

## THE IMPACT OF TRAIT EMOTIONAL INTELLIGENCE ON SECOND LANGUAGE PERFORMANCE OF PAKISTANI UNIVERSITY-LEVEL STUDENTS

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### Abstract

This study explores the correlation between trait emotional intelligence (EI) with its four variables (emotionality, sociability, well-being, and self-control) and their performance in second language (L2) skills (reading and writing) among Pakistani undergraduate ESL students. Utilising the short-form Questionnaire of TEI and an English competency test, data from 158 out of 200 students reveal self-perceived moderately high TEI with lower sociability. Global TEI and its components (emotionality, sociability, well-being, and self-control) significantly impact L2 skills. Notably, global TEI, emotionality, self-control, and sociability correlate significantly with reading performance, while global TEI, well-being, self-control, and sociability are linked considerably to writing performance. Regression analysis predicts both reading and writing performance. These findings underscore the intricate role of TEI in L2 learning. The study discusses research limitations and delves into practical and theoretical implications.

**Keywords:** Emotionality; second language performance; self-control; sociability; well-being.

### Introduction

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The English language has a global level of influence, and it is taught worldwide. There are two different approaches to teaching English in the education system of non-native English language countries. Hence, educational programs are divided for those learners who desire to shift to an English-speaking country and other learning programs who do not want but want to learn the English language for academic, career, tourism, or business purposes (Flores, 2011). The distinctions between such two approaches to the English language have grown over time. Further, instructors concentrate on each practice to attain specific language skills, terminology use, and purposes (Horobin, 2017). New immigrants to English-speaking countries are frequently taught English as a second language, which presents issues because learners in a single class can speak various mother languages. However, some difficulties exist specifically for native English speakers who face difficulties while speaking, such as pronunciation, grammar, vocabulary, second language literacy, the importance of reading in ESL instruction, etc. (Ghazvini & Khajehpour, 2011).

Acquiring the mastery of a language, i.e., speaking, listening, writing, and reading, are the required competencies. This study investigates the EFL writing and reading competency levels of college students in Pakistan. Further, this study is conducted in the Pakistani context, where numerous issues exist with the educational system and society's learning approach. For instance, students and learners have very little exposure to English at school, at home, at social gatherings, etc. Students have extensive diversified backgrounds of families concerning customs, traditions, languages, and trends for acquiring an education. This ultimately leads to extraordinary efforts, struggles, and hard work to achieve the competency benchmark or a satisfactory English language level. Students have a motivation-less environment and low satisfaction levels in institutes. This study will engage all these factors, especially satisfaction and motivation, with Trait emotional intelligence (only four elements) integrating English language competencies. Furthermore, in fostering sustained motivation among students, it is crucial to encourage them to attain proficiency in completing writing and reading tasks effectively. This involves examining the interplay between motivational factors, trait emotional intelligence, and satisfaction variables students utilise to enhance their learning experience (Doro, 2011).

Trait emotional intelligence is to identify the inherence in emotionality. Emotional intelligence is a personality trait that evolves due to genetic factors and constant changes in behaviour. The characteristic of Trait emotional intelligence consists of fifteen features, organised under the

four main elements, i.e., Sociability, Emotionality, Well-being, and Self-control (Dewaele, 2021). Dewaele et al. (2019) further stated that emotionality is related to the capability to take another's point of view regarding empathy, clarify people's emotional awareness, communicate moods to others, and express emotions to keep healthy personal relationships. A person without EI may have only two dynamic concepts, "positive and negative," to define various emotional states. On the other hand, if a person has high emotional abilities, that person can experience, predict, categorise, and perceive emotions more effectively (Barret, 2017).

Emotional Intelligence is the ability to manage emotional information in oneself and others. This field of EI has been exponentially growing in interest for researchers over the past thirty years (Brackett et al., 2016). Various research has delivered a vital sign that emotional intelligence in *academic performance* is positively predicted in educational settings from childhood to adulthood. It has also been found that emotionally intellectual polyglot adults tend to have lessened anxiety about foreign *languages*. In psychology, it explicitly reflects the belief that a significant positive relationship exists between *emotional intelligence* and second learning performance. This research fills the gap by applying the variables, i.e., second language performance and four elements (sociability, self-control, well-being, and emotionality) of trait emotional intelligence, to identify the problems that students have.

A limited number of studies on emotional intelligence have been conducted, but it has been known as a particularly leading element in learning language (Sucaromana, 2012; Oxford, 2016; Gkonou & Mercer, 2017). The researchers have reviewed four skills: listening, speaking, and reading. Trait emotions influence writing, whereas reading and writing are the primary concerns of this study, so this study has revealed how English as foreign language skills, reading and writing acquisition with relation to the variables of Trait EI are useful for university-level students.

The Correlation analysis was used to investigate the influence of trait EI in SLA. However, it failed to show that EI impacts students' second language performance. Larsen-Freeman had shown a simple correlation between factors and claimed that the learners' language skills are insufficient. When considering the relationship between individual learning strategies and the (SLA), the interpretation of correlations is considered the most serious error; it is that one variable results in another variable. Therefore, to analyse the correlation between the performance of the *trait EI and L2* characteristics, it is also worth looking into the predicted relationship between the two variables (Chen & Zhang, 2020). The second issue was related to the EI variable used in the studies (Petrides,

Mikolajczak, Mavroveli, Sanchez-Ruiz, Furnham & Pérez-González, 2016). According to the overall review of research development regarding traits of EI, the investigation in those related studies "focuses almost exclusively on EI scores for aggregate characteristics." Thus, this research identifies the problems students face related to second language performance, including its four variables (*sociability, self-control, well-being, and emotionality*) in reading and writing.

Research Objectives

- 1) To investigate the profiles of Pakistani ESL students in terms of trait EI (global) and its four factors (sociability, self-control, well-being, and emotionality).
- 2) To explore Pakistani ESL students' correlation of trait EI (global) with their English language proficiency in reading and writing.

Research Questions

The current study aimed to answer the following questions:

- RQ1: What are the profiles of Pakistani ESL students regarding trait EI (global) and its four factors (sociability, self-control, well-being, and emotionality)?
- RQ2: How do Pakistani ESL students' Trait EI (global) and its four factors correlate with their reading and writing English language proficiency?

The results of this study are beneficial for designing new learning strategies and increasing Second Language Performance and Acquisition. Hence, the research findings have provided alternate solutions for efficiently teaching writing and reading skills to Pakistani ESL/EFL students. The Impact of Trait Emotional Intelligence on the Second Language Performance of Pakistani university-level students has not been investigated before in English as a foreign language skill, reading, and writing Pakistani university students (Chen & Zhang, 2020).

## **Literature Review**

Second language acquisition (SLA) is a short academic focus of the study that looks into the human capability to learn languages other than one's native tongue during late childhood, teenage years, or adult years after one's native tongue has been obtained (Sun, 2019). It investigates a wide range of complex influencing factors and phenomena that contribute to the perplexing range of outcomes that can occur when learning a second language in different contexts. SLA continues to expand at a rapid pace (Ortega, 2014). A second language is a language that is learned in addition to the primary language (SL), even though it could be the third. To be acquired in the fourth or tenth place. It is also referred to as a target

language (TL), any language learned to become fluent in (Ortega, 2014).

The following are the elements (internal factors) affecting the SLA:

1. *Learner's Age*

Keller believed that a learner's capability to learn the language and motivation were the two most important elements/ factors in proficient learning of second language acquisition. Hence, the age factor of the learner plays a pivotal role in language acquisition, and this is a significant physiological element in learning that has aroused the interest of psychologists, linguists, and educators (Anjomshoa & Sadighi, 2015).

2. *Attitude*

Baker has stressed the importance of attitude in his bilingual studies (Chugai et al., 2021). There are two types of attitudes: positive and negative. A student with a good attitude will communicate more actively with other speakers of a particular language, which will help to encourage the SLA. If learners have a negative attitude, they are more likely to deny or fear contacting others who speak the target language, hampering the development of SLAs and improving communication skills.

3. *Personality*

Chen, He, Swanson, Cai, and Fan (2021) studied that personality variables such as self-esteem, anxiousness, stress, adventure spirit, openness to experience, and introverts, among others, influence SLA and cause a substantial transformation in learning proficiency. There are two types of personalities: introverted and extroverted. When comparing and contrasting both, an extrovert will likely be more successful in ALS. An extrovert gives learners enthusiasm, superior socialisation skills, and a deep desire to talk to others. In particular, the native speaker offers the learner additional chances to exercise the particular language. Hence, an introvert frequently misses opportunities for second language acquisition and practice because the introverted person is slow and lazy in communication, language acquisition/ learning, and interaction, all of the major barriers to SLA.

4. *Motivation*

Motivation is an inner function that boosts a person's activities and encourages them to continue working towards the intended purpose (Magnano et al., 2016). Motivation can strengthen the inner learning process. There is no doubt that motivation is crucial while learning a second language.

Following are the elements (external factors) affecting the SLA

*1. Political Factor*

Sun (2019) states that people can now go abroad and stay up with the latest information much more easily thanks to the Reform and Opening policy, which has inspired considerable interest in learning a foreign or second language among Chinese. In addition, in most colleges and universities, English courses have started especially to reform their curriculum.

*2. Economic Factor*

Sun (2019) specified that the economic strength of a country influences not just its politics but also its society. People in poorer countries overlook the importance of their culture, a condition known as social anomie. It is shown by some people's intense craving to learn about distinct cultures and lifestyles in other places. People who desire to immigrate to America, for example, will go to great lengths to acquire English, which is a motivating factor for SLA. Therefore, countries with strong and stable economies can engage and invest much more in education than people with low incomes, including SLA.

*3. Technological Factor*

The growth of the economy will aid the advancement of technology, for instance, in the USA. The United States of America is strong in its economy in the Economic World and is rapidly growing in Information Communication Technology. Digital devices have become a pivotal part of every field of life. Meanwhile, for compatibility with ICT, for example, Microsoft Corporation accounts that over 90% of computer languages (programs) compel users to acquire the language. English makes better use of computers or can do so to move around and deal with any problems appearing in the process (Arigita-García et al., 2021).

Reading comprehension is an important skill that children can learn in elementary school. Numerous learners all over the universe face the challenge of developing proficiency in a language similar to their mother tongue. While readers of a second language, in general, develop good deciphering skills, they lag behind their peer readers of the mother tongue (Melby-Lervåg & Lervåg, 2014). It has been found that the delay in reading comprehension among L2 readers is mainly due to a lower knowledge of the target language (Melby-Lervåg & Lervåg, 2014). Language skills can be broken down into several important sub-skills for reading skills. The previous study showed that vocabulary predicts reading comprehension outcomes for L1 and L2 readers (Qureshi & Aljanadbah,

2022), *syntactic skills* (Spencer & Wagner, 2017) as well as the ability to construct *a mental model of the text, the situation model* (Raudszus et al., 2019).

Writing is one of the most valuable skills to be mastered. Like the other language abilities, writing skills are not taught separately; they are taught together. When learners utilise the language for relational goals, they not only discuss through conversations but also work in writing when they need to write notes or texts, according to the principle of integration (Harrison et al., 2016). It is a talent that encourages kids to think, helps them focus and communicate their thoughts, and enhances their ability to sum up, evaluate, and critique information. (Chokwe, 2013).

Emotional intelligence (EQ) is the ability to recognise and positively manage one's sentiments and emotions to reduce stress and anxiety while communicating effectively with others, coping with and overcoming obstacles, and defusing controversies. EQ helps develop resilient boundaries, gain professional success and academic goals, and achieve career and personal goals. It also helps you make the right decisions and realise what is important to you, connecting the emotions (Gottman, 2014).

Four components are commonly used to describe EQ:

- a. **Self-Management:** You can control emotionally unstable feelings and manners, manage your emotions and thoughts, take initiative, stick to your commitments, and adapt to changing circumstances (Ogli & Ogli, 2021).
- b. **Self-awareness:** You know how your emotions affect your thinking and behaviour. You know your weaknesses and strengths and are confident.
- c. **Social Awareness:** You are sensitive and can judge others' emotions and concerns about emotional expressions. You feel very comfortable in social situations and comprehend the power relationships in a company or society.
- d. **Relationship Management:** You know how to develop and maintain positive relations, communicate effectively, motivate and inspire others, work collaboratively, and resolve conflict (Adeoye & Torubelli, 2011).

Emotional intelligence captures the overall understanding of emotion, even though feelings are explored at the state level (Vaughan et al., 2021). EQ is a cognitive aptitude involving a complete process and trying to manipulate emotionally and create relevant information for conduct (Mayer et al., 2008). When analysed as a higher or upper-order personal attribute, researchers have shown emotional intelligence as an instructive power\ in sports (TEI) (Laborde et al., 2016); it has a strong link

with psychological processes, which differ according to an athlete's level of proficiency, (Vaughan et al., 2021).

One method of measuring EI entails solving problems with emotion-related data, while another employs self-report questionnaires. Boyle, Matthews, and Saklofske (2008) suggested using capability and trait EI, which refer to the well-known difference between maximal and typical performance. Emotional intelligence (EI) is expertise to understand and regulate emotions in inter and intrapersonal contexts. According to Goleman, EI can be just as powerful, if not stronger, than cognitive intelligence (IQ) in predicting success in various challenges throughout life (Ogli et al., 2021). For example, a learner may not be successful in learning a language due to a lack of self-management or self-awareness, which may be caused by the learner's family, culture, or other cultures that have. As a result, the learner has difficulty recognising and understanding their emotions and actual skills in a specific activity.

## **Research Methodology**

### Research Design

Quantitative research examines a social problem and tries to explain phenomena through the collection of numerical data and analysis by employing mathematically based methodologies such as statistics (Aliaga & Gunderson, 2002). According to Creswell (2014), when quantitative research is chosen, the researcher primarily uses post-positivist approaches to develop knowledge (e.g., cause and effect thoughts, assessment and analysis, and theory testing), employs inquiry strategies such as surveys and experiments, and collects data on predetermined instruments that produce statistical data. The researcher employed quantitative methodologies to examine research variables, evaluate data, and explain relationships between variables, while correlation analysis was used to understand the interactions between factors. The data for a study questionnaire was collected using a five-point Likert Scale. Thus, the researcher used the quantitative research method in this study, and the design was a case study.

### Population

The population of this research was the students of Sukkur Khairpur Campus. Two hundred participants were targeted to collect data, but we received accurate data from 158 participants. All those studying English as their second language learners at the university level were aged between (16 and 25 and were selected as the targeted population and sample of the research. The study sample was comprised of both genders.



In addition, students belonged to the local city of Khairpur and took compulsory English courses starting from the bachelor's level. According to their academic syllabus, English is taught to them as a primary subject in their bachelor's and master's programs.

#### Sample of the Study

In this study, we received accurate data from 158 out of 200 participants. All those studying English as their second language learners at the university level were aged between (16 and 25 and were selected as the targeted population and sample of the research. The study sample was comprised of both genders.

#### Instruments

This study used the short-form questionnaire of Trait Emotional Intelligence. TEIQue has a 30-item questionnaire to measure the two variables connected with Trait Emotional Intelligence. This questionnaire was adapted from the study of Chen and Zhang (2020). Two main variables of this study-designed items are trait emotional intelligence and second language performance. Each variable consisted of five items. This questionnaire used a Likert scale ranging from 01 (completely disagree) to 05 (completely agree). It is called Rensis Likert; he is the one who first developed it to quantify a construct of interest. Additionally, the IELTS test of reading and writing was also conducted by the researcher to know the language proficiency of the participants. The reliability of this questionnaire was found to be significant (Cronbach's alpha .88), and the same was found in Dewaele's previous study (2021).

#### Data Analysis Techniques

This section explains the approaches to analysing data, depending on the research design. A particular statistical test was used to describe a specific research question.

##### 1. Data Description

Data description provides the interpretation and explanation of data in general. It was necessary because when there was junk data, it was necessary to describe and interpret data. This also provided the general percentage result to understand the trends of information. Similarly, this type was used in this study to interpret the required data.

##### 2. Correlational Analysis

The correlation analysis is one of the most commonly utilised inferential statistics in language education and learning research. We can use correlation to examine the two variables' hypothetical connections. Correlation analysis is most commonly used in quasi-research, such as survey or correlation research, to see if there is an association between the

two of interest and, if so, at what point the variables are related. Correlation is crucial in advanced statistical methodologies such as regression, structural equation modelling, factor, path, and reliability analysis. In this chapter, the researcher was introduced to basic correlation studies using SPSS.

### Research Findings

Table 1 *Descriptive statistics for TEIQue-SF and the language proficiency test*

|             | <b>Well-Being</b> | <b>Self-control</b> | <b>Emotionality</b> | <b>Sociability</b> | <b>Global EI</b> | <b>Reading</b> | <b>Writing</b> | <b>Total Score</b> |
|-------------|-------------------|---------------------|---------------------|--------------------|------------------|----------------|----------------|--------------------|
| <b>N</b>    | 158               | 158                 | 158                 | 158                | 158              | 158            | 158            | 158                |
| <b>Mean</b> | 4.3422            | 4.2626              | 4.2791              | 4.1332             | 4.3402           | 4.2465         | 4.1022         | 4.2437             |
| <b>SD</b>   | .47301            | .56572              | .62842              | .66918             | .49817           | .63230         | .72351         | 4.1903             |
| <b>Min.</b> | 3.00              | 3.00                | 3.00                | 3.00               | 3.00             | 2.00           | 2.00           | 19                 |
| <b>Max.</b> | 5.00              | 5.00                | 5.00                | 5.00               | 5.00             | 5.00           | 5.00           | 35                 |

The well-being's mean score (4.34) was relatively high compared to TEI's other factors. In the TEIQue description, a high-level well-being score indicates that the individuals were more inclined to "focus on the positives" of life and typically view themselves as competent, self-assured, happy, and content with their lives (Petrides, 2017). However, compared to well-being, emotionality and self-control were slightly lower (4.27, 4.26). Petrides's (2017) low emotionality mean score indicates that the participants lacked clarity about their own and other people's feelings, could not express their emotions to others, had unsatisfying personal connections, and did not consider other people's perspectives. However, the participants found their emotionality to be a little low. Moreover, the individuals did not believe they had proper control over their "urges and desires," as seen by the slightly lower measures of self-control (Petrides, 2009). The element of sociability had the lowest mean (4.13), indicating that the individuals were comparatively less clear regarding their social interactions and social influences (Petrides, 2009). However, no significant difference was found in the responses to the four TEI factors.

Moreover, the standard deviations (SDs) for both the global emotional intelligence (EI) and its four variables (.47, .56, .62, .66, .49) indicate a considerable diversity in the participants' trait preferences for EI. A thorough examination of the descriptive data revealed that even for a specific participant. The four EI variables were not always related; for

instance, one participant's scores on the four EI aspects were 4.52, 4.29, 4.10, and 3.88. This tries to justify our distinct action of the attribute EI, i.e. it is recommended that the total trait EI and the features of each of the four trait EI elements be considered.

Table 2  
Correlations between trait EI and language performance. 2

|             | Well- being | Self –Control | Emotionality | Sociability | Global EI |
|-------------|-------------|---------------|--------------|-------------|-----------|
| N           | 158         | 158           | 158          | 158         | 158       |
| Reading 1   | .141        | .302 **       | .240 **      | .190 *      | .291 **   |
| Writing 1   | .172 *      | .180 *        | .134         | .256 **     | .220 **   |
| Total Score | .313        | .482          | .374         | .446        | .503      |

Note: \* $p < 0.05$ ; \*\* $p < 0.01$ .

Table 2 shows that students' global EI total reading score is significantly correlated with the other three global EI factors, except well-being, which has a lesser score than all of them ( $r = .141$ ,  $p > .05$ ), which is similar to earlier research that indicates significant correlations among reading achievement of students and their global trait EI (Costa & Faria, 2015), as well as English language proficiency (Li, 2020). Additionally, all components of the global trait EI were shown to be strongly connected with the student's writing abilities, except emotionality ( $r = .134$ ,  $p > 0.05$ ). Although the studies found a significant positive relationship between trait EI and reading achievement and writing achievement (Shao et al., 2013), in this study, the same relationships are found except for the relationship of well-being with reading performance and emotionality with writing performance ( $p > .05$ ).

Table 2 also shows the connection between the four trait EI variables of the participants and their linguistic abilities. As shown, their reading scores were correlated with their self-control, emotionality, and sociability scores ( $r = .302$ ,  $p .01$ ,  $r = .240$ ,  $p .01$ , and  $r = .190$ ,  $p .05$ ), indicating that students were better at controlling their emotions and better at controlling themselves while reading the different texts and understanding them from the perspectives of others. However, they were relatively less good at connecting themselves with social norms. Further writing scores were correlated with their scores on well-being ( $r = .172$ ,  $p < .05$ ), Self-control ( $r = .180$ ,  $p < .05$ ), and Sociability ( $r = .256$ ,  $p < .01$ ), indicating that the students were good at expressing about the social topics. They had less self-control and well-being scores in writing; however, no significant relationship was found between reading performance and well-being and writing performance and emotionality.

## Discussion

A descriptive analysis was carried out to determine the profiles of Pakistani ESL learners regarding emotional intelligence traits. The questions found moderately high levels of TEI, with a mean of 4.34.

The well-being's mean score (4.34) was relatively high compared to the other factors of TEI, and all the factors collectively had scores moderately high. In light of the descriptions of the TEIQue (Petrides, 2017), moderate to high sociability mean value describes that the participants were good at social interaction and could interact easily and confidently with people of different backgrounds because they were skilled listeners. The high well-being participants' scores showed they usually valued themselves as self-confident, happy, satisfied and successful with their lives, and possibly "looking on the positive side of life". Moreover, the score of self-control's mean showed that the participants could maintain control over their desires and needs. They were effective at controlling environmental forces and anxiety to control emotions. They were not suppressed or overly outspoken in any way (Petrides, 2009). In contrast, the mean sociability score was slightly high to moderate, meaning a few participants could not socialise with others. However, others were not good at the respective matter. On the other hand, the mean values of the four components did not differ considerably. The standard deviations (SDs) of the EI (global) and the four variables (.49, .47, .56, .62, .66), as well as the gap between their highest scores, demonstrate that the participants' trait (EI) preferences were quite varied. Even for a given person, a careful assessment of the descriptive data revealed that the four EI variables were not always related; for example, one individual scored 4.52, 4.29, 4.10, and 3.88 on the four EI elements. This tries to support our different actions of the attribute EI, i.e. It is proposed that the total trait EI and the characteristics of each of the four trait EI pieces be taken into account, which provides different results.

The correlation analysis of data was carried out to find the nature and extent of the relationship between Global TEI (including its factors) and the performance of a second language. The Pearson correlation showed a significant correlation between overall language proficiency and global EI and its four variables. However, most previous studies found a substantial correlation between TEI and language performance (Li, 2019) and students' achievement (Costa & Faria, 2015). The relationship between global TEI and reading proficiency score and three variables, emotionality, sociability, and self-control, were positively correlated with RPS. However, only well-being was found to be insignificantly correlated with RPS. Similarly, the relationship between global TEI and writing

proficiency score was significantly correlated, along with well-being, self-control, and sociability, positively correlated with WPS. In contrast, emotionality was found to be insignificantly correlated with WPS.

#### Conclusion, Implications and Recommendations

This research study aimed to know the impact of TEI with its four variables (emotionality, self-control, sociability, and well-being) on the second language performance of the university students at Sukkur IBA IET Campus Khairpur. The study's findings indicated that all four factors of TEI were significant. The results of the TEI and its four factors were moderately high in reading and writing proficiency; however, in reading proficiency, the correlation with well-being was not found significant and writing proficiency correlation with emotionality was found significant. The findings revealed that TEI is a multifaceted concept with multiple components that have varied but balanced effects on second language acquisition. Furthermore, emotional variables had varying degrees of influence on the performance of four aspects of a second language. A detailed knowledge of which emotional elements have a greater impact on specific parts of the performance of a second language, as well as the nature of that impact, will allow second language instructors and other practitioners to make more worthy recommendations. The current study is a proof of concept, and it has proven to be feasible. More research is needed to gain a comprehensive knowledge of the role of students' EI characteristics and factors in various aspects of their performance in a second language. Dewaele (2021) stated that "there is even more which can be performed to study emotions in many settings.

The study's implications encompass both theoretical and practical aspects of second language (L2) learning and teaching. Teachers were advised to address emotional aspects, enhancing students' emotionality, self-control, and sociability for better reading and writing performance. Educational policymakers were encouraged to incorporate emotional intelligence programs, and teacher training should include strategies for recognising and addressing emotions in the classroom. Personalised teaching, longitudinal studies, and diverse research methods were recommended. Standardised measures like the Global TEI instrument were suggested for future research. The study highlighted emotional intelligence's potential role in improving academic achievement and language performance in broader educational contexts.

This study would like to recommend that:

- Implement training programs to enhance students' emotional intelligence, focusing on emotionality, sociability, self-control, and well-being.

- Develop workshops or courses that integrate emotional intelligence development into language learning.
- Language instructors should consider incorporating emotionally engaging materials and activities in their teaching methods to impact students' emotional intelligence and language performance positively.
- Recognize students' differences in emotional intelligence and tailor teaching strategies to address specific emotional needs and strengths.
- Provide teacher training on recognising and addressing emotional aspects of language learning. Teachers should know students' emotional challenges during reading and writing activities.

Potential extensions of the study could include exploring additional language skills (listening, speaking) and examining TEI across different proficiency levels and cultural contexts.

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