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UNIVERSITY OF GAZIANTEP

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FOREIGN LANGUAGE SKILLS IN ELT

MASTER'S OF ART THESIS

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Mahmut TOSUN

Date of Viva: 03.07.2013

Approval of the Graduate School of Educational Sciences

Assoc. Prof. Dr. M. Fatih ÖZMANTAR
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master's of Art.

Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
Head of Department

This is to certify that I(we) has(have) read this thesis and that in my(our) opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Examining Committee Members:
   (Title, Name and SURNAME)   Signature

Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU   _____

Assist. Prof. Dr. Şaban ÇEPİK   _____

Assist. Prof. Dr. Mehmet YAŞAR   _____

To the love of my life ...

To my parents, my brother

and

To the love of my life ...

ABSTRACT

ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FOREIGN LANGUAGE SKILLS

TOSUN, Mahmut
M.A. Thesis, Department of English Language Teaching
Supervisor: Assist. Prof. Dr. Filiz Y. TILFARLIOĞLU
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Emotional intelligence, as related with how an individual recognizes and manages his or her emotions, has made tremendous impact in scientific circles since the development of the concept. Countless researches have been done in order to assure its prominent role in an individual's success in life. With the increasing demand for success in the developing world, the priority of emotional intelligence has also been regarded as an opportunity. Since emotional intelligence has been referred as crucial in many parts of people's lives, it can be expanded into the world of language learning. In Turkey, most people complain about not being able to master the English language. The problem underlying this may be the effects of emotional intelligence and its subscales on learning. For this reason, this study has been conducted to fill a gap in the literature of ELT by focusing on the relationship between emotional intelligence and foreign language skills. The current study was conducted at a foundation university in Gaziantep in 2012. There were 341 (180 male and 161 female) English preparatory level students (from pre-intermediate to upper-intermediate) participating in the study. The data were collected using an adapted version of Bar-On EQ-i that has been designed for the purpose of the study and the reliability value was reported as .84. The data were analyzed using SPSS 16. After the analyses, except for the interpersonal EQ ($t = -3.69$, $p < .01$), no significant correlations were found between the genders. However, significantly positive correlations between emotional intelligence and language achievement (GPA) ($r = .426$, $p < .01$), and language skills- reading ($r = .298$, $p < .01$), listening ($r = .351$, $p < .01$), writing ($r = .346$, $p < .01$) and speaking ($r = .299$, $p < .01$) were shown. Moreover, significantly positive correlations between emotional intelligence subscales and language skills were also found. In order to determine the impact of emotional intelligence on language achievement (GPA) and language skills, regression analysis was applied to the data. The results showed that emotional intelligence is a strong predictor of language GPA ($r^2 = .181$, $p < .01$).

Key Words: Emotional intelligence, EQ, Bar-On, language achievement, language skills.

ÖZET

YABANCI DİL ÖĞRETİMİNDE DUYGUSAL ZEKA İLE YABANCI DİL ÖĞRENME BECERİLERİ ARASINDAKİ İLİŞKİ

TOSUN, Mahmut
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
Tez Danışmanı: Yrd. Doç. Dr. Filiz Y. TILFARLIOĞLU
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Bireyin duygularını farkına varıp kontrol edebilmesi anlamına gelen duygusal zeka kavramı, ortaya çıktığından bu yana birçok bilimsel alanda büyük yankı bulmuştur. Kişinin hayat başarısındaki belirgin rolünü ortaya çıkarmak için konuyla ilgili sayısız araştırma yapılmış ve gelişmekte olan dünyada başarıya olan ihtiyaç ile birlikte duygusal zekanın önemi bir fırsat olarak addedilmiştir. Duygusal zeka insan hayatının birçok alanında önemli görüldüğünden bu kavram dil öğrenme alanında da incelenebilir. Türkiye'de birçok insan İngilizceyi yeterli düzeyde öğrenememekten şikayetçidir. Bu problemin altında belki de duygusal zeka ve alt faktörlerinin öğrenmeye olan etkisi yer almaktadır. Bu nedenlerden dolayı bu çalışma, duygusal zeka ile dil öğrenme becerileri arasındaki ilişkiyi belirleyerek İngiliz dil öğretimi (ELT) alanına katkı sağlamak için yapılmıştır. Söz konusu çalışma 2012 yılında Gaziantep'te bir vakıf üniversitesinde orta seviyenin altından (pre-intermediate) orta seviyenin üstüne (upper-intermediate) kadar olan 341 (180 erkek ve 161 kız) İngilizce Hazırlık Okulu öğrencisinin katılımıyla gerçekleştirilmiştir. Veriler Bar-On EQ-i anketinin çalışmanın amacına göre uyarlanmış haliyle elde edilmiş, SPSS 16 kullanılarak analiz edilmiş ve anketin güvenirlik katsayısı .84 olarak tespit edilmiştir. Analizlerin sonucunda duygusal zekanın cinsiyetlere göre kişilerarası duygusal zeka (t= -3.69, p< .01) dışında anlamlı bir fark oluşturmadığı ortaya çıkmıştır. Bununla birlikte duygusal zeka ile dil başarısı (GPA) (r= .426, p< .01), ve de okuma (r= .298, p< .01), dinleme (r= .351, p< .01), yazma (r= .346, p< .01) ve konuşma (r= .299, p< .01) dil becerileri arasında anlamlı düzeyde olumlu ilişkiler ortaya çıkmıştır. Ayrıca, duygusal zeka faktörünün alt boyutları ve dil becerileri arasında da anlamlı düzeyde olumlu ilişkiler tespit edilmiştir. Duygusal zekanın dil başarısı ve dil becerileri üzerindeki etkiyi belirlemek için regresyon analizi kullanılmış ve duygusal zekanın dil başarısında güçlü bir etkisi olduğu belirlenmiştir (r^2= .181, p<.01).

Anahtar Kelimeler: Duygusal zeka, EQ, Bar-On, dil başarısı, dil becerileri.

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CHAPTER ONE
INTRODUCTION

1.1. PRESENTATION

This study aims to find out the relationship between emotional intelligence and language skills and tries to focus on the effect of emotional intelligence and its subscales on language learning.

In chapter 1, after presenting the background information about the relationship between emotional intelligence and language skills, the problem is identified clearly, and the purpose of the study is expressed. Later on, the significance of the study, the research questions, assumptions and limitations are stated.

1.2. BACKGROUND INFORMATION

Learning a language differs from one person to another in that learners distinguish from each other in how successful they are in learning a second language. Some learn a language easily while others devote more time and energy. Out of many factors contributing to second language learning success like motivation and anxiety, one seems to be crucial, that is the degree of intelligence that a learner possesses.

The term *intelligence* has been defined throughout the science history and early definitions tended to focus on general or specific abilities. When the definitions are studied in detail, it can be said that definitions proposed in the past have been on describing the term. Apparently, intelligence has always been among the most elusive concepts and the nature of intelligence has been regarded as fuzzy (Sternberg, 1985; Legg & Hutter, 2007).

Since earlier times, there has been a great interest on how people learn and advance mentally. Many philosophers like Plato or Aristotle tried to figure out the

nature of existence and some reasoned life on mental abilities. In order to describe the presence of human beings, they tried to define intelligence as it was always seen a distinct feature of mankind. One of the earliest definitions in the literature was made by the psychologists Alfred Binet and Theodore Simon. They defined intelligence as: "… in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting oneself to circumstances" (as cited in Legg & Hutter, 2007:4).

It was in 19th century that the underlying idea of studies on intelligence came true soon after the French government asked Alfred Binet to find out students having difficulty in the schools; in other words, to reveal intelligence levels of students. In order to do this, Binet and Simon developed a test focusing on memory, attention and problem solving skills and this was how IQ (Intelligent Quotient) tests became known (Stein & Book, 2006). The IQ tests soon became very famous and it was thought to test the level of intelligence. They also became the basis of the tests still used today. However, even Binet himself questioned his IQ instruments as to measure the level of intelligence (Kamin, 1995).

Conventional wisdom tells us that a learner's chances for a successful life are directly related to his or her level of IQ. It is very obvious that curricula of the most countries give emphasis on the cognitive aspects of learning, lacking the emotions. It is also clear that "learning is defined as knowledge or intelligence obtained through analysis or cognition; it excludes aspects such as emotions, creativity, and intuition" (Kezar, 2005:49).

It has taken some time to see emotional intelligence as a term in the education scene; however, it was worth waiting as a great body of research has been done to materialize its value after the first publication of the bestseller book *Emotional Intelligence* by Daniel Goleman (Goleman, 1995). Following the heightened level of interest, scholars have studied this relatively new construct and even educators started to think about integrating emotional intelligence to schools. Some authorities also attempted to integrate emotional intelligence into their education programs believing that the benefits of emotional knowledge can boost students' performance in all aspects (Cobb & Mayer, 2000). Although the emergence of studies with the name 'emotional intelligence' seems to be new, the historical roots of this area dates back to nineteenth century, starting with the work of Edward Thorndike on *social*

intelligence in 1920 (Bar-On, 2006). According to Thorndike, social intelligence is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" (as cited in Murphy, 2006). Many contemporary scholars focused on this social behavior and tried to enhance this construct in many aspects while contributing to the growth of emotional intelligence (Moss & Hunt, 1927; Doll, 1935; Chapin,1942). Doll, for instance, in 1935, designed an instrument to measure socially intelligent behavior in children and led David Wechsler (1940) to create more developed measurement by also defining the influence of non-intellective factors (Bar-On, 2006).

Since the studies of Thorndike various conceptualizations of emotional intelligence have evolved to create the best definition for this construct (Bar-On, 2006). Throughout the coining process for the term emotional intelligence, the work of Howard Gardner in 1983 on Multiple Intelligences with the book *Frames of Mind* had a huge and immediate impact on the scientific circles. Gardner tried to change the traditional idea with an opposing view on intelligence. He wrote in his book that, "the Egyptians had located thought in the heart and judgment in the head or kidneys. Pythagoras and Plato had held the mind to be in the brain. Aristotle thought that the seat of life is in the heart, while Descartes placed the soul in the pineal gland" (Gardner, 1983:14). According to Gardner, traditional methods to describe intelligence, especially IQ, fail to fully explain cognitive capabilities of people and performance in their lives. He defined intelligence as a potential which is executed in a culturally bound setting to solve problems and create products that are valued in that culture (Gardner, 1999). He specifically focused on individual differences and stated that each individual has a unique form of intelligence which can also be grouped into categories.

Gardner (1991) named eight types of intelligences as: linguistic, logical, spatial, musical, kinesthetic, interpersonal, intrapersonal and naturalist. It can be clearly inferred that emotional intelligence is mostly blended with interpersonal and intrapersonal intelligences and this gave rise to the development of emotional intelligence. Gardner's definition for intrapersonal intelligence supports this claim:

> The core capacity at work here is access to one's own feeling life – one's range of effects or emotions: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behavior (Gardner, 1983:239).

The concept of emotional intelligence was first introduced into the scientific world formally by Salovey and Mayer in 1990. They defined emotional intelligence as: "to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's feelings and actions" (Salovey & Mayer,

1990:189). In 1997, Mayer and Salovey restructured their definition and gave emphasis on four types of abilities namely: generating feelings to facilitate thought; understanding emotions and emotional knowledge; regulating emotions; promoting emotional growth within intellectual growth.

It was Daniel Goleman who popularized the concept of emotional intelligence in 1995 and made it known by general public. Goleman (1995) describes emotional intelligence as the ability to recognize, understand one's and others' feelings and emotions as well as the ability to manage them.

Although many definitions of the emotional intelligence are present and often varied for different scholars, they seem to be complementary not contradictory (Ciarrochi, Chan & Chaputti, 2000). Out of several models in the literature, Speilberger (2004) has suggested three major models of emotional intelligence: the Salovey and Mayer model, the Bar-On model and the Goleman model. The Salovey and Mayer model defines emotional intelligence as the ability to perceive, understand, manage and use emotions to facilitate thinking. It contains four subscales: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Mayer et al., 2002). The Bar-On model emphasizes on an interrelated emotional and social competencies measured by self-report (Bar-On, 2006). The self-report consists of five scales: intrapersonal, interpersonal, adaptability, stress management, and general mood. The Goleman model describes the construct as competencies and skills that are controlled by emotional being (Goleman, 1998). It has five subscales: self-awareness, self-regulation, self-motivation, empathy, and managing relationships.

Since 1990s emotional intelligence has been studied considerably and dedicated methods to measure the degree of emotional intelligence have been used. In all these studies, researchers focused on the possible outcomes of interrelating the construct with the outcomes of life, such as business or education. Empirical studies have showed direct relationship between emotional intelligence and success in many fields. A great number of people regarded emotional intelligence as another way of being smart after all these researches. Once, it was suggested that IQ is the intelligence which helps you find a job, EQ is the intelligence that enables you to get promoted. Bearing the scientific and popular aspects of the emotional intelligence, it is beneficial to direct attention on education arena, in this context, foreign language learning. As Coetzee and Jansen (2007) pointed out that without meeting the emotional needs of the learners, they cannot maximize their benefits from education.

1.3. STATEMENT OF PROBLEM

The term emotional intelligence was first coined by John D. Mayer and Peter Salovey in 1990. After the recognition of the concept in many fields, a great body of research has been done. In these studies main focus has been on the prominent role of emotional intelligence in an individual's success. Research showed that it is EQ not IQ that matters more in life also in education (Mayer & Salovey, 1990; Goleman, 1995). With the increasing demand for success in the developing world, the priority of emotional intelligence has also been regarded as an opportunity. Since emotional intelligence has been referred as crucial in many parts of people's lives, it can be expanded into the world of language learning.

Language learning cannot be separated from communication which includes emotions, and emotions have a direct effect on learning and retaining information by either increasing or restraining attention. In many studies, the results of negative emotions on performance have been noted showing that emotions can affect students' output in a negative or positive way. As it is stated above, language is a means of communication and communication cannot be distinguished from emotions. In this respect, being emotionally intelligent, that is, to be able to recognize, comprehend, employ and manage emotions, will furnish a healthy communication which is the upmost goal of learning a language. Within this context of language learning, one should reflect on emotional intelligence for an improved result.

Although some studies have discussed the role of emotional intelligence in language learning, the relationship between emotional intelligence and foreign language skills has not been clearly defined. Learning a foreign language is prerequisite in many departments of the universities and a great number of students suffer from not being able to master in foreign language. Despite the fact that students claim to be good at their subject area, they complain about not being able to learn English as desired. The question here is: Are intelligent people also successful in learning languages? Saliently in our context, our students lack emotional components of being successful in language. Understanding one's own and others' emotions, in other words, intrapersonal and interpersonal skills; to be able to adapt to new situations and a different perspective in learning; to cope with the stress and anxiety which are the first inhibitors of language learning that come to mind; and

general mood of a learner namely being happy and optimist in learning the language, are indispensable components of an emotionally intelligent learner.

The studies (Gardner, 1983; Bar-On, 2000) showed that interpersonal skills are an important part of emotional intelligence. Elliot (2003) also stated that if students' interpersonal skills are improved, learning will enhance in the same vein. Students with high emotional intelligence have more confidence which in turn affect the way they communicate with their peers in the process of learning the language. Although research shows the importance of positive outcomes of emotional intelligence, specifically on the facilitating function in communication, most learners are not aware of their emotional being or they are not capable of using their strength for the intended goal. When viewed from these aspects, if emotional intelligence is associated with success in life then more research is to be done concerning the relationship with language learning so as to help learners overcome the problem deep inside.

As a researcher it is observed that our students seem to come to university without being aware of the seriousness of learning a language. When we check the components of emotional intelligence in this study (interpersonal, intrapersonal, adaptability, stress management and general mood), it is of importance to probe into emotional intelligence more as it may help us to find out how capable our learners in dealing with this serious job. If the relationship between emotional intelligence and learning a language is present then it is a need to find ways to foster students' capabilities.

1.4. PURPOSE OF THE STUDY

The purpose of this study is to investigate the role of emotional intelligence in foreign language learning. For this purpose, the role of emotional intelligence was examined in students' reading, writing, listening, and speaking skills at the university preparatory level at a foundation university in Gaziantep, Turkey. The findings can provide information to all the stakeholders of the language education such as curriculum developers, teachers and administrators.

This study aimed at showing the significance of emotional intelligence in language learning as they are purportedly related. Based on the available literature and the findings that this study yields, a change in curricula can be promoted. Moreover, by means of this research, the findings of this study can contribute to the

related literature by focusing on the role of emotional intelligence in language learning. The findings can also give direction to future researches in the field.

1.5. SIGNIFICANCE OF THE STUDY

This study appeals to the lack of research in the relationship between emotional intelligence and foreign language reading, listening, writing and speaking skills. According to the relationships of the variables, this study can contribute to language teaching profession by focusing on the factors of emotional intelligence, language skills and by answering the questions whether there is a relationship between them. This information is valuable in that many universities in Turkey have preparatory programs and students have diverse backgrounds which may affect the degree of their emotional intelligence and their success in turn. Finding out the relationships may help the curriculum designers shape the methods which will support the results of the findings.

1.6. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESES

1.6.1 Research Questions

The research questions guiding this study are as follows:

1- Is there a relationship between EQ and students' gender studying in preparatory program?

2- Is there a relationship between EQ, its subscales and students' language achievement (GPA)?

3- Is there a relationship between grammar, EQ and its subscales?

4- Is there a relationship between reading, EQ and its subscales?

5- Is there a relationship between listening, EQ and its subscales?

6- Is there a relationship between writing, EQ and its subscales?

7- Is there a relationship between speaking, EQ and its subscales?

1.6.2. Hypotheses

The hypotheses related to this study as follows:

1. There is a relationship between EQ and students' gender studying in preparatory program.

2. There is a relationship between EQ, its subscales and students' language achievement (GPA).

3.   There is a relationship between grammar, EQ and its subscales.

4.   There is a relationship between reading, EQ and its subscales.

5.   There is a relationship between listening, EQ and its subscales.

6.   There is a relationship between writing, EQ and its subscales.

7.   There is a relationship between speaking, EQ and its subscales.

1.7. LIMITATIONS AND ASSUMPTIONS

Studies about emotional intelligence have begun to be part of second/foreign language learning. However, there are areas on the relationship between language learning and emotional intelligence which still remain untouched. In this respect, it is challenging to make generalizations about the potential of this study. As for the limitations of the study, the most important of all is the number of the participants. This study was conducted with 341 students at a foundation university in Gaziantep. As the results of the study are limited to one school, the results cannot be generalized to all schools in Turkey. A bigger sample is required in order to make generalizations. Even so, the number of the participants cannot pose a threat to the validity of the research. Second, in this study, only one instrument – Bar-On EQ-i questionnaire was used. Because this data collection depends on the participants' own judgments, it might not reflect their actual status. This is a problem with the nature of these self-reports as the participants cannot determine their competence or perception about themselves transparently (Ciarrochi et al., 2001; Dörnyei, 2007). Another limitation of the study is that it is based on the academic achievement of the students at the university. Lastly, this study is a correlational one therefore causal relationship cannot be claimed.

The assumption is that the tests that the participants took are valid and reliable in assessing their actual language performance and the questionnaire was sufficient enough to determine their EQ level correctly.

1.8. DEFINITION OF TERMS AND ABBREVIATIONS

Intelligence:

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

Emotional Intelligence:

"… 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 intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation" (Boyatzis, Goleman & Rhee, 1999).

"It is an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges and pressures" (Bar-On, 2010).

EQ-i (Emotional Quotient Inventory):

It is a tool to determine emotional intelligence which measures one's ability to deal with daily environmental demands and pressures consisting of 133 items. It has five scales and fifteen 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) (Bar-On, 1997).

EI: Emotional Intelligence

EQ: Emotional Quotient

ESI: Emotional-Social Intelligence

CHAPTER TWO
REVIEW OF LITERATURE

2.1. PRESENTATION

In this chapter, the related literature about the relationship between emotional intelligence and foreign language skills is investigated. The history of the emotional intelligence and models of emotional intelligence are given preceded by the definitions of emotion and intelligence. In the following sections, a detailed description of Bar-On's model of emotional intelligence is given followed by the relationship between emotional intelligence and learning.

2.2. HISTORY OF EMOTIONAL INTELLIGENCE

Emotional intelligence has been of great interest across various nations and areas such as education, psychology and business since the term was first coined and there has been a large body of research on this relatively new idea. The growing interest on this concept also led to a great variety of definitions and conceptualizations. With the increasing attempts, countless issues on theorization of the concept and measuring emotional intelligence have raised. However, this concept had been studied and understood long before the contemporary researchers. The first recorded study related to emotional intelligence can be traced back to Charles Darwin who, in 1872, wrote the first book on emotions named *The Expression of the Emotions in Man and Animals.* As for Darwin an assorted of primary emotions have a key role on success, in survival of species and adaptability to the surrounding. Charles Darwin especially gave emphasis on adaptability and stated that "it is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change" (as cited in Arnold, 2010:66). Darwin studied the origin and development of psychological traits as well as intellectual and emotional ones (Gardner, 1999).

It did not take long before other scholars began to ponder the intellectual differences across the species (Gardner, 1999) and the nature of intelligence. The idea that there can be different types of intelligences has always bothered the researchers since the inception of the field of intelligence (Salovey & Mayer, 1990). In this respect, some theorists (Mayer & Salovey, 1993; Bar-On, 2006) pointed out that social intelligence had a leading role in shaping emotional intelligence and related literature about the history of emotional intelligence can best be found in the roots of social intelligence (Matthews, Zeidner & Roberts, 2004).

As early as 1920, E. L. Thorndike raised the idea of social intelligence. Actually, he defined three distinct types of intelligences: the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence) (Kihlstorm & Cantor, 2000; Seal, Boyatzis & Bailey, 2006). Thorndike defined social intelligence as: "the ability to manage and understand men and women, boys and girls, to act wisely in human relations" (as cited in Landy, 2006:85). Thorndike believed that social intelligence was a form of adapting oneself to social interactions. In the same vein, Moss and Hunt (1927:108) defined social intelligence as the "ability to get along with others" and coincided with Thorndike.

Social intelligence, as being influential in the history of emotional intelligence, was studied by many psychologists at the time. Vernon (1933:44), for example, gave a detailed definition suggesting that social intelligence is "the ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers" (as cited in Kihlstorm & Cantor, 2000:359). All these approaches to social intelligence converged in social relations and the ability to manage these relations appropriately.

Defining was relatively easier than measuring social intelligence and even Thorndike himself stated that attainable tests to measure social intelligence were hard to invent (Kihlstorm & Cantor, 2000). The George Washington Social Intelligence Test was the first attempt to scale social intelligence which also led to a declining interest in the concept due to the problems in validating the construct as it was thought to be inadequate to discriminate abstract intelligence and social intelligence (Kihlstorm & Cantor, 2000; Landy, 2006). However, Guilford in 1960s developed

another test in line with the previous one and came up with better results (Landy, 2006).

As the first attempts to measure and tailor social intelligence proved to be unsuccessful, psychologists of the time focused mostly on abstract intelligence because of the limitations to distinguish social intelligence and traditional intelligences. At the time, social intelligence was not dependent from other intelligences and defined imperceptibly (Salovey & Mayer, 1990; Kihlstorm & Cantor, 2000; Landy, 2006; Seal, Boyatzis & Bailey, 2006). Their attempts still contributed to the emotional intelligence during the evolution of the concept. For Mayer and Salovey (1993), Mayer and Geher (1996) and Bar-On (2006) contemporary theorists followed Thorndike as pioneer to design the notion of emotional intelligence.

Another contribution to emotional intelligence has been made by Wechsler's (1943) suggestion on non-intellective factors in measuring intelligence. For Wechsler, while measuring intelligence theorists gave importance to cognitive abilities neglecting important factors which compromise intelligence. Wechsler (1943) explained that:

> The main question is whether non-intellective, that is, affective and conative abilities are admissible as factors of general intelligence. The contention of this paper has been that such factors are not only admissible, but necessary. I have tried to show that in addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the forgoing observations are correct, it follows that we cannot expect to measure total intelligence our tests also include some measures of the non-intellective factors (as cited in Thingujam, 2002:56).

A great effort in the constitution process of emotional intelligence was made by Howard Gardner with his book *Frames of Mind: The Theory of Multiple Intelligences* in 1983. In his book, Gardner proposed the idea of multiple intelligences with some objections to the traditional types of intelligence such as IQ. According to Gardner (1983), IQ fails to comprehend one's potential intelligence as it restrains intelligence to certain criteria. He gave point to individual differences and defended that each individual has a different kind of intelligence with a dominance of one and all types of intelligences can be built and reinforced in unique ways. For Gardner (1983; 1993; 1999; 2006), intelligence is the ability to solve the problems, or create products that are valued within one or more cultural settings. From this definition, it is clear why he criticized IQ tests as they have been heavily weighted

toward measuring verbal memory and reasoning, numerical reasoning and appreciation of logical sequencing. Gardner reflected on these measures and thought that intelligence cannot be limited to only these constructs. It is not possible to approach intelligence as a single faculty attributed to a narrow scope of mind. He also added that human capabilities can best be described as a set of abilities, talents and skills which he called "intelligences" (Gardner, 1999). With reference to his theory, an individual who possess one sort of intelligence will not necessarily hold a comparable level in another type of intelligence (Gardner, 2006).

In 1999, Gardner identified eight domains of intellectual being: logical-mathematical, linguistic-verbal, musical-rhythmic, bodily-kinaesthetic, interpersonal, intrapersonal, visual-spatial, and naturalist. Also, he is still exploring another domain which is existential intelligence. The intelligences described in his later study as follows:

- Logical-mathematical: Ability to solve problems remarkably quickly, appreciate abstract relations and reasoning.

- Linguistic-verbal: Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

- Musical-rhythmic: Ability to produce and appreciate rhythm, pitch and timber.

- Bodily-kinaesthetic: Ability to control one's body movements and to handle objects skillfully.

- Interpersonal: Capacity to notice distinctions among others—in particular, contrasting in their moods, temperaments, motivations, and intentions, to read the intentions and desires of others, even when they have been hidden.

- Intrapersonal: knowledge of the internal aspects of a person: access to one's own feeling life, one's range of emotions, the capacity to effect discriminations among these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one's own behavior.

- Visual-spatial: Capacity to perceive images and pictures, to visualize, navigate and manipulate patterns accurately and abstractly.

- Naturalist: Ability to recognize and categorize patterns such as plants, animals in natural environment.

- Existential: Sensitivity and capacity to deal with deep questions about human existence such as: Why do we live? Why do we die? What is going to happen to us? (Gardner, 1983; 1993; 1999; 2006).

Gardner's proposal on multiple intelligences led to a great interest. He also included intrapersonal and interpersonal intelligences which are also attributed to emotional intelligence. His approach was apparent but did not refer to emotional intelligence (Mayer, 2001). Gardner defined intrapersonal intelligence as "capacity at work here is access to one's own feeling life- one's range of affects or emotions" (1993:239). As Mayer stated (2001), this access to feeling was a part of general sense and social knowing not about emotional intelligence. Gardner holds the view that it is inappropriate to regard emotional intelligence as a separate intelligence. He maintains that his notion is scientific and he is interested in thinking about feelings instead of role of emotions in determining intelligence (Mayer, 2001; Kincheloe, 2004). Gardner did not give credits to emotional intelligence; howbeit, his distinguishing of interpersonal and intrapersonal intelligences gave rise to the concept of emotional intelligence with the later studies of Goleman (Goldsworthy, 2002).

Throughout the history of emotional intelligence, according to Mayer (2001), the period between 1970 and 1989 was a time when emotional intelligence was used arbitrarily without defining or describing in any definite way, probably because the foundations of emotional intelligence were not fully developed. The definitions were not broad enough to express emotional intelligence or they failed to refer to emotional intelligence. An example for this state was a dissertation by Dr. Wayne Payne who distinguished emotional intelligence from cognitive forms of intelligence. Payne wrote:

> … The facts, meanings, truths, relationships, etc., are those that exist in the realm of emotion. Thus, feelings are facts…. The meanings are felt meanings; the truths are emotional truths; the relationships are interpersonal relationships. And the problems we solve are emotional problems, that is, problems in the way we feel (as cited in Mayer, 2001:6).

In the above paragraph, a lot of connections with the contemporary definitions of emotional intelligence can be found although many of the statements remain rhetorical rather than being clear (Mayer, 2001).

All these early attempts led to the conceptualization of emotional intelligence and contemporary theorists like Peter Salovey and John Mayer discerned emotional intelligence as a component derived from social intelligence theories, which suggests that the constructs are interrelated (Bar-On, 2006).

In 1985, Bar-On, a clinical psychologist coined the term EQ (emotional quotient) to assess emotional intelligence according to his approach (Seal, Boyatzis & Bailey, 2006; Singh, 2006). However, emotional intelligence as a concept formally introduced by Peter Salovey and John Mayer in an article titled "Emotional Intelligence" in a journal named Imagination, Cognition, and Personality. They gave the first formal definition and also described the related skills to the concept (Salovey & Mayer, 1990). They suggested that emotional intelligence is "the subset of social intelligence and involves the 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, 1990:189). They gave special emphasis on Gardner's personal intelligences (interpersonal and intrapersonal) and remarked that the feelings referred in personal intelligences are close to emotional intelligences. In conceptualization of emotional intelligence, Salovey and Mayer (1990) found out the common features by compiling scattered set of findings of the preceding works and stated that in emotional intelligence there are appraisal and expression of emotion, regulation of emotion and utilization of emotion. Their model enabled the development of ability-based tests of emotional intelligence (Salovey & Grewal, 2005) and contributed to the scientific development of emotional intelligence. In 1997, Mayer and Salovey refined their definition and described four distinct abilities which are: perceiving, using, understanding and managing emotions. For them, emotional intelligence is a set of interrelated skills that lets people use emotional information in an efficient and accurate way (Mayer, Caruso & Salovey, 1999).

A great number of researches were done and published until the term gained popularity and was known by layman through the best seller book *Emotional Intelligence* by Daniel Goleman in 1995. Goleman covered most of the literature reviewed previously and also added more research about the relationship between emotions, the brain (Matthews, Zeidner & Roberts, 2004), social behavior and school based programs to his book (Mayer, Salovey & Caruso, 2000). Goleman (1995) also made strong claims about the possible outcomes of being emotionally intelligent and inspired many to think more about the concept and led it to be incorporated into

education, business and so forth. In 1995, *Time* magazine put the question "What is your EQ?" on its cover and wrote: "It is not your IQ. It's not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart" (as cited in Mayer, Salovey & Caruso, 2000:396).

In 1997, Bar-On developed an alternative model of emotional intelligence and created EQ-i, known as the first test to measure emotional intelligence.

The history of emotional intelligence can be found in almost all studies related to emotions and non-intellective factors. All these aspects converge on emotional intelligence. As Bar-on (2006) remarked in his study, the definitions and descriptions about social and emotional intelligence, starting from Darwin to present all included some components such as:

- The ability to recognize, understand and express emotions and feelings,
- The ability to understand how others feel and relate with them,
- The ability to manage and control emotions,
- The ability to manage change, adapt and solve problems of personal and interpersonal nature,
- The ability to generate positive effect and be self-motivated.

In the above paragraph the common features of all studies are clearly stated. However, the period from 1995 extending to our day, researches about emotional intelligence have been beyond measure and a wide range of methods to measure emotional intelligence have been developed, some scientific, some of popular value. It would be crucial to address scientific aspects of emotional intelligence bearing the context of this study. For this purpose, in the following section a comprehensible definition of emotional intelligence and three major models of emotional intelligence suggested by Spielberger (2004) will be evaluated within a descriptive view.

2.3. MODELS OF EMOTIONAL INTELLIGENCE

The theorists like Thorndike and Gardner initiated the current ones in emergence of emotional intelligence and shed light on their way to conceptualize the term. However, each theorist (Salovey and Mayer, Goleman and Bar-On) regarded the notion of emotional intelligence from different perspectives. Their varied viewpoints led ability and mixed models of emotional intelligence. The ability

models of emotional intelligence state the construct as a form of mental ability and focuses on pure intelligence while mixed models of emotional intelligence bring mental ability and personality characters together (Mayer, 1999). At time being in the literature, the only ability model of emotional intelligence is the one designed by John Mayer and Peter Salovey. For mixed models of emotional intelligence, in contrast, two major models have been proposed within different conceptualizations. The one offered by Reuven Bar-On based his model on the context of personality theory, giving emphasis to ability aspects of emotional intelligence with personality traits. However, Daniel Goleman's model mixed an individual's abilities and personality in terms of performance in the workplace (Goleman, 2001).

There have been different approaches on how to measure emotional intelligence. After the popularization of the concept, many attempted to measure it with quickly developed tests. For Mayer (2001), early attempts based their test on existing personal tests which measure well-being or managerial effectiveness and he argues that these tests cannot be referred as the first tests to measure emotional intelligence. The methods to measure the concept through self-reports or observer ratings are not sufficient enough to evaluate the real emotional being.

The idea of measuring emotional intelligence has always been a controversial issue leading many different approaches in rating the intelligence level of an individual. Mayer (2001) states that if emotional intelligence is a certain construct then all the tests, claiming to measure emotional intelligence, should give similar measurements on the same individual. To his way of thinking, if two tests measure the same thing, people are expected to get the same results but this may not be the case for emotional intelligence.

 Out of many models asserting to measure the construct, Spielberger suggested three major models of emotional intelligence in the *Encyclopedia of Applied Psychology* in 2004:

- The Mayer-Salovey model which is rated by an ability based measure and defines the construct as the ability to perceive, understand, manage and use emotions to facilitate thought (Mayer, Salovey & Carusso, 2002);

- The Goleman model, measured by multi-rater assessment, views it as an array of emotional and social competencies that contribute to managerial performance (Boyatzis, Goleman & HayGroup, 2001);

- The Bar-On model which describes EI as a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior (Bar-On, 1997), measuring the construct with a multi-modal approach both with multi-rater assessment and interview (Bar-On & Handley, 2003).

2.3.1. Peter Salovey and John D. Mayer's Model of Emotional Intelligence (An Ability Model)

Peter Salovey and John Mayer had a great influence on emotional intelligence arena by coining the term itself in 1990 (Salovey & Mayer, 1990). They not only defined emotional intelligence but also created one of the profound models of emotional intelligence by giving equal value to both intelligence and emotion, in particular, the interactions of emotions with thoughts (Mayer, Caruso & Salovey, 2000).

Most of the studies of the past regarded emotion and reasoning as separate constructs. According to Mayer, Salovey and Caruso (2000:400), "emotions convey information about relationships, however, … emotions and intelligence can work hand in hand." For them, intelligence theories and the researches on emotions both contribute their model. Intelligence comprises the capacity to handle abstract reasoning and some emotions are universal signals which convey regular and discernable meanings about the relationships (Mayer, Caruso & Salovey, 2002). They stated that each individual are distinct from each other in that they process information of an emotional nature, relate it to a wider cognition and this ability helps them to manifest certain behaviors (Mayer, Caruso & Salovey, 2000).

In their studies, Mayer and Salovey refer to emotional intelligence in a twofold manner, that is, both cognitive processes of monitoring emotions and differentiating them and to the process of using this information to guide one's thinking and actions. They also make a clear distinction between emotions of oneself and emotions of others (Zee & Wabeke, 2004).

Mayer, Caruso and Salovey (2000:267) explained that:

> Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

In their work, Mayer and Salovey (1997) clearly pointed out that emotions play an important role in making thinking more intelligent, therefore, for a precise definition, both emotions and intelligence should be included to best describe the construct as they did in their definitions.

On the basis of their new model of the time, Salovey and Mayer (1990) first defined emotional intelligence as the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions. Nonetheless, in 1997, they found this definition vague and stated that this definition consisted of only perceiving and regulating emotions lacking thinking about feelings. To renew the definition they came up with:

> Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997:33).

It is clearly seen above that Mayer and Salovey struggled to conceptualize emotional intelligence basing their model on intelligence within the confines of the standard criteria for a new intelligence (Mayer, Salovey, Caruso & Sitarenios, 2003). The concept offers that emotional intelligence consists of two parts: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each part further divided into two more branches and in 1997, Mayer and Salovey gave more emphasis to cognitive process and defined four branches of emotional intelligence as seen in Table 2.1.

All branches are explained in detail by Salovey and Grewal (2005:281-282):

Perceiving emotions is the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts. It also includes the ability to identify one's own emotions. Perceiving emotions may represent the most basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

Using emotions is the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.

Table 2.1. Four branches of emotional intelligence (Mayer & Salovey, 1997:37)

Emotional Intelligence	
Perception, Appraisal, and Expression of Emotion (Perceiving emotions)	Ability to identify emotion in one's physical states, feelings, and thoughts.
	Ability to identify emotions in other people, designs, artwork etc., through language, sound, appearance and behavior.
	Ability to express emotions accurately and to express needs related to those feelings.
	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling.
Emotional Facilitation of Thinking (Using emotions)	Emotions prioritize thinking by directing attention to important information.
	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.
	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.
	Emotional states differently encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.
Understanding and Analyzing Emotions; Employing Emotional Knowledge (Understanding emotions)	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.
	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.
	Ability to understand complex feelings; simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.
	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame.
Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth (Managing emotions)	Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.
	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.
	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.
	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

Understanding emotions is the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, such as the difference between happy and ecstatic. Furthermore, it includes the ability to recognize and describe how emotions evolve over time, such as how shock can turn into grief.

Managing emotions consists of the ability to regulate emotions in both ourselves and in others. Everyone is familiar with times in their lives when they have temporarily, and sometimes embarrassingly, lost control of their emotions. The fourth branch also includes the ability to manage the emotions of others.

The first attempts to measure the validity of four-branch model of emotional intelligence were made using Multi-Factor Emotional Intelligence Test (MEIS). The scale consisted of 3 sub factors: emotional perception, emotional understanding and emotional management. The MEIS found evidence showing that emotional intelligence and general intelligence are two separate forms and indicating that the measure found out unique qualities of individuals which earlier tests failed to assert. Though the results could reveal some significant findings, the test bore some limitations such as being a long one (402 items) and not providing sufficient evidence for the integration of four-branch model (Mayer, Salovey & Caruso, 2002).

Later, due to the limitations of the first measure, Mayer and Salovey's model of intelligence was redesigned altering the test into the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The new and current test aims to measure the four abilities defined in Salovey and Mayer's model of emotional intelligence. Each ability (perceiving, using, understanding and managing emotions) is measured with the help of specific tasks. For example, perceiving emotions is rated by the type of emotion expressed on different pictures such as a face or landscape. Using emotions is rated by asking people to find connections between their emotions and sensory modalities. Understanding emotions is measured by asking how emotions change from single to complex ones and how emotional reactions alter in time. Finally, managing emotions is measured in MSCEIT by having people choose effective ways to control certain emotions (Bracket & Mayer, 2003).

The Mayer-Salovey-Caruso Emotional Intelligence Test consists of 141 items. The test provides six different scores: namely, an overall score in emotional

intelligence, an experiential score based on branches 1 and 2, a strategic score based on branches 3 and 4, and a score for each branch. Each score is represented with a mean score of 100 (Mayer, Salovey & Caruso, 2002).

The overall split-half reliability coefficients of the MSCEIT were reported to be .93 and .91 by Brackett and Salovey (2004). The reliability coefficients of the four branches range from .76 to .91 (Brackett & Salovey 2004). The highest correlations were found to be between the measures of cognitive ability with an average of .35 (Bracket & Mayer, 2003).

For most of the scholars, Mayer and Salovey's model of emotional intelligence is postulated as a well-formed one; however, some problems have been reported such as the unclear criteria in determining the four branches and inconsistency of scores of the MSCEIT (Matthews et al., 2006).

2.3.2. Daniel Goleman's Model of Emotional Intelligence (A Mixed Model)

Daniel Goleman is a psychologist and a science journalist who studies brain and behavior. In 1990, after the work of Salovey and Mayer named *Emotional Intelligence,* Goleman started to conduct researches in this new concept by also giving a special focus on Gardner's multiple intelligences theory which, Goleman assumed, lacked the role of emotions and needed to be explored (Goleman, 1995). In his work, Goleman mentioned Gardner's theory a lot, pointed to his personal intelligences and gave insight into interpersonal and intrapersonal intelligence by quoting from Gardner (as cited in Goleman, 1995:39):

> *Interpersonal intelligence* is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. *Intrapersonal intelligence* … is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life.

For Goleman the reason why Gardner did not investigate emotions more lies in his view of intelligences. Goleman stated that Gardner emphasized on *cognition;* however, "like the kinesthetic realm, where physical brilliance manifests itself nonverbally, the realm of the emotions extends, too, beyond the reach of language and cognition" (Goleman, 1995:40).

All these insights on emotions and emotional intelligence led Goleman to write his bestselling book in 1995 called *Emotional Intelligence.* His attempt

popularized emotional intelligence not only in scientific circles but also all private and public sectors particularly business.

In 1995 Goleman described emotional intelligence with a fuzzy attempt and later in 1998 he gave a clear cut to his theory. He identified five domains: knowing one's emotions (self-awareness), managing emotions (self regulation), motivating oneself, recognizing emotions in others (empathy), and handling relationships (Goleman, 1995:43).

Knowing one's emotions (self awareness)

According to Goleman (1995) self- awareness constitutes the most important part of emotion intelligence. He defined self-awareness as: "observing yourself and recognizing your feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings, and reactions" (1995:303). Self-awareness means knowing one's strengths and weaknesses and to have the ability to make the right decisions for the better in life. "People with greater certainty about their feelings are better pilots of their live, having a surer sense of how they feel about personal decisions from whom to marry to what job to take" (Goleman, 1995).

For Goleman (1995:283) the people with high self-awareness have these characteristics:

- Improvement in recognizing and naming own emotions
- Better able to understand causes of feelings
- Recognizing the difference between feelings and actions.

Managing emotions (self regulation)

Managing emotions is overlaid upon self-awareness and it is "an attempt to manage mood" (Goleman, 1995:57). It is related to "handling feelings" and having appropriate emotion for the appropriate circumstances. Managing emotions includes "the capacity to soothe oneself and to shake off anxiety, gloom or irritability. People who are poor at this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets" (Goleman, 1995:43).

Goleman indicated that there should be a balance while managing emotions. For him, "when emotions are too muted they create dullness and distance; when out of control, too extreme and persistent, they become pathological as in immobilizing

depression, over-whelming anxiety, raging anger, manic agitation" (Goleman, 1995:56).

Goleman, having studied with the students, summarized some features of those who are better at managing emotions (Goleman, 1995:283-284):

- Better frustration tolerance and anger management
- Fewer verbal put-downs, fights, and classroom disruptions
- Better able to express anger appropriately, without fighting
- Fewer suspensions and expulsions
- Less aggressive or self-destructive behavior
- More positive feelings about self, school, and family
- Better at handling stress
- Less loneliness and social anxiety.

Motivating oneself

In his model, Goleman gave credits to motivation and regarded as one of the crucial fundamentals of emotional well being and predicated optimism as the great motivator along with good moods and hope. He expressed that the people with higher motivation are more productive and more effective in anything they commit to (Goleman, 1995 & 1998). He suggested that "marshaling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self-control - delaying gratification and stifling impulsiveness - underlies accomplishment of every sort" (Goleman, 1995:43).

> To the degree that our emotions get in the way of or enhance our ability to think and plan, to pursue training for a distant goal, to solve problems and the like, they define the limits of our capacity to use our innate mental abilities, and so determine how we do in life. And to the degree to which we are motivated by feelings of enthusiasm and pleasure in what we do- or even by an optimal degree of anxiety- they propel us to accomplishment. It is in this sense that emotional intelligence is a master aptitude, a capacity that profoundly affect all other abilities, either facilitating or interfering with them (Goleman, 1995:80).

According to Goleman a student with high level of motivation is supposed to display these features (1995:284):

- More responsible
- Better able to focus on the task at hand and pay attention
- Less impulsive; more self-control

- Improved scores on achievement tests.

Recognizing emotions in others (empathy)

As with managing emotions, empathy is also builds on self-awareness. That is, to be able to read the feelings of others the person should be open to his/her emotions as well (Goleman, 1995). For Goleman (1995:43), this skill can be named as "people skill" and the people with higher empathetic skills are "more attuned to the subtle social signals that indicate what others need or want."

This capacity comes into play in many parts of the life. Emotions, as for their nature, are not limited to words; instead, they are expressed using other nonverbal channels such as tone of voice, gesture or facial expression. The verbal information and the emotional truth of what people are saying can be completely vice versa, in other words, the information may not be hidden in *what* somebody says but *how* he says it (Goleman, 1995).

The empathetic people have the ability to read these nonverbal clues and for Goleman, are those who are:

- Better able to take another person's perspective
- Improved empathy and sensitivity to others' feelings
- Better at listening to others (1995:284).

Handling relationships

The last domain described by Goleman is managing emotions in others and to be able to establish good relationships with others. Goleman (1995:112) pointed out that handling relationships is "the ability to know another's feelings and to act in a way that further shapes those feelings. Being able to manage emotions in someone else is the core of the art of handling relationships."

For Goleman, in order to be able to good at handling relationships, two other emotional skills empathy and self-management are needed and if someone has so0cail abilities it will help him to "shape an encounter, to mobilize and inspire others, to thrive in intimate relationships, to persuade and influence, to put others at ease (Goleman, 1995:113).

Goleman indicated the features of students with higher social skills as follows (1995:284):

- Increased ability to analyze and understand relationships

- Better at resolving conflicts and negotiating disagreements

- Better at solving problems in relationships

- More assertive and skilled at communicating

- More popular and outgoing, friendly and involved with peers

- More sought out by peers

- More concerned and considerate

- More "pro-social" and harmonious in groups

- More sharing, cooperation and helpfulness

- More democratic in dealing with others

Goleman's first book is related to education life more and offers some suggestions in practice. However, after 1998, he shifted his focus from education mainly to work and organizational life and continued more in business life. In 1998, Goleman defined *emotional competence* and stated that individuals' possibility to learn emotional competencies is determined by their inborn emotional intelligence. For him, emotional competence is "a learned capability based on emotional intelligence that results in outstanding performance" (Goleman, 1998).

In 2000, with his colleagues Goleman made some changes in his model and diminished his five domains to four and described twenty emotional competencies (Boyatzis, Goleman, & Rhee, 2000). Table 2.2. shows the four domains and corresponding competencies.

To measure emotional intelligence with Goleman's model several tools have been developed. From those measurements, Emotional Competence Inventory (ECI) was developed by Goleman himself. Goleman based his tool on his model of emotional intelligence and an earlier measure of competencies for managers, executives, and leaders (the Self-assessment Questionnaire) by his like-minded colleague Richard Boyatzis (1994). Emotional Competence Inventory is a multi-rater instrument which measures 20 competencies, organized into 4 constructs as shown in Goleman's framework: self-awareness, social awareness, self-management, and social skills. In the questionnaire, each respondent is asked to describe themselves or another person on a scale from 1 to 7. The scale measures from "the behavior is only slightly characteristic of the individual" to "the behavior is very characteristic of the individual." The items later altered into ratings for each of the competencies. At the

end, a self rating and a total other rating made up of an average of all other ratings are gained (Boyatzis, Goleman & Rhee, 2000).

Table 2.2. A framework of emotional competencies (Goleman, 2001:28)

	Self Personal Competence	Other Social Competence
Recognition	**Self-Awareness**	**Social Awareness**
	- Emotional self-awareness	- Empathy
	- Accurate self-assessment	- Service orientation
	- Self-confidence	- Organizational awareness
Regulation	**Self- Management**	**Relationship Management**
	- Emotional self-control	- Developing others
	- Trustworthiness	- Influence
	- Conscientiousness	- Communication
	- Adaptability	- Conflict management
	- Achievement drive	- Visionary leadership
		- Catalyzing change
		- Building bonds
		- Teamwork and collaboration

In the technical manual of Emotional Competence Inventory, it was reported that the internal consistency of the instrument ranges from .73 to.92. (Sala, 2002). According to the evidence, the measurement can distinguish each respondent within the range of self rating and others' ratings. In technical manual, content validity is also reported using the data from a self-assessment study in which individuals who were not aware of their strengths and weaknesses also had trouble evaluating themselves on emotional intelligence competencies, in other words, there was a large between their self and other ratings (Sala, 2002). As for the structural validity the results of factorial analysis were not satisfying as there were high interrelations between the competencies which led to uncertain clusters rather than proposed four domains (Sala, 2002).

2.3.3. Reuven Bar-On's Model of Emotional Intelligence (A Mixed Model)

Reuven Bar-On is a clinical psychologist who works in University of Texas. He has been in the arena of emotional intelligence since 1980 by conceptualizing, researching and applying the term and has been regarded as one of the leading theorists, researchers and practitioners in this vast field. He is the one who coined the term EQ (emotional quotient) in order to describe and assess emotional and social competence.

Bar-On's model of emotional intelligence is dealt with *potential* for success or performance instead of success or performance as their own entity. Therefore, it can be conceived as process-based rather that outcome-based (Bar-On, 2002; Dawda & Hart, 2000).

In his article *the Bar-On Model of Emotional-Social Intelligence*, Bar-On expressed that the theoretical foundations of the Bar-On model can be traced back to five roots of the field (Bar-On, 2006:14):

1. Darwin's early work on the importance of emotional expression for survival and adaptation which values the outcomes of emotionally and socially intelligent behavior,

2. Thorndike's approach on social intelligence and its significance for human performance,

3. Wechsler's claim on the non-intellective factors to define intelligence behavior,

4. Sifneos' conceptualization of *alexithymia* (inability to express one's feelings),

5. Appelbaum's description of *psychological mindedness*.

Bar-On clearly stated that all these contributions had a great impact on designing his model and from the year 2000 on; he used emotional-social intelligence to refer to both emotional and social intelligence. According to him, "emotional-social intelligence is 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, 2006:14). Upon defining what the concept is he also gave the features of being emotionally and socially intelligent as; to comprehend and clarify oneself, to understand and link with others, to cope with daily needs, difficulties and

pressures smoothly (Bar-On, 2006). For him, all these features are based on two abilities namely interpersonal and intrapersonal. On the intrapersonal level, for Bar-On (2006:14) being emotionally and socially intelligent requires the ability "to be aware of oneself, to understand one's strengths and weaknesses, and to express one's feelings and thoughts non-destructively." On the interpersonal level, being emotionally and socially intelligent means: "to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships" (Bar-On, 2006:14).

Bar-On's definition on emotionally and socially intelligent behavior can best be described as (Bar-On, 2006:14):

> … to effectively manage personal, social and environmental change by realistically and flexibly coping with immediate situations, solving problems and making decisions. To do this, we need to manage emotions so that they work for us not against us, and we need to be sufficiently optimistic, positive and self-motivated.

Bar-On put his model into action by designing his instrument Emotional Quotient Inventory (EQ-i). It is a *self-report* measure of emotional and social intelligence and exhibits an estimate of emotional and social intelligence. It is indicated to be suitable for individuals 17 years old or older. It is the first measure of emotional intelligence that is defined comprehensively and published (Bar-On, 1997). According to Bar-On (2004), it is also the most widely used instrument to measure emotional and social intelligence up to now. Contrary to Salovey and Mayer's model or Goleman's model, Emotional Quotient Inventory does not measure cognition or personality traits but rather a person's ability to deal with environmental pressures or demands in a successful way (Bar-On, 2002; Dawda & Hart, 2000).

The EQ-i composes of 133 items in short sentences and adopts a 5-point response scale ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). The items yield a total EQ score and scores of 5 components that comprise 15 subscale scores: Intrapersonal (including self-regard, emotional self-awareness, assertiveness, independence and self-actualization); Interpersonal (including empathy, social responsibility and interpersonal relationship); Stress Management (including stress tolerance and impulse control); Adaptability (including reality testing, flexibility and problem-solving); and General Mood (including optimism and happiness).

Table 2.3 The Bar-On EQ-i scales and the competencies (Bar-On, 2006:23)

Scales	Subscales	EI Competencies and skills assessed by each scale
Intrapersonal (Self-awareness and self-expression)	Self-Regard	To accurately perceive, understand and accept oneself.
	Emotional Self-Awareness	To be aware of and understand one's emotions and feelings.
	Assertiveness	To effectively and constructively express one's feelings.
	Independence	To be self-reliant and free of emotional dependency on others.
	Self-Actualization	To strive to achieve personal goals and actualize one's potential.
Interpersonal (Social awareness and interpersonal relationship)	Empathy	To be aware of and understand how others feel.
	Social Responsibility	To identify with one's social group and cooperate with others.
	Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others.
Adaptability (Change management)	Reality-Testing	To objectively validate one's feelings and thinking with external reality.
	Flexibility	To adapt and adjust one's feelings and thinking to new situations.
	Problem-Solving	To effectively solve problems of a personal and interpersonal nature.
Stress Management (Emotional management and regulation)	Stress Tolerance	To effectively and constructively manage emotions.
	Impulse Control	To effectively and constructively control emotions.
General Mood (Self-motivation)	Optimism	To be positive and look at the brighter side of life.
	Happiness	To feel content with oneself, others and life in general.

The scores obtained from the measure computerized and are converted into standard scores with a mean of 100 and standard deviation of 15. According to Bar-On (2002), this type of scoring resembles IQ (Intelligence Quotient) scores, which shows his attempt to coin the term as EQ (Emotional Quotient). The scores unveil that if an individual has higher scores, he is probably effective in meeting daily demands and challenges. On the contrary, an individual with lower scores means

inefficiency in encountering emotional, social and behavioral problems (Bar-On, 2006). Table 2.3 summarizes Bar-On's model of emotional intelligence (Bar-On, 2006:23).

2.3.3.1. Intrapersonal

This scale of emotional-social intelligence consists of Self- Regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization. Intrapersonal is related primarily to self-awareness and self-expression, self-realization of our emotions and our being to perceive our weaknesses and strengths, and to express our emotions and ourselves in a nondestructive way. It also identifies our connection to our own emotions, to feel satisfied with our lives, to be positive about ourselves. Individuals with higher intrapersonal competence have higher self-efficacy and are comfort with sharing their feelings. They have self-esteem in stating their thoughts and scope (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Self-Regard

This intrapersonal sub-scale is defined as the ability "to accurately perceive, understand and accept ourselves" (Bar-On, 2006:23). This scale is mainly dealt with to respect ourselves and admit the way we are. It is the ability to regard oneself as good and to be aware of our borderlines and also strengths. In short, self-regard is associated with respecting to our essence. This subscale of emotional-social intelligence is connected to the feelings of security, inner strength, self-assuredness, self-confidence and feelings of self-adequacy. For a strong sense of identity, self-respect and self-esteem have a crucial role in this factor. If an individual has high level of self-regard, he feels content with the life and himself while in the opposite side, he feels inadequate and inferior (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Emotional Self-Awareness

This intrapersonal sub-scale is defined as "the ability to be aware of and understand our emotions" (Bar-On, 2006:23). As the name suggests, an emotionally self-aware person is the one who understands his emotions and distinguish those emotions by determining the causes, and knowing the *what* and *why*. The lack of emotional self-awareness is identified as alexithymia which is known as an

emotional disorder of the ability to describe and express emotions (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Assertiveness

This intrapersonal sub-scale is defined as "the ability to constructively express our feelings and ourselves in general" (Bar-On, 2006:23). This factor can be seen in an individual's ability to express his emotions and thoughts, and to stand for his rights appropriately to prevent others from making use of his rights. Assertive people are capable of clarifying their emotions in a suitable and direct manner without losing their temper that may destruct relationships (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Independence

This intrapersonal sub-scale is defined as "the ability to be self-reliant and free of emotional dependency on others" (Bar-On, 2006:23). People who are emotionally independent tend to be self-directed in their thoughts and actions and are shapers of their own decisions. While planning or making a decision, consulting other people does not signify dependency, rather a sign of ability for these people. Independence also refers to be autonomous in fulfilling emotional demands without expecting support from others. It is based on self-confidence, inner strength and to activate oneself towards hopes and obligations (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Self-Actualization

This intrapersonal sub-scale is defined as "the ability to set personal goals and the drive to achieve them in order to actualize our potential" (Bar-On, 2006:23). Self-actualization bears upon the realization of one's possible strengths. An individual's expectations from life and his desire to reach them in order to maintain a fruitful life can screen the level of his self-actualization. Self-actualization also revolves around one's attempts and targets which will lead him an enjoyable and meaningful life. It is a nonstop process of developing oneself in his abilities, achievements and competencies. Enthusiasm and excitement play an important role in actualizing an individual's potentials and reaching the targets will bring self-

satisfaction while a jam in reaching goals and desires will end up with depression (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

2.3.3.2. Interpersonal

This scale of emotional-social intelligence includes Empathy, Social Responsibility and Interpersonal Relationship. The key factors of this scale are social awareness and interaction with others. It is an individual's ability to realize other people's emotions, concerns and demands and establish cooperative and constructive relationships which will satisfy both sides. The people with high interpersonal skills are more responsible in social relations and interact well with others. As a result, they are good teammates (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Empathy

This interpersonal sub-scale is defined as "the ability to be aware of and understand how others feel" (Bar-On, 2006:23). Empathetic people have the ability to understand, to be aware of, to be sensitive, and vicariously to experience the feelings and thoughts of others and to realize why they feel and think so. They can read the emotions of the other people, show concern and feel as they feel. The other way around can be named as psychopath (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Social Responsibility

This interpersonal sub-scale is defined as "the ability to identify with our social group and cooperate with others" (Bar-On, 2006:23). Social responsibility shows itself when an individual interacts with a social group such as family, friends or colleagues in a cooperative, constructive and contributing manner for their benefit not for his own sake. The key to healthy interactions can be manifested by responsible manner which is also directly related to social consciousness. This component of emotional-social intelligence is associated with doing things for and with others, accepting others, acting in accordance with our conscience and upholding social rules. This ability also brings the sensitivity to accept others and to use a person's potential for the cooperation with others. Lack of this ability can result in antisocial behaviors and attempts to use others for the benefit of self (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Interpersonal Relationship

This interpersonal sub-scale is defined as "the ability to establish and maintain mutually satisfying relationships and relate well with others" (Bar-On, 2006:23). The social interactions which are satisfying and meaningful for both correspondents refer to interpersonal relationship. An individual with high interpersonal skills is willing to give and receive affection and develop intimacy reciprocally. He has affirmative expectations from the interaction and tries to ease and gives comfort in order to sustain a friendly relationship with others. This social skill is based on sensitivity towards others, a desire to establish relations as well as feeling satisfied with relationships (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

2.3.3.3. Stress management

This scale composes of Stress Tolerance and Impulse Control. This scale of emotional-social intelligence is related to controlling and managing emotions, and a person's ability to deal with emotions appropriately in changing situations. People with high stress management skills can easily cope with stress and do not lose control. They act calmly and are able to handle life even while they are under pressure. They approach stressful and dangerous occasions with ease and courage, and feel the things under control (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Stress Tolerance

This stress management sub-scale is defined as "the ability to effectively and constructively manage emotions" (Bar-On, 2006:23). It is the ability to cope with stress even in adverse situations without being defeated by stress-causing events. An individual with high stress tolerance is the one who has the ability to find numerous solutions by being aware of what and how to do in need of dealing with stress. He has the belief in his ability to cope with the problem, ready for the new experiences and be optimistic about them. He also has self-confidence in overcoming and controlling the stressful situation. Having a high stress tolerance ability, at the same time, means to have a variety of responses, which are ready for action, to stressful situations in a comfortable and calm mood. People with high capacity for stress tolerance do not get the feeling of hopelessness or helplessness instead stand for problems. Lack of this ability can result in anxiety which deprives somebody of his

power in managing stress-borne situations (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Impulse Control

This stress management sub-scale is defined as "the ability to effectively and constructively control emotions" (Bar-On, 2006:23). An individual with high level of impulse control has the ability to withstand or delay an impulse which can possibly turn into action. He is aware of aggression, hostility and irresponsibility and has the capacity to limit those impulses. Lack of this ability can lead to unforeseeable actions, losing temper easily and low frustration tolerance (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

2.3.3.4. Adaptability

This scale of emotional-social intelligence is made up of Reality Testing, Flexibility and Problem Solving. Adaptability can be rendered as managing change, in other words, being able to deal with change in person, change in others and also change in the surrounding environment. It signifies our influence in coping with life demands and handling them for our benefit. People who have a high capacity for adaptability are typically flexible, realistic and effective in understanding problematic situations and competent at arriving at adequate solutions. They are capable of finding solutions when they encounter with difficulties. In short, people with this capability find it easy to come up with solutions to the issues which they face with family, with friends or with colleagues (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Reality Testing

This adaptability sub-scale is defined as "the ability to objectively validate our feelings and thinking with external reality" (Bar-On, 2006:23). Reality testing entails to differentiate the happening phenomena and the perceived reality and this involves a search for objective evidence to confirm, justify and support feelings, perceptions and thoughts. Reality testing comprises tuning in to the situation and trying to regard things as with reality without imagination and altering the reality. In this situation, the person's objectivity and accuracy of his perception about the environment are given focus as with pragmatism. In short, a person with high level

of reality testing has the ability to adjust to the immediate situation, to disengage himself from the outside world while having a clear perception and thought in this process (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Flexibility

This adaptability sub-scale pertains to "the ability to adapt and adjust our feelings, thinking and behavior to new situations" (Bar-On, 2006:23). Adaptability refers to adjusting our emotions, thoughts and actions to ever-changing situations and circumstances. An emotionally flexible person has the ability to adapt himself to unexpected and uncertain conditions. He is skillful at acting in a new situation with flexibility and he is ready to change his thought and action if he has a mistake with the hired one. He is open-minded and bears tolerance for different ideas, situations, ways and practices (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Problem Solving

This adaptability sub-scale implies "the ability to effectively solve problems of a personal and interpersonal nature" (Bar-On, 2006:23). It can also be defined as to sort out problems and to devise effective solutions. Problem solving starts with understanding the problem and accepting to tackle with it in confidence and with motivation. The next phase is related with describing the problem and producing possible solutions that can take to the most effective solution after evaluating pros and cons and finally implement a suitable one to handle the problem. People who are skillful at problem solving are disciplined, methodical and systematic in dealing with challenging encounters. They outface problems instead of avoiding from them (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

2.3.3.5. General mood

This scale of emotional-social intelligence consists of Optimism and Happiness. General mood, as Bar-On states, is related to self-motivation. People with this emotional-social intelligence generally have positive moods, content, happy with life, feel motivated and enjoy the life. This scale has a facilitator power in emotional-social intelligence and the source of motivation in managing emotions and dealing with demands of intrapersonal and interpersonal dimensions of life. As for the nature

of motivation, this scale is crucial in this model (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Optimism

This general mood sub-scale is defined as "the ability to maintain a positive and hopeful attitude toward life even in the face of adversity" (Bar-On, 2006:23). It is the source of positivism and encouraging in daily life. It has contributions in every action we take. On the opposite side, pessimism is one of the common reasons of depression (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

Happiness

This general mood sub-scale is defined as "the ability to feel content with ourselves, others and life in general" (Bar-On, 2006:23). It is the ability to enjoy life and others, and have fun with the daily encounters. Happiness in emotional-social intelligence context refers to enjoying life from different facets, being happy with our life in a broader perspective, and feeling self-satisfaction. It is the ability to make use of chances to have fun with self and others. Happiness is also a motivational tool for a variety of emotional-social intelligence aspects. It is related to good feelings such as enthusiasm and cheerfulness. On the opposite continuum, lack of happiness can signal dissatisfaction with life and depression (Bar-On, 1997; 2003; Bar-On & Handley, 2003).

The EQ-i was applied using a sample population of 4,000 North American adults. The sample was very diverse in terms of demographic factors from education to ethnicity and limited to that geography (Bar-On, 2000). Analyses of data for demographic factors revealed significant differences between EQ-i and age, and was stated that the older is a person the more emotionally intelligent he is (Bar-On, 2000). In terms of gender, there found no significant differences in total EQ but with a few factorial components of it (Bar-On, 2000).

The results of the study on validating EQ-i by Dawda and Hart (2000) indicated that the measure is promising in determining the level of emotional intelligence. Bar-On (2002:88) also reported that "examining the results of the internal consistency and retest reliability studies, it can be concluded that the EQ-i has demonstrated more than adequate reliability."

According to Mayer, Salovey and Caruso (2000), though Bar-On's model of emotional intelligence is a mixed type model on the contrary to their ability model, it has scientific roots. According to Bar-On (2004), this model was created with the instrumental role of EQ-i which is accepted as the first and most reliable scale for measuring emotional intelligence. When the purpose of this study is considered, Bar-On model best fits to the design of it as Bar-On's model includes dynamics which are seen in foreign language classrooms. All the components of the model either directly or to some extent linked to language learning, for instance, interpersonal relations, stress management or adaptability. In addition, this model is the most comprehensive one when compared with other models (Mayer and Salovey; Goleman). In other words, all descriptions and a detailed conceptualization are given with Bar-On's model. As a result of countless attempts to validate it, EQ-i, is regarded as one of the most reliable ways of measuring emotional intelligence. Bearing all these in mind, in order to probe into the relationship between emotional intelligence and foreign language skills, Bar-On's model of emotional intelligence will ensure a better result for the study.

2.4. EMOTIONAL INTELLIGENCE IN THE CONTEXT OF EDUCATION

After Salovey and Mayer's (1990) introduction of emotional intelligence, a great number of studies have been conducted on the role of the emotional intelligence in many fields from health to business. Upon realizing the possible outcomes of the concept, also academic environment struggled to assemble emotional intelligence with school curriculums (Fernandez-Berrocal & Extremera, 2006), stating that emotional and social learning is a missing piece in education (Kristjansson, 2006). Most of the studies in the context of education dealt mostly with the relationship between emotional intelligence and academic success giving valid and reliable results in varied conditions with varied models of measure (Bar-On, 2006).

The reason why emotional intelligence was welcomed by many authors can lie in the problems of traditional standards in education. For Fernandez-Berrocal and Ruiz (2008), until the end of 20th century, only intellectual and academic dimensions of education have been prioritized lacking the skills to deal with negative and destructive emotions. By the same token, there have been many confrontations and doubts about the design of curriculum or the approaches adopted and even some

claimed that the emotional intelligence-related skills such as emotional awareness or social interaction are indispensable for educational context (Romasz, Kantor & Elias, 2004). This idea questions the earlier view of focusing on core curriculum and seeks ways to equip learners with skills which will address their emotional being to challenge life (Humphrey et al., 2007), and increase the quality of a learner's life experience (Blair, 2002).

There appeared many researches in the field supporting emotional intelligence integrated school education. For example, Walker (2001) conducted a study on the relationship between emotional intelligence and academic success of college students. The number of participants was 1205 and students' scores from EQ-i were compared to their grade point averages (GPA) suggesting that there is a significant relationship between emotional intelligence and academic success. In her study, the researchers found positive correlations between GPA and emotional intelligence scales (intrapersonal, interpersonal, stress management, adaptability and general mood).

Shuford (2003) is also of the opinion of implementing emotional intelligence in schools suggesting that emotional intelligence and academic achievement are correlated. For him, students with an inability to deal with emotions cannot concentrate on cognitive tasks. Therefore, emotional literacy cannot be separated from education context.

In another study, in 2004 Parker and his colleagues studied with 667 high school students in Canada using Bar-On EQ-i. The correlation between emotional intelligence and academic achievement was found to be .41 indicating that there is moderate but statistically significant relationship between the variables. The results showed that emotional intelligence has at least 17% role in predicting academic achievement of learners. Their study also displayed the capability of emotional intelligence measure (EQ-i) in distinguishing students' performance.

As Mayer, Caruso and Salovey (1999) stated it, emotional intelligence development occurs throughout life contrary to IQ - which can be maximized under certain conditions but cannot exceed the inborn capacity. Emotional intelligence, on the other hand, has no limits in time, place or person. In this respect, this is an important factor to take into account for the emotional growth of learners (Liff, 2003).

According to Liff (2003), although nobody will deny the potential effects of traditional intelligences on success, it is suggested in many studies that there are other components of achievement. In her study, many participants described a successful person with the words related to behavior, personality style and so on. For her, education needs to seek for the ways which will develop students with these areas and go beyond cognitive potential of them. Goleman's (1995) claims on the importance of social and emotional competence rather than pure cognitive ability of learners support Liff's (2003) study.

In 2001, Jaeger did a study on the relationship between emotional intelligence, academic achievement and learning style. There were 158 participants half of whom were educated with a curriculum in which emotional intelligence skills were implemented and the other half followed an ordinary curriculum for one semester. At the beginning and at the end of the semester, the researcher applied EQ-i to differentiate the effectiveness of emotional intelligence-based curriculum. To determine students' academic achievement GPA was used and the results signified that there is a positive relationship between emotional intelligence and academic achievement. Moreover, by the end of the semester, students in emotional intelligence-based curriculum had higher scores compared to the other half implying that emotional intelligence level of students can be increased and an increase in emotional intelligence leads to an increase in achievement. As Bar-On (2006:19) also claims "the enhancement of the weaker emotional-social intelligence competencies and skills is expected to increase performance at school."

With the implementation of emotional intelligence-supported programs the outcomes may lead to "a caring school community where students feel understood, respected, and cared about, and this spirit of empathy and care will gradually spread to the wider community so that family and society benefit" (Kristjansson, 2006:53).

Some studies have also been conducted in language learning context giving a special focus on the relationship between anxiety and emotional intelligence. For instance, Rouhani in 2008 studied with literary excerpts as reading materials in order to understand the effect of cognitive-affective course. In this course, literary excerpts were used as learning materials and guided classroom activities. The group work, discussion or journal writing activities gave a chance to the learners to empathize with the characters and by so doing helped them to express emotions and use them to solve the problems that occur in the events. The results showed that the students in

experimental group had higher emotional intelligence skills and their foreign language anxiety lowered contributing to their performance.

By understanding the value of incorporating emotional intelligence with the curriculum, and its teachability (Bar-On 2006; Mayer, et al., 2004), it is possible to address many problems not only in primary education but in higher education as well. Putting emotional intelligence into action in classroom can diminish the problems related to anxiety and negative feelings if teachers and students practice skills such as controlling emotions, managing stress, showing empathy and handling interpersonal relations (Goleman, 1995; Duman, 2003), and this can contribute to learners' social and academic adaptation to school (Fernandez-Berrocal & Extremera, 2006). The social, personal and interpersonal benefits of emotional intelligence can be numerous as it is also moldable (Goleman, 1995; Topping, Holmes & Bremmer, 2000). In this context, Cohen (1999) also found out that utilizing emotional intelligence in school curriculum was effective in raising emotional intelligence and also dealing with emotional and behavioral problems that can restrain the process of learning. Moreover, understanding oneself and others and managing emotions accordingly to find solutions to the problems is crucial in academic achievement (Cohen, 1999; Goleman, 1995).

CHAPTER THREE
METHODOLOGY

3.1. PRESENTATION

This study examines the relationship between emotional intelligence and foreign language learning skills. This chapter presents the methodological details of the study. In the first section the research design governing the study is introduced. Next, the characteristics of research population and sampling are presented. Later, the ways how data were collected and which instrument was used are mentioned followed by reliability results and the methods to analyze the data.

3.2. RESEARCH DESIGN

In this research, a case study which is a form of quantitative descriptive research analysis was adopted in order to reveal the relationship between emotional intelligence, its subscales and foreign language reading, listening, writing and speaking skills at preparatory school of a foundation university in Gaziantep. According to Isaac and Michael a descriptive research is used "to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately" (as cited in Ekmekçi, 1997). Vyhmeister (2008) defines descriptive research as a research describing one or more characteristics of a group of people and giving quantitative information as numbers and percentages. For De Vaus (2002:18), "descriptive research deals with questions of *what* things are like, not *why* they are that way." According to Koh and Owen (2000:219), a descriptive research study "is based on the premise that problems can be solved and practices improved through observation analysis and description and the most common method is the survey which includes questionnaires, personal interviews, phone surveys and normative surveys." When inferred from the above citations, the nature of this study is most appropriate to descriptive study as it seeks to (1) describe the characteristics

of participants' tendencies (2) in numerical values (3) without giving any causal explanation and (4) using a questionnaire.

This study is also a case study which is a method in descriptive studies. As Swanborn (2010) states it in a case study, by monitoring the phenomenon during a certain period, the researcher collects information by studying the characteristics and relationships of people who are involved in the same case in the natural context. Yin (2003:23) defines the case study research as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." For Stake (1995:11), "case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances."

In this case study, the data were collected through a questionnaire- Bar-On Emotional Quotient Inventory (EQ-i) which was originally designed in 1997 by Bar-On and adapted for this context by the researcher. The collected data give information about the relationship between emotional intelligence, its subscales and foreign language reading, listening, writing and speaking skills.

3.3. RESEARCH POPULATION AND SAMPLING

This study was conducted at the School of Foreign Languages of a foundation university in Gaziantep as it is implementing a segregated system in which all the skills are given equal focus and each skill is assessed. The university is a private one which registered students in 2009 for the first time. In the academic year 2011-2012, the preparatory program of the university had 1412 students, about 200 of which are repeaters from the previous years. However, at the time when this study was conducted, there were 982 students as the study was held at the end of the spring semester and students in higher levels had already finished the school.

At the beginning of each year, the prep-school administers a proficiency test for all the newly enrolled students. According to the results, students can directly pass to their departments or they are placed to an appropriate level. There are four levels in the program from A to D (A is the lowest and D is the highest). If the students want, they can also study in level E after completing the whole program. There are four terms and a summer term. One term lasts for eight weeks. In order to pass the class, students are expected to have the score of at least 70 out of 100. They

are to complete the program to be able continue their education in their departments. For this reason, they are supposed to master the language without ignoring any components of it.

The number of English classes per week and the type of lessons depend on the levels of the students. Grammar, reading and vocabulary, listening and speaking, expansive reading, writing, reading and writing, speaking portfolio and language laboratory classes are lessons which are given in the school.

Bearing these things in mind, as this study seeks to find the relationship between emotional intelligence and language skills respectively, the prep-school of this university is ideal for the purpose of it. It is also convenient to carry out the study in this school because at the end of each examination all the grades are computerized separately.

To implement the study simple random sampling method was used. A simple random sampling allows each member in the population an equal chance of being chosen (Ekmekçi, 1997). This method is the most convenient and preferable one, therefore it was selected for this study and the questionnaires were administered to the students in level C, D and E randomly.

Table 3.1. Demographic Factors

Demographic Factors		Frequency	Percent (%)
Sex	Male	180	52,8
	Female	161	47,2
	Total	341	100
Age	17-19	140	41,1
	20-21	177	51,9
	22-23	17	5,0
	24-above	7	2,1
	Total	341	100
High School	Science	2	0,6
	Anatolian	148	43,4
	General	146	42,8
	Vocational	33	9,7
	Other	12	3,5
	Total	341	100

The study was conducted with 341 volunteers (180 male and 161 female) who were preparatory level students studying in the university. All participants were

prep-school students with different educational backgrounds such as Science, Anatolian, General or Vocational high schools. The ages of participants ranged from 17 to 24 and they all spoke Turkish as their native language.

Demographic findings of the questionnaires analyzed are shown with the table 3.1. By applying frequency and percentage analysis to the data, demographic findings of the participants were found.

3.4. DATA COLLECTION INSTRUMENT

The data in this study was collected by using a questionnaire, which was adapted from Bar-On EQ-i. The Bar-On EQ-i was chosen to measure the emotional competences of learners as this model is regarded as one of the most structured one with comprehensible explanations of each sub-skill provided by Bar-On based on 19 years of research in this area worldwide.

Bar-On EQ-i is a self-report scale which originally included 133 items measuring 5 subscales of emotional intelligence and 15 factorial components. The test-retest reliability of this scale was assessed over four months and reported by Bar-On (1997) that the coefficients ranged between .78 to .92, which assured the reliability of the measurement.

In Turkey, the EQ-i was first adapted by Füsun Tekin Acar (2001) in her doctoral dissertation. Acar also asked three English instructors to translate the measurement. She compared all the translations with a fourth instructor and problematic or similar items were excluded from the questionnaire with the help of two bilingual psychologists. At the end, she modified the questionnaire with 88 items 39 of which are negatively worded.

However, as the purpose is to ask students to find out their emotions and feelings in varied situations, in this study, the number of items was reduced to 45 by giving equal proportion to each subscale to measure it. The underlying reason of eliminating some of the items from the original questionnaire is to increase the reliability of it by attracting higher response rate as respondents could be unwilling to fill a long questionnaire (Ekmekçi, 1999). After the alterations and regularizations in the format and the number of the questions the subscales were listed as follows: The first is intrapersonal EQ (12 items) which is divided into independence, self-actualization, assertiveness, self-regard and emotional self-awareness. The second is interpersonal EQ (9 items) which is divided into social responsibility, interpersonal

relationship and empathy. The third is adaptability EQ (9 items) which is divided into flexibility, reality-testing and problem-solving. The fourth is stress management EQ (8 items) which is divided into stress tolerance and impulse control. The fifth is general mood EQ (8 items) which is divided into happiness and optimism.

In order to scale the questionnaire a Likert-type model with five dimensions was used, and it was graded as: 1: Never, 2: Rarely, 3: Sometimes, 4: Usually, 5: Always. As the participants were all learners of English studying in prep-school, their level was not enough to complete the measurement in English, for this reason, the Turkish version of the questionnaire was given to the participants. The data were analyzed using SPSS 16 (Statistical Package for Social Sciences).

3.5. DATA COLLECTION PROCEDURE

3.5.1. Piloting Procedure

Piloting procedure is a crucial part of quantitative research and needs to be done with a great attention. According to Lewin (2005), piloting in social sciences refers to testing the questionnaire with a certain number of participants which is similar to targeted sample. It is of importance as it is a great help for the researcher to see the potential ambiguities and pitfalls in advance. As the questionnaire is an adapted version of Bar-On EQ-i, the piloting procedure of this study was carried out to unravel the possible problems that can affect the reliability and validity values of the study. The piloting study was conducted in the School of Foreign Languages of a foundation university. Before carrying out the process, the researcher obtained all the permissions to apply the questionnaire with a small number of learners (33 male and 24 female). Later, the researcher collaborated with three teachers and visited the classes to make the study clear in learners' minds. All the participants were assured that the information gained from this study would be kept confidential. The questionnaires were numbered and handed out to the students who were unaware of these numbers. They were told not to write their names or student ID numbers. Later on, the questionnaires were matched with their names by following the numbers with the help of teachers. After gathering all the information, the data were analyzed using SPSS 16. The results of the analyses indicated that the questionnaire was reliable with Cronbach's Alpha value of .87. Some small changes were made in light of the piloting procedure such as wording of items and layout of the questionnaire.

3.5.2. Data Collection

All the data were collected through the adapted version of Bar-On EQ-i from the School of Foreign Languages of a foundation university. As in piloting process, all the required permissions were received and the researcher obeyed the ethical rules in carrying out the study. The questionnaires were applied to 363 prep-school students and 341 of them were included to study. Before delivering the questionnaires, all the students were informed about the study and the crucial role of their sincerity in responding the items. At the beginning of the last term in the university in 2012, the researcher applied the questionnaires in cooperation with the teachers who contributed to study by denoting their time and matching the numbers on the questionnaires with the names of the students. After all the tests were given and students' scores in grammar, reading, listening, writing and speaking became definite, the researcher collected data from the test office department of the school to analyze the relationship between the variables.

3.5.3. Data Analysis

The data obtained from the questionnaire were calculated on SPSS 16 program using the methods for descriptive statistics. Cronbach's Alpha value for the reliability of the test was found to be high: .84.

Cronbach's Alpha	N of Items
,841	45

After determining the reliability values, the data were analyzed with statistical methods. First, students' scores on grammar, reading, listening, writing, speaking and their total score were obtained from the university. The students were grouped as *Successful and Unsuccessful* according to their scores. Scores above 70 were taken as successful while the ones below 70 were taken as unsuccessful. This is because of the fact that a student below 70 fails in prep-school and above 70 passes in the borderline. The T-test method is used to calculate the degree of significance at a selected probability level between these two groups. In this context, the T-test is used to assess if the two groups are statistically different from each other (Ekmekçi, 1999), as this study seeks to find out the relationship between the degree of emotional intelligence and language achievement in different skills.

Second, in order to find any significant correlations between the students' emotional competency and their scores, the Pearson Product Moment Correlation was applied. There are a few correlational methods. The method to use depends on the type information that we are looking for. The most famous one in correlational methods is Pearson product moment correlational efficient also called as Pearson's "r". This method is used "when both variables are interval or ratio, such as test scores, height, number of correct answers, proportion and so on" (Barnes & Lewin, 2005:231). For Ekmekçi (1999:85), the variables should possess these features to calculate the relationship between two measures:

- The two variables are continuous.

- Scores on X and Y are independent of one another.

- The relationship between X and Y is linear.

The variables in this study meet the above features; therefore, students' scores in grammar, reading, listening, writing and speaking were correlated with their scores in EQ and its subscales to investigate if the two sets of scores go together.

Lastly, simple linear regression analysis was conducted. In this method "one variable of interest is taken into consideration, and other variables are used to predict the behavior of this specific variable under the given conditions" (Ekmekçi, 1999: 94). In this study, in order to unveil if emotional intelligence can predict students' language achievement, independent variables were determined as EQ total and its subscales separately, and dependent variables were specified as students' GPA; grammar, reading, listening, writing and speaking scores.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1. PRESENTATION

In this chapter, findings inferred from the data are discussed, and a detailed analysis of the research is presented by showing the correlations between the variables. The EQ-i questionnaire was applied to 341 students in a foundation university at the beginning of the last term in 2012. Filling out the questionnaire lasted about 10 minutes. In this chapter, the results of the questionnaire were analyzed with the help of descriptive analyses. First, the students were classified as successful and unsuccessful and t-tests were applied to show the differences in the groups. To further analyze the data, Pearson Moment Correlation was used so as to report the relationships between total EQ, its subscales, GPA and foreign language reading, listening, writing and speaking skills. Lastly, simple linear regression was applied to show the impact of independent variables on dependent ones.

4.2. DATA ANALYSES

The Bar-On Emotional Quotient Inventory (EQ-i) adapted version was applied in order to get data for this study. The questionnaire comprises 45 items and 5 clusters of subscales; Intrapersonal EQ (Items: 1,2,3,4,5,6,7,10,12,14,17,19), Interpersonal EQ (Items: 8,9,11,16,22,26,29,31,33), Adaptability EQ (Items: 13,15, 18,20,21,23,24,25,34) Stress Management EQ (Items: 27,35,36,37,38,40,42,43) and General Mood EQ (Items: 2,28,30,32,39,41,44,45). Below table shows the distribution of items for each scale and 19 items which are shown in **bold** are negatively worded and reverse-scored.

Table 4.1. Adapted version of Bar-On EQ-i scales and subscales with item numbers

Scales	Subscales	Items
Intrapersonal	Independence	**3, 7**
	Self-Actualization	5, **10**
	Assertiveness	**14**, 17
	Self-Regard	1, 12, 19
	Emotional Self-Awareness	2, 4, 6
Interpersonal	Social Responsibility	**8**, 9, **11**
	Interpersonal Relationship	**16**, 29, 33
	Empathy	22, 26, 31
Adaptability	Flexibility	13, 23, **24**
	Reality-Testing	15, **18**, **21**
	Problem-Solving	20, **25**, 34
Stress Management	Stress Tolerance	27, 36, **42**, **43**
	Impulse Control	35, **37**, **38**, **40**
General Mood	Happiness	2, **39**, 41, 45
	Optimism	28, 30, **32**, 44

Results for Research Question #1 **Is there a relationship between EQ and students' gender studying in preparatory program?**

This research question seeks to figure out the relationship between gender and total EQ. In order to be able compare the two groups, t-test was used as it is seen in Table 4.2.

Table 4.2. The results of t-test on EQ total, its scales and gender

	Gender	Number	Mean	df	t-value	p-level
EQ Total	Male	180	72,16	339	-1,404	,161
	Female	161	73,33			
Intrapersonal	Male	180	76,86	339	-,773	,440
	Female	161	77,65			

Table 4.2. The results of t-test on EQ total, its scales and gender (cont.)

	Gender	Number	Mean	df	t-value	p-level
Interpersonal	Male	180	75,50	339	-3,698	,000
	Female	161	79,53			
Adaptability	Male	180	70,06	339	-,103	,918
	Female	161	70,17			
Stress Management	Male	180	60,00	339	1,225	,222
	Female	161	58,33			
General Mood	Male	180	78,56	339	,637	,525
	Female	161	77,73			

According to the above table there is not a significant difference between the total EQ scores of male and female students. However, when looked at the mean scores, it is clear that female students have a higher score in total EQ. The evidence whether males and females differ significantly in their levels of emotional intelligence is still insufficient. For Daniel Goleman (1998), gender differences in emotional intelligence is not present, their levels seem to be equal; even so, he suggests that there might be areas in emotional intelligence where males and females differ from each other. In this study, there is a significant difference only in interpersonal EQ in which females scored higher than men. There are also other studies which support that females are more likely to score higher in emotional intelligence. For example, studies by Mayer and Geher (1996) and Mayer, Caruso and Salovey (1999) reveal that the level of EQ is higher in females than those of males; however, there is not a significant difference between two genders (Mandell & Pherwani, 2003; Austin et. al., 2005; Harrod & Scheer, 2005).

The reason of this discrepancy might be because of different measurement methods. In their study, Brackett and Mayer (2003) uncovered that performance measures such as Mayer-Salovey-Caruso Emotional Intelligence Test led females to score higher while self-report measures such as Bar-On EQ-i have found no significant evidence to distinguish females from males. However, Bar-On (2000:367) stated that:

Females appear to have stronger interpersonal skills than males, but the latter have a higher intrapersonal capacity, are better at stress management, and are more adaptable. More specifically, women are more aware of emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men; on the other hand, men appear to have better self-regard, are more independent, cope better with stress, are more flexible, solve problems better and are more optimistic than women.

***Results for Research Question #2* Is there a relationship between EQ and students' language achievement (GPA)?**

This question was to understand the relationship between GPA and EQ total. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and EQ's impact on GPA.

Table 4.3. The results of t-test on EQ total and GPA

Total Sample (N=341)	EQ Total				
	Number	Mean	df	t-value	p-level
GPA Successful	191	75,16	339	6,820	,000
Unsuccessful	150	69,60			

The results of the t-test showed that the students in successful group had higher scores in EQ (t= 6.82, p< .01). It is clear that the two groups are significantly different from each other in that the level of their EQ is varying.

Table 4.4. Correlations between GPA and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
GPA	Pearson r	,426(**)	,323(**)	,301(**)	,351(**)	,309(**)	,241(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the Pearson Moment Correlation displays a significant positive relationship between students' language achievement (GPA) and EQ total, intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ. It can be said that when the level of the students' EQ score increases, their score in GPA also increases. The positive relationship is highest between GPA and EQ total (r= .426, p< .01). Right after that, the positive relationship is also very high between GPA and adaptability EQ (r= .351, p< .01). Moreover, the relationship between GPA and intrapersonal EQ (r= .323, p< .01), GPA and stress management EQ (r= .309, p< .01), and GPA and interpersonal EQ (r= .301, p< .01) seem to be very high while the relationship between GPA and general mood EQ (r= .241, p< .01) is relatively low but still highly correlated.

Table 4.5. Regression summary of GPA and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
GPA	R	,426	,323	,301	,351	,309	,241
	R square	,181	,104	,091	,123	,095	,058
	Adjus. R squ.	,179	,102	,088	,120	,093	,055
	F	74,990	39,553	33,795	47,498	35,750	20,969
	Sig.	,000	,000	,000	,000	,000	,000

The above table shows the effect of EQ total and its subscales on students' language achievement (GPA). There is a positive relationship between GPA and EQ total, intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ. The F values in the table show that EQ total and its subscales significantly predict students' language achievement (GPA). EQ total accounts for 18.1% of variance in students' language achievement which is the highest compared to other subscales. Likewise, adaptability EQ determines 12% of variance among other variables that can bear upon language learning and intrapersonal EQ explains 10% of language achievement. Some studies which are also parallel to these findings show that there is a strong relationship between academic success and emotional intelligence (MacCann et al. 2011; Rastegar & Karami, 2013) and specifically

intrapersonal EQ, adaptability EQ and stress management EQ (Lam & Kirby, 2002; Parker et al., 2001; Parker et al., 2004) although some are not directly linked to language achievement. The results of present study are associated with that of Parker and his colleagues' (2004) in which they found out a positive relationship between scholastic performance and emotional intelligence and reached a solution suggesting that 17% of academic achievement is determined by emotional intelligence. As the predicting power of emotional intelligence is mentioned, Parker and his colleagues (2001) also reported that emotional intelligence is an excellent predictor of academic achievement as it could predict 82% of successful and 91% of unsuccessful students at the beginning of the term (as cited in Hogan et al., 2010). Song et al. (2010) additionally indicated that emotional intelligence can predict Chinese college students' academic achievement and also their interaction in social learning. Although these studies were not in language learning context, they still unveil the predicting power of EQ-i and signify who will perform better and who will face problems in learning.

It can be said that the more emotionally intelligent students are, the more they are more likely to be successful language learners. EQ total and all the subscales of it has a role on the students' language achievement to a certain extent. Emotionally competent students are more aware of their feelings, establish satisfying relationships, can manage their stress, are easily adapted to change and are happy about life in general and thus are academically more successful. As Goleman (1995:34) claimed that emotional intelligence could be "as powerful, and at times more powerful than IQ" (also Zins et al. 2004). The results of this study support this claim as many studies concluded that IQ accounts for between 10 to 25% of variance in performance (Hunter & Hunter, 1984; Neisser et al. 1996; Sternberg, 1996). The findings of current study support the previous studies claiming that emotional intelligence has an important role in language achievement and it can predict as much variance as IQ. Special focus is needed on intrapersonal EQ and adaptability EQ as they are also high predictors of language success. It can be said that if the students are aware of their own emotions and actual potential, if they set achievable goals and are capable of generating effective solutions to problems in reaching their aims and adaptive to change, they can be better achievers.

Figure 4.1. Scatter Plot of GPA and EQ total

The above figure visualizes that GPA and EQ total are interrelated. As it is clearly seen in the figure, there is a positive relationship between learners' emotional intelligence and language achievement.

***Results for Research Question #3* Is there a relationship between grammar, EQ and its subscales?**

This question was to understand the relationship between grammar, EQ total and its subscales. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and the impact of EQ total and its subscales on grammar.

Table 4.6. The results of t-test on EQ total and grammar

Total Sample (N=341)	EQ Total				
Skill	Number	Mean	df	t-value	p-level
Grammar Successful	189	74,16	339	3,944	,000
Unsuccessful	152	70,91			

The results of the t-test indicated that the students in successful group in grammar had higher scores in EQ (t= 3.94, p< .01). It is clear that the two groups are significantly different from each other in that the level of their EQ is varying.

Table 4.7. Correlations between grammar and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Grammar	Pearson r	,242(**)	,222(**)	,171(**)	,183(**)	,139(**)	,147(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,002	,000

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the Pearson Moment Correlation suggests a significant positive relationship between students' grammar scores and EQ total, intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ. It can be said that when the level of the students' EQ score increases, their score in grammar also increases. The positive relationship is highest between their grammar scores and EQ total (r= .242, p< .01). Right after that, the positive relationship is also very high between grammar and intrapersonal EQ (r= .222, p< .01). The correlations between grammar and adaptability EQ (r= .183, p< .01), grammar and interpersonal EQ (r= .171, p< .01), grammar and general mood EQ (r= .147, p< .01), and grammar and stress management EQ (r= .139, p< .01) also indicate significant relationships.

Table 4.8. Regression summary of grammar and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Grammar	R	,242	,222	,171	,183	,139	,147
	R square	,059	,049	,029	,034	,019	,022
	Adjus. R squ.	,056	,046	,026	,031	,016	,019
	F	21,178	17,534	10,159	11,792	6,689	7,462
	Sig.	,000	,000	,002	,001	,010	,007

The above table represents the impact of EQ total and its subscales on students' grammar scores. There is a positive relationship between grammar and EQ total, intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ (p< .01). The F values in the table show that EQ total and its subscales significantly predict students' grammar scores. EQ total 5%, intrapersonal EQ 4%, interpersonal EQ 2%, adaptability EQ 3%, stress management EQ 1%, and general mood EQ 2% explain the variance in students' grammar scores. It can be inferred that the more emotionally intelligent students are, the more they are more likely to be successful in grammar. EQ total, and all its subscales have an effect on the students' grammar scores to a slight but statistically significant extent.
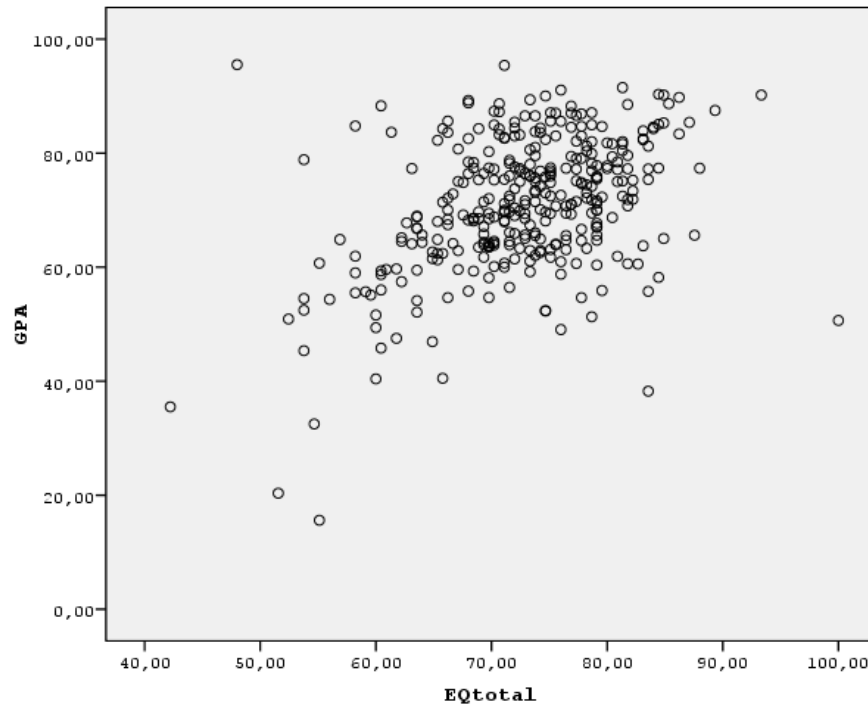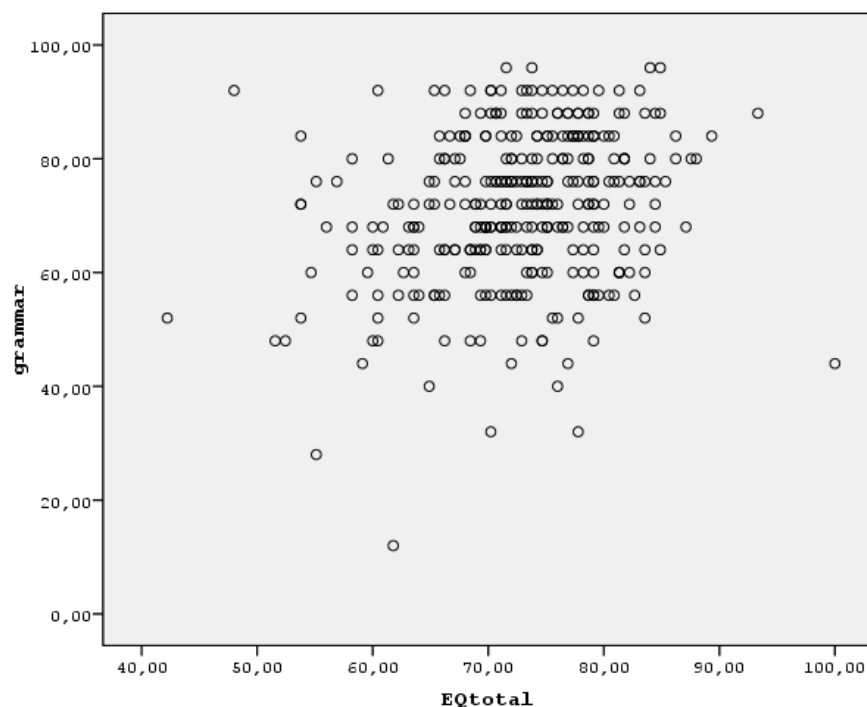

Figure 4.2. Scatter Plot of grammar and EQ total

The above figure displays that grammar and EQ total are interrelated. As it is apparent in the figure, there is a positive relationship between learners' emotional intelligence and their language achievement in grammar.

There are not any studies focusing on emotional intelligence and grammar and for this study it is not of first priority as current study tries to investigate the relationship between emotional intelligence and language skills. However, the researcher made use of available data to seek for possible correlations. The results show that grammar is highly correlated with all scales of emotional intelligence. In

line with this attempt, Motallebzadeh (2009) correlated emotional intelligence with the students' scores from Michigan English Language Assessment Battery (MELAB). He found out that students' scores in structure (grammar) test are positively correlated with emotional intelligence (r= .38, p< .01). Further, Motallebzadeh and Azizi (2012) did a research on the relationship between Iranian EFL learners' emotional intelligence and their performance on TOEFL/PBT. They used Bar-On EQ-i and correlated 15 subscales of the measure with 3 branches (reading, listening and structure) of TOEFL scores. The structure part is dealt with grammar in TOEFL and the research concluded that all 15 subscales were correlated with TOEFL structure scores, self-regard (a subscales of intrapersonal EQ) being the highest one (r= .722, p< .01). Also, in this study, grammar has a positive relationship with all components of emotional intelligence additionally intrapersonal is the highest one after EQ total. From the findings it can be concluded that one has to be aware of his emotions, accept himself, express his feelings nondestructively, be free of emotional dependency and set goals in order to achieve success in grammar. At first blush, grammar is not included in skills, named as knowledge and dealt with general intelligence. However, according to this study, there still appears a place for emotional intelligence as higher emotional intelligence means better performance in grammar and acquiring language rules.

Results for Research Question #4 **Is there a relationship between reading, EQ and its subscales?**

This question was to understand the relationship between reading, EQ total and its subscales. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and the impact of EQ total and its subscales on reading.

Table 4.9. The results of t-test on EQ total and reading

Total Sample(N=341)	EQ Total				
Skill	Number	Mean	df	t-value	p-level
Reading Successful	221	74,14	339	4,378	,000
Unsuccessful	120	70,08			

The results of the t-test informed that the students in successful group in reading had higher scores in EQ (t= 4.37, p< .01). It is clear that the two groups are significantly different from each other in that the level of their EQ is altering.

Table 4.10. Correlations between reading and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Reading	Pearson r	,298(**)	,240(**)	,124(*)	,101	,233(**)	,165(**)
	Sig. (2-tailed)	,000	,000	,022	,064	,000	,002

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the correlation results suggest a significant positive relationship between students' reading scores and EQ total, intrapersonal EQ, interpersonal EQ, stress management EQ and general mood EQ. It can be deduced that when the level of the students' EQ score increases, their potential success in reading also increases. The positive relationship is highest between their reading scores and EQ total (r= .298, p< .01). Subsequently, the positive relationship is also very high between reading and intrapersonal EQ (r= .240, p< .01). Besides, the relationship between reading and stress management EQ (r= .233, p< .01), and reading and general mood EQ (r= .165, p< .01) appear to be highly correlated while the relationship between reading and interpersonal EQ (r= .124, p< .05) is slightly correlated and reading and adaptability EQ are not correlated at all.

Table 4.11. Regression summary of reading and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Reading	R	,298	,240	,124	,101	,233	,165
	R square	,089	,058	,015	,010	,054	,027
	Adjus. R squ.	,086	,055	,013	,007	,052	,024
	F	33,001	20,765	5,305	3,462	19,525	9,451
	Sig.	,000	,000	,022	0,64	,000	0,02

The above table represents the effect of EQ total and its subscales on students' reading scores. There is a positive relationship between reading and EQ total, intrapersonal EQ, interpersonal EQ, stress management EQ and general mood EQ. The F values in the table point to the fact that EQ total and its subscales significantly predict students' reading scores. EQ total 8%, intrapersonal EQ 5%, interpersonal EQ 1%, stress management EQ 5% and general mood EQ 2% evince the variance in students' reading scores. It can be said that the more emotionally intelligent students are, the more they are more likely to be successful in reading. EQ total, intrapersonal EQ, interpersonal EQ, stress management EQ and general mood EQ have an effect on the students' reading scores to a certain extent.
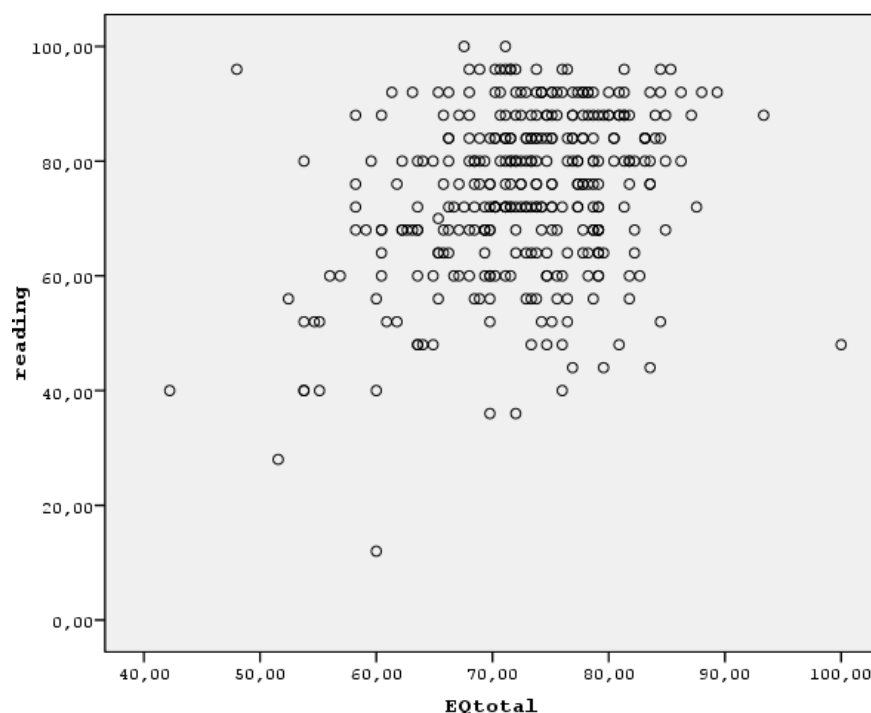
Figure 4.3. Scatter Plot of reading and EQ total

The above figure exhibits that reading and EQ total are interrelated. From the figure it is clearly understood that there is a positive relationship between learners' emotional intelligence and their language achievement in reading.

This study found positive relationship between students' reading achievement and their emotional intelligence. Parallel to this study, Motallebzadeh (2009) conducted a study with Iranian students and sought for the correlations between students' emotional intelligence in total, its subscales and their scores from Michigan English Language Assessment Battery (MELAB). He found positive correlations

with EQ total (r= .54, p< .01) and all subscales of EQ-i except social responsibility and empathy which are subscales of interpersonal EQ. The results resemble to this study in that interpersonal EQ is weakly correlated. In another work, Rahimi, Sadighi and Fard (2011) studied on the relationship between reading comprehension, linguistic intelligence and emotional intelligence. They found positive relationship between reading comprehension and linguistic intelligence but there appeared no relationship with emotional intelligence in contrast to present study. There are few studies related to reading comprehension and emotional intelligence although Armstrong (2003) pointed out that reading comprehension is not related only dealing with phonology, syntax or semantics but also related to other domains beyond linguistic intelligence involving other variables and intelligences such as emotional intelligence. As for the nature of reading it is connected the literature and one will immediately consider emotions if literature is being talked about. A reader of literature will experience varied emotions as the characters are described with a focus on specific emotions (Roberts, Zeidner & Matthews 2001). Therefore, in literature or reading, emotional awareness plays a crucial role in conjunction with empathy (Ghosn, 1999) which means understanding emotions of others. Pellitteri et al. (2006) discussed the importance of emotional intelligence on reading stating that reading leads to emotional processes in students so that nurturing emotional intelligence will contribute students with reading disabilities. They suggested that educators also need to develop their emotional intelligence to address their students' emotional intelligence and help them to boost their emotional intelligence which will in return contribute to reading achievement. For them, reading disabilities are related to poor self-concept, lack of motivation or problems with social interactions. In this context, emotional intelligence stands for as a cure for the available problems as emotions can affect students' cognition and motivation during reading. If a learner applies emotional intelligence skills to his reading process, he can optimize the benefits. All in all, present study found significantly positive correlations with students' reading achievement and total EQ and also intrapersonal EQ remarking that to achieve success in reading, one has to be aware of his emotions and control them effectively according to the atmosphere.

Results for Research Question #5 **Is there a relationship between listening, EQ and its subscales?**

This question was to understand the relationship between listening, EQ total and its subscales. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and the impact of EQ total and its subscales on listening.

Table 4.12. The results of t-test on EQ total and listening

Total Sample (N=341)	EQ Total				
Skill	Number	Mean	df	t-value	p-level
Listening Successful	210	74,59	339	5,488	,000
Unsuccessful	131	69,71			

The results of the t-test informed that the students in successful group in listening had higher scores in EQ (t= 5.48, p> .01). It is apparent that the two groups are significantly different from each other in that the level of their EQ is changing.

Table 4.13. Correlations between listening and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Listening	Pearson *r*	,351(**)	,124(*)	,113(*)	,284(**)	,199(**)	,090
	Sig. (2-tailed)	,000	,022	,036	,000	,000	,098

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the Pearson Moment Correlation points to a significant positive relationship between students' listening scores and EQ total. It can be inferred that when the level of the students' total EQ score goes up, their potential score in listening also goes up. The only parameter that does not correlate with the students' listening scores is general mood EQ. The positive relationship is highest between their listening scores and EQ total (r= .351, p< .01). Followed by that, the positive relationship is also very high between listening and adaptability EQ

(r= .284, p< .01). While the relationship between listening and stress management EQ is also very high (r= .199, p< .01), the correlations between reading and intrapersonal EQ (r= .124, p< .05), and reading and interpersonal EQ (r= .113, p< .05) are slightly lower when compared to other variables.

Table 4.14. Regression summary of listening and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Listening	R	,351	,124	,113	,284	,199	,090
	R square	,123	,015	,013	,080	,040	,008
	Adjus. R squ.	,121	,012	,010	,078	,037	,005
	F	47,635	5,266	4,410	29,645	13,954	2,745
	Sig.	,000	,022	,036	,000	,000	,098

The above table presents the effect of EQ total and its subscales on students' listening scores. There is a positive relationship between listening and EQ total. The F values in the table show that EQ total significantly predicts students' listening scores. EQ total accounts for 12% of variance in students' listening scores. In addition, intrapersonal EQ 1%, interpersonal EQ 1%, adaptability EQ 8% and stress management EQ 4% show the variance in students' listening scores. It can be said that the more emotionally intelligent students are, the more they are more likely to be successful in listening. Emotional intelligence has an effect on the students' listening scores to a certain extent.

Listening is a prerequisite skill in learning a language as it is the source of input. Krashen, in 1982 pronounced the Input Hypothesis and defined the importance of comprehensible input in learning a language (Krashen, 1982). With this idea, listening aroused interest in second language acquisition theories as it is referred as the richest source of comprehensible input and the starting point in learning a language. Therefore, the importance of listening cannot be ignored as better performance in listening will result in better performance in other skills especially speaking. Taking all these account, it is crucial to determine the factors affecting listening performance. The present study found a significant relationship between

emotional intelligence and listening implying that emotional intelligence is a contributor in learning a language. Moreover, in this study the highest relationship has been found with listening. In the same vein, a study conducted by Badakhsan (2012) has revealed findings in concordance with this study. In his work, Badakhsan investigated the relationship between emotional intelligence and listening skills of college students. In order to collect data, he used TOEFL (CBT) listening test and Bar-On EQ-i and correlated the results. He found a positive significant relationship between EQ total and listening (r= .385, p< .01). He also reported that all subscales of emotional intelligence except empathy (which is included in interpersonal EQ) are correlated significantly with listening. He claimed that 14% of any change in listening is determined by emotional intelligence. His findings are associated with the present study as this study also claimed that 12% of listening achievement is determined by emotional intelligence. In another study, Alavinia and Mollahossein (2012) sought for the predictive power of emotional intelligence and its subscales in using metacognitive strategies in listening. They also found positive significant relationships particularly with interpersonal and adaptability EQ. The findings of all these studies are worthy of consideration to deal with this fruitful but challenging skill of language.
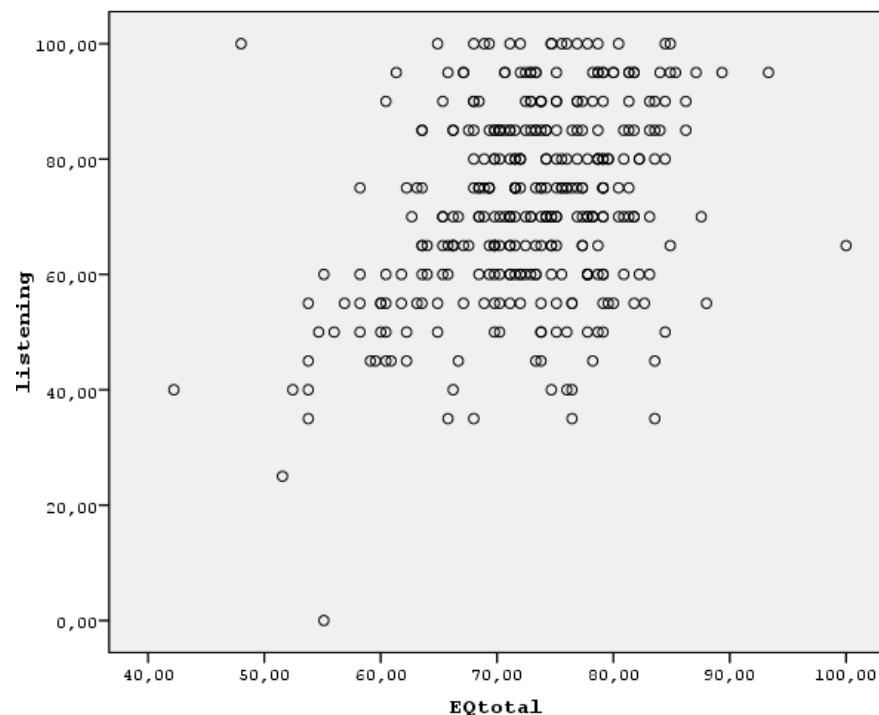
Figure 4.4. Scatter Plot of listening and EQ total

The above figure presents that listening and EQ total are interrelated. From the figure it is clearly understood that there is a positive relationship between learners' emotional intelligence and their language achievement in listening.

***Results for Research Question #6* Is there a relationship between writing, EQ and its subscales?**

This question was to understand the relationship between writing, EQ total and its subscales. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and the impact of EQ total and its subscales on writing.

Table 4.15. The results of t-test on EQ total and writing

Total Sample (N=341)	EQ Total				
Skill	Number	Mean	df	t-value	p-level
Writing Successful	162	74,45	339	4,042	,000
Unsuccessful	179	71,14			

The results of the t-test informed that the students in successful group in writing had higher scores in EQ (t= 4.04, p< .01). It is clear that the two groups are significantly different from each other in that the level of their EQ is varying.

Table 4.16. Correlations between writing and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Writing	Pearson r	,346(**)	,229(**)	,092	,280(**)	,230(**)	,199(**)
	Sig. (2-tailed)	,000	,000	,091	,000	,000	,000

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the Pearson Moment Correlation screens a significant positive relationship between students' listening scores and EQ total, intrapersonal EQ, adaptability EQ, stress management EQ and general mood EQ. It

can be inferred that when the level of the students' EQ score increases, their achievement in writing also increases. The positive relationship is highest between their writing scores and EQ total (r= .346, p< .01). After, the positive relationship is also very high between writing and adaptability EQ (r= .280, p< .01). The correlations between writing and stress management EQ (r= .230, p< .01), writing and intrapersonal EQ (r= .229, p< .01), and reading and general mood EQ (r= .199, p< .01) also seem to be significant. There is no significant relationship between writing and interpersonal EQ.

Table 4.17. Regression summary of writing and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Writing	R	,346	,229	,092	,280	,230	,199
	R square	,120	,052	,008	,079	,053	,040
	Adjus. R squ.	,117	,050	,006	,076	,050	,037
	F	46,060	18,726	2,881	28,881	18,938	13,941
	Sig.	,000	,000	,091	,000	,000	,000

The above table introduces the impact of EQ total and its subscales on students' writing scores. There is a positive relationship between writing and EQ total, intrapersonal, adaptability, stress management and general mood. The F values in the table reflect that EQ total and its subscales significantly predict students' writing scores. EQ total 12%, intrapersonal EQ 5%, adaptability EQ 7%, stress management EQ 5% and general mood EQ 4% tell the variance in students' writing scores. It can be inferred that the more emotionally intelligent students are, the more they are more likely to be successful in writing. EQ total, intrapersonal EQ, adaptability EQ, stress management EQ and general mood EQ have an effect on the students' writing scores to some extent.

Writing as a skill in language is a way of communication that has to be understood mutually by the writer and reader. As for the writer, the writing process involves tailoring mind with the emotions and feelings, in addition to knowing mechanics such as spelling and punctuation, grammar, lexicon, or genre that appears

in the form of poetry, a short story and so on. When it is probed into with pragmatic feature and the content of writing (see Silva, 1993 for the nature of L2 writing), its communication function comes into prominence which cannot be distinguished from emotions, in this context, understanding, managing and expressing emotions appropriately. This study found strong positive correlations with emotional intelligence and writing which is also in line with Apdolrezapour's (2012) work which sought for the effect of emotional intelligence training on writing performance of English language learners. He conducted an experimental study using emotional intelligence measurement TEIQue (Petrides et al., 2006) and literary work pieces such as short stories to evoke emotions in students. After emotional intelligence training program, students in experimental group had significantly higher scores in writing with a mean difference of 4.96 (p< .05). His study concluded that higher emotional intelligence means higher performance in writing. In another study, Wing, Schutte and Byrne (2006) examined the effect of positive writing on emotional intelligence. They reached to the conclusion that if learners write about positive things their emotional intelligence increases. Their study is also in line with the literature as positive writing results in better emotional regulation as it is connected with self-efficacy and emotional control about the experiences (Greenberg,Wortman & Stone, 1996; Lepore et al., 2002; King, 2002).
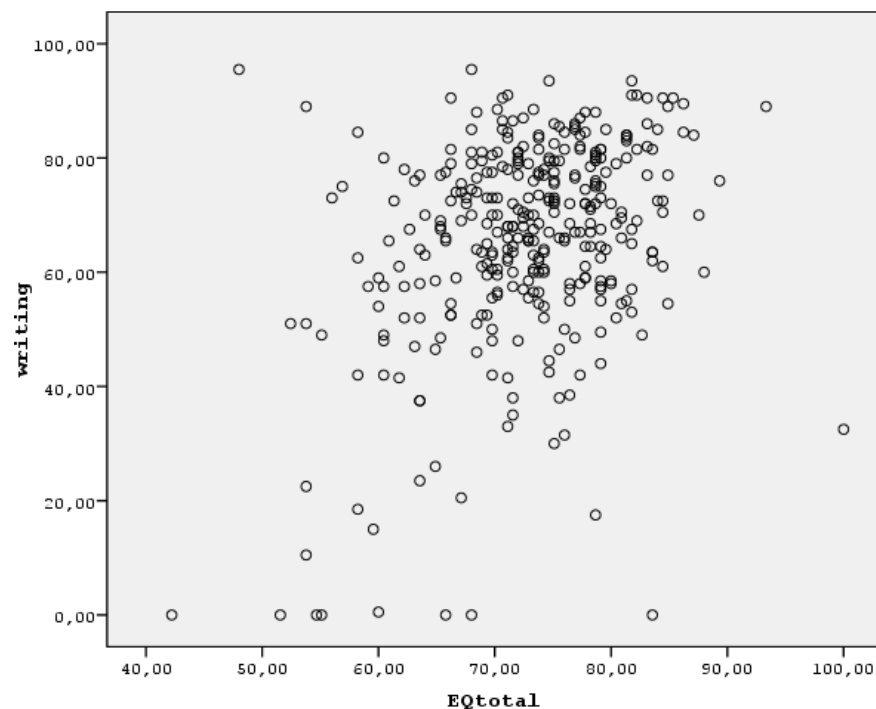
Figure 4.5. Scatter Plot of writing and EQ total

In the figure above, it is seen that writing and EQ total are interrelated. From the figure it is clearly understood that there is a positive relationship between learners' emotional intelligence and their language achievement in listening.

***Results for Research Question #7* Is there a relationship between speaking, EQ and its subscales?**

This question was to understand the relationship between speaking, EQ total and its subscales. T-test, Pearson Moment Correlation and regression analyses were used to find the relationship and the impact of EQ total and its subscales on speaking.

Table 4.18. The results of t-test on EQ total and speaking

Total Sample (N=341)		EQ Total				
Skill		Number	Mean	df	t-value	p-level
Speaking	Successful	211	74,20	339	4,661	,000
	Unsuccessful	130	70,30			

The results of the t-test informed that the students in successful group in speaking had higher scores in EQ (t= 4.66, p< .01). It is clear that the two groups are significantly different from each other in that the level of their EQ is changing.

Table 4.19. Correlations between speaking and EQ variables

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Speaking	Pearson *r*	,299(**)	,105	,259(**)	,290(**)	,298(**)	,160(**)
	Sig. (2-tailed)	,000	,052	,000	,000	,000	,003

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

* Correlation is significant at the 0.05 level (2-tailed)

According to the table above the Pearson Moment Correlation exhibits a significant positive relationship between students' speaking scores and EQ total, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ. It

can be inferred that when the level of the students' EQ score increases, their potential performance score in speaking also increases. The positive relationship is highest between their speaking scores and EQ total (r= .299, p< .01). Subsequently, the positive relationship is also very high between speaking and stress management (r= .298, p< .01). The correlations between speaking and adaptability EQ (r= .290, p< .01), speaking and interpersonal EQ (r= .259, p< .01), and speaking and general mood EQ (r= .160, p< .01) have also been reported as significant. There found no relationship between speaking and intrapersonal EQ.

Table 4.20. Regression summary of speaking and EQ variables

Total Sample (N=341)		Independent Variables					
		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
Speaking	R	,299	,105	,259	,290	,298	,160
	R square	,089	,011	,067	,084	,089	,026
	Adjus. R squ.	,087	,008	,064	,082	,086	,023
	F	33,283	3,810	24,420	31,237	33,135	8,951
	Sig.	,000	,052	,000	,000	,000	,003

The above table points to the impact of EQ total and its subscales on students' speaking scores. There is a positive relationship between speaking and EQ total, intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ. The F values in the table tell that EQ total and its subscales significantly predict students' speaking scores. EQ total 8%, interpersonal EQ 6%, adaptability EQ 8%, stress management EQ 8% and general mood EQ 2% give the variance in students' speaking scores. It can be inferred that the more emotionally intelligent students are, the more they are more likely to be successful in speaking. EQ total, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ have an effect on the students' speaking scores to a limited extent.
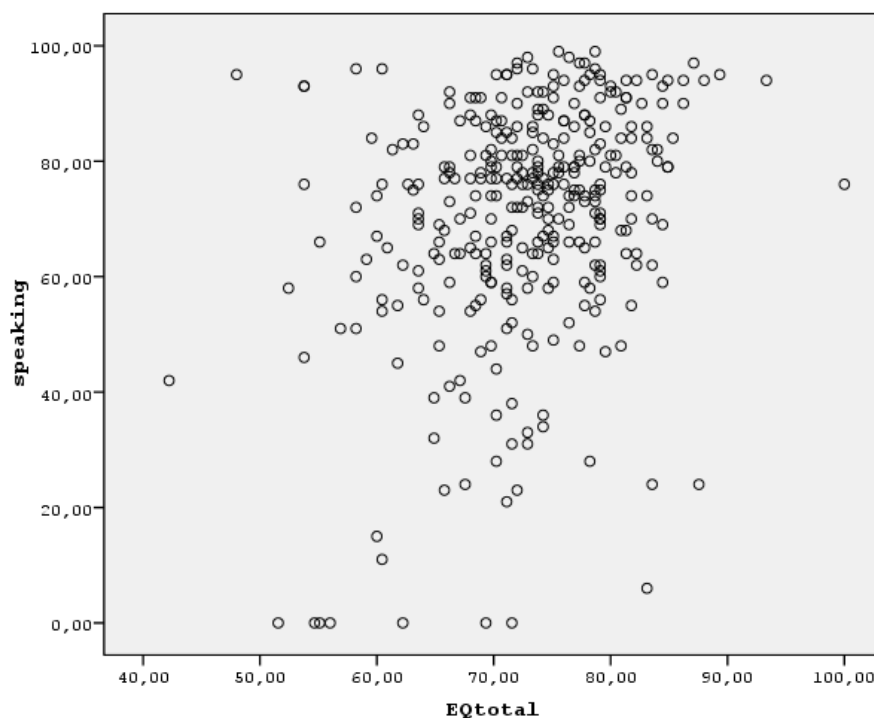
Figure 4.6. Scatter Plot of speaking and EQ total

The above figure visualizes that speaking and EQ total are interrelated. From the figure it is clearly understood that there is a positive relationship between learners' emotional intelligence and their language achievement in speaking.

As expected by the researcher, there is a strong correlation between speaking, stress management EQ and interpersonal EQ. There are a number of studies dealing with anxiety which Bar-On (2003) suggests that it stems from lack of stress tolerance EQ. Anxiety has been regarded as one of the biggest inhibitors of learning a language and particularly of speaking skill as it is related to interpersonal relations (Horwitz, Horwitz & Cope, 1986; Ellis, 1994). In order for interaction to occur encoding and retrieval processes are applied and anxiety interfere with these processes thus leading anxious learners to focus on both the task and their actions (MacIntyre, 1998). There are not any studies examining the relationship between emotional intelligence, its subscales and speaking. However, Mohammadi and Mousalou (2012) conducted a study on the relationship between speaking anxiety and Bar-On's interpersonal EQ (including empathy, social responsibility and interpersonal relationships) and stress management (including stress tolerance and impulse control). They based their study on the literature about the relationship between anxiety and language learning, and therefore chose two subscales from Bar-On's model. They concluded that there were

negative relationships between speech anxiety, EQ total, stress management EQ and stress tolerance subscale indicating that the more emotionally intelligent learners are, the less anxious they are.

As for interpersonal EQ, Lynn (2002) suggested social expertness which he defines as the ability to express emotions with ease and establish healthy relationships with other people. Apparently, to be expert in interpersonal skills will result in better speaking performance in learning a language as the nature of language is communication and interaction with other people. In this process, adaptability skills will contribute to a learner's performance with one's ability to solve problems that can inhibit the interactions.

Table 4.21. Summary of correlations between EQ variables, language skills and GPA

Total Sample (N=341)		EQ Total	Intra personal	Inter personal	Adaptability	Stress Management	General Mood
GPA	Pearson r	,426(**)	,323(**)	,301(**)	,351(**)	,309(**)	,241(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000
Grammar	Pearson r	,242(**)	,222(**)	,171(**)	,183(**)	,139(**)	,147(**)
	Sig. (2-tailed)	,000	,000	,000	,000	,002	,000
Reading	Pearson r	,298(**)	,240(**)	,124(*)	,101	,233(**)	,165(**)
	Sig. (2-tailed)	,000	,000	,022	,064	,000	,002
Listening	Pearson r	,351(**)	,124(*)	,113(*)	,284(**)	,199(**)	,090
	Sig. (2-tailed)	,000	,022	,036	,000	,000	,098
Writing	Pearson r	,346(**)	,229(**)	,092	,280(**)	,230(**)	,199(**)
	Sig. (2-tailed)	,000	,000	,091	,000	,000	,000
Speaking	Pearson r	,299(**)	,105	,259(**)	,290(**)	,298(**)	,160(**)
	Sig. (2-tailed)	,000	,052	,000	,000	,000	,003

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

* Correlation is significant at the 0.05 level (2-tailed)

Table 4.22. Summary of regression analyses between EQ variables, language skills and GPA

Total Sample (N=341)			Independent Variables					
			EQ Total	Intra personal	Inter personal	Adapt-ability	Stress Manage-ment	General Mood
Dependent Variables	GPA	R	,426	,323	,301	,351	,309	,241
		R²	,181	,104	,091	,123	,095	,058
		Adj. R²	,179	,102	,088	,120	,093	,055
		F	74,990	39,553	33,795	47,498	35,750	20,969
		Sig.	,000	,000	,000	,000	,000	,000
	Grammar	R	,242	,222	,171	,183	,139	,147
		R²	,059	,049	,029	,034	,019	,022
		Adj. R²	,056	,046	,026	,031	,016	,019
		F	21,178	17,534	10,159	11,792	6,689	7,462
		Sig.	,000	,000	,002	,001	,010	,007
	Reading	R	,298	,240	,124	,101	,233	,165
		R²	,089	,058	,015	,010	,054	,027
		Adj. R²	,086	,055	,013	,007	,052	,024
		F	33,001	20,765	5,305	3,462	19,525	9,451
		Sig.	,000	,000	,022	0,64	,000	0,02
	Listening	R	,351	,124	,113	,284	,199	,090
		R²	,123	,015	,013	,080	,040	,008
		Adj. R²	,121	,012	,010	,078	,037	,005
		F	47,635	5,266	4,410	29,645	13,954	2,745
		Sig.	,000	,022	,036	,000	,000	,098
	Writing	R	,346	,229	,092	,280	,230	,199
		R²	,120	,052	,008	,079	,053	,040
		Adj. R²	,117	,050	,006	,076	,050	,037
		F	46,060	18,726	2,881	28,881	18,938	13,941
		Sig.	,000	,000	,091	,000	,000	,000
	Speaking	R	,299	,105	,259	,290	,298	,160
		R²	,089	,011	,067	,084	,089	,026
		Adj. R²	,087	,008	,064	,082	,086	,023
		F	33,283	3,810	24,420	31,237	33,135	8,951
		Sig.	,000	,052	,000	,000	,000	,003

Similar to this study, in 2012 Jie and Rong-Ian conducted a study with Chinese college students to find the relationship between EFL students' emotional intelligence and learning strategies and their success in English listening, speaking, reading and writing skills. Their focus was on strategies; however, their study also gave valuable data to correlate emotional intelligence and English language skills. In

their study, all the skills had significantly positive correlations (listening, r= .19, p< .05; reading, r= .24, p< .01; writing, r= .25, p< .01) and speaking having the most significantly positive correlation with emotional intelligence (r= .38, p< .01). In this study, after GPA, listening is correlated with emotional intelligence most (r= .35, p< .01).

CHAPTER FIVE
CONCLUSION AND SUGGESTIONS

5.1. PRESENTATION

This chapter presents the summary of the current research. After that conclusions deduced from the results are given and followed by that some suggestions for further studies are presented.

5.2. SUMMARY OF THE STUDY

This study was conducted at preparatory school of a foundation university in Gaziantep in spring term, 2012. The total sample population consisted of 341 students (180 males and 161 females). The data were collected by using an adapted version of Bar-On EQ-i questionnaire consisting of 45 items with 5 scales (intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ and general mood EQ) and 15 subscales. The raw data obtained from the questionnaire and students' scores in grammar, reading, listening, writing, speaking and their overall scores in prep-school were analyzed by using SPSS 16 (Statistical Package for Social Sciences). The relationships between the EQ variables and foreign language achievement and skills were found using t-test and Pearson Moment Correlation. At the end of the analyses, positive relationships were found between the aforesaid variables. The highest correlation was found between EQ total and GPA by which it can be deduced that there is a significantly positive relationship between emotional intelligence and GPA in language learning (r= .426, p< .01). Other significant relationships are as follows: EQ total and grammar (r= .242, p< .01), EQ total and reading (r= .298, p< .01), EQ total and listening (r= .351, p< .01), EQ total and writing (r= .346, p< .01), and EQ total and speaking (r= .299, p< .01). It is found that the relationship between EQ total and reading, and EQ total and speaking possess almost the same values.

In order to figure out the impact of emotional intelligence on foreign language skills linear regression analysis was applied to the data. The results showed that emotional intelligence is a strong predictor of language achievement. The strongest ones appeared with EQ total and GPA and language skills. Successively, EQ total predicts language achievement GPA (r^2= .181, p< .01), and listening (r^2= .123, p< .01), writing (r^2= .120, p< .01), speaking (r^2= .089, p< .01), reading (r^2= .089, p< .01), and grammar (r^2= .059, p< .01) scores of language learners.

5.3. CONCLUSION

This research has been designed on seven hypotheses five of which are related to the relationship between emotional intelligence, overall language achievement and reading, listening, writing and speaking foreign language skills. According to the results, all these five hypotheses were supported with the findings. To the best knowledge of the researcher, there is not such a comprehensive study dealing with emotional intelligence and foreign language skills. There have been several attempts to seek for the relationship between emotional intelligence and language skills separately (Pellitteri et al., 2006; Petrides et al., 2006; Motallebzadeh, 2009; Rahimi, Sadighi & Fard, 2011; Apdolrezapour, 2012; Alavinia & Mollahossein, 2012; Badakhsan, 2012; Jie & Rong-Ian, 2012; Mohammadi & Mousalou, 2012; Motallebzadeh & Azizi, 2012). However, this study examined the relationship of total EQ, its subscales and students' achievement in language determined by their scores which are gathered throughout a whole year not based on one single assessment. The main purpose of this study has been to show the importance of emotional intelligence in one's success in life and draw conclusions for English language teaching.

Learning a language is not contingent upon only dealing with and mastering grammar rules and using them for the intended goal. The ultimate target of learning a language is to convey meaning in a more social environment. Moreover, according to Maynard (2012), the only function of language is not conveying meaning but also emotions. For him, even the linguistic items have emotional functions which he calls it as "linguistic emotivity". Humans deliver emotions in varied ways and one of them is the nature of language; that is, using linguistic signs for instance, grammar - using an exclamative sentence structure - to express emotions. Coherently with this, it is apparent that while acquiring a language, people also learn emotions based upon it.

Language and emotions cannot be separated and this bond leads to better performance in language. Bearing this in mind, the relationship between emotional intelligence and foreign language learning skills can easily be predicted as emotions are interwoven with language performance. For Krashen (1981) learning a language is challenging, causes stress and anxiety thus a pressure on students. The older a student is the more anxious he becomes as the affective filter is higher in adults (Krashen, 1982) while producing in the language. The social affective variables (Krashen, 1981) such as anxiety, self-esteem, emotional empathy or motivation (Dörnyei, 2001) are determinant factors in achieving the language competencies.

To further elaborate the relationship between anxiety and language achievement, one needs to consider language anxiety deeply. According to the research, many students consider language classes as the most threatening course that they have to deal with and they feel their minds are blocked and hopeless (Horwitz, Horwitz & Cope, 1991; Oxford, 1999; Argaman & Abu-Rabia, 2002). This is due to the fact that students suffer from low self-esteem; in other words, losing confidence and giving up; anxiety and the negative experiences in the process of foreign language learning. For MacIntyre (1998), at the beginning of language learning a student encounters many challenges about a new form of learning, comprehension, grammar or ongoing performance before the others. If that student feels anxious in these situations, feels afraid of making mistakes that causes losing face, the student experiences state anxiety. In the following circumstances, the state anxiety occurs repeatedly resulting in the student to relate anxiety with second language learning process. At the end, the student anticipates to be anxious in language learning contexts. This directly affects cognition and rarely advantageous. MacIntyre (1995,:92) stated that "cognitive performance is diminished because of divided attention, and therefore performance suffers, leading to negative self-evaluations and more self-deprecating cognition, which further impairs performance." MacIntyre (1995) describes anxiety as "facilitating" which occurs when the task is simple and results in increased effort to accomplish it, and "debilitating" which occurs when performance is diminished with the cognitive interference. Debilitating anxiety can cause depression in students and they tend to skip classes or drop out schools to avoid from the learning environment.

Taking all the features of anxiety into consideration, the role of emotional intelligence becomes salient. A student with a high emotional intelligence level will

be the one with high stress management skills and will find ways to facilitate anxiety-borne situations by being conscious about controlling impulses. Students with higher emotional intelligence will be more tolerant in stress causing environments because of their adaptability skills (Bar-On, 2000) and because of their ability to manage emotions (Salovey et al., 1999). In this study, strong correlations have been found between stress management EQ and adaptability EQ which indicate that students with high emotional intelligence are better in language performance. The highest correlations were found to be between stress management and speaking (r= .298, p< .01), and adaptability and speaking (r= .290, p< .01). The given literature supports the findings of the present study.

Another variable that requires more elaboration is motivation. Out of many models about motivation in language learning Gardner's (2001) model needs consideration which can be related to this study. He defines motivation in two facets: integrative and instrumental. The former is stated as an interest to learn a foreign language for the purpose of becoming closer to the L2 community. In other words, it not only deals with the learner's attitude to learn a language but also a willingness to interact with the target language or group (Dörnyei, 2005). For Gardner (2001), this type of motivation is visible in classroom context when a learner is willing to interact with the teacher, his peers, course book and activities that enhance language learning or any type of situation in which language is learned. This type of motivation and attitudes towards language learning environment contribute to desire to learn the language which is supported by many studies (Norris-Holt, 2001; Ellis, 1994; Crookes & Schmidt, 1991). The second type of motivation is instrumental which is defined by Gardner (2001) as the pragmatic reasons such as getting a good job, having a high salary or passing an exam. Gardner (2001) gave a special focus on integrative motivation and put forth that the learner with integrative motivation will make an effort to learn the language by doing his homework or participating in the activities in the classroom and more importantly enjoy language learning. Although integrative motivation is desired, whichever motivation students adopt in learning a language, a student with higher emotional intelligence will better regulate his emotions will be more willing to complete the tasks. Moreover, with a high general mood EQ, he will be optimistic and happy with what he is doing. In this study, significantly positive correlations with general mood EQ and language achievement were found which is parallel with the available literature.

Learning a foreign language seems to be like a very difficult task for most of the students in Turkey. Because of their background knowledge and their unpleasant experiences in the learning process from primary school to university, most of the students are unable to accomplish their goals. One of the main reasons of this can be error phobia which causes students not to perform in language as they feel that they are not excellent. Especially for speaking, error phobia turns out to be a social phobia. "A social phobia is an avoidance of performing some motor or physical act in the presence of people due to pathologic anxiety" (Scrignar, 2000:188). In contrast to a simple phobia people with social phobias avoid dealing with the tasks which they are to perform or display certain behaviors that are observable by others (Scrignar, 2000). Speaking is an activity in language learning which requires performance before the others and leads to stress and which needs to be controlled. Also, according to socio-cultural theory of language acquisition, in order to develop mechanism necessary for language output a learner has to interact with the people who are more able than the learner himself and he has to be in interaction with semiotic resources such as books, gestures, and classroom discourse (Çelik, 2007). This theory focuses on the importance of speaking and interaction with others. Taking all these into account, emotional intelligence scales particularly interpersonal, intrapersonal and stress management EQ can contribute to the context of language learning. The more emotionally intelligent person may find it easy to get rid of those problems inhibiting language performance. The present study found a significantly positive relationship between speaking performance and emotional intelligence which is in line with the literature.

As for reading and listening, this study also yields fruitful findings. Comprehensible input as formulated by Krashen (1982) is put primary importance in learning a language. The richest source for comprehensible input is reading followed by listening. They both help learners to gain insight about the language and acquire language chunks, grammar and so on. The correct amount of comprehensible input is essential for the learners to be exposed to so that they can produce written and oral form. That is to say, success in reading and listening will lead to success in speaking and writing. Significantly positive relationships between listening, reading and emotional intelligence were found in this study. The highest correlation was between reading and intrapersonal EQ which implied that a student who is aware of his emotions and express his feelings nondestructively and is emotionally independent

will be better in reading. As for the listening skill, the relationship with adaptability is very strong indicating that a student with good problem solving skills and flexible to the change will be better in listening.

In conclusion, this study reports that emotional intelligence is highly correlated with academic success in language learning. In Turkey, most learners are not aware of their emotional being which is a missing part in learning a language. As it is stated before, language is a way of communication and communication cannot be handled without the involvement of emotions. If our target, in Turkey is to make our students learn English language effectively, then it is recommended to take emotional intelligence into account.

5.4. SUGGESTIONS

Based on the results of the research some suggestions have been given as also connected with the conclusion of the study. First of all, as for the affective variables, higher emotional intelligence can be a cure in encouraging positive ones while preventing learners from the negative ones helping comprehensible input to turn into intake. In nurturing emotional intelligence of students to lead students to success in language, teachers have a challenging role to help students overcome anxiety and enhance emotional intelligence skills specifically stress management EQ and adaptability EQ.

Also, the implications of the findings may encourage teachers to focus more on input-generator skills, that is, reading and listening, and bring variety to the classroom in order to activate emotional intelligence of the students; thus, foster production in writing and speaking.

Moreover, the findings of the present study can be evaluated in educational dimension. Having the notion of increasing emotional intelligence by training and schooling (Elias et al., 1997), and having the idea that it is not impossible to extend emotional intelligence of those who are low in emotional being and help them improve their abilities to better recognize their feelings, to better express, and to better regulate them (Mayer & Geher, 1996) can direct language policy makers to design and insert training programs to increase the emotional intelligence level of the learners. It is better for curricula to give a chance to learners to be educated about the value of emotional intelligence while paying attention to the fact that "social and emotional education must take place within warm, positive and supportive

environment for it to be effective and sustainable" (Humphrey et al., 2007:248). Several attempts to increase the level of emotional intelligence are present in the literature with rewarding results (Elias et al., 2003; Weare & Gray, 2003; Kelly, et al., 2004; Zins et al., 2004).

In their article *Forging New Forms in New Orleans* Goleman, Barlow and Bennett (2010) discuss the importance of the development of social and emotional knowledge, attitudes, and skills. They state that two states Illinois and New York have already passed legislation requiring schools to integrate emotional intelligence in their teaching and learning in order to help the development of emotional intelligence. This is due to the rapid growth in the area of emotional intelligence research. In relation to their study, Karahan and Yalçın (2009) conducted a research on the effects of emotional intelligence skills training program and their study showed that if the university students are trained to improve their emotional intelligence skills, the program can contribute to their current level of skills and increase their emotional intelligence skills. The students' scores on emotional intelligence have turned out to be higher after the training. Their study can shed light on the way of emotional intelligence training programs. Based on the findings of this study and related literature, it is recommended that specific programs -either integrated or as a supplementary- can be designed to train students and improve their emotional intelligence which will contribute to their language achievement and diminish unwillingness towards learning a language.

All the teachers are aware of the fact that students enter each morning with their worries hopes, struggles, and triumphs. If the teachers fail to recognize and give them space to express their inner voice it can be risky for emotional growth of the students. Teachers are expected to help students to blossom their emotional capacities which will lead to academic greatness (Kessler, 2006). In addition, English language teachers should be aware of emotional intelligence and try to enhance their own emotional skills so that they can support their learners emotionally. Furthermore, "in the foreign language teaching, teachers should resort to ways such as compliment, encouragement to motivate learners' inner emotional needs to language learning, lower their emotional anxiety, and improve their learning efficiency and their language learning quality" (Ju-Qing, 2010:31). Liff (2003:29) also stated that "by including interactions, responses, and lesson-design and

management strategies that are sensitive to and inclusive of objectives in the social and emotional domains teachers can make a significant and meaningful difference."

If the teachers engage students to use their emotional intelligences, the emotional system in their brains will help them understand whether something is important and whether they ought to put energy or effort into it. Controlling the emotions will contribute to their success (Connell, 2009). In this respect, it is also of importance for the teachers to take emotional intelligence training program which will support them in decision making, healthy relationships and team building in the classroom (Kremenitzer, Mojsa & Brackett, 2008).

Last remarks are about material developers who can immerse emotional intelligence and its components to the materials and lead learners to be emotionally intelligent. The research suggested that emotional intelligence can be a determinant factor in students' success and failure. If this is the case, material designers should also pay more attention to nurture emotional intelligence with techniques and activities. For example, reading literature can contribute to intrapersonal and interpersonal skills by making the learner both understand his own emotions deeply and also establish empathic skills by understanding characters' feelings in the book. Similarly, group discussions can nurture interpersonal skills by contributing interpersonal relations and diminish anxiety in a stress-free environment where the learner expresses himself freely as a result reaching emotional self-awareness. Listening to music as in Suggestopedia can lead to better general mood and a positive look to the materials. Moreover, reading about psychological texts in which a problem is to be solved can enhance problem solving skills.

5.5. SUGGESTIONS FOR FURTHER STUDIES

First of all, this study examined the relationship between emotional intelligence, its subscales and foreign language skills- reading, listening, writing and speaking. The same research can be conducted in another setting with the same format as cultural bonds can affect the nature of emotional intelligence. The present work reported the relationship only with 5 scales of emotional intelligence (intrapersonal, interpersonal, stress management, adaptability and general mood). In another attempt, a researcher can also seek for the relationship with 15 subscales of emotional intelligence and foreign language skills.

Second, the current study was held with 341 participants that hinders generalizations. It would be a good idea to conduct a research with a bigger sample and maybe with different universities. In this particular work, demographic factors were not analyzed deeply. A more detailed study is needed which seeks for the relationship between emotional intelligence and age, school, gender, etc.

Third, this research was held in a prep-school where students' language backgrounds varied vastly. A future research can be done with freshmen or sophomores in English language teaching departments in which English is the medium of instruction and students' initial knowledge of the language is similar. Moreover, the scores of the students can be compared with more valid and reliable tests such as TOEFL and IELTS. As for the freshmen students, emotional intelligence can be analyzed at the beginning of the university to predict who will perform better and who will not for the rest of the university.

Later, an experimental study can be conducted after an emotional intelligence training program in order to distinguish the impact of emotional intelligence on learning a language. It is recommended that more attention should be given to emotional intelligence training in Turkey. In addition, in order to nurture emotional intelligence of students, teachers should be more aware of the concept and know to integrate it to their daily practices. For this reason, in another study, a training program for teachers can be elaborated and teachers' practices in the classroom that initiates and fosters emotional intelligence can be reported using qualitative methods such as interviews and classroom observations.

Lastly, the impact of EQ and IQ on language achievement can be compared in different contexts of language learning.

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APPENDICES

Appendix A.1. Adapted Version of Bar-On EQ-i in Turkish

Değerli öğrenci arkadaşlarım,

Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda hazırlanmakta olan "Duygusal zekâ ile okuma, yazma, dinleme ve konuşma becerilerinin arasındaki ilişkinin incelenmesi" konulu bilimsel çalışmanın bir bölümüdür. Bu anketten elde edilecek sonuçlar yukarıda sözü edilen amaç dışında kullanılmayacaktır.

Aşağıda belirtilen önermelerden (cümlelerden) size uygun olan seçeneği lütfen işaretleyiniz. Katkılarınız için şimdiden teşekkür ederim.

Mahmut Tosun
Gaziantep Üniversitesi
İngiliz Dili ve Eğitimi Anabilim Dalı
Yüksek Lisans Öğrencisi

1. **BÖLÜM**
   Lütfen size uygun olan seçeneği işaretleyiniz ya da ilgili boşlukları doldurunuz.

   a) **Cinsiyet**: Bay ( )   Bayan ( )

   b) **Yaş:**   17-19 ( )   20-21 ( )   22-23 ( )   24 ve üstü ( )

   c) **Mezun olduğunuz okul türü:**
   Fen Lisesi   ( )
   Anadolu Lisesi   ( )
   Genel Lise   ( )
   Meslek Lisesi   ( )
   Diğer   (…………………………………………..)

2. **BÖLÜM**
   Lütfen size uygun olan seçeneği işaretleyiniz.

   1- Hiç
   2- Nadiren
   3- Bazen
   4- Genellikle
   5- Her Zaman

   Örneğin;

		1	2	3	4	5
3	Ders çalışırken ne yapacağımın bana söylenmesini tercih ederim.		X			

		1	2	3	4	5
1	Kişiliğimden memnunum.					
2	Benimle birlikte olmak eğlencelidir.					
3	Ders çalışırken ne yapacağımın bana söylenmesini tercih ederim.					
4	Kendimi kötü hissettiğim zaman beni neyin üzdüğünü bilirim.					
5	Hoşuma giden konuları sonuna kadar öğrenmeye çalışırım.					
6	Duygularımı tanırım.					
7	Başkalarının bana ihtiyaç duymalarından çok ben başkalarına ihtiyaç duyarım.					
8	Mecbur kalırsam kuralları çiğnerim.					
9	Aynı anda başka bir yerde bulunmak zorunda olsam da ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.					
10	Son birkaç yılda çok az başarı elde ettim.					
11	Başkalarının bana güvenmesi zordur.					
12	Fiziksel görüntümden memnunum.					
13	Eski alışkanlıklarımı değiştirebilirim.					
14	İstediğim zaman "hayır" demek benim için zordur.					
15	Her şeyi olduğu gibi hayaller kurmadan görmeye çalışırım.					
16	Sevgimi belli edemem.					
17	Başkalarına kızarsam duygularımı söylerim.					
18	Abartmayı severim.					
19	Çoğu durumda kendimden eminimdir.					
20	Zorluklarla baş etmek için adım adım ilerlerim.					
21	Çevremde olup bitenlerin farkında değilim.					
22	Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.					
23	Yeni şartlara uyum sağlamak benim için kolaydır.					
24	Bazı konularda fikrimi değiştirmem zordur.					
25	Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle zorlanırım.					
26	Diğer insanların duygularını incitmemeğe özen gösteririm.					

		1	2	3	4	5
27	Zor şartlarda serinkanlılığımı nasıl koruyacağımı bilirim.					
28	İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır.					
29	İnsanlar benim sosyal olduğumu düşünürler.					
30	Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.					
31	Başkalarına neler olduğunu önemserim.					
32	Yeni bir işe başlamadan önce genellikle başarısız olacağım hissine kapılırım.					
33	Arkadaşlarım bana özel konularını anlatabilirler.					
34	Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.					
35	Öfkemi kontrol etmem zordur.					
36	Çok sinirlenmeden stresle baş edebilirim.					
37	Konuşmaya başlayınca zor susarım.					
38	Sabırsız bir insanım.					
39	Kendimi çok sık kötü hissederim.					
40	Düşünmeden hareket ettiğim zaman sorunlarla karşılaşırım.					
41	Hafta sonlarını ve tatilleri severim.					
42	Endişemi kontrol etmemin zor olduğunu biliyorum.					
43	Üzücü olaylarla yüzleşmem zordur.					
44	Genellikle en iyisini ümit ederim.					
45	Hayatımdan memnunum.					

Appendix A.2. Adapted Version of Bar-On EQ-i in English

Dear Students,

      This questionnaire is a part of scientific study which is entitled "An Analysis of the Relationship between Emotional Intelligence and Foreign Language Skills", which is being conducted at Gaziantep University, Institute of Social Sciences. The data collected from this questionnaire will only be used for the aim above.

Please choose the best option from the statements (sentences) below.
Thank you very much for your participation in advance.

<div align="right">

Mahmut Tosun
Gaziantep University
English Language and Teaching
Graduate Student

</div>

PART 1
Please choose the best option for you.

a) **Gender**: Male ( )   Female ( )

b) **Age:**   17-19 ( )   20-21 ( )   22-23 ( )   24 and above ( )

c) **Type of school you graduated from:**
Science   ( )
Anatolian   ( )
High School   ( )
Vocational School ( )
Other   (……………………………………………..)

PART 2
Please choose the best option for you.

1- Never
2- Rarely
3- Sometimes
4- Generally
5- Always

For example;

		1	2	3	4	5
3	I prefer to work at a place where I am often reminded of my responsibilities.		X			

		1	2	3	4	5
1	I am fond of the type of personality I have.					
2	It is fun to be with me.					
3	I prefer to work at a place where I am often reminded of my responsibilities.					
4	When I feel blue/sad, I know what causes these feelings.					
5	I try to learn the things I like as well as I can.					
6	I know what I feel.					
7	I need people more than people need me.					
8	If I had to I would break the law.					
9	Even If I had to be somewhere else I would help a crying child to find his parents.					
10	I have achieved just a few things in last couple of years.					
11	It is hard to trust me for other people.					
12	I am happy with my physical appearance.					
13	I can quit my old habits.					
14	I find it hard to say "no" when I don't want to do anything.					
15	Without fantasies and dreaming I try to see everything as it is.					
16	I cannot express my love.					
17	I can tell other people when I get angry with them.					
18	I love exaggerating.					
19	Most of the time I am sure of myself.					
20	My strategy to deal with difficulties is going step by step.					
21	I am not aware of the things around me.					
22	Although people do not directly express their feelings, I can understand them very well.					
23	It is easy for me to adapt the new conditions.					
24	It is difficult for me to change my opinion about some things.					
25	I am generally stuck when I try to find different solutions to problems.					
26	I take care of not hurting other people's feelings.					

		1	2	3	4	5
27	I know how to keep calm under difficult circumstances.					
28	Even though the things get complicated, I have motivation to keep on.					
29	People think that I am a social person.					
30	Although there are some problems time to time, I usually believe that everything is going to be fine.					
31	I care what happens to other people.					
32	I usually feel that I will fail before I start doing new things.					
33	My friends can tell me their special things.					
34	When I encounter an unpleasant situation, I would like to collect information as much as I can.					
35	It is hard to control my range.					
36	I can cope with stress without getting annoyed.					
37	I don't stop easily when I start to speak.					
38	I am an impatient person.					
39	I feel bad too often.					
40	My acts without thinking cause problems.					
41	I love weekends and holidays.					
42	I know that it is difficult to control my anxiety.					
43	It is hard for me to encounter unpleasant events.					
44	I usually hope for the best.					
45	I am happy with my life.					

Appendix B. Permissions

ZİRVE
ÜNİVERSİTESİ
GAZIANTEP

Sayı : B.30.2.ZRV.0.00.00/488   **21**/05/2012
Konu: Mahmut Tosun'un
       Araştırma izni

GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Sosyal Bilimler Enstitüsü Müdürlüğüne)

İlgi : 06/04/2012 tarih ve B.02.GZP 0.41.00.00/105.01.03-13 96 sayılı yazınız.

İlgi yazı gereği, Enstitünüz İngiliz Dili ve Eğitimi Ana Bilim Dalı Yüksek Lisans Programı öğrencisi Mahmut Tosun'un "An Analysis of the Relationship Between Emotional Intelligence and reading, writing, listening and speaking skills" isimli tez çalışmasını Üniversitemiz Etik Kurulu tarafından değerlendirilmiş olup, etik kurallar dikkate alınmak şartı ile, Üniversitemiz İngilizce Hazırlık Bölümü öğrencilerine yapması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Adnan KISA
Rektör

EK:
Etik Kurul oluru

Kızılhisar Kampüsü 27260   Gaziantep/Türkiye
Tel: 0 342 211 66 66 Faks: 0 342 211 66 77
www.zirve.edu.tr / info@zirve.edu.tr

ZİRVE ÜNİVERSİTESİ SOSYAL BİLİMLERDE İNSAN ARAŞTIRMALARI ETİK KURULU BAŞVURU FORMU

Zirve Üniversitesi (Zirve) bünyesinde yapılan ve/ya Zirve Üniversitesi (Zirve) çalışanları/öğrencileri araştırmacı olduğu/yürütücü olduğu ve insan katılımcılardan bilgi toplamayı gerektiren tüm çalışmalar, Zirve Üniversitesi Etik Kurulu incelemesine tabidir. Bu başvuru formu doldurulduktan sonra diğer gerekli belgelerle birlikte Zirve Üniversitesi Etik Kuruluna başvuru yapılmalıdır. Çalışmalar, Etik Kurulun onayının alınmasından sonra aktif olarak başlatılmalıdır.

1. Araştırmanın başlığı "An Analysis of the Relationship between Emotional Intelligence and Reading, Writing, Listening and Speaking Skills"

2. Araştırmanın niteliği (Uygun olan kutuyu işaretleyiniz)   Öğretim Üyesi Araştırması   Doktora Tezi

   ☒ Yüksek Lisans Tezi   Diğer (belirtiniz) _____

3. Araştırmacının/Araştırmacıların:

   Adı-Soyadı: Mahmut Tosun   **Kurumu:** Gaziantep Üniversitesi

   Projedeki Görevi: Yüksek Lisans Öğrencisi   **E-posta adresi:** matomut@gmail.com

4. (Varsa) Danışmanın: Adı-Soyadı Yrd. Doc Dr. Filiz Yalçın Tılfarlıoğlu Telefonu 05352576736

5. Proje Dönemi: Başlangıç: 16.05.2012   Bitiş : 30.05.2012

6. Projenin desteklenip desteklenmediği: ☒ Desteksiz   ☐ Destekli

   Desteklenen bir proje ise, destekleyen/destekleyecek kurum: ☐ Üniversite   ☐ TUBİTAK

   ☐ Uluslararası (belirtiniz) _____   ☐ Diğer (belirtiniz) _____

7. Başvurunun statüsü: ☒ Yeni başvuru   ☐ Revize edilmiş başvuru   ☐ Bir önceki projenin devamı

   Bir önceki projenin devamı ise, yürütülen çalışma önceden onaylanan çalışmadan herhangi bir farklılık gösteriyor mu?   ☐ Evet   ☐ Hayır

   Evet ise açıklayınız:_____

8. Çalışma katılımcılara, herhangi bir şekilde yanlı/yanlış bilgi vermeyi, çalışmanın amacını tamamen gizli tutmayı gerektiriyor mu?   ☐ Evet   ☒ Hayır

   Evet ise açıklayınız:_____

9. Çalışma katılımcıların fiziksel veya ruhsal sağlıklarını tehdit edici sorular/maddeler, prosedürler ya da manipülasyonlar/uygulamalar içeriyor mu? ☐ Evet   ☒ Hayır

   Evet ise açıklayınız:_____

10. Katılımcı sayısı: 350

11. Kontrol grup kullanılacak mı?: ☐ Evet   ☒ Hayır

12. Aşağıda sunulan listeden, çalışmanın katılımcılarını en iyi tanımlayan seçenekleri işaretleyiniz.

☒ Üniversite Öğrencileri

☐ Çalışan Yetişkinler/Öğretmenler

☐ Hâlihazırda İş Sahibi Olmayan Yetişkinler

☐ Okul Öncesi Çocuklar

☐ İlköğretim Öğrencileri

☐ Lise Öğrencileri

☐ Çocuk İşçiler

☐ Yaşlılar

☐ Zihinsel Engelli Bireyler

☐ Fiziksel Engelli Bireyler

☐ Tutuklular

☐ Diğer (belirtiniz) _____

13. Aşağıda yer alan uygulamalardan, çalışma kapsamında yer alacak olanları işaretleyiniz.

☒ Anket

☐ Mülakat

☐ Gözlem

☐ Bilgisayar ortamında test uygulamak

☐ Video/film kaydı

☐ Ses kaydı

☐ Alkol, uyuşturucu ya da diğer herhangi bir kimyasal maddenin katılımcılara kullandırılması

☐ Yüksek düzeyde uyarıma (ışık, ses gibi) maruz bırakma

☐ Radyoaktif materyale maruz bırakma

☐ Diğer (belirtiniz):_____

Bu bölüm; ilgili bölümleri temsil eden Zirve Üniversite Etik Kurul üyesi/üyeleri tarafından doldurulacaktır.

Proje No :

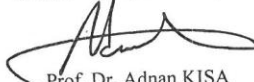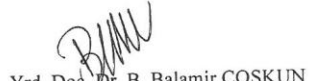Değerlendirme Tarihi: 20.05.2012

Adı-Soyadı : Prof.Dr. Adnan Kısa

İmza :

Karar : Etik Kurul açısından sakınca bulunmamakta

Etik Kurul Başkanı ve Üyeleri

Doç. Dr. Recep GÜLŞEN
Üye

Prof. Dr. Adnan KISA
Başkan

Doç. Dr. Mahmut BİLGEHAN
Üye

Yrd. Doç. Dr. B. Balamir COŞKUN
Üye

Yrd. Doç. Dr. Rıza ÜLKER
Üye

2

CURRICULUM VITAE

Mahmut Tosun was born in Denizli in 1987. He graduated from English Language Teaching Department at University of Mugla in 2009. During his university life, he participated in Erasmus program and went to Germany to Johannes Gutenberg University. He started working as an instructor in Zive University in 2009. He went to the United States for an Advanced Teacher Training Program in University of North Texas. He has been working as an instructor at University of Gaziantep since 2011. He speaks English fluently and has basic German and Russian skills.

ÖZGEÇMİŞ

Mahmut Tosun 1987'de Denizli'de doğdu. 2009'da Muğla Üniversitesi İngilizce Öğretmenliği bölümünden mezun oldu. Üniversitedeyken Erasmus programıyla Almanya'ya Johannes Gutenberg Üniversitesi'ne gitti. 2009'da Zirve Üniversitesi'nde okutman olarak çalışmaya başladı. Kuzey Texas Üniversitesi'nde İleri Düzeyde Öğretmen Eğitimi için Birleşik Devletlere gitti. 2011'den beri Gaziantep Üniversitesi'nde okutman olarak çalışmaktadır. İyi derecede İngilizce konuşur, temel düzeyde Almanca ve Rusça bilgisine sahiptir.