



RESEARCH PAPER

**Role of Emotional Intelligence in Improving the Quality of
Second Language Learning**

Hafeez Ullah¹ Muzammila Akram² Muhammad Shakir³

1. Ph. D Scholar, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan
2. Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan
3. Lecturer, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan

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Corresponding

Author:

muzammilamura
d@yahoo.com

ABSTRACT

The point of composing this article is to discover the role of emotional intelligence in improving the quality of second language learning. Besides, the study examined the job of positive and negative emotions in the subsequent language learning. The five-point rating scale poll was utilized as research device for data collection. The three hundred and sixty (360) second language learners of Government and Private Universities of Dera Ghazi Khan District were selected randomly. The collected data was analyzed through SPSS. It was found that the positive emotions like happiness, enthusiasm and accomplishment produce favorable outcomes and the negative emotions like fear, hesitation and frustration create obstacles in learning the second language. Therefore, the study recommended that teachers should use cooperative language learning strategies and enhance positive emotions among second language learners. The instructors must help the students to overcome the fear of failure through raising their confidence

Introduction

The term emotional intelligence was portrayed by Scobey and Mayer in 1990 and this term was promoted in 1995 with Goleman's best setting production named by a similar expression. Emotion is a mental state associated with thoughts, feelings, and behavioral response. Intelligence means capacity for logic, understanding, reasoning, planning, creativity, and problem solving. It is emerging term which is penetrating in the world rapidly and gains as a matter of fact. To put it plainly, it is dynamic capacity. Therefore, in general, "passionate knowledge" refers to the ability to screen one and

others' emotions and feelings, isolate them and use this data to manage reasoning and activities.

Daniel Goleman (1996) composed a book on emotional intelligence. He gave another idea of E.Q (Emotional Remainder) instead of I.Q. A normal keen individual with high E.Q. has a more prominent possibility of accomplishment than a high smart individual with less E.Q. In addition, emotional intelligence decides the potential for quality learning on the basis of self-dominance. Passionate knowledge isn't tied in with being pleasant constantly. It is tied in with being straightforward. Emotional Intelligence is not tied in with being "delicate feely." It is tied in with monitoring your emotions, and those of others. Emotional Intelligence is not tied in with being passionate rather it is tied in with being shrewd with your own feelings.

Actually Emotional intelligence plays vital role in improving the quality of second language learning. Second language learning is very important and critical. It is said that it involves innate ability of a learner that prompts him/her to learn second language in the society. It encourages learners for learning second language from the surroundings. Emotional intelligence has direct or indirect association with second language learning. For example, it is generally perceived that emotions can either increase or suppress attention, which has an effect on the learning and its retention. Here, one can say that feelings can influence one's inclining either emphatically or contrarily. It was commonly noted that negative emotions created obstacles and hindrances in second language learning. Whereas, the positive emotions help learners to learn second the language in natural environment. Emotional intelligence affects understudies' learning since they can deal with their feelings, have increasingly positive correspondence, and trust in themselves (Ebrahimi & Khoshsima, 2014).

Emotional intelligence promotes effective study behavior for effective learning in improving the quality of second language learning. Positive encouragement hence would show better results of those who were engaged positively and managed their emotions effectively. The observance of emotional intelligence is practical and it can be useful in classroom situation. Where understudies are failing to meet expectations, educator can figure out how to advance emotional intelligence practices. Educators can survey the understudies dependent on their emotional intelligence before a class or course, just as a short time later. The understudies' second language accomplishment will be upgraded, as they will have the option to enhance their intrapersonal and relational relations and abilities. Through the interaction with the emotional intelligence, the personal and professional benefits can be realized (Liff, 2003).

Moreover, an individual who has high emotional intelligence takes sees around rapidly, controls his urges, utilize his will, is slanted to collaboration, ways to deal with tackle the issues that he faces in learning English as a subsequent language. Then again, an individual with low emotional intelligence can be the captive of his desires, can't control these inclinations, can deal with his own life bad, can bomb in his profession or can act inappropriately to social standards and social qualities.

Emotional intelligence level influences legitimately both independence and business achievement. The individuals having created emotional intelligence development have extraordinary commitments in achievement of organization. The students, who know their feelings and can control them, are reasonable students who can understand their desires and goal in improving the quality in the field of second language learning. They can provoke themselves and the individuals they are working with, towards wanted outcome, can likewise give high inspiration by keeping confident person perspective. By this implies, they result clashes and issues in a positive and arrangement situated way (Skipper & Brandenburg, 2013).

Literature Review

Overall, in training arrangements, educators focus on the psychological component of insight, the ability to learn academic materials and apply this information to routine problems. Our training arrangements have inspired huge challenges. Likewise, we need our childhood to learn collaboration and solidarity. It improves objectivity and rationality, and ignores the characteristic sensations that make the character solid and workable (Glaser & Robert, 1976).

Sometimes feelings can be expressed and affirmed only when inspiring. Nonetheless, later research recognized the importance of emotions because it was necessary to ensure that research on the world was not enough to make enthusiastic expressions suitable for this situation, and the conditions of teaching must not be destroyed.

Therefore, here comes the emotional intelligence to show the recognition, expression and supervision of emotions. A thoughtful person can maintain feelings, supervise each other's feelings, respect the feelings of others, and maintain a good relationship, which is more attractive than people with amazing academics but passionate. Golman (1998) introduced extremely solid evidence that the attributes of emotional intelligence (EQ) in life achievement are at least imaginative (level of intelligence).

Language procurement alludes to the procedure of normal digestion, including instinct and intuitive learning. It is the result of genuine connections between individuals in situations of the objective language and culture, where the student is a functioning player. It is like the manner in which kids become familiar with their local tongue, a procedure that produces practical ability in the communicated in language without hypothetical information. It creates recognition with the phonetic attributes of the language just as its structure and jargon, and is answerable for oral comprehension, the capacity for inventive correspondence and for the distinguishing proof of social qualities. In obtaining motivated system, instructing and learning are seen as exercises that occur on an individual and mental level. The obtaining approach commends the informative demonstration and creates fearlessness in the student Akbari, R, & Hosseini, K. (2008).

An exemplary case of second language obtaining are the youths and youthful grown-ups that live abroad for a year in a trade program, regularly achieving close to local familiarity, while thinking minimal about the language. Native language or first language for Pakistanis is Saraiki/Punjabi/Sindhi/Pushto and Baluchi or Urdu. As it is clear, an unknown dialect is a language contemplated in a domain where it is not the essential vehicle for day-by-day cooperation, and where contribution to that language is confined. A subsequent language is a language examined in a setting where that language is the fundamental vehicle of ordinary correspondence and where inexhaustible information exists in that language (Oxford, 2003). Nevertheless, right now is a second language for Pakistani understudies. Right now a language learning procedure framework is mostly founded on Oxford's scientific categorization what's more. At the point when an understudy's enthusiastic and social abilities are tended to, scholarly accomplishment of the understudy increments and relational connections improve (Goleman, 1996). The term, emotional intelligence is broader in sense and comprised of the following basic components.

Empathy

“Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, i.e., the capacity to place oneself in another’s position. “Empathy can be developed and learned through encounters (Wiebesiek, Rudwick, & Zeller, 2011).

Self-Awareness

Self-awareness is simply the craft of comprehension, perceiving what improvements you are confronting and afterward getting ready for how to oversee yourself both in a proactive and responsive way. Self-awareness is the means by which we see ourselves, and how we see others to see us. Goleman (1995) proposes that individuals who have this Self-awareness have a decent comical inclination, are sure about themselves and their capacities, and know about how others see them (Wiebesiek, Rudwick, & Zeller, 2011).

Social Skills

Choosing to maintain good relationships with others is another important part of emotional intelligence. Emotional intelligence understanding includes certain things that cannot understand one's feelings and the emotions of others (Wiebesiek, Rudwick and Zeller, 2011).

Motivation

Intrinsic motivation also undertakes the key work of Emotional Intelligence knowledge. Things that go beyond simple external rewards, such as differences, cash, gratitude, and recognition, persuade truly wise individuals (Wiebesiek, Rudwick,& Zeller, 2011).

Belief

A significant segment of keeping up emotional self-control is utilizing the intensity of confidence to put stock in you both in the present and later on. It accepts that the individuals and things throughout your life are there to for an explanation, and that everything will at last work out for good (Wiebesiek, Rudwick, & Zeller, 2011).

With the media consideration an elevated level of enthusiasm across language instructing and adapting additionally created, as there some examination contemplates directed to break down the job of Emotional Intelligence in learning English as a subsequent language learning (Agfasafari, M. 2006). However, passionate knowledge can be actualized and used to improve the quality of second language learning language learning abilities. For second language learning, the collaboration between the instructor and the student is significant for both correspondence and physiology perspectives between the two. A significant factor in learning dialects is the capacity to be sincerely wise by demonstrating the ability to perceive, utilize, grasp, and oversee feelings. These qualities are significantly more significant than just being keen. Each virtuoso isn't ensured to get fruitful throughout everyday life, and the other way around; the ownership of a high level of intelligence rating isn't the sole marker with regards to being effective in all fields (Goleman, 1995). It is even guaranteed that enthusiastic knowledge is a progressively significant key to progress, and not subjective insight, all the more precisely predicts accomplishment at college level. In this way, the present research study was intended to dissect the job of Emotional Intelligence in improving the quality of second language learning. In addition, the examination expected to discover the job of positive and negative feelings in learning English as a second language. The framework of the present study is given as;

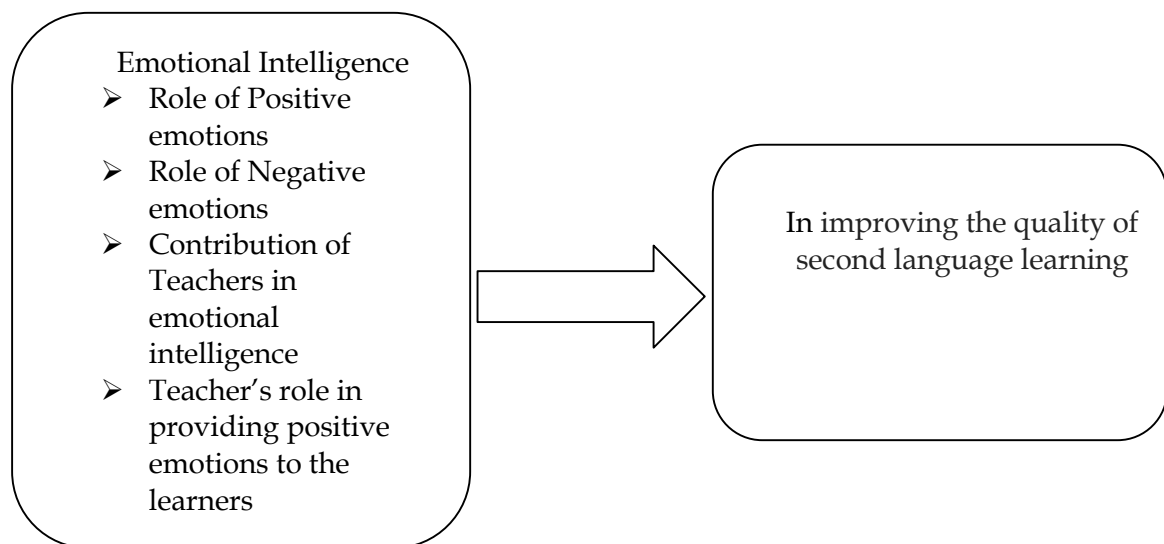


Figure 1 Framework

Materials and Methods

The study was descriptive in nature and survey method was used for data collection. The study was delimited to the District Dera Ghazi Khan. The population of the study was consisted on male and female students of public and private universities of Dera Ghazi Khan. The researchers used simple random sampling technique. The sample of 360 university students was selected randomly according to the advisory table (Gay, 2003) of sample selection.

Keeping in view the nature and objectives of the study, the researchers developed a questionnaire after the literature review. The questionnaire was developed on five-point rating (Likert) scale to elicit the opinion of the respondents. The responses on the questionnaires were rated from strongly disagree (SDA) to strongly agree (SA). The first draft of the tool was discussed among the researchers and some amendments were made according to objectives of the study. Afterwards, the tool was piloted on a sample of 120 university students that were not the part of selected sample. The Cronbach's alpha coefficient was computed and put into comparison with the threshold of 0.7. The computed Cronbach's alpha coefficient was 0.86 which is above the brink value of 0.7 hence the research questionnaire was trustworthy adequate. After finalization of the tool, the researchers personally collected data from the university students. Before data collection, the researchers had a meeting with the respondents. They briefed the respondents about the nature and objectives of the study. They were assured about the confidentiality of their provided information. In this way, the researchers obtained consent of the respondents. The researchers observed ethics of research in social sciences.

Results and Discussions

Data was analyzed through SPSS v.22. The quantitative data collected through questionnaire was entered in SPSS and the percentage and mean of each item was calculated.

Table 1
The role of Emotional intelligence on students who are seeking English as a second language

No	Item	Options	SDA	DA	UD	A	SA	Mean
1	Emotional intelligence refers our mental abilities in right directions in second language learning	Frequency	12	51	128	102	67	3.45
		Percentage	3.3	14.2	35.6	28.3	18.6	
2	Emotional mind is far quicker than the rational mind in second language learning	Frequency	50	15	123	71	101	3.46
		Percentage	13.9	4.2	34.2	19.7	28.1	
3	Emotional intelligence promotes good study behavior in improving the quality of second language learning.	Frequency	22	63	97	113	65	3.48
		Percentage	6.1	17.5	26.9	31.4	18.1	

In the light of table no.1, total number of 360 students gave their (100%) responses in favor of first statement as 67 (18.6%) were strongly agree, 102 (28.3%)

were agree, 51 (14.2%) were disagree, 12 (3.3%) were strongly disagree and 128 (35.6%) were undecided. The mean score was 3.45. So majority of the respondents agreed that Emotional intelligence refers our mental abilities in right directions.

From second statement, 101 (28.1%) were strongly agree, 71 (19.7%) were agree, 15 (4.2%) were disagree, 50 (13.9%) were strongly disagree and 123 (34.2%) were undecided meanwhile the mean score was 3.46. So majority of the respondents agreed that Emotional mind is far quicker than the rational mind.

On the other hand, third statement as 65 (18.1%) were strongly agree, 113 (31.4%) were agree, 63 (17.5%) were disagree, 22 (6.1%) were strongly disagree and 97 (26.9%) were undecided meanwhile the mean score was 3.48. Therefore, majority of the respondents agreed that emotional intelligence promotes good study behavior.

Table 2
The role of Positive emotions like Enthusiasm, self-accomplishment and Empathy that pave the way for learning English as a second language

No	Item	Options	SDA	DA	UD	A	SA	Mean
4	Enthusiasm produces favorable outcomes in second language learning	Frequency	14	77	135	110	24	3.86
		Percentage	3.9	21.4	37.5	30.6	6.7	
5	Self-accomplishment promotes second language learning skills	Frequency	22	72	116	107	43	3.68
		Percentage	6.1	20.0	32.2	29.7	11.9	
6	Positive emotions like empathy and happiness stimulate second language learning	Frequency	12	44	83	131	90	3.77
		Percentage	3.3	12.2	23.1	36.4	25.0	

In the light of table no.2, total number of 360 students gave their (100%) responses in favor of fourth statement as 24 (6.7%) were strongly agree, 110 (30.6%) were agree, 77 (21.4%) were disagree, 14 (3.9%) were strongly disagree and 135 (37.5%) were undecided meanwhile the mean score was 3.86. So majority of the respondents agreed that enthusiasm produces favorable outcomes in second language learning.

From fifth statement, 43 (11.9%) were strongly agree, 107 (29.7%) were agree, 72 (20%) were disagree, 22 (6.1%) were strongly disagree and 116 (32.2%) were undecided meanwhile the mean score was 3.68. So majority of the respondents agreed that Self-accomplishment promotes learning skills.

On the other hand, sixth statement showed 90 (25%) were strongly agree, 131 (36.4%) were agree, 44 (12.2%) were disagree, 12 (3.3%) were strongly disagree and 83 (23.1%) were undecided meanwhile the mean score was 3.77. Therefore, majority of the respondents agreed that positive emotions like empathy and happiness make life worth living.

Table 3
The role of negative emotions like lack of confidence, shyness, hesitation and fear which create obstacles and hindrances in second language learning

No	Item	Options	SDA	DA	UD	A	SA	Mean
7	Lack of confidence creates problems in improving the quality of second language learning	Frequency	19	73	87	122	59	3.36
		Percentage	5.3	20.3	24.2	33.9	16.4	
8	Shyness and hesitation are obstacles in improving the quality of second language learning	Frequency	19	66	70	142	63	3.46
		Percentage	5.3	18.3	19.4	39.4	17.5	
9	Fear is a negative emotion which pushes the learners on the back foot	Frequency	21	55	70	145	69	3.52
		Percentage	.8	5.3	9.4	0.3	9.2	

In the light of table no.3, total number of 360 students gave their (100%) responses in favor of seventh statement as 59 (16.4%) were strongly agree, 122 (33.9%) were agree, 73 (20.3%) were disagree, 19 (5.3%) were strongly disagree and 87 (24.2%) were undecided meanwhile the mean score was 3.36. So majority of the respondents agreed that lack of confidence creates problems for second language learners.

From eighth statement, 63 (17.5%) were strongly agree, 142 (39.4%) were agree, 66 (18.3%) were disagree, 19 (5.3%) were strongly disagree and 70 (19.4%) were undecided. The mean score was 3.46. So majority of the respondents agreed that shyness and hesitation are obstacles for second language learners.

On the other hand, ninth statement showed that 69 (19.2%) were strongly agree, 145 (40.3%) were agree, 55 (15.3%) were disagree, 21 (5.8%) were strongly disagree and 70 (19.4%) were undecided meanwhile the mean score was 3.52. So majority of the respondents agreed that fears is a negative emotion, which pushes the learners on the back foot.

Table 4
The contribution of emotional intelligence in second language learning

No	Item	Options	SDA	DA	UD	A	SA	Mean
10	Emotional intelligence methods are essential in improving the quality of second language learning	Frequency	4	49	55	174	78	3.76
		Percentage	1.1	13.6	15.3	48.3	21.7	
11	Change in emotions provide new ideas for language learning	Frequency	18	60	99	134	49	3.38
		Percentage	5.0	16.7	27.5	37.2	13.6	
12	Emotional intelligence contributes better outcomes in improving the quality of second language learning	Frequency	21	70	111	113	45	3.26
		Percentage	5.8	19.4	30.8	31.4	12.5	

In the light of table no.4, total number of 360 students gave their (100%) responses in favor of tenth statement as 78 (21.7%) were strongly agree, 174 (48.3%) were agree, 49 (13.6%) were disagree, 4 (1.1%) were strongly disagree and 55 (15.3%) were undecided meanwhile the mean score was 3.36. So majority of the respondents agreed that emotional intelligence methods are essential in language learning process.

From eleventh statement, 49 (13.6%) were strongly agree, 134 (37.2%) were agree, 60 (16.7%) were disagree, 18 (5.0%) were strongly disagree and 99 (27.5%) were undecided. The mean score was 3.38. So majority of the respondents agreed that Change in emotions provide new ideas for language learning.

On the other hand, twelfth statement showed that 45 (12.5%) were strongly agree, 113 (31.4%) were agree, 70 (19.4%) were disagree, 21 (5.8%) were strongly disagree and 111 (30.8%) were undecided meanwhile the mean score was 3.26. So majority of the respondents agreed that Emotional intelligence contributes better outcomes in second language learning.

Table 5
The teacher's role in providing positive emotions to the learners in second language learning

No	Item	Options	SDA	DA	UD	A	SA	Mean
13	Teacher plays vital role in providing positive emotions to the learners in improving the quality of second language learning	Frequency	8	51	107	115	79	3.57
		Percentage	2.2	14.2	29.7	31.9	21.9	
14	A teacher's encouragement to students brings positive change in them	Frequency	18	67	126	89	60	3.29
		Percentage	5.0	18.6	35.0	24.7	16.7	
15	Teacher helps students to overcome fear of failure	Frequency	29	65	113	104	49	3.22
		Percentage	8.1	18.1	31.4	28.9	13.6	

In the light of table no.5, total number of 360 students gave their (100%) responses in favor of thirteen statement as 79 (21.9%) were strongly agree, 115 (31.9%) were agree, 51 (14.2%) were disagree, 8 (2.2%) were strongly disagree and 107 (29.7%) were undecided meanwhile the mean score was 3.57. So majority of the respondents agreed that Teacher plays vital role in providing positive emotions to the learners in second language learning.

From fourteen statement, 60 (16.7%) were strongly agree, 89 (24.7%) were agree, 67 (18.6%) were disagree, 18 (5.0%) were strongly disagree and 126 (35.0%) were undecided. The mean score was 3.29. So majority of the respondents agreed that teacher's encouragement to students brings positive change in them.

On the other hand, fifteen statement showed that 49 (13.6%) were strongly agree, 104 (28.9%) were agree, 65 (18.1%) were disagree, 29 (8.1%) were strongly disagree and 113(31.4%) were undecided meanwhile the mean score was 3.22. So

majority of the respondents agree that Teacher helps students to overcome fear of failure.

Conclusion

The previous results and acknowledgments show that our educational system always promotes rational mind rather than emotional mind. However, this study shows that emotional mind is faster than normal mind. A person, who is self-aware of his emotional intelligence, has an ability to manage emotions, keeps good relations, and deals with daily challenges.

Conclusions were made that emotional intelligence promotes good study behavior, and makes the learning experience more effective. Moreover, it was found that the positive emotions like happiness, enthusiasm and self-accomplishment produce favorable out comes in second language leaning. It is clear notion if the learner has positive emotions, the result will be positive. The results of present research study showed that happy, enthusiastic, and motivated learners possess positive attitude inimproving the quality of second language learning.

Positive Emotions would hence show great outcome in the understudies, and the individuals who are locked in create inspirational mentality towards second language learning. Passionate knowledge can be very down to earth in the study hall where understudies are performing under the supervision of educators. Educators can figure out how to advance enthusiastic savvy rehearses. Instructors can evaluate the understudies dependent on their enthusiastic insight before a class or course, just as a while later. The understudies' second language accomplishment will be upgraded, as they will have the option to enhance their intrapersonal and relational relations and abilities. In any case, the negative feelings like dread, dithering, timidity, and disappointment make impediments and obstacles in improving the quality of second language learning.

Recommendations

Following recommendations were made which arebased on the results of present research study

- Teacher should make effective use of cooperative language learning strategies to enhance positive emotions among second language learners.
- The students should interact with positive emotions for improving quality the second language learning outcomes.
- The instructors of second language teaching must help the students to overcome the fear of failure through raising their confidence.
- Teacher's love and appreciation of students would bring a positive change in improving the quality of second language learning.

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