



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

**A CORRELATIONAL STUDY EXAMINING THE RELATIONSHIP
BETWEEN EFL LEARNERS' TENDENCY TO USE THEIR
MOTHER TONGUE IN AN EFL CLASSROOM AND THEIR
EMOTIONAL INTELLIGENCE**

MASTER'S THESIS

TUĞÇE TAŞ DOĞDU

SUPERVISOR

ASSOC. PROF. DR. GÜLŞEN DEMİR

Ankara

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2019

ACCEPTANCE AND APPROVAL

To ufuk University Graduate School of Social Sciences,

This study named “A Correlational Study Examining The Relationship Between EFL Learners’ Tendency to Use Their Mother Tongue in an EFL Classroom and Their Emotional Intelligence” by Tuğçe TAŞ DOĞDU has been approved as a thesis for the Degree of Master in the division of English Language Teaching by the Examining Committee Members mentioned below:

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 10 June 2019 in accordance with the relevant articles of the Rules and Regulations of Ufuk University Graduate School of Social Sciences, and was accepted as a Master’s Thesis in the Program of English Language Teaching by the Board of Directors of the Graduate School of Social Sciences on ..18 / 06 / 2019...





Prof. Dr. Mehmet TOMANBAY

Director of Graduate School of Social Sciences

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezinin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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08/07/2019

Tuğçe TAŞ DOĞDU



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*to my inspiring son Arden,
who turns everything he touches into a fairy tale...*

ABSTRACT

TAŞ DOĞDU, Tuğçe, “A Correlational Study Examining The Relationship Between EFL Learners’ Tendency to Use Their Mother Tongue in an EFL Classroom and Their Emotional Intelligence”, Master’s Thesis, Ankara, 2019.

Emotions and intelligence have had different paths for the sake of the same purpose in the educational history for a long time. However, since the beginning of this century, emotions have become perceptibly visible by the theorists, educators, and school managements. Emotional intelligence which has a potential to identify, deduce, administrate and react what you and others do has still been a hot and an undervalued topic due to its being less practised in an ELT world.

The main aim of this quantitative research is to find out a reasonable correlation of the relationship between the learners’ level of emotional intelligence and their tendency to use their mother tongue in an EFL (English as a Foreign Language) classroom. While the components of emotional intelligence consist of intrapersonal, interpersonal, adaptability, stress management and general mood scales, the subsections of the use of L1 questionnaire include the extent to which the learners speak their mother tongue during the lessons. Also, the latter one includes the use of language, four skills, pair and group work activities, giving/taking feedback and difficulty in understanding instruction together with the amount of mother tongue use in classes by the teachers and the learners. Furthermore, the different variables of this study such as learners’ background of English language, levels, gender, level of exposure to English language and school background were also comparatively examined and analyzed by comparing with the main topic of Emotional Intelligence (EQ) and the extent to which the Learners’ Use Their Mother Tongue in an EFL Classroom questionnaire. Considering a vast number of researches, it can be claimed that the concepts of Emotional Intelligence and using mother tongue in an EFL class are directly connected in terms of having an inverse relationship. Hence, the valid ground of the idea of why this study centers upon the concept of emotional intelligence (EI) is that emotions are in the centre of our lives and have a key role in the personality of learners which in turn influence their academic achievement thoroughly. That’s why doing a correlational study makes sense in this context and contributes to the field.

The universe of the study consists of 179 adult participants, randomly selected 89 girls and 90 boys above 18, who have been studying English as a foreign language in preparatory education of two private universities in Ankara in the academic year of 2018-2019. The research was conducted at one time during the lesson hour of the learners in 35-40 minute-period. One of the two questionnaires administered in this study is an adapted form of Bar-On EQ-i formed by Reuven Bar-on (1997). The reliability and validity of the Turkish version of this questionnaire were measured, modified and translated into Turkish by (Acar, 2001). The reliability co-efficient of the new version of this instrument having 88 questions instead of 133 items was identified as .92. Besides, the reliability co-efficient of the Learners' Use of L1 in an EFL classroom questionnaire (Ofiaz, 2009) having 18 multiple choice questions and one follow-up open-ended question was identified as .84. These results showed their reliability and validity as valid. A short Personal Information Form, designated by the researcher to define some certain characteristics of participants that can be relevant to the main topic, was additionally applied as a data collection tool. For the performance of data analysis, Pearson correlation analysis, and two-way factor analysis (Two-Way Anova) were applied to see if there are any meaningful differences between the variables.

In consequence of the data analysis, the results have a negative correlation in that the learners' tendency to speak their mother tongue in a foreign language classroom differed on account of the emotional intelligence level of the learners. The results simply show that the lower emotional intelligence a learner has, the more the learner tends to speak his/her mother tongue in an EFL classroom.

Accordingly, this research may be deemed as evidence demonstrating the influence of learners' EI on their academic life in terms of having active communication in the target language.

Key Words: Foreign Language Learning, Emotional Intelligence, Use of L1, Social Emotional Intelligence, Bar-On EQ-i, Intelligence Quotient

ÖZET

TAŞ DOĞDU, Tuğçe, “Yabancı Dil Olarak İngilizce Öğretilen Bir Sınıfta Öğrencilerin Kendi Anadillerini Kullanma Eğilimleri ile Duygusal Zeka Seviyeleri Arasındaki İlişkiyi İnceleyen Bir Korelasyon Çalışması”, Yüksek Lisans Tezi, Ankara, 2019.

Duygular ve zekâ, eğitim tarihinde uzun süredir aynı amaç uğruna farklı yönlerde kendilerine yol bulmuşlardır. Ancak içinde bulunduğumuz yüzyılın başında, duygular teorisyenler, eğitimciler ve okul yöneticileri için algısal olarak görünür hale gelmiştir. Kendimizin ve başkalarının eylemlerini anlamlandırma, çıkarım yapma, yönetme ve onlara tepki verme potansiyelimizi oluşturan duygusal zekâ ile ilgili çalışmalar, İngiliz Dili Eğitimi alanında daha az uygulanması bakımından göz ardı edilmiş bir konu olarak güncelliğini korumaktadır.

Bu niceliksel araştırmanın amacı İngilizceyi yabancı dil olarak öğrenen öğrencilerin duygusal zekâ düzeyleriyle, sınıfta ana dillerini kullanma eğilimleri arasında anlamlı bir ilişki bulmaktır. Duygusal zekâ ölçeğinin bileşenleri içsel zekâ, kişilerarası zekâ, uyum yeteneği, stres yönetimi ve genel ruh halini ölçerken, ana dil kullanımı anketinin alt bölümleri öğrencilerin ders süresince ana dillerini ne oranda kullandıklarını ortaya çıkarmayı amaçlamaktadır. Ana dil kullanımı anketinde dört beceri, ikili etkinlikler veya grup çalışmaları, dönüt alma/verme, yönergeleri anlamamanın zorluğu ve öğretmen ile öğrencilerin Türkçeyi kullanma oranları hakkında sorular mevcuttur. Ayrıca, Duygusal Zekâ kavramıyla öğrencilerin ana dil kullanma eğilimlerinin kıyaslanmasında, öğrencilerin İngilizce öğrenim geçmişleri, dil seviyeleri, cinsiyetleri, İngilizceye maruz kalma oranları ve eğitim geçmişleri gibi değişkenler de incelenmiş ve analiz edilmiştir. Çok sayıda araştırma göz önüne alındığında, Duygusal Zekâ ve İngilizce dil sınıflarında ana dil kullanma eğilimi kavramlarının evrik bir ilişki taşımaları bakımından birbirlerine doğrudan bağlantılı olduğu çıkarılabilir. Bu nedenle, bu çalışmanın Duygusal Zekâ (EI) kavramı üzerine temel alınmasının sebebi olarak, duyguların hayatımızın merkezinde var olduğu ve öğrencilerin kişiliklerini ve dolayısıyla da akademik başarılarını belirlemede anahtar oldukları fikri gösterilebilir.

Bu çalışmanın evrenini, 2018-2019 akademik yılında Ankara'daki iki vakıf üniversitesinin hazırlık sınıflarında İngilizce eğitimi gören 18 yaşının üzerinde, 89'u kız, 90'ı erkek olmak üzere, rastgele seçilmiş toplam 179 katılımcı oluşturmaktadır.

Araştırma, öğrencilerin ders saatinin 35-40 dakikalık bir bölümünde bir kerede gerçekleştirilmiştir. Bu çalışmada kullanılan iki anketten biri, Reuven Bar-on (1997) tarafından geliştirilen Bar-On-EQ-i'den uyarlanmıştır. Bu anketin Türkçe örneği Acar (2001) tarafından tadil ve tercüme edilmiş, geçerlik ve güvenilirliği ölçülmüş, 133 yerine 88 sorudan oluşan bu yeni ölçeğin güvenilirlik katsayısı .92 olarak bulunmuştur. Bunun yanı sıra, İngilizceyi yabancı dil olarak öğrenen öğrencilerin sınıfta anadil kullanımlarını ölçen, 18 çoktan seçmeli, bir açık uçlu sorudan oluşan anketin (Oflaz, 2009) güvenilirliği .84 olarak bulunmuştur. Bu sonuçlar, geçerlik ve güvenirlüğün doğru olduğunu göstermektedir. Katılımcıların esas konuya ilişkin olarak incelenebilecek bazı özelliklerini tanımlamak üzere araştırmacı tarafından geliştirilen kısa bir Kişisel Bilgi Formu da veri toplama aracı olarak kullanılmıştır. Veri analizi sırasında, değişkenler arasında anlamlı bir farklılık olup olmadığının saptanması için Pearson ilişki çözümlemesi ve iki yollu anova analizi uygulanmıştır.

Veri analizi sonucunda elde edilen bulgular, öğrencilerin yabancı dil sınıflarında anadil kullanma eğilimlerinin duygusal zekâ seviyelerine göre farklılık göstermesi bakımından negatif ilişki taşımaktadır. Sonuçlar basitçe göstermektedir ki, öğrencinin duygusal zekâ seviyesi düştükçe yabancı dil sınıfında ana dilini kullanma eğilimi artmaktadır. Sonuç olarak, bu çalışma öğrencilerin duygusal zekâ düzeylerinin hedef dilde etkili iletişim kurmaları bakımından akademik yaşantıları üzerinde etkisini ortaya çıkarmayı amaçlamaktadır.

Anahtar Kelimeler: Yabancı Dil Öğrenimi, Duygusal Zeka, Ana dil Kullanımı, Sosyal Duygusal Zeka, Bar-On Duygusal Zeka Ölçeği, Entelektüel Zeka

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Learning a language is too genuineness process as people acquire a foreign language in a dissimilar way in which they are required to handle and face with many different challenges throughout the process itself (Skehan, 1989). This uniqueness determines the success and efficiency of learners. That is a crystal-clear fact that with the current theories and researches proving it, during this learning process, learners are expected to uncover their emotions together with their capabilities and abilities, the ways how they understand and react to a topic that includes their understanding and performance, the actions to make them succeed more, their thoughts and feelings, their personality types, learning styles and strategies, their level of intelligence: both IQ and EQ, their aptitude and the type of their motivation. All of these aspects are fundamentally significant in affecting the learners' acquisition of a language integratedly at varying rates. On this basis, emotions shape a person's life and learning especially a foreign language by revealing the background of the learners' perception of life, experiences of themselves, and their behavior and reaction to the others (MacIntyre & Gregersen, 2012; Mendez Lopez & Pea Aguilar, 2013). They are the main components of what makes a person. That's why emotions need to be regarded as the medium of learning by being a motivation tool behind many people's attitude towards learning as well.

Based on the researches, especially in the fields of education and psychology, in the last three decades, the organizational behavior has been shaped by the common long lasting interest in emotions leading to the emergence of new terms of intelligence, all of which refer to emotions and intelligent thinking (Bower, 1981). The main concern of those studies was directed towards only the link between logic and emotion since they were thought to be something in opposition. On the other hand, the following studies have alternated in a way that the interaction of cognition and emotions has been focused on after the appearance of the term Emotional Intelligence (EI) in educational context. This was presented the first time

by Salovey and Mayer, respectively, from Yale and New Hampshire Universities (1990). However, its background goes back to 1920 when it was called as social intelligence by Thorndike. According to Salovey and Mayer, EI is a form of social intelligence in which an individual's understanding of his/her own emotions and others' emotions while being able to make a distinction between them, and also an individual's ability to use all experiences gained in this process in his/her own thoughts and attitudes are required (1990). As its name signifies, it is simply defined as a kind of integration of "emotion" and "intelligence".

As mentioned above, conventional perspective in education clearly shows us that the IQ level was the only source to be based on in order to grasp how successful a learner was, which can still be found out today. In the background of this perspective, in most of the curricula in many countries, the main tendency was on only the cognitive sides of learning excluding the emotions of learners, and also the definition of learning was regarded as simply about their intelligence led by their cognition and analysis while leaving out the terms like imagination, intuition and emotions (Kezar, 2005, p.49). Within the process of giving importance to learners' emotional and social backgrounds, the EI concept can be defined as:

We define EI as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer, Salovey & Caruso, 2004, p. 197).

Based on its recent meaning, it has become more precious in terms of being an academically successful and competent learner. Together with this, learners are able to put up with the requirements of academic life while simultaneously having less dependency on others as their tendency has already been directed to how to manage their own emotions in every aspect of life including school life challenges.

Learning and teaching a language may not be too easy all the time as there are so many variables that can operate in a good or bad way in the period of getting educated. One of the major problems faced has been *communication* in another language as it is accepted worldwide that communication in a language learning

process is the base to acquire and perform a language especially in a foreign language. English is the most commonly preferred second language due to its historical, social and political background, yet the learners especially in Turkey where English is the medium of teaching in many universities have difficulty speaking it. University Preparatory Schools have a one-academic year program to make learners get ready for their departments in terms of being able to grasp and communicate in English, yet the great majority of learners from the beginning till the end of this academic year avoid speaking in the second language no matter what their level is. In fact, most of the educators prefer removing the use of L1 in their classes, and many educational establishments having already “English Only Policy” regard it as a disadvantage hindering learning. Nevertheless, the tendency of learners not to communicate in a foreign language has been the concern of lots of researchers, and this condition has been linked to several factors until now such as anxiety or multiple intelligences. However, EI has been given a little attention in this context, and these two can possibly have a relation in that the major constituents of EI (including Self-Awareness, Self Regulation, Empathy, Motivation, Social Skills) with all its subscales include all dimensions of characteristics of a person. As will be shown in this study, one of the mostly used and reliable questionnaire of Bar-On’s EQ-i (Emotional Quotient Inventory), so as to measure a person’s level of EI, comprises all these competencies and subscales in itself giving a way to understand whether a learner has a high or low EQ.

The general framework of this part is that the first section of this study includes description of problem, purpose of study, scope of study and research questions, delimitations and limitations and definition of key terms.

1.2 DESCRIPTION OF PROBLEM

“I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them.”

Oscar Wilde, *The Picture of Dorian Gray*

As mentioned in the statement, emotions having the potential to be altered and improved establish control over our actions, decisions and judgments, and so who we are. The problems of societies mainly occur due to emotional ignorance (Payne, 1986, p.203). That's why emotions are highly essential in consideration of learning. According to Goleman, our decisions and actions that we practice are influenced by our emotions more than thought (Goleman, 1995, p. 21). By keeping this definition in mind, the significance of the Intelligent Quotient (IQ) has gradually been shifted towards EQ in the last three decades. In addition, Johnmarshall Reeve (2015, p.294) defines the concept as "Emotions are short-lived feeling-arousal-purposive-expressive phenomena that help us adapt to the new opportunities and challenges we face in the process of important life events". All of the four constituents in this definition coordinate the aspect of experience to be called emotion, which can improve or block the process of learning. A great number of studies prove that negative emotions on performance can affect learning in a disadvantageous way.

Learners or people simply having the inclination to identify, employ and control their emotions while understanding the others' are called emotionally intelligent people. Emotional Intelligence (EI) has been a catchy term since it was first mentioned by John D. Mayer and Peter Salovey as "an ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p.189). Up to now, this term has been defined and developed in several ways including some variations in the dimensions of what is dealt in EI by the other well-known researchers in this field. The increasing concern towards EI in the world may preferably be seen as an opportunity for language learning. Learning a foreign language and communication including emotions are indispensable parts. That's why in the efficient application of these two, learners are expected to retain information and have a good performance on using the foreign language actively. In this regard, anyone who desires improvement in his/her learning should refer to emotional intelligence.

In a traditional classroom setting, the emotions of learners were not given enough importance to make the learners a part of the learning process by ignoring

the main idea behind that they are emotional individuals. However, in time, since the beginning of 1970s, with the combination of humanistic approach and education, general intelligence has been given a way to the concept of being a social-emotional intelligent person, and the educational policies have unavoidably been affected by this trend of movement and tried to change their attitudes towards the learning process to fulfill the requirements of learners in all aspects. Today, in most settings of education, learners' level of intelligence is not only based on their level of IQ, instead they are expected to express themselves in all competencies of EQ and IQ in language learning process.

The classroom atmosphere in Turkey mostly consists of foreign language learners who insistently refuse to speak English as a foreign language in their lessons. Their preference is usually to use their mother tongue even if they have the ability and capacity to reply back in English. This possibly leads to a lack of comprehension and practice in their second language acquisition process, and also oral communication is neglected due to this tendency. Preparatory students at universities are particularly affected more as their only aim is to learn a foreign language optimally during two terms which make an academic year. However, the goal of learning a language worldwide is to communicate. It's the medium of understanding others. On the basis of these issues, the reasons behind this deficiency have been searched by a great body of researchers in different contexts, yet there are few studies which have been done on the relation of Emotional Intelligence and the tendency to use L1 in an EFL class. One of the anticipated problems owing to this avoidance is assumed to be the lower level of EI of learners. Only the total score of EI of the learners may not be associated with their tendency towards using L1 in an EFL classroom, yet one or more subscales of it might have a direct relation. If any relation is detected, this may contribute to improving the situation at schools in a way that utilizing the term of EI in education needs to be an integrated part of the education system.

Hence, this study aims to cast additional light on the relation of emotional intelligence levels of learners and their tendency to use their mother tongue in an EFL classroom. Besides, the subsections of using mother tongue in an EFL classroom questionnaire including the four skills, the use of language, the process

of pair or team work, understanding feedback and instruction and the degree of using L1 by teachers and learners are considered as variables to make a comparison. In addition, a total Bar-On EQ-i score including the scores on the subsequent 5 composite scales which also consist of the scores in 15 subscales: Intrapersonal (Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization); Interpersonal (Empathy, Social Responsibility, and Interpersonal Relationship); Stress Management (Stress Tolerance and Impulse Control); Adaptability (Reality-Testing, Flexibility, and Problem-Solving); and General Mood (Optimism and Happiness) is taken into consideration in this correlational study, and the findings of this study might provide a vision on the importance of EI in an academic setting by raising both the awareness of teachers and management in these two concepts (Bar-On, 1997).

1.3 PURPOSE OF THE STUDY

The study seeks to diagnose whether there is any relation between the learners' emotional intelligence level and their tendency to speak their mother tongue in an EFL classroom in preparatory schools. Specifically, to give some insights and further information to English teachers and school managers to get them to recognize the significance of EI in an educational setting was especially intended. What is more, even though a great deal of studies has already been done on EI and learning, the main motive was on a few studies performed on EI like speaking anxiety of learners, multiple intelligence versus EI, and their willingness of speaking English in the classroom and EI. With respect to this, Umar Farooq (2014), Bay & Lim (2006), Tosun (2013), Ehrman, Lou, & Oxford (2003) and many others studied on these concepts. Building on from the idea that the previous studies haven't taken the learners' inclinations into account, this research gives a new insight by exploring the tendencies of learners' use of mother tongue as it tries to demonstrate its relation with EQ.

1.4 SCOPE OF STUDY AND RESEARCH QUESTIONS

On the basis of the main research question, the scope of this current study is to find out whether there is a correlation between learners' EI, based on the results of the Bar-On EQ-i (1997), and their tendency to use of L1 in an EFL classroom by the learners (Oflaz, 2009). This study includes not only five composite scales of EI and their subscales, but also the subsections of the use of mother tongue in an EFL classroom which differentiate all skills and pair/group activities. Secondary questions are as follows:

1. Is there a statistically remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their level of Emotional Intelligence?

2. Is there a statistically remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and the five composite scales of Emotional Intelligence of learners?

a. Is there a remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their intrapersonal skills?

b. Is there a remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their interpersonal skills?

c. Is there a remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their adaptability skills?

d. Is there a remarkable significant relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their stress management skills?

e. Is there a remarkable relationship between EFL learners' tendency to use their mother tongue in an EFL Classroom and their general mood?

3. Is there any remarkable correlation between the subscales of learners' EI and their tendency to use their mother tongue in an EFL classroom?

4. What is the relationship between the subsections of the use of mother tongue in an EFL classroom and the level of learners' EI?

5. Are there any gender differences in respect to;

a. learners' EI ?

b. the five composite scales of EI?

c. learners' tendency to use of mother tongue in an EFL classroom?

1.5 DELIMITATIONS AND LIMITATIONS

Even though taking precautions in advance so as to guarantee the reliability and validity of this study, a few limitations inevitably were confronted. First of all, the study is only limited to university preparatory school level of learners. Therefore, there is no analysis of the students in other school levels or environments, yet the analysis is homogenous due to the fact that only prep school learners were taken into account.

Besides, the study sample size is restricted to only 179 learners at two private universities in Turkey. It might have revealed a different conclusion in consideration of the reliability if it had been performed in different contexts with more participants from various settings. Nonetheless, the number of males and the number of females participated in this study were almost equal, which shows a balanced distribution.

Furthermore, the numbers of the items in two different questionnaires were too many, so the learners had difficulty in answering to focus on them. However, the time allocated for learners was not so limited, so they mostly answered the items comfortably without getting stressed.

Except the two questionnaires given at the same time to the learners, another limitation is that there were no other types of analyses conducted in this study such as face-to-face interview or control-group study.

The last limitation might be that only the quantitative approach was used as the research method of analysis for this study, yet the results were revealed in a detailed descriptive way, which may refer to the qualitative one.

1.6 DEFINITION OF KEY TERMS

Bar-On EQ-i: 133-item self-assessment report measuring emotionally and socially intelligent behavior used in this study. (Retrieved from https://www.hpsys.com/EI_BarOnEQ-I.htm)

Correlation: The relationship or connection between two or more things.

EFL: It is an abbreviation which means English as a foreign language in a non-English speaking country. It is used while we mean the people who learn English as a foreign language; for example, a Turkish learner studies English in her country, we call her an EFL learner.

(Retrieved from <https://www.teachingenglish.org.uk/article/efl>).

Emotional intelligence (EI): Some definitions are:

An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures (Bar On, 2004, p. 14).

Another definition is;

... the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997).

Emotional Quotient (EQ): This term is coupled with EI. However, EQ is a kind of parallel term against IQ (intelligence quotient), and used to show the measurement of emotional social intelligence

(Retrieved from <https://dictionary.cambridge.org/dictionary/english/eq>).

ESI: It refers to emotional-social intelligence which has been supported by most of the scientists to deal with both emotional and social intelligence of learners at the same time as they are conceived as non-separable.

Gender: It is used to show either of two sexes: “male” or “female”.

(Retrieved from <https://en.oxforddictionaries.com/definition/gender>)

Intelligence: In his Theory of Multiple Intelligences, Howard Gardner defines intelligence as “the ability to solve problems, or to create products, that are valued within one or more cultural settings” (1999, p.11).

Intelligence Quotient (IQ): It is defined as “the ability to learn, understand, and make judgments or have opinions that are based on reason: an intelligence test”.

(Retrieved from <https://dictionary.cambridge.org/dictionary/english/intelligence>)

L1: It refers to the learners’ first language.

L2: It refers to the learners’ second language that they learn.

Mother Tongue: “the first language that you learn when you are a baby, rather than a language learned at school or as an adult”

(Retrieved from <https://dictionary.cambridge.org/dictionary/english/mother-tongue>)

Target Language: It is the language that learners want to/supposed to learn.

CHAPTER TWO

LITERATURE REVIEW

2.1 WHAT “EMOTION” STANDS FOR

Nothing in life has more strength to give the meaning of life and shape its characteristics than emotions. Emotions, which have been central in the management and organization position in the lives of people throughout the whole history of humankind, are instinctive feelings in that they are biological decision-making mechanisms and good at taking risks. On this point, Goleman stated in his book, *Why it can matter more than IQ?*, that “when it comes to shaping our decisions and our actions, feelings counts every bit as much -and often more- than thought.” (1995, p.21). Thus, implementing EI techniques at schools can most likely bring forth so many advantages by satisfying the learners’ desires and making them relatively competent in their subject. To set another example, Christianson in his edition defines emotion as:

Emotion is evolution’s way of giving meaning to our lives. Our lives are ordered and organized by our needs, motives and concerns. Human actions are guided and motivated, firstly, by biological needs and all the instrumental plans that developed to achieve them, and, secondly, by social-cognitive motive and goals, and plans for issue for them (Christianson, 2014, p.4).

As mentioned in the previous statement, in order to survive in every setting, either at school or at work, people are supposed to handle their basic needs together with their motivations and purposes to live. To do this, one needs to know that being conscious of your own emotions can direct you towards your goals by providing enough support and internal motivation.

As for Goleman, emotions can assist us to overcome the challenging situations while pushing us to be awake and move forward, and it is regarded as a heritage from cave-man ancestors generally encountering the situations of life-and-death. He also asserts that today the main influence of emotions is on thought, which can be called as two minds: one to think and other to feel. The intelligence deals with thinking, calculating and expressing whilst the affective one is quick-tempered

and strong. The two are supposed to perform in accord with each other, yet sometimes affection may surpass intelligence (2005).

The term of emotion which has had a big number of audience recently due to its popularity, on conventional basis, was regarded as something secondary and different from the concepts of cognition and intelligence. Its importance was neglected for a long time, especially in teaching & learning process on the grounds that “behaviorism” in methodology whose concern was only on the measurable physical changes denied the mental abilities including emotions. Also, it had been the dominant one till the 1960s. The scope of applied linguistics and foreign language teaching were also deprived of the significance of emotions in an educational setting. Scovel approved this by claiming that one of the most incomprehensible experience SLA researchers have faced is affective variables. (2001). However, the significance of emotions has been reborn with the concept of Emotional Intelligence (EI), which was firstly used in this form by Salovey & Mayer (1990), since the last three decades by giving it another meaning and shaping it to be adaptive to the environment and needs. Then emotions have started to be seen as a different set of experience rather than another type or part of cognitive psychology. Furthermore, this process might also be reworded as a transition from cognition to non-cognition aspects of intelligence over time.

2.2 TWO CONCEPTS: “INTELLIGENCE” AND “INTELLIGENCE QUOTIENT”

General Intelligence didn't come from anywhere, yet its origin was on the basis of the practices, studies, and thoughts regarding psychology due to the lack of contentedness with the traditional approach towards intelligence (Zeidner, Matthews, & Roberts, 2009, p. 5).

The term *intelligence* has been attempted to define in various ways for centuries and has had a broad array of debates in terms of its nature. Its *Latin* root defines the word as “understanding” and “ability”. It started with Binet (1905) together with his student Simon and had been the first one by creating a classifying -not measuring- scale to reveal the levels of intelligence which is called the Binet-

Simon Scale. For them, intelligence was complex and not constant, and it was related with logic and language. Following this, *IQ* was, in fact, first mentioned as a term by Lewis Terman in 1916 (Pishghadam, 2009b). Thorndike and Stein brought about a new and alternative concept to general intelligence and put forward the idea of social intelligence which is separated from the other types in terms of having the potential of understanding and managing others (1937, p.275). Later, these kinds of studies were criticized as the measurement way of social intelligence mostly failed due to having inaccurate or inadequate empirical research on it (Cronbach, 1960). A few decades later, Howard Gardner (1983) presented his theory Multiple Intelligence (MI) in his book by rejecting only having general or social intelligence but instead having many intelligence types. His theory suggested eight types of intelligence called as “Linguistic”, “Musical”, “Interpersonal”, “Intrapersonal”, “Logical-mathematical”, “Bodily-kinesthetic”, “Naturalistic” and “Spatial”. By the time EI was first mentioned in 1990, the other types of intelligences had been dominant respectively in the course of time.

In progress of time, intelligence was placed as a starting point based on the measurement of IQ (intelligent quotient) of a person who is required to get high/low points on these types of offered tests. The people getting such grades were classified as intelligent or not as the relation of academic performance and IQ scores had been proved by the prior researches. The first samples of IQ tests took cognition as the basis and laid great emphasis on it. At the beginning of the 20th century, IQ tests were the only reliable instruments used. Though the types of IQ tests have been updated in content, its aim and principle have remained stable. This led to the criticism over time, and the critics on those asserted that IQ tests lack the expediency (Hillard, 1990). These tests cannot be altered by experience or training, and also affect only 20% of a person’s life. (Goleman, 1995, p.72). What is more, being a successful person doesn’t mean having a higher IQ which may fail to have an achieved life (Bar-on, 2001). The scores on IQ cannot guess a person’s emotions, mentality and social life in that they are non-negligible parts of a human being, which shape themselves and, for sure, their life. That is why Goleman declared “Intellect cannot work at its best without emotional intelligence”, and he criticized general intelligence by underlining the meaning of high IQ in that those people may not be successful in their private lives (1995, p.67-70). Mayer and Salovey also

claimed “Emotional Intelligence may have better discriminant validity from General Intelligence than Social Intelligence.” (Mayer & Salovey, 1993, p.435).

Other critics on general intelligence put an emphasis on culture such as Linn et al. (1989) who supposed to value culture more to adapt the nature of people while taking into consideration of their intelligence, and Serpell (2000) who mentioned the diversity of human in terms of their culture of groups.

Sternberg also criticized the ways to measure IQ, considering the previous research. As for him, the intelligent theory can simply be divided into three sub-categories in which none of them alone is potentially sufficient enough to understand the behavior or intelligence. The first category he mentioned is called as contextual sub-theory that defines how intelligent behavior occur by giving three ways to choose: a) in fitting to new milieu, b) choosing a closer proper milieu than the one a person settled, c) reshaping of the current milieu in order to change it to suit an individual’s abilities, concerns and views. The second category, experiential one, demonstrates a person’ ability in two ways either a) facing a new task or event, or b) during the time period when the task is being performed. This fails due to lack of comprehension of the type of task on that whether it requires intelligence or not. The last one is componential which makes a connection between a learner and his interior world and focuses on how intelligent behavior is formed (1985, p. 11-12). For him, these three already proposed sub-theories were not adequate alone to define and measure the concept of Intelligence.

2.3 THEORETICAL FRAMEWORK OF EI AND ITS SIGNIFICANCE

Emotional Intelligence (EI) used in a variety of aspects in the lives of people ranging from an individual’s own happiness and pleasure to cooperative, academic and pedagogical concepts is a relatively current phenomenon. Emotional Intelligence may be characterized as having the potential to recognize, evaluate, and direct one’s own emotions, together with others’ (Goleman, 1996). According to Mayer, EI is an agent to show the potential to ponder effectually with emotions and to make use of them in order to improve the ideas (2004, p.3). Mayer and

Salovey in the book of *The Intelligence of Emotional Intelligence* highlighted the content of EI by claiming that it composes verbal and nonverbal valuation and explanation of feelings, the organization of feelings on your own and also for the sake of other person and making use of the emotional experience in solving a problem (1993, p. 433).

For a long time, researchers and scientists have tried to understand the reason behind the lack of success of the learners, and some of them have focused on IQ concept regarding the degree of its efficiency. Whilst the recent background of psychological issues in conventional approaches suggested that the characteristic properties of a person are markedly fixed and stable (Costa & McCrae, 1992), EI has been regarded as having flexibility to be developed and advanced (e.g Goleman, 1996; Dulewicz & Higgs, 2004).

The aforementioned word “stable” in this context may make people feel safer and settled due to being aware of what will be encountered. However, one change pursues another respectively and naturally without having control of them, which triggers us to turn into our internal world to get help in order to be able to continue (Bagshaw, 2000). That the leading power of emotions is inevitable has been the concern of researchers for a few decades in order to find out some ways to integrate emotions into the academic world.

The steps that have led to the emergence of EI began, firstly, in 1920 by Thorndike working on cognitive issues, and he mentioned “social intelligence” in human relations. Then, the subsequent researches still continued on the cognitive sides of intelligence by giving emphasize on getting on well with others by Thorndike & Stein (1937).

Wechsler traced this process by defining intelligence as in parts or whole capacity of a person to behave on purpose, to consider reasonably, and to handle efficiently with his own atmosphere (1940, p.7). He also mentioned the non-intellective effects on the attitude of a person as a predictor to reveal his ability to succeed.

Gardner in his book presented the theory of multiple intelligences. In addition to this, Gardner in his *Frames of Mind* asserted that the significance of “intrapersonal” (simply understanding your own) and “interpersonal” skills (simply understanding others’) cannot be neglected, and they all need to be thought as valuable as the other type(s) of intelligence tested by IQ and similar ones (1983).

On the basis of what his suggestion is, the measurement of some specific IQ accounts was checked, and the distinction between the variables was found 25%, which proves that IQ is not sufficient enough to be a guideline of a person’s success (Hunter & Hunter, 1984).

A short time later, Wayne Payne in his doctoral dissertation *A Study of Emotion: Developing Emotional Intelligence* referred to EI by defining it as a fact, meaning, truth and interpersonal relationship in which the problems were faced and dealt emotionally (Payne, 1986, p.165).

Then EI was first issued as a scientific paper by Salovey and Mayer (1990). They put forward a new model called ability EI model.

This research paper directed Goleman, who had been a journalist and science writer to write his own book “Emotional Intelligence” (1995). This book was a major transition for EI in terms of gaining its popularity all around the world.

After all, in 1997 the first measurement tool of EI was formed (Fabio, 2011). This led to the occurrence of many others in the following years.

Ediger asserted that affective factors and values are dramatically essential on the welfare and success of people. Besides, he focused on the quality of emotions which assists learners to do their best performance in their academic life, and as for him, cognition and emotions cannot be distinguished (1997).

Elias highlighted two significant skills performed at schools as emotional and social skills. The learners’ academic success is influenced in a good way – especially in the long-run (2001)

As a consequence of the growing interest on EI, the number of books, articles and researches has gained variety. The definitions have evolved in time by giving a way to some distinctions of EI since the researchers have approached it in different aspects. This trend began with first Salovey and Mayer (1990), then continued with Daniel Goleman (1995). In 2000, the ability and trait models of EI were brought forward (David, 2014).

2.3.1 Operation of Emotional Brain

Thanks to the development in neuroscience and the methods used to develop scanning, recently, scientists could comment on how human brain works by being able to separate the emotional center which affects the degree of emotions and feelings from the neocortex. The function of neocortex is to operate in giving reasons and thinking. Up to now, these studies have made the researchers be aware of the relation between emotions and rational preferences. That's why EI has a great efficiency in our understanding and the level of future success.

The Figure 2.1 below demonstrates cortex-amygdala integrated system which organizes the emotions in the brain. In other words, how emotional brain functions is shown.

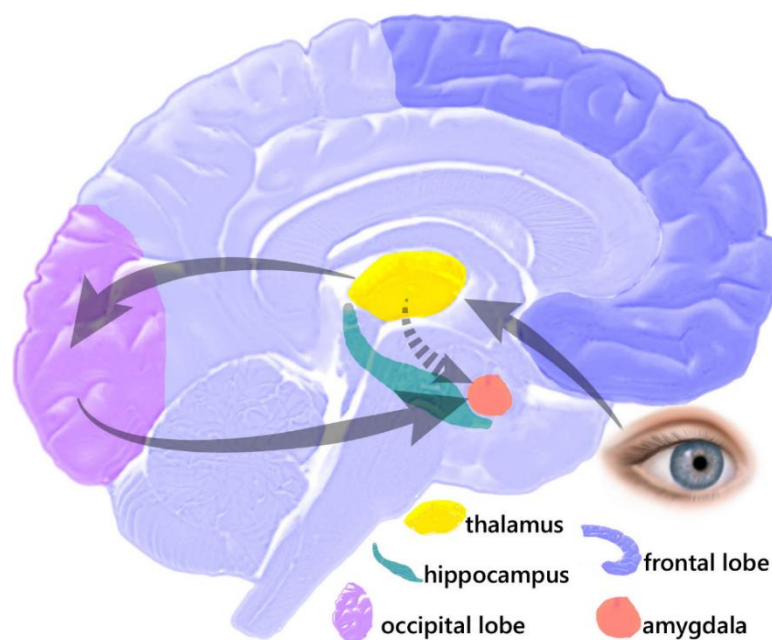


Figure 2.1: How Emotional Brain Works

Considering the figure above, the steps of processing emotion start with thalamus. First of all, the optical signal is sent from retina to thalamus in order to be changed into the brain language. A big majority of this translated signal is turned over the visual cortex so as to be examined and evaluated for its content and properness in terms of the kind of its response. Providing that the given response is emotional, then the emotional centres in the brain are triggered by that signal sent to the amygdala. In this step, very few of the authentic signal arrives from thalamus to amygdala directly and prompts a fast access of the response. Therefore, while the cortical centers are still trying to grasp what is going on, emotional response can already be provided by the amygdala.

2.4 MODELS AND COMPETENCIES OF EI

By reviewing an-in-depth analysis of the literature, the common view is the relation among cognitive and non-cognitive level of abilities, skills and competencies of EI and the way people behave and act in every setting.

To comprehend the basic idea of which emotions manage people's behavior, after the analysis and results of many comprehensive studies, last three decades have brought about a few different models of EI which were conducted by the pioneers of EI: Mayer, Salovey, and Caruso's EI Ability Model, Goleman's EI Performance Model (mixed model), and Bar-On's EI Competencies Model (mixed model) and a Trait Model. The major distinction among these models is the way of perception towards EI about whether it is trait or competence based.

All of these have focused on the subject of EI by examining a variety of models, structures and measurement instruments. Also, different strategies to improve one's EI were offered in these studies. The conflicts still continue on its characteristics, nature, abilities and skills. Nevertheless, they all ground on the same theory: *EI*.

In other words, Emotional Intelligence basically figures a group of competencies bearing perception, comprehension and organization of emotions in oneself and in others'. All of these are experienced abilities of EI leading to direct

to a better performance. However, the conflicts or emphasis by some prominent researchers differ in a way in their measurement ways and (sub) categories.

2.4.1 Ability Model of Salovey and Mayer

After propounding the term EI first time in 1990, Mayer and Salovey kept going on their research mainly on the structure of EI. They offered that people have distinctions in their ability to correlate emotional process with an extensive cognition (Mayer, Salovey, & Caruso, 2000). In a similar vein, they regard EI as a pure intelligence that is both distinctive and also integrated with general intelligence. Bearing this definition in mind, there is no doubt in that EI is thought as an ability instead of an identity dimension (Mayer & Salovey, 1990, 1997).

Likewise, the formers of this model characterized EI as an ability to reflect about emotions in order to increase thinking. This model consists of abilities so as to correctly comprehend emotions and their knowledge, to reach and form emotions, and to mutually organize emotions. In this way, emotional and cognitive development will increase. According to their view, an individual is required to be tested both separately for each category and in an integrated way (Mayer, Salovey & Caruso, 2000).

Salovey & Mayer expanded on authentic views of EI by improving three branches of ability model which form the concept all together: 1) appraisal and statement of emotion, 2) regulation of emotion, and 3) utilization of emotion (1990), yet they recommended that this anticipated ability could openly reveal itself in specific adaptive behaviors (Mayer, Salovey, & Caruso, 2000). These branches were reworded by them a few years later again in four distinctive branches as in the Table 2.1 below:

Table 2.1

Salovey & Mayer - Branches of EI

Salovey & Mayer - Branches of EI
1) Perception, Appraisal, and Expression of Emotion: It includes comprehension of both verbal and non-verbal signals.
2) Emotional Facilitation of Thinking: It includes promotion of thinking and cognition by utilizing emotions in dealing with a problem or rethinking a situation. It assists to act properly.
3) Understanding and Analyzing Emotions: It helps us to understand what the other(s) do and their emotional states. As emotions have different messages and lead to variable actions.
4) Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth: It is really significant ability in that people arrange their own emotions by responding properly and accurately to others'.

(Mayer & Salovey, 1997).

2.4.2 Trait Model of EI

A trait can be regarded as an innate ability which is difficult or impossible to be changed whereas a competence has the potential to be improved in time. Therefore, how to measure EI has distinctions in itself depending on each type of model.

Even though a trait might derive from a social skill, or leads to, it is taught to be as a kind of behavioral preference instead of an ability, yet understanding what others feel is a mental ability (Mayer & Salovey, 1993, p. 435). This model of EI addresses to learners' self-perceiving abilities of their emotional capabilities.

Trait Model of EI was formed by Petrides and Furnham (2001) by applying questionnaires so as to reveal the relations of self-perceived abilities and moods that can be seen in the bottom line of personality characteristics hierarchy. Its main interest is the *senses* in the inner world of people. The trait EI objects to the idea that IQ is used to scale materialized emotions in a correct way (Drigas & Papoutsis,

2018, p. 4). Fifteen sections are included in the adult version of this model. These are Adaptability, Assertiveness, Emotion Perception (own and others'), Emotion Expression, Emotion Management (other people's), Emotion Regulation, Impulsiveness, Relationships, Self-esteem, Self-motivation, Social Awareness, Stress Management, Trait Empathy, Trait Happiness and Trait Optimism.

2.4.3 Mixed Model of EI

EI is the basic and pure face of cognitive abilities for an ability model whilst considering the mixed method, it is the combination of both EI and the characteristics of a person. In other saying, self-awareness and well-being can mainly be associated in the mixed model of EI (Mayer, Caruso & Salovey, 1999).

Although there are two major mixed models of EI offered by Reuven Bar-On and Goleman, they have different tendencies. The main focus of Goleman is mostly at the workplace issues.

Daniel Goleman who studied on the application of the influence of corporation of one's own skills and characteristics at the workplace performance suggested a mixed model in respect to performance (Goleman, 2001). Nevertheless, as for Bar-On, social and emotional proficiency affect how to behave and perform, which runs the whole process to reveal an organization of related behavior.

2.4.3.1 Goleman's Performance Model of EI

Daniel Goleman as previously mentioned is a pursuer of the previous work done on EI by Mayer and Salovey (1990). Inspired by their work, he began to do research in this field and maintained it until he wrote "Emotional Intelligence" book (1995). He had previously been working as a researcher writing on human brain and the way people behave in New York Times. This book opened the doors of EI in academic world by gaining a tremendous popularity.

Goleman regarded EI as a mixed intelligence that includes personality characteristics and cognition like Bar-On's model. Furthermore, he focused on the

workplace achievements considering cognition and personality characteristics. In other saying, he traced another path to have EI functionalized, and also offered different competencies and subbranches in his study (1995-1998). According to Goleman (1998);

Emotional competencies are not genetically transferred capabilities specific to human, yet they are able to be learnt and improved in time to accomplish a remarkable performance in a variety of settings in life.

In addition to this, Goleman expressed his idea on EI as a group of skills and four different constructs helping to increase the performance of organizers and managers in workplace. The main constructs which are suggested in these four aspects are self-awareness, relationship management, self-management, and social awareness. These also all have twelve subbranches like emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership (Goleman, 1998). All of these can be seen in Table 2.2 below.

Table 2.2

Subcategories of Goleman’s Model of EI

<u>Goleman’s EI</u> <u>Categories</u>	<u>Subcategories</u>
<u>Self-Awareness</u>	Knowing one’s internal states, preferences, resources, and intuitions. prescribes the subcategories of emotional awareness, accurate self-assessment, and self-confidence
<u>Self-Regulation</u>	Managing one’s internal states, impulses, and resources. Includes the subcategories of self-control, trustworthiness, conscientiousness, adaptability, and innovation.
<u>Motivation</u>	Emotional tendencies that guide or facilitate reaching goals. Includes the subcategories of achievement drive, commitment, initiative, and optimism

<u>Empathy</u>	Awareness of others' feelings, needs and concerns. Includes the subcategories of understanding others, service orientation, leveraging diversity, and political awareness.
<u>Social Skills</u>	Adeptness at inducing desirable responses in others. Includes the subcategories of influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities.

(Goleman, 1998, pp. 26-27)

2.4.3.2 *EI Model of Bar-On (EQ-i)*

A few of the authors with their models and measurement ways have been popularized on EI, and one of them is Bar-On Model (1988). When checking up on any background data about EI in literature, it's highly likely to encounter with Bar-On's studies. His field of experience is on clinical psychology. Furthermore, his measurement ways have been approved in terms of its validity and reliability by his own studies and the others'. Many researchers worldwide have applied Bar-On's EQ-i, originated by Reuven Bar as a director of the Institute of Applied Intelligences in Denmark, in a variety of settings, and the results of these studies have also established its efficiency. Emotional Quotient term was first used in his measurement of EI (2006). Depending on its validity and reliability, the measurement in the present study has been carried out by using Bar-On Emotional Quotient Inventory (EQ-i). As for Bar-On, EI or EQ as:

...a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands (Bar-On, 2006, p.3).

Reuven Bar-On conceived that EI and social abilities which assist individuals to deal with social life requirements are related, and also for him, EI is a non-cognitive intelligence type and a significant aspect in designating a person's accomplishments and survival of life (2000). Besides, EI is regarded as mixed intelligence type including the effect on one's well-being through his/her own personality characteristics and mental abilities equally (Bar-on, 1997). In this

manner, he asserted that the reliability, content and construct validity of EQ-i is well-conducted (Bar-On, 1997).

The analyses of its validity were conducted and the results indicated that the scientific support for the constitution of 1-5 -15 of EQ-i was obtained, which demonstrates a hierarchical organization of EI by proving its validity (Bar-On, 1997).

Bar-On stated that, by and large, people having high EQ are better at their achievements while meeting the outside requirements and pressure; however, others having lower EQ might face with a failure or emotional problems (2002). His construction of EQ-i scales includes a total EQ score coupled with five major composite competencies and 15 subscale categories (Bar-On et al., 2007) which were logically divided into variables to diagnose the highlighted key concepts in order to have efficient and achievable performance of the measurement as well as to evaluate one's overall well-being. The components with their meanings are demonstrated in Table 2.3.

Table 2.3

5 Composite Scales of EQ-i

5 COMPOSITE SCALES (DIMENSIONS)	SUBSCALES OF EQ-i
Intrapersonal : <i>The capability of managing one's feelings, and to know them</i>	<u>Emotional self-awareness:</u> the ability to be conscious of, identify, and grasp one's emotions
	<u>Assertiveness:</u> the ability to reveal one's emotions, ideas and thoughts and to protect one's rights.
	<u>Self-regard:</u> the ability to be conscious of, comprehend, approve, and respect oneself
	<u>Self-actualization:</u> the ability to notice and and achieve one's potency
	<u>Independence:</u> the ability to be autonomous and self-confident in one's thinking and behaviors and to be released from emotional dependency

Interpersonal: <i>The ability to manage relationships with others</i>	<u>Interpersonal Relationship:</u> the ability to have mutually satisfying relationships which are characterized by emotional closeness and intimacy
	<u>Social Responsibility:</u> the ability to show oneself as a collaborative, providing benefit and constructive member of one's social group
	<u>Empathy:</u> the ability to understand and appreciate others' feelings
Adaptability: <i>The ability to adjust to changes</i>	<u>Problem Solving:</u> the ability to effectiently solve problems
	<u>Reality Testing:</u> the ability to verify one's emotions and thoughts by evaluating the correspondence between what is subjectively experienced and what objectively exists
	<u>Flexibility:</u> the ability to adapt one's feelings and thoughts to change
Stress Management: <i>The ability to take control of difficult situations</i>	<u>Stress Tolerance:</u> the ability to manage one's negative emotions, difficult events, and stressful situations by positively handling with problems.
	<u>Impulse Control:</u> the ability to take control of one's feelings and withstand an impulse to act
General Mood: <i>The ability to be optimistic and take pleasure of life</i>	<u>Happiness:</u> the ability to feel content with life and to enjoy
	<u>Optimism:</u> the ability to look at the brighter side of life and maintain a positive attitude in the face of problems

(Bar-On, 2002)

2.4.3.2.1 *Explanation of Five Composite Scales*

a) *Intrapersonal Skills*

Intrapersonal skills based on one's relation with himself demonstrates what makes him/her. The subscales of this dimension include Emotional Self-Awareness, Assertiveness, Self-Regard, Independence, and Self Actualization. People who get high point in each of these, are claimed to be aware of their emotions, regard themselves sufficient, and think positively about their own experiences in their lives. What is more, these people are expected to clearly state their emotions, and be independent in expressing their thoughts and beliefs as they

are powerful and self-confident. High scores in this section emphasize essential skills especially in terms of sales, customer services and marketing departments.

b) Interpersonal Skills

This dimension highlights the abilities and activities which are cooperatively done among people. The subscales of interpersonal skills consist of Empathy, Social Responsibility, and Interpersonal Relationship. People having higher scores on this dimension are expected to be responsible and good at social relations. These people understand the others, establish relationships and get along with them. These skills are required especially in team work and relationships with others. The advanced interpersonal skills are really important in customer services, management and leadership activities, which are supposed to be related to other people.

c) Adaptability

The dimension of adaptability consists of Reality Testing, Flexibility, and Problem Solving subscales. Adaptability scores reveal the degree to which a person can be successful in handling the demands surrounding him / her and his interest in adapting to the problematic situations. People having higher scores in this subscale are flexible, realistic and active in both comprehending the problematic events and finding out reasonable solutions. These people are able to create solutions related to the difficulties that they face daily not only in their private life but also in their business life. These people, in general, are capable of working in research and development and technical support departments in organizations.

d) Stress Management

One of the subscales of stress management dimension is Stress Tolerance and the other is Impulse Control. Any person having a higher score on the subscale

of Stress Management is able to cope with stressful situations without getting desperate and losing control. These people can be regarded as usually calm and seldomly cold-tempered. People having higher score on this can be employed in stressful, which may lead to concerns, and also critical jobs. These abilities are significant especially for policemen, fire-fighters and emergency department staff.

e) *General Mood*

General mood consists of the subscales of Optimism and Happiness. This part of the questionnaire scales a person's perception of life, feelings about his/her life and pleasure he/she gets from life. High score in this dimension defines people who know how to enjoy life, look at the life in a positive, hopeful, optimistic and cheerful way. This dimension functions as both a connective element in terms of interpersonal relationships and a motivational tool so as to get over stressful events. People having higher score on this assist to create a positive and enthusiastic atmosphere in any setting.

2.4.3.2.2 *Explanation of EQ-i Subscales*

a) *Intrapersonal Skills*

1. *Emotional Self Awareness*

Anyone who has high scores in this subscale are in relation with his/her own emotions. These sort of people can define their emotions. Indeed, they also recognize what exactly they feel and understand why they feel like that.

2. *Assertiveness*

People having high score on this subscale are able to clearly express their feelings, thoughts and beliefs and defend their rights without being destructive. These are not so controlled or shy people. Yet, they state their feeling directly and openly without losing their temper and using any bad wording. They reveal their ideas even if they know that it is challenging or they may lose something instead.

When necessary, they even opposed to the others in order to explain their own ideas. What is more, these people do not let others disturb themselves and get the edge on from themselves.

3. *Self-Regard*

Anyone that has a high score on this subscale feels positive about himself / herself. They accept whom they are and approve themselves like this. Approving oneself means accepting their own perceptions about themselves in terms of positive and negative sides, limitations and abilities. The main concern of this subscale of EQ-i is related to a person's feeling himself / herself secure, powerful, confident, trustworthy and sufficient. One's having self-confidence is interrelated to his/her self-regard. As they know whom they are and are satisfied with the feeling of their self advanced definition of themselves. On the contrary, a person always feels himself insufficient and unimportant.

4. *Self-Actualization*

Anyone who has got high score on this subscale is aware of his/her own potential. These sort of people try to make their life meaningful, rich and abundant, and also they are conscious in that they know very well where they are going and why they are on this way. An effort made by a person to realize his potential is related with the actualization and maintenance of the activities he likes. In this way, self-actualization is a continuous and dynamic process in which an individual strives to increase his capacity and talents to the maximum degree. This factor is concerned with the effort of an individual to do his best and develop himself. Self-actualization is closely integrated with job satisfaction as well.

5. *Independence*

People who are able to manage and depend on themselves by being free in their thoughts and behaviors can get high score on this subscale. These people get the advice of others and take into consideration it whereas they do not depend on the others' ideas especially in taking an essential decision. In addition, they are free

in their own emotions and not dependent on the others to meet their requirements. Independence skill depends on self- confidence, inner power and doing the stuff oneself without being captured.

b) Interpersonal Skills

1. Empathy

Being aware of others' emotions and evaluating them are quite likely for empathetic people. They get high scores on this subscale. These people understand what, how and why the others feel something, and they are also sensitive to those people's emotions. In other words, they give importance to others. Being empathetic means understanding others emotionally.

2. Interpersonal Relations

People having mutual satisfying relations with others usually get high scores on this subscale. These people are defined as being able to form relationships while showing emotions mutually. The mutual relationships of them include willing and entertaining social interaction. That's why this emotional skill requires being sensitive to the others, being willing to have relations and being satisfied in those relations.

3. Social Responsibility

Having high score on this subscale means that people having social responsibility can be defined as being supportive, constructive and a collaborator in a social group they participate. This subscale explains the ability to manage one's own responsibilities even they do not have any personal interests. In this manner, there is a social consciousness, and individuals are sensitive to the relationships with others while using their abilities and experiences in order to contribute to others' purposes.

c) Adaptability

1. Problem Solving

People having high score on this subscale of EQ-i have the ability not only to recognize the issue and define it, but also to find effective solutions and apply them.

The process of solving a problem has many phases such as 1) sensing the problem and having enough motivation with self-confidence in order to solve it, 2) making an explanation of the problem as clear as possible and formulate it, 3) coming up with many different solutions, and 4) deciding on the application of one of the solutions.

In this subscale, this process requires a person to be conscious, disciplined and systematic, and he/she confronts with the problem instead of escaping it.

2. Reality Testing

Anyone having high score on this subscale is able to manage and evaluate the similarities between what they experience and what exists in the real world. These people usually have tendency to take an action in emergent situations correctly, and are defined as realistic people. General approach of them towards life is not to assume passively, but to apply actively. Also, they are straight-head, and if needed, they can let go of their dreams so as to turn back to real situation of the recent event.

Objectiveness and seeing everything as they are can high possibly be important necessities of this subscale.

3. Flexibility

People having high score on the Flexibility subscale are able to adapt their feelings, thoughts and behaviors into the new circumstances easily. This subscale of EQ-i is related with the adaptation to the situations in which a person faces

unfamiliar, unpredictable events and fluctuations. Flexible people are nimble and synergistic. Once their mistake is proved, they accept this and can change their ideas. In other saying, they are open to new ideas and thoughts.

d) Stress Management

1) Stress Tolerance

People having high score on this subscale are able to keep their composure even if something goes wrong, or there is a stressful situation. They rarely get worried and go down. The meaning of stress tolerance is confronting obstacles and handling them without either suppressing or disregarding them. This skill requires 1) an ability to choose the manner so as to cope with stress, 2) a positive tendency, and 3) a sense in that he/she can control and affect the stressful situation. People having this powerful skill can manage not to be desperate or hopeless, but instead they overcome the stress at the time of crisis and problems.

2. Impulse Control

People having high score on the subscale of Impulse Control are able to postpone or resist to their own motives and necessities. A person having an impulse control rarely behaves impatiently or loses his control. Impulse control requires someone to accept the motive behind aggression, to be calm and to control the hostile or irresponsible behaviors together with the conflicts. Therefore, without impulse control, a person often feels disappointed while being impatient and having difficulty in controlling his anger. He also might behave in a sudden and an unexpected way, and this type of behavior leads to other problems.

e) General Mood

1. Happiness

People having high score on the subscale of Happiness generally enjoy life and content with their own life. They have a happy temperament in general, and being with them is also pleasant. Besides, they have different views towards life,

and also are relaxed people in their business or private lives. Happiness is related with being cheerful and willing.

Anyone having low score in this demonstrates some signs such as being always worried, having intensity of uncertainties about the future, being reclusive, usually feeling guilty and not enjoying life.

2) *Optimism*

People having high score on the Optimism subscale of EQ-i are the people who see their life from colorful aspects despite the distress or unluckiness they might have, and they still think positively. Optimism means having hopes and positive manners towards life. This subscale is an essential role in the subscales of Self-Actualization, Problem Solving and Stress Tolerance. The opposite of optimism is pessimism which is a sign of depression.

2.5 MEASURABILITY OF EI

Conflicts about whether an individual's EI can be measured or not, if yes, to what degree it can, still continue while many scientists also try to find an answer to how the main structure of the tests should be formed. However, the recent popularity of EI has led to the occurrence of many tests to evaluate the degree of a person's EI. Some claims EI as a personality trait (trait EI) while others' approach to EI as a cognitive ability. Hence, these two differ mainly from each other in their construction and aim.

Due to the minor or major differences in terms of competencies or subcategories of EI in the suggested models mentioned above, the ways to measure EI vary especially with their categories, structures and main focus. Since the beginning of the first model was announced, too many EI scales or questionnaire-like types of measurement ways depending on any model, which might have an effect in a variety of setting such as an academic environment or a workplace, have been offered.

Nevertheless, the debates on this issue about the inefficiency and inconsistency of the definition of EI, and the differences on the categories of each measurement ways were criticized by some studies as being invalid or unreliable (Ciarrochi, Chan & Caputi, 2000). However, these kind of criticism have been undervalued as some models of measurement ways of EQ have already been proved by the recent studies.

Though many number of measurements have been offered, there are three major models mentioned in previous title which led to the emergence of three prominent measurements: Mayer & Salovey's Model, Goleman's Model and Baron's Model.

2.5.1 Mayer-Salovey-Caruso Emotional Intelligence Test

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) has been one of the well-known and well-constructed test based on abilities, which was developed by using a sample population of 5000 people with different genders. Its age range starts with 17, and its purpose is formed to test the four major branches of emotional intelligence (perception of emotions, facilitation of thoughts, comprehension of emotions, and management of emotions) mentioned in Mayer and Salovey's Model. This model offered by Mayer and Salovey on EI mainly was based on the construction of the Multifactor Emotional Intelligence Scale (MEIS; Mayer, Caruso, & Salovey, 1999), and then it became the MSCEIT. The number of items is 141 including four skills which are assessed by applying specific tasks, and these are demonstrated in 15 main categories. These categories include a total score of Emotional Intelligence, four branch scores, eight task scores, and two area scores. Also, three supportive scores are given (Mayer, Salovey, & Caruso, 2002).

In addition, the first two branches are organized into an experiential area score, defined as a person's "ability to perceive, respond, and manipulate emotional information without necessarily understanding it" (Mayer et al., 2002, p. 18), and the second two branches are organized into a strategic area score, defined as a person's "ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them" (p. 18).

The parts included in this ability-based test are categorized in a way that the first two parts are based on an overall score of a person's capacity to sense, reply, and direct emotional impression without essentially comprehending it (Mayer et al., 2002). The rest of the parts in MSCEIT is designated for a strategical score, and worded as people's "ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them" (p. 18).

The four categories under MSCEIT are evaluated either by its subcategories or tasks. To exemplify, one of the tasks is only a photograph asked for the participants about his/her emotions on that, which measures "perception". Also, deducing a meaning between feelings and physical factors such as light, heat by drawing parallels is an example of the "facilitation of emotions" part. In addition to these, comprehension is tested by the questions about which types of emotions are derived from others. In addition, "Management of emotions" is evaluated regarding a person's self-efficiency and administrative ability.

The technique used in scoring of MSCEIT is consensus-based. This type of scoring means the ratio of a group of participants who choose the same response specifies the score in each answer (Maul, 2012, p.395). The mean score is accepted as 100 while the standard deviation is 15 so as to reach the qualitative ratio, and a person getting 69 or less points would be categorized as "considerable development" whereas 130 or more points indicate "significant strength" (Mayer, Salovey & Caruso, 2002).

The Table 2.4 below gives a brief framework of the parts mentioned in MSCEIT .

Table 2.4

The Structure of MSCEIT

OVERALL SCORE	Total EIQ			
AREA SCORE	Experiential EIQ Recognition of emotions and comparing them to other feelings, and deciding how these connect to thought		Strategic EIQ Comprehension of emotional meanings, their influence on relationships, and how to administer them	
BRANCH SCORES	Perceiving Emotions	Using Emotions	Understanding Emotions	Managing Emotions

(Retrieved from <https://www.mhs.com/MHS-Talent?prodname=msceit>)

2.5.2 Reuven Bar-On's Measurement - Emotional Quotient Inventory

The constructs of both social intelligence and emotional intelligence have been tried to be integrated by the literature studies for a long time. Gardner previously mentioned two concepts called intrapersonal and interpersonal for the first time so as to refer emotional and social constructs of intelligence types (1983).

In addition, Reuven Bar-On's attempt to attribute a meaning to emotional intelligence was highlighted in consideration of the union of social and emotional intelligence for the sake of achievement in one's life (Bar-on, 2006). He, primarily, began his study in 1980 focusing on some different variables as he thought these variables such as skills, competencies etc. have the responsibility in terms of one's success (Bar-On, 1997). His main motive was to find out some features which lead to an achievable and satisfied life. In the long run, he defined EI as:

an ability to manage one's emotions, to be able to validate one's feelings and to solve problems of a personal and interpersonal nature are important for being academically successful; additionally, academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them (Bar-on et al., 2005, p. 14-15).

This view brought forward a concept that was originally worded as Emotional-Social Intelligence (ESI) by Bar-On, and later he, respectively, developed a model and a measurement way with 5 key areas and 15 subscales of ESI so as to look for a response to the question of why some people succeed in life more than others. He claimed that an evaluation of the levels of Emotional Intelligence between the learners might be fundamentally utilized so as to guess the scholastic performance of the learners. Considering this, he additionally stated that this kind of information may lead teachers to identify the learners who are demanding guided interference while increasing the learners' ESI together with their dimensions and abilities (p. 15). Therefore, this aids their performance development in an academic way.

Based on this model, emotional and social intelligence together represent specific abilities, competencies and promoters, in which the effectiveness of understanding and the definition of oneself and others, the relation of both, and the ways to handle routine requirements are demanded (Bar-on, 2006,13-14).

As a self-rater instrument, the Bar-On measurement called EQ-i has 133 items, which are easy to comprehend. Its main aim is to assess overall emotional-social intelligence based on each competencies and subscales of EI. It processes in 5-point Likert Scale ranging from 1) Totally disagree, 2) Disagree, 3) Neither Agree Nor Disagree, 4) Agree, 5) Totally Agree. Besides, it's appropriate for people aged 17 or more, and its application requires 35-40 minutes. Detailed information related to this measurement such as the application, content and properties of dimensions and subscales are presented in the Bar-On EQ-i Technical Manual (Bar-On, 1997). The answers of participants are interpreted by taking into consideration of 5 composite scales of EQ-i: Intrapersonal, Interpersonal, Adaptability, Stress Management and General Mood associated with 15 subscales of EQ-i: Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization, Empathy, Social Responsibility, Interpersonal Relationship, Stress Tolerance, Impulse Control, Reality-Testing, Flexibility, Problem-Solving, General Mood, Optimism and Happiness. An explanation of each competency can be seen in Literature Review Chapter of this thesis.

On the grounds of the EQ-i technical manual, the lower scores of EQ-i represents an incapability of being efficient and high possibility of facing emotional and social problems. On the contrary, high score of one's EQ-i presents a broad ability to meet the requirements and demands of daily life and to function practically whereas the average EQ-i score demonstrates an average efficiency in emotional social performance. The Table 2.5 below shows the explanation of each subscale of five composite scales of EQ.

Table 2.5
Bar-On EQ-i Measurement

Bar-On EQ-i / TOTAL EQ SCORE				
INTRAPERSONAL	INTERPERSONAL	ADAPTABILITY	STRESS MANAGEMENT	GENERAL MOOD
(inner self)	(relations with others)	(managing fluctuant situations)	(handling stress)	(general overview of life)
Self-regard Accepting yourself	Empathy Being aware of and understanding others' emotions	Stress tolerance Managing with stress	Reality testing Differentiating between what exists and expected	Optimism Seeing the good sides of life
Emotional Self-awareness Recognition of one's feelings	Social Responsibility Being a contributive in a group	Impulse Control Remove delaying to act	Flexibility Adapting new settings or situations easily	Happiness Enjoying your life and others'
Assertiveness Expression of emotions, ideas, beliefs, and defend one's rights.	Interpersonal Relationships Organizing and keeping relations with others		Problem Solving Managing problems and creating possible solutions	
Independence Self control and Autonomy				
Self-actualization Being aware of one's own potential				

2.5.3 Goleman's Measurement of EI (ECI)

Goleman's inspiration of Salovey and Mayer's work on EI leading him to write his own book on EI in 1995 was stated hereinbefore. His impact on the business world and in education was remarkably popular and significant. Based on his idea, he has regarded EI not as an inborn ability, yet instead post-acquired skill that has the potential to be trained and developed so as to reach a superior performance in a variety of settings and circumstances in life (1998).

A number of measurement instruments were created depending on Goleman's model including its competencies such as the Emotional Intelligence Appraisal (EIA), the Work Profile Questionnaire (WPQei) and the Emotional Competency Inventory (ECI).

Daniel Goleman formed the ECI as a test to measure emotional intelligence of learners as well as leaders, managers at a workplace and so on. ECI mainly tests 20 different competencies, designated in 4 major branches previously mentioned by Goleman in his model. These 4 major branches are called as self-awareness, social awareness, self-regulation and relationship management.

ECI is a multi-rater evaluation instrument so as to administer a feedback in detail which focuses on one's own strengths and some necessary developments. The results of this test demonstrate some certain competencies of EI to check how improvement is going to be made on one's EI.

2.6 TEACHABILITY OF EI IN ACADEMIC SETTINGS

Despite the fact that the application of education and emotional intelligence together might seem too challenging but interesting subjects for many educators and managers, the results of high number of studies done in favor of EI in an academic setting have been helpful to create new curriculums. Being challenging enough for educational organizations is due to the continuous demand of EI in order to be optimized better for learners. In this regard, Chan defended that the recent system of education having an only narrow range of objectives only depends on the assessment scores whereas the general expectation is to teach academic staff at school and social skills at home (2002). Nonetheless, many studies have revealed a relation between developing EI in an academic setting and developing academic performance (Mestre and Fernández-Berrocal, 2007). In this sense, Sternberg put forward the idea that schooling might help create a wider concept of learning and thinking capabilities (1997). In this matter, learners would have more opportunities to make use of their own cognition so as to comply with and form their environmental contexts.

As two different models, ability and mixed, have different perspectives and competencies, the application of them into school curriculum needs to follow other paths to gain its end by taking into account of its measurability, clarity and justifiability based on scientific terms (Cobb & Mayer, 2000).

According to Mayer and Salovey (1997), “emotional intelligence has also become important in the field of education because emotions can be used to aid in filtering prospects based on their creativity.” (Mayer and Salovey, 1997). They mentioned the significance of EI on creativity. For them, it is a medium of revealing learners’ innovative ideas. In this regard, Nelis et al. (2009) commented on teaching EI to learners by expressing that EI at schools both constructs the learner’s EI and maintains it over the years. Pool (1997) came up with an idea that the latest studies of EI could guess 80 % of one’s overall achievement in life.

As a cognitive scientist Delphine Nelis and her colleagues had made a study about the effects of EI on teaching in *Personality and Individual Differences*, and what the results show is that ,in the short and long run, the learners didn’t forget the techniques of EI which had been taught long before – 6 months (Nelis & Quoidbach et al., 2009). This proves the probability of enhancement in EQ by applying an appropriate methodology based on the recent empirical studies related to emotion and emotional practices.

In addition to this, a study conducted by Méndez et al. on communication performance of EFL learners suggested that the influence of some situations such as organization, planning, pressure, and affective variables like motivation, worries and reliance are directing the attitude of learners towards speaking (2013).

Goleman mentioned the word character as being conventional while giving an emphasis on some certain personality characteristics such as adjustment and optimism so as to increase the level of emotional intelligence applied at schools where learners feel themselves as being respected, interested, and communicative with other classmates (1995, p.280).

Some critics state few research has been done on this phenomenon; therefore, with little scientific value, teachability of EQ is difficult to be identified in terms of getting information, which may be caused as the lack of clear understanding of how to teach it in real environments, or the limited number of recent innovations on linking EI to education. Furthermore, for them, the general overview of this is based on only short-term tests on EI whilst long term applications and results would reveal more data about its applicability. Moreover, the tendency is to use short-term training programs to test for the possibility of learning and/or teaching EI whereas a longer term perspective would be more appropriate (Peter, 2010).

In brief, the previous sayings demonstrate that specific educators and scientists have been keen on the link between EI and academic achievement. Therefore, EI has the possibility to be relatively better than other intelligence types depending on a single intelligence in an academic setting, yet including socio-emotional sides of learners and emotions into the learning process might enhance one's well-being and motivation more.

2.7 THEORETICAL FRAMEWORK OF THE USE OF MOTHER TONGUE IN AN EFL CLASSROOM

For a long time, it has been believed that the use of mother tongue or L1 in a class might possibly bring some disadvantages upon learning a foreign language. This situation, in fact, has still been on debate. There has been counter perspectives of its positive or negative effect on L2. On the other hand, L1, in some cases, is considered as an obstacle on the way of second language acquisition; nevertheless, for many, it can foster the development of acquisition especially in giving instructions, grammar and vocabulary teaching. Indeed, most of the educational organizations have tried to prohibit its use in an EFL classroom as this situation has already turned into a taboo. In many of these settings, L2 must be applied in teaching process even as the main accurate assessment tool. Nonetheless, it is still unsure if the monolingual approach is to be better than all other methods for students as the proof is not ultimate (Macaro, 2009).

In this regard, Ellis explained the common accepted role of L1 in an EFL class as being negative (1994). Similarly, Brown stated in this issue that only by means of L2 use, the success of language acquisition takes place subconsciously (1994). Cook agreed upon this by expressing the general view of L1 as disadvantageous whereas teaching in the target language (TL) is regarded as beneficial (2001). Yet, this can be seen as relevant with the time and the frequency of L1 use in an EFL classroom. Also, Macaro has revealed that his study has refuted the full inclusion of L1 on the development of L2 (2001).

The approaches and methods leading a prominent role in ELT world have been mainly influential on the switch of mother tongue or L2 use in the classroom. In the first half of the nineteenth century, in retrospect, Brown expressed that Grammar Translation Method (GTM) evolved from the Classical Method which was the oldest one formed for the sake of teaching Greek and Latin (2001). The main aim of GTM was to teach learners the skills of reading and writing in the target language. This method was conducted through memorization and bilingual lists of vocabulary, explicit explanation of use of language, translation of sentences without context. Also, there was a strong emphasis on accuracy. The learners' L1 was utilized as the construct of instruction letting insufficient focus on the target language. The existence of this method made learners fluency worse in L2 classes by giving no exposure to communicate but to translate and imitate. Once the GTM period began to lose its popularity, Nunan stated "the conceptual leap from the classroom to genuine communication outside the classroom" is challenging (1999, p.73). Also, using translation technique was demanded to be refused in spite of having the potential of mother tongue to be made use of expressing of new words and going over comprehension (Richards and Rodgers 2001). In this regard, Harmer pointed out that L1 use began to be thought like having weak communication skills which is tedious, aimless and uninteresting (2002). In other saying, GTM was criticized as having no implementation of L2 use on communicative basis (Brown, 2001). While the disappointment continued about GTM, new methods began to emerge to meet the needs for oral competence.

While the disappointment towards GTM started to appear, the methods, respectively, Direct Method (DM), Audio-lingual Method (ALM) and many others

altered their view from the use of mother tongue to the active communication in L2. These methods were influential and strong in eliciting learners' mother tongue from the classroom and in pursuing a target language only. For the supporters of these methods, use of mother tongue could possibly improve the communication skills via either conscious or unconscious learning.

Beginning from the 1910s till 1930s, Direct Method (DM) gained importance as covering the deficiencies of GTM in terms of communication. DM also called Natural Method led learners speak only L2 in instructions without using translation techniques inasmuch as meaning gained importance. Its aim was to use everyday spoken language and reading by associating meaning to target language. Using questions and answers in which the new vocabulary items were embedded was the main exercise type in terms of making learners gain competence communicatively. As its name suggests, learners are exposed to direct transmission of information without referring to the students' mother tongue use (Anderson & Larsen-Freeman, 2011). However, criticisms on DM were exclusively about the ban on L1 in EFL classes. Krashen opposed to the ban on L1 by stating that the acquisition of L1 and L2 are the same; hence, use of L1 could assist to increase students' SLA (1981). On the other hand, banning use of mother tongue is regarded as a kind of going back to the history, to the Direct Method times (Harbord, 1992). As opposed to this view, that L1 is offered to be used in some situations has various benefits (Harmer, 2009). In spite of its gaining popularity in that period, it received a high number of criticism due to its impracticality and unreasonable demands like ALM.

Based on structuralism and behaviorism approaches, ALM had previously been recognized as the Oral Approach during the time of 1950s. Its main philosophy depends on behaviorism in which the technique of stimulus-response-reinforcement was utilized so as to express if the learning occurred. In this approach, oral communication was superior than grammar and writing, and its main aim was to make learners communicate in a native-like proficiency in the way that no hesitation during the speech was required. This method offered a need for the students in order to respond to stimulus with the help of reinforcement so that they might shift their habit of the use of the mother tongue to the new ones (Anderson & Larsen-Freeman, 2011). This made reinforcement essential during the period of learning L2 while

assisting the learners respond to a variety of stimuli types. The learners' L1 was mainly ignored on the basis of the attitude towards it, which recognizes L1 and L2 as separate. To meet with their goal, repetition technique and dialogues were utilized till the production of utterances without any mistake. It could be noted that little use of L1 and the techniques based on behaviorism were criticized due to its efficiency only on higher level of learners. In addition, Brooks suggested that teachers were required to get trained on how L1 of the learners should be used (1964). Despite all its challenges depended on science in education, ALM failed on account of its unsatisfactory results in the application process. As Dornyei stated that the emphasis on unmeaningful sample drilling technique led formless text-book types of activities and shaped the overall perception on the construction of mechanical language (2009).

Following this, Silent Way (SW) formed by Gattegno had too many characteristics in mutual with the Chomsky's transformational grammar model in which imitation wasn't regarded as probable in each situation so as to make learning take place especially for infants (Nunan, 2000). To illustrate, each of the learners was required to be active users during the learning process since learner-centered approach led the learners find out the rules themselves (Anderson & Larsen-Freeman, 2011). Also, L2 use was really significant, and students who had to give feedback to themselves were expected to use language fluently like native speakers in order to pronounce correctly. That's why this method was aimed at shifting the roles of students into autonomus and free in the learning environment. In terms of teachers, their role in this method was to be an assistant and silent when needed. L1 use was necessary once learners were taught sounds to make the learning process understandable. Besides, while expressing what to do by using instructions, the language preference was mostly L1, which demonstrates that the use of mother tongue in a Silent Way class was permitted, yet instead of the translation technique, charts and rods were utilized. SW is based on a humanistic approach that has some similarities with Suggestopedia Method.

Lozanov formed Suggestopedia during the 1970s to allow learners to learn a language in a relatively limited time. The role of teachers in this method is to "desuggest" the learning barriers of learners either directly or indirectly (Anderson

& Larsen-Freeman, 2011). The main goal of this method was to aid students to be efficient in communication via helping them handle with the obstacles while enjoying the practicality of learning. Classroom atmosphere had to be joyful with a variety of different colors, and musical background, fine arts, games and songs were made use of in order that learners could enjoy more by forming positive attitudes towards the process of learning. Dialogues were required to meet with the learners in their mother tongue and in L2. For the use of language parts either grammar or vocabulary, L2 was preferred mostly, yet learners' questions might be in their mother tongue. (Richards & Rodgers, 2001). Besides, vocabulary was demonstrated with their meanings in mother tongue, and translation of the sentences in the dialogues were allowed, which means that using mother tongue was an advantageous tool to comprehend the ideas. The more the level of the learners increased, the less mother tongue of the learners was spoken by the teachers (Anderson & Larsen-Freeman, 2011).

Thereafter, Community Language Learning (CLL) as a humanistic approach was formed as a method formed in the late 1970s. As being a counselor, teachers had to be conscious of the difficulties the learners faced and understand their emotions and attitudes towards learning. Learners' experiences together with their strengths and weaknesses were mainly dealt with to encourage them in the learning process. Pair and group work were suggested so as to form a community where the learners rely on each other in a safe and non-competitive atmosphere. Regarding the use of mother tongue in a class, learners were permitted to use their L1 for the translation of the exercises. This interchangeable language use was recorded by the teacher. Like Suggestopedia, learners were taught vocabulary in their mother tongue as learners' feeling themselves in a safe zone could be a better experience for the sake of learning. In brief, learners' mother tongue use had a significant role in learning on the grounds that L1 was a kind of connector from unknown to known. There was a gradual amount of speaking L1 from the low levels to high levels.

Total Physical Response (TPR) which was formed by Asher had been in the same period with CLL. It took the basis of humanistic approach as well. This method suggested that the similarity of L1 and L2 acquisition had to be got in the

same order to reduce the learners anxiety and stress levels. Actions were the main tools, and before the application of the activities, L1 use was free. What action means is that teacher makes some movements while giving instructions and commands, and learners get the message through those actions. The objective of this method was to make learners enjoy mainly in a variety of grammar and vocabulary teaching sessions. Taking all these into account, L2 use was emphasized, yet L1 wasn't suggested at all.

Another following method is Natural Approach. It was developed by Terrell and Krashen, and might be recognized as one of the current view of communicative approaches. It regarded L1 and L2 acquisition the same, and so as its name suggested naturalness of infants learning their mother tongue and its similarity to L2 acquisition were taken into consideration. Input hypothesis that offered the necessity of exposure to comprehensible input by Krashen was a helpful mean for teachers to make learners acquire L2. In this hypothesis, it was believed that learners' understanding of the messages and its related vocabulary lead to learning, which also highlighted the significance of vocabulary knowledge as well. According to this method, learners were required to speak once they feel themselves ready – when the learners' affective filter is low. Also, creating a non-threatening environment by caring learners' interest and motives was supposed to uncover a safe environment so as to make learners feel comfortable in the achievement of overall goal of communication. In terms of the use of L1, only limited use in order to reach the goal was permitted at the beginning stages of the learners; hence, the teacher wasn't supposed to use it as much as possible.

All the methods mentioned including Natural Method assisted learners to use their mother tongue in terms of communication, yet the results of their application uncovered their deficiencies due to highly focus on linguistic forms. These kind of methods depending mostly on linguistic forms were not accepted such an applicable way to enhance communication.

Following this, Wilkin's suggestion of the new communicative based syllabus worked better, and Communicative Language Teaching (CLT) which was transformed form of CLL were evolved during the 1970s and 1980s. Communicative Language Teaching theorists had already generalized the belief of

using mother tongue as anti-thesis. One of the remarkable theorists on this was Krashen who had suggested that getting “input” as much as possible by using L2 would be an aid to acquisition in contrast with learning. Also, he stressed that the amounts of input was required to be enough in order to have L2 acquired by using learners’ affective filter. Its main goal was to make learners be communicatively proficient, and to this end, teachers were expected to utilize the learners’ daily lives when designating their activities for the lessons. As Brown stated that the techniques of teaching had been designed to make learners interest in original, pragmatical and functional way of teaching so as to lead to purposeful aims (2001). All the materials and activities were required to be authentic to make the learners feel the reality and be competent in outside of the class. Role plays were used as a means of social interaction for communicating in a proper attitude. Mostly speaking, but the other areas of language were emphasized as well. To reach the goal of this method, the learners were expected to use only L2 except the explanation of activities and giving homework when needed. As Anderson & Larsen-Freeman pointed out learners would learn the classroom organization shifts, and recognize L2 as a means of communication instead of just being a topic to be learnt (2011). After all, CLT let the use of L1 in some situations properly in spite of the fact that it was a comprehensive communicative based method.

Starting with GTM and finalizing with CLT, all methods mentioned above were viewed in terms of their attitudes towards L1 use in classes. It is important to underline that these methods had the leading power in history in terms of learning a foreign language. As it was worded by Richards and Rodgers “the most active period in the history of approaches and methods was from the 1950s to the 1980s” (2001, p. 15). The period and its requirements might probably bring forth some benefits of those methods, and all of them have been a succession of each other by overcoming the previous one’s deficiencies. Though the notion of methods were criticized later by offering a variety of principles instead, the new concepts called as “post method era” has led to the eclectic method application in the classrooms in that teachers’ and learner’s autonomy, emotions, social desires, types of intelligence and abilities such as being analysts or decision-maker etc. came to exist by allowing the use of L1 in some circumstances when necessary in order to fundamentally provide the comprehension of the lesson.

CHAPTER THREE

METHODOLOGY

3.1 PRESENTATION

The aim of this study is to examine the relationship between learners' tendency to use their mother tongue in an EFL classroom and their level of emotional intelligence. To prove this relation and gather related data, some methodological instruments were put to use. This chapter presents information about the methodology of the research. To begin with, a comprehensive explanation of the research is addressed in the organization of the study part. Next, the characteristics of setting and subjects are presented. Then the information gathering process is mentioned in detail including data collecting instruments based on the reliability results and the methods used to collect data in order to examine the information process. Following this, an overview of data gathering and the ethical procedure are discussed.

3.2 ORGANIZATION OF STUDY

This study was carried out by examining the relationship between the tendencies of EFL learners, studying at the School of Foreign Languages in Turkey, to use their mother tongue in EFL classrooms and the level of their emotional intelligence. The research design of the current study is correlational, and it is based on the quantitative research method. In a correlational research design, two or more elements are detected and tested to see how these variables are related or different in an identifiable model. In order to form a correlational study design, first of all, two or more measurements for each and every learner are made. These measurements are separately thought to be a different variable. As a result, considering the values of them, the researcher can claim that one of the variables may be regarded as an estimation of the others. To this end, in this study, two measurements (questionnaires) of all learners were taken into consideration and examined comparatively for each variable. Also, following the examination of it, the way of measurement of these questionnaires was identified by Pearson correlation co-efficient which was enumerated in order to diagnose the reliability

of the statistic. It provides significant data about if the direction of the correlation is linear or not. Finding out the way how to direct the statistics, the Cronbach Alpha value was measured as 0,929 for EQ-i while 0.848 in the Use of L1 questionnaire. These results showed the validity and reliability of both questionnaires as highly acceptable.

Furthermore, in this study, the quantitative research method has been applied as this method requires variables having a cause-effect relation in some circumstances. As this study simply seeks an answer to whether EQ of the learners have an effect on their use of mother tongue, this points a cause-effect relationship. Also, in order to reveal some knowledge and understanding while observing the occurrences having an effect on learners about their social and academic world, this method is mostly put to use by researchers such as social scientists. These kind of researchers focus on a particular group of individuals (a sample population) to learn about more. Once scientific search is made, the collected data results are checked and tested to examine the variables about a particular group of individuals. Some advantages of using this method include its reliability and objectivity by using statistics to make a generalization, testing the hypotheses and theories by observable data, regarding the sample as a reflection of the big picture and giving less importance to the researchers' thoughts. However, there may be some missing parts in this study on account of the participants' responses because the questionnaires may not be so detailed to deal with each issue.

Based on the research design method, in order to test this hypothesis, this study, at first, includes the demographic information of the learners' gender, type of high-school background, language background, current level of English and the degree of being exposed to English language. Following this, two questionnaires were applied in this study as the data collection tool. To this end, the quantitative data was gathered through the Turkish adaptation of the Bar-On EQ-i having 88 questions (see Appendix D) (Acar, 2001) and the Learners' Use of L1 in EFL Classes Questionnaire having 18 multiple choice questions with one more follow-up open ended question (see Appendix E) (Oflaz, 2009) in two private universities in Ankara. The permissions to use both questionnaires were received by the researcher via e-mail (see Appendix F and G). By no means, no rewording or adding

to the questions was done in order not to decrease its reliability. The data of the research is obtained by these questionnaires and checked up on using the Statistical Package for Social Sciences (SPSS) version 23.0. The questionnaires were applied to 179 participants (89 Female & 90 Males) aged over 18 with different levels of English, in a class hour (40-45 min.) in two different Preparatory Schools in Ankara. It took almost a class-hour due to the length of the questionnaires. A questionnaire which includes a series of questions filled up by participants to gather empirical data on the given topic is applied as the way of data collection instrument. The reason to use the questionnaires as a survey method is that it is considered as one of the best applicable instruments to collect data, especially, when taking into account of its facilities such as the expense, time, the amount of participants and statistics based analysis. In this process, data collection must have validity that means a data is supposed to be “plausible, credible, trustworthy, and therefore defensible” (Johnson & Christensen, 2000, p.207). Also, some of the strengths of the questionnaires might be explained as “...moderately high measurement validity for well-constructed and group administered questionnaires, inexpensive, quick turnaround, ease of data analysis, can administer to probability samples...” (Tashakkori & Teddlie, 2003, p.306). However, one of the handicaps of using questionnaires can be the lack of sincere answers from some of the respondents who don't want to be aboveboard with their replies in order not to damage their social image.

3.3 SETTING AND SUBJECTS

The current study was carried out in the academic year of 2018-2019 in Ankara. The population of this research was a group of preparatory students at two private universities. Due to the impossibility to apply this research on all of the students, a sample group was chosen randomly, and this process is called “simple random sampling”. It is a kind of technique in which the items are chosen by probability, so any one of the participants has a possibility to be picked up. After organizing the participants, the study continued with the application of the questionnaires. At first, the students were required to complete the personal information form and then two questionnaires. However, before starting, a consent

form was shared with them about the process of questionnaires. The learners who approved to be a part of this study were taken into consideration.

According to the items in the Personal Information Form, the number of attendees was identified as 179 that had a balanced distribution of 90 males and 89 females. The average of participants' age was mostly around 18, and their school backgrounds varied like Anatolian High School, Open High School, Science High School, Common High School, Islamic Divinity Students High School, Vocational High School, Private High School and Basic High School including the graduates of two-year and four-year universities. Furthermore, the participants chosen from different levels were put into three categories as elementary, pre-intermediate and intermediate in accordance with their level of English. The length of education year of the participants in terms of English learning (the level of exposure to English) was also classified in three ways like 0-5 year, 5-10 year and 10-15 year. Following this, one of the categories in the Personal Information Form was about the number of foreign languages the students know. This category was defined as "1" for one foreign language and "2" for two or more foreign languages of participants. These were all examined as background information that had been shared in the Personal Information Form (see Appendix C) of this research.

3.4 COLLECTION OF DATA

As already touched upon the preceding parts, the approval from ethical committee (see Appendix A) ,a consent of Acar F. and Oflaz Ö. using the questionnaires to collect the data (see Appendix F and G) and a consent of the learners to be a part of this research were taken (see Appendix B).

3.4.1 Means of Data Collection

3.4.1.1 Personal Information Form

There are mainly three parts of data collection process. The first part includes the personal information form (demographic information) prepared by the researcher in order to get more information about the participants in case there can

be some relevant data which might need to be highlighted. It consists of only five questions.

The first item is gender which is shown in two options F/M (Female or Male). The number of participants whose gender was chosen as Female 50.28% (n=89) and was chosen as Male 49.72% (n=90) has indicated an almost equal share, which is effective in terms of the reliability of the results related to the gender of the participants because one of the research question is related with a gender correlation.

Other items used in this form are two open-ended questions which are, respectively, the level of English and the school background of the learners. According to the results of the statistics, 60.33% (n=108) of the students from Anatolian High School, 1.11% (n=2) of the students from Open High School, 1.11% (n=2) of the students from Islamic Divinity Students High School, 1.11% (n=2) of the students from universities, 1.67% (n=3) of the students from Science High School, 1.67% (n=3) of the students from Private High School, 6.7% (n=12) of the students from Regular State High School, 15.6% (n=28) of the learners from Regular Basic High School and 10.61% (n=19) of the learners from Vocational High School participated in this study. As it is clear, majority of the learners have Anatolian High School Background which might have an effect on the results of this study owing to high population of participants' having almost the same school background. As most have had a similar background in their educational lives, the results of both questionnaires might have a similar conclusion, which is either good at in terms of its being homogenous on a specific group, or negative in just analyzing the same background of learners without expanding it into more heterogeneous one.

Also, the level of exposure to English is given in three categories like 0-5 / 5-10 / 10-15 years. 22.9% (41) of the learners stated 0-5 years, 60.8 (n=109) of the learners stated 5-10 years, and 16.2 (n=29) of the learners stated 10-15 years of exposure.

The number of languages they know is also categorized in two aspects as 1 / 2. The number of students who knows only one language is 86.03 (n=154) while the number of students who knows two or more languages is 13.9 (n=25).

The findings of the personal information form are demonstrated in the Table 3.1 below. By applying “number” and “percent” into the analysis, the results are listed.

Table 3.1
Statistics on Personal Information Form

PERSONAL INFORMATION	CHARACTERISTICS	NUMBER	PERCENT
Gender	Female	89	49.2
	Male	90	50.8
Current Level of English	Elementary	34	18.9
	Pre-intermediate	103	57.4
	Intermediate	42	23.4
	Anatolian High School	108	60.3
	Open High School	2	1.11
Background of School Type	Science High School	3	1.67
	Regular State High School	12	6.7
	Islamic Divinity Student High School	2	1.11
	Vocational High School	19	10.61
	Private High School	3	1.67
	Regular Basic High School	28	15.6
The level of exposure to English	University Graduates (2 or 4 year)	2	1.1
	0-5 year	41	22.9
	5-10 year	109	60.8
The number of foreign languages the students know	10-15 year	29	16.2
	1	154	86.03
	2 or more	25	13.9

3.4.1.2 *EQ-i Self Report*

The second part of the data collection instrument includes an adapted version of Emotional Quotient Inventory (EQ-i) formed by Bar-On (1997). It is formed to assess the EQ level of learners who are above 16. The questionnaire of EQ-i is originally 133-item written in English, but the adapted and implemented Turkish version only includes 88-item scale in Acar's doctoral dissertation (2001). She asserted that 45 items taken out didn't relate to any of the competences or led to the repetition of the same statements, and some of the words were reworded in the new version in order to make the learners figure out the items easily. Also, due to the difference in the levels of learners, the Turkish version was applied so as not to be comprehended in a wrong way by the learners. As can be seen in the Table 3.2, the items were organized in a Likert-format scale given in five choices.

Table 3.2
Likert Scale Format

Number	Explanation
1	Strongly Disagree
2	Disagree
3	Neither Agree nor Disagree
4	Agree
5	Strongly Agree

Bar-On EQ-i comprises 5 different competents (composite scales) of EI, and these components have 15 subscales (Acar, 2001). These components are intrapersonal, interpersonal, adaptability, stress management and general mood together with their subscales which include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization in the Intrapersonal category; Empathy, Social Responsibility, and Interpersonal Relationship in the Interpersonal category; Stress Tolerance and Impulse Control in the Stress Management category; Reality-Testing, Flexibility, and Problem-Solving in the Adaptability category; and Optimism and Happiness in the General Mood category as shown in the Figure 3.1 (Acar, 2001).

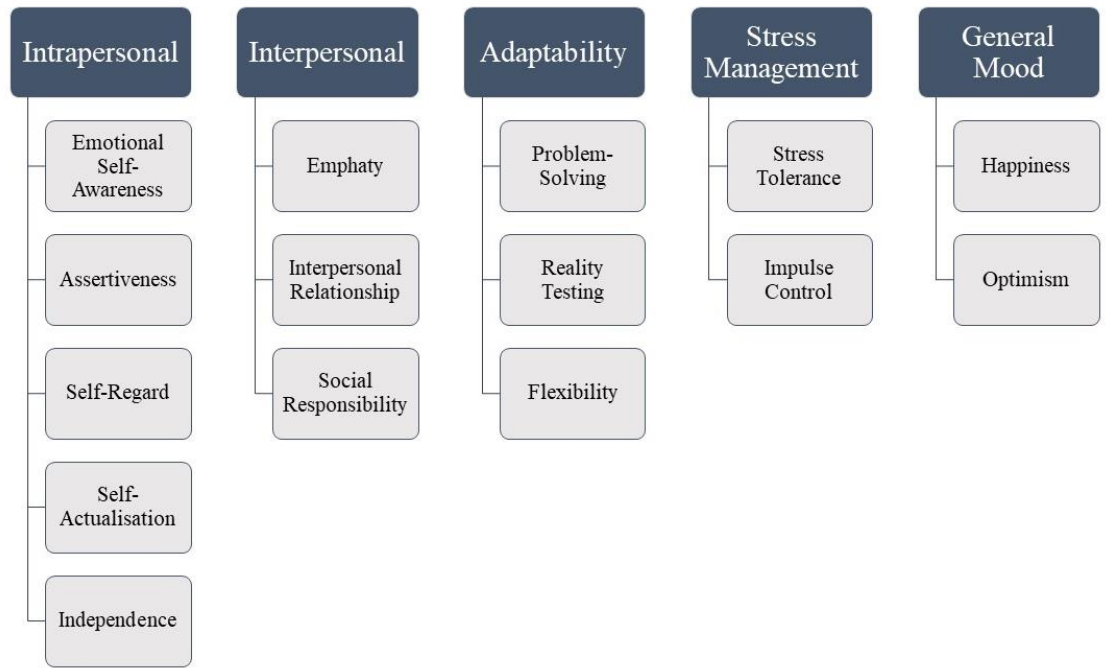


Figure 3.1: Composite Scales and Their Subscales of Bar-on EQ-i

These subscales were matched with their corresponding numbers in the questionnaire by Acar (2001) as it is shown in Figure 3.2.

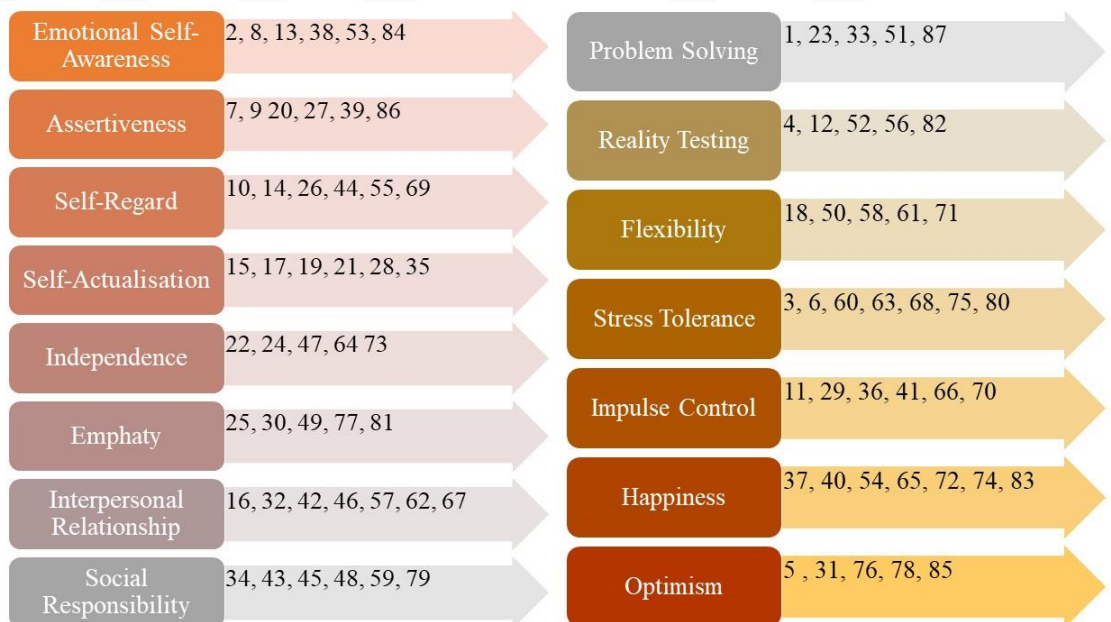


Figure 3.2: The Corresponding Numbers of Questions

In the adapted and translated version of Bar-On EQ-i, Acar stated that 45 items were needed to be made an inversion either because of having the same meaning or having neutral expected choices in order to make all items equivalent in a semantic way by consulting the experts on them before the measurement is done properly and effectively. For the purpose of checking its internal reliability, Cronbach Alpha reliability co-efficient was used, and the result which was found by Acar (2001) demonstrated 92.12 % which indicates a high consistency.

In this research, the designated reliability value by using Cronbach Alpha was found as 0,929. Also, the other studies using the same questionnaire found the Cronbach Alpha value as .94 (Karaman, 2012) and also .92 (Öztürk ve Deniz, 2008). All of these prove the reliability of this scale.

3.4.1.3 “The Use of L1 in an EFL Classroom” Questionnaire

The third instrument used as a second questionnaire is “The use of L1 in an EFL classroom” questionnaire prepared by Oflaz (2009) considering the needs of the learners about using L1 in the classroom. He asserted that a pilot study was applied in advance with intent to measure the required time, to identify the data collection procedures and to have the consistency of the questionnaire. Also, he found .80 alpha (α) reliability score that demonstrates the reliability of this questionnaire could possibly meet the aim of this research. Also, the questionnaire was originally prepared in English, yet in order to avoid misunderstandings of the learners, it was translated into Turkish with the assistance of three experts.

This questionnaire was given to the same participants by the researcher in order to check their tendency to speak Turkish in English in an EFL classroom. This questionnaire was attached to the EQ-i questionnaire, and the students were required to reply them both. This part includes 18 multiple choice questions on which the choices are only designed by using the frequencies like “always / usually / sometimes / seldom / never”. The last question without being numbered is an open ended question asking for further information about the related issue. There are different variables integrated in this questionnaire. The total average of whole

questions is aimed at measuring a total score on the frequency of learners' use of L1 in an EFL classroom.

However, there are some subsections aimed at analyzing the learners' use of L1 in different contexts by reaching the frequency degree of each one subsection separately. The 1st and 2nd questions are about the use of language (grammar), 3rd and 4th are about Reading Skills, 5th and 6th are about Listening Skills, 7th and 8th are about Speaking Skills, 9th is about Writing Skills, 10th is about vocabulary.

On the other hand, the rest of the questions are related to the frequency of learners' use of L1 during the process of the lessons in that 11th is about Pair Work activities, 12th is about Group Work activities, 13th and 14th are related to giving /taking feedback, 15th and 16th are about instructions, 17th and 18th questions are only about the extent to which the students and the instructors use L1 in an EFL classroom. For the detailed questionnaire, you might see Appendix E.

3.1 OVERVIEW OF DATA GATHERING AND ETHICAL PROCEDURES

In the middle of January 2018, the procedure was started by applying Ufuk University Institute of Social Sciences administration and one private university to get Ethics Committee approval from the institutions in order to collect data by applying questionnaires to the preparatory school learners. Also, with the coordinators and management, the number of students who would participate in was defined, and the classes especially in different levels were chosen deliberately in order to get heterogenous results in terms of the level of learners.

In the beginning of the second term 2019, with the approval of the survey, the process began to be applied after the semester. Before the administration of the questionnaires, in both universities, a short informative meeting was hold among the English instructors and coordinators to give some detailed information about the research. Besides, the researcher requested if they could assist in persuading the learners to be sincere while answering the items. The number of learners in each

class was specified in advance, and on the basis of this, the packages of questionnaires were distributed. The first part on the pack of questionnaires included the Voluntary Participation Form which was supposed to be signed by the participants who became volunteers to take part in. Getting the approval of the participants, the first questionnaire which had a brief introduction about the topic and a request about their honest and sincere answers in order to get correct results to complete this study was carried out. The average time allocated for both of the questionnaires were 40-50 minutes (a class hour). In the case of any misunderstanding, the instructors either replied themselves or called the researcher to get information during this process. The questions include 106 multiple choice items and one open-ended item at the end. The application of these questionnaires was finalized in two different sessions in two universities. Once all of this process was performed, in order to study on the collected data, the packages were put together and prepared for in-depth analysis.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

In this part, the results of the questionnaires based on the researcher's hypotheses are discussed by showing the gathered data and its statistics. The outcomes of this study are explicitly addressed so as to uncover the details of each research question with regard to the statistics and measurements. To this end, the analyses of research questions were mainly established in SPSS 23.0 by using ANOVA and Pearson correlation tests. The relation of both results of the findings and hypotheses tested in this study are discussed in this chapter. Also, the analysis and statistics on data collection tools are examined and interpreted in detail.

4.2 DESCRIPTIVE ANALYSES OF GENERAL INFORMATION

Before administering the major data collection instruments of both questionnaires: *Bar-On EQ-i* and *The Use of L1 in an EFL Classroom*, some questions regarding the students' gender, their current level of English, the number of foreign languages they know, the level of the exposure to learning English and their school background were asked to the participants in the Personal Information Form. These kind of demographic pieces of information in which the aim was to contribute to the study on the topic of the use of L1 and EQ level of the learners were collected to have extra information and analyses in that the results may provide further suggestions for the ones who will study on the issues which had been asked for in the Personal Information Form in advance. In this manner, except for the research questions and the hypotheses of the researcher, this background knowledge would be mentioned as subsidiary data. That's why the discussion of these items in the Personal Information Form was briefly explained.

4.2.1 Gender

According to the data used in this part, in total, 179 participants were included in this study. The distribution is mainly homogenous. While the number

of females was 89, the number of males was 90 as it is shown in the Figure 4.1 below.

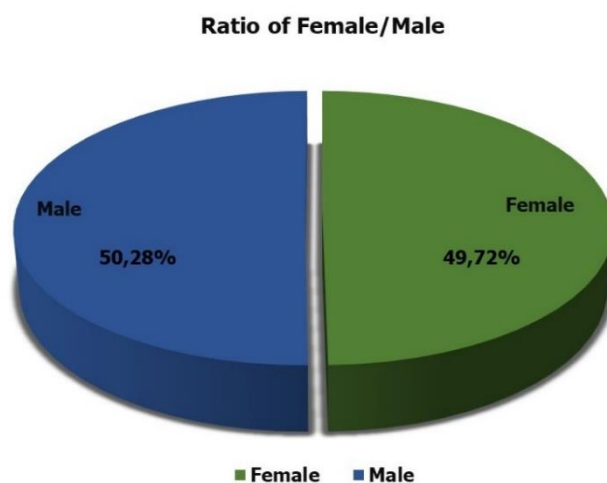


Figure 4.1: “Ratio of Gender” in Personal Information Form

4.2.2 Current Level of Participants

In the Personal Information Form of this research, the current level of the participants was asked, and according to the answers, three levels were identified like “Elementary”, “Pre-intermediate” and “Intermediate”. The statistics as in the Figure 4.2 indicated that 18.9 % (n=34) of the participants were Elementary level, 57.54 % of the participants were Pre-intermediate level (n=103) and 23.4 % (n=42) of the participants were Intermediate level. As the Figure 4.2 displays:

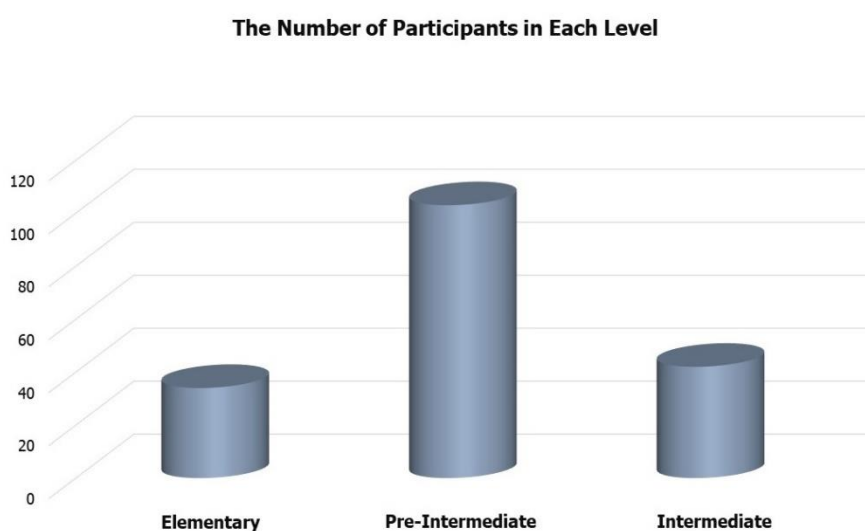


Figure 4.2: “The Number of Participants in Different Levels” in Personal Information Form

4.2.2.1 Current Level of Participants and EQ Level

Almost half of the learners' being pre-intermediate level might shape the results of this study either positively or negatively in some aspects because the standard distribution would be required to be equal in terms of the levels of participants in order to check the effect on the levels of their EQ.

Whether there is a relationship between the participants' EQ level and their current level of English was analyzed and tested. The results are illustrated below:

Table 4.1

Statistics on Relationship Between Current Level of the Participants and Their EQ Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13945,368	2	6972,684	5,401	,005
Within Groups	227217,606	176	1291,009		
Total	241162,975	178			

Taking the results in consideration, no significant differences was identified between these variables because of the value of $p < 0.05$. If p value is higher than 0.05, the H_0 is declined or if it is lower than 0.05, H_0 is accepted. This means if the H_0 is declined, there is a relation in the study, yet, on the contrary, if the H_0 is accepted, it shows no relation in the study. The level of English has no significant influence on the learners' level of EQ. As mentioned in the Personal Information Form part above, these results might be misleading in terms of the high number of participants in pre-intermediate level. Otherwise, the results might reveal one's high or low level of EQ doesn't mean that their current English level would be beginner or intermediate etc.

The fact that no relation was found between the language level of the students and their EQ levels is expected since this kind of relation can only be valid if this type of research including an EQ test and a questionnaire to uncover the students' tendency to use L1 in an EFL class is applied on a regular basis every year, either at the beginning or at the end of a teaching period. The fact that the level of

EQ affects the students' language learning process either in a positive or a negative way also points out that a certain or an unexpected change in the level of the students' EQ can lead a certain change in the students' learning performance and/or their attitude towards the learning process, as well. This type of change should be considered as a chain reaction. Since this kind of a certain change in a student's EQ level is not something that can be controlled by the school teachers at the exact time of the change, immense fluctuations in students' performance or attitudes towards a language class every year should be considered as an inevitable result. To check whether there really is a change in a student's EQ level, which also affects the student's language learning process and also his/her foreign language level as a chain reaction, periodical EQ tests should be given by the teachers. To maintain a systematic language level and/or a cumulative attitude towards a foreign language learning process, teachers should maintain the students' level of EQ in an increscent level, which requires an additional curriculum in order to be able to support the students' EQ capacity. This fact immediatly gives curriculum designers a primary and a full responsibility for adapting their curriculum accordingly in order to be able to check, monitor and enhance the students' EQ performances during the whole year. Analyzing the results belonging to the same students each year can provide teachers a far more valid data on the relation between the language level of the students and their EQ levels. Therefore, to see the actual results, further studies on a regular basis is recommended.

4.2.2.2 Current Level of Participants and the Use of L1

Whether there is a relationship between the participants' tendency to use L1 in an EFL classroom and their current level of English was analyzed and tested. The results are illustrated below:

Table 4.2

Statistics on Relationship Between Current Level of the Participants and the Use of L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19,582	2	9,791	,085	,919
Within Groups	19997,546	173	115,593		
Total	20017,128	175			

Based on the statistics above, no relation was found out between the level of English of the participants and the extent to which the participants use their mother tongue in an EFL classroom, which meets for the purpose of the thesis in terms of analyzing the general avoidance of learners in speaking L2 in an EFL classroom. What is meant here is no matter what the level of a student is, his/her inclination whether to use L1 in an English teaching classroom or not isn't affected by his level. However, a common belief among the teachers, normally, is that when students' level gets higher, their attitude towards communicating in L2 becomes more active. This study with this question refuted the general idea.

4.2.3 Level of Exposure to English

In the Personal Information Form, the level of exposure to English language was asked to the participants. In terms of years, the gathered data was presented in three groups like 0-5 years, 5-10 years and 10-15 years. In the survey, research indicated that 22.9 % (n=41) of the participants chose 0-5 years, 60.8 % (n=109) of the participants chose 5-10 years, and 16.2% (n=29) of the participants chose the item of 10-15 years of exposure to English. More than half of the participants' experience on learning English as the 2nd language is between 5-10 years.

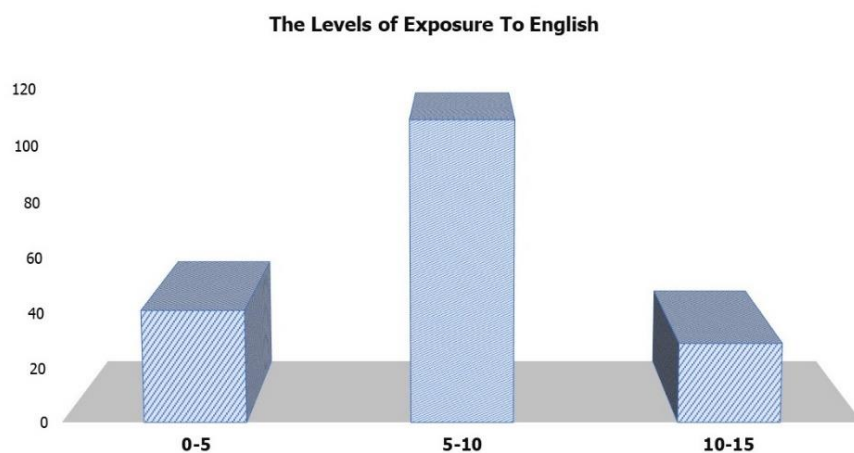


Figure 4.3: “The Ratio of the Levels of Exposure to English” in Personal Information Form

4.2.3.1 Level of Exposure to English and EQ Level

Analyzing the level of exposure to the language and the level of EQ, the results explained no remarkable connection at all. The results were shown in the Table 4.3.

Table 4.3

Statistics on Relationship Between Level of Exposure to English of the Participants and Their EQ Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12127,401	2	6063,700	4,660	,011
Within Groups	229035,574	176	1301,338		
Total	241162,975	178			

Maybe IQ, but not EQ, either high or low, isn't affected by the learners' years of experience in terms of language learning. In this manner, the level of exposure to English language learning might probably be associated with cognition level of learners more in that IQ could be a measurement mean to have a positive correlation between these variables. As years of experience are related to mental capabilities, emotions may not be regarded as a means to end in this context.

4.2.3.2 Level of Exposure to English and the Use of L1

Following the analysis of whether the use of mother tongue in an EFL classroom and the level of exposure to English language learning are related or not, the consequence of this correlation is shown in the Table 4.4 below.

Table 4.4

Statistics on Relationship Between Level of Exposure to English and the Use of L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1096,503	2	548,252	5,013	,008
Within Groups	18920,625	173	109,368		
Total	20017,128	175			

The result above demonstrates that the level of exposure to English language can neither increase nor decrease the amount of L1 use in the classroom. The amount of learners' experience, contrary to the expectations, doesn't interrelate with their communication preferences either in Turkish or in English in an EFL classroom. Years of exposure to English language would be assumed to make learners be aware of the significance of using the target language so as to learn it by practicing, as many theories and methods related to ELT mentioned the importance of being communicatively competent. Also, they highlighted the use of only L2 in those classes, which overlaps with the results of this study based on the views of the learners.

An overall conclusion of the exposure to English language in terms of its relationships with both EQ level and the use of L1 is discussed. The fact that no relation was found between the number of the years students are exposed to the target language and EQ level of learners and/or the use of L1 is expected. As the number of the years students are exposed to the target language is a relative concept, a different research study is required to test the validity of this data. In other words, there are numerous variables to determine the efficiency of language learning process and the number of the years can be considered as one of the weakest factors as it's not easy to decipher the quality and the effectiveness of the process by just considering the number of the years. There might be a combination of other factors determining the validity and the effectiveness of the education years. That's to say, a student with a high EQ level may be exposed to a very well designed EFL program, equipped with talented, experienced and well-educated teachers for considerable number of years, yet s/he might fail due to unexpected, unknown or unavoidable, serious reasons. These reasons may include the most serious ones like 'physical' due to health problems or 'psychological' due to a loss of a loved one and so on. Or we can consider the reverse scenario in which a student with a lower EQ level is exposed to a very poor designed EFL program for considerable number of years, equipped with inexperienced and not well-educated teachers, who may also not be very willing to teach the target language, at least by following and using the latest methods and techniques, and the student fails, as a result. We can increase the number of the scenarios with a student whose EQ level is high and an inexperienced teacher lecturing or a student with both a lower EQ level and either physical or

psychological issues preventing him/her from following an EFL program in an expected way and an experienced teacher lecturing. The combinations can be endless, which means what matters in an EFL learning process shouldn't be considered as the number of years solely as there are many variables affecting this component, but instead the quality and the effectiveness of this process might matter the most. This fact may lead a student to use L1 in an EFL class more or less than expected. On the other hand, a student's number of EFL experience years is not supposed to affect his/her EQ level, instead the research results of this shows the opposite as EQ levels affect the performance of the students in an EFL class. In short, the number of the years one is exposed to an EFL learning process has no considerable value at all. Therefore, further studies can be recommended to shed light on this issue.

4.2.4 School Background

The open-ended questions in the Personal Information Form were required to be filled in by the participants in order to get some more detailed and variable information. One of the questions asked in this way was about the school background of the participants. The majority of the learners (60.33%, n=108) were graduated from Anatolian High School. The distribution of the other types of schools can be seen in the Figure 4.4

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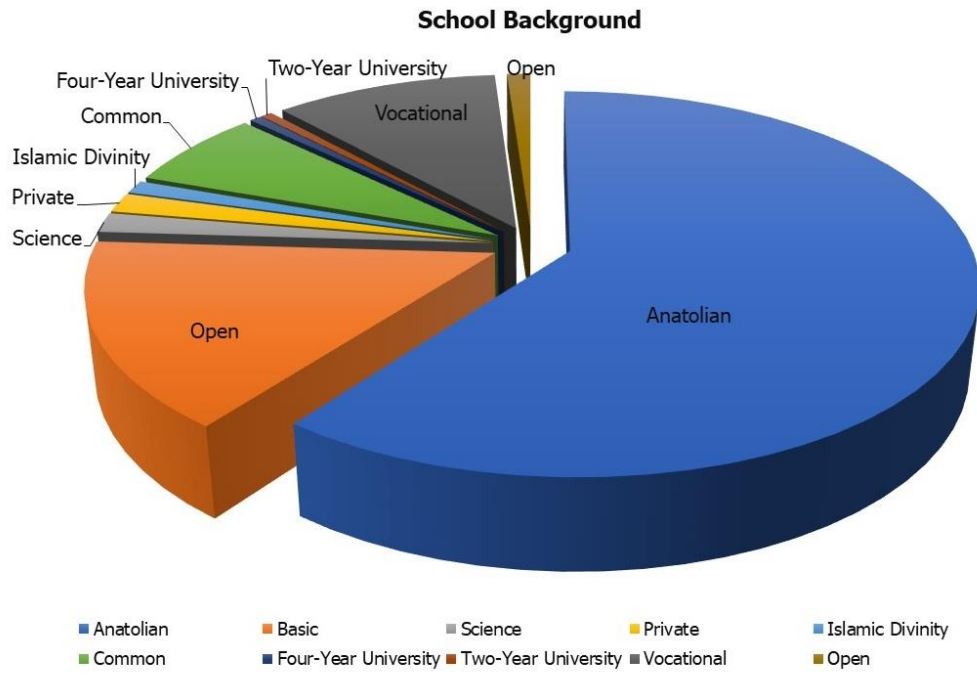


Figure 4.4: “The Ratio of School Background of the Learners and EQ Level” in Personal Information Form

4.2.4.1 School Background and EQ Level

The statistics on the school background based on the relation with EQ of learners were analyzed, and the results can be seen in the Table 4.5 below.

Table 4.5

Statistics on Relationship Between School Background of the Learners and Their EQ Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14741,269	9	1637,919	1,223	,284
Within Groups	226424,899	169	1339,792		
Total	241166,168	178			

The results explicitly reveal that the educational background of the participants doesn't have any connection with the level of EQ of the learners. As it is known, in Turkey, the education system has been ever-changing for a long time leading to existence of many school types with different curricula and targets,

especially in high schools due to the changes at the university exam. Those kinds of high schools are categorized according to their valuation based on the scores of the students, and the best high schools are regarded as Science High School and Anatolian High School. Considering the preference of those schools by comparatively having more successful students, it might be assumed that EQ level of those learners would be higher, yet the results didn't meet with this assumption by stating no correlation.

4.2.4.2 School Background and the Use of L1

The learners' tendency to use L1 and the educational background were crosschecked, and the results explicitly revealed that the school background of the participants don't have any connection with their tendency to use their mother tongue in an EFL class. Since some high school types offer more class hours to English lessons while others less in Turkey, the learners having more classes are expected to communicate in L2 more whereas the learners having less or no English lessons would be expected to speak mother tongue more in their current classes. However, the results failed to meet the general expectation by revealing no relation between these two. Table 4.6 below demonstrates the results of the statistics.

Table 4.6

Statistics on Relationship Between School Background of the Learners and the Use of L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1195,714	9	132,857	1,172	,316
Within Groups	18821,414	166	113,382		
Total	20017,128	175			

4.2.5 Number of Languages the Participants Know

Another open-ended question in the general information part was the number of languages the learners know. It is categorized into two parts like 1 (for one language) or 2 (for two or more languages).

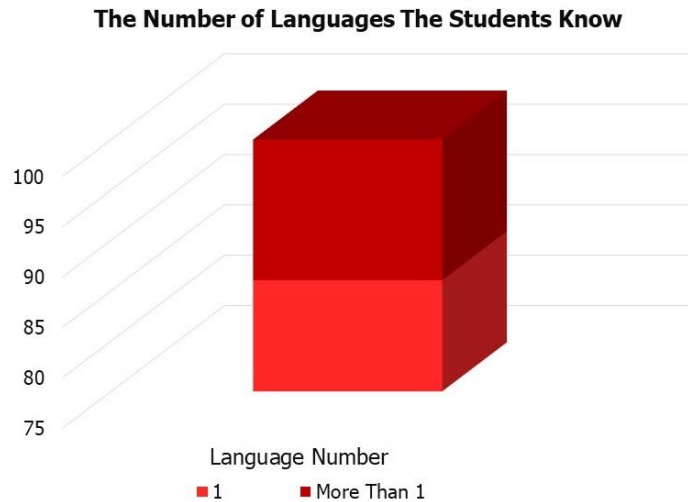


Figure 4.5: “The Ratio of the Number of Languages the Learners Know” in Personal Information Form

With reference to the Figure 4.5, 86.03 % (n=154) of the participants only know one language while 13.9% (n=25) stated that they know two or more languages.

4.2.5.1 Number of Languages the Participants Know and EQ Level

The data on the relationship between the number of languages the participants know and their EQ level was tested, and the responses are given in the following Table 4.7.

Table 4.7

Statistics on Relationship Between Number of Languages the Participants Know and EQ Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101,927	1	101,927	,075	,785
Within Groups	240490,535	176	1366,423		
Total	240592,461	177			

In accordance with the statistics, the number of languages the participants know doesn't influence the learners' EQ level. The number of participants responding to this item was greatly the one knowing only one language compared to the ones knowing two or more. As language learning is a kind of mental process requiring specific capabilities and aptitude, the learners' knowing more than one language is possibly regarded to be a usual issue for emotionally intelligent people. These kinds of people are required to have self-awareness and reality testing skills while being aware of their purposes, and to manage themselves and their emotions to learn more than one language, yet the results didn't prove it in terms of emotions. Mental capabilities of those people, including the tool of IQ, might be an effective assessment to reach an end in this matter.

4.2.5.2 Number of Languages the Participants Know and the Use of L1

Based on the statistics, the number of languages the participants know doesn't have any effect on their tendency to use their mother tongue. Knowing more languages and speaking L1 or L2 don't make any difference. Also, as in the previous title mentioned, the EQ level of those learners didn't correlate with the number of languages the participants know as well. This probably shows that the ability to learn a language isn't necessarily directed to only EQ or their preference on the use of L1 in an L2 classroom. Not emotions but other types of intelligence would be more efficient in the assessment of the number of languages. As Table 4.8 shows

Table 4.8

Statistics on Relationship Between Number of Languages the Participants Know and the Use of L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	112,989	1	112,989	,983	,323
Within Groups	19894,253	173	114,996		
Total	20007,242	174			

4.3 RELIABILITY OF DATA

The analysis of reliability measures the consistency of the responses which are taken from the questionnaires designated according to the pre-defined scales. What is meant by consistency here is the responses given to the questions which include only the responses consistent with the ordinal scale. A test which is measured in an effective and required way is reliable.

To reach a reliable and valid result, some data collection tools were checked so as to be sure whether they are applicable or not. At first, the data of the EQ-i and the use of L1 were analyzed with SPSS 23.0. The Cronbach's alpha values (reliability co-efficient) were found as 0,929 for EQ-i and 0,848 for the use of L1 questionnaire. Cronbach's alpha which can also be thought as a scale reliability measure is a type of measuring way of the internal consistency in that it shows the degree to which a group of items have interrelation. In other saying, it is called as coefficient of reliability. To this end, Cronbach's alpha was used to see whether Likert scale or multiple choice answers used in the questionnaires are reliable or not. This coefficient clearly reveals if the test organized by the researcher is properly measuring the variables.

The used formula of Cronbach's alpha can be seen below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Figure 4.6: Cronbach's alpha equation

When examining the reliability of the five composite scales of EQ-i, the results display 0.853 for intrapersonal skills, 0,854 for interpersonal skills, 0.611 for adaptability, 0.775 for stress management and 0.823 for general mood. The data found here is in acceptable reliability limits. The Figure 4.7 below shows the acceptable degrees of reliability of the Cronbach's alpha value.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Figure 4.7: Acceptable Degrees of Reliability of the Cronbach's Alpha Value

4.3.1 Test of Normality

Statistical tests can be categorized into two types which are “parametric tests” and “non-parametric tests”. Test of normality should be done to a set of data to see which test is suitable to be implemented. If the data has a normal distribution, parametric test can be helpful; on the contrary, for the non-parametric tests to be applied, the distribution shouldn't be normal.

Implementing the test of normality to the data of EQ-i in this study, Shapiro-Wilk sigma value was defined as 0.100. As the value is above 0.05, the distribution, 95% in confidence interval, is distributed normally in the first questionnaire.

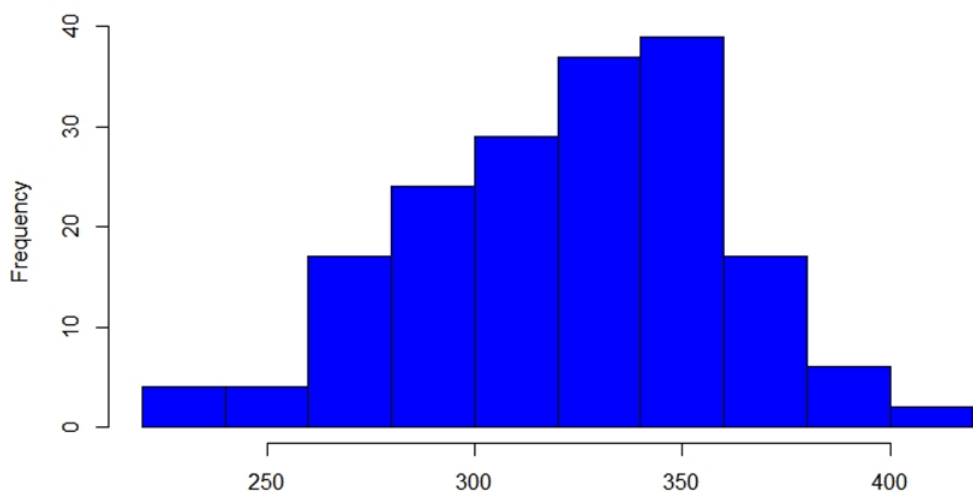


Figure 4.8: Shapiro Wilk Sigma Value of Bar-On EQ-i

As a result of the test of normality practiced on the tendency to use of L1 in an EFL classroom questionnaire, Shapiro-Wilk sigma value was set as 0.496. As the value is above 0.05, the distribution, 95% in confidence interval, is distributed normally in the second questionnaire.

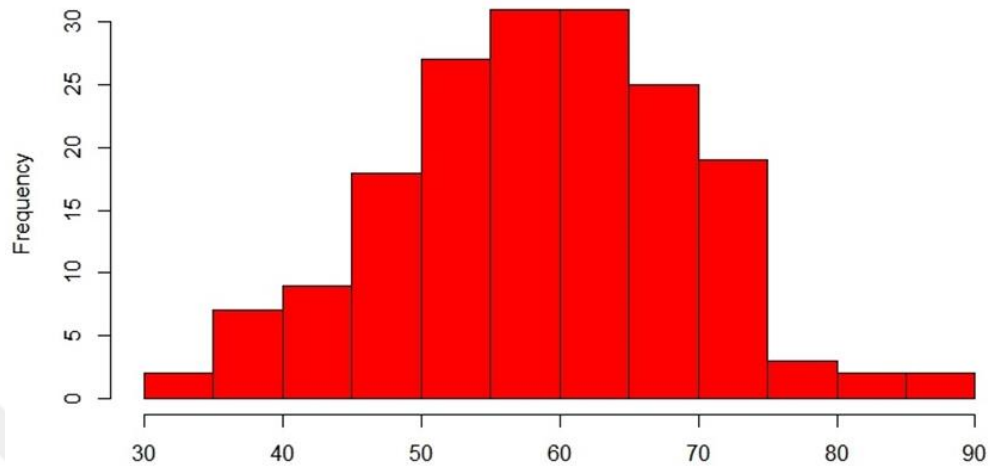


Figure 4.9: Shapiro Wilk Sigma Value of The Use of L1 Questionnaire

Based upon the assistance of SPSS and Microsoft Excel program, ANAVO test was utilized for measuring both EQ levels of learners and their tendency to use L1 together with the five component scales of EQ-i and the subsections of the use of L1 questionnaire.

4.4 INTERPRETATION AND DISCUSSION OF INSTRUMENTS

4.4.1 Emotional Quotient Inventory

The Emotional Quotient Inventory EQ-i (Bar-on, 1997) used to measure EQ has originally 133 items, yet the adapted version used in this study by Acar (2001) only consists of 88 items including the same composite scales and subcategories, and the reliability and validity test of the adapted version were scrutinized to get the most efficient result. The design of the questionnaire was put into use by the type of Likert scale which has options like 1: Totally Disagree, 2: Disagree, 3: Neither Agree Nor Disagree, 4: Agree, 5: Disagree.

The five composite scales (components) of EQ are titled as intrapersonal, interpersonal, adaptability, stress management and general mood, which include some subscales like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism.

The mean score of all items was found 3.67 out of 5, and standard deviation was measured as 1.07, which proves its validity. The mean and standard deviation of the items in this questionnaire are specified in the Table 4.9 below.

Table 4.9
Mean and Standard Deviation of Bar-On EQ-i

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q1	179	3,6927	1,01699	Q31	179	3,5955	1,09359	Q61	179	3,4831	1,07695
Q2	179	3,1453	1,26807	Q32	179	4,1117	,91727	Q62	179	3,7627	1,16608
Q3	179	2,6927	1,41441	Q33	179	3,9775	,94188	Q63	179	3,5899	,98032
Q4	179	3,1363	1,20095	Q34	179	4,3034	,90448	Q64	179	3,6966	1,00453
Q5	179	3,5449	1,09170	Q35	179	3,3240	1,22980	Q65	179	3,3259	1,24770
Q6	179	2,7865	1,36136	Q36	179	2,8764	1,42860	Q66	179	3,2360	1,24090
Q7	179	4,1341	,95630	Q37	179	3,4637	1,37904	Q67	179	4,2584	,90601
Q8	179	3,8603	1,09521	Q38	179	3,3184	1,24713	Q68	179	3,7865	1,07025
Q9	179	3,9607	1,05128	Q39	179	4,3799	,93667	Q69	179	3,6517	1,04506
Q10	179	3,8715	,96583	Q40	179	3,7151	1,10278	Q70	179	3,4520	1,40193
Q11	179	3,4213	1,37268	Q41	179	2,7207	1,30693	Q71	179	2,8259	1,22612
Q12	179	4,3184	,97971	Q42	179	3,8483	1,07814	Q72	179	3,6068	1,30787
Q13	179	2,3855	1,25062	Q43	179	3,9832	1,08863	Q73	179	3,8248	1,06942
Q14	179	3,4577	,98281	Q44	179	3,8764	1,22080	Q74	179	4,4689	,94833
Q15	179	4,0506	,97308	Q45	179	4,2360	,99462	Q75	179	2,9494	1,22370
Q16	179	3,5587	1,22734	Q46	179	4,5531	,88128	Q76	179	3,7458	1,13563
Q17	179	3,3352	1,24947	Q47	179	4,0279	1,10885	Q77	179	4,2135	,94181
Q18	179	3,5562	1,05452	Q48	179	4,3764	,88616	Q78	179	3,9039	1,18835
Q19	179	4,3799	,86819	Q49	179	4,0284	1,02458	Q79	179	4,3090	1,01119
Q20	179	3,9775	,98844	Q50	179	2,5480	1,10627	Q80	179	2,9101	1,27764
Q21	179	3,7486	1,16524	Q51	179	3,5625	1,04750	Q81	179	3,9209	1,03014
Q22	179	4,1006	1,04449	Q52	179	3,0508	1,31231	Q82	179	3,4270	1,29292
Q23	178	3,9157	,99642	Q53	179	4,0225	,92381	Q83	179	4,0618	1,15223
Q24	179	3,5281	1,18122	Q54	179	4,0678	,99771	Q84	179	3,4489	1,18876
Q25	179	4,0506	1,00153	Q55	179	4,1404	1,05864	Q85	179	3,4551	1,26345
Q26	179	3,7486	1,16524	Q56	179	3,1348	1,34240	Q86	179	3,5955	1,30444
Q27	179	3,9213	1,02469	Q57	179	4,2972	,97309	Q87	179	3,8475	,97980
Q28	179	4,5810	,74794	Q58	179	3,2809	1,27190	Q88	179	4,6517	,82926
Q29	179	2,6313	1,37731	Q59	179	2,9158	1,39368				
Q30	179	3,9721	1,12395	Q60	179	2,8305	1,20139				
Valid N (listwise)	178			Valid N (listwise)	179			Valid N (listwise)	179		

EQ was carried out on the sum total of all responses, and the results were obtained by considering the minimum level as 88 points and the maximum level as 440. In order to get a degree in EQ level, this range is taken into account.

4.4.1.1 Intrapersonal Scale

Table 4.10

Intrapersonal Skills Dimension and its Corresponding Questions in Bar-On EQ-i

Intrapersonal Skill
2. It is too easy for me to show my emotions.
7. I can clearly express my opinion to other person when I don't agree with his/her idea.
8. I know what makes me upset when I feel bad.
9. Others think that I am non-assertive.
10. I am confident of myself in most of the situations.
13. I can't share my deep emotions easily.
14. I feel myself better when I look at my good and bad sides.
15. I try to do my best to make my life meaningful.
17. I don't know exactly in what areas I am good at.
19. I try to learn the things that I enjoy to the full extent.
20. I can tell the others when I get angry with them.
21. I have no idea about what to do in my life.
22. I prefer to work at a place where the things that I need to do are often told.
24. I am a pursuer rather than a leader.
26. I am pleasant with my appearance.
27. I can easily tell the others what I think about.
28. I enjoy things that interest me.
35. I have accomplished few things in recent years.
38. It is difficult for me to define my emotions.
39. I cannot define my rights.
44. I find it difficult to accept myself as I am.
47. I cannot decide on my own.
53. I know what I feel.
55. I am pleasant with my personality type.
64. I depend on others' ideas more than mine.
69. I appreciate myself.
73. I need others more than the others' needing me.
84. I face with my negative emotions and look over them at the proper time.
86. It is difficult to say "no" when I want.

The Table 4.10 above illustrates the corresponding questions of Intrapersonal Skills in Bar-On EQ-i questionnaire. These items were asked to the learners to get more data on their achievement of this subcategory and to check the learners' responses in terms of their consistency. Also, the questions include negative or positive statements so as to gain reliability in understanding their sincerity.

The mean and standard deviation of the items related to intrapersonal skill are shown in the Table 4.11. The statistics reveal that the results are valid.

Table 4.11
Mean and Standard Deviation of Intrapersonal Scales

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q2	179	3,1453	1,26807	Q27	179	3,9213	1,02469
Q7	179	4,1341	,95630	Q28	179	4,5810	,74794
Q8	179	3,8603	1,09521	Q35	179	3,3240	1,22980
Q9	179	3,9607	1,05128	Q38	179	3,3184	1,24713
Q10	179	3,8715	,96583	Q39	179	4,3799	,93667
Q13	179	2,3855	1,25062	Q44	179	3,8764	1,22080
Q14	179	3,4577	,98281	Q47	179	4,0279	1,10885
Q15	179	4,0506	,97308	Q53	179	4,0225	,92381
Q17	179	3,3352	1,24947	Q55	179	4,1404	1,05864
Q19	179	4,3799	,86819	Q64	179	3,6966	1,00453
Q20	179	3,9775	,98844	Q69	179	3,6517	1,04506
Q21	179	3,7486	1,16524	Q73	179	3,8248	1,06942
Q22	179	4,1006	1,04449	Q84	179	3,4489	1,18876
Q24	179	3,5281	1,18122	Q86	179	3,5955	1,30444
Q26	179	3,7486	1,16524	Valid N (listwise)	179		
Valid N (listwise)	179						

4.4.1.2 Interpersonal Scale

The Table 4.12 below is given to show the corresponding questions of Interpersonal Skills in Bar-On EQ-i questionnaire. These items were required to be responded by the learners to get more information on their achievement of this subcategory and to check the learners' answers in terms of their consistency. Besides, positive and negative statements were especially designated to reveal whether their statements in similar context are still true.

Table 4.12

Interpersonal Skills Dimension and its Corresponding Questions in Bar-On EQ-i

Interpersonal Skill
16. I cannot show my love.
25. I am good at understanding others' emotions well even though they do not directly show.
30. I care others' emotions in order not to hurt them.
32. I have good relationships with others.
34. I enjoy helping people.
42. People think that I am social.
43. Being a citizen obeying the rules is very important.
45. I help a crying kid to find his parents even if I have to be at somewhere else at the same time.
46. My friends could tell me their private things.
48. I respect other people.
49. I care what happens to others.
57. My close relationships are really important for me and my friends.
59. If I need to break the law, I do.
62. I can easily make friends.
67. I cannot get along well with others.
77. I cannot recognize the people who are suffering.
79. It is difficult for others to trust me.
81. I am sensitive to the emotional needs of others.

The mean and standard deviation statistics on the items chosen under the component of interpersonal skill are demonstrated below. The results of the statistics as shown in Table 4.13 reveal that the results are valid.

Table 4.13

Mean and Standard Deviation of Interpersonal Skill

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q16	179	3,5587	1,22734	Q48	179	4,3764	,88616
Q25	179	4,0506	1,00153	Q49	179	4,0284	1,02458
Q30	179	3,9721	1,12395	Q57	179	4,2972	,97309
Q32	179	4,1117	,91727	Q59	179	2,9158	1,39368
Q34	179	4,3034	,90448	Q62	179	3,7627	1,16608
Q42	179	3,8483	1,07814	Q67	179	4,2584	,90601
Q43	179	3,9832	1,08863	Q77	179	4,2135	,94181
Q45	179	4,2360	,99462	Q79	179	4,3090	1,01119
Q46	179	4,5531	,88128	Q81	179	3,9209	1,03014
Valid N (listwise)	179			Valid N (listwise)	179		

4.4.1.3 Adaptability Scale

The Table 4.14 below demonstrates the corresponding questions of Adaptability Skills in Bar-On EQ-i questionnaire. The items with their numbers were presented to the learners to have more data on their achievement of this subcategory and to check the learners' answers by taking their consistency into account. Also, the questions are composed of negative or positive sentence on the grounds that learners' sincere answers lead to the consistency of this study.

Table 4.14

Adaptability Skills Dimension and its Corresponding Questions in Bar-On EQ-i

Adaptability
1. My approach to overcome the challenges is to proceed step by step.
4. I can move away from my dreams immediately and turn back to the current reality of that moment.
12. I am not aware of what happens around me.
18. I can change my old habits.
23. While I am solving a problem, I examine each possibility and decide the best of it.
33. When I face with a difficult situation, I want to collect as many information as possible.
50. It is difficult for me to change my idea about some issues.
51. I choke up when I try to think about alternative ways to find a solution of a problem.
52. I try to see all the things as in real life without fantasizing or dreaming.
56. I am fascinated by my dreams and fantasies.
58. It is difficult for me to start new things.
61. It is easy for me to adapt to the new conditions.
71. It is difficult for me to change my style.
82. I love exaggerating.
87. When I face with a problem, first I stop and think about it.

The mean and standard deviation of the items chosen under the component of adaptability are shown below. The results of the statistics reveal that the results are valid.

Table 4.15

Mean and Standard Deviation of Adaptability

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q1	179	3,6927	1,01699	Q52	179	3,0508	1,31231
Q4	179	3,1363	1,20095	Q56	179	3,1348	1,34240
Q12	179	4,3184	,97971	Q58	179	3,2809	1,27190
Q18	179	3,5562	1,05452	Q61	179	3,4831	1,07695
Q23	178	3,9157	,99642	Q71	179	2,8259	1,22612
Q33	179	3,9775	,94188	Q82	179	3,4270	1,29292
Q50	179	2,5480	1,10627	Q87	179	3,8475	,97980
Q51	179	3,5625	1,04750	Valid N (listwise)	179		
Valid N (listwise)	178						

4.4.1.4 Stress Management Scale

The numbered items in the Table 4.16 below clearly show the corresponding questions of Stress Management Skills in Bar-On EQ-i questionnaire. These questions were required to be responded by the learners to have more relevant data on their achievement of this subcategory and to control the learners' responses with regard to their consistent answers. Besides, positive and negative statements were asked to the learners to reveal whether their statements in similar context are still true.

Table 4.16

Stress Management Dimension and its Corresponding Questions in Bar-On EQ-i

Stress Management
3. I cannot endure too much stress.
6. It is difficult to meet with sad events for me.
11. I am a bad-tempered person.
29. I am an impatient person.
36. Managing my anger is difficult for me.
41. The way I act without thinking creates problems for me.
60. I am worried.
63. I know how to handle vexing problems.
66. I cannot stop myself when I start to speak.
68. I know how to keep my <u>dispassionateness</u> in difficult situations.
70. When I argue with others, they tell me to lower my voice.
75. I can manage my stress without getting too angry.
80. I know it is difficult for me to control my anxiety.

The mean and standard deviation statistics on the items chosen under the component of stress management are shown below. The results of the statistics reveal that the results are valid.

Table 4.17:

Mean and Standard Deviation of Stress Management

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q3	179	2,6927	1,41441	Q63	179	3,5899	,98032
Q6	179	2,7865	1,36136	Q66	179	3,2360	1,24090
Q11	179	3,4213	1,37268	Q68	179	3,7865	1,07025
Q29	179	2,6313	1,37731	Q70	179	3,4520	1,40193
Q36	179	2,8764	1,42860	Q75	179	2,9494	1,22370
Q41	179	2,7207	1,30693	Q80	179	2,9101	1,27764
Q60	179	2,8305	1,20139	Valid N (listwise)	179		
Valid N (listwise)	179						

4.4.1.5 General Mood Scale

The Table 4.18 illustrated above shows the numbered items which correspond to the subscale of General Mood in Bar-On EQ-i questionnaire. These statements, either positive or negative, were asked to the participants for checking their comprehension of this ability by collecting more information on the similar statements so as to be sure the consistency of the respondents' answers.

Table 4.18

General Mood Dimension and its Corresponding Questions in Bar-On EQ-i

General Mood
5. In spite of the problems occurring at times, I usually hope that things will be get better.
31. Even if the things get difficult, I usually have motivation to continue.
37. I don't enjoy my life.
40. I am a very cheerful person.
54. It is entertaining to be with me.
65. I often feel myself bad.
72. I am pleasant with my life.
74. I enjoy the weekends and holidays.
76. I believe in myself overcoming very difficult events.
78. I usually hope the best.
83. Smiling is difficult for me.
85. Before starting new things, I usually get the feeling that I will fail.

The mean and standard deviation statistics on the items chosen under the component of general mood is below in the Table 4.19. The results of the statistics reveal that the results are valid.

Table 4.19
Mean and Standard Deviation of General Mood

Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q5	179	3,5449	1,09170	Q72	179	3,6068	1,30787
Q31	179	3,5955	1,09359	Q74	179	4,4689	,94833
Q37	179	3,4637	1,37904	Q76	179	3,7458	1,13563
Q40	179	3,7151	1,10278	Q78	179	3,9039	1,18835
Q54	179	4,0678	,99771	Q83	179	4,0618	1,15223
Q65	179	3,3259	1,24770	Q85	179	3,4551	1,26345
Valid N (listwise)	179			Valid N (listwise)	179		

4.4.2 The Learners' Use of Mother Tongue in an EFL Classroom Questionnaire

The Use of Mother Tongue in an EFL Classroom questionnaire prepared by Oflaz (2009) has 18 multiple choice questions with five options for each, all of which ask for the frequency together with one open-ended suggestion item at the end. The options given in the questionnaire are sequential in terms of its frequency as a) always, b) usually, c) sometimes, d) seldom and e) never.

In the subsections of the questionnaire, grammar, reading, listening, speaking, writing, vocabulary, pair work, group work, giving/taking feedback, understanding instruction and instructors' and learners' speaking frequency in L1 are dealt with one by one. The mean score of all the items is 3.28 whereas their standard deviation is 1.23. The mean and standard deviation of the items are as below.

Table 4.20

Mean and Standard Deviation of “The Use of Mother Tongue” Questionnaire

Descriptive Statistics				Descriptive Statistics				Descriptive Statistics			
	N	Mean	Std. Deviation		N	Mean	Std. Deviation		N	Mean	Std. Deviation
Q1	176	3,7657	,77605	Q7	176	3,1570	1,14832	Q13	176	2,9827	,95304
Q2	176	3,6743	,90848	Q8	176	2,9483	1,37432	Q14	176	3,4857	,99632
Q3	176	3,8286	1,10804	Q9	176	3,2949	1,16119	Q15	176	3,0228	1,13618
Q4	176	3,6207	1,09274	Q10	176	4,0686	,93557	Q16	176	2,6286	1,31986
Q5	176	3,1714	1,36666	Q11	176	3,9600	1,04395	Q17	176	2,9486	1,03244
Q6	176	2,3372	1,16890	Q12	176	3,9028	1,00100	Q18	176	2,3372	1,48730
Valid N (listwise)	176			Valid N (listwise)	176			Valid N (listwise)	176		

The tendency towards the use of mother tongue was conducted by the sum total of all the items. The scores of minimum and maximum were defined as 18 and 90. To see a learners’ frequency of using L1, this range is used as a base in making a comparison among the variables.

Table 4.21

Subsections of the Use of L1 Questionnaire and its Corresponding Questions

Grammar
1) While learning English, I use my mother tongue in order to understand the concepts related to grammar.
2) While learning English, I use my mother tongue in order to understand the grammatical differences between my mother tongue and English as a foreign language.
Reading
3) While studying on reading, I use my mother tongue to translate the text in order to comprehend it better.
4) While studying on reading, I use my mother tongue to understand the content of the text.
Listening
5) While doing a listening activity in the classroom, in order to assist me in my understanding, not only i use my mother tongue but also translate it at the same time.
6) While doing a listening activity in the classroom, if I have difficulty understanding what I hear, I would like my teacher to translate the dialogues into my mother tongue.
Speaking
7) While doing a speaking practice in the classroom, I translate the sentences my teachers and friends trying to tell me so as to speak without having any problem.

8) Before responding to a question, I take notes what I am going to say in my mother tongue, and then I answer the question by translating it into the target language
Writing
9) While doing a writing practice in the classroom, before starting to write, I use my mother tongue to ask my teacher what the aim and topic is.
Vocabulary
10) While doing a vocabulary study, I use my mother tongue to understand the definitions of the new words better.
Pair Work
11) While doing a pair-work study in the classroom, I use my mother tongue to discuss what we will do.
Group Work
12) While doing a group-work study in the classroom, I use my mother tongue to discuss what I will do.
Giving Feedback
13) While learning English, I use my mother tongue to give feedback to my teacher.
14) While learning English, I use my mother tongue to ask questions to my teacher if I have difficulty in understanding any point.
Instruction
15) When my teacher gives instructions on what to do, if I have difficulty in understanding any point, I ask for him/her to respond in my mother tongue
16) If I have difficulty in understanding the instructions on the exam, I ask for my teacher to explain the process in my mother tongue.
Teacher talking time in L1 and Student talking time in L1
17) Please indicate the amount of your mother tongue use in the classroom as a percentage.
18) Please indicate the amount of your teachers' mother tongue use in the classroom as a percentage.

The Table 4.21 shows the subsections of the use of L1 questionnaire and its corresponding questions separately for each category to see the detailed version, see Appendix E. The multiple choice responses which ask for the frequency of the actions during the classes start from more to less frequent choices. As it is shown, in order to check the consistency of the learners' answers, more items were asked in the same category such as the 1st and 2nd, the 3rd and 4th, and so on.

4.5 RESEARCH QUESTIONS

4.5.1 Research Question 1

One of the researcher's hypotheses is examining the relationship between the participants' level of EQ and their tendency to use L1 in an EFL classroom (see Appendix D and E). Based on the information in which the distribution of the data is normal, it was measured by using statistical methods. The expectation of the researcher in the way to reach the data analysis of this study is to have a negative correlation to meet with the purpose of the study as this study correlates two things which have an opposite relation.

The results of data analysis related to the research question 1 can be seen below.

Table 4.22
Statistics on Level of EQ and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73661,233	51	1444,338	1,086	,350
Within Groups	164848,385	124	1329,422		
Total	238509,618	175			

Since the value of $p > 0.05$, the hypothesis is denied which means there is a relationship between the level of EI and the tendency to use L1 in an EFL classroom.

In order to comprehend what kind of a relation they have, a correlation analysis was made and the results are illustrated as:

Table 4.23
A Correlational Statistics on Level of EQ and Tendency to Use L1

		EI	NL
EI	Pearson Correlation	1	-,143
	Sig. (2-tailed)		,059
	N	176	176
NL	Pearson Correlation	-,143	1
	Sig. (2-tailed)	,059	
	N	176	176

Based on the statistics given above, the results were measured as $R = -0,143$. As it can be seen, while the level of EQ increases, the tendency to use of L1 decreases. Based on the Pearson correlation coefficient, there is a negative weak relation. This identified relation is also a converse relation. When one of them increases, the other decreases. In other words, one's having high EQ leads him/her to communicate in L1 less. The results of the hypothesis in the 1st research question match with the aim of the study in this way.

As it is mentioned before, one's having positive attitudes towards learning and having a purpose of his own recognition and management can be worded as the emotional intelligence characteristics, so anyone having these capabilities is required to speak the target language in an EFL classroom to meet with the objectives of the lesson. Also, as emotionally intelligent people have sufficient motivation, self-control, and impulse control, their inclination towards L2 might be accepted as their conscious avoidance of L1 in order not to show irresponsible behavior.

The fact that there is a positive relation between the tendency to use L1 in an EFL classroom and the students' EQ level should be regarded as one of the most crucial factors on the preparation process of a language curriculum. To contribute this process, giving an EQ test to detect the students current EQ level at the beginning of each period can be considered as a first step. After getting the results of the test, teachers can easily identify the needs of the students accordingly. Being aware of the current EQ level of the students leads to have a chance to determine what they need to be able to learn related to the target foreign language in a better way, undoubtedly this eases the language teaching and learning process both for the students and the teachers besides enhancing it, as well. As a suggestion, after detecting the needs of the students in terms of EQ components by the help of a test, teachers of foreign a language should design their programs accordingly by incorporating activities from EQ enhancing exercises to self-awareness tests so that the students can follow the course period while improving their most important basic skills enabling them to have better understanding in learning, especially in language learning. That's why it's highly recommended that teachers use these EQ tests to understand the nature of their students, their current and also prospective

performance and potential as a learner. Knowing these factors will undoubtedly contribute the teachers in determining how and also in what ways they can be beneficial to these students. In other words, it can be considered as a needs analysis study before they meet the material that they are supposed to deal with. That's to say, before designing a language program, it is utmost important to get to know every detail about their students' capacities, limits and potentials and to be able to reach each and every of them during the language teaching process and to ensure no one is left behind.

4.5.2 Research Question 2

There are mainly 5 composite scales which are called as intrapersonal, interpersonal, adaptability, stress management and general mood of the Bar-On EQ-i. On the basis of these, data analysis was done in order to see whether this tested hypothesis have any relationship between the 5 composite scales and the tendency to use of L1 in an EFL classroom. The results of the statistics for each composite scale and its subscales of EQ-i have been dealt one by one below.

4.5.2.1 Intrapersonal Skills and Tendency to Use L1

The Table 4.24 demonstrates Emotional Self-awareness skill, which is one of subscale of Intrapersonal Skills, and its corresponding statements in Bar-On EQ-i questionnaire were presented above. More items which have relevance with this subscale were required to be responded by the learners to control whether their answers were sincere enough to meet the purpose of this questionnaire in that it is important to have the consistency of the learners' answers.

Table 4.24

Emotional Self-awareness Subscale and its Corresponding Questions in Bar-On EQ-i

Emotional Self-awareness
2. It is too easy for me to show my emotions.
8. I know what makes me upset when I feel bad.
13. I can't share my deep emotions easily.
38. It is difficult to define my emotions.
53. I know what I feel.
84. I face with my negative emotions and look over them at the proper time.

Assertiveness subscale, which is one of the subscales of Intrapersonal Skills, and its corresponding questions in Bar-On EQ-i questionnaire were presented in the Table 4.25 below. More items which are relevant with this subscale were required to be responded by the learners so as to be sure whether their answers were sincere enough to meet the goal of this questionnaire in that it is important to have the consistency of the learners' answers.

Table 4.25

Assertiveness Subscale and its Corresponding Questions in Bar-On EQ-i

Assertiveness
7. I can clearly express my opinion to other person when I don't agree with his/her idea.
9. Others think that I am non-assertive.
20. I can tell the others when I get angry with them.
27. I can easily tell the others what I think about.
39. I cannot defend my rights.
86. It is difficult to say "no" when I want.

Self-regard Subscale, which is one of the subscales of Intrapersonal Skills, and its corresponding questions in Bar-On EQ-i questionnaire were given to the learners as it is shown in Table 4.26. The subscale has more than one statement in order to check the learners' consistent responses by utilizing similar context-questions.

Table 4.26

Self-regard Subscale and its Corresponding Questions in Bar-On EQ-i

Self-regard
10. I am confident of myself in most of the situations.
14. I feel myself better when I look at my good and bad sides.
26. I am pleasant with my appearance.
44. I find it difficult to accept myself as I am.
55. I am pleasant with my personality type.
69. I appreciate myself.

As the Table 4.27 shows, self-actualization subscale, which is one of the subscales of Intrapersonal Skills, and its Corresponding Questions in Bar-On EQ-i

questionnaire were presented to check their comprehension of this ability by collecting more information on the similar statements so as to be sure the consistency of the learners.

Table 4.27

Self-actualization Subscale and its Corresponding Questions in Bar-On EQ-i

Self-actualization
15. I try to do my best to make my life meaningful.
17. I don't know exactly in what areas I am good at.
19. I try to learn the things that I enjoy to the full extent.
21. I have no idea about what to do in my life.
28. I enjoy things that interest me.
35. I have accomplished few things in recent years.

Independence subscale, which is the last subscale of Intrapersonal Skills, and its corresponding questions in Bar-On EQ-i questionnaire were shown in Table 4.28. More items that are related to this subscale were needed to be answered by the learners in order to be sure if their answers were sincere enough to meet the goal of this questionnaire in that it is important to have the consistency of the learners' answers.

Table 4.28

Independence Subscale and its Corresponding Questions in Bar-On EQ-i

Independence
22. I prefer to work at a place where the things that I need to do are often told.
24. I am a pursuer rather than a leader.
47. I cannot decide on my own.
64. I depend on others' ideas more than mine.
73. I need others more than the others' needing me.

Bearing in mind the results below ($p > 0,05$), there is a meaningful relationship between intrapersonal skills of the learners and their tendency to use L1 in an EFL classroom. Pearson correlation co-efficient was applied to measure this to find out the rate of the relationship as the Table 4.29 suggested.

Table 4.29

Statistics on Intrapersonal Skills and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6938,368	63	110,133	,943	,595
Within Groups	13078,759	112	116,775		
Total	20017,128	175			

The results in the Table 4.30 below show if there is any meaningful relationship between intrapersonal skills of the participants and their tendency to use of L1.

Table 4.30:

Pearson Correlation Co-efficient on Intrapersonal Skills and Tendency to Use L1

Correlations

		IP	NL
IP	Pearson Correlation	1	-,147
	Sig. (2-tailed)		,051
	N	176	176
NL	Pearson Correlation	-,147	1
	Sig. (2-tailed)	,051	
	N	176	176

R was found as -0.147. There is a negative weak correlation between them, which means that the less intrapersonal skills learners have, the more they use L1 in an EFL classroom or vice versa. With this conclusion, the researcher's hypothesis is proved.

Intrapersonal skills including the subscales of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization, viewed as 21st century skills. Accordingly, one's being able to monitor his/her attitudes in the way to reach their goals can be mentioned as the general view of intrapersonal skills. Some characteristics of this behavior are to be able to disciplined, planned, be challenging to handle with obstacles, and be compatible with the new things

when necessary (Hoyle, 2011). Therefore, having one or more sub-skills like these is related with the learners' preferences on the L1 use in an EFL classroom since it already requires self-consciousness. To put it differently, a person who knows himself, manages his emotions and life, and understands the things he has experienced is normally required to have self-awareness and responsibility in his own learning. That's why the expectation of a person having high intrapersonal skills is to communicate in L2 in an EFL classroom.

4.5.2.2 Interpersonal Skills and Tendency to Use L1

Empathy Subscale, which is one of the subscale of Interpersonal Skills, and its corresponding questions in Bar-On EQ-i questionnaire were presented to the learners in Table 4.31 to have more data on their achievement of this subcategory and to check the learners' answers by taking their consistency into account. Also, the questions are composed of negative or positive sentences on the grounds that learners' sincere answers lead to the consistency of this study.

Table 4.31

Empathy Subscale and its Corresponding Questions in Bar-On EQ-i

Empathy
25. I am good at understanding others' emotions well even though they do not directly show.
30. I care others' emotions in order not to hurt them.
49. Başkaların I care what happens to others.
77. I cannot recognize the people who are suffering.
81. I am sensitive to the emotional needs of others.

Interpersonal Relationships Subscale and its corresponding questions in Bar-On EQ-i questionnaire are shown in Table 4.32. The numbered items were presented to check the learners' comprehension of this ability by collecting more information on the similar statements so as to be sure the consistency of the responses.

Table 4.32

Interpersonal Relationships Subscale and its Corresponding Questions in Bar-On EQ-i

Interpersonal Relationships
16. I cannot show my love.
32. I have good relationships with others.
42. People think that I am social.
46. My friends could tell me their private things.
57. My close relationships are really important for me and my friends.
62. I can easily make friends.
67. I cannot get along well with others.

Social Responsibility Subscale, which is a subsection of Interpersonal Skills, and its corresponding questions in Bar-On EQ-i questionnaire were presented in Table 4.33 by providing a variety of statements in the same context to the learners to see their consistency.

Table 4.33

Social Responsibility Subscale and its Corresponding Questions in Bar-On EQ-i

Social Responsibility
34. I enjoy helping people.
43. Being a citizen obeying the rules is very important.
45. I help a crying kid to find his parents even if I have to be at somewhere else at the same time.
48. I respect other people.
59. If I need to break the law, I do.
79. It is difficult for others to trust me.

The comparison of interpersonal skills and the tendency to use L1 were addressed and to do this, data analysis was conducted. The results of this can be viewed below.

Table 4.34

Statistics on Interpersonal Skills and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5961,476	49	121,663	1,091	,344
Within Groups	14055,651	126	111,553		
Total	20017,128	175			

The findings of this hypothesis prove that there is a meaningful relation between the interpersonal skills and the tendency to use L1. Pearson correlation coefficient was applied to see the extent to which these relate.

Table 4.35

Pearson Correlation Analysis on Interpersonal Skill and the Use of Mother Tongue

Correlations

		InterP	NL
InterP	Pearson Correlation	1	-,127
	Sig. (2-tailed)		,092
	N	176	176
NL	Pearson Correlation	-,127	1
	Sig. (2-tailed)	,092	
	N	176	176

After analyzing it, $R=-0,127$ was found as a result. The effect of the level of interpersonal skills on the tendency to use L1 is negative, which comes to mean that participants' high interpersonal skills reduce the use of L1 in an EFL classroom.

Interpersonal skills let learners communicate properly and make more reliable and significant relationships with others on daily routine issues either individually or in groups. Learners having strong interpersonal skills have the potential to be more accomplished in their school and personal lives. These skills are composed of a variety of subscales such as having empathy, social responsibility and interpersonal relationships. The first aim of each subscale is centered upon communicating like listening to the others, asking questions and comprehending

the body language. Taking the results of the study and these characteristics of interpersonal skills into account, a learner having good interpersonal skills is expected to have the awareness in the way to interaction and communication, either verbally or non-verbally, efficiently with the other learners in an educational process. Hence, the relation between a learners' L2 use instead of his/her mother tongue in the classroom and having interpersonal skills could be accepted in terms of a kind of awareness in communication with clear goals.

Another assumption in this manner might be “going with the crowd”, which means the members of a group might have the leading power of each group member in point of speaking the target language, as well.

As EQ level has a considerable impact on the tendency to speak L1 in an EFL class, the relation between Interpersonal skills and the tendency to speak L1 is/was expected. It's a well known fact that these two are strongly associated with each other as both include positive personality traits. Therefore, a student having high level of interpersonal skills is more comfortable in expressing himself/herself as interpersonal skills include many traits a confident language learner needs to have. First, as they are active listeners, they can pick up a language better as listening is the basic skill to be able to articulate and pronounce words to speak the target language. As long as one's listening skill is good enough, s/he is more likely to feel ready to speak in that language. And as a chain reaction, this student is most likely to be effective in communication, as well. They show a great commitment to the responsibilities they are supposed to fulfill, which is one of the most significant components affecting the language preference in an EFL class. Knowing what is expected from students in an EFL class as a communication skill helps them to combine their effective communication skills with their great commitment to the task requirements. As a result, they feel free to speak the target foreign language rather than L1. Also, they are likely to work collaboratively, which means in a group activity they are one of the best wanted components to form a conversation or a dialogue with other classmates and represent it to the class as a spokesperson. Collaboration and feeling comfortable in interacting others provide these students a path which takes them to a comfortable zone about expressing themselves either in L1 or the target foreign language. In other words, a student having this type of

skill is likely to have no fears in expressing himself/herself no matter what the language is. Moreover, their being patient also gives them a chance to feel comfortable with getting instant or late feedback on the areas they need to develop and correct when they make a mistake, which gives them a confidence to speak in the target language rather than L1 in an EFL class. As they are flexible, they can adapt a situation easily and regard mistakes as a chance to improve themselves, which means they don't have limits restricting them to hesitate, doubt or fear in public when they are supposed to act or speak. This type of confidence helps them to try rather than give up. The most important trait they have is being confident, which is a key factor in speaking, especially in public. These students having interpersonal skills have considerable amount of confidence which enables them to cope with difficult situations like coping with the fear of making mistakes, especially in public speaking. Besides, these students are also good at using their body language, which builds more than 90% of communication. Being able to use one's gestures and/or facial expressions helps a lot to convey a message in communication. This means, even a student with a fear of making mistake while using the target foreign language can gain confidence from his/her skill of using body language as a support. All these traits build a psychology with no barriers to express himself/herself to others no matter what the language is. Such students have no fear in expressing themselves or making mistakes and they are well aware of their responsibilities as a language learner and eager to fulfill them. That's why the relation between the the students' interpersonal skills and their tendency to speak L1 less in an EFL class is expected.

4.5.2.3 Adaptability and Tendency to Use L1

As demonstrated in Table 4.36, the numbered items are corresponding questions of Problem Solving Subscale, which is a subsection of Adaptability Skills, in Bar-On EQ-i asked to learners to get more data on the accomplishments of the learners in terms of their adaptability skills bearing in mind their consistent answers.

Table 4.36

Problem Solving Subscale and its Corresponding Questions in Bar-On EQ-i

Problem Solving
1. My approach to overcome the challenges is to proceed step by step.
23. While I am solving a problem, I examine each possibility and decide the best of it.
33. When I face with a difficult situation, I want to collect as many information as possible.
51. I choke up when I try to think about alternative ways to find a solution of a problem.
87. When I face with a problem, first I stop and think about it.

In Table 4.37, Reality Testing Subscale and its corresponding questions in Bar-On EQ-i questionnaire were presented to check their comprehension of this ability by collecting more information on the similar statements so as to be sure the consistency of the learners.

Table 4.37

Reality Testing Subscale and its Corresponding Questions in Bar-On EQ-i

Reality Testing
4. I can move away from my dreams immediately and turn back to the current reality of that moment.
12. I am not aware of what happens around me.
52. I try to see all the things as in real life without fantasizing or dreaming.
56. I am fascinated by my dreams and fantasies.
82. I love exaggerating.

The numbered items in the Table 4.38 below clearly show the corresponding questions of Flexibility Subscale and its Corresponding Questions of Adaptability Skills in Bar-On EQ-i questionnaire. These questions were required to be responded by the learners to have more relevant data on their achievement of this subcategory and to control the learners' responses with regard to their consistent answers. Besides, positive and negative statements were asked to the learners to reveal whether their statements in similar context are still true.

Table 4.38

Flexibility Subscale and its Corresponding Questions in Bar-On EQ-i

Flexibility
18. I can change my old habits.
50. It is difficult for me to change my idea about some issues.
58. It is difficult for me to start new things.
61. It is easy for me to adapt to the new conditions.
71. It is difficult for me to change my style.

Adaptability and the use of L1 were explored as one of the research questions by using statistical data measurement, and the results are shown below.

Table 4.39

Statistics on Adaptability and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3797,996	40	94,950	,790	,804
Within Groups	16219,132	135	120,142		
Total	20017,128	175			

By taking into consideration the data shown above in Table 4.39, the findings of this question indicate that there is a significant relationship between adaptability and the use of L1. Pearson correlation co-efficient was used to check the degree of the relation in that case in Table 4.40.

Table 4.40

Pearson Correlation Analysis on Adaptability and the Use of Mother Tongue

Correlations

		ADA	NL
ADA	Pearson Correlation	1	-,084
	Sig. (2-tailed)		,270
	N	176	176
NL	Pearson Correlation	-,084	1
	Sig. (2-tailed)	,270	
	N	176	176

According to the findings, R was found as -0,084 that reveals a negative weak correlation.

Adaptability having the subscales of reality testing, flexibility and problem solving are directly relevant matters regarding the educational process. Learners' flexibility pave the way for adapting to the needs easily so that they are required to speak L1 or L2 in the desired way in an EFL classroom. Being adaptive to the new environments, settings and purposes might probably bring advantages in favor of a learner's success. Also, once considering problem solving, a learner creates alternative solutions for the situations, and should using L1 is an issue needs to be handled, then the learner tries to be adapted into this need. Furthermore, reality testing is about being objective towards what is happening around, and a learner may benefit from this objectiveness by having an awareness of what to do in a pedagogic settings, and behave accordingly. As the results of this research question indicated, adaptability with all its subscales is a matter to be issued in terms of enhancing the level of EQ in learners.

4.5.2.4 Stress Management and Tendency to Use L1

Stress Tolerance Subscale, which is a subsection of Stress Management Skills, and its corresponding questions in Bar-On EQ-i questionnaire were presented in Table 4.1 by providing a variety of statements in the same context to the learners to see their consistency.

Table 4.1

Stress Tolerance Subscale and its Corresponding Questions in Bar-On EQ-i

Stress Tolerance
3 . I cannot endure too much stress.
6 . It is difficult to meet with sad events for me.
60. I am worried.
63. I know how to handle vexing problems.
68 .I know how to keep my <u>dispassionateness</u> in difficult situations.
75. I can manage my stress without getting too angry.
80. I know it is difficult for me to control my anxiety.

Impulse Control Subscale, which is a subsection of Stress Management Skills, and its Corresponding Questions in Bar-On EQ-i questionnaire were given

to the learners to get more worthy data in terms of gaining consistency among the answers of the learners.

Table 4.42

Impulse Control Subscale and its Corresponding Questions in Bar-On EQ-i

Impulse Control
11. I am a bad-tempered person.
29. I am an impatient person.
36. Managing my anger is difficult for me.
41. The way I act without thinking creates problems for me.
66. I cannot stop myself when I start to speak.
70. When I argue with others, they tell me to lower my voice.

The research question is asked to find out whether there is a relationship between stress management of learners and their tendency to use L1 in an EFL classroom. The findings are demonstrated below in Table 4.43.

Table 4.43

Statistics on Stress Management and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5307,746	43	123,436	1,108	,324
Within Groups	14709,382	132	111,435		
Total	20017,128	175			

On the basis of the results of this analysis $p > 0.05$, there is a remarkable relationship between stress management of learners and their tendency to use of L1. Pearson correlation co-efficient was utilized to reveal the degree of this relationship.

Table 4.44

Pearson Correlation Analysis on Stress Management and the Use of Mother Tongue

Correlations

		STR	NL
STR	Pearson Correlation	1	-,109
	Sig. (2-tailed)		,149
	N	176	176
NL	Pearson Correlation	-,109	1
	Sig. (2-tailed)	,149	
	N	176	176

With regard to the correlation statistics above, the relation between having low stress management and the tendency to use mother tongue in an EFL classroom as the result of one of the research question was expected in that stress and anxiety are the two important barriers in front of the communication in L2.

Stress Management skills including the sub-skills of impulse control and stress tolerance let the learners be in a relaxed and safe setting without getting stressed. When a learner is asked to communicate in L2 in the lesson, if his/her stress management skills are low, it is expected for him/her to get stressed and fail easily in a classroom. Many learners experience varying amounts of stress which may lead to failure due to having bad performance on exams, feeling disappointed and sad, facing social isolation and health problems. This stress could be resulted from making new friends, coping with challenges of assignments, trying to meet the demands of school life, less parental or administrative support, and so on.

In order to relieve and minimize the stress of learners, teachers could benefit from some activities or techniques to dissipate it. This can be applied in classrooms in some forms like developing optimism in the classroom, utilizing visualization techniques, varying activity types in accordance with the learners' styles, and learning the ways to guide simple relaxation to ease learners' worries.

4.5.2.5 General Mood and Tendency to Use L1

As it is demonstrated in Table 4.45 below, Happiness Subscale that takes place in General Mood subcategory and its corresponding questions in Bar-On EQ-i questionnaire were required for the participants to answer with sincere answers to be more consistent.

Table 4.45

Happiness Subscale and its Corresponding Questions in Bar-On EQ-i

Happiness
37. I don't enjoy my life.
40. I am a very cheerful person.
54. It is entertaining to be with me.
65. I often feel myself bad.
72. I am pleasant with my life.
74. I enjoy the weekends and holidays.
83. Smiling is difficult for me.

Optimism Subscale and its Corresponding Questions in Bar-On EQ-i questionnaire were presented to the learners as it is in Table 4.46. To get the results consistently, several similar statements were asked to the participants so as to analyze their attitudes in that if they are consistent or not to make the data more reliable.

Table 4.46

Optimism Subscale and its Corresponding Questions in Bar-On EQ-i

Optimism
5. In spite of the problems occurring at times, I usually hope that things will be get better.
31. Even if the things get difficult, I usually have motivation to continue.
76. I believe in myself overcoming very difficult events.
78. I usually hope the best.
85. Before starting new things, I usually get the feeling that I will fail.

The Table 4.47 below shows the relationship between general mood of learners and the tendency to use L1 based on the findings.

Table 4.47

Statistics on General Mood and Tendency to Use L1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5128,745	42	122,113	1,091	,347
Within Groups	14888,383	133	111,943		
Total	20017,128	175			

The findings ($p > 0,05$) reveal that general mood of the learners affects their tendency to use of L1 in an expected way. In other words, one's having high level of general mood affects his/her performance on communicating in the target language more. To see this, Pearson correlation co-efficient was applied.

Table 4.48

Pearson Correlation Analysis on General Mood and the Use of Mother Tongue

Correlations

		GEN	NL
GEN	Pearson Correlation	1	-,042
	Sig. (2-tailed)		,576
	N	176	176
NL	Pearson Correlation	-,042	1
	Sig. (2-tailed)	,576	
	N	176	176

As its name suggests, based on the findings, general mood of the learners or their well-being is influential on learners' preferences to communicate in L2 in the classes. Happiness and optimism are two sub-skills of this dimension. One's feeling happy and being optimistic towards teaching and learning process, of course, is advantageous. That's why once a learner is satisfied, that learner could be eager and keen on the things around him/her. We cannot expect an unhappy and pessimistic person to follow the lesson by being ambitious and purposeful. For this reason, one's well-being is decisive in his/her success at school, which is also true for communication in the target language, as well.

4.5.3 Research Question 3

Between all of the subscales of the composite scales of EI and the tendency of using L1 in an EFL classroom, a relationship was indentified.

According to the statistical analysis, reality testing and the use of L1 have a positive correlation while the rest of subscales have a negative one. Positive correlation means a linear relation between the variables in that when reality testing increases, the tendency to use L1 increases too. The other parts, however, show a contrastive relation as a negative correlation. For instance, while optimism increases, the L1 use in an L2 class decreases, which proves the validity of the hypotheses of the researcher. The values of p and their correlation co-efficients are seen in the Table 4.49 below.

Table 4.49

Pearson Correlation Analysis on the Relationship Between Each Subscale of EI and the Use of L1

	p value	Pearson Correlation		p value	Pearson Correlation
Optimism	0,947	-0,029	Interpersonal Relationship	0,544	-0,118
Happiness	0,868	-0,045	Empathy	0,770	-0,151
Impulse Control	0,251	-0,065	Independence	0,425	-0,207
Stress Tolerance	0,306	-0,115	Self-Actualisation	0,261	-0,103
Flexibility	0,028	-0,220	Self-Regard	0,341	-0,121
Reality Testing	0,360	0,095	Assertiveness	0,893	-0,058
Problem Solving	0,943	-0,052	Emotional Self-Awareness	0,057	-0,073
Social Responsibility	0,733	-0,063			

The correlation between some subscales and the tendency to use of L1 was found higher than some others. For example, flexibility, interpersonal relationship and independence are higher compared to the other subscales. This may mean all of the subscales here decrease the learners' tendency to use of L1 in an EFL classroom, yet the concepts like flexibility, interpersonal relationship and independence are more effective to decrease the learners' use of L1 in the classroom.

4.5.4 Research Question 4

To get the results, data analysis of this research question was done to see if there is any relationship between the level of EQ and each subsection of tendency to use L1 in an EFL classroom questionnaire. Related *p* values and Pearson correlation co-efficient can be seen below.

Table 4.50

Pearson Correlation Analysis on the Relationship Between Each Subsection of the Use of L1 and EQ

Subsections	p Value	Pearson Correlation	Subsections	p Value	Pearson Correlation
Gramer	0,384	-0,065	Pair Work	0,348	-0,071
Reading	0,519	-0,048	Group Work	0,007	X
Listening	0,209	-0,095	Giving Feedback	0,581	-0,041
Speaking	0,340	-0,072	Instruction	0,309	-0,077
Writing	0,095	-0,126	TTT-STT	0,213	-0,094
Vocabulary	0,708	0,028			

* TTT-STT is used to refer to Teacher Talking Time and Student Talking Time in L1

Except for group work, all of the subsections of the use of L1 questionnaire were found to have a correlation with the level of EQ of the participants. However, all the subsections of the use of L1 questionnaire, except vocabulary, had a negative correlation. That means once the learner tends to speak L1 more in the vocabulary teaching lessons, their level of EQ increases too. This can be statistically meaningful, yet it doesn't make sense scientifically.

In general, all of the subcategories and the level of EI had a weak correlation, but writing is comparatively higher than all of them in terms of its value in correlation coefficient. In other saying, the influence of tendency to speak L1 in writing lessons is less than all the other skills. The reason behind this is probably that writing lessons needs less communication, yet more production of the learners compared to the other skills, which, in turn, might lead to this finding.

4.5.5 Research Question 5

4.5.5.1 EI and Gender

The level of EI and the tendency to use of L1 were compared in terms of gender respectively. The mean of the level of females' EI was found as 331.36 while

this was found out as 315.56 for the level of EI of males. To get the results, statistical analysis was done and the results are seen below.

Table 4.51
Statistics on EQ-i and Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11162,080	1	11162,080	8,590	,004
Within Groups	230000,894	177	1299,440		
Total	241162,975	178			

On the grounds of the data analysis, there is a relationship between females and males. The higher level of EI can be generalized in favor of females. Besides, some of the previous studies also suggest the superiority of females (Bibi & Saqlain, 2016). Another study proves that males are comparatively less emotional than females (Barrett et al., 2000).

4.5.5.2 Composite Scales of EQ-i and Gender

The relationship of the five dimensions of EQ-i and the gender of the participants was tested and analyzed. The findings are as below.

Table 4.52
Statistics on Dimension of EQ-i and Gender

Composite Scales(Dimensions)	Gender	Sample Size	Mean	Standard Deviation	Standard Error	p Value
Intrapersonal	Female	89	18,44	4,26	0,451559097	0,522
	Male	90	18,05	3,61	0,380527412	
Interpersonal	Female	89	75,93	8,1	0,858598283	0,000...
	Male	90	69,51	10,74	1,132095402	
Adaptability	Female	89	52,51	7,06	0,748358503	0,108
	Male	90	50,97	6,19	0,652483291	
Stress Management	Female	89	39,15	9,13	0,967778064	0,249
	Male	90	40,61	8,25	0,869626357	
General Mood Scale	Female	89	46,51	8,14	0,862838274	0,001
	Male	90	43,42	7,9	0,832733117	

Except the composite scales of interpersonal skills and general mood, the other dimensions such as adaptability, intrapersonal skills and stress management had a meaningful relationship with gender of the participants. The results display a distinction in terms of dimensions. Although females had higher scores in the dimensions of intrapersonal skills and adaptability, males got more scores in the stress management scale. As it was concluded in the same way by another study related to dimensions and gender, when all of the dimensions taken into account, the mean value of the males whose stress management had been tested was found higher than females while the mean value of intrapersonal skills, interpersonal skills and adaptability were found higher in females rather than males (Genç, 2016). Also, Goleman (2009) states that males have the ability to behave like not hearing so that they can be calm and motivated on what they will do more while women start to assist others to get a solution in emotional situations more. As it can be seen, these results may show that male participants are better at managing stressful situations they face in their academic life whereas for females, it is more difficult to overcome the factors which are stressful for them in their school life. However, another conclusion can be deduced like females seem to be more successful at being aware of themselves, having communication skills with others, adapting to the changing atmosphere and in their general mood rather than males.

4.5.5.3 Gender and Tendency to Use L1

Whether there is a significant relationship between gender of the learners and their frequency of using L1 was researched. The mean of the tendency to use L1 in an EFL classroom by females was identified as 58.74 whereas the mean 59.52 was found for males. To see the relationship, data analyzing test was utilized as follows

Table 4.53

Statistics on Tendency to Use of Mother Tongue and Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26,134	1	26,134	,227	,634
Within Groups	19990,994	174	114,891		
Total	20017,128	175			

There is no meaningful relationship between them on the basis of the analysis above. In other words, the use of L1 in an EFL classroom isn't influenced by gender. The findings of some previous studies revealed that there is a difference in gender in favor of females (Ross-Feldman 2005). On the other hand, the findings of another study put forward a conflicting result on genders, and found out that females use their L1 more than males (Azkarai, 2016). Based on the variety of the results in this matter, gender cannot be seen as a specific discriminator alone in terms of the learners' tendency to use L1, yet the results met with the researcher's aim.



CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1 PRESENTATION

With intent to finalize the study, an examination of the results of the questionnaires (both EQ-i and the use of L1 in an EFL classroom), an overview of the study and the research questions, some educational practices including practical suggestions in education and suggestions for following studies along with the limitations of this study which might be helpful for further research and a conclusion part so as to make a brief summary of the study are presented in this chapter.

5.2 AN OVERVIEW OF THE STUDY AND RESEARCH QUESTIONS

The aforementioned quantitative study, implemented on preparatory school students at two private universities, had two different questionnaires as means of data collection. Before the administration of these, the participants had been asked 5 questions on the Personal Information Form to get more detailed data. Bar-On EQ-i as an emotional intelligence measurement questionnaire (see Appendix D) and L1 use in an EFL classroom (Oflaz,2009) (see Appendix E) as a measurement of learners' own perspectives and their frequency to use of L1 during an English lesson questionnaire were applied on 179 participants.

Bar-On EQ-i has 5 composite scales together with 15 subscales all of which include different competencies and skills of EI while the use of L1 questionnaire has 11 subsections all of which measure the frequency of the use of L1 considering four skills, vocabulary, grammar, understanding of classroom language and the frequency of L1 use either by a student or a teacher.

Regarding the Personal Information Form, some basic questions were analyzed and the results indicated that the current level of the participants, their

level of exposure to English language based on years of experience, their school backgrounds and the number of languages the participants know did not have any meaningful relation with the learners' emotional intelligence level. Though these questions were not essentially a part of the researcher's hypotheses, they were additionally analyzed so as to see whether there were any matters relevant with the hypotheses of the researcher.

As the first research question, the general result of this study has brought out the truth that there is a correlation between the learners' EI level and their tendency to use their mother tongue in an EFL classroom. That kind of relation means that should a learners' level of EQ enhance, his/her tendency to use L1 decreases; meanwhile, the use of L2 increases as well. To put in all simple terms, the fundamental hypothesis of the researcher was resulted as valid and correct by finding out a relation.

The outcomes of the second research question specified that 4 out of 5 composite scales of Bar-On EQ-i like intrapersonal skills, interpersonal skills, adaptability and general mood were found to have a remarkable effect on the learners' tendency to use L1 in an EFL class. In other saying, should one have higher ability in these 4 composite skills, they do not prefer to speak Turkish in an English classroom. The last composite scale which is adaptability also revealed a relation with the use of L1, yet its correlation is so weak that their relation cannot be mentioned at all.

Furthermore, as the third research question, 15 subscales of Bar-On EQ-i and their relation to the frequency of the use of L1 by learners in the EFL classroom were analyzed, and the data showed that except one subscale – reality testing- all of the subscales had a significant relation with learners' use of L1. However, flexibility, interpersonal skills and independence were more influential in terms of their relation, which means a person's high level of flexibility, interpersonal skills or independence mainly lead him/her to speak their mother tongue less, but the target language more in an EFL classroom.

Following this, the fourth research question, which is about to find out the relationship between 11 subsections of the use of L1 questionnaire and the level of learners' EI revealed noteworthy relations in 10 out of 11 subsections of the use of L1 questionnaire whilst one of them "group work" showed no impact at all. That learners' tendency to use mother tongue in a group work demonstrated no relation with their EQ. However, all the others had a relation, yet the most effective one is resulted in the subsection of writing. In writing lessons, learners tend to speak their mother tongue more compared to all the other subsections.

The last research question regarding the gender issues and its relationship with three factors were examined, and the data showed that as the first factor, gender of the participants had an effect on their EQ levels in that females have a better EQ score compared to males.

Second factor indicated that between 5 composite scales of EQ-i and the gender of the learners, there couldn't be detected any meaningful relationship in 2 composite scales: interpersonal and general mood. However, 3 composite scales which are adaptability, intrapersonal skills and stress management were found relevant with the gender of the learners. Females were found better at especially in interpersonal skills and adaptability. On the other hand, males were found better at managing stressful situations.

The third factor of the last research question which was about to find out a relation between the gender of the learners and their tendency to use L1 in an EFL classroom failed to demonstrate any relationship. Therefore, it can be concluded that gender doesn't have any effect on the frequency of learners' speaking Turkish in an English lesson.

Taking all of the research questions into consideration, the results of the hypotheses gathered for this study can indicate that emotional intelligence is related to academic achievement of learners in general, and it affects their avoidance of the target language use in an expected way in that EQ shapes learners' competencies and skills so that a learner will possibly be cognitively and emotionally motivated and decisive enough to participate in lessons by using the foreign language in an

EFL classroom whereas the low level of EQ leads to the avoidance of the learners in the use of target language.

5.3 PRACTICAL SUGGESTIONS IN EDUCATION

5.3.1 Suggestions on the Limitations of the Study

In consequence of the results and delimitations or limitations of the current study, some suggestions might be offered for further studies related to this hypothesis.

To start with the limitations, this study might be conducted on larger number of population to get the results more detailed and accurate. Should the number of participants taking a survey increase, there may be more opportunities to learn the others' perceptions and EQ level heterogeneously. There may be some more relations to be found out-regarding the composite scales and subscales-by utilizing higher sampling of students.

Another thing to point out is that this study was only applied to two different Preparatory School learners of two private universities. Further studies may have a variety of settings - even in gradual levels of education. For instance, high school learners or undergraduate learners who have been learning English as a foreign language might be investigated in this hypothesis.

Bar-On EQ-i as a measurement of EI was used as a data collection tool, yet there were many other choices of these types of tests to see the learners' EQ level. Also, each type of tests is classified under different types of models of emotional intelligence. That's why another measurement way based on a different model of EQ can be administrated to reveal whether these results have similarity indeed.

The use of L1 in an L2 classroom questionnaire may be inadequate to understand the frequency of the learners' own speaking tendency in terms of the questions with its subsections. More detailed-item questionnaires including a great

number of perspective questions and open ended interview questions might be more supportive and clear in the explanation of their language preferences.

5.3.2 Linking EQ to Education

So as to link EQ to education, one needs to be aware of the difficulties confronted in the course of foreign language learning in order to meet overall requirements of the application of all sources to reach a standard ability. ELT teachers are supposed to consider all motivational, instructional and pedagogical mechanisms either inner or outer to behave and organize accordingly. In this manner, emotional intelligence as an inner mechanism is a distinctive factor regarding personal differences of learners. That's why academic world needs to learn the significance of EI and should try to prepare their programs to improve learners' skills on each competencies of EQ by integrating the techniques and strategies in teaching practices. This will help learners have some basic competencies such as self-awareness, self-management, motivation, empathy and social skills.

With this implementation, speaking ability of learners in the target language will enhance and may reach a proficiency in EFL classes. Likewise, learners who have faced with EI on purpose or in an embedded way possibly tend to avoid using their mother tongue in an EFL classroom by being motivated, adaptive while having self-awareness and control in that they will know their purposes, regulate themselves, give appropriate reactions and understand others'.

Moreover, educational policies need to be embedded or integrated EI in their system by showing regard to the results of dozens of studies related to EI and academic issues. Also, management needs to organize introductive seminars and conferences on EI and its applicability in academic settings, which is supposed to appeal to different levels of educational programs so as to raise the consciousness of both instructors and managers – even the parents to raise their child accordingly. Should ELT teachers or administration regard EI as a significant element in teaching, then it's expected for language policy makers to integrate it into EQ

programs in order to enhance the consciousness of emotions of learners (Pishgadam, 2009a).

Also, EQ-enhancing programs, additionally, can be supportive in one's overall achievement both in his/her own personal life, in academic life or even at the workplace. In this manner, the results of a study on this showed that EI can be improved by an adjustment program (Ruiz et al., 2012).

One more aspect needing to be considered is that the subsequent studies are suggested to be implemented on other aspects of psychological and cognitive issues like motivation, aptitude, affective factors, multiple intelligences and so on, instead of EQ. There might be a link between those and the tendency to use mother tongue in an EFL classroom as well.

As mentioned above, the related studies on EQ and academic achievement or foreign language learning have already proved the link between them whilst the application of EQ in the academic world hasn't fallen into its place yet. Based on the results of the studies, there are some alternative ways to make use of EQ in an academic setting.

Finding out a relation between EQ and speaking foreign language in an SLA classroom is one of the aims of this study. That's why this study offers some activities and techniques to improve learners' EI in order to improve their foreign language acquisition – especially in reversing their tendency to speak their mother tongue in an EFL classroom.

Those aforementioned suggestions may possibly have a response to a number of questions considering the influence of EQ-i level and the use of mother tongue in an EFL classroom. The researcher is aware of the limitations of this study, yet it is administered in the hope that it can provoke further studies in this field.

5.3.2.1 Some Suggested Types of Activities and Techniques to Improve EQ

Most people or learners want to increase their EQ to improve their understanding in who they are and how their interaction with the others is like. The benefits of this kind of awareness and development are numerous while there seems no disadvantage of such kind of enhancement. Instructors are also keen on this issue so as to teach their learners the ways to advance their EQ. These activities which are simple exercises to sustain lifelong abilities for their personal achievements are practical. They also lead to further improvement of each competencies of EQ. Hence, the activities and techniques mentioned here are intended to construct, develop and sustain one's EI in a formal education setting. Here five key dimensions of EQ are presented with a variety of activities so that applying them all, especially on a routine can open a road to have the mastery in each dimension of EQ.

5.3.2.1.1 Integration of EI in a Lesson

A teacher-instead of specifically teaching what EI is- might integrate EI into other lessons or even instructions. For example, teachers can make a group discussion on the following topic either by using emotional-social concepts/issues or solving a problem in groups, all of which are, especially good at constructing relations and understanding others. This process of embedded teaching of EQ will not threaten learners, but instead can provoke them to be a part of this process. Besides, instructions should include wordings referring to “emotions of learners”.

5.3.2.1.2 Activity Types on Self-Awareness

Self-awareness is about being aware of someone's knowing about his/her own self whereas emotional self-awareness is a good predictor in the recognition of emotions of yourself and others. With the purpose of making learners be aware of and have an understanding of their own self and others', some activities like giving self-feedback worksheets, integrating role-plays as a drama technique which encourage the interpersonal trust (see Appendix H) , analyzing one's feelings

during the day to detect whether he/she is positive or negative towards something and, understand what reasons have led to those emotions, making a character breakdown analysis related to a reading passage, making a follow-up discussion on the feelings of learners, teaching or embedding a terminology of emotions and personality characteristics into lesson, talking about one's own weaknesses and strengths, writing a descriptive paragraph or essay, powerpoint presentations to debate a topic or give a speech in order to state their own beliefs or rewording what has happened at the end of the day and how they feel can boost their EQ in terms of self-awareness. Also, in order to improve their social awareness, a matching activity can be utilized such as matching the faces on the photos with different feelings given.

A teacher may help learners understand how others feel as well by giving specific lectures, routine communications with each learner, parent-teacher seminars, and organizing gatherings with the management.

5.3.2.1.3 Activity Types on Self-Management

Self control or management which refers to the capability of managing one's own feelings is the next step of self-awareness. In other words, the first thing to do is basically being aware of yourself, and the next step is to take control of yourself. This competency attempts to make learners take control of their own emotions instead of being controlled by them. It is also about being able to form proper behaviors and respond to given instructions in a specific setting including classrooms. In addition to this, it includes having the ability of self-regulating which is composed of observing and managing feelings, behaviors, interests and interactions with others. Therefore, increasing the level of EI on the competency of Self-Management will facilitate disciplining impulsive behaviors and feelings in an appropriate way. In this process, learners are supposed to use initiative, to end up the responsibilities and to adjust to the fluctuant situations during their learning process.

Many types of activities might aid learners to improve their self-management skills. Games and motivational mediums that provide sufficient

arrangement skills, ordering skills and problem-solution skills (see Appendix I) might be supportive in the engagement of this dimension into the lessons. To illustrate, making a description about how you feel after a specific event, utilizing task-based activities in pair works or groups by assigning roles for each one in order to make learners participate actively on a basic task while having an awareness of dependence on others, explaining some of the ways to overcome negative emotions in order to have healthy regulation skills, giving a speech about anyone having an impact on their lives by using the descriptive adjectives can be some basic and practical uses of EI in class. What is more, mindfulness exercises might also have an effect on the improvement of EQ in terms of self-management skills. All of these are good at experiencing the meaningful situations which demand learners to form useful analysis and solutions, and to collaborate with others.

5.3.2.1.4 Activity Types on Self-Motivation

One of the most essential and sensitive topic having a crucial role in learning is motivation of learners which can mainly be categorized into two types as intrinsic and extrinsic. Motivation is too decisive to employ good attitudes towards acquisition of a language in that it removes the mental and emotional barriers of learning. In order to foster the learners' motivation, the activities are supposed to be attractive and various enough to make learners get interested in topic and guide them to learn through their own preferences. Also, the goals of a learner and the activity itself need to be matched in terms of its suitability so as to act on the purpose in a specified way. Furthermore, a teacher needs to embed optimism into motivational activities to increase the learners' EQ (Bar-on, 1997). Customizing a lesson plan and some techniques that would be used in accordance with motivational instruments needs a great deal of effort of the teacher, yet doing this offers learners to be able to recognize what the purpose of a task is to enjoy the process in a motivated way. Therefore, a learner's motivation and EQ are expected to be enhanced in this way. Likewise, a study done on motivation and oral communication has demonstrated that motivation is directly effective in the amount of oral communication in L2 (Marzban and Sadeghi, 2013).

Motivational activities are especially important in choosing a relevant and an attractive topic and giving a purposeful instruction. In other words, it is significant to know what you do and why you do to be motivated. Not all the learners share the same preferences or likes. Adding a variety into the lessons may assist to appeal to more learners. Some motivational activities (see Appendix J), techniques or games can be listed as keeping a journal, keeping track of what learners enjoy, rethinking on one's actions and their explanation with "should", researching interesting topics to present or write, using positive competition in a task or a game, giving learners their own responsibilities by assigning duties, pair-or-group work activities to motivate them to succeed, offering rewards at the end of the tasks and giving feedback on what they do.

5.3.2.1.5 Activity Types on Empathizing

Empathy as one of the most remarkable social-emotional learning skills is simply called understanding others' emotions and what stands back on those emotions while knowing how to respond to them. It sounds difficult to implement in a classroom, yet it can be taught. There are too many activities and techniques that foster empathy as a part of EQ in the classrooms. Some of them are labelling emotions, character analysis of a book, speaking or writing about ethical things and conflicts, identifying and modelling feelings, finding out similarities and differences, using role-play technique to make them be aware of others' feelings, writing a report on two opposite feelings and their effects, debates and having a discussion on caring others' emotions (see Appendix H). These activity types can be effective in promoting empathy of learners in an academic setting.

5.3.2.1.6 Activity Types of Promoting Social Skills

Social skills, which lead people to talk to and cooperate with each other while being adaptive to the new circumstances either orally or using body language, make people sociable through transferring their emotions and ideas to others. This competence especially cannot be neglected in an educational environment since people are and must be a part of a social community so as to sustain their life with others.

Social-emotional intelligence, which focuses on interaction among peers and demonstration of appropriate behaviors in specific circumstances can be taught by a variety of ways or activities. Except the role plays, discussion and debates, all of the activities mentioned above might be practiced. Activities like giving a presentation, having a group work to see the mutual interaction, role-playing in solving a problem (see Appendix I), playing games like “Simon says”, preparing social scenario activities, giving feedback to others’ performance, learning about body language and eye contact, having interviews, dramatizing a meeting might be benefited in an attempt to improve social skills of learners as well as their EQ.

To put in a nutshell, considering the activities all mentioned above for each major dimensions of social-emotional intelligence, it should be noted that a variety of activities embedded in teaching not only make learners feel comfortable, safe and willing, but they also increase their development of EI and learning a foreign language.

5.4 CONCLUSION

As Gardner worded that whereas people might keep on using the terms wise and stupid, and at the same time IQ tests are administered for specific aims, the common belief of those believing only a single intelligence has given out. Scientists working on brain are reporting the distinctive sides of intelligent in a variety of ways, and trainers can embrace the differentiated strengths and weaknesses of the learners (1999). Likewise, Goleman (1995) claimed that the cognitive intelligence generally doesn’t solve what feelings we “ought to” have. So as to differ these two terms of EQ and IQ, the theory of emotional intelligence which adds up both cognition and emotion as two separate intelligence types working together has shed light on the achievement of learners in an academic setting. In addition, the supporters of EI are for the idea that EI is basically to comprehend, analyze and regulate emotions in ones and others, which also advances the quality of life issues for the ones having high EQ, ranging from the achievements at school to workplace . In addition, since EI can be altered, developed or taught, its difference in comparison with IQ or other intelligence types is worth-stressing. Learning a language and emotional intelligence are related to each other in that as

Krashen (1981) stated learning a foreign language can sometimes be challenging, demanding, stressful and repressive for students. To overcome this, emotional competencies intervene and deal with the relevant problems. High EQ means having high capabilities to handle with stressful situations, having a purpose and motivation, in which a learner is able to survive easily and comfortably in the lessons.

In the light of the foregoing findings and the data analysis of this study, the premise of this correlational study was to examine the relationship between the level of learners' EI and their tendency to use their mother tongue in an EFL classroom. In this manner, a negative correlation was found between them, which means that our hypothesis is valid, and it has been correctly designated as it is inversely correlated. This proved the researcher's hypothesis in that learners having high EQ have a tendency to speak the target language more in EFL classrooms while speaking their mother tongue less.

As it is demonstrated through data obtained from the quantitative means and discussed above in the research questions part, the relationship between the subcategories of EQ-i as intrapersonal, interpersonal, general mood, stress management skills of the learners and the frequency of their tendency to speak their mother tongue in an EFL classroom were found related to each other. These results showed that if a person's intrapersonal skills, which mean the ability to recognize, comprehend and organize one's own emotions, are developed, that learner speaks mostly the target language in the class. In other saying, one's lack of self-awareness, assertiveness, self-regard, self-actualization and independence, which are subcategories of intrapersonal skills, probably leads to their tendency to use mother tongue in an EFL class. Also, interpersonal skills have the same conclusions like intrapersonal skills. Once a person's EQ is high in terms of his/her interpersonal skills, they use less or no mother tongue in the classes as well. To explain this, as the results indicated one's having empathy, interpersonal relations and social responsibilities, which are three subcategories of interpersonal skills, are probably the cause of their high EQ while low EQ means the deprivation of these subcategory skills. Another result showed that Stress Management as a composite scale of EQ-i had showed the same results with the previous mentioned skills, and when a person

has high EQ regarding his/her abilities related to stress tolerance and impulse control, his/her tendency towards using mother tongue might be less or no in the classes. Finally, general mood and its relation with the frequency of learners' use of L1 were found out, which means if someone's capability of well-being such as happiness and optimism as subcategories of general mood are developed enough, this quite likely ends up with their avoidance of L2. One more composite scale which is called as Adaptability had no meaningful relationship with the use of L1 in a classroom as its correlation was found weak. This result simply shows that new circumstances, events, people and settings etc. in the situations of problem solving, reality testing and flexibility as subcategories of adaptability skills intervene in the learners' preferences neither on their use of mother tongue nor on the target language use.

In order to improve these skills at schools, the activity types and suggestions were given in detail in the Practical Suggestions in Education part in the Chapter of Conclusion and Suggestions.

In addition to this, the relation of both 14 out of 15 subscales of EQ-i questionnaire and the tendency to use of mother tongue in an EFL classroom questionnaire were detected, and the results mainly clarified that these two have an effect on each other either positively or negatively. Except the reality testing, all of the other subscales have a correlation with EQ. This result shows that reality testing, which is about one's remaining objective in order to recognize his/her emotions and handle the things triggering them, doesn't have any effect on learners' choices or tendencies towards using L1 in an L2 classroom.

Another correlation of a different factor in this study is the relationship between the subsections of the tendency to use mother tongue in an EFL classroom questionnaire and the level of the learners' EI. The findings clearly revealed that 10 out of 11 subsections were matched with the aim of this study by finding a relationship. Therefore, 10 subsections are listed as four skills (speaking, writing, listening and reading), use of language (grammar and vocabulary), frequency of teachers' and learners' mother tongue use, giving feedback and understanding instructions while the eleventh item which didn't demonstrate any relation with the level of EQ was working in pairs and groups, which means a learner with high EQ

level speaks Turkish more during an EFL class. This conclusion can be thought like an insignificant and irrational finding without having any theoretical framework. In these 11 subsections, writing has got more scores compared to other skills in that a student having a high EQ prefers to speak English rather than Turkish during their writing lessons more or vice versa.

The last but not the least factor dealt with was to find out the relationship of learners' gender and their EQ level. The results showed that a correlation between two was found in favour of females. Females, in general, have higher EQ than males. Also, the results of the composite scales put forward the idea that males are better at managing stressful events than females, yet females have the potential to have good understanding of others, have better relationships with others (interpersonal skills) and more adaptive to the new situations compared to males. As it was detailed before, general mood and intrapersonal skills couldn't relate to each other in terms of gender. Hence, one's gender and having general mood skills or intrapersonal skills do not interfere with each other. Besides, the gender and learners' tendency to use mother tongue in an EFL classroom didn't have any correlation either. In this manner, being female or male doesn't make learners speak mother tongue more or less.

Based on the results of this study, seeing the impact of the level of emotional intelligence on learners' speaking preferences, no one should neglect its influence on learners and learning environments. As EI which is alterable, teachable and improvable is an inevitable variance in academic settings, and so the managements and instructors should make use of the concept of EI by integrating it into their lessons or directly teaching it. In this way, learners' EQ might develop and this will aid them to define their own objectives and accomplish them in other zones of lives from school to business.

Further studies may attempt to identify learners' needs by a needs analysis study in terms of their views on the use of the target language. Then, with a control group and an experimental group study, they might be offered a new syllabus based on their needs. The results of this might demonstrate the efficiency of EQ in an academic setting by proving its practicality with the help of the data collected on the experimental group.



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APPENDICES

APPENDIX A

APPROVED FORM OF ETHICAL COMMITTEE 1



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 12.03.2019
Toplantı Sayısı : 2019/2
Karar Sayısı : 2019/17

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 17.12.2018 tarih ve 96064710/899 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Programı tezli yüksek lisans öğrencisi Tuğçe TAŞ DOĞDU'nun, Dr. Öğr. Üyesi Gülşen DEMİR'in tez danışmanlığında devam ettirdiği "A Correlational Study Examining the Relationship Between EFL Learners' Tendency to Use Their Mother Tongue in an EFL Classroom and Their Emotional Intelligence" başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DİRDİYOĞLU	
Prof. Dr. C. Sencer İMER	


ADRES : Ufuk Üniversitesi İncek Şehit Savcı Mehmet Selim Kiraz Bulvarı No:129 (06836) İncek-Gölbaşı -Ankara

Tel : (0312) 586 70 00 Faks : (0312) 586 71 24

WEB : www.ufuk.edu.tr e-mail : ufukuni@ufuk.edu.tr


APPENDIX A

APPROVED FORM OF ETHICAL COMMITTEE 2



ÇANKAYA ÜNİVERSİTESİ
REKTÖRLÜK

Çankaya Üniversitesi - ÜNİVERSİTE ETİK
KURULU
Tarih: 28.12.2018 13:00
Sayı: 80281877-050.99-E.00000016681



E.0000026681

Sayı : 80281877-050.99
Konu : Etik Kurul Raporu

YABANCI DİLLER BÖLÜM BAŞKANLIĞINA

İlgi : 10.12.2018 tarihli ve 93684058-605.01/00000025704 sayılı yazı.

Bölümünüz Hazırlık Eğitimi Birimi bünyesinde görev yapmakta olan Öğr. Gör. Tuğçe TAŞ DOĞDU'nun, Ufuk Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında yapmakta olduğu yüksek lisans tezi kapsamında anket ve çalışmasının etik açıdan uygunluğunun değerlendirilmesi talebiniz, Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu tarafından değerlendirilmiş ve uygun görülmüştür.

Bilgilerinizi ve ilgiliye bilgi verilmesini rica ederim.

e-imzalıdır
Prof. Dr. Can ÇOĞUN
Rektör

Ek: 06.12.2018 tarih ve 162 sayılı Araştırma ve Yayın Etiği Kurulu Proje Onay Formu

Evrakin elektronik imzalı suretine <https://e-belge.cankaya.edu.tr> adresinden 88e8c3be-aa61-4b52-8c7e-56509c60bea8 kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Merkez Kampüsü: Yukarıyurtçu Mah. Mimar Sinan Cad. No:4 06790, Etimesgut-ANKARA / Balgat Kampüsü : Çukurambar Mah. Öğretmenler Cad. No: 14, 06530 - ANKARA Tel:0 (312) 233 10 00/1134 / 0 (312) 284 45 00 / 134 Faks:0 (312) 233 11 49 / 0 (312) 286 96 31 E-Posta:genelsekreterlik@cankaya.edu.tr

“A Correlational Study Examining the Relationship Between EFL Learners’ Tendency to Use Their Mother Tongue in an EFL Classroom and Their Emotional Intelligence” adlı projesi değerlendirilmiştir.

Proje etik açıdan uygun bulunmuştur.



Projenin etik açısından geliştirilmesi gerekmektedir.



Proje etik açısından uygun bulunmamıştır.



İmzalar:



Etik Kurul Başkanı

Prof. Dr. Nurettin BİLİCİ



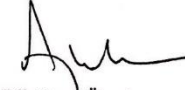
Etik Kurul Başkan Yardımcısı

Prof. Dr. Sıtkı Kemal İDER



Etik Kurul Üyesi

Prof. Dr. Erdoğan DOĞDU



Etik Kurul Üyesi

Prof. Dr. Aykut KANSU



Etik Kurul Üyesi

Prof. Dr. Feriha Bilge TANRIBİLİR



Etik Kurul Üyesi

Prof. Dr. Mehmet TURHAN



Etik Kurul Üyesi

Prof. Dr. Haşmet TÜRKOĞLU

Evrakın elektronik imzalı suretine <https://e-belge.cankaya.edu.tr> adresinden 88e8c3be-aa61-4b52-8c7e-56509c60bea8 kodu ile erişebilirsiniz.
Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

APPENDIX B

PARTICIPANT CONSENT FORM

Gönüllü Katılım Formu

Sayın Katılımcı,

Bu anket Ufuk Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda Yabancı Diller ve Kültürler Bölüm Başkanı Dr. Öğr. Üyesi Gülşen Demir danışmanlığında hazırlanmakta olan “Öğrencilerin yabancı dil olarak İngilizce öğrendikleri bir sınıfta Türkçeyi kullanma eğilimleri ile duygusal zeka durumlarının arasındaki korelasyonun incelenmesi” konulu bilimsel çalışmanın bir bölümüdür.

Bu araştırmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahiptir. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: Dr. Öğr. Üyesi Gülşen DEMİR

Araştırmacı: Tuğçe TAŞ DOĞDU

e-posta adresi: tucetas@cankaya.edu.tr

Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada ‘katılımcı’ olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

APPENDIX C

PERSONAL INFORMATION FORM

Bar-On Duygusal Zeka Envanteri Ölçeği ve İngilizce Derslerinde Anadil Kullanım Anketi

Değerli öğrenciler,

Bu anket Ufuk Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda Yabancı Diller ve Kültürler Bölüm Başkanı Dr. Öğr. Üyesi Gülşen Demir danışmanlığında hazırlanmakta olan “*Öğrencilerin yabancı dil olarak İngilizce öğrendikleri bir sınıfta Türkçeyi kullanma eğilimleri ile duygusal zeka durumlarının arasındaki korelasyonun incelenmesi*” konulu bilimsel çalışmanın bir bölümüdür. Bu anketten elde edilecek sonuçların gizliliği esas alınmış ve sadece yukarıda belirtilen araştırma konusu için kullanılacaktır.

Vereceğiniz cevapların içtenliği araştırmanın güvenilirliği artacaktır. Bu sebeple lütfen soruları cevaplarken objektif olmaya ve sorular üzerinde çok fazla düşünmeden cevap vermeye özen gösteriniz. Katkılarınız için şimdiden teşekkür ederim.

Tuğçe TAŞ DOĞDU
Ufuk Üniversitesi
İngiliz Dili ve Eğitimi
Anabilim Dalı
Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİ FORMU

Aşağıdaki soruların size uygun olan yanıtlarını kutucuk var ise içine (X) koyarak doldurunuz. Açık uçlu maddeleri cevaplamamız önemlidir.

1. Cinsiyetiniz: Kadın Erkek

2. Mevcut Yabancı Dil Seviyeniz:

3. Sınıfınız:

4. Kaç yıldır İngilizce öğreniyorsunuz? (1-5) (5-10)
(10-15)

5. Mezun olduğunuz okul türü:

Fen Lisesi Anadolu Lisesi Genel Lise

Meslek Lisesi Diğer (.....)

6. Kaç tane yabancı dil biliyorsunuz? Bir Birden çok

APPENDIX D

Bar-On EQ-i Questionnaire

A. Bar-On Duygusal Zeka Envanteri Ölçeği

Yönergeler: Seçenekleri okuyun ve *sizi en iyi tanımlayan seçeneği* seçin. Beş adet cevap seçeneğiniz var.

Her bir cümle için sadece tek bir cevap seçin ve cevabınıza karşılık gelen seçeneği işaretleyin. Örneğin cevabınız “Katılıyorum” ise cümleyle aynı satırdaki 2 numaranın içine (X) işareti koyunuz. Bu bir test değildir; “iyi” ya da “kötü” cevaplar yoktur.

Sayın katılımcı, aşağıdaki ifadelere vereceğiniz cevapları 1’den 5’e kadar sıralanan

- 1- Kesinlikle *katılmıyorum*, 2 *Katılmıyorum*, 3- Kararsızım,
4- *Katılıyorum*, 5- *Tamamen katılıyorum*

açıklamalarından birini seçerek ilgili kutucuğu (X) işareti ile belirtmeniz gerekiyor.

	1	2	3	4	5
1. Zorluklarla baş edebilme yaklaşımım adım adım ilerlemektir.					
2. Duygularımı göstermek benim için oldukça kolaydır.					
3. Çok fazla strese dayanamam.					
4. Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.					
5. Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.					
6. Üzücü olaylarla yüz yüze gelmek benim için zordur.					
7. Biriyle aynı fikirde olmadığımda bunu ona söyleyebilirim.					
8. Kendimi kötü hissettiğimde beni neyin üzdüğünü bilirim.					
9. Başkaları benim iddiasız biri olduğumu düşünürler.					
10. Çoğu durumda kendimden eminimdir.					
11. Huysuz bir insanımdır.					
12. Çevremde olup bitenlerin farkında değilimdir.					
13. Derin duygularımı başkaları ile kolayca paylaşamam.					
14. İyi ve kötü yanlarıma baktığım zaman kendimi iyi hissedirim.					
15. Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.					
16. Sevgimi belli edemem.					

	1	2	3	4	5
17. Tam olarak hangi konularda iyi olduğumu bilmiyorum.					
18. Eski alışkanlıklarımı değiştirebilirim.					
19. Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.					
20. Başkalarına kızdığımda bunu onlara söyleyebilirim.					
21. Hayatta neler yapmak istediğime dair kesin bir fikrim yok.					
22. Yapacaklarımın bana sık sık söylendiği bir işte çalışmayı tercih ederim.					
23. Bir problemi çözerken her bir olasılığı inceler, daha sonra en iyisine karar veririm.					
24. Bir liderden çok, takipçiyimdir.					
25. Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.					
26. Fiziksel görüntümden memnunum.					
27. İnsanlara ne düşündüğümü kolayca söyleyebilirim.					
28. İlgimi çeken şeyleri yapmaktan hoşlanırım.					
29. Sabırsız bir insanım.					
30. Diğer insanların duygularını incitmemeye özen gösteririm.					
31. İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır					
32. Başkalarıyla iyi ilişkiler kurarım.					
33. Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.					
34. İnsanlara yardım etmekten hoşlanırım.					
35. Son birkaç yılda çok az başarı elde ettim.					
36. Öfkemi kontrol etmem zordur.					
37. Hayattan zevk almıyorum.					
38. Duygularımı tanımlamak benim için zordur.					
39. Haklarımı savunamam.					
40. Oldukça neşeli bir insanımdır.					
41. Düşünmeden hareket edişim problemler yaratır.					
42. İnsanlar benim sosyal olduğumu düşünürler.					

43. Kurallara uyan bir vatandaş olmak çok önemlidir.					
44. Kendimi olduğum gibi kabul etmek bana zor geliyor.					
45. Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.					
46. Arkadaşlarım bana özel şeylerini anlatabilirler.					
47. Kendi başıma karar veremem.					
48. Başka insanlara saygı duyarım.					
49. Başkalarına neler olduğunu önemserim.					
50. Bazı şeyler hakkında fikrimi değiştirmem zordur.					
51. Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır kalırım.					
52. Fanteziler ya da hayaller kurmadan her şeyi gerçekte olduğu gibi görmeye çalışırım.					
53. Neler hissettiğimi bilirim.					
54. Benimle birlikte olmak eğlencelidir.					
55. Sahip olduğum kişilik tarzından memnunum.					
56. Hayal ve fantezilerime kendimi kaptırırım.					
57. Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir					
58. Yeni şeylere başlamak benim için zordur.					
59. Eğer yasaları çiğnemem gerekirse, bunu yaparım.					
60. Endişeliyimdir.					
61. Yeni şartlara ayak uydurmak benim için kolaydır.					
62. Kolayca arkadaş edinebilirim.					
63. Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.					
64. Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim.					
65. Kendimi çok sık, kötü hissederim.					
66. Konuşmaya başlayınca zor susarım					
67. Çevremdekilerle iyi geçinemem.					
68. Zor şartlarda serin kanlılığımı nasıl koruyacağımı bilirim.					
69. Kendimi takdir ederim.					
70. İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.					

71. Tarzımı deęiřtirmem zordur.					
72. Hayatımdan memnunum.					
73. Bařkalarının bana ihtiya duymalarından ok, ben bařkalarına ihtiya duyarım.					
74. Hafta sonlarını ve tatilleri severim.					
75. ok sinirlenmeden stresle bař edebilirim.					
76. ok zor durumların stesinden geleceęime inanıyorum.					
77. Acı eken insanların farkına varamam.					
78. Genellikle en iyisini mit ederim.					
79. Bařkalarına gre, bana gvenmek zordur.					
80. Endiřemi kontrol etmemin zor olduęunu biliyorum.					
81. Bařkalarının duygusal ihtiyalarını, kolaylıkla fark ederim.					
82. Abartmayı severim.					
83. Glmseme benim iin zordur.					
84. Uygun bir zamanda negatif duygularımla yzleřir, onları gzden geiririm.					
85. Yeni bir Őeylere bařlamadan nce genellikle bařarısız olacaęım hissine kapılırım.					
86. İstedięim zaman “hayır” demek benim iin zordur.					
87. Bir problemle karřılařtıęımda nce durur ve dřnrm.					
88. Yukarıdaki ifadelere samimi bir Őekilde cevap verdim.					

APPENDIX E

The Use of Mother Tongue in L2 Questionnaire

A. YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİLEN DERSLERDE ANADİL KULLANIM ANKETİ

Değerli öğrenciler,

Bu anketin amacı Yabancı Dil olarak İngilizce öğretilen derslerde anadil olarak Türkçe kullanmanıza ve/ya kullanmamanıza yönelik yaklaşımlarınızı incelemektir. Vereceğiniz cevaplar sadece araştırma amaçlı kullanılacaktır. Eğer aşağıdaki sorulara açıklıkla ve doğru bir şekilde cevap verirsiniz araştırmanın istenilen güvenilirliğe ulaşmasına katkı sağlamış olacaksınız. İlginiz için teşekkürler.

Sizin için en uygun olan seçeneği işaretleyiniz. Lütfen *tek bir seçenek* işaretleyiniz.

- 1) İngilizce öğrenirken, dil bilgisi ile ilgili kavramları anlamak için anadilimi kullanırım.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 2) İngilizce öğrenirken, anadilimle yabancı dil arasındaki dil bilgisi farklılıklarını anlamak için dilimi kullanırım.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 3) Okuma çalışması yaparken, okuduğum metni daha iyi anlamak için anadilimi kullanarak kendi dilime çevirmeye çalışırım.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 4) Okuma çalışması yaparken, okuduğum metnin içeriğini anlamak için anadilimi kullanırım.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 5) Sınıf içerisinde dinleme çalışması yaparken, dinlediğimi daha iyi anlamama yardımcı olması için dinlerken anadilimi kullanarak aynı anda dinlediğimi kendi dilime çevirmeye çalışırım.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 6) Sınıf içerisinde dinleme çalışması yaparken, dinlediğimi anlamakta güçlük yaşarsam öğretmenimden diyalogları anadilime çevirmesini isterim.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 7) Sınıf içerisinde konuşma pratiği yaparken, arkadaşlarımla ve öğretmenimle sorunsuz bir şekilde konuşabilmek için arkadaşlarımla ve öğretmenimin bana söylemeye çalıştıklarını anadilime çeviririm.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman
- 8) Sorulan bir soruya yanıt vermeden önce, söyleyeceklerimi kendi dilimde not eder ve daha sonra hedef dile çevirerek soruya cevap veririm.
a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

9) Sınıf içerisinde yazma pratiği yaparken, yazmaya başlamadan önce niçin ve ne yazacağımı öğretmenime sorarken anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

10) Kelime çalışması yaparken, yeni sözcüklerin ne anlama geldiğini daha iyi anlamak için anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

11) Sınıf içerisinde arkadaşım ile ikili çalışma yaparken, ne yapacağımızı tartışmak için anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

12) Sınıf içerisinde arkadaşlarımla grup çalışması yaparken, kendim ne yapacağımı tartışmak için anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

13) İngilizce öğrenirken, öğretmenime geri dönüt vermek için anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

14) İngilizce öğrenirken, herhangi bir noktayı anlamakta güçlük yaşarsam öğretmenime sorular sormak için anadilimi kullanırım.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

15) Öğretmenim yapılması gerekenler konusunda bize talimatlarda bulunduğu anda, anlamakta güçlük yaşadığım herhangi bir husus olursa talimatları anadilimde söylemesini isterim.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

16) Sınavlarda verilen talimatları anlamakta güçlük yaşarsam öğretmenimden anadilimde açıklama yapmasını isterim.

- a) her zaman b) genellikle c) bazen d) nadiren e) hiçbir zaman

17) Lütfen sınıf içerisindeki anadil kullanımınızı yüzdeler olarak belirtiniz.

- a) 100-80 b) 80-60 c) 60-40 d) 40-20 e) 20-0

18) Lütfen öğretmeninizin sınıf içerisindeki anadil kullanımını yüzdeler olarak belirtiniz.

- a) 100-80 b) 80-60 c) 60-40 d) 40-20 e) 20-0

Yabancı dil öğretimi yapılan sınıflarda anadil kullanımı üzerine sizin eklemek istedikleriniz:

.....
.....
.....
.....

APPENDIX F

Permission Letter to Use Bar-On EQ-i Adapted Version Questionnaire

11.10.2018

Çankaya Üniversitesi Webmail :: RE: Bar-On Duygusal Zeka Envanteri Ölçeği Kullanma Talebi (Doktora Tezinizden)



Konu **RE: Bar-On Duygusal Zeka Envanteri Ölçeği Kullanma Talebi (Doktora Tezinizden)**
Gönderen Füsün ACAR <acarf@erciyes.edu.tr>
Alıcı 'tucetas' <tucetas@cankaya.edu.tr>
Tarih 10-10-2018 15:21

-
- anket açıklaması.doc (~61 KB)
 - Baron ANKET.doc (~143 KB)
 - reuvon baron boyutlar son.doc (~34 KB)
-

başarılar

-----Original Message-----

From: [tucetas](mailto:tucetas@cankaya.edu.tr) [mailto:tucetas@cankaya.edu.tr]

Sent: Tuesday, October 09, 2018 8:10 PM

To: acarf@erciyes.edu.tr

Subject: Bar-On Duygusal Zeka Envanteri Ölçeği Kullanma Talebi (Doktora Tezinizden)

Saygıdeğer Hocam,

Ben Tuğçe Taş Doğdu, Çankaya Üniversitesinde Okutman olarak çalışmaktayım ve yüksek lisans tezim için öğrencilerin duygusal zekaları ile ilgili bir anket yapmak istiyorum. Sizin 2001 yılında Doktora tezinizde uyarlamış ve Türkçe'ye çevirmiş olduğunuz "Bar-On Duygusal Zeka Envanteri Testi" için izninizi talep ediyorum. Teşekkürler.

İyi Çalışmalar
Tuğçe TAS DOĞDU

APPENDIX G

Permission Letter to Use The Use of Mother Tongue in L2 Questionnaire

09.06.2019

Çankaya Üniversitesi Webmail :: Re: Yüksek Lisans Tezinde Hazırladığınız Anket için Kullanım İzni (Öğrenci Anketi)



Konu **Re: Yüksek Lisans Tezinde Hazırladığınız Anket için Kullanım İzni (Öğrenci Anketi)**
Gönderen ökkeş oflaz <okkes_oflaz@hotmail.com>
Alıcı tucetas <tucetas@cankaya.edu.tr>
Tarih 20-10-2018 23:28

Hocam merhabalar mailiniz spam'e düşmüş o yüzden geç farkettim. Benim tezimdeki anketi kullanabilirsiniz. İyi çalışmalar diliyorum.

[iOS için Outlook uygulamasını edinin](#)

From: tucetas <tucetas@cankaya.edu.tr>
Sent: Friday, October 19, 2018 12:29:00 PM
To: okkes_oflaz@hotmail.com
Subject: Yüksek Lisans Tezinde Hazırladığınız Anket için Kullanım İzni (Öğrenci Anketi)

Saygıdeğer Hocam,

Ben Tuğçe Taş Doğdu, Çankaya Üniversitesi Hazırlık Sınıfında okutman olarak çalışmaktayım ve tezimde kullanmak üzere, yüksek lisans tezinizde hazırlamış olduğunuz öğrencilerin derste ana dili kullanmalarındaki tutumlarını ölçen anketi kullanmak için izninizi talep ediyorum.
Teşekkürler.

İyi Çalışmalar
Tuğçe TAŞ DOĞDU

APPENDIX H

A SAMPLE LESSON PLAN ON EMPATHY

ACTIVITY 1: Empathic Responses

OBJECTIVE: To learn/comprehend the definition of empathy and practice the use of it in appropriate situations by experiencing it.

DURATION: 2 lesson hour

LEVEL: Pre-Intermediate / Intermediate (can be adapted for each level)

MATERIALS: Some decorations such as trees (either paper or plastic), a note-book, either mobile phone's camera or its voice-recorder, several toys of animals

STEPS:

1. Tell the students that they are in an urban safari. Make them stand up and walk around the class. They can have a camera and a note-book or a voice recorder to record their experiences. They can use their mobile phones to record what they do and how they feel. Ask them to walk in the area, forest and/or the field. They are eagerly looking forward to seeing an animal to observe. Ask them how they feel.
 - “How do you feel now?”
 - Are you excited? Why?”
2. Ask them to get closer to the hidden parts of the forest. They are trying to find an animal. The animal can be big, small, short and/or tall. It can be an endangered species or an extinct one. When they see the animal, ask them to stop, get closer quietly in order not to disturb the animal, find a secret place and start to observe the animal's behavior. Ask the students to write down and/or record what they see. They have 5-6 minutes to observe the animal. They can use a camera to take some photos, as well. Ask the students questions like;
 - What's the animal doing now?
 - Is it running, sleeping, eating or playing with friends?
 - How does the animal feel right now?
 - What are the things that make the animal happy at the moment?
 - What does the animal do to enjoy the day and have fun in life?”

and so on. You can ask the students to get closer to the animal and touch if the animal looks friendly and shows friendly attitude to the students. If they don't feel safe, they shouldn't be doing this. The students are supposed to write every detail about the animal's emotion as they are experiencing the moment.

3. Now it's time to say goodbye to the animal. Ask the students to leave the place quietly without disturbing the animal. They can give the animal a present as a memory of the day. Every student has his/her own way to say goodbye to the animal.
4. Get the students to sit in a circle. Give the students a paper and a pen, ask them to draw a picture of how the animals see the world in their own habitat in the forest. The picture could be anything. When they complete the pictures, take all and stick them on the wall. Ask the students to walk around and check all the drawings. Give each student a piece of paper to write 2-3 adjectives about the emotions in the pictures.
5. Get the students to sit in a circle. Ask them how they feel about the animal world. You can ask questions like; "How did you feel while you were observing the animal? Why?" Let them explain their emotions in detail. Then open the pieces of papers and read the adjectives out loud to the students. You can discuss the written adjectives portraying the emotions of all the students about the activity.
6. Have the students stand up. Divide them into two groups. They are in a zoo now. Ask some of the students are the animal that they've observed in the forest and they are put in a cage. The other group is the visitors in a zoo. They are around the animal cages. But the animal they see in the cage is the animal that they've observed in the forest. Nobody knows which animals are in the cage. Everybody has his/her own image in their mind about the animal. Ask the visitors to walk around the cages. Now they are observing the same animal's behavior in the cage. The animals in the cage are asked to find an activity to do in the cage. It can be anything; sitting, sleeping, playing, standing and so on. Give them 10 minutes. Everybody has to be engaged with an activity either in or outside of the cage.

7. It's time to go back home. You are the zookeeper, open the doors of the cages and let them go home.
8. Get all the students sit in a circle. Give the students a paper and a pen, ask them to draw a picture of how they, as an animal and a visitor, see and experience the world in the zoo. When they complete the pictures, take all of them and stick on the wall. Ask the students to walk around and check the drawings. Give each student a piece of paper to write 2-3 adjectives about the emotions in the pictures.
9. Get the students to sit in a circle again for the last time. Ask them how they feel about the zoo experience. Let them explain their emotions in detail. Then open the pieces of papers and read the adjectives out loud to the students. You can discuss the written adjectives portraying the emotions of all the students about the activity. You can ask;
 - How does it feel to see the world from an animal's perspective in a cage?
 - And how does it feel to see the animal that they've interacted in the forest in a cage later on?
 - Remember the animal's feeling when it's in the forest. What things can be scary for the animal in the cage later on?
 - Can you talk about how they might feel if they see the whole world from a cage?
 - If you were an animal, what would you like to say to people, to the zookeeper and the visitors?
 - If you had a chance, what would you change about the animal world? Why?
 - Could you share your feeling on empathy? Is empathy an important component in life? Why? Why not?"
10. After the speaking session, give them a piece of paper and ask them to write their feelings about freedom of all species and its importance. Ask them to use as many adjectives as possible that they've heard today. Ask them to involve the importance of empathy, as well.

APPENDIX I

A SAMPLE LESSON PLAN ON DECISION MAKING AND PROBLEM SOLVING

ACTIVITY 2: Decision Making

OBJECTIVE: To learn the steps involved in effective decision-making/problem-solving process.

DURATION: 45-50 min.

LEVEL: Intermediate / Upper-Intermediate (can be adapted for each level)

MATERIALS: Decision-making and Problem Solving Worksheet

STEPS

1. Talk about the overall meaning of decision making and problem solving in the classroom. Then, show the students a brief overview of the steps included in the decision-making/problem-solving process.

The steps involved in decision-making/problem-solving:

1. Define the problem or the decision to be made.
2. Think about all the probable options to solve the problem or decision.
3. Write down all the positives and negatives for each option/alternative.
4. Weight all the positives and negatives for each option.
5. Select the best alternative.
6. Discuss the ways to solve the problem by your alternative
7. Give advice yourself about the problem you have, and start to implement it.

2. Show the students an example of a problem and its steps of this process. A common/basic problem and an appropriate decision to solve it can be presented to the classroom.

e.g. The problem is “getting overweight”.

Possible Solutions: eating less, going to gym, having a healthy diet, going to a psychologist, having support of your family/friends etc.

Select the best alternative : having a healthy diet

The Ways to Solve it: you may get online resources in order to learn about a variety of ways to have a healthy diet. You may ask your friends whether they have a healthy diet. If yes, you may how they do it. You might buy diet books. You may start to give up bad habits first etc.

Advice: If you can do it well by applying online resources, you may be involved in a healthy life circle group. You should stop drinking tea and eating sweet things etc.

3. Now, it is the students’ turn. Distribute the worksheets for students to complete. Then, give them 25 minutes to complete it individually by thinking on their own problem.
4. After they have finished the worksheet, give them 5 minutes to prepare themselves for the three-minute presentation of their problems and decisions they take by expressing their reasons.

Worksheet

ACTIVITY 2 : Decision-Making/Problem-Solving

STEP 1 : Define what one of the most irritating school life problem is or what the decision to be made is.

STEP 2 : What the alternative solutions are – Brainstorm all possible solutions of the problem and write.

STEP 3 : Write all the positive and negative sides of your possible solutions.

STEP 4 : Decide on the importance of the solutions. Which is the best one for you? Give scores 1/5 for each solution. State your reason of the score.

STEP 5 : Choose the most appropriate solution by explaining your reason briefly.

STEP 6 : Design a plan to implement your solution. Be sure to include the answers to who/what/when/where/how often etc. questions.

STEP 7 : You are ready to solve your problem!
You should know that you may succeed or fail! If you fail, do not give up. Repeat the same steps again with another solution.

(Adapted from: <https://positivechoices.org.au/teachers/decisionmaking-and-problemsolving-class-activity>)

APPENDIX J

A SAMPLE LESSON PLAN ON STRESS MANAGEMENT

ACTIVITY 3: Stress Management Ways

OBJECTIVE: To make learners be aware of to a number of different techniques that can be used to manage stress effectively.

DURATION: 45-50 min.

LEVEL: Intermediate (can be adapted for each level)

STEPS

Introduction: Many people have had stressful moments throughout their lives. Hence, this is essential to grasp the ways to deal with the stress. If a person has more alternative solutions or ways to manage it, it can be easier for him/her to overcome it effectively.

Explanation: Using a discussion activity at the beginning is effective for learners so that they might share their own ideas and experiences about how to manage stress. As a teacher, you should encourage the learners to speak more and give feedback for each and every students participating in discussion. Ask these questions;

- Could you give some examples of strategies you have used to cope with stress which you have experienced in the past?
- What are examples of activities you can do on ongoing stressful situations?

Take some notes as phrases of the students' statements and classify them into from major techniques to detail headings. When necessary, you might add some ideas as well to ease the learners' brainstorming.

Discussion: Once the discussion is over, be sure to include the lists below on the board.

Technique 1: Relaxation Techniques • Meditation • Deep breathing exercises • Visualize yourself in calming situations • Use aromatherapy • Have massage therapy

Technique 2: Exercise/Physical Activity • Stretching • Swimming • Walking • Yoga • Running • Kick boxing

Technique 3: Proper Nutrition • Eat a well-balanced diet. • Drink plenty of water. • Avoid eating processed foods. • Avoid overeating. • Reduce the amount of caffeine you consume.

Technique 4: Get Enough Rest • Get plenty of sleep. • Periodically take breaks to rest your mind and body. • Avoid taking sleeping pills.

Technique 5: Set Goals • Set small, achievable goals along the way. • Keep track of your progress. • Celebrate when you reach milestones toward accomplishing goals.

Technique 6: Communication • Express your feelings rather than bottling them up. • Keep a journal as a means of self-expression. • Talk with friends and/or family members. • Participate in counseling or therapy.

Technique 7: Coping with Circumstances • Meet challenges head-on. • Do not fall into a pattern of avoidance behavior.

The lists above can be used as a reference point for learners to handle their own problems. It is also functioned as guidance on stress management for them during the activities.

Post-Activity: For this activity, allow 10-15 min. to complete. Using the technique of “mind’s eye” in order to relax the learners by controlling their own emotions is the follow-up activity. This technique is used for relaxation and to get rid of stressful situations. First, make the students visualize a place which can be real or imaginary. Then play a background relaxation meditation music.

*** *There are so many guided meditation scripts online. You may find any one easily by searching it. When you find one suitable for your content, you may either read it aloud to your students or make them listen to the text while meditation.*

▶ The ways to apply this technique include:

1. Close your eyes and visualize your favorite peaceful, relaxing place using your mind.
2. Imagine yourself interacting with your surroundings. For example, if you imagine yourself outside taking a walk, feel the wind on your face, smell flowers or search for seashells.
3. Stay in your relaxing space as long as necessary until you really feel it.
4. Come back to yourself slowly, keeping the feelings of relaxation with you. Tell yourself that you are calm and relaxed.

(Adapted from :https://stress.lovetoknow.com/Basic_Strategies_in_Stress_Management)

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Tuğçe TAŞ DOĞDU

Doğum Yeri ve Tarihi : Ankara – 07.02.1987

Eğitim Durumu

Lisans Öğrenimi : Anadolu Üniversitesi İngilizce Öğretmenliği

Yüksek Lisans Öğrenimi : Ufuk Üniversitesi İngiliz Dili Eğitimi

Bildiği Yabancı Diller : İngilizce

İş Deneyimi Stajlar :

Çalıştığı Kurumlar : Çankaya Üniversitesi / Yeşiltepe İlköğretim Okulu / British School

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E-Posta Adresi : tucetas@cankaya.edu.tr

Tarih : 08.07.2019