

Social Intelligence and its relation to the Performance of Students in Foreign Language Skills: A Study of Yemeni Students at the Department of English, Taiz University, Turba Branch

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Received:18/7/2019

Accepted:11/9/2019



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Abstract

This study investigates to what extent social intelligence may contribute to the performance of students in receptive and productive language skills. It is an empirical quantitative study that included 137 level three students at the Department of English, Faculty of Education, Science and Arts, Taiz University, Turba Branch. The study hypothesizes that there is no relation between social intelligence and the performance of the students in foreign language skills. It has concluded that a statistically significant relation does exist between social intelligence and language skills and thus the hypothesis of the study has been rejected. That is, enhancing the social intelligence of the learners should not be ignored. Social intelligence is not something genetic, but it can be developed in the individual. The study has recommended that social intelligence should be included as a scale and criterion for students' admission to the departments of English and other foreign languages departments. In addition, some guidance programs for the development of social intelligence among students of foreign language departments need to be conducted with a view to developing their language skills.

Keywords: Social intelligence, language skills, English Department, productive, receptive.

الذكاء الاجتماعي وعلاقته بالمهارات اللغوية لدى طلبة قسم اللغة

الإنجليزية في جامعة تعز - فرع التربة

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المستخلص:

هدف البحث الحالي إلى اختبار الفرضيتين التاليتين:

لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة ($\alpha \leq 0,05$) بين الوسط المحسوب ، والوسط الفرضي في الذكاء الاجتماعي لدى طلبة قسم اللغة الانجليزية مستوى ثالث الذين أنجزوا مقررات المهارات اللغوية. لا توجد علاقة ارتباطية بين الذكاء الاجتماعي والمهارات اللغوية لدى طلبة قسم اللغة الانجليزية مستوى ثالث الذين أنجزوا مقررات المهارات اللغوية.

تكونت عينة البحث من (137) طالبا وطالبة المقيدون في المستوى الثالث بقسم اللغة الإنجليزية، واستعمل الباحثان مقياس الذكاء الاجتماعي من اعداهما، وأظهرت نتائج الدراسة بأنه توجد فروق ذات دلالة إحصائية عند مستوى دلالة ($\alpha \leq 0,05$) بين الوسط المحسوب والوسط الفرضي في الذكاء الاجتماعي لدى طلبة قسم اللغة الإنجليزية مستوى ثالث الذين أنجزوا مقررات المهارات اللغوية، وأظهرت النتائج أن هناك علاقة ارتباطية بين الذكاء الاجتماعي ، وأداء الطلبة في المهارات اللغوية المختلفة وبهذا رفضت الفرضيتان الصفريتان، وأوصت الدراسة بتضمين مقياس الذكاء الاجتماعي لاختبارات القبول أثناء قبول الطلبة في أقسام اللغة الإنجليزية ، وغيرها من أقسام اللغات الأجنبية الأخرى، وأوصت بتصميم وتنفيذ برامج ارشادية لتنمية الذكاء الاجتماعي لطلبة اللغة الإنجليزية واللغات الأجنبية الأخرى.

الكلمات المفتاحية: الذكاء الاجتماعي، المهارات اللغوية، طلبة قسم اللغة الإنجليزية.

1. Introduction

A human is a social being who can never live in isolation from the society in which s/he lives. S/he needs to socialize with others in order to fulfill his/her needs. Communication with others is therefore exceedingly essential and hence learning a language of the society in which a person lives is equally essential.

The developments taking place in different spheres of life have also necessitated the learning of a foreign language. People embark on learning a foreign language to meet the requirements of a particular job or to fulfill some other needs. Their motivation to learn a foreign language can either be extrinsic or intrinsic. This prompted international universities all over the globe to offer different programs of foreign languages. A huge number of students join these programmes irrespective of their nationalities, races, colors, ethnicities, etc. Universities try their best to develop those programmes with a view to enhancing the linguistic competence of their learners. They do not only focus on language acquisition but also the problems and difficulties that are likely to hinder the performance of students.

Research on language acquisition is no longer restricted to the study of grammatical forms or accuracy. It rather focusses on aspects such as language use, fluency and context. As Brown & Lee (1994, p29) put it " Communicative goals are best achieved by giving attention to [...] authentic language and contexts, and to the students' eventual need to apply classroom learning to unrehearsed contexts in the real world".

In a similar vein, Halliday echoes the significance of social interaction in learning a language. Halliday's Systemic Functional Linguistics (SFL) puts special emphasis on the social function of language. He points out that language consists of three metafunctions and one of them is the interpersonal metafunction. The question that arises is how can we enhance language use, fluency, authentic language and context in our EFL classrooms (Damen, 1987, p12)?

Research in the field of foreign language learning has covered some behavioral and cultural variables that are likely to influence the process of learning a language. As Brown (2000, p250) argues " language learning implies and embraces culture learning; i.e. we should remember that whenever we teach a language, we are teaching a system of cultural customs, ways of thinking, feeling, and acting".

In other words, learning a foreign language is not only a matter of linguistic variables; social variables also constitute part and parcel of learning a foreign language. As early as 1920, Thorndike (1920, p231) pointed out that a human is required to " respond to, time to adapt its responses, and face, voice, gesture, and mien as tools".

The above variables are therefore closely related to language and they are of paramount significance in communication and interaction of an individual with the surrounding environment. Hence, learning a foreign language may not only depend on the linguistic ability of a person. It is equally dependent on his/her social intelligence. This prompts us to focus on the possible influence of social intelligence on the enhancement of the language skills of a foreign language.

Surveying the literature on the topic, we have found several studies that dealt with the influence of emotional intelligence on the student's performance. However, there is a dearth of studies that dealt with the relationship between social intelligence and the acquisition of language skills.

During our tenure as assistant professors at the departments of Psychology and English at the Faculty of Education, Science and Arts, Taiz university, we have observed that students who are averse to socialize with their classmates and those who are reluctant to participate in collaborative or social activities on and off campus find more difficulties in the acquisition of language skills. Our observation is based on the students' performance in summative assessments. This encouraged us to embark on a joint project to find out to what extent social intelligence may affect the performance of students of English as a foreign language at Taiz University.

Hence, the current study deals with the relationship between social intelligence and the acquisition of language skills. Social intelligence is a significant variable that is expected to affect the interaction of the learners with the learning environment on campus as well as their interaction with the surrounding environment (i.e., local community and most probably virtual or online community). Social interaction seems to play a vital role not only in enhancing the linguistic competence of learners but also in enhancing their interpersonal skills. It will also influence their success in interpersonal

skills required by the potential market. We concord with Thorndike (1920) who points out that leaders are required to possess "effective human relations skills" and that undoubtedly implies social and linguistic skills. In a similar vein, Goleman (2006) indicates that social intelligence is effectively used to improve relationships between people. He underscores the significance of nourishing relations to enhance human connections to counter "social corrosion" the disconnections and conditions detrimental to positive relationships" (Goleman 2006, p6).

Language is undoubtedly at the core of successful communication and positive relationships and social intelligence as mentioned earlier is essential for successful communication and is expected to enhance the linguistic competence of a foreign language learner. The present study attempts to examine the relationship between these two variables.

Objectives

The study aims to

Identify the level of social intelligence of Level 3 students at the department of English at the Faculty of Education, Science and Arts, Taiz University, who have fulfilled the modules of language skills (i.e., reading, writing, speaking and listening).

To identify the relationship between social intelligence and students' performance in language skills.

Hypotheses

The study tests the following hypotheses.

There are no statistically significant differences at $\alpha = 0.05$ between the Arithmetic mean and the hypothetical mean (i.e., the test value) in the level of social intelligence of level 3 students at the department of English who have completed the language skills courses.

There is no correlation between social intelligence and language skills among English language students at the abovementioned department.

Limitations

The current study is limited to level 3 students at the department of English at the Faculty of Education, Science and Arts, Taiz University, Turba Branch. The study has been conducted in the first semester of the academic year 2018-2019.

Theoretical and conceptual framework

The concept of social intelligence has been a matter of debate and heated discussions among psychologists and sociologists. In what follows, we will state this concept as discussed by some famous psychologists such as Thorndike, Moss and Hunt, Vernon, Gardner among others.

Although social intelligence was first used by Dewey (1909) and Lull (1911), the concept in its modern sense has its origins in E. L. Thorndike's (1920), who differentiated between three types of intelligence: abstract intelligence, mechanical intelligence and social intelligence. While abstract intelligence is concerned with the ability of a person to understand and manage ideas, mechanical intelligence associated with concrete objects. Social intelligence, on the other hand, deals with the ability of a person to understand the people with whom s/he interacts (Sternberg & Kaufman, 2011,

p564). Thorndike (1920, p228) expanded his definition of social intelligence as a certain "ability to understand and manage men and women, boys and girls to act wisely in human relations". However, Thorndike (1920, p231) observed that "convenient tests of social intelligence are hard to devise Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesroom [sic], but it eludes the formal standardized conditions of the testing laboratory".

In a similar vein, Moss & Hunt (1927, p108) defined social intelligence as the ability of a person "to get along with others".

Vernon (1933, p44) elaborated on the concept of social intelligence. He stated that social intelligence apparently includes the ability to get along with people in general. It also includes social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or the underlying personality traits of friends and of strangers.

O'Sullivan, Guilford, & Demille (1965, p5) included behavioral cognition as one form of social intelligence. For them, social intelligence is "doing the right thing at the right time".

Feffer & Suchotliff (1966) opted for Piaget's (1950) term "decentering" to refer to skills in social interactions. They argued that "effective social interaction is a function of each individual's ability to consider his behavior simultaneously from different viewpoints" (Feffer & Suchotliff, 1966, p415).

Shanley, Walker, & Foley (1971) investigated the concept of social intelligence and they have confirmed that social intelligence is different from academic intelligence, but they found little evidence to prove that social intelligence is a separate construct.

Ford & Tisak (1983) define social intelligence as the capability to interact with others successfully and they mainly focus on behavioral aspects.

It is clear then that some of the above definitions focus on psychometric foundations and equated social intelligence with a person's capability to act well in contexts/situations/scenarios which measure social skills (Gardner,1993).

In his seminal book *Frames of Mind: The Theory of Multiple Intelligences*, Gardner provided a comprehensive taxonomy of intelligence, which includes eight intelligences. later, Albrecht (2006) modified Gardner's model and collapsed it to six primary intelligences of MI which are given in the following table.

Table 1.1 Gardner's Multiple Intelligences (MI)

Category	Description	
A	Abstract Intelligence	Symbolic Reasoning
S	Social Intelligence	Dealing with people
P	Practical Intelligence	Getting things done
E	Emotional Intelligence	Self-awareness and self-management
A	Aesthetic Intelligence	Sense of form, design, music, art and literature
K	Kinesthetic Intelligence	Whole-body skills like sports, dance or flying a jet fighter

However, Gardner (1993, p23) is of the opinion that social intelligence is a broad concept that he termed interpersonal intelligence. He defined interpersonal intelligence as the capacity of a person to notice distinction among others' moods, temperaments, motivations, and intentions as well as the desires of others.

Among the most recent studies on social intelligence is Seligman (2002). The study viewed social intelligence as the ability of an individual to find out "differences among others, especially with respect to their moods, temperament, motivation, and intentions, and then act upon these distinctions" (Seligman, 2002, p183). For him, social intelligence holistically represents "good human relationships" (Seligman, 2002, p183).

Albrecht (2006) described social intelligence as a combination of a basic understanding of people (i.e., a kind of strategic social awareness) and a set of component skills for interacting successfully with them. He added that social intelligence simply means "the ability to get along well with others and get them to cooperate with you" (Albrecht, 2006, p xiii). Undoubtedly, language plays a vital role in that cooperation. Communication and social interaction according to Grice (1975) are based on the cooperative principle. This principle simply reads "make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". Social intelligence is likely to play an effective part in the achievement of cooperative principles or the flouting of one or more of its four maxims (i.e., quality, quantity, relevance and manner).

Lievens & Chan (2013) divided social intelligence into two factors: (1) cognitive (also called crystallized), which is the knowledge to understand how to decode verbal and non-verbal behaviors of others; and (2) behavioral (also called fluid), which is defined as reasoning ability, and the ability to generate such as taking actions on the cognitive knowledge in a given situation. The above taxonomy of Lievens and Chan emphasizes the role of language in social intelligence, a variable the present study is investigating.

Goleman (2006, p48) has a similar holistic conceptualization. He divided social intelligence into two broad categories: social awareness and social facility. The former refers to what we perceive about other people and the latter refers to what we do behaviorally with knowledge of this social awareness.

Thus, the concept of social intelligence has attracted the attention of a considerable number of psychologists and their studies have covered several social, cognitive, behavioral and linguistic aspects. The social intelligence scale used in this study is eclectic as it is based on Goleman's above taxonomy as well as the technical terms, concepts and definitions of social intelligence suggested by some other scholars. Some of these definitions/concepts are empathy; attunement; organizational awareness; influence; personal connection; development of others; organizing groups; teamwork; inspiration; social analysis; situational awareness; social expressiveness; presence; negotiating solutions; authenticity; clarity; social sensitivity; knowledge of social roles, rules, and scripts; and social control.

2. Literature Review

A considerable number of studies have dealt with the relation between some types of intelligence and some other variables such as achievement, social responsibility and self-concept. However, very few of those studies have investigated the role social intelligence plays in the development of the language skills of foreign language learners. The following sub-section surveys some of those studies.

Asqool (2009) investigated the relation between social intelligence and critical thinking among university students. The sample of the study consisted of 381 students. The study concluded that the level of social intelligence was too low, and the level of critical thinking was above the medial. The study also concluded that there is a significant relation between social intelligence and critical thinking.

Al-Manaberi (2010) conducted a study on the relationship between social intelligence and social responsibility and achievement of a sample of female students at the Faculty of Education in Umm-Al Quraa University in Makkah Al-Mukarammah. The sample included 629 female students. The study concluded there is a statistically significant relation between social intelligence and social responsibility, and there is no statistically significant relation between social intelligence and academic achievement.

Al-Zaghlool (2016) examined the relationship between social intelligence and self-concept among education science college students at Mu'tah University, Jordan. The study included a sample of 184 students. The main findings of the study indicated there was high positive correlation between social intelligence and social self-concept, and their level was high and above the test value.

Al-Khazraji & Al-Izi (2010) dealt with social intelligence and its relationship to the achievement of female students at the Diyala Teachers institute in Iraq. The study concluded that social intelligence was high among the students and there is a positive relationship between social intelligence and the level of achievement.

Qaneetah (2016) dealt with the relationship between social intelligence and self-concept of university web-user students in the Gaza Strip. The study used a sample of 869 students. The study concluded that Palestinian university students showed a medium degree of social intelligence and self-concept depending on the time they spend in using the internet. The study also concluded that there is a significant relation between social intelligence and self-concept. Students who use internet for an hour or less showed higher level of social intelligence more than students who spend longer periods of internet usage.

Saffarian, Ghonsooly, & Akbari (2015) investigated Cultural and Social Intelligences and their relationship to the student translators' ability when translating cultural and social texts. Using a sample of 82 senior students of English and Translation Studies, the study concluded that there is a significant relationship between cultural and social intelligences and their subscales, on the one hand, and student translators' ability in translating cultural and social texts, on the other hand.

Abbasian & Merati (2014) explored the relationship between social intelligence and language proficiency level. The sample of the study consisted of a monolingual group of 30 participants and three English proficiency groups of elementary and advanced, involving 30 subjects in each group. Participants were asked to respond to the Tromso Social Intelligence Scale questionnaire. The study found significant differences among participants of the advanced proficiency group with respect to their social skills and social intelligence.

Gkonou & Mercer (2017) report on the findings of a mixed-method empirical study that was internationally conducted on the emotional intelligence and social intelligence of English language teachers, and they then examined the beliefs and practices of highly emotionally and socially intelligent teachers in two countries, namely UK and Austria. The study concluded that ELT teachers tend to score highly on social and emotional competences. The researchers indicated that such a score is expected, given the highly social and other-oriented nature of teaching generally, and language teaching in particular.

The study also examined the classroom practices of teachers who scored very highly on socio-emotional intelligence scales. A main finding was that teachers expressed a concern with creating and maintaining quality interpersonal relationships, not only between themselves and their pupils but also among the pupils themselves.

Tevdovska (2017) explored the impact of emotional intelligence on foreign language learning and teaching. The sample of the study included 23 students. It concluded that emotional intelligence aspects are needed in individual development and further careers. Aspects of emotional intelligence need to be enhanced through various teaching and language learning practices.

Zarezadeh (2013) investigated the effect of emotional intelligence in English language learning. 330 students were instructed to respond to the EQ questionnaire, the correlations between EQ and reading, listening, speaking, writing, and GPA were then computed. The results revealed that there are significant correlations between EQ, some language skills, and academic success.

Apart from Abbasian & Merati (2014), the above studies either dealt with the relationship between social intelligence and achievement in general or with the relationship between other types of intelligence such as emotional intelligence and language proficiency. This study aims to find out to what extent social intelligence may contribute to the enhancement of receptive and productive language skills based on an eclectic social intelligence scale.

3. Research Methodology

The study is mainly quantitative as it is more suitable to describe the level of social intelligence and its relations with language skills. It used level three students at the Department of English, Faculty of Education, Sciences and Arts as the main participants of the study. The total number of students is 137.

We have selected a purposive sample as it is more suitable to this kind of research. That is, the study aims to find out the relationship between social intelligence and the performance of students in the language skills of a foreign language. Therefore, we found it necessary to select a sample of students of the Department of English who have already fulfilled the modules of languages skills prescribed by the department. The sample included 115 male and female students. They represent all students who have completed the language skills courses. We have excluded 22 students who have not appeared in the final exams or who have been penalized for cheating. They have been excluded because they have not completed the language skills modules. After that, a scale of social intelligence was designed as follows:

First, we have surveyed the related literature on social intelligence (Gardner, 1993; Goleman, 2006; Goleman & Boyatzis, 2008; Riggio, 2014). We have then built up some key concepts for social intelligence that are more associated with linguistic and social interactions. We have provisionally designed a scale for social intelligence of two domains. These two domains are social awareness and social skills. The former consists of 18 items and the latter consists of 16. To ensure the face validity of the scale, it was sent to eight arbitrators specialized in psychology. Based on their recommendations, four items were deleted because the items were already incorporated to some other items in the scale.

We have also calculated the content validity using the statistical Package for social sciences (SPSS). We have applied the scale to 200 students from Taiz University, Turba Branch and we have checked that the instructions and content of the scale are fully understandable. Data collected from the students was analyzed using SPSS and the validity of the scale was found. The item-total correlations are given in Table 1.

Item	Correlation	Item	Correlation	Item	Correlation
1	.847**	11	.805 **	21	.775 **
2	.948**	12	.834 **	22	.928 **
3	.879**	13	.867 **	23	.919 **
4	.867**	14	.850 **	24	.917 **
5	.719**	15	.872 **	25	.743 **
6	.685**	16	.858 **	26	.931 **
7	.903**	17	.850 **	27	.880 **
8	.952**	18	.820 **	28	.864 **
9	.704**	19	.896 **	29	.883 **
10	.691**	20	.854 **	30	.890 **

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

Table 1 shows the correlation between items of the scale and the total degree of the scale.

It is clear from the above table that the item-total correlation is significant at 0.01. Similarly, the correlation coefficient between the items of the social awareness dimensions and the overall degree of the scale were also statistically significant as table 1.2. shows.

Item no.	Correlation	Item no.	Correlation	Item no.	Correlation
1	.849**	6	.728 **	11	.822 **
2	.929 **	7	.914 **	12	.858 **
3	.879 **	8	.932 **	13	.889 **
4	.860 **	9	.724 **	14	.858 **
5	.751 **	10	.697 **	15	.863 **

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

Table 1.2 shows the item-scale correlation (Social awareness dimension)

Similarly, the item-scale correlation was found to be statistically significant at the social skills dimension as shown in Table 1.3.

Item	Correlation	Item	Correlation	Item	Correlation
16	.869 **	21	.754 **	26	.939 **
17	.848 **	22	.934 **	27	.883 **
18	.817 **	23	.925 **	28	.880 **
19	.911 **	24	.921 **	29	.894 **
20	.851 **	25	.740 **	30	.905 **

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

Table 1.3 shows the item-scale correlation (Social scale dimension)

The correlation between the dimensions of the scales with the total degree of the scales were also found to be statistically significant as is obvious from Table 1.4.

	Dimension	Correlation
1	Social Awareness	.992**
2	Social Skills	.994**

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

Table 1.4. shows correlation between the dimensions of the scale with the total degree of the scale.

In so far as the reliability coefficient of the scale is concerned, it was found using the following techniques:

The Split-half method:

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.969
		N of Items	15 ^a
	Part 2	Value	.977
		N of Items	15 ^b
Total N of Items			30
Correlation Between Forms			.973
Spearman-Brown Coefficient	Equal Length		.986
	Unequal Length		.986
Guttman Split-Half Coefficient			.978

a. The items are: Socawa1, Socawa2, Socawa3, Socawa4, Socawa5, Socawa6, Socawa7, Socawa8, Socawa9, Socawa10, Socawa11, Socawa12, Socawa13, Socawa14, Socawa15.

b. The items are: SocSkil16, SocSkil17, SocSkil18, SocSkil19, SocSkil20, SocSkil21, SocSkil22, SocSkil23, SocSkil24, SocSkil25, SocSkil26, SocSkil27, SocSkil28, SocSkil29, SocSkil30.

Table 1.5. shows Guttman Split-Half reliability analysis

Using the *Spearman-Brown* Formula the reliability co-efficient was .978 and Rulon/Guttman Split Half Reliability coefficient was 0.978. Both values are high, and they do indicate that the measurement scale prepared is reliable.

To measure the internal consistency, Cronbach's alpha was used as shown in Table 1.6. below.

Reliability Statistics

Cronbach's Alpha	N of Items
.986	30

Table 1.6. shows Cronbach's Alpha reliability analysis

The above table has shown that the scale has a high level of internal consistency and thus it is suitable to be applied on the research community.

Based on the above, we have found that the scale has satisfactory reliability and validity and thus the scale of social intelligence is apt to measure the social intelligence of the students of the Department of English at the Faculty of Education, Sciences and Arts, Taiz University.

4. Results and Discussion

We have used the following statistical techniques to test the hypotheses of the study

1. Pearson Correlation
2. Cronbach's Alpha
3. One-Sample Test
4. Chi-Square Tests

4.1. Test of the first null-hypothesis

The first null hypothesis reads that there is no statistically significant difference at $\alpha \leq 0.05$ between the arithmetic mean and the hypothetical mean for the scale of social intelligence for level three students at the Faculty of Education, Science and Arts, Taiz

University who have completed the modules of language skills. We have used a one-sample t-test to examine this hypothesis. The results of the one-sample statistics and the one-sample test are given in Tables 1.7 and 1.8 respectively.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
SocialInt	115	97.5478	33.40586	3.11511

Table 1.7. One-Sample Statistics

One-Sample Test

	Test Value = 90					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SocialInt	2.423	114	.017	7.54783	1.3768	13.7188

Table 1.8. One-sample Test

It is clear from the above tables that the sample of students is 115 and the test value for the social intelligence mean is 90. The mean of grades of the students on the scale is 97.5478 with a standard deviation of 33.40586. As for the t-test value, it was found to be 2.423 with a significance level of 0.017, a freedom degree (df) of 114 and Confidence interval of the Difference of 95%. Based on the above, the null hypothesis is rejected.

4.2. Test of hypothesis 2

The second hypothesis is a null hypothesis that reads there is no significant correlation relation between social intelligence and language skills of level 3 students at the department of English, Faculty of Education, Science and Arts, Taiz University who completed the modules of language skills. The statistical analysis is given below

Correlations

		SocialInt	LinguSkill
SocialInt	Pearson Correlation	1	.927**
	Sig. (2-tailed)		.000
	N	115	115
LinguSkill	Pearson Correlation	.927**	1
	Sig. (2-tailed)	.000	
	N	115	115

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

Table 1.9. shows correlations between social intelligence and linguistic skills

It is clear from the above table that there is a positive relation between social intelligence and language skills. The value of Pearson Correlation is 0.927 and it is statistically significant. Hence, social intelligence has a role in the performance of the students in foreign language skills.

We have also used Chi-Square Tests to examine the independence of the two variables of the study (i.e., social intelligence and language skills). The results are given below

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3282.260 ^a	2990	.000
Likelihood Ratio	714.051	2990	1.000
Linear-by-Linear Association	97.905	1	.000
N of Valid Cases	115		

a. 3102 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

Table 1.10. shows the chi-square Tests

The above results have shown that the null hypothesis is rejected. Pearson Chi-Square Tests is 3282.260 at a freedom degree of 2990 and a significance level of .000. That is, there is a statistically significant relation between social intelligence and language skills.

Thus, the results of the study showed that the level of social intelligence among level 3 students at the department of English at the Faculty of Education, Sciences and Arts, Taiz University, Turba branch in general, is higher than the average or the mean and the test value of the scale. The results also showed that there is a relation between social intelligence and the performance of students in language skills. The lower the social intelligence, the lower the student's performance in language skills and vice versa. Language is a social behavior acquired by the individual from the environment in which she/he lives, and social intelligence plays a very significant role in the acquisition of language skills.

This study has investigated and verified the relationship between a significant psychological variable and the acquisition of language skills. The findings of the study may help improve the performance of students in language skills. Enhancing the social intelligence of the learners should not be ignored. Social intelligence is not something genetic, but it can be developed in the individual.

5. Recommendations

The study recommends the following:

1. Conducting further studies on the relationship between social intelligence and language skills with different respondents or students of other foreign languages such as German, French, etc.
2. The departments of foreign languages are advised to include social intelligence as a scale and criterion for students' admission to the departments.
3. Conducting guidance programs for the development of social intelligence among students of foreign language departments in order to develop their language skills.

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