On the Relationship between Emotional Intelligence and Directive Speech Acts Preference

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Abstract

Language and emotion are two related systems in use, in that one system (emotions) impacts the performance of the other (language). Both of them share their functionality in communication. Since the nature of foreign language classrooms is ideally interactional, emotional intelligence (EI) gains importance. The aim of this study was to find out whether one's total emotional quotient and its components influence one's preference for a certain type of directive speech act in a given speech event. Two questionnaires, namely, the Bar-On Emotional Quotient Inventory and Directive Speech Acts (DSA) were completed by 120 undergraduate students, at three universities in Iran, and the data were analyzed through chi square. The results revealed that there was statistically significant relationship between interpersonal intelligence and DSA preference for order and request. There was, however, no significant relationship between directive speech act preferences and other components of emotional intelligence.

Keywords: *Emotional Intelligence, Speech Act, foreign language, preferences*

1. Introduction

This study sets out to investigate whether there is any relationship between Iranian undergraduate EFL university students' Emotional Quotient (EQ), and their preference for the use of the five types of DSA (order, demand, request, suggestion and advice). This study has both theoretical and practical aims. From a theoretical point of view we can say that the linkage between emotional intelligence and DSA may help theorists better understand the role and influence of emotional intelligence to the fields of sociolinguistics, pragmatics and Teaching English as a Foreign language

(TEFL). Practically, the study helps both students and teachers build conscious knowledge foundation of related areas. Proper conceptions of emotional intelligence motivate their actions and bring forward the improvement of better learning environment, satisfactory student-teacher or student-student interaction, and higher learning efficacy. The survey embarks on the review of literature on what is known about Emotional Intelligence. It then moves on to elaborate on speech acts and finally concludes with our correlational investigation to provide evidence for the main research questions.

1.1. About Emotional Intelligence

The idea of emotional intelligence comes from the rapid pace of changes in the 21st century in which learning to live with such changes, as Sparrow and Knight (2006) maintained: 'to embrace [them] and not to be frightened by [them] is a task for us all and involves not so much cognitive abilities as appropriate feelings and attitudes' (p. 3). Sparrow and Knight (2006) review some references in the developing history of feelings in the work of some famous scholars such as Thorndike who talked about 'social intelligence' in 1920 and Wechsler who discussed the 'non intellective aspects' in 1940. In the 1970's the term 'emotional literacy' was used as a related term to what is now known as 'emotional intelligence' (Mortiboys, 2005). Later on Steiner and Perry (1997: 11) described Emotional literacy as 'the ability to understand [one's] emotions, the ability to listen to others and empathize with their emotions, and the ability to express emotions productively'. However, major works on the introduction of emotional intelligence started in the 1980s when Gardner published his now well-famous idea of multiple intelligences. It was in the 1990s when emotional intelligence was used in a much more extensive way than before. Salovey and Mayer (1990) used the term 'emotional intelligence' (EI) in their article and defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Later on Goleman (1995) emphasized the importance of managing emotions well in ourselves and in our relationships (p. 317). The domain of application of emotional intelligence is vast to the extent that wherever we find people communicating with one another i.e., in school and in factory, in business and at home we find it applicable and useful. The idea behind the notion, as Mortiboys (2005) maintains, is how to develop emotional intelligence to become successful in our relationships as managers or as teachers, as a housewife and as a husband.

The emotional intelligence model is composed of four different levels. As Mayer, Salovey and Caruso (2000) maintain, the first level relates to

learning how to show emotions in oneself and others. The second level deals with learning how to use emotions to help decision making. The third level pertains to learning to interpret and examine emotion. Finally the fourth level includes learning how to guide and dominate one's own and others' emotions.

Providing a much wider framework than that of Salovay and Mayer (1990), Goleman (1995) discusses emotional intelligence as having such competencies as happiness, motivation, empathy and conscientiousness. Recently, Goleman (2001) has introduced a model which classifies 20 competencies into 4 clusters: Self-awareness (i.e., being conscious of and appreciating one's own feelings); Self-Management (effectually and productively managing one's emotions); Social Awareness (i.e., handling feelings well in interaction with others) and Relationship Management (i.e., appreciating and affecting others' emotions)

Introducing the term 'Emotional Quotient' (EQ), Bar-On (2002) has proposed a model for emotional intelligence which is based on "an array of personal, emotional, and social abilities and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 4). His framework allows to include 5 discrete domains: Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood. The above frameworks have resulted in the introduction of three dominant testing tools of emotional intelligence mainly the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT), the Emotional Competence Inventory (ECI), and the Bar-On Emotional Quotient Inventory (Bar-On EQ-i) (Walker, 2003). As Walker maintains, although these testing models are different in terms of their orientations (i.e., from being very academic and internal based to more performance based), they all seem to share a frame of reference which relates to appraising, directing and expressing one's own emotions (p. 8).

Work on developing emotional intelligence in teaching has of recent focused on techniques which allow for better relationships between teachers and learners. Getting insight from Goleman's emotional intelligence model, Mortiboys (2005) provides a comprehensive account of how to relate to learners and plan an emotional environment in which teachers and learners come to a better understanding of one another in a class setting through lots of activities. Since emotional intelligence is highly correlated with performance (Sparrow & Knight, 2006) an important concern might be to see its relation to that part of second/foreign language use in which performance is created as a result of what we say. This area of language use is known as speech act. But what is a speech act?

1.2. On Speech Acts

Speech act theory is generally attributed to the British philosopher Austin, whose work in the 1950s influenced linguistic studies. In a series of lectures at Harvard University, Austin proposed the idea that language is not used just to exchange information but to *do* things. In fact, many of language functions we utilize in our every day communication such as complaining, thanking, apologizing, refusing, requesting and inviting are not just words or sentences to utter but in actuality actions which are carried out through the use of language. Therefore, speech act theory centres on the ways in which language can be utilized to carry out actions. In regard to this view, the minimum unit of communication is the execution of a linguistic act. All languages have a mode of carrying out speech acts and it is presumed that speech acts themselves are universals (Wolfson, 1989, p.183).

Austin (1962) argues that the speech act theory broadly explains utterances as having three parts or aspects: locutionary, illocutionary and perlocutionary acts. While locutionary acts deal with the speech acts that have taken place, illocutionary acts are the real actions which are performed by the utterance, where saying equals doing. Perlocutionary acts are the effects of the utterance on the listener, who accepts to take actions such as betting.

Some linguists have attempted to classify illocutionary acts into a number of categories or types. For example, Searle (1976) gives five such categories: *representatives*, *directives*, *commissives*, *expressives* and *declarations* or *declaratives*. In its representative mode a proposition is asserted to be true. Verbs used in the representative speech acts include affirm, believe, conclude, deny, report and the like. In the directive mode the emphasis lies in the speaker's attempt to make the hearer do something. Words which are used here include ask, beg, challenge, command, dare, invite, insist, request and the like. When the speaker commits oneself to a future course of action we talk about commissive speech act. Verbs generally used are guarantee, pledge, promise, swear, vow, undertake, warrant. In its expressive mode an attitude to or about a state of affairs is expressed by the speaker using such verbs as: apologize, appreciate, congratulate, deplore, detest, regret, thank, welcome. Finally if by just making an utterance, the speaker changes the external condition of an object or situation we deal with declarative speech act. Examples of this speech act are when a clergyman pronounces a man and a woman as husband and wife.

1.3. Emotional intelligence and research in English as a foreign language

Research on the relationship between emotional intelligence and English as a foreign language has been to our best knowledge sporadic (Badakhshan

2008; Pishghadam & Ghonsooly 2008). For instance, Badakhashan found positive correlations between most components of EI and EFL learners' listening comprehension scores. The correlation coefficient for male students was stronger than for females. Pishghadam and Ghonsooly (2008) found low but significant correlations between components of EI and students' grand point average (GPA) and their foreign language listening, reading, writing and speaking scores. They conclude that generally there is a fairly significant correlation between EI and foreign language learning. It is interesting to note that in contrast to Badakhshan's (2008) findings the correlation coefficient was only significant for female students and not for male students. In spite of these few studies, the domain of investigation seeking this relationship between emotional intelligence and speech act as the literature review shows is almost bare. In seeing this relationship we were rather selective focusing on only one type of speech act and that was directive speech act. The reason for our selection was that such acts seem to require more of the construct of emotional intelligence and more of the function of making the listener to take action than the other types, thus more related to the social-emotional side of the argument in which emotions and thought come to control and manipulate both social and language relations.

2. Research Questions and Hypotheses

The research questions of this study include the following three main ones:

(1) Is there any significant relationship between overall EI and DSA preference?
(2) Is there any significant relationship between components of EI (i.e., intrapersonal intelligence, interpersonal intelligence, stress management, adaptability and general mood) and DSA preference?
(3) Is the emotionally high group expected to prefer a different subgroup of DSA than the emotionally low group?

For the above research questions, we assumed null hypotheses which are not mentioned here for the sake of brevity.

3. Methodology

3.1. Participants

The population for this study was adult participants who majored in English language and literature and English translation undergraduate courses in 3 universities of Mashhad (Ferdowsi, Khayam & Imam-Reza). They were asked to volunteer to complete the 2 questionnaires in this research. So a total of 150 participants completed the questionnaires and as a result of incomplete data or sabotaged questionnaires filled out in a joking fashion, thirty of the

questionnaires were not used in the final analysis resulting in a final number of 120 participants. Of these participants, forty-three were senior students of English language and literature in Ferdowsi University of Mashhad, thirty were senior students of English translation in Khayam University and twenty-seven were senior students of English translation in Imam-Reza University. Among them, 16% were male and 84% were female. Furthermore, the subjects had a mean age of 22 years (*SD* = 2.5) ranging from 19 to 28.

3.2. Study Measures

3.2.1. Bar-On Emotional Quotient Inventory (EQ-i)

To assess emotional intelligence of the subjects of this study, the Bar-On Emotional Quotient Inventory was used. It is composed of 133 items in the form of short sentences that takes roughly 40 minutes to complete in one sitting (Bar-On, 1997). It is a self-report measure of EI, intended for people who are 17 years of age or older and who are capable of replying truthfully and enthusiastically (Bar-On, 2002; 4). The inventory makes use of a five-point Likert response scale with the following descriptors: "1=Very seldom or not true of me", "2=Seldom true of me", "3=Sometimes true of me", "4=Often true of me", "5=Very often true of me or true of me". The emotional quotient (EQ) scales include a Total EQ scale, 5 composite scales and 2 to 5 subscales for each composite scale. Capsule descriptions of each of subscales making up a given composite of the EQ-i are given in Table 1.

Table 1. *Capsule descriptions of the subscales composing EQ-i*

EQ-i Scales	**The EI Competencies and Skills Assessed by Each Scale**
Intrapersonal	Self-awareness and self-expression:
Self-Regard	Understanding, perceiving and accepting oneself.
Emotional Self-Awareness	Being aware of one's emotions.
Assertiveness	Expressing one's emotions and oneself effectively and constructively
Independence	Being self-reliant and free of emotional dependency on others.
Self-Actualization	Trying to achieve personal goals and actualizing one's potential.
Interpersonal	Social awareness and interpersonal relationship:
Empathy	Being aware of and understanding how others feel
Social Responsibility	Identify with one's social group and cooperating with others
Interpersonal Relationship	Establishing mutually satisfying relationships and relating well with others
Stress Management	Emotional management and regulation:
Stress Tolerance	Effectively and constructively managing emotions
Impulse Control	Effectively and constructively controlling emotions

Adaptability	Change management:
Reality-Testing	Validating objectively one's feelings and thinking with external reality
Flexibility	Adapting and adjusting one's feelings and thinking to new situations
Problem-Solving	Effectively solving problems of a personal and interpersonal nature
General Mood	Self-motivation:
Optimism	Being positive and looking at the brighter side of life
Happiness	Feeling content with oneself, others and life in general

3.2.2. Directive speech act questionnaire

A particular questionnaire with 15 speech events (situations) taken from real life (see Appendix A), devised by Rahimzadeh (2003), has been employed in this study. All the situations are either informal or neutral (neither very formal nor very informal). The following diverse role relationships are found in the situations: Close friend–close friend, cousin–cousin, brother–brother, sister–sister, classmate–classmate, stranger–stranger and passenger–taxi driver. In all these role relationships, the subject's standing is higher than that of his/her interlocutor, whether eternally or momentarily. For that reason, the subject is empowered to utilize DSA in the applicable speech event. Each situation is followed by five options, each of which is a specific form of directive speech act. The five options can all match the applicable situation evenly, thus there is no wrong or correct response and the participants are expected to put themselves in the situations and merely rank the options from 1 (the most preferable) to 5 (the least preferable). In other words, they were asked to rank simply in accordance with their preferences for each option not grounded on the option's truth or falsity. The five options a, b, c, d and e following each speech event conform to the five forms of DSA viz. *order, demand, request, suggestion* and *advice* respectively.

3.3. Procedure

The questionnaires were administered at the three universities during the normal class time. Five classes of both semester five and semester seven students participated and the data collection took approximately two weeks to complete for both semesters. Professors were contacted to arrange for class time to administer the questionnaire to their students and afterwards, the second author visited each class prior to the class time when the questionnaires were to be filled out. At this time, the purpose of the research was explained and a request for participation was made. The following class time, the questionnaires were distributed. It was stressed that the students'

participation was voluntary and confidential (This assurance of confidentiality plays a critical role in securing accurate and honest data), and that they could withdraw at any time. Participants were given an unlimited amount of time to complete these items and the second author remained in the classroom while the students were filling out the questionnaires to answer any questions or concerns, and to ensure that students did not talk to each other about how to respond. During certain administrations, some participants asked the second author questions pertaining to items within the questionnaire and he consistently replied with, "please do the best you can" so that no responses would be biased or influenced by the researcher. After each participant completed the questionnaire, it was collected and if all items were completed properly, the participant was thanked for his or her time.

4. Results

A chi-square analysis was conducted to determine the existence of a significant relationship between the two variables of each null hypothesis, and for our purposes, we set the probability level for rejecting the null hypothesis (1 in 20, or $p < .05$). The result of the chi square for the first null hypothesis shows that the null hypothesis is not rejected i.e., the p-value for every option was greater than .05 ($p > .05$). Therefore, on the whole there is no statistically significant relationship between overall EQ and DSA preference. The same result was obtained for intrapersonal intelligence, the stress management component, the adaptability component, the general mood component and DSA.

Table 2 demonstrates the results for the interpersonal component of the second null hypothesis of this research. As it exhibits, the relationship between Interpersonal Intelligence and DSA preference is significant since p-value is less than .05 ($p < .05$) for both options A and C (order and request) ($p = .040$ and .006, respectively), and this finding rejects lack of statistically significant relationship between Interpersonal Intelligence and DSA preference. Accordingly, the third hypothesis which seeks to show that the high group is expected to prefer a different subgroup of DSA than the low group is verified. By comparing the frequencies of the first ranks given by both groups to options A and C, we can see that the low group frequency for option A is more than the high group ($f = 74$ and 51, respectively); in contrast, the high group frequency with regard to option C is more than the low group ($f = 75$ and 45, respectively).

Table 2. *High and low interpersonal intelligence group frequencies for rank 1 given to each option*

Intrapersonal	Directive Speech Acts				
	A	B	C	D	E
High	51	51	75	98	100
Low	74	57	45	80	119
Total	125	108	117	178	219
Chi-Square	4.232	0.333	0.500	1.820	1.648
P-value	0.040	0.564	0.006	0.177	0.199

5. Discussion

Based on the results, the one and only relationship discovered is between interpersonal intelligence and directive speech acts A and C (order and request, respectively). This shows that the high group surpasses the low group in its preference for option C (request) while the low group surpasses the high group for option A (order). According to Bar-On EQ-i Technical Manual, the Interpersonal scale consists of 3 subscales: Empathy (To be aware of and understand how others feel.), Social Responsibility (To identify with one's social group and cooperate with others.), and Interpersonal Relationship (To establish mutually satisfying relationships and relate well with others.).

Our inference about the relationship between interpersonal skill and DSA preference might be due to the fact that the majority of the population of this study were females (%84) and as Bar-On (2002) maintains, "females appear to have stronger interpersonal skills than males and that women are more aware of emotions, demonstrate more empathy, relate better and are more socially responsible than men" (p. 7). We may make inference about why our subjects who are high in interpersonal skill have preferred option C (request) and those low in it have preferred option A (order). Emotionally high intelligent people soon identify that in situations where they cannot meet the felicity condition that gives them the right to tell hearer to do action they need to resort to 'request' rather than 'order'. In this way they acknowledge the feelings and wants that people express in word and mood, and compassionately allow them to feel whatever they feel. Yet another explanation may be that the high group translates its criticisms and complaints into requests and explains the positive results of having its request

granted; in addition, focusing on the positive outcome shows respect to the recipient of a request. On the other hand, whereas the key of ordering is serious and the low group lacks the necessary interpersonal skills, this leads to their predilection for option A (order) which reveals difficulties in interacting and collaborating effectively with others. In effect, the absence of interpersonal skills may sometimes cause trouble staying aware of and appreciating the feelings of others, as well as cooperating, contributing, and being constructive within one's social group. In addition, there may also be problems when it comes to establishing and maintaining mutually satisfying relationships (Walker, 2003, p. 39). Consequently, Salovey and Mayer (1990) point out that people find individuals with a high interpersonal intelligence and skill genuine and warm and those who lack this construct appear unmindful and rude.

The implication of such a relationship to foreign language learning is paramount. We have generally seen that learners who cannot cope with their concerns in a foreign language setting such as failing to concentrate properly and having fairly low responsibility about their homework do not progress adequately. These attributes are generally intertwined with subject's emotions. Brown (2000) for example, identifies personal factors in learning a foreign language such as motivation, empathy, quite influential and maintains that no successful cognitive or affective activity is possible without self-reliance and belief in one's capability in tackling life tasks. As part of interpersonal scale, empathy plays an important role in making acceptable social relationship within the classroom. Foreign language learners in getting this social capacity should be helped to become good listeners. They need to respect other students' attitude and be prepared to get proper feedback. In so doing, teachers are required to reflect this social capacity and to show to their students that learning a foreign language is not an imposition but an opportunity to communicate with people of other countries and other cultures. Foreign language learners need to know how to control their emotions when they confront foreign language difficult situations. I (the first author) have personally observed in my conversation classes that upon contrary arguments some students lose their control or defend their ideas beyond a rational level. The consequence is often that of a psychological trauma as a result of a perceived blow to ones feelings or ideologies. It is absurd to say that such an experience may sometimes lead to foreign language learners' losing motivation.

Perhaps it is important here to remind us of the ABC triangle of affect (feeling), behavior (doing) and cognition (thinking) proposed by Sparrow and Knight (2006) as shown in the following figure:

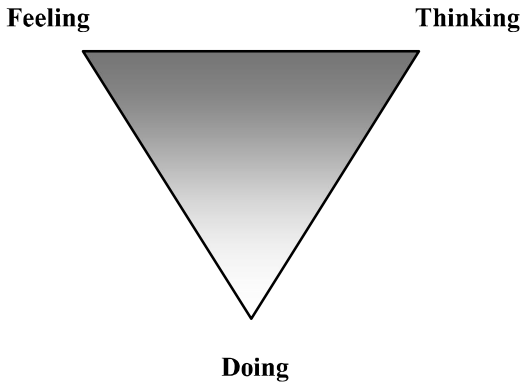


Figure 1. *The ABC triangle of feeling, thinking and doing, adopted from Sparrow and Knight (2006)*

Based on the above triangle, feeling and thinking on the top signify input and doing as output. So doing is considered to be the result of feeling and thinking. Human beings usually tend to use all the three levels in their social life. However, Sparrow and Knight maintain that some people have 'a favorite corner to the triangle, one where [they] tend to start' (p. 29). From this perspective we can identify different foreign language learners. We can identify learners whose initial response comes from their feelings and respond (i.e., doing) to a stimulus quickly without giving proper thinking to their speech in advance. Such students are normally perceived to have certain ideologies, attitudes and even prejudice. Still we can find another group of learners who are thinkers. This does not mean that feelers and thinkers do not have the capacity for thinking and feeling respectively. The problem is they are not generally taught how to make a balanced relation between feeling and thinking to generate an appropriate behavior. A third group of learners can be identified who rely on two sides of the triangle (thinking and emotion) without doing. These learners fancy themselves as those who pay attention to their thinking and emotions but come to the conclusion that the action should be postponed or not externalized. For example, in foreign language conversation classes we often find learners especially novice speakers who tend to avoid talking. While upon retrospection they normally conceive themselves as thinkers who remain silent because they identify their speaking weaknesses the fact is that they rely too much on their emotions lest their weaknesses are disclosed to the external world.

Other studies have shown that interpersonal characteristics such as being approachable are related to attributes related to the lecturer's skills and

knowledge in a study by Smith et.al., (cited in Smith, 1997, pp. 45-6) who examined what qualities should the ideal teacher in higher education have.

The absence of a significant relationship between Overall EQ plus its other 4 components (Intrapersonal Intelligence, Stress Management, Adaptability, and General Mood), and DSA preference might be in virtue of the large majority of females (%84) who comprised the population. As Bar-On (2002) asserts:

> "Men have a higher intrapersonal capacity, are better at managing emotions and are more adaptable than females. They also appear to have better self-regard, are more self-reliant, cope better with stress, are more flexible, solve problems better, and are more optimistic than women" (p.7).

Thus, these factors may have contributed to an insignificant relationship between the two variables due to the paucity of male participants. Badakhshan's (2008) findings which indicated higher correlation of EQ and listening comprehension scores of males than females are in support of the findings of this study. Chu (2002) revealed that males have a higher level of emotional intelligence than females. However, other studies such as that of King (1999) are in favor of females than males. This contradictory picture necessitates further research to elucidate the nature of this relationship and of particular the way EQ is related to different foreign language skills.

Foreign language learning cannot be detached from emotional and social development. Language teachers are expected to go beyond their conventional role and raise a discussion of emotional literacy. Emotional intelligence is best evolved by incorporating students in doing, experiencing, and building on their present knowledge. Thus, the curriculum must supply clear-cut chance to practice skills such as personal and group goal setting, decision making, problem solving and resolving conflict.

By exhibiting empathy and appropriate norms of social interaction, teachers are required to show congruous, non-conflicting model. In this way, an encouraging classroom atmosphere can be created which assists in resolving the problems which might arise when a student disputes the shared behavior patterns. Similarly, a positive relationship between the instructor and the learner is critical if students are to be successful. This is particularly the case for most EFL settings where due to low level of knowledge that teachers have about controlling emotions, students suffer from classroom anxiety in using the target language. As Harkin (1998; p. 339) who studied vocational education learners aged 17- 19 maintains:' affective behaviours are the most important determinants of student satisfaction with teachers ....

(These behaviours include) recognizing individuals, listening to students, showing respect, being friendly, sharing a joke, making some self-disclosure'.

In designing EFL/ESL books, it is all too often good to include notions which relate to emotional intelligence. Tasks and practices are needed to create emotional intelligence. Mortiboys (2005) within the L1 context provides an excellent overview of the type of practices relevant to class situation. However, similar tasks should be created to reflect the nature of foreign language learning.

6. Conclusion

While in modern approaches to language teaching and learning, scholars see the nature of an ideal foreign language classroom as interactional (Brown, 2000), emotional intelligence seems to play a related role in the use of DSA. Even though this study failed to find empirical evidence to substantiate claims for relationship between one's Overall Emotional Quotient (EQ), plus its other four components (interpersonal intelligence, stress management, adaptability, and general mood), and one's DSA preference, it may be beneficial in future research to use a more established measure for emotional intelligence, such as the multifactor emotional intelligence scale. This is an ability test which Mayer and Cobb (2000) claim to be the most direct measure of emotional intelligence.

This study underlines the importance for further investigations to focus on other kinds of speech acts (commissives, declaratives, expressives and representatives) as well and this can be done through ready-made questionnaires if available; otherwise, they have to be devised by the self.

It may also be beneficial in future research to reproduce this study through a quasi-experimental design or naturally occurring group design. Whereas both emotional intelligence and speech acts are learnable, we can explore the effect of emotional intelligence on the speech act use. In addition, it would be beneficial to duplicate this study on a sample other than academic subjects in order to control the academic education variable. In a similar vein, since emotional intelligence increases with age, this study can be redone on subjects within a younger or older age range to see whether any difference occurs according to the present results.

Work in emotional intelligence might be extended to the field of language testing and in particular to that side of interaction where test takers come into direct contact with test makers. An example of the discourse is when the interviewer interviews an interviewee in an IELTS test. It is urgent to examine if the interviewer is emotionally intelligent enough to maintain communication and in particular to keep distance from personal attitudes and beliefs when rating speaking competence. Since emotional intelligence is

teachable (Sparrow & Knight, 2006), thus it is highly recommendable to familiarize interviewers with this construct enabling them to overcome their negative feelings which might arise during interview and eventually affect their interaction and their judgment.

Overall the present study contributes to the research that focuses on emotional intelligence within the field of English as a foreign language teaching. This study serves as an exploratory study for which more detailed and meaningful research can begin. Because of the success of emotional intelligence theory in other disciplines, as well as its ability to be actively improved, it is important to consider this concept in future research. Unquestionably, applied linguistics should not remain blind to this phenomenon since emotional intelligence has up to now stood the test of time.

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Appendix A

Directive Speech acts Questionnaire

Instructions:

Below, there is a set of speech events each followed by five directive speech acts which all can fit properly into the relevant speech event. All you are requested to do is simply putting yourself in the given situations and then ranking the options from 1 to 5 according to your preference. 1 stands for the most favorable and 5 the least favorable. The words in parenthesis show your manner or tone of voice when you are addressing the speech act to the addressee.

1. Your close friend, Lisa, is engaged to be married with Jim. But now she is talking to your about another boy she has fallen in love with.
    a. Tell him as soon as possible! (serious)
    b. You should tell him as soon as possible! (serious)
    c. Will you tell him as soon as possible? (calm)
    d. Why don't you tell him as soon as possible? (calm)
    e. If I were you, I'd tell him as soon as possible. (calm and serious)
2. You are standing in a long queue at a cinema. A stranger who is new in your city wants to see the movie, but she is confused and doesn't know what to do. Finally she decides to go in right away.
    a. Stand in the queue, Madam! (serious)
    b. Madam! You should stand in the queue! (serious)
    c. Could you stand in the queue, Madam? (serious)
    d. Madam! You really ought to stand in the queue. (calm)
    e. You'd better stand in the queue, Madam! (calm and kindly)
3. You and your close friend, Amy, are walking in a street. Suddenly you notice an envelope on the ground. Amy takes it and starts opening it to read the letter.
    a. Don't open it, Amy! (serious)
    b. Amy! You shouldn't open it! (serious)
    c. Amy! Would you stop opening it? (calm)
    d. Let's not open it, Amy! (calm)
    e. Amy! If I were you, I wouldn't open it. (calm and kindly)
4. You and your intimate roommate, Alice, are in the dorm and nobody else is there. In the afternoon, you're bored. Then one of Alice's friends calls and invites her to an informal party. And now, Alice is getting ready to leave the dorm. But you don't want her to leave.
    a. Don't leave me alone, Alice! (serious)
    b. Alice! You shouldn't leave me alone! (serious)
    c. Alice! I'd like you to stay with me. (calm)
    d. Alice! You could call your friend to tell her that you can't come. (calm)
    e. Alice! If I were you, I wouldn't leave you alone. (calm and kindly)
5. You have asked your taxi driver to hurry. He hurries a little too much and you think He is going to go the wrong way in a one-way street.
    a. Stop going this way, Sir! (serious)
    b. Sir! You shouldn't go this way! (serious)
    c. Sir! Will you stop going this way? (calm)

d. You could go another way, Sir! (calm)
e. You'd better stop going this way, Sir! (calm and kindly)

6. You are in the mountains at the foot of a big rock with your intimate friend, Helen. She thinks it's easy to climb the rock and starts climbing it, but you don't think it's safe.
    a. Don't climb it, Helen. (serious)
    b. Helen! You shouldn't climb it. (serious)
    c. Oh, Helen! Would you stop climbing it? (calm)
    d. Helen! Let's climb that rock out there. (calm)
    e. Well, Helen! You'd better not climb it. (calm and kindly)
7. You are at home and it's rather cold outside. Your younger sister is getting ready to go camping with her friends, but she is not wearing warm clothes.
    a. Put on warm clothes! (serious)
    b. You should put on warm clothes! (serious)
    c. I'd like you to put on warm clothes. (calm)
    d. You really ought to wear warm clothes. (calm)
    e. I think you should wear warm clothes. (calm and kindly)
8. You are on a beach with some near friends. The sea is getting stormy, but one of your friends, Mary, wants to go swimming!
    a. Forget about swimming now. Mary! (serious)
    b. Mary! You must forget about swimming now! (serious)
    c. Mary! Will you forget about swimming now? (calm)
    d. Oh, Mary! Let's forget about swimming now. Ok? (calm)
    e. Mary! I think you should forget about swimming now. (calm and kindly)
9. You and some other intimate friends are going to stay in an old cottage for the weekend. Now you are cleaning it out. Everybody is responsible for something. But you see Linda is not doing her job well, she stops working again and again and starts joking with others. This time she has turned to you for joking!
    a. Get on with your job, Linda! (serious)
    b. Linda! You must get on with your job! (serious)
    c. Linda! Would you get on with your job? (calm)
    d. Oh, Linda! Why don't you get on with your job? (calm)
    e. Look, Linda! I think you should you get on with your job. (calm and kindly)
10. You and your intimate friend, Maggie, work in the same company. Every day, Maggie takes you to the company in her car. There is a new parking lot near your company and another one a little far from it. Yesterday, you had a lot of problems to get out from the new

parking lot. Now, you are going to work in Maggie's car. Again Maggie is going to park the car in the new parking lot.

a. Don't park here, Maggie! (serious)
b. Maggie! You mustn't park here! (serious)
c. Maggie! Don't park here, will you? (calm)
d. Well, Maggie! Let's park in the other parking lot. (calm)
e. Maggie! If I were you, I wouldn't park here. (calm and kindly)

11. Your old friend, Maria, has agreed to come with you and two other friends to cinema. Suddenly, she changes her mind and says she wants to go to park. She has done this sort of thing twice during the past week.
    a. Stop changing your mind, Maria! (serious)
    b. Maria! You should stop changing your mind! (serious)
    c. Will you stop changing your mind? (calm)
    d. Ok, Ok! Let's stop this sort of thing, Maria! (calm)
    e. You'd better stop changing your mind, Maria! (calm and kindly)
12. Your old friend, Sarah, has been with you at home all afternoon. Now, she wants to leave. It's quite rainy outside, but Sarah still wants to go and doesn't care at all!
    a. Take an umbrella, Sarah! (serious)
    b. Sarah! You should take an umbrella! (serious)
    c. Sarah! Take an umbrella, will you? (calm)
    d. Oh, Sarah! Why don't you take an umbrella? (calm)
    e. Look, Sarah! If I were you, I would take an umbrella. (calm and kindly)
13. You have invited some good friends to your apartment for an informal party. You're having a good time, but you notice that Rose is going to leave the party soon. She did the same thing in your birthday party last month.
    a. Rose! Don't leave so soon! (serious)
    b. You mustn't leave so soon, Rose! (serious)
    c. Rose! Will you stay a little more? (calm)
    d. Rose! Why don't you stay a little more? (calm)
    e. Look, Rose! If I were you, I'd stay a little more. (calm and kindly)
14. You are taking a difficult math exam. Your teacher is walking in the corridor and supervising the exam session. Emily is sitting next to you and is trying to get your help for some questions. She is talking

to you: Hey, Hey!. What is the …..? But you don't want her to talk to you.

a. Don't talk to me! (serious and whispering)
b. You mustn't talk to me! (serious and whispering)
c. Don't talk to me, Will you? (calm and whispering)
d. Why don't you ask another one? (calm and whispering)
e. Look! You'd better not talk to me! (calm, kindly and whispering)

15. Your cousin, Lucy, is going to have a party next weekend. She wants to invite Anita and her sister, Amanda. But you know that Anita and Amanda are not good companions and will spoil the party. So, you aren't happy with them.

a. Oh, No! Don't invite them! (serious)
b. No, Lucy! You shouldn't invite them. (serious)
c. Lucy! I'd like you not to invite them. (calm)
d. Well, Lucy! Let's not invite them. (calm)
e. Lucy! You know, if I were you, I wouldn't invite them. (calm and kindly)

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