a cloze test was designed with 20 blanks and each blank has one score. Then to score the writing proficiency the participants were asked to write a paragraph of about 100-150 words, for which a rubric was design to check the score. Next, the speaking and listening part were embedded together for which also a rubric was designed. However, in order to get teachers' point of view a set of interview questions was prepared and then the interview was conducted among 5 teachers who are currently taking English courses in a private university in Dhaka.

3.2 Research Questions

The objective of this research was to seek out the answer of the following questions:

1. How does Emotional Intelligence (EI) facilitate development of different English language skills?
2. How does Attitude towards Foreign Language Learning (AFLL) help to develop English language skills?
3. Are EI and AFLL correlated?

4. Which of the four skills is more affected by EI and AFLL?

3.3 Participants

There were 43 students from a private university, based in Dhaka and they all are currently enrolled in an English language course (ENG101) offered by their university. As they are currently students thus their insights are valuable. The students participated with their consent to fill out the questionnaire which contained measure for EI and AFLL, also a proficiency test. On the other hand, there were 5 teachers who agreed to an interview individually. The teachers are currently working as lecturers in a private university which is based in Dhaka. The teachers conduct English language courses offered by their working place. In addition, they all possess significant experience which ensured insightful responses from them.

3.4 Research Instruments

This research included the following instrument:

1. Questionnaire (Appendix-1)
 - Wong and Law Emotional Intelligence Scale
 - Attitude/Motivation Test Battery
2. Proficiency test (Appendix-1)
3. Interview questions (Appendix-2)

3.5 Procedure

While collecting data using different instruments, various procedures were approached. For instance, the questionnaire and proficiency test were attached together and the participants were instructed that once they complete the questionnaire, cloze test and the writing portion, then they

would submit the filled up questionnaire and proficiency test. Then the participants were asked to answer some questions for the speaking and listening part. On the other hand, the teachers were approached individually and the interviews were conducted. The interviewees were facilitated in such a way so that they could share their views in regard to the questions being asked.

3.6 Analysis

The scores were measured and recorded in a Microsoft Excel file and then the data were taken from there and all the linear graph and Pearson correlation coefficient values were also measured in a Microsoft Excel file for accurate results. The interpretation and the triangulation of the values and the answers from the questions were analyzed by keeping logic in mind and also taking direction from different literature.

3.7 Limitations

The entire process of the research was carefully planned and implemented. However, in order to value the findings of this research to its full extent, it is important to consider the limitations that are related with this research. First of all, this research was conducted within the period of five months and that is why it could not approach a more detailed version. In addition, this research has a limited view as it only considered the tertiary level. Moreover, a larger number of participants would have provided a more accurate result.

Chapter 4

Findings and Data Analyses

4.1 Findings from the student survey

4.1.1 Emotional intelligence

Multiple researches indicate that emotional intelligence is one of the crucial elements for successful language development. In order to prove this notion against Bangladeshi undergrad students, this research was designed to measure the emotional intelligence of the participants and for that purpose, Wong and Law Emotional Intelligence Scale (2002) has been used. This scale was divided into four domains: self- emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. Following are the interpretation of the domains separately from the survey:

4.1.1.1EI: Self emotion appraisal

The first domain of Wong and Law Emotional scale is self-emotion appraisal, knowing what one feels and why. This component used four statements: (1) *I have good sense of why I have certain feelings most of the time*, (2) *I have good understanding of my emotions*, (3) *I really understand what I feel*, (4) *I always know whether or not I am happy*. Self-emotional appraisal is an important part of measuring emotional intelligence because, it is vital that a person should have clear understanding and control of their feelings and emotions because it helps a person to know their strengths and weaknesses. Also, this ability to recognize self-emotion affects individual's thoughts and behavior. Moreover, people who are certain about their feelings are more adept at managing their lives and having a more certain sense

of their true feelings about various decisions: what job to take, what relationships to invest their time in, what activities to undertake, and what goals to set.

Analyses of these statements from the questionnaire for this research indicates that the undergrad students of Bangladesh are aware of their feelings i.e. they can identify their emotions however, they lack the understanding of reasons behind their emotion. In other words, they do not know why they have certain feelings or emotions. Taking the token from above discussion, it can be said that the participants had difficulty to recognize and understand personal moods and emotions and drives, as well as their effect on others. As a result, their self-confidence and self-assessment were affected. As according to Lightbrown, and Spada (2009), an effective language learning process incorporates different internal factors such as personality and experiences of individual thus, it can be said that language learning process is also hampered.

4.1.1.2 EI: Other's emotion appraisal

In the second domain, Wong and Law Emotional scale includes others' emotion appraisal; this domain measures the ability to observe and understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization. In a nutshell, this is *empathy*, a fundamental "people skill." This domain included four statements in the questionnaire: (1) *I always know my friends' emotion from their behavior*, (2) *I am a good observer of others' emotion*, (3) *I am sensitive to the feelings and emotions of others*, (4) *I have good understanding of the emotions of people around me*. In fact,

success in this domain includes the ability to understand another person's emotional reaction. This is only possible when one has achieved self-awareness—as one cannot understand others until they understand themselves. Mainly, this domain deals with-perceptive of other's emotions and taking an active interest in their concerns, also being proactive in anticipating someone's needs and the appropriate reaction.

After analyzing the data from the second domain it was noticed that according to the participants, they were well aware of other's emotion around them. Thus, according to the survey, the undergrad students of Bangladesh are socially aware of people's emotion and are able to discern and connect with a wide range of emotional signals, sensing the unspoken emotion in a person or group. Taking language learning and emotional aspect in consideration, it can be said that being perceptive of other's emotion is important for successful language learning and acquisition because language is learnt through social interaction with others (Lightbrown & Spada 2009).

4.1.1.3 EI: Use of emotions

Next, Wong and Law Emotional Scale added use of emotions as their third domain which relates to the ability to control impulsive feelings and behaviors, managing emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances. The four statements for this domain were: (1) *I always set goals for myself and then try my best to achieve them*, (2) *I always tell myself I am a competent person*, (3) *I am a self motivated person*, (4) *I would encourage myself to try my best*. In fact, people with emotional self-control find ways to manage their

disturbing emotions and impulses, and even channel them in constructive ways. A hallmark of self-control is the person who stays calm and clear-headed under high stress or during a crisis—who remains unflappable when confronted by a trying situation - the non-anxious presence.

Findings from this data point that undergrad student of Bangladesh lacks in proper use of emotions. According to the survey results, the participants were not confident in their abilities and lack a sense of control of their choices. With this in mind, it can be said that the domain, use of emotion is also internal motivation which is marked by an interest in learning, thus the result of the survey indicates- discrepancy in initiative and commitment to complete a task and lack of perseverance in the face of adversity. According to Lightbrown & Spada (2009), motivation plays a significant role in the process of learning a language.

4.1.1.4 EI: Regulation of emotion

The final domain of Wong and Law Emotional scale is regulation of emotion; this element covered individuals' flexibility and personal accountability. The four statements included in this domain were: (1) *I am able to control my temper and handle difficulties rationally*, (2) *I am quite capable of controlling my own emotions*, (3) *I can always calm down quickly*, (4) *I am good at controlling my emotions*. Indeed, regulation of emotion is one of the most important part of measuring emotional intelligence because people who are successful in this domain regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control.

Analysis of the data collected through the survey questionnaire indicates that tertiary students of Bangladesh are balanced regarding regulation of emotion. That is, most of the participants' answers show that they had a good control over their emotions. If that is the active scenario, it can be interpreted that the students have the ability to be open to feelings and to modulate them in oneself and others as to promote personal understanding and growth which in turn enhances the language learning process effectively. In fact, this interpretation of data aligns with Gunderman (2011) research that proves- that regulation of emotions plays a vital role in language skills.

4.1.2 Attitudes toward foreign language

According to Rahimi and Hassani (2012), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community. Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role. Ajzen (2005) believes like any personality trait, attitude is a directly unobserved hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitudes. That is why the survey designed for the students aim to measure their instrumental and integrative motivation adapted from Attitude/Motivation test battery (AMTB). Following are the interpretation of the data:

4.1.2.1 Instrumental motivation

The instrumental motivation refers to acquiring a language as a means of attaining instrumental goals. It refers to wish by a learner to benefit practically from language learning i.e. to gain some advantages by learning a second language. A learner with instrumental motivation regards language as an instrument to get a reward. According to the data collected from the survey it can be interpreted that most of the participants were instrumentally motivated regarding language learning. Furthermore, through the following pie chart, it can be noticed that- out of the total score-30, almost half of the participants scored within 26-30. Also, more than the quarter of the participants scored with 21-25.

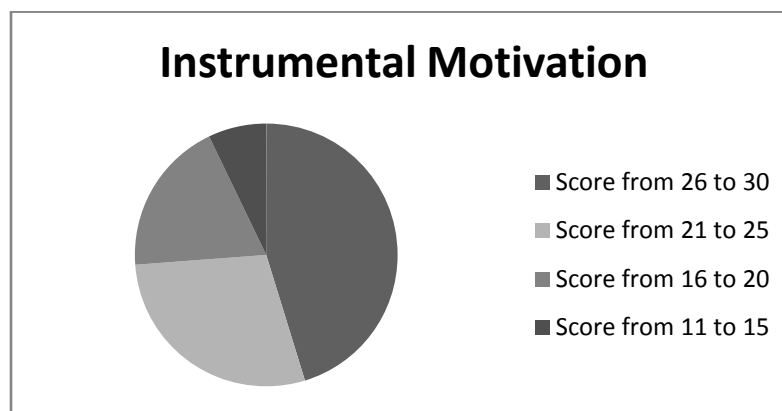


Figure 4: Pie chart for Instrumental Motivation

As a result, it can be said that undergrad students of Bangladesh have high instrumental motivation regarding language development.

4.1.2.2 Integrative motivation

Learners who have integrative motivation want to learn the language because they want to get to know the people who speak that language. They are also interested in

the culture associated with that language. Taking that into cue, the data from the research follows that the participants have high integrative motivation for language development. As the data suggests according to that pie chart below, more than a quarter scored from 26-30 and 21 to 25.

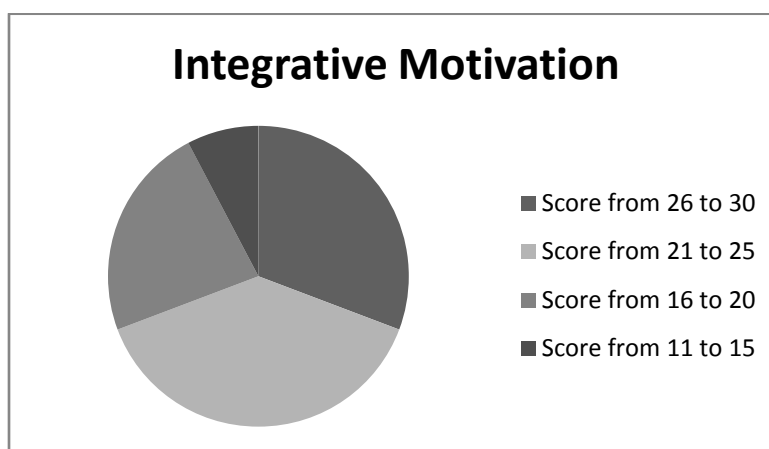


Figure 5: Pie chart for Integrative Motivation

Thus, it is safe to interpret from the survey that the undergrad students of Bangladesh have high integrative motivation for their English language development.

4.1.2.3 Relationship between Instrumental and Integrative motivation

Taking token from the previous discussion and data analysis regarding attitude and motivation, it can be established that- undergrad students of Bangladesh are highly motivated in regards of instrumental and integrative motivation. This leads to a question in mind, if both the variables- instrumental and integrative motivation are related or not. In order to find the answer, Pearson correlation coefficient was used to analyse the relationship between the aforementioned variables. The following scatterplot represents the linear relationship between instrumental and integrative

motivation. As it can be noticed, that according to the data collected for the research, there is a positive relationship between the two variables. Moreover, the statistical measure of the linear relationship (calculation using excel) is $r = 0.736616$ which according to Carlberg (2011) is a strong uphill (positive) relationship.

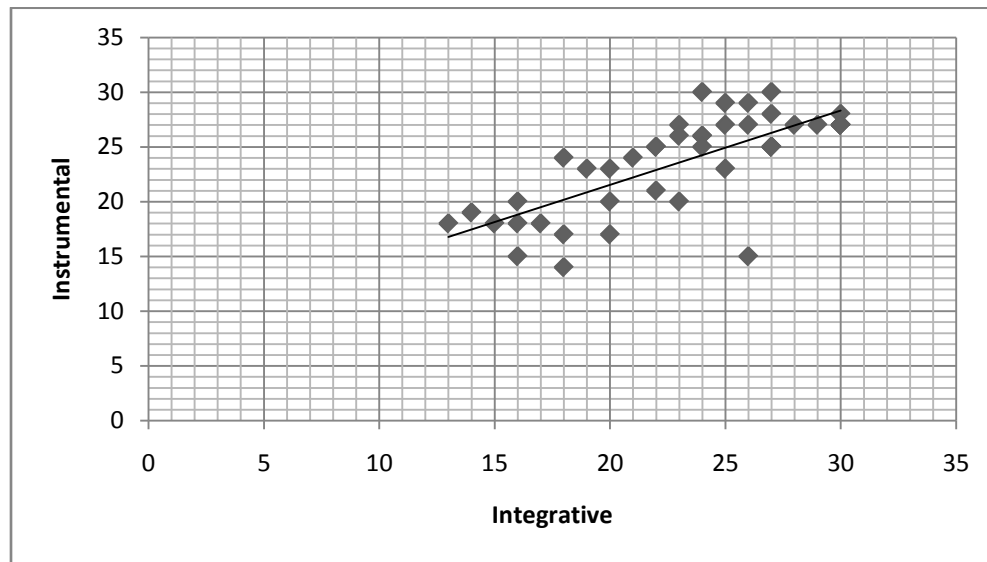


Figure 6: Scatterplot for Instrumental and Integrative Motivation

This positive relationship is significant for second language learning because it suggests that two types of motivation are not exclusive to each other. In other words, second language learners are not exclusively instrumental or exclusively integrative, and thus most learners require mixture of motivation. Thus, mixture of both instrumental and integrative will lead to success according to the data, whereas absence of either one may cause problems.

4.1.3 Emotional intelligence and Attitude towards foreign language learning

Emotional Intelligence (EI) and Attitude towards Foreign Language Learning (AFLL) were the two most prominent terms of this research. Both of the elements were measured separately through the questionnaire and also have been analyzed separately in this research. Moreover, this research also aims to find if there is any relationship between these two elements. The result of this finding may play a significant role to understand attitude and motivation better for the sake of foreign language learning development.

4.1.3.1 Relationship between EI and Instrumental motivation

Participants' score of emotional intelligence and their instrumental motivation were used to find out if there is any relationship between them. In order to find the answers, Microsoft Excel was used to find out the linear relationship and it can be seen from the scatterplot that there is a positive relationship between the two variables and the statistical measurement of the line indicates that they have a strong positive relationship because the measurement of Pearson correlation coefficient is $r = 0.842501$.

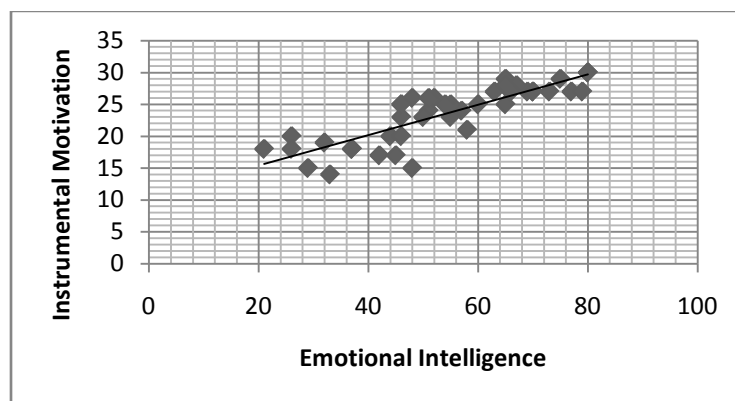


Figure 7: Scatterplot for Instrumental Motivation and Emotional Intelligence

This data can be interpreted as such that in order to instrumentally motivate students, it is important to enhance their emotional intelligence, which in turn will develop the students' language learning skill. Thus, the research indicates that improving emotional intelligence of Bangladeshi students will improve their instrumental motivation to learn foreign language better.

4.1.3.2 Relationship between EI and Integrative Motivation

This research measures the participants' both instrumental and integrative motivation, it was proved statistically that emotional intelligence has a positive relation to instrumental motivation. That was one part of understanding motivation. The other part- integrative motivation was also correlated with emotional intelligence using the scores obtained from the questionnaire data. As it can be seen from the scatterplot, that integrative motivation also has a positive linear relationship with emotional intelligence. In order to have statistical measurement of the linear relationship, Pearson correlation coefficient was used and the result is $r = 0.851818$. This value indicates a strong uphill (positive) relationship.

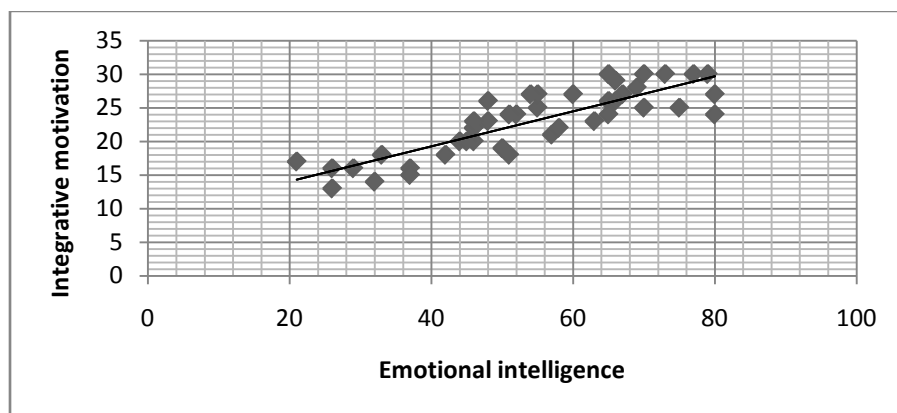


Figure 8: Scatterplot for Integrative Motivation and Emotional Intelligence

This positive relationship of EI and integrative motivation has the same predicament as the relationship between EI and instrumental motivation. That is developing emotional intelligence of students play an important role to improve their attitude towards foreign language learning.

It was established previously that it is important to focus on both the types of motivation to develop positive attitude among students regarding foreign language learning. This measurement of the relationship between EI and motivation indicates that it is possible to develop a positive attitude forwards foreign language learning by improving their emotional intelligence. Thus the stakeholders of foreign language learning should design their contents and classroom facilitation in such a way that will trigger students' emotional intelligence to improve and as a result their attitude will improve. Of course, there are other proved ways of developing positive attitude towards language learning and this research is not trying to null them; rather this research adds another way of improving students' attitude.

4.1.4 Emotional Intelligence and English Language skills

English language skills were the primary are of this research. One of the key aims of this research was to understand if language skills are affected by emotional intelligence or not. Taking the literature review into account, it is seen that emotional intelligence plays a vital role to achieve success in life skills, peoples' way of living and maintain harmonious relationship with different individuals. Moreover, there are different researches which proved that emotional intelligence can also improve learning process of students. Taking all of these into consideration, this research aims to understand how emotional intelligence affects English language skills among tertiary learners of Bangladesh specifically.

A proficiency test was included in the questionnaire for the participants to take which included four English language skills area. The score of the proficiency test were taken up against the score of emotional intelligence to determine if the relationship between emotional intelligence and English language skills acquired by the participants. Therefore, Pearson correlation coefficient was used to analyze the relationship. In order of have detailed analysis, the four skills are divided into two parts- reading/writing and speaking/listening. The statistical measurement is recorded in the following table:

<u>Relationship between EI and English language skills</u>	
Language skills	Pearson correlation coefficient value
Reading and writing	$r = 0.858671$
Speaking and listening	$r = 0.923169$

Figure 9: Statistical value for EI and Language skills

The table above shows that emotional intelligence and English language skills of students have a strong positive relation with each other. This finding answers the first research question mentioned in chapter-3. As a result, this can be considered by the stakeholders of English language learning to incorporate emotional intelligence in the English language classes so that students' language learning and acquiring can be develop effectively. There might several disagreements in regards of the scope of embedding emotional aspects into classroom teaching and incorporating it into syllabus. However, the value of the of the Pearson correlation coefficient are strongly significant to be ignored. In fact, as it can be seen that emotional intelligence is vital for enhancing speaking and listening skills even more so than reading and writing. This finding partially answers the fourth question mentioned in chapter-3. For a visual

representation of the linear relationship between emotional intelligence and language skills are given in the following table:

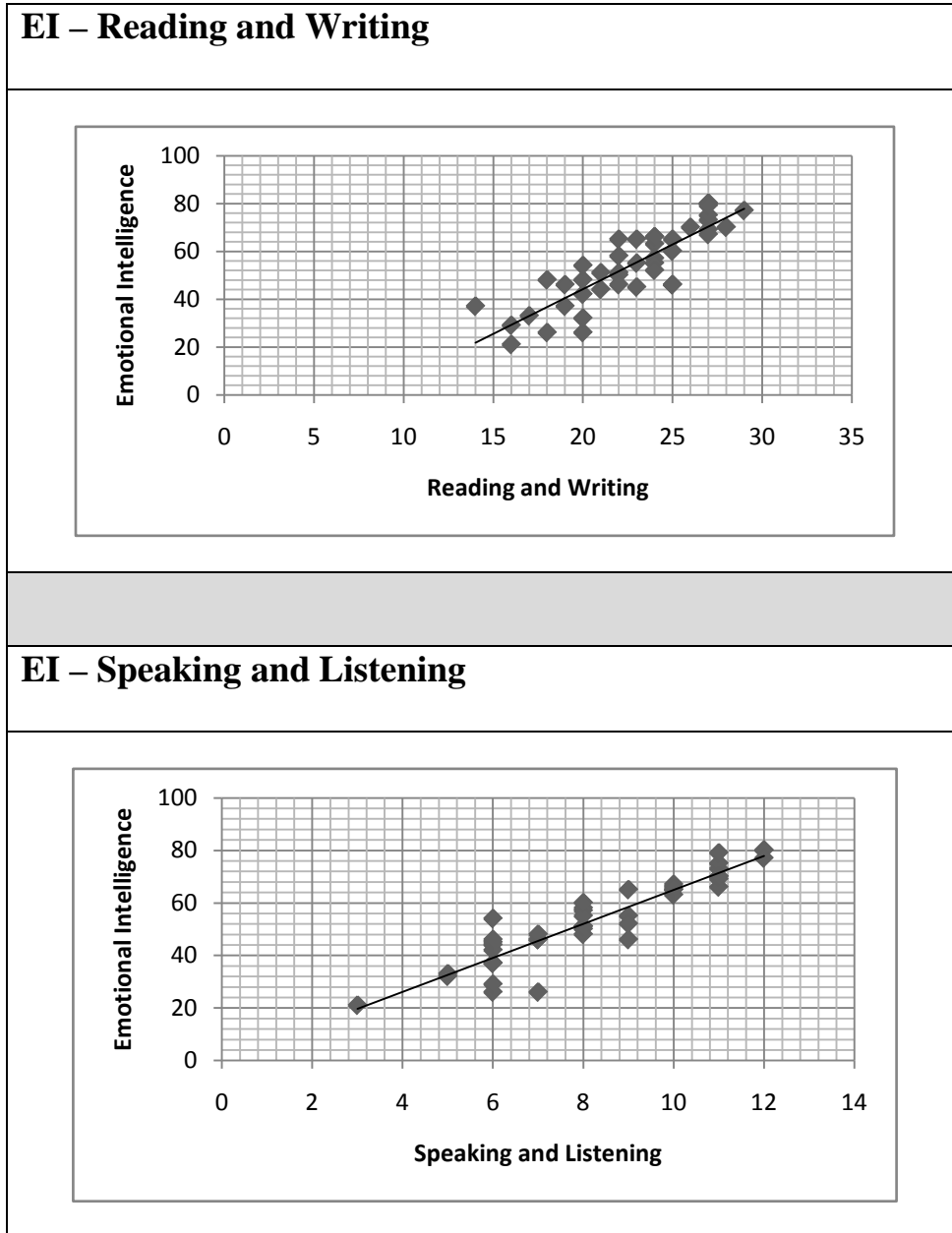


Figure 10: Table for EI and Language Skills

4.1.5 Attitude towards Foreign Language learning and English language skills

As established before, students' attitude is a major element of this research so that is why it is also measured against English language skill score of the participants. Although a positive correlation is already proved between emotional intelligence and attitude towards foreign language learning which indirectly indicates that English language skills are also positively affected by the learners' attitude. However, as one of the main purposes of this research is also to find the direct relationship between AFLL and English language skills, thus the statistical measurements were done against the two variables. The Pearson correlation coefficient values are as follow:

<u>Relationship between AFLL and English language skills</u>		
Language skills	Pearson correlation coefficient value	
	Instrumental Motivation	Integrative Motivation
Reading and writing	$r = 0.749601$	$r = 0.730008$
Speaking and listening	$r = 0.833789$	$r = 0.739737$

Figure 11: Statistical value for AFLL and Language Skills

As predicted beforehand, there is a strong positive correlation between attitude and English language skills according to the Pearson correlation coefficient. This finding answers the second question present in chapter 3. However, if the correlation values of emotional intelligence (EI) and attitude towards foreign language learning (AFLL) are compared it can be noticed that- EI has a stronger relation with English language skills than that of AFLL. Therefore, it can be said that although motivation is important for English language skill development, improving

emotional aspects play a vital role to develop English language skills. In fact, EI and AFLL both possess strong positive relationship, but the all the evidence indicates that mixture of both the elements may ensure that student body development and acquire English language effectively.

The visual representation of the linear relationship between attitude towards foreign language and English language skill is given in the following table:

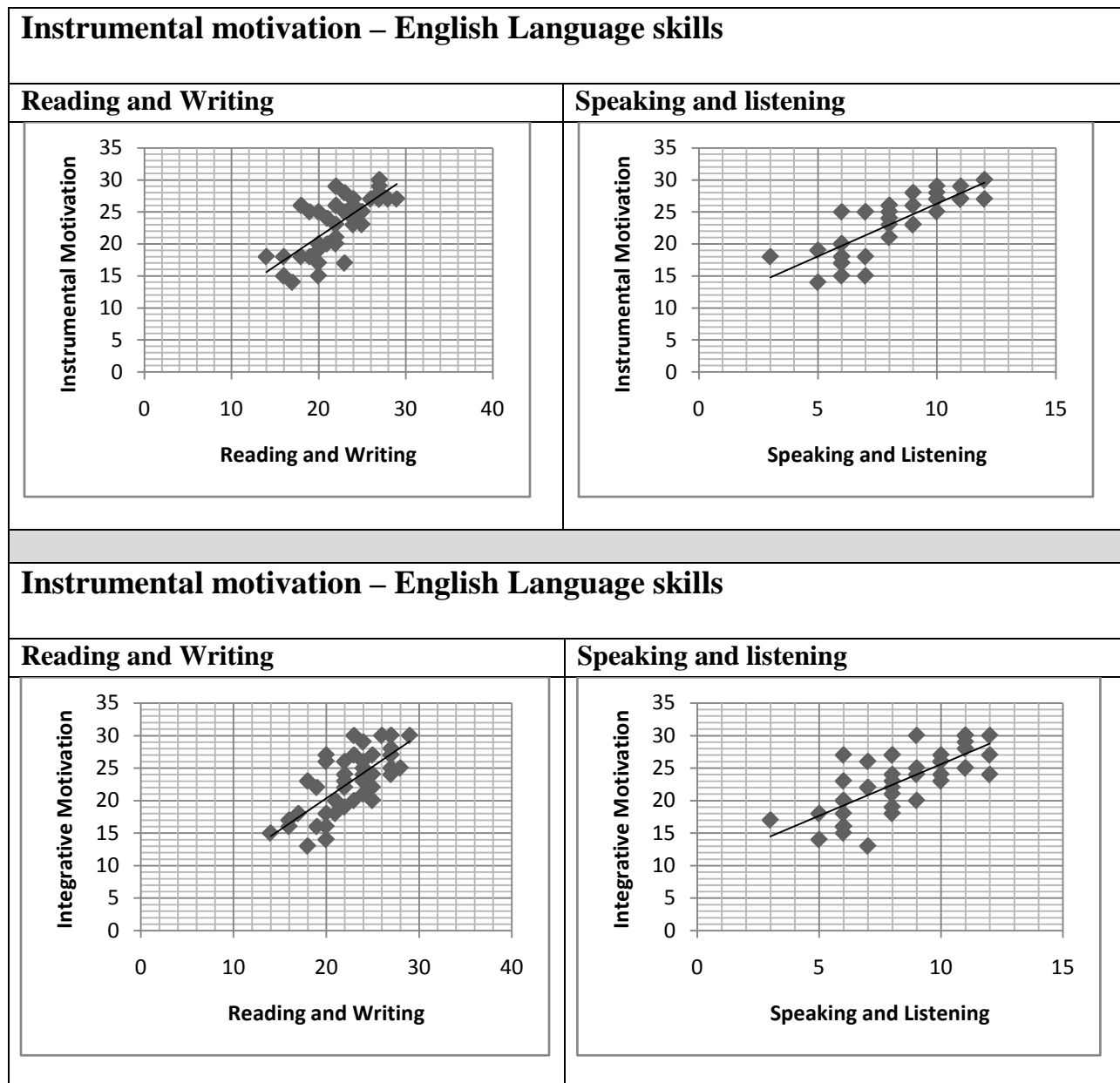


Figure 12: Table for AFLL and Language skills

4.2 Findings from the teachers' Interviews

Intensive discussion has been done regarding development of English Language learning and its variable- emotional intelligence and attitude towards foreign language learning by using the data collected from the students. As it is obvious, except for students there is another vital aspect- teacher. Teachers are as much a part of the whole English language learning process as the students themselves. That is why taking only the students into consideration are not going to shed light on all aspect of the research. In order to take the teachers' view, five teachers who teach undergrad students in tertiary level were interviewed individually with the same set of question. Answers of the question from all the teachers will be analyzed together and dealt separately.

4.2.1 Positive affective variables of English language learning process

In regards to this question, the answers that were received from the teachers overlapped. Two answers were the most common- students' previous linguistic ability and content of class. The teachers explained that undergrad students that they teach are already acquired users of English and they need to build the students from there. For instance, students with sound English language skills does not require a lot of work, they can easily keep up with the class' speed. Whereas, students who are in the developing stage faces a difficult time to keep up with the class content and materials. The second most common variable discussed by the teacher was content that is the materials used by the teachers should be appropriate for the students' level. Furthermore, the teachers also aligned their reasoning with Krashen's 'i+1' hypothesis although they also mentioned that it is difficult to set a standard 'i' as there are mixed group of students most of the time.

Except for the aforementioned variables, others also emerged through the interviews conducted and they are: classroom environment, students' social and economic situation, cultural aspects, motivation and student-teacher relationship.

4.2.2 Students' attitude and development of English language learning

Taking the interview further, the next line of question was to understand what the teachers thought about attitude affection language learning process. While questioning, theoretical terms such as AFLL were not used, to avoid compromising the teachers' opinion. According to all five of the teachers, attitude of the learners are vital for the development and acquirement of a language. They believed that attitude of the student ensures that they are attentive and willing to work for their lesson which in turn leads to successful language use. In addition, participants were asked about the factors that might motivate the students. The responses suggest- good grades, entertainment (movies, music, and books), job, communication for the sake of globalization.

The responses from the interview are in correspondence with the data collected from the questionnaire. Thus, it can be said that in order to aid the development of students' language skills it is important to consider the attitude factor. The teachers also provided their insight on the teachers' role in improving students' attitude- motivation, appreciation, counseling and setting achievable goals for students.

4.2.3 Effect of students' attitude on the four language skills

This part was included in the interview to understand the insight of an experienced teacher as often, different language skill requires different approaches while facilitating a class. According to the responses, four out of five believe that attitude has the same effect on all the four skills

whether positive or negative. However, one of the teachers added that, attitude is more likely to affect more to the productive skills that is writing and speaking. That is likely the case according to the response because the receptive skills may occur involuntarily when a student is present in the class, but when it comes to the productive skills, the learners needs to give in the effort which might be missing with negative attitude. The conclusion from this part of the discussion lead to believe that although attitude of an individual affects the four language skills, may be even more so in case of the productive skills- writing and speaking.

4.2.4 Students' emotion and development of English language learning

In part of the interview as well the theoretical terms were avoided rather the participants were asked about their views regarding how students' emotional aspects can affect English language learning. Through the responses it could be interpreted that they believed- the emotional state of the students matter during the learning process. That is if a student is emotionally upset with personal matter or has an emotional detachment with the classmates or teacher then the learning process can be hampered. The initial response suggests that the participants were referring to external factors or emotions. Thus, further in the interview the participants were asked about different aspect of emotion and its effect.

Regarding whether or not students of undergrad students have an understanding of their personal emotion and if that has an effect on their learning process. Then the participants responded that students having an understanding and control of their emotion may lead them to guide themselves to positively participate in the learning process. Moreover, in regards to understanding other's emotion and how it may aid the learning process, the respondents believe

that when an individual will have the maturity to develop empathy then they will be able to focus their emotional feelings and as a result their English language learning will develop.

4.2.5 Effects of students' emotion on four language skills

Through the previous discussion it is already established that the teachers interviewed believe that students' emotional aspect has a positive effect on learning process. In this part, all the respondents believe that emotional aspect has an important role in affecting both receptive and productive skills. For instance, a student requires emotional clarity in order to comprehend data clearly to respond to that. Moreover, unless and until an individual possess emotional balance it is difficult to be productive effectively in regards to language skills. They also mentioned that reflexes of the four language skills depend on the emotional condition of an individual, if a person does not know to handle their emotional thought process it is easy to impair while communicating.

4.3 Final findings

This segment of the research considers all the individual data analysis and findings to triangulate those with the literature available as the final finding for this. The final findings are arranged accordingly so that it answers the research questions, mentioned previously.

4.3.1 Role of EI to develop English language skills

From the above discussion in 4.1.4, it is clear that Emotional Intelligence (EI) plays an important role to develop English language skills of tertiary students of Bangladesh. The reason for this conclusion is that while analyzing the data it was found out that there is a strong positive correlation between EI and the English language skills of the participants. That is higher the level of EI of an individual, higher their language skill is going to be. Moreover, it was also

determined from the interview answers that the teachers believe that emotional aspect of a student is an important affective component in their language development. All of these findings correspond with several researches done previously which is already mention in the literature review (Pishghadam, 2009; Karimi, 2012; Shao, Yu & Ji, 2013; Ashfar & Rahimi, 2014; Sadeghi & Farzizadeh, 2014; Bora, 2014). This finding can be used by the different stakeholders of the education system, especially education institutes and the concerned parents. For instance, education institution would be inspired to develop their lessons to generate EI and on the other hand when parents will be aware of the importance of EI they would also try to cultivate EI among their child for better success academically and personally.

4.3.2 Role of AFLL to develop English language skills

This research found out that Attitude towards Foreign Language Learning (AFLL) plays a positive role to influence developed English language skills. It is already discussed above how instrumental attitude and integrative attitude individually develops English language skills. In order to have a visual interpretation, scatter plots are added in the discussion part above. Also from the teachers' interview it was derived that AFLL plays an important role in developing English language skills. Using the findings of this research, teachers can influence their students' attitude towards certain lesson and also the teachers will be able to motivate students effectively.

4.3.3 Relation between EI and AFLL

The two important variables- Emotional intelligence (EI) and Attitude towards Foreign Language Learning (AFLL) are correlated to each other. That is an individual with high score of EI is going to have high AFLL. Also both of the variables are extremely important for language development, which is already established. Thus, a student's EI can be used to improve their attitude in class, regarding lesson or teacher. In the same manner, an individual's AFLL can be

used to improve that person's Emotional Intelligence Quotient (EQ), which is important for academic and personal success.

4.3.4 Skill mostly affected by EI and AFLL

It was found that in case of both Emotional Intelligence (EI) and Attitude towards Foreign Language Learning (AFLL), speaking and listening are mostly affected. That is higher the EI and AFLL of a students, better their speaking and listening skills are going to be, even more than their reading and writing skills. Thus if anyone is looking to improve a particular student's speaking or listening skill then it is important to enhance the EI level and AFLL level.

Chapter 5

Discussion and Conclusion

There are multiple facets in a person's life and all these facets affect different people in different ways. To name some- personal, family, academic, profession, etc. Sometimes it becomes hard to distinguish one from another; as a result it becomes difficult to remain detached emotionally in different situations and thus it may bring change in attitude. As mentioned previously, different people react in different ways, thus it can be said that everyone has their own frequency of emotions and attitude. Taking all this into consideration, this research aimed to understand if this emotional and attitude frequency is the reason for peoples' individualistic learning process and achievement. As a result, the research focused to determine whether or not emotional intelligence is an affective variable in the development and acquirement of English language skill or not. Moreover, how attitude towards foreign language learning affects the English language skills and its development. Last but not the least whether the two aforementioned elements- emotional intelligence and attitude towards foreign language learning has a relationship or not.

This research are conducted by keeping in mind that its findings will help the different stakeholders of language learning process to develop their curriculum and teaching style to cater the needs of the learners better. Although previously research regarding emotional intelligence and attitude towards learning has already been conducted, still none of them focused specifically on the four skills. Moreover, a research specifically for the Bangladeshi undergrad students was required as it has been often seen that after twelve years of handling English language course in their school, most still face trouble in the communication of the language when they enroll in

universities. As a result, the universities have different levels of English language courses (ENG101, ENG102, etc.) to accommodate different needs of the students.

In order to have a sufficient hold of the theories and previous studies, extensive secondary research has been done and it is all recorded in the second chapter of this research. The literature suggests that emotional intelligence has the potential to achieve success in all aspect of life and there are different theorists with different views and multiple ways of measuring one's emotional intelligence. Not only that, literature also suggests different ways to improve one's emotional intelligence. Secondly, in regards to attitude towards foreign language learning also includes a number of theories and previous research which is also available in the second chapter.

To have a successful research, a mixed research was conducted with both qualitative and quantitative approach. Firstly, a questionnaire was designed to measure the students' emotional intelligence and the attitude towards foreign language learning. In the questionnaire, a proficiency test for the students was also included. Secondly, an interview question set was prepared for the teachers. In fact, focusing on both students and teachers gave an overall perspective to the research.

After conducting the research, the data was interpreted carefully. Initially, different domains of emotional intelligence were analyzed separately. The domains are appraisal of self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. It was found out that the undergrad students of Bangladesh have sound understanding and use of their own emotions. However, it turns out to be difficult for them to fathom others' emotion and regulate their emotion in different situations.

Next, the research ventured to find out the extent of the relationship between emotional intelligence and English language skills. In order to get the results, Pearson correlation coefficient was used to determine how emotional intelligence affects English language skills. The score of emotional intelligence and the score of the proficiency test were taken against each other. A strong positive relationship was found, which indicates that the enhanced emotional intelligence has a positive effect on an individuals' English language skills.

After that, the relationship between attitude and English language skills were measured, in the same manner as previously mentioned; the results indicate that attitude has a positive linear relation between attitude towards foreign language and English language skills. That means, it is important to improve students attitude to enhance their English language skills. Another correlation was measured, between emotional intelligence and attitude towards foreign language learning. The result for that also came out to be positive, that is emotional intelligence has the ability to improve students' attitude. Thus, in order to ensure effective development and acquirement of English language skill it is important to incorporate a mixture of emotional aspect and attitudinal aspects.

There is another important aspect of this research and that is the interview of the teachers. From the teachers' responses, it is clear that according to their experience- emotion and attitude are vital to the English language skills. According to them, attitude has a greater effect on the productive skills than the receptive skills. On the other hand, emotions have the same effect on all the four skills. All in all, the answers from the teachers helped to corroborate the importance of emotional intelligence and attitude towards foreign language learning in the English language learning. It can be said that the data collected from the all the participants help to conclude the notion argued from the beginning of the research.

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Appendix 1

Research Questionnaire

Dear participant, thank you very much for agreeing to participate in this survey. The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which would allow identification of your individual responses.

Part 1: Emotional intelligence [Wong and Law Emotional Intelligence Scale (WLEIS)]

Instruction: Read each statement and decide how strongly the statement applies to you. Select an alternative based on the following guide:

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Self emotion appraisal						
1	I have a good sense of why I have certain feelings most of the time					
2	I have good understanding of my own emotions					
3	I really understand what I feel					
4	I always know whether or not I am happy					
Others' emotion appraisal						
5	I always know my friends' emotion from their behavior					
6	I am a good observer of others' emotion					
7	I am sensitive to the feelings and emotions of others					
8	I have good understanding of the emotions of people around me					

Use of emotion						
9	I always set goals for myself and then try my best to achieve them					
10	I always tell myself I am a competent person					
11	I am a self motivated person					
12	I would encourage myself to try my best					
Regulation of emotion						
14	I am able to control my temper and handle difficulties rationally					
15	I am quite capable of controlling my own emotions					
16	I can always calm down quickly when I am very angry					
17	I have good control of my own emotions					

Part 2: Attitudes towards Foreign Language [Attitude/Motivation Test battery (AMTB)]

Instruction: Read each statement and decide how strongly the statement applies to you. Select an alternative based on the following guide:

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Instrumental motivation						
1	Studying English is important because I will need it for my future career					
2	Studying English is important because it will make me more knowledgeable educated					

3	Studying English is important because it will be useful in getting a good job with a hefty salary					
4	Studying English is important because I will need to use it on my overseas trips					
5	Studying English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials					
6	Studying English is important because other people will respect me more if I know English					
Integrative motivation						
1	Studying English is important because it will allow me to be more at ease with people who speak English					
2	Studying English is important because it will allow me to meet and converse with more and varied people					
3	Studying English is important because it will enable me to better understand and appreciate the English art and literature					
4	Studying English is important because I will be able to participate more freely in the activities of other cultural groups					
5	Studying English is important because it will help me make many friends from many parts of the world					
6	Studying English is important because it will allow me to learn about the culture and social life of English-speaking people					

Part 3: Reading

Read the paragraph given below and fill in the blanks using suitable words.

You have spent a day at the seaside. At the **1**_____ of the day, everyone tells you how **2**_____ darker you look. You are proud of your tan; it makes you **3**_____ healthy. However, studies have **4**_____ that too much sunlight can be damaging to your skin. Sunlight **5**_____ harmful rays known as ultraviolet rays. Over exposure to these rays can **6**_____ your skin to become dry and wrinkled. It may even **7**_____ you age faster ! Worst of **8**_____ , too much sunlight may even result **9**_____ skin cancer. Our bodies **10**_____ a kind of pigment called melanin. When the sun blazes **11**_____ on you, the melanin pigment helps protect your skin **12**_____ absorbing as much ultraviolet rays as **13**_____ . However, if you stay in the sun **14**_____ too long, this pigment is unable to 'cope **15**_____ ' the strong rays of the sun. **16**_____ you do want to go swimming, you should take the following precautions. First, try to avoid swimming **17**_____ ten in the morning **18**_____ two in the afternoon. These are the **19**_____ when the sun is the strongest. It may also be a good idea to **20**_____ a sun protection lotion when you go out in the sun.

Part 4: Speaking and listening [WILL BE USED BY THE REASERCHER]

	4 points	3 points	2 points	1 points
Listening to interact	Participants accurately interprets and restates with confidence detailed messages from the interview while interacting in English	Participants interprets and restates the messages from the interview while interacting in English	Participants interprets and restates some messages from the interview while interacting in English	Participants does not interprets and restates messages from the interview while interacting in English
Speaking to communicate	Participant can easily and confidently communicate verbally in English the information from	Participant can communicate verbally in English the information from the interview	Participant can sometimes communicate verbally in English the information from the interview	Participant cannot communicate verbally in English the information from the interview

	the interview			
English communication	Participants speech includes well composed complex complete sentences in English and excellent use of details	Participants speech includes complete sentences in English and good use of details	Participants speech includes simple sentences in English and fair use of details	Participants speech includes incomplete sentences in English and poor use of details

Part 5: Writing

Write about your most memorable day within 100-150 words.

Appendix 2

Teachers' Interview Questions:

1. What are the variables which affect English language development among students?
2. How does attitude of a learner affect his/her learning process?
3. What according to you are considered as positive and negative attitude among students?
4. What is the role of emotions in students' development of English language?
5. Do you think emotional aspect and English language is related to each other?
6. Which skills according to you are the most affected by emotions and attitude of a learner?