



The Relationship between Intermediate EFL Students' Oral Performance, Communicative Willingness, as well as Emotional Intelligence

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ABSTRACT

The purpose of this research was to examine the connection between intermediate EFL students' oral performance and their emotional intelligence (EI) as well as desire to communicate (WTC). The main objectives of this research were to examine how willing English-language learners were to communicate, in order to discover whether there was a substantial connection between oral and WTC ability in their English language courses. The researchers collected data from 86 male and female students ranging in age from 17 to 40 years. Pearson correlation tests and regression analysis were used to examine the data. The Cambridge Placement Test, the Bar-On Emotional Quotient, and the WTC Scale were all utilized in this study. The findings indicated that both variables (EI and WTC) had a substantial connection with learners' speaking performances; however, EI was more predictive of learners' speaking performances.

INTRODUCTION

Individual variations among learners have attracted significant attention in recent years. There are many individual variations among learners that affect both the pace of learning and the ultimate outcome of learning. It's worth noting that intelligence is a highly predictive factor for language learning success (Gu, 2003).

Students with a higher intelligence quotient (IQ) are often regarded to be more intelligent. Apart from cognitive aspects, intelligence as a broad term encompasses social and emotional components (Sternberg, 1985). Salovey and Mayer (1989) developed and defined the notion of "emotional intelligence" (alternatively known as emotional quotient or EQ). They characterized emotional intelligence as the capacity for comprehending and interrogating feelings, internalizing emotions inside ideas, and managing one's own and others' emotions. Intellectual aptitude, or intelligence quotient (IQ), alone does not guarantee success in life. While our IQ may help us get admission to college, it is our EQ that will enable us to handle our stress and emotions as we approach our final examinations. IQ and EQ are mutually reinforcing and most effective when used in tandem. According to Goleman (1995), IQ accounts for about 20% of the characteristics that affect life achievement; the rest is influenced by other factors, including EI.

"Emotional Intellect" is defined as "the cooperative interplay of intellect and emotion" (Mayer, Salovey, & Caruso, 2004). EI has been shown in studies to be the basis for almost all job-related abilities (e.g., Carmeli, 2003; Jordan, Ashkanasy, Hartel, & Hooper, 2002). Recent research has also shown that, in addition to professional settings, emotional intelligence is important in schools (Petrides, Frederickson, & Furnham, 2004), where it may have a range of impacts on academic achievement. Furthermore, since language is a social activity that involves the outward expression of emotions, emotional and social language learning techniques have a major impact on academic performance.

As Carmeli (2003, quoted in Salami, 2007) states, emotionally intelligent people are required to identify, control, and use their emotions in order to influence subsequent difficulties and mitigate their negative impact on attitudes about their job. Wolfradt, Felfe, and Koster (2001–2002) demonstrate in two studies that emotional intelligence is primarily associated with personality traits (extroversion, agreeableness, conscientiousness, self-perceived creativity), life satisfaction, and thinking styles, with a negligible association with verbal intelligence. The solution to the issue of scientific success or failure may be found in the writings of certain theorists such as Mayer Salovey (1997) on EQ and its components. The studies demonstrate the relevance and significance of EQ in many facets of an individual's life, including education, employment, social environment, productivity, and mental health.

Communicating is another psychological word which has been more prominent in the past decade (WTC). WTC was initially proposed by MacIntire, Clement, Dornyei and Noels for language studies (1998). It may be used in L2 and as a goal to achieve L2 education as both an individual difference variable. WTC and EQ have received less attention than other qualities like as motivation, ability and learning technology according to Alemi (2012) in the Iranian FET environment. This research gap is particularly apparent in evaluating WTC's and EQ's possible impact on oral production during L2 acquisition. The aim of this research is to examine the connection among Iran's English language teachers between these two psychological variables (WTC and EQ).

According to Fulmer (2010), EQ and communicative readiness are two psychological characteristics considered important for L2 acquisition. According to studies, these two variables are extremely useful while learning the new language and EQ and WTC are associated with greater chance of acquiring a language. Chan and McCroskey (1987) further suggest that students with higher WTC levels are more likely to engage in higher oral output in class than students with lower WTC scores. Moreover, Yashima, Zenuk-Nishide, and Shimizu (2004) claim that pupils are more likely to engage into discussions in a schoolroom when they are ready to take part in a variety of contexts. In consequence, instructors should be made aware of the significance of these two factors, particularly as regards production abilities that need a higher EQ and WTC degree (Hashimoto, 2002; Watanabe, 2013; and Turnbull, 2019).

On the other hand, contemporary research has seldom examined the connections between EQ, WTC, and oral output. According to Kamarzarrin (1994), the bulk of research in Iran concentrate on language learning, with an emphasis on the impact of teaching on the growth or acquisition of specific skills or sub-skills, without taking into account psychological variables such as EQ and WTC. According to him, a cursory examination of the worldwide literature reveals that psychological elements, which are critical in foreign and second language acquisition, get little attention. In other words, learning may be expedited in an atmosphere that is more psychologically favorable. In addition, students should be notified about their EQ and WTC values and should they be correctly coached if they are deficient in either of the two psychological components. Psychological variables that influence learners should also be taken into consideration while assessing learners in their courses. Schools in Iran are seldom aware

of these mental aspects, which may have an adverse effect on the psychological well-being of language learners.

This research serves three primary objectives. The study's primary objective is to examine the connection between students' Emotional Intelligence and their English-speaking performance among intermediate EFL learners. Additionally, this research seeks to determine which aspects of Emotional Intelligence, such as Self-Awareness, Self-Control, Self-Motivation, Empathy, and Social Skills, are the most predictive of students' English-speaking abilities. This research applies Goleman's theory of Emotional Intelligence, which defines EI as an individual's capacity for processing information about emotion and emotional reactions. Additionally, an oral presentation will be used to assess students' English-speaking abilities. Students will be required to give an English-language speech. The second objective of this research is to assess between these English-speaking students the degree of their willingness to communicate (WTC) to determine if oral production abilities are linked to WTC during the classroom lectures. The final objective is to examine EI and WTC's interactional effects on oral production to determine whether these two factors may enhance reading if combined.

According to Ghorbani (2007), "relatively few pupils exit the [school] system with the capacity to communicate effectively in English." Additionally, by conducting a mainly quantitative research of WTC among Iranian high school and university students, Vaezi and Sadeghilar (2009) concluded that the majority of their respondents indicated a willingness to interact in English. However, they were not fluent speakers in practice. WTC seems to need integration with other variables such as Emotional Intelligence in order to be effective. Ghorbani (2007) also notes that a significant proportion of English graduates in our nation (both BA and MA) lack proficiency in speaking in general and lecturing in particular, despite their strong command of other abilities. Even high school English instructors are unable to communicate effectively and often avoid conducting courses in English. Non-linguistic elements, particularly psychological ones, seem to be overlooked in our educational system. Emotional Intelligence may have a greater impact on the acquisition of productive skills such as speaking performance, which may be improved and developed via environment and experience. The incorporation of emotional intelligence into the classroom would therefore ease the arduous job of speaking a foreign language in a non-native setting and will strengthen the learner's cognitive capacity, assisting the instructor in imparting language skills. The higher the EQ score, the more likely it is that the individual will succeed in general in addressing environmental demands and pressures. That is why this study sought to shed light on the impact of emotional intelligence components on intermediate EFL learners' speaking proficiency, as well as gender differences in several key emotional competencies of EQ, including self-awareness, stress tolerance, empathy, adaptability, and optimism. This study presented three research questions:

RQ1: Is there a substantial connection between the EQ and oral output of intermediate EFL students?

RQ2: Is there a substantial connection between the WTC and oral output of intermediate EFL learners?

RQ3: Which of the two variables, EQ or WTC, is a stronger predictor of oral output among intermediate EFL learners?

As a result, two null hypotheses were developed:

H01. There is no obvious connection between the EQ of intermediate EFL students and their oral output.

H02. There is no significant connection between the EQ and oral output of intermediate WTC learners.

The more concerned pupils with the language, the less oral output, and the more confident they are, the greater the oral performance. Students who want to communicate in English, are somewhat motivated to learn English, have a positive attitude towards the international community, have a little concern about communication, feel reasonably knowledgeable in English communication, and are little outgoing. The researchers found that the desire of these pupils to communicate is highly connected with their attitudes to international society and their perceived linguistic trust. Students' desire for learning English together with their character (introverted or extroverted) has shown their readiness to interact with one other via linguistic self-confidence. Their approach to international society is a reflection of their personality (etinkaya, 2005).

However, few researches have examined the connection between the three variables of emotional intelligence, work-related cognitive ability, and oral output. The purpose of this research is to examine the effects of two psychological variables on the quality of learning: WTC and emotional intelligence. The present research used a quantitative measure to demonstrate the connection between willingness to speak and emotional intelligence and language acquisition.

Review of Related Literature

In an attempt to study Iranian EFL university students' WTC and its connection with their language anxiety and language competency, Alemi, Daftarifard, and Pashmforoosh (2011) showed that WTC was strongly related to language competence. Outside of the classroom, more competent learners were observed to be less communicative than less skilled learners, indicating that WTC in this group had a state-like nature. In addition, no substantial WTC-anxiety links have been observed. The research shows that worry has no effect on the communication involvement of the learners (WTC). Finally, anxiety and language skills were found to be unfavorable. The findings of this research confirmed the connection between linguistic learning and L2 anxiety. The research findings show that the linguistic factors of Iranian students' WTC seem more predictive, and language teachers should assist students increase their English skills.

The concept of willingness to talk in second language (L2WTC), and the factors that impact it amongst Iran's non-English major students, were researched by Ghonsooly, Khajavy, and Asadpour (2012). They researched L2 communication and learning using WTC and socio-educational frameworks. The findings from this research have shown that L2 is a predictor of two L2 WTC's self-assurance and attitudes towards an international community in Iran. Your model showed that the L2WTC building may be used in a second-language English setting.

The students of the Iranian EFL have researched their impression of readiness to make contact in four environments with three kind of recipients, Barjesteh, Vaseghi and Neissi (2012). Researchers discovered that students are ready to communicate in two kinds of settings (group discussions and meetings) and one recipient type using a questionnaire including 20 scenarios where one can or cannot speak (Friend). EFL students were hesitant to speak in other circumstances according to the questioner's findings. According to the study, the majority of Iranians were hesitant to engage in other circumstances since they had only had experience speaking in English in language courses where they could participate in group discussions, meetings, and pleasant chat. They lacked access to native speakers as well as the resources to

go to an English-speaking country. The researchers discovered that, on average, Iranian EFL students are prepared to initiate conversation in previously experienced situations (such as group discussion or communicating with their friends). They lack the confidence required to initiate communication in new situations, such as public speaking. As a result, familiarity with the context and receiver type is critical in instances when a student initiates communication.

Khazaei, Zadeh und Ketabi (2012) compared three class sizes and intended at assessing the effects on WTC of EFL students in Iran. The data of this research were gathered by monitoring the students' turn and the whole length of conversation in three classrooms. The results of the research show that class dimensions had a major impact on the willingness of students to speak. Students were more eager to talk in small classrooms in which they had more opportunities to practice and interact.

Baghaei (2012) has shown that only weakly linked to the effectiveness of the English language learning system are two of the three WTC sub-scales (a desire to communicate in a school setting and readiness to interact with native English speakers). Riasati (2012) has also examined the opinions of Iranian EFL students on variables which affect their desire to speak English in language classes. Different variables including assignment type, discussion subject, interlocutor, instructor, environment at the class room, personality and self-perceived speech skills all contribute to the student's readiness to communicate, according to the findings of semi-structured interviews.

Pourjafarian (2012) investigated the patterns of the links between socio-economic variables such as parental professions, cultural capital and desire to speak in English in the Shiraz high school setting. In order to gather supporting information, individual semi-structured interviews were conducted. The results showed a connection between English language, socio-economic choices and the performance of the language. Zarrinabadi (2012) also examined Iranian cultural values linked to autonomous communications, which is an important predictor of the desire to speak (McCroskey & Richmond, 1990). In order to assess more than 700 students at Irish University's self-perception of communication skills in different settings and with various recipients, the Self-Performed Communication Ability (SPCC) instrument (McCroskey, 1995) was utilized. According to the findings, people consider themselves to be more competent, participate in dyads, groups and friends, but are less capable in public or with strangers.

Birjandi and Tabataba'ian (2012) examined the connections between emotional intelligence (EI), anxiety over foreign language and the desire to communicate (WTC). Research findings showed that EQ, WTC, and foreign language anxieties had a strong connection (FLCAS). A significant connection between FLCAS and WTC has also been identified. Also connected to FLCAS and WTC were many EQ sub-scales. Regression analysis also revealed that WTC were all important WTC predictors for FLCAS, EQ, and many of their subscales. In addition, FLCAS may be predicted by EQ and a number of its subscales. Mohammadzadeh and Jafarigohar (2012) examined the connection between communication willingness (WTC), and various intelligences in an example of more than 500 English-speaking learners (MI). In addition, the researchers examined the gender function in the connection between the two variables. The MI profile of English language students, according to the findings of the research, was significantly associated with their desire to engage in L2 communication, and the gender-specific linkage between MI and WTC.

METHOD

All EFL (masculine and female) students from the University of Iran participated. They were selected utilizing comfort samples. The final participants in this study were 86 intermediate learners after being homogenized via a competency examination (Cambridge Placement Test, 2010). They were between 17 and 40 years of age. The next section covers the instruments used in this research, including the proficiency test, the WTC and the EQ questionnaires.

Cambridge Placement Test

To guarantee participant homogeneity and to achieve the study's objectives, all EFL students took a Cambridge placement test (2010) conducted by Cambridge University Press. The goal was to identify students with an intermediate level of competency.

Bar-On Emotional Quotient

The second instrument was the Bar-On Emotional Quotient Inventory, which was created in 1980 by Bar-On. The Emotional Quotient Inventory is used to assess the participants' Emotional Intelligence. The Bar-On inventory is a self-report questionnaire comprised of 61 questions on the Likert scale.

WTC Scale

The McCroskey (1987, 1992) scale was used to assess the participants' degree of WTC in this research. This test consists of twenty questions that evaluate students' readiness to participate in communication activities. This questionnaire has twenty instances in which a person may select whether or not to communicate. Students are fully free to make their own choices. They may give a score between 0 (which means NEVER) to 100. (meaning ALWAYS). According to McCroskey (1992), "the instrument's face validity was high, and considerable study showed the instrument's predictive validity." Alpha reliability estimates varied from .85 to much above .90" for this instrument.

Oral production Rating Scale

The students were exposed to two broad themes (Money and the importance of television in people's lives) and instructed to provide a brief lecture on each. The subjects were assigned these two themes because participants were expected to present their lectures without previous preparation or expertise. According to Farhady et al. (1999), "it is essential to use the services [oral production] of at least two raters in order to get reliable findings." The average of two evaluations provides a more accurate assessment of the examinee's performance than the opinion of a single rater". Similarly to Koosha et al. (2011) and Kalanzadeh et al. (2013), two experienced TEFL university professors with an excellent command of the English language were requested to grade the students' speaking performances using the Farhady et al.-developed rubric (1998). Students gave a lecture on one of the two broad subjects in turn, with the option of choosing either one based on their interest and preference. All performances were recorded on video and evaluated by two raters before they were reviewed. The measures were developed

according to the categories of Farhady and others (1999) including pronunciation, vocabulary, grammar, fluency, and understanding, with rank scales of between 1 and 6 (p. 216).

The research employs a post facto design; because it includes two separate variables (EQ and WTC) and a dependent variable (oral production). The first two questions dealt with the primary impact on oral output of EQ and WTC. The final investigation examined the connection between the two separate oral production factors.

DATA ANALYSIS

As shown in Table 1, the statistic summary of speaking performance includes both the mean and standard deviation.

Table 1: Descriptive Statistics of Speaking performance, EQ, and WTC

VARIABLES	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Performance	86	3.10	7.10	5.6116	.91
Emotional Intelligence	86	71.20	293.80	211.90	20.49
Willingness To Communicate	86	11.13	97.13	71.73	14.61
Valid N (list-wise)	86				

Table 1 reveals that the speaking competence score, EQ, and Witzgall coefficient are 5.6, 211, 90, and 71.73 correspondingly.

All of the study questions are presented here, and the null hypotheses are accepted or denied depending on the data analysis for each issue.

Research Question One

- 1- Is there a substantial connection between the EQ and oral output of intermediate EFL students?

A Pearson correlation was performed to see if there was a connection between EQ and speaking. The connection between EQ and speaking ability was statistically significant ($r = 0.69$, $P.05$), according to the data in Table 2. This leads to the rejection of the null hypothesis.

Table 2. Pearson Correlation; EQ with speaking performance

	Speaking Performance
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Emotional Intelligence	Pearson Correlation	0.69**
	Sig. (2-tailed)	0.000
	N	86

** . Correlation is significant at the 0.05 level (2-tailed).

Research Question Two

- 2- Is there a substantial connection between the WTC and oral output of intermediate EFL learners?

Another Pearson correlation was conducted to see whether there was a link between the Willingness to Communicate and speaking skills. According to Table 3, the WTC and speech abilities had a significant correlation ($r = 0.67$, $p.05$). The null hypothesis is thereby rejected.

Table 3. Pearson Correlation: Speaking Performance and Willingness to Communicate

		Speaking Performance
Willingness To Communicate	Pearson Correlation	0.67**
	Sig. (2-tailed)	0.000
	N	86

** . Correlation is significant at the 0.01 level (2-tailed).

Research Question Three

- 3- Which of the two variables, EQ or WTC, is a stronger predictor of oral output among intermediate EFL learners?

A regression analysis was carried out to answer this question:

Table 4. Model Summary

Model ^a	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.563	.552	.61265

a. Predictors: (Constant), Willingness To Communicate, Emotional Intelligence

A significant connection exists between speaking ability and EQ as well as WTC, as shown by the multiple correlation coefficient of 0.750 and the squared coefficient (R²) of 0.552, implying that the two variables may predict 55 percent of the dependent variable. A one-way ANOVA revealed that a single variable could be explained by at least one of the independent variables ($F(2, 84) = 53.46$, $P.05$).

Table 5. A One-way ANOVA

Model	Sum of Squares	df	Mean Square		Sig.
^a Regression	40.131	2	20.065	3.46	.000 ^b
Residual	31.154	83	.375		
Total	71.284	85			

a. Dependent Variable: Speaking Performance

b. Predictors: (Constant), Willingness To Communicate, Emotional Intelligence

To evaluate the extent to which various independent factors impact the dependent variable, a regression analysis was performed.

Table 6. Regression Analysis**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	31.007	.363		85.440	.000
Emotional Intelligence	.036	.008	.432	4.483	.000
Willingness To Communicate	.026	.006	.391	4.058	.000

a. Dependent Variable: Speaking Performance

As is obvious from the significant values ($P < 0.05$) of EQ and WTC, both factors have an impact on the dependent variable of speaking performance. However, based on the beta coefficients of two independent variables, EQ (0.432) and WTC (0.391), it can be concluded that EQ is a stronger predictor of learners' speaking performance.

DISCUSSION

As stated before, this research attempted to answer three questions about the connection between the three variables of EQ, WTC, and speaking performance. To acquire the necessary answers for each question, appropriate statistical methods were used. The study revealed that pupils with a high WTC score outperformed those with a low WTC score. Both WTC and EQ had a significant impact on students' oral presentations. Although EQ is the primary element affecting speaking performance, I believe that WTC may also play a significant impact. Students' high EQ alone was insufficient to provide engaging lectures. In this study, it was found that individuals with a high EQ had difficulties such as stopping, hemming, panicking, and muttering throughout their presentations. Those that used high-quality WTC and EQ, on the other hand, had no such problems in their performances.

This research confirmed the results of McCroskey & McCroskey (1986a, 1986b) that WTC had more self-esteem and self-perception. In addition, students with higher WTC scores participated more often in a larger oral output in class than students with less WTC scores as predicted by Chan and McCroskey in 1987.

Furthermore, this research confirmed the results of Yashima (2002) that the WTC and student opinions of the international community are clearly related within the EFL framework. In addition, the findings of Clément et al. (2003), according to the linguistic autonomy evaluated, that a connection exists between the WTC and the students' attitude toward the target language were confirmed in this research. The research verified Cetinkaya (2007) that WTC is favorably linked in English in an EFL setting with both a perceived linguistic confidence in the global community.

Students who indicated their desire to participate in a variety of contacts were more likely to start conversation in the classroom, as Yashima, Zenuk-Nishide, and Shimizu reported (2004).

Likewise, the result of this investigation corroborated Kalanzadeh et al.'s conclusion (2013) that the WTC students and oral presentations were significantly different. In his research, Kalanzadeh et al.'s (2013) showed statistically that there was a substantial and positive relationship between learners' WTC degree and their oral presentations.

Additionally, this research supported Alemi (2012) results that a significant and favorable relationship existed between the participants' WTC ratio and their oral output. They found that students with a higher WTC were more likely to use sophisticated and expressive language during oral presentations than students with a lower WTC.

Personal characteristics and emotional intelligence, according to research, are critical for students' performance and college success. More recently, academics have suggested that examining one's foreign language learning process holistically would help individuals on the front lines of education.

The study's results are somewhat consistent with those of Vaezi and Sadeghilar (2009). He concluded that emotional intelligence as a whole, as well as intrapersonal, interpersonal, and general mood components, are significantly related to students' speaking ability, but that no statistically significant relationship exists between stress management and adaptability components and speaking ability.

Baghaei (2012) studied the influence of emotional intelligence on the acquisition of the English language and finds that the whole emotional understanding factor is linked with English language learning, but it is not the general mood element. As a result, the present study's results confirm her findings in a variety of ways.

A high QE coupled with a high WTC may obviously lead to high-quality fluidity and precision speaking performance. To conclude, the combination of high EQ and high WTC improves students' teaching abilities. However, it must be acknowledged that EQ is a more reliable predictor of students' speaking performance.

CONCLUSION

The current research conducted a thorough and aggressive effort to determine the extent to which psychological variables such as EQ and Willingness to communicate (WTC) may influence learners' learning in general and their speaking ability in particular. The primary objective of this study was to determine if there is a significant connection between EQ and speaking ability, Willingness to communicate and speaking ability, and the interactional impact of WTC and EQ on speaking ability.

Prior to addressing the hypotheses separately, the research concluded that both EQ and WTC were capable of significantly improving participants' language acquisition. This may be argued by Oller & Perkin (1978), who claim that emotional variables impact one's ability to learn successfully. This is further supported by Dornyei (2005), who highlighted the critical importance of emotional variables in the quality of learning. Brown (2005) made a similar observation, arguing that it is important to have a comprehensive knowledge of affect in language acquisition, arguing that the more attention given to emotional elements, the more successfully learning is promoted.

In terms of the impact of EQ on learning, the study's first finding aligns with cognitivism's assumptions, implying that EQ consists of unconscious processes that mirror the structure of an individual's inner side that governs language acquisition (Michie, Glachan & Bray, 2001).

The second section of the research dealt with the Willingness To Communicate and its impact on language acquisition. According to the study's findings, the higher the WTC level, the more ambitious kids are about language acquisition. This is consistent with Skehen's (1989) hypothesis that being willing to speak is a prerequisite for second language acquisition. MacIntyre, Baker, Clément, and Conrod (2001) concur, believing that WTC provides a chance to practice and eventually master L2.

Contrary to the first null hypothesis, the study found a significant relationship between intermediate EFL students' EQ and their speaking performances. What was found is consistent with Chastain's (1988) assertion that EQ teaches learners how to improve their language abilities. Parallel to this finding, Stevick (1982) asserted that emotional variables may significantly contribute to fluent output (p.27). Brown and Marshall (2001) also claim that an obvious link exists between EQ and oral output and communication among second language learners.

The second null hypothesis was similarly rejected due to the existence of a strong connection between the WTC and speaking performances of intermediate EFL students. The finding here corroborates what MacIntyre et al. (1998) said. They claimed that WTC has the ability to impact all aspects of L2 learning, including speaking. This is consistent with Burgoon (1976), who identified WTC as a critical factor capable of both promoting and inhibiting speaking performances. The research reached this result in agreement with MacIntyre et al. (2001), who identified WTC as a factor influencing the disposition of learners' speaking performance.

As a result of the third null hypothesis, an important link has been found between the intermediate speaker performance of EFL students and the connection between EQ and WTC. MacIntyre et al. (2003) may further corroborate this result by attributing the desire to communicate to personal characteristics and establishing a triangle relationship between WTC, personal characteristics, and the propensity to have oral output. As previously stated, both factors had a substantial impact on learners' speaking performances; nevertheless, EQ was shown to be a more accurate predictor of learners' speaking performances.

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