

The Effectiveness of Emotional Learning Based Program in Developing Preparatory Stage Pupils' EFL Speaking Skills

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المستخلص

هدف البحث الحالي إلي التحقق من فاعلية إستخدام برنامج قائم علي التعلم الوجداني في تنمية مهارات التحدث باللغة الإنجليزية لدي تلاميذ المرحلة الإعدادية، و إشتملت عينة الدراسة علي (٦٠) من تلاميذ الصف الثالث الإعدادي حيث تم اختيار العينة عشوائياً من تلاميذ مدرسة السادات الأعداديه، إحدي مدارس إدارة السادات التعليمية بالمنوفية، خلال الفصل الدراسي الثاني للعام الدراسي (٢٠٢١ - ٢٠٢٢) ، وقد تبنت الباحثة التصميم شبه التجريبي القائم علي تصميم المجموعتين الضابطه والتجريبيه و لقد قامت الباحثة بإعداد اختبار لمهارات التحدث باللغة الانجليزية حيث تم تطبيقه قبلها علي المجموعتين، ثم تم التدريس للمجموعه التجريبية بإستخدام برنامج قائم علي التعلم الوجداني ، و في النهاية تم تطبيقه بعدئاً علي المجموعتين و لقد أظهرت النتائج فاعلية برنامج قائم علي التعلم الوجداني في تنمية مهارات التحدث لدي تلاميذ الصف الثالث الإعدادي، و لقد جاءت النتائج مؤكدة و مدعمة للفروض. وقد عرضت الباحثة مجموعة من الإستنتاجات و التوصيات و الإقتراحات لبحوث مستقبلية في ضوء نتائج البحث.

الكلمات المفتاحية: التعلم الوجداني، مهارات التحدث باللغة الانجليزية، تلاميذ المرحلة الإعدادية.

Abstract

The current research aimed at developing EFL speaking skills among third year preparatory school pupils via using an emotional learning based program . Sixty prep. stage pupils were randomly selected from Sadat City Preparatory School, Sadat City , Menoufiya Governorate to be the participants of this research. The sample enrolled in two groups, control group and experimental group. The experimental group consisted of thirty pupils, exposed to the emotional learning program. The control group consists of thirty pupils and this group had the regular English speaking lessons with no additional activities .The researcher designed the EFL Speaking Skills Test to be used as a pre-post test, and a scoring rubric to be used for the grading of the students' responses. The data obtained were statistically analyzed. Findings revealed that using emotional learning program was effective in developing EFL speaking skills. Further, suggestions and recommendations were provided. .

Keywords: Emotional learning – EFL Speaking Skills – Preparatory Stage Pupils.

1.Introduction

In the modern era, English has become the most widely used and crucial foreign language for communication. Everyone needs to master it in order to interact on a global scale. Since English has taken over as the dominant language in many educational disciplines, it is encouraged for kids to study it as a second language in order to make the content more widely available.

English language includes special skills that are needed for comprehensive communication. As when students learn their native language, pupils typically begin by learning to listen before moving on to speak, read, and then write. They are called the " four skills". In order to achieve a good command of language, it is crucial that the students master each of these skills (Hilferty, 2005).

Speaking is the most crucial skill .One of the primary ways that people can communicate is through speaking (Ali, 2012).Speaking , according to Gad (2011), is an essential component of learning and teaching a second language. The development of students' communicative abilities must be the primary goal of teaching speaking in the modern world because this is the only way for pupils to express themselves. Zhang (2009) claimed that speaking is the most challenging ability to master for the majority of English language learners, The curriculum, the setting, the teaching methods, and the learners themselves were all discussed by Rababa'h (2005) as reasons for these difficulties. Sayed (2005) indicated that one of the long-term objectives that language teachers would like to accomplish in the classroom is for pupils to be able to converse naturally in English. The usage of language in pupils' daily lives differs from what they learn in school.

Speaking is one of the most crucial talents that requires a lot of practise. The information will be more effectively received by those who can speak well. In actuality, language is utilised as a habit in addition to being learnt. As a result, students need to speak English well since people associate speaking ability with English proficiency. Teachers in EFL prep schools

must help their pupils improve their speaking abilities. It is important to adopt fresh methods and approaches to cultivate these abilities. Emotional learning, as the researcher suggests, is quite beneficial in this regard and helps a lot in this respect .(Kayia, 2006).

Emotional learning as a process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, work effectively to achieve aims, experience and demonstrate empathy for others, create and maintain wholesome relationships, and make moral decisions (CASEL, 2018). Javela (2011) recommended some strategies for promoting emotional learning as role play, discussing, modeling, lecturing, storytelling and problem-solving. The present research is an attempt to design a program based on integrating emotional learning strategies in developing some speaking skills among preparatory school students, these strategies as storytelling strategy and problem-solving strategy. Many studies assured the importance of these strategies in developing speaking skills as (Handayani, 2010; Rahmawati, 2014; Fadilah, 2015; Aprianti, 2017 and Bakhshizadeh. , 2017).

1.1.Statement of the problem

The problem of the research lies in the weakness of EFL prep school pupils' speaking skills. This research attempted to answer the following main question:

- **What is the effectiveness of using an emotional learning based program in developing speaking skills among EFL third year prep school pupils?**

From this main question, the following sub- questions are stated:

1. What are the speaking skills which third-year prep school pupils should possess?
2. To what extent do third-year prep school pupils master such skills?
3. How far is an emotional learning-based program effective in developing third-year prep school pupils ' overall speaking skills?

4. How far is an emotional learning-based program effective in developing third-year prep school pupils' speaking skills:
 - a) Communication skill.
 - b) Fluency skill.
 - c) Accuracy skill.

1.2.Aim of the research

The aim of the research is to investigate the effectiveness of using an emotional learning based program in developing EFL speaking skills among third year prep. school pupils.

1.3.Hypotheses of the research

- 1-There is a statistically significant difference at (0.05) level between the mean scores of the experimental and control groups in the post test in overall speaking skills in favor of experimental group.
- 2-There is a statistically significant difference at (0.05) level between the mean scores of the experimental and control groups in the post test communication skill in favor of experimental group.
- 3-There is a statistically significant difference at (0.05) level between the mean scores of the experimental and control groups in the post test in fluency skill in favor of experimental group.
- 4-There is a statistically significant difference at (0.05) level between the mean scores of the experimental and control groups in the post test in accuracy skill in favor of experimental group.

1.4.Definition of terms

• Emotional learning

Emotional learning is the process through which children and adults gain the knowledge, attitudes, and abilities necessary to comprehend and control their emotions, create and achieve aims, feel empathy for others, build and sustain meaningful relationships, and make moral decisions. (CASEL, 2018).

The present research defined emotional learning as a student-centered approach that emphasises building on students' strengths; developing skills

through hands on, experiential learning to improve third year prepschool pupils' speaking skills.

• EFL speaking skills

Kayia (2006) indicated that speaking skills as the process of creating and expressing meaning through the use of variety of verbal and non-verbal signs.

In the light of the present research, the term is operationally defined as third prep school pupils' ability to communicate verbally - precisely and effectively in proper pronunciation and grammar.

2.Review of literature

2.1.1. Importance of speaking skills

Speaking is a productive oral ability that entails creating verbal utterances to convey meaning (Nunan, 2003). In a slightly different statement, Brown (2004) pointed out that speaking is an interactive process of creating meaning that involves producing, receiving and processing information in a somewhat different way. .Meanwhile, Thornbury (2005)

stated that speaking is a real world action that a speaker engages in to express his or her thoughts and engage listeners. The activities are spontaneous, and situations determine their continuity.

Speaking is important for human contact .It has great significance for people interaction where they speak everywhere and every day. Oral communication of ideas and messages is also done by speaking. Consequently, real-world communication should be conducted in English to encourage students to do so (Efrizal, 2012). Additionally, Zaremba (2006) found that speaking and communication abilities were frequently prioritised over academic qualifications, work experience, and motivation when hiring new employees. As a result, communicating is crucial in daily living. By far, the most popular skill for exchanging information is this one. This has a significant impact on many aspects of daily communication. For this reason, teaching speaking in the classroom is crucial.

2.1.2. Speaking subskills

Accuracy: Speaking accuracy is characterised by Spratt, Pulverness, and William (2005) as using the proper grammar, vocabulary, and pronunciation. Speakers express themselves with the appropriate sociolinguistic competence (Ano, 2001). Gu (2010) pointed out that accuracy is the capacity to construct the appropriate sentences utilising the appropriate terminology and grammar.

Fluency: It is a process of speaking naturally and without considering potential mistakes by Baker and Westurp (2003). According to GU (2010), fluency is also the capacity to read, speak, or write effortlessly, smoothly, and expressively. The ability to converse with others more so than the capacity to read, write, or understand oral language is how Stovall described fluency in Asni (2007).

Communication: According to McQuail and Windahl (2015), it is the activity of transferring or exchanging relevant information between two or more people, enabling a connection to occur between two entities (Rodrigeuz, 2006). It is also described by Cabeza and Kingstone (2001) as the interchange of ideas, messages, or information that takes place through speech, gestures, writing, signals, or behaviour.

2.1.3. Teaching speaking

Teaching ESL learners to produce English speech sounds and sound patterns, use word and sentence stress, intonation patterns, rhythm, choose appropriate words and sentences based on the proper social setting, audience, situation, and subject matter, organise their thoughts in a meaningful and logical sequence, and use language as a way to express values and beliefs are all examples of what Bahadorfar and Omidvar (2014) considered as teaching speaking.

According to Khamkhien (2010), teaching and learning in a classroom should place less emphasis on common words and expressions and more emphasis on communicating in real-world settings. As noted by Setiyadi

(2007), a speaking lesson serves as a sort of transitional tool for students between the classroom and the outside world. In order to provide practice chances for meaningful communication in intentional contexts, speaking activities should include the following three characteristics: According to Hadfield in Setiyada (2007), practice, speaking, and feedback are the three steps of developing speaking abilities. Teachers should therefore prepare the materials and exercises that will be provided to the pupils. Then, teachers provide chances for practice. Finally, students receive feedback as corrections or an overall assessment at the end .

2.2. Emotional learning based program

2.2.1. Importance of emotional learning

According to Zewki (2015), emotional learning is a process of building fundamental life skills in a welcoming, interactive learning environment. Castro (2010) indicated that emotional learning is a process through which kids and adults acquire the knowledge, attitudes, and abilities necessary to understand and control their emotions; show compassion and concern for others; make ethical decisions; and handle challenging situations constructively.

Emotional learning is crucial for students' education and development and has been shown to further influence their performance, achievement, and outcomes. This comprises the degree of education attained by students, their performance academically while they are in school, their career path after graduation, including entry into the labour market, and future earnings (Brunello & Schlotter, 2010; Dercon & Krishnan, 2009).

Elias (2003) asserted that emotional learning improves students' capacity to combine thinking, emotions, and conduct in order to succeed in school and carry out daily duties. In the same respect, CASEL (2018) indicated that teaching and practising emotional learning is important for developing the five core interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, management, social awareness, relationship skills, and responsible decision making.

2.2.2.Competencies of emotional learning

Emotional learning starts in preschool and lasts until high school. CASEL (2016) has identified five interrelated sets of cognitive, affective, and behavioural competencies for emotional learning. The following are the definitions of the five competency clusters for students:

- **Self-awareness:** The capacity to discern one's feelings, thoughts, and their effects on conduct. This requires having a clear understanding of one's strengths and deficiencies as well as a solid feeling of confidence and courage.
- **Self-management:** The ability to successfully control one's emotions, ideas, and behaviour in various circumstances. This includes setting and pursuing personal and academic objectives, as well as controlling one's impulses, managing stress, and motivating oneself.
- **Social awareness:** Understanding social and ethical norms for behaviour, being able to empathise with people from different origins and cultures, and being aware of family, school, and community resources and supports.
- **Relationship skills:** The capacity to forge and maintain satisfying relations with a wide range of people and groups. Clear communication, attentive listening, cooperation, avoiding unwarranted social pressure, constructive dispute resolution, and asking for and providing assistance when necessary are all part of this.
- **Responsible decision making:** The ability to make wise decisions about one's activities and interactions with others, guided by moral principles, safety considerations, societal norms, a realistic assessment of the effects of various acts, and one's own and others' well-being.

2.2.3. Implementing emotional learning in teaching speaking

Javela (2011) recommended some strategies for promoting emotional learning in teaching speaking as role-play, discussing, modeling, lecturing, storytelling, and problem-solving. The present study is an attempt to design a program based on integrating emotional learning strategies in developing

some speaking skills as storytelling strategy and problem-solving strategy. As many studies assured the importance of the two strategies in developing speaking skills. But these studies assured this importance from one side as (Handayani, 2010 ;Rahmawati, 2014; Fadilah, 2015; Aprianti, 2017 and Bakhshizdeh. , 2017).

For instance, storytelling is very beneficial for the speaking class. Stoye (2003) proposed some benefits of storytelling in the classroom. It promotes a feeling of well-being and relaxation. Also, it increases children's willingness to communicate their thoughts and feelings. Furthermore, it encourages active participation and verbal proficiency. In addition to encouraging the use of imagination, creativity, and cooperation among students, Additionally, listening skills are modified by the use of storytelling techniques.

According to Harmer (2001), problem-solving in teaching speaking also has a favourable effect on students' speaking abilities because it allows them the opportunity to practise and participate in expressing their ideas during a debate about the topic at hand. Students attempt to use any language at any moment and recognise the value of language sense, particularly when doing so in order to get feedback from their peers and teachers. Furthermore , problem-solving techniques can boost students' self-esteem and contentment, and with attentive instructor direction, they can be inspired to pursue further education. Additionally, the activities can and should be highly motivating so that all students participate fully and can give sympathetic and useful feedback.

3. Method

3.1. Design

The present research adopted quasi experimental design. Participants were randomly selected from the third year pupils at Sadat City preparatory school , Menoufia governorate in the second semester of the academic year (2021-2022). The experimental and control group were both pre tested and post tested on their speaking skills. The two groups were pre-tested by using

the EFL speaking test before conducting the treatment to assess their speaking skills.

3.2. Participants

The participants of the study were 60 preparatory stage pupils enrolled in two classes from Sadat City preparatory school, Sadat City , Menoufiya Governorate. They were assigned to two groups, experimental group and control group.

3.3. Instruments and materials

The researcher designed and used the following instruments and materials:

3.3.1 .A checklist of EFL speaking skills which is suitable for the third year prep school pupils.

3.3.2. An EFL Speaking skills test.

3.3.3. A rubric.

3.3.4. A teacher's guide .

3.3.1.Speaking skills checklist

3.3.1.1.Aim

The EFL speaking skills checklist was prepared to identify the EFL speaking skills required for third year preparatory school pupils .

3.3.1.2.Validity

The preliminary version of the EFL Speaking Skills Checklist was submitted to a panel of jurors (n=8) who are specialists in Teaching English as a Foreign Language (TEFL) to validate it in terms of clarity and suitability .They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. For example, some irrelevant and unsuitable skills were omitted. Some verbs were modified to be more specific and clear.

3.3.1.3.Description

The check list included 27 items representing the EFL speaking skills checklist distributed through the three subskills of speaking skills : fluency , accuracy and communication.

3.3.2. The EFL Speaking Test

3.3.2.1. Aim

The EFL speaking test was prepared by the researcher. It was prepared to measure third year preparatory school pupils' speaking skills classified under three main subskills: Fluency, accuracy and communication . Thus, the overall purpose of the test was to determine pupils' level in speaking skills before and after the experiment.

3.3.2.2. Description

After reviewing the literature concerning the types of questions that can be used to test the EFL speaking skills, the researcher constructed the test, taking into consideration the following points:

- The test covered the target main skills of the EFL speaking skills (fluency, accuracy and communication).
- The test was suitable in length, complexity, linguistic difficulty, and familiarity of the topics , pictures and questions.

The test included 31 questions of various types to evaluate the participants' speaking skills. Closed as well as open-ended questions were used throughout the test.

3.3.2.3 Validity

To measure the test content validity the first version of the test was given to eight jurors in the field of TEFL to evaluate each item in terms of content appropriateness and speaking skills measured .They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. Modifications were made. For example, questions that test the Fluency skill were decreased in number. Some other questions that test accuracy skill were added. Some unfamiliar words were replaced by other ones. Instructions of the test were modified to be clearer.

3.3.2.4 Reliability

For estimating the reliability of the EFL creative writing test, the following method was used:

• Test-Retest Method

The EFL speaking test was administered at the beginning of the second term of the year (2021-2022) to a sample of third-year preparatory school (n=30). They were retested after two weeks. Reliability statistics was calculated by "Cronbach's alpha of the scores of EFL speaking skills test" that Cronbach's Alpha of the test = 0.904 .It means that the test has high reliability. The results indicated that the test was reliable. Then, the test was applied to the same sample after an interval of time for about two weeks. The correlation between student's scores on the two X administration of the test was computed using the SPSS for calculating the test reliability. The resulting reliability coefficient was found (0.791). This means that the EFL speaking test was reliable.

3.3.2.5. Test time

To estimate the approximate time of the EFL Speaking skill test, the researcher recorded the time taken to answer the test during the pilot administration. The time of the test was calculated by calculating the sum of time taken by each pupil and dividing by the number of pupils using the following formula: $\text{Summation } T/N$ So the time of the test was 40 minutes.

3.3.3. The rubric of scoring EFL Speaking Test

A rubric was prepared by the researcher to score the participants' responses to the open-ended questions included in the test. The rubric included three main speaking skills. Each skill included a number of subskills. The scale consisted of three points: (1) poor, (2) acceptable and (3) excellent. The preliminary version of the rubric was submitted to the jury panel to validate it. The jury recommended that more definite words to be used so as to be able to assess the participants' skills accurately. After making the recommended modifications, the final version was designed and applied.

3.3.4. The teacher's guide

3.3.4.1 Time duration of the Emotional based learning program

Emotional learning based program was implemented in the second semester of the academic year 2021-2022. The program lasted for five weeks (two sessions per week) . Each session was 90 about minutes. In addition to these hours of in-class training, they were asked to adopt and use the emotional based learning outside class everywhere and at any time (extra-activities).

3.3.4.2 Content

material consists of two main parts:

Part One

This part included two lessons that represented orientation and preparation. It represented an introduction to EFL speaking skills and the target emotional learning based program. lesson one: speaking skills. lesson two: emotional learning based program in speaking .These two lessons were instructed to the participants during the first two introductory sessions of the treatment. The participants had their printed sheets to use during the sessions. The researcher prepared PowerPoint presentations as a main teaching aid used inside the class to demonstrate the content to the participants. The content contained texts, stories, pictures, graphs, illustrations, and videos.

Part two

This part included eight lessons prepared by the researcher to develop the participants' EFL speaking skills via using the emotional learning based program. Each lesson was printed as worksheets and prepared in a powerpoint presentation that was used in the class during instruction. The content included texts, stories, poems, dialogues, pictures to describe to convey particular parts of information..Many activities were used during the implementation of the emotional learning program as information gap, jigsaw activities, simulation, role plays, blocking game,guessing game, picture narrating and find the difference.

4. Findings and discussion

Data were treated statistically. Statistical Package for the Social Sciences (SPSS, version 25) was used to analyze the pupils' scores on the pre and post-test. The results of the current research were interpreted considering the research and hypotheses:

4.1.1. Hypothesis one

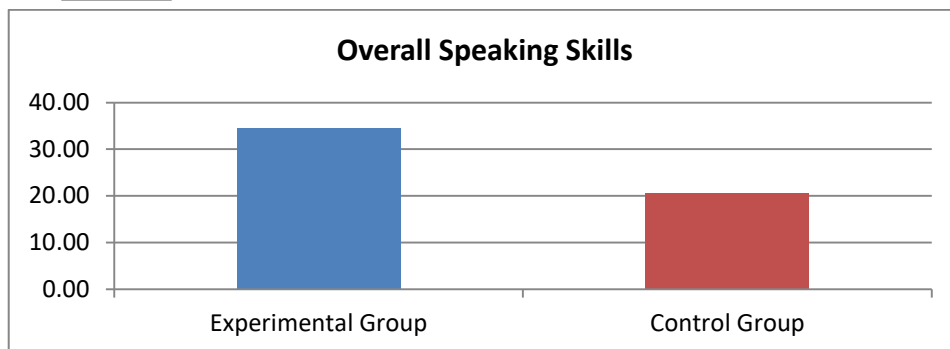
"There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on overall speaking skills on the post test in favor of the experimental group". To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (1) reveals this.

Table (1): Descriptive Statistics of the Control and the Experimental Groups in overall Speaking skills

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Speaking skills	Experimental	30	34.50	2.69	28	40	13.97	40
	Control	30	20.53	2.39	16	25		

Table (1) shows that the value of speaking skills mean score of the experimental group was (34.50) which is higher than that of the control group which was (20.53). As table (1) shows the experimental group's scores were higher than those of the control group in the post-administration of Speaking skills test. It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the An Emotional Learning based Program. This is represented graphically in figure (1).

Figure (1) : Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Speaking skills test Administration.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (2):

Table (2): t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Speaking skills	Experimental	34.50	2.69	21.274	58	Significant at (0.01)	0.89	5.59	Large
	Control	20.53	2.39						

It is clear from table (2) that the calculated value of "t" (= **21.274**) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. " using the following equation.

$$\eta^2 = \frac{t^2}{T^2 + d.f}$$

Table (3): Reference standers of (η^2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

ETA squared was 0.89 reflecting its practical significance. And in the light of this, It can be said that 89% of the variations between the scores of pupils in the Speaking skills could be due to differences of teaching treatment which the two groups were exposed to, and the effect size (d) = 5.59 and that there was height effect and educational importance for improving and developing Speaking skills.

4.1.2 Hypothesis two

"There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on communication skill on the post test in favor of the experimental group".

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (4) reveals this.

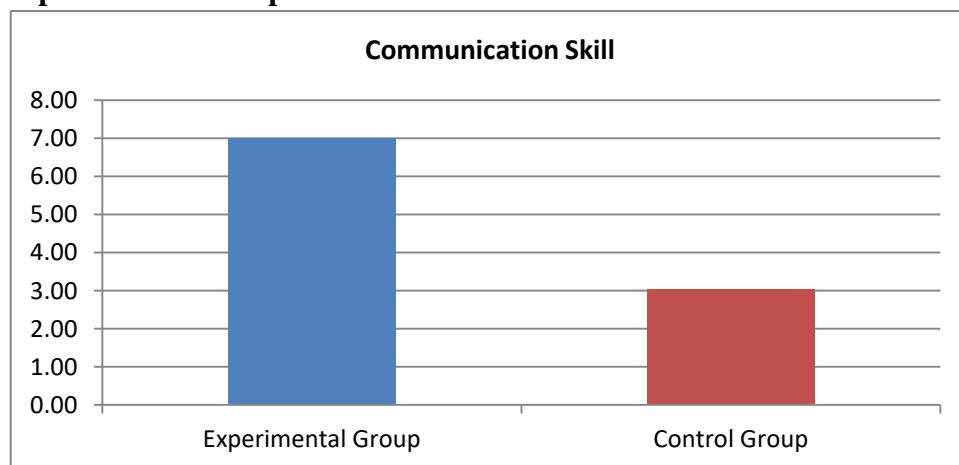
Table (4): Descriptive Statistics of the Control and the Experimental groups in communication skills

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Communication	Experimental	30	7.00	0.74	6	8	3.97	8
	Control	30	3.03	0.81	2	5		

Table (4) shows that the value of communication mean score of the experimental group was (7) which is higher than that of the control group which was (3.03). As table (10) shows the experimental group's scores were

higher than those of the control group in the post-administration of communication test. It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the An Emotional Learning based Program. This is represented graphically in figure (2).

Figure (2): Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post communication test Administration.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (5):

Table (5): t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Communication	Experimental	7.00	0.74	19.786	58	Significant at (0.01)	0.87	5.20	Large
	Control	3.03	0.81						

It is clear from table (5) that the calculated value of "t" (=19.786) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.87 reflecting its practical significance. And in the light of this, It can be said that 87% of the variations between the scores of pupils in the communication could be due to differences of teaching treatment which the two groups were exposed to, and the effect size (d) = 5.20 and that there was height effect and educational importance for improving and developing communication .

4.1.3 Hypothesis three

"There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on fluency on the post test in favor of the experimental group"

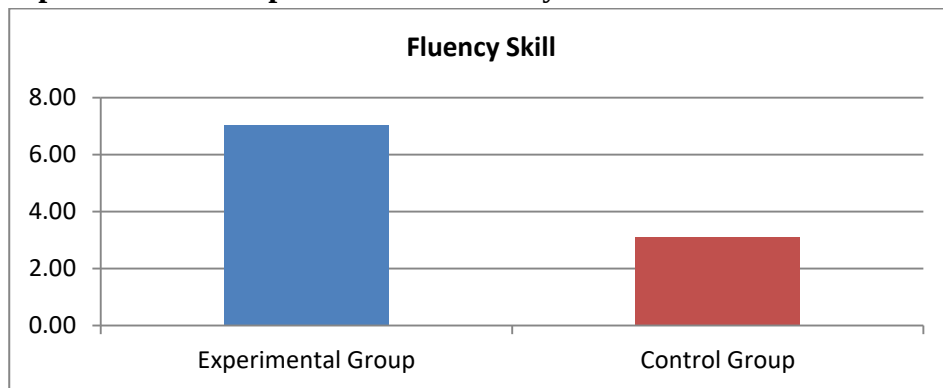
To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (6) reveals this.

Table (6) : Descriptive Statistics of the Control and the Experimental Groups in fluency.

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
fluency	Experimental	30	7.03	0.76	6	8	3.93	8
	Control	30	3.10	0.80	2	5		

Table (6) shows that the value of fluency mean score of the experimental group was (7.03) which is higher than that of the control group which was (3.1). As table (6) shows the experimental group's scores were higher than those of the control group in the post-administration of fluency test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the An Emotional Learning based Program . This is represented graphically in figure (3).

Figure (3): Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post fluency test Administration.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (7):

Table (7) : t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	d	Effect size
Fluency	Experimental	7.03	0.76	19.4	5	Significant at (0.01)	0.87	5.10	Large
	Control	3.10	0.80	26	8				

It is clear from table (7) that the calculated value of "t" (=19.426) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated. ETA squared was 0.87 reflecting its practical significance. And in the light of this, It can be said that 87% of the variations between the scores of pupils in the fluency could be due to differences of teaching treatment which the two groups were exposed to, and the effect size (d) = 5.10 and that there was

height effect and educational importance for improving and developing fluency .

4.1.4 Hypothesis four

"There is a statistically significant difference at 0.05 level between the experimental and control groups' mean scores on accuracy on the post test in favor of the experimental group".

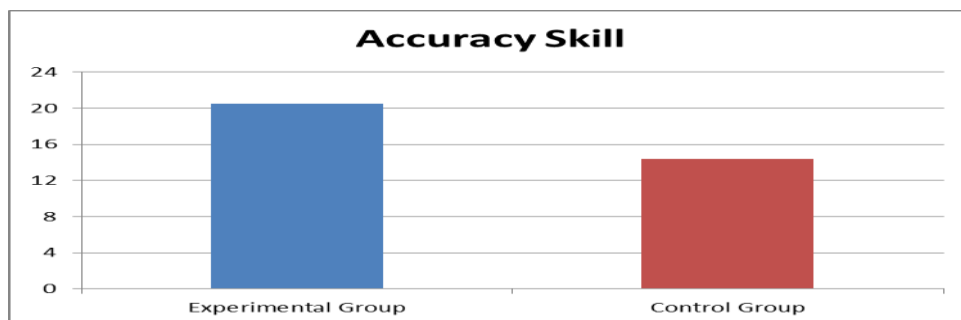
To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (8) reveals this.

Table (8): Descriptive Statistics of the Control and the Experimental Groups in accuracy.

Test	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Accuracy	Experimental	30	20.47	2.27	15	24	6.07	24
	Control	30	14.40	2.25	11	19		

Table (8) shows that the value of accuracy mean score of the experimental group was (20.47) which is higher than that of the control group which was (14.4). As table (8) shows the experimental group's scores were higher than those of the control group in the post-administration of accuracy test It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of the An Emotional Learning based Program . This is represented graphically in figure (4).

Figure (4) : Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post accuracy test Administration.



To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (9) :

Table (9) : t-Value and effect size of both groups

Test	Group	Mean	Std. Deviation	t-value	d.f	Sig	² η	d	Effect size
Accuracy	Experimental	20.47	2.27	10.389	58	Significant at (0.01)	0.65	2.73	Large
	Control	14.40	2.25						

It is clear from table (9) that the calculated value of "t" (=10.389) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance.

To investigate the effect and educational importance of the results, the value of ETA squared (² η) and the effect size (d) were calculated. ETA squared was 0.65 reflecting its practical significance. And in the light of this, It can be said that 65% of the variations between the scores of pupils in the accuracy could be due to differences of teaching treatment which the two groups were exposed to, and the effect size (d) = 2.73 and that there was

height effect and educational importance for improving and developing accuracy.

4.2. Discussion of the results

After analyzing the data of the test statistically, it is obvious that there are significant differences in developing EFL speaking skills between pupils in the experimental group and their counterparts in the control one in favor of the experimental group. The results of the study indicated that students in the experimental group were more aware of the EFL speaking skills. Having taught pupils using emotional learning-based program , post testing results revealed significant differences in favor of the experimental group pupils' who were taught via emotional learning-based program .

The results related to verifying the first hypothesis showed that there was improvement in the pupils ' overall speaking skills. This was due to using emotional learning -based program and the different activities related to it. In addition to the active role played by pupils.

The results related to verifying the second hypothesis showed that there was improvement in the pupils ' communication skills. This was due to applying emotional learning program using different strategies as problem solving, storytelling , role play and modeling . In addition to different speaking activities. Therefore, pupils interacted properly with teacher and other participants . Furthermore, they managed to use verbal language along with non-verbal language and accomplished communicative functions properly.

The results related to verifying the third hypothesis showed that there was improvement in the pupils ' fluency skills. This was due to using different speaking strategies, activities and games based on emotional learning .Consequently pupils managed to speak in a natural manner without pauses, express their ideas reasonably and produce fluent chunks of language. In addition to, using appropriate stress, producing different speech-rates ,negotiating meaning easily and making rehearsed and unrehearsed presentation about familiar topics .

The results related to verifying the fourth hypothesis showed that there was improvement in the pupils' accuracy skills. Different topics and activities were used to encourage students to use accurate structures to make meaningful sentences and questions. In addition to using accurate and adequate vocabulary and correct pronunciation. As a result pupils managed to express themselves with the correct sociolinguistic competence.

These findings indicated that the emotional learning program proved to have a Positive effect on developing the experimental group pupils' speaking skills. The effect size was also calculated via Eta square (η^2) values of overall speaking skills and each of the speaking skills of the post- test were high.

5. Suggestions for further research

The research offers the following suggestions for further research:

1. Further research is needed to investigate the role of emotional learning as a dependent variable in developing other EFL skills and aspects.
2. The effect of using emotional learning on other student-related psychological factors like: motivation, attitudes, values, self-efficacy, anxiety, and apprehension towards EFL learning experiences.
3. The effectiveness of using emotional learning in developing EFL learners' critical and creative thinking skills.
4. The effectiveness of using emotional learning in developing EFL learners' critical listening.
5. The effectiveness of using emotional learning in developing EFL learners' creative writing skills.
6. The effectiveness of using emotional learning in developing EFL learners' reading comprehension skills.

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