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The Role of Explicit and Tacit Knowledge in English Teaching in Second Language Acquisition

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Abstract
The purpose of this research is to examine how instructors' levels of emotional intelligence mediate the interaction between their tacit and explicit knowledge-sharing behaviors, as well as self-efficacy in academic work. Previous studies on emotional intelligence and self-efficacy are somewhat scarce in educational context; hence, this work explores their correlations among university instructors. Based on social cognitive theory and broaden-and-build theory, the research developed a model that included two forms of knowledge-sharing behaviors, academic self-efficacy, and second language acquisition. The participants comprised 45 Lecturers, Senior Lecturers, and Associate Professors and Professors from seven Saudi-related public and Chinese private universities. A total of 347 faculty members were chosen purposefully, whereas the research method adopted was quantitative research and supported with PLS-SEM. The result highlighted that both tacit knowledge and knowledge explicit can enhance instructors' efficacy. Emotional intelligence was identified to have a moderating effect on the relationship between tacit knowledge self-efficacy and explicit knowledge and self-efficacy among the study subjects. Moreover, a positive and significant correlation between self-efficacy and second language acquisition by instructors was also determined. The study has important implications for enhancing the pedagogy, increasing the integration of self-confidence in language teachers, and enhancing the notion of emotional intelligence in the instructional environment. Future research can benefit from enlarging the sample frame that includes Saudi Arabian and Chinese universities and from a broader geographic scope.

Keywords: Knowledge, Tacit-Explicit Knowledge, Methodology, Academic Self-Efficacy, Second Language Acquisition, Emotional Intelligence.

Introduction

Second language construction faculty provide efforts, creativity, and focus to making learners develop good ways of constructing understanding mechanisms of concepts (Khajavy et al., 2018; Macizo et al., 2011). As a result, teachers argued that learning languages is not only reasonable, but also an effective relations support to the learning processes that in turn enhance learners' performance as supported by Alkhalaf et al. (2021). What this means therefore is that students' participation is essential if a certain message has to be passed effectively in learning language(s). Therefore, emotionally knowing teachers can bring positive emotions, effective learning outcomes, and enhance learners' motivation to continue learning the language

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(Guslyakova & Guslyakova, 2020). Some learners change in terms of process, feeling as well and the level of confidence they have in the course of learning a new language a very complicated task; for each learner. Research in the past as well has stated that the perceived beliefs, feelings, and expectations that any learner possesses about learning a second language also play a big role (Afzali & Izadpanah, 2021; Román et al., 2015).

Nonaka (1994) categorized knowledge into two main types: tacit and explicit. Knowledge contains perceptions, intuition, and experience for Intelligentsias is considered as cities and it can only be acquired by practice through culture (Lee Endres et al., 2007). On the other hand, it is possible to define explicit knowledge with reasonable clarity and ease, and is often stored in databases as documentation and structure, essentially the knowledge base can be turned into documents, and instructions (Nonaka et al., 1996). They may also assure organizations everlasting competitive edges especially in postindustrial or knowledge-based economies (Chen & Edgington, 2005; Grant & Baden-Fuller, 1995; Jashapara, 2005; Vivas López, 2005) including post-secondary education (Bryant, 2008). Writing about knowledge–sharing behavior and considering knowledge assets Dougherty (1999) identified the potential value of explicit knowledge as an element of knowledge–sharing behavior when it is connected with personal experiences as well as cognitive precursors including emotions. As a result, there has been significant development of work that is conducted at the organizational level; nonetheless, attention to the knowledge-sharing attitudes and behavior at the individual level has not been explored adequately by Haas & Hansen (2005) & Tsai & Ling-Long (2005). This study aims to establish the existence of relationships between the content that is shared both explicit and tacit knowledge and self-efficacy for academic success in a second language.

Most difficult type of knowledge to transfer is the tacit type of knowledge because it cannot easily be expressed. In the field of higher education especially in departments relating to knowledge-based industries, knowledge as a work-related competence, becomes a success factor in capacity and organization perspective. However, knowing is not enough for success, another significant aspect is self-efficacy and the self-belief one has about specific tasks (Bandura, 1997). Academic self-efficacy is the extent to which a person perceives the acquisition of knowledge, behavior, and attitudes such as when acquiring a second language. Positive effects are associated with self-efficacy experiences, cognitive activities, and comments made by other people when these phenomena are of a bounded variety (Gist & Mitchell, 1992). Most importantly, high self-efficacy increases the readiness of the persons involved to expend the effort that is needed in a process, which may entail exercising, to attain mastery of some skills like, for instance, a newly learned language (Luthans et al., 2007).

Knowledge is owned by those who create it, design it and can apply it when performing their jobs. Knowledge sharing is also an activity, where participants' willingness is necessary to share the knowledge, at least to some degree (Bock et al., 2005; Sahibzada et al., 2022). Little is known about the relationship between the dimensions of employee knowledge sharing and second language learning academic self-efficacy. A few past studies have focused on the reasons why people intend or fail to share knowledge with others (Haas & Hansen, 2005), there is less concept of knowledge-sharing as a means to support enhanced performance of learners for example in language acquisition. Arguing from the standpoint that positive emotions in any learning process are beneficial for the development of the second language according to the Broaden-and-Build theory, this study aims at looking into how the learners that are taught by emotionally intelligent teachers benefit from the feelings that they experience. Furthermore, this research anchors itself in the social cognitive theory to establish the possibilities of knowledge-sharing behavior in a self-efficacy process formulated as feedback and encouragement.

The nature of motivation in a second language context is an integration of these factors of interest, importance, and self-beliefs. The previous works have identified a range of antecedent variables to academic outputs have been identified inclusive of self-efficacy, job value, self-regulated learning, commitment, and emotional intelligence (Alyahyan & Düştegör, 2020; Nie et al., 2011; Seker, 2016; Stubbs & Maynard, 2017). It is still unclear how these motivational factors are related to each other: Nevertheless, regarding knowledge-sharing, self-efficacy, and second language acquisition especially in the Asian context. To overcome this limitation, the present study proposes to explain the nature of the model and methodology for acquiring knowledge sharing supported by interdisciplinary literature (Jashapara, 2005; Ko et al., 2005). A theoretical background of knowledge sharing can be provided based on self-efficacy theory assuming internalization of self-efficacy by Bandura (1997) inspired by social cognitive theory.

Despite the significant amount of research current, little academic work examines the relationship between Emotional Intelligence (EI) and the knowledge-sharing process in both, its open and its masked forms; and teachers' academic self-efficacy. To manage this research need, the present research seeks to analyze how the selected moderating factor of emotional intelligence influences the relationship between the elaborated knowledge-sharing behaviors and academic self-efficacy. By grounding this study on the social cognitive theory and the broaden and build theory, the following theoretical framework can be proposed to explain knowledge-sharing behaviors, self-efficacy, and second language acquisition. One of the most difficult forms of knowledge to transfer is tacit knowledge, which is contained and not easily communicated. This issue

is most relevant in those sectors that cannot function without efficient knowledge sharing and development of the organizational teaching capability. Although leadership, work environment, interpersonal relations, and others have been acknowledged for encouraging knowledge sharing, little is known about the implications of these aspects on educators, with special attention to the SLA process. This study discusses how assurance of effective transfer of tacit knowledge between instructors is beneficial to their teaching and students.

In contribution to the field of linguistics and more specifically to second language acquisition (SLA) research, this study examined how the cognitive and affective variables such as sharing of the subcomponent of Teachers' Innovative Behavior (TIB) and self-efficacy, and emotional intelligence, impacted language teaching and learning behaviors. Understanding this interaction was considered important due to its potential to inform better teaching strategies and desirable learner performance concerning oral English education. Due to this, the present study filled a gap in SLA literature by considering emotional intelligence as a moderator to the cognitive factors and stressing the importance of affective aspects in language learning. This is in keeping with current shifts that stress personal drives and relations between the teacher and the learner in the process of language acquisition. The study is relevant to current discourses concerning the implications of emotional intelligence to be incorporated into the teaching-learning process and can bring empirical evidence that may be useful to government, institutions that formulate policies and prepare teachers, curriculum developers, and scholars for the improvement of language education and to the benefit of learners and their learning process.

Literature Review and Hypotheses Development

Theoretical Base

We based our model on two key theories, namely Broaden-and-Build theory (Fredrickson, 2003) and Bandura's social cognitive theory (Bandura, 1986). According to the Broaden-and-Build theory, positive emotions enlarge human inspiration and enable one to build up new and more diverse social resources while negative emotions narrow down the mental inventory. Thus, when learners have high emotional intelligence when they sustain positive emotions, they are more likely to synthesize such positive assets in acquiring the second language knowledge and additional resources (Shao et al., 2020). As expected, results indicated that learners with lower EI are more likely to report higher levels of negative emotions and thus are less likely to gain knowledge and might easily get distracted from language learning. Bundled with this understanding is the premise of the Broaden-and-Build theory which holds that every positive emotion that is supported by a commendable level of emotional intelligence will enhance a person's performance by increasing the chances of goal accomplishment (Huppert et al., 2004).

Filled with social cognitive theory, individuals actively self-develop because they expect action to promote knowledge gain. The theory lays a lot of emphasis on the operator's beliefs since as noted "what people think, believe, and feel influences how they behave" (Bandura, 1986). Bandura's framework focuses on self-perception, which directs behavior with the understanding that effort will result in learning leading to efforts being made to alter behavior in this regard. As an outcome, self-efficacy proves to be a great predictor for success in second language learning (Wyatt, 2022).

Tacit Knowledge Sharing and Academic Self-Efficacy

Self-efficacy is a theoretical construct that has been used extensively in research on cognition otherwise known as tacit knowledge. It has been confirmed that it can predict behaviors and attitudes in different situations and to different audiences (Dulebohn, 2002; Kuhn & Yockey, 2003; Quinones, 1995; Stone, 1994). The self-efficacy organizational self-organizing propagation is a form of self-organization of the self that comes out of a reflective evaluation of one's ability to perform the task at hand through an interaction of subjective and cognitive factors (Bandura, 1997).

Parhamnia et al. (2022) focus on the effects of knowledge sharing, self-efficacy, and creativity in an EFL setting to fill the gap existing in the literature for explicating the roles of these factors in the EFL learning process. The study is important as it points out that creativity can be effective in increasing knowledge sharing and the learner's self-confidence which are pertinent as far as language learning is concerned. The researchers used a quantitative approach to gather information from the EFL learners through questionnaires; the relationship between the variables was analyzed through structural equation modeling. They further reveal that creativity has an intervening effect in enhancing the relationship between knowledge sharing and self-efficacy an indicator that the approach to learning languages, particularly when creative methods are employed offers a substantial improvement in learners' communication abilities. From the deductions derived, the study suggests that EFL educators should incorporate creativity in their practices to foster the process of preparation in clients, the acquisition of knowledge as well as self-confidence hence improving the concomitant results of language acquisition.

Zhi et al. (2024) investigated the relationship between the amount of EFL teachers' emotional intelligence and self-efficiency for the use of technology in the classroom. The study is important as it provides insights into how the use of technology and willingness to use technology in the teaching process depends on self-confidence and exposure to emotional intelligence among teachers. The authors employed the quantitative agenda to survey EFL teachers and relied on structural equations to replicate the interconnections among emotional intelligence, self-efficiency, and technological practices. These findings show that emotional intelligence and self-efficacy have significant correlations for the adoption of technology behaviors among teachers. Therefore, the present study suggests that teacher training programs should focus on enhancing the rates of self and emotional intelligence for embracing success in the integration of technology in learning spaces.

Wang & Wang (2022) study the correlation between ESI, self-efficacy, and burnout among foreign language teachers using a meta-analytical technique. The purpose of this study is relevant since it shall give a clear understanding of how emotional intelligence and self-efficacy think burnt out, which is one of the concerning issues among educators. The researchers collected data from prior research and performed a meta-analysis to analyze cross-variable links between the three variables. The analysis shows that higher levels of EI and self–efficiency are negatively related to burnout, revealing an aspect of the two variables that may act as protective ones for foreign language teachers. In light of these results, the study suggests that teacher development programs should incorporate strategies and activities that strengthen the teachers' EI and self-efficacy with the view to increasing their career-endurance in language teaching.

Nonaka (1994) identified four primary sources of information that would enable individuals to build their self-efficacy. The first, enactive mastery, is mostly acquired from practice. While it substantially rests on a person's actual behavioral accomplishment of a task, it is also mediated by cognitive, behavioral, and self-regulatory processes that can change a person's evaluation or appraisal of self or environment. The second category of information source is called vicarious experience it is acquired through observing and benchmarking. This includes training where knowledge or skills are passed, so that people gain knowledge from other people, irrespective of whether it was passed or otherwise. The third source is verbal affirmation which includes encouragement and feedback from the people in an individual's environment. Last of all, physiological arousal is the emotional state and feeling linked to the activities. Nonaka (1994) defined tacit knowledge as a technical point of view and cognitive perspective where the technical perspective includes view, paradigm, belief, and mental model and cognitive perspective includes the know-how to perform the task. Consequently, the self-efficacy to share complex, psychologically significant knowledge is postulated to affect actual knowledge sharing. Based on existing literature, we propose the following hypothesis:
H1: *Tacit knowledge has a direct and positive effect on academic self-efficacy.*

Explicit Knowledge Sharing and Academic Self-Efficacy

Knowledge-sharing behavior happens in two forms: Explicit knowledge and Tacit knowledge. While the knowledge that is converted from the first type is fairly formalized and systematically arranged, it may be obtained through document readings or brainstorming with colleagues and subordinates; the second type is by its nature private and individual, highly non-linear, and difficult to transfer (Alavi & Leidner, 2001; Hisyam Selamat & Choudrie, 2004). This kind of knowledge cannot be stated in formal language because the exchanges are gesture-related instances of assessments, attitudes, opinions, engagements, and impetus per individual. It can take one of the following forms depending on the learning objective such as the use of symbolic representations like sketches, graphics, use of gestures, and is often not short of practical knowledge (Koskinen et al., 2003; Nonaka & von Krogh, 2009). The concepts of knowledge construction improve academic self-efficacy because the recipient can recognize accomplishment in terms of effectively completed tasks. A content source is self-efficacy which makes people's internal context more effective in dealing with learning difficulties and improves performance (Lin, 2007; Lu et al., 2023; Witherspoon et al., 2013). In more specific terms, there is a greater internal efficacy belief for teachers in terms of their capability to accomplish specific assignments efficiently. Consequently, such teachers are predisposed to knowledge-sharing with others based on what they consider their ability to perform better (Kankanhalli et al., 2005; Lu et al., 2023). Looking at the empirical literature, Lin (2007) pointed out the interaction between knowledge-sharing behaviors and self-efficacy. Drawing from the existing literature, we propose the following hypothesis:
H2: *It was found that explicit knowledge has a direct and positive relationship with academic self-efficacy.*

Academic Self-Efficacy and Second Language Acquisition

According to Bandura (1986), one concludes that self-efficacy varies as the task varies. Consequently, academic self-efficacy measurement is 'fine-grained,' as opposed to 'coarse-grained as stated by Williams (1994), linguistics is distinct from other types of knowledge. It calls for more attention to be paid to the development of learner self-efficacy and to the factors that affect self-efficacy in a foreign language context. Several previous types of research have looked at self-efficacy in another area of learning but much less has been done on self-efficacy in the context of learning a foreign language in the previous decade there has been growing concern. Prior studies around foreign language learning have measured self-efficacy in terms of only

a few variables such as learning strategies, language anxiety, performance, and especially attributions. But still in this domain little study is conducted. Many works, reviewing the results of different researchers, pointed out that self-efficiency is a significant aspect that defines students' engagement, persistence, the number of efforts, chosen goals, and utilization of self-regulated strategies while performing the task It is self-efficacy (Lane et al., 2004; Linnenbrink & Pintrich, 2003; Pajares, 1996; Schunk, 2003), Self-efficacy was introduced by Bandura (2006) as the intervening variable between learner's ability, behavior and accomplishments. Foreign language learning self-efficacy is related to performance in all the areas of the languages and the strong evidence for these findings based on the existing literature has been provided by Mills, Bandura (2006), Hsieh (2008); Pajares (1996), Hsieh & Kang (2010) and Lu et al. (2023).

Because beliefs and thoughts are so critical to learner self-efficacy, more research on this construct and how to foster it in learner contexts like schools and universities is warranted. Academic self-efficacy can be managed as a cognitive-motivational construct, where pupils assess their capability to accomplish academic tasks (Bandura, 1997). Learners with low self-efficacy have beliefs that doubt their capability to learn; they are prone to escape or even quit certain tasks (Dökmecioğlu et al., 2022). High self-efficacy students use health adaptive coping approaches (for example seeking assistance from teachers) when facing academic challenges, exert more effort, and are persistent when faced with difficulties (Linnenbrink & Pintrich, 2003). They also have a perception of shame control over particular academic work, which enhances their interest and pleasant affectivity in learning contexts (Pekrun et al., 2002). According to the self-efficacy, the learners use enhanced self-regulated learning and other metacognitive approaches as well as feel more academically competent than the low self-efficacy learners (Klassen & Usher, 2010; Linnenbrink & Pintrich, 2003; Pintrich & De Groot, 1990; Walker et al., 2006). Based on the literature, we develop the following hypotheses:
H3: *Academic self-efficacy has a direct and positive effect on second language acquisition.*

Moderating The Role of Teachers' Emotional Intelligence on The Relationship Between Tacit & Explicit Knowledge and Academic Self-Efficacy

Literature on the subject of Emotional Intelligence (EI), has attracted a lot of attention since the publication of an article by Daniel Goleman 'Emotional Intelligence' (Goleman, 2001). This is because by intuition people understood that although intelligence or IQ or what can be described in fact as academic intelligence is not enough to predict success and effective functioning in life. As Goleman (2001) claimed, based on the results of the study, conventional IQ explains approximately 20 percent of the factors that define life success. Public school education is therefore interested in endeavoring to impart factual knowledge, skills, attitudes, and values necessary to unlock the determinants of life success which lie 80% outside conventional academic intelligence. The second factor that concerns the subject of this paper is the general desire to study the idea of emotional intelligence taking into account the most significant societal changes linked with the growing sophistication and differentiation of society that has engendered specific behaviors that may contribute to uncivilization.

A close relationship between EI and teachers' self-efficiency, regarding their beliefs about their abilities in a class, has been researched in many investigations. For example, Rastegar & Memarpour (2009) studied this relationship in 72 secondary school teachers in Shiraz–Iran, and reported a significant relationship between EI and self-efficacy. Similarly, Fabio & Palazzeschi (2008) administered a survey to 169 Italian teachers thus establishing the relationship of self-efficacy with EI, and found that intrapersonal EI is the best predictor of teacher self-efficacy. Moreover, Moafian & Ghanizadeh (2009) examined the correlation between EI and self-efficacy among language institute teachers and included 89 qualified EFL teachers. From their research, they established that EI had a positive moderated relationship with the self-efficacy perception of these instructors.

To elaborate on the understanding of EI and self-efficacy, Rastegar & Memarpour (2009) selected the population of High School English as a Foreign Language teachers. They described their approach to studying the interconnection of these two variables controlling the participant's age, gender, and teaching experience. Their study showed evidence of a positive correlation between EI and student self-efficacy. Also, the researchers compared variables such as age, and gender among others, and found no significant difference in EFL teachers' emotional intelligence and self-efficacy.

More specifically, the current study seeks to fill this gap and extend the current literature on the link between EI and teacher efficacy. The authors pinpoint that most of the studies were dedicated to teachers in primary and secondary education or language institutes, etc., while this investigation is targeted on the university teachers and their relations. Tseng & Tsai (2010) also stress that these self-efficacy beliefs are relative arguing that the conditions in schools or any language institute can be very different from that in any university. These distinctions might well bear upon aspects of teaching and the origins of teachers' impression of their competence. Therefore, there is a dearth of knowledge regarding the association of EI and self-efficacy with university educators. Therefore, this study aims to explore the moderating role of EI between the channels of tacit knowledge and self-efficacy through the following hypotheses:
H4: *Instructors' emotional intelligence moderated between the relationship of tacit knowledge and academic*

self-efficacy
H5: *Instructors' emotional intelligence moderated between the relationship of explicit knowledge and academic self-efficacy*

Figure 1 summarizes these hypotheses and the relationship between the variables in a conceptual model.

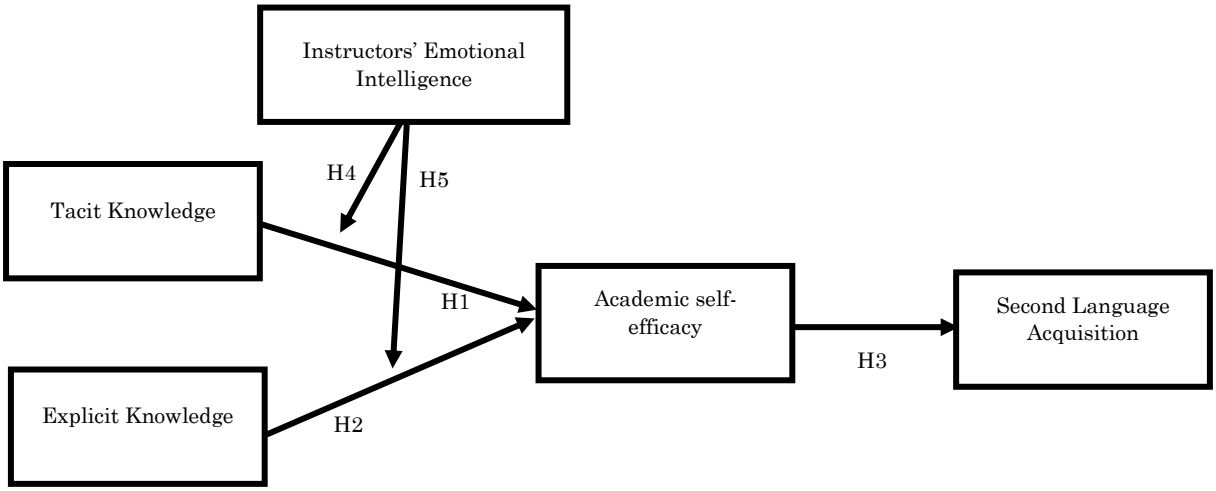

Figure 1: *Conceptual Model.*

Research Methodology

Research Design

This study used a quantitative research design, where the data were collected to test the comprehensive hypotheses as stated in the conceptual model. This approach enables the simultaneous analysis of the combinations and interactions between implicit and explicit knowledge-sharing behaviors, academic self-efficacy, emotional intelligence, and second language acquisition among university instructors. In a quantitative study, a cross-sectional research design establishes the proposed relationships within the conceptual model. Self-administered questionnaires were distributed to participants from different Saudi and Chinese universities, both public and private, in Riyadh, Qassim, and Hail in three months from October to December 2022. To integrate the quantitative findings and strengthen the evidence drawn, instructors' perceptions of the study were included.

Sampling

Both purposive and convenience sampling were used to identify participants who teach oral English currently and who have the appropriate academic certification. For the quantitative phase, participants comprised 347 faculty members from seven Saudi-related public and Chinese private universities. Through random and purposive sampling, 15 faculty members were from the quantitative sample to take a semi-structured interview. These informants were selected to provide a variety of teaching experiences, and levels of emotional intelligence.

Data Collection Instruments

Self-developed questionnaires based on constructs retrieved from the past literature were administered to faculty members in various departments, accompanied by a formal letter appealing to the faculty members to participate and conform to the norms of the study. A total of 460 questionnaires were administered, and 420 responses were collected. After excluding incomplete responses, 347 surveys with a response rate of 73.26% were found eligible for subsequent analysis. The reliability of the questionnaire items was tested with a pilot survey carried out on twenty instructors randomly selected from a particular higher education institution, not included in the main sample of the study. Changes were made in the questionnaire based on the pilot survey. For face and content validity, the modified questionnaire was also validated and modified by 10 professors from different universities of diverse regions and countries.

Knowledge sharing was addressed as a social interaction culture in which people at the workplace disseminate their knowledge, ideas, and expertise within the different posts all over the organization (Bock et al., 2005). To measure the aspects of Tacit knowledge, a five-item scale was adopted recommended by Bock et al. (2005), while Explicit knowledge was assessed using five items adapted from Liebowitz & Chen (2001) and Wang & Wang (2012). Second language acquisition as the dependent variable was measured using a 22-item scale adapted from Mohebbi & Alavi (2014). Teachers' emotional intelligence was assessed by a 33 items

scale from Salovey & Mayer (1990) and academic self-efficacy was assessed by 12 items borrowed from Tschannen-Moran & Hoy (2001). The finalized questionnaire included a total of 77 items and formed the foundation of the current study. Participants responded to all items on a 5-point Likert scale where 1 was labeled Strongly disagree and 5 Strongly agree.

Data Analysis

The quantitative data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) because it is appropriate for exploratory research besides allowing for complex models (Hair et al., 2021). This approach also made it possible to analyze two or more relationships at an instance, which makes the results much more reliable. The PLS-SEM test also helps to avoid making any formal assumptions when conventional respondent data is used (Hair & Alamer, 2022). Furthermore, Smart PLS also offers options to meet in the case of small sample size or non-normality of data and enables estimating equations more than once and structural relations that are complex. Academic self-efficacy was analyzed as an endogenous variable influenced by two exogenous variables: namely tacit knowledge and explicit knowledge. Finally, there was evidence that emotional intelligence mediates the mentioned relationships in the present study. The PLS algorithm was used for analysis and bootstrapping. The numerical data collected were subjected to measurement modeling as well as further structural modeling.

Statistical techniques were used to analyze the survey data with a view of finding out, describing and reporting features in the study variables. The results of this approach were valuable and helped give insight into the objectives of the research. While working on the present study, the descriptive statistics helped in providing a broad picture of all correlations between the major variables which in turn reinforced both the validity as well as reliability of the study by nurturing the programs that offered for a closer look at those relationships within the gathered data. The quantitative approach used in this research enabled the researcher to have substantial understanding of how and why such relationships are developed, and statistical analysis formed part of this study's evidence.

Results

Table 1 presents the demographic profile of the sample. More specifically, 183 (52.7%) of the sample were female instructors while 164 (47.3%) of the sample were male instructors. Most of the instructors were within 31-40 years (55.3%) followed by 41-50 years (23.1%) and 20-30 years (21%). The majority of participants had a PhD (211, 60.8%) as their highest academic degree and had 5-8 or 9-11 years of teaching experience; their positions comprised that of assistant or associate professor.

Table 1: *Descriptive Statistics.*

Categories	Items	Frequency	Percentage
Gender	Female	183	52.7
	Male	164	47.3
Age	20-30 years	73	21.0
	31-40 years	192	55.3
	41-50 years	80	23.1
	>50 years	2	.6
Education	Bachelor	52	15.0
	MS/M.Phil.	84	24.2
	PhD	211	60.8
Working period as a teacher	<5 years	26	7.5
	5-8 years	124	35.7
	9-11 years	118	34.0
	>11 years	79	22.8
Position	Lecturer	53	15.3
	Assistant Professor	120	34.6
	Associate Professor	115	33.1
	Professor	59	17.0

The assessment of the measurement model was conducted based on three main criteria: coefficient of determination, average variance extracted (AVE), and composite reliability (Hair & Alamer, 2022). It was found that all the indicators used in this research had Cronbach's alpha values higher than 0.70 which is good considering that ideal values are above 0.80 (Hattke et al., 2020). This holds implications for the objective of examining the reliability of the scale for measuring the social presence of the data bearing witness to this. The study also showed that all the variables under analysis exhibited factor loading greater than 0.70. Furthermore, the values of the composite reliability (CR) for these variables were above the recommended value of 0.70. (Hair et al., 2021) suggest that the approach to item

elimination is the eradication of items with loadings ranging from 0.40 to 0.70 if the move enhances the CR and AVE for the reflective-formative mix. They were excluded from the analysis in this study which excludes items ASE7, SLA7, SLA8, SLA20, EI5, and EI28. By removing these items, the factor loadings, CR, and AVE exceeded the established cutoffs to call them acceptable. Hence, measures of the research model achieved convergent validity and are suitable for subsequent structural modeling investigations. Table 2 summarizes the measurement model and revelations.

Table 2: *Measurement Model.*

Items	Factor loading	α	CR	AVE	Items	Factor loading	α	CR	AVE
Academic self-efficacy		0.892	0.917	0.540	*Emotional Intelligence*		0.943	0.947	0.560
ASE1	0.798				EI1	0.684			
ASE10	0.797				EI10	0.608			
ASE11	0.671				EI11	0.734			
ASE12	0.423				EI12	0.722			
ASE2	0.813				EI13	0.658			
ASE3	0.777				EI14	0.596			
ASE4	0.831				EI15	0.575			
ASE5	0.838				EI16	0.577			
ASE6	0.842				EI17	0.600			
ASE8	0.681				EI18	0.559			
ASE9	0.848				EI19	0.586			
Second Language Acquisition		0.813	0.763	0.515	EI2	0.683			
SLA1	0.754				EI20	0.590			
SLA10	0.824				EI21	0.566			
SLA11	0.752				EI22	0.493			
SLA12	0.822				EI23	0.523			
SLA13	0.873				EI24	0.555			
SLA14	0.500				EI25	0.505			
SLA15	0.469				EI26	0.523			
SLA16	0.595				EI27	0.779			
SLA17	0.524				EI8	0.701			
SLA18	0.532				EI29	0.724			
SLA19	0.494				EI3	0.710			
SLA2	0.418				EI30	0.528			
SLA9	0.892				EI31	0.701			
SLA21	0.654				EI32	0.753			
SLA22	0.677				EI33	0.887			
SLA3	0.894				EI4	0.729			
SLA4	0.539				EI9	0.695			
SLA5	0.779				EI6	0.671			
SLA6	0.756				EI7	0.746			
Tacit Knowledge		0.900	0.926	0.713	*Explicit Knowledge*		0.770	0.805	0.546
TK1	0.844				EK1	0.827			
TK2	0.845				EK2	0.862			
TK3	0.852				EK3	0.744			
TK4	0.833				EK4	0.840			
TK5	0.849				EK5	0.708			

Note: TK: Tacit Knowledge, EK: Explicit Knowledge, ASE: Academic self-efficacy, SLA: Second Language Acquisition, EI: Emotional Intelligence

Furthermore, to test discriminant validity, the Heterotrait-Monotrait (HTMT) procedure developed by Henseler et al. (2015) was used. This validity was assessed with two different approaches. The first activity covered the issue of setting up the value of HTMT as a starting point. A threshold of HTMT above 0.90 indicates a lack of adequate discriminant validity. Users must be aware that there is ongoing debate among the researchers on what value of HTMT should be used when the correlations are near to one. While some researchers suggest a cutoff value of 0.85 others believe in the use of a threshold of 0.90 (Sarstedt et al., 2022). The second approach of discriminant validity was done by checking the range of HTMT values that must not exceed 1. If we exclude 1 from this range, then we see that the variables are defined with regards to operationalism from an empirical sense. As it is summarized in Table 3, the HTMT values between the constructs are all below 0.85. Moreover, to discriminant validity, it has been confirmed that it has been achieved in this research.

Table 3: *Discriminant Validity through Heterotrait–Monotrait Ratio (HTMT).*

Constructs	ASE	EI	EK	SLA	TK	EI x EK	EI x TK
ASE							
EI	0.613						
EK	0.790	0.625					
SLA	0.351	0.261	0.315				
TK	0.737	0.510	0.771	0.695			
EI x EK	0.166	0.147	0.149	0.223	0.146		
EI x TK	0.161	0.129	0.173	0.155	0.344	0.768	

Note: TK: Tacit Knowledge, EK: Explicit Knowledge, ASE: Academic self-efficacy, SLA: Second Language Acquisition, EI: Emotional Intelligence

After calculating measurement modelling, the evaluation of structural modelling was performed (Hair et al., 2021). When assessing structural models, beta and t-values were taken into consideration as critical indicators. In Smart PLS 4, bootstrapping is used to determine the path coefficients of the direct hypotheses (see Table 4). The validity of the hypotheses was determined by comparing the results to the predetermined threshold values (t>1.645; P 0.05). The direct and indirect impacts of the SEM were analyzed using four criteria. The first step is to calculate the total variance explained by each variable by assessing the R^2 level of the endogenous latent constructs. According to Cohen (1988), the value assigned to R^2 changes depending on the nature of the investigation being conducted, with values of 0.13, 0.26, and 0.09 indicating moderate, high, and low levels of significance. In addition, the direct effect model revealed that academic self-efficacy had an R^2 of 0.394 for endogenous variables in the present research, indicating that tacit knowledge, explicit knowledge and emotional intelligence can predict a change in academic self-efficacy of 93.1%. Moreover, the coefficient of determination (R^2) values for second language acquisition indicates that academic self-efficacy can predict 55.9% of the variation in SLA. Table 4 shows that the model has a high predictive accuracy.

Table 4: *Coefficient of Determination in the PLS Method.*

Constructs	R-square	R-square adjusted	Q^2predict
Academic self-efficacy	0.931	0.929	0.542
Second Language Acquisition	0.559	0.556	0.464

As a second step, the predictive relevance (Q^2) values of the model were calculated using a cross-validation redundancy method (Hair et al., 2014). Table 4 and Figure 2 show that the model's predictive relevance is acceptable since Q^2 values are greater than zero: $Q^2 = 0.542$ for the indirect influence of Tk, EK, EI on ASE, and $Q^2 = 0.464$ for the direct effect of ASE and SLA. Figure 2 also exemplifies better patterns of learning behavior being pointed out by emotionally intelligent teachers who bring positive emotions into the classroom.

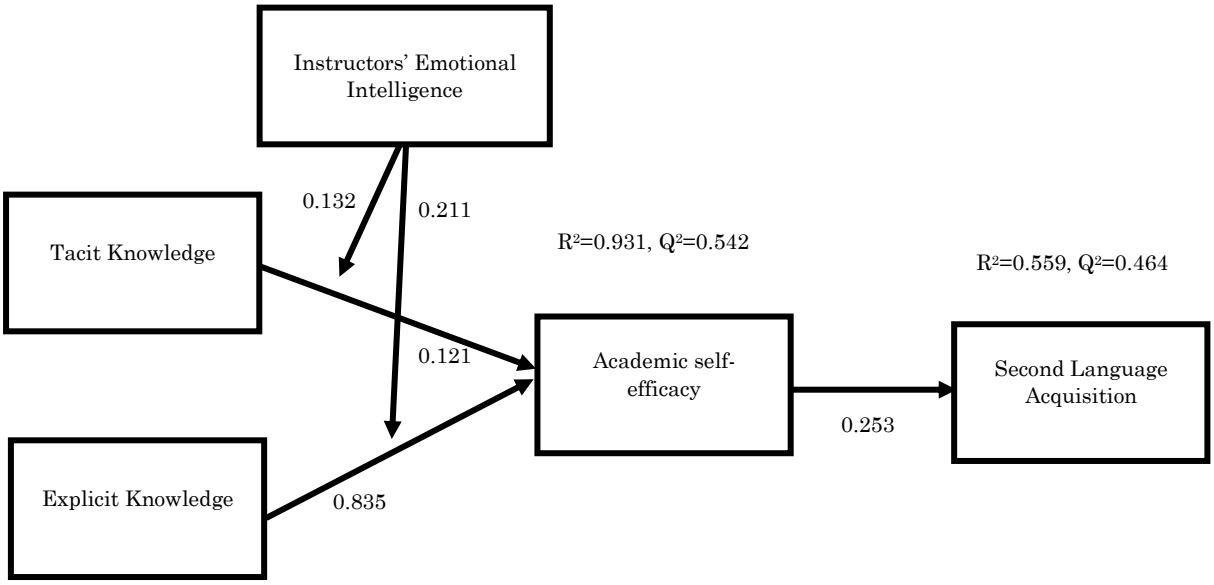

Figure 2: *Path Analysis of (n=5,000 Bootstrapped Samples).*

The outcomes noted a positive and significant relation between tacit knowledge and academic self-efficiency (ASE) (ß = 0.121, P < 0.05), explicit knowledge and ASE (ß = 0.8351, P < 0.05), and ASE and second language acquisition (SLA) (ß = 0.253, P < 0.05) The table shows all these findings. Due to these all three research hypotheses of the study, H1, H2, and H3 were supported. In addition, the measure of the relative

strength of impact known as the effect size (f^2) establishes the extent of the impact that the exogenous (independent) variable has on the endogenous variable. Cohen (1988) thought that effect size estimates of 0.25, 0.02, and 0.35 are medium, moderate, and large effects respectively.

The path coefficient for study variables, as shown in Table 5, is 1.151 for TK- ASE, 3.833 for EK- ASE, 1.541 for ASE- SLA, 1.148 for moderating effect of EI on TK and ASE, and 1.194 for moderating effect of EI on EK and ASE. The evidence obtained suggests that the impact of these exogenous variables on the endogenous variables is moderate to substantial. Last, the moderating effect of EI was significant and positive on the relationship between TK and ASE ($\beta = 0.132$, $P < 0.05$) and EK and ASE ($\beta = 0.211$, $P < 0.05$), so the moderating hypothesis H4 and H5 were also accepted.

Table 5: *Results of the Structural Equations Model.*

Hypotheses	Relationship among Variables	β	Sample mean	S.D.	T Values	F square	P values	Remarks
	Direct Effect							
H1	TK -> ASE	0.121	0.122	0.024	5.001	1.151	0.000	Supported
H2	EK -> ASE	0.835	0.832	0.023	36.004	3.833	0.000	Supported
H3	ASE -> SLA	0.253	0.229	0.051	6.322	1.541	0.016	Supported
	Indirect Moderating effect							
H4	EI x TK -> ASE	0.132	0.133	0.053	2.880	1.148	0.018	Supported
H5	EI x EK -> ASE	0.211	0.212	0.064	3.463	1.194	0.033	Supported

Note: TK: Tacit Knowledge, EK: Explicit Knowledge, ASE: Academic self-efficacy, SLA: Second Language Acquisition, EI: Emotional Intelligence

Discussion

A major premise in this study was that tacit and explicit knowledge has a positive effect on the academic self-efficacy of university instructors in Saudi Arabia with emotional intelligence acting as a mediator. It also explored the function of self-efficacy that focuses on the second language acquisition process. In general, the findings of the current study showed that both types of knowledge were significantly and positively associated with instructors' self-efficacy for academic tasks. Based on the above findings, it was proposed that self-efficacy and confidence could precede knowledge sharing of tacit knowledge. The results also showed that a positive attitude about the ideals of effective Knowledge Transfer among the instructors increases their academic self-efficacy. The two interventions had positive and significant impacts theoretically and on the effectivity of the relationships where emotional intelligence acted as a moderator between tacit knowledge and academic self-efficacy, and between carried out explicit knowledge and academic self-efficacy. This shows how the use of emotional intelligence can increase self-efficacy among teachers in all types of learning institutions.

Finally, in the study's findings, it was discovered that self-efficacy has a very high relationship with second language acquisition. Self-efficacy beliefs make a significant contribution to teacher's drive to increase professionalism, and the statistics convey the relationship between professionalism and students' learning outcomes in language learning. Equally in their introduction, the evidence stated included Bandura's social cognitive theory which stated that self-efficacy beliefs influence actions and behaviors. The study also revealed an indication of the flow between the two forms of knowledge; explicit and tacit knowledge, and how the two boost academic self-efficacy and consequently SLA. From the study, self-efficacy has a direct correlation with more effective behaviors in the teaching of second languages to enhance student performance. This research confirms earlier research that has found that self-efficacy leads to effort and motivation in enhancing spoken language.

Better patterns of learning behavior are also pointed out by emotionally intelligent teachers who bring positive emotions into the classroom. This in turn results in increased motivation for the students and uptake of language learning. Effective classroom management emotionally intelligent teachers are also more productive when it comes to approaches that enable the students to master lessons in language the relationship between, self-efficacy, and SLA. It supports the statement made at the beginning of this paper, that second language acquisition is not solely a cognitive process, but it has an affective motivation behind it as well as learners' and teachers. The findings also affirm that self-efficiency may assist deprived teachers to expand more effort into enhancing their students' oral English vocabulary thereby increasing their learning achievements.

Limitations and Future Research Directions

However, like any other research work, this study also has several limitations, although the theoretical model was developed, strenuous efforts were made in the analysis part to arrive at the correct conclusion and the model was considered robust and reliable. Such limitations provide one with useful ideas for future studies: The first one is concerned with sample size and target population of the study. However, the sample is relatively

small, and thus the results cannot be generalized to Saudi Arabia because the respondents were only from the middle region of Saudi Arabia namely Riyadh, Qassim, and Ha'il. To improve future research on campus, the scholars could increase the sample size and collect information from several universities in the different regions of the Saudi kingdom. Furthermore, the use of survey data, and the use of a single data source, can potentially result in common method variance. Future research may eliminate this by administering the data from other officials and in this case supervisors or department heads.

This study is an important contribution to the line of research in linguistics because it allows the mapping between tacit and explicit knowledge-sharing behaviors, self-efficacy, and emotional intelligence in SLA. Through these dynamics, the study contributes to the knowledge of how to constructively address language teaching and learning practices to improve the skills of teachers as well as learners. It fills a specific gap in the existing literature on SLA by linking effects and cognitions, which contributes more depth to the emitter-receiver dynamics that underpin second language education. Incorporating the given trends in linguistics that abandoned the traditional eristic approach in favor of affective and integrative, this work contributes to ongoing discussions and promotes the development of new approaches in teaching and learning.

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