

**REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
FOREIGN LANGUAGE ANXIETY OF TURKISH EFL LEARNERS**

**THESIS BY
Fatoş GÖK**

**Supervisor : Dr. Seden TUYAN
Member of Jury : Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Jury : Dr. Figen YILMAZ (Çukurova University)**

MASTER THESIS

MERSİN / JANUARY-2020

APPROVAL**REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

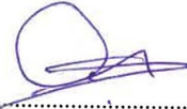
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.....
Univ. Inside - Supervisor - Head of Examining Committee: Dr. Seden TUYAN



.....
Univ. Inside - Member of Examining Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



.....
Univ. Outside - Member of Examining Committee: Dr. Figen YILMAZ
(Çukurova University)

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DEDICATION

To My Dearest Grandfather, M. Ali ŞAHİN

ETHICS DECLARATION

Student's
Name& Surname: Fatoş GÖK
Number : 20178044
Department : English Language Education
Program : Master Thesis
Thesis Title : The Relationship Between Emotional Intelligence and Foreign
Language Anxiety of Turkish EFL Learners

I hereby declare that;

I prepared this master thesis in accordance with Çag University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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09/01/2020

Fatoş GÖK

ACKNOWLEDGEMENTS

I would like to thank and express my earnest appreciation to my thesis supervisor Dr. Seden TUYAN for her ongoing reinforcement and tolerance. Without her guidance it would not be possible for me to complete this study.

I am also grateful to Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for her valuable and heartfelt guidance, understanding and support through my MA journey. It is impossible for me to start this MA program without her assistance. I will be thankful for her encouragement all through my life.

Sincere thanks from the bottom of my heart go to Dr. Figen YILMAZ, for her detailed comments and constructive suggestions. Without the positive atmosphere she created, it would be harder for me to overcome my disturbing feelings during my thesis defense.

Finally, my major thankfulness goes to my family; my father Duran GÖK, and my mother Rabiye GÖK for their endless love, patience, support, and belief in me. I am lucky and blessed to their presence in my life.

ABSTRACT**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
FOREIGN LANGUAGE ANXIETY OF TURKISH EFL LEARNERS****Fatoş GÖK****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****January 2020, 89 pages**

This study aimed to investigate the relationship between emotional intelligence and foreign language anxiety of Turkish EFL learners and whether these concepts have a connection with the EFL learners' academic success. The data was gathered from 139 EFL learners at Çağ University Preparatory School via two questionnaires which measure the learners' emotional intelligence and foreign language anxiety levels. In line with the research questions, descriptive and inferential statistics were computed to analyze the collected data. The results showed that EFL learners had a moderate level of foreign language anxiety and emotional intelligence. On the other hand, the findings presented that EFL learners' emotional intelligence did not connect with their academic success. However, the results indicated that EFL learners' foreign language anxiety has an association with their academic achievement. The results of the study revealed that there were significant connections between emotional intelligence and foreign language anxiety of the learners. Furthermore, the results presented that the skill and sub-skills of emotional intelligence played an important role on the EFL learner's foreign language anxiety level.

Key Words: Emotional intelligence, foreign language anxiety, academic success.

ÖZET**YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ ALAN TÜRK
ÖĞRENCİLERİN DUYGUSAL ZEKA VE YABANCI DİL KAYGILARI
ARASINDAKİ İLİŞKİ****Fatoş GÖK****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Danışman: Dr. Seden TUYAN****Ocak 2020, 89 sayfa**

Bu çalışma yabancı dil olarak İngilizce öğrenimi alan Türk öğrencilerin duygusal zekâ ve yabancı dil kaygıları arasındaki ilişkiyi ve bu kavramların öğrencilerin akademik başarılarıyla bir bağlantısı olup olmadığını incelemek amacıyla yürütülmüştür. Çalışma verileri Çağ Üniversitesi İngilizce hazırlık bölümündeki 139 öğrenciden, öğrencilerin duygusal zekâ seviyeleri ile yabancı dil kaygılarını ölçen iki anket aracılığıyla toplanmıştır. Veriler araştırma soruları doğrultusunda betimsel ve çıkarımsal istatistik analiz yöntemleri ile analiz edilmiştir. Sonuçlar yabancı dil olarak İngilizce öğrenimi alan öğrencilerin orta düzeyde yabancı dil kaygısı ve duygusal zekâ seviyelerine sahip olduğunu göstermiştir. Diğer taraftan araştırma sonuçları, yabancı dil olarak İngilizce öğrenimi alan öğrencilerin duygusal zekâ ile akademik başarıları arasında bir ilişki olmadığını göstermiştir. Fakat yabancı dil olarak İngilizce öğrenimi alan öğrencilerin yabancı dil kaygıları ile onların akademik başarıları arasında bağlantı olduğu tespit edilmiştir. Araştırmanın bulguları öğrencilerin duygusal zekâ ve yabancı dil kaygıları arasında anlamlı ilişkiler olduğunu ortaya koymuştur. Ayrıca, sonuçlar duygusal zekanın alt boyutlarının da yabancı dil olarak İngilizce öğrenimi alan öğrencilerin yabancı dil kaygılarında önemli bir rol oynadığını göstermiştir.

Anahtar Kelimeler: Duygusal zekâ, yabancı dil kaygısı, akademik başarı

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ABBREVIATIONS

EFL	: English as a Foreign Language
EI/EQ	: Emotional Intelligence
FLA	: Foreign Language Anxiety
IQ	: Intelligence Quotient
MIT	: Multiple Intelligence Theory
FLCAS	: Foreign Language Classroom Anxiety Scale
EQ-I	: Emotional Quotient Inventory
ELT	: English Language Teaching



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CHAPTER I

1. INTRODUCTION

This study investigates the relationship between emotional intelligence and foreign language anxiety of Turkish EFL learners and to which extent those two constructs connect with the EFL learners' academic success. This chapter has four parts; the background of the study provides some details about background of the research, the statement of the problem clarifies the main problem to make this study, aim of the study provides the reasons to carry out this study and presents the research questions, finally the significance of the research, informs about the importance of the study.

1.1. Background of the Study

At the very beginning, researchers analyzed foreign language learning by investigating how the information about that target language can be installed in language learner's mind and many years, scholars believed that foreign language learning is acquired only through processing the information by using our intellectual capacity. Later, it was understood that the social needs of language learners were disregarded. Researchers concentrated on the communication and interaction needs of the individual. However, there were still some missing parts to understand such a challenging structure because even interaction or communication were still not enough to understand the whole second language learning process. The fact that every learner has a different personality, feeling, thought and belief in language classrooms was ignored (Lightbown & Spada, 2013).

After countless studies, the focusing of scholars turned finally into the uniqueness of the individual. With the changing perspectives, it is understood that each language learner does not learn in the same way and at the same rate. Even in the same classroom, with the same teachers using the same methods and techniques to all learners, some of the learners may be more successful and enthusiastic than the others. Thus, it is inadequate to understand the foreign language learning process by just focusing on the method the teacher used or the cognitive capacity of the learners. It is clear that every human being has a particularly different way to acquire knowledge and in order to evaluate the language learning process better, it is crucial to give attention to the affective factors in language learning.

According to the traditional view of intelligence, the individual with higher IQ scores is capable of learning everything. This way of understanding and measuring intelligence came up with German psychologist Stern in 1912 and being intelligent was based on the belief of having higher IQ scores. Many years, researchers thought acquiring knowledge effectively was dependent on if the individual has higher IQ scores or not. Moreover, the individuals with higher IQ scores were named as intelligent and the individuals with lower scores were named as unintelligent. Intelligence was seen as an unchangeable, fixed, inborn concept that cannot develop or improve throughout a lifetime. (Colman, 1990).

However, within the changing paradigms, it became obvious that there is no one ideal type of learning, there is no ideal type of learner and there is no ideal type of intelligence. According to Dörnyei (2005):

How much easier it would be to formulate valid conclusions and generalizations about the human species if everybody was alike! Research results would then apply to everyone and, based on these findings, we would be able to design effective therapy or intervention that would suit all. (p.1)

The one type of intelligence concept was first rejected by Gardner (2011). He claimed that intelligence is not a restricted term, it is multiple and every individual might have different intelligences that cannot be measured or identified by using one IQ test. Thus, with the theory of multiple intelligences, eyes turned on other components that may affect the learning process, such as affective variables, and emotions are one of them. Emotions have affected every aspect of our lives; they have a positive effect like supporting us when we decide to proceed but they also have a negative effect like preventing or slowing our actions. they can make a person unwilling, less focused, demotivated and anxious. According to MacIntyre & Gregersen (2012), positive feelings improve the individual's performance whereas negative emotions limit the abilities of the individual in the foreign language learning environment. Goleman (1995) claimed if someone cannot concentrate on the task that needs to be handled if he is doubtful rather than comfortable if he is full of negative emotions rather than positive and if he is both anxious and worried all the time, he does not have the chance to get the potential opportunities which are already existed in his life. Brown (1973) added, to understand the foreign language learning process, one needs to focus on affective

variables because he believed that mental processing may not result with learning if there is an affective obstacle. Hence, it is not surprising that scholars bring forward an idea that creates another way to understand the individual.

“Emotional intelligence” term was conceptualized by Salovey & Mayer (1990) and they defined the concept as “... a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions” (p. 189). According to Bar-On & Maree & Elias (2007), emotionally intelligent people are “able to understand and express themselves, to understand and relate well to others, and to successfully cope with the demands of daily life” (p. 2). Within this perspective, it is possible to interpret that foreign language learners who are unable to control and understand their feelings such as stress, maybe the ones who cannot concentrate on the topic effectively in comparison to the people who are calm and comfortable in the language class. The anxious individuals may not use their potential as the way they wanted to and this may result in failure. For this reason, it can be thought that every positive and negative feeling the learners have in language classrooms, has the power to influence their learning process. Those feelings may slow their learning period or, it may also result in easy, meaningful learning.

According to Dörnyei (2005), foreign language learning is not a restrained or definite concept. Learning a foreign language is influenced by many factors such as anxiety. Being anxious means “... frequently worry about the threat to a current goal and try to develop effective strategies to reduce anxiety to achieve the goal ” (Eysenck & Derakshan & Santos & Calvo, 2007, p. 336). According to Krashen (1981), there is a strong connection between anxiety and foreign language acquisition in all contexts. Hence, there is no doubt that “Foreign language Anxiety” is one of the most investigated factors of language learning. Arnold (1999) believed that anxiety affects foreign language learners because it is connected with disturbing emotions like fear and worry. Therefore, the learners who are highly anxious in the language classrooms, may not focus easily. In line with it, Horwitz, Horwitz. & Cope (1986) stated that foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

Both Horwitz and many other scholars aimed to identify foreign language learning and tried to comprehend what makes some language learners more successful

than the others. With the contributions of outstanding concepts in the world, this study investigates the association among two constructs, foreign language anxiety, and emotional intelligence. The desire of this investigation is, maybe the findings can be helpful to generate comfortable foreign language learning environments where effective language learning takes place.

1.2. Statement of the Problem

It is not unexpected for the foreign language learner to make mistakes and even forget what is already known in the moment of feeling anxiety. There is no doubt that anxiety influences the performance of the language learner; it may be associated with poor learning outcomes or it may result with the learners' avoidance on communicating or producing the language. Lightbown and Spada (2013) stated that "a learner who is tense, anxious, or bored may filter out input, making it unavailable for acquisition" (p.106). Considering that emotional intelligence concept gives importance on managing and controlling the disturbing feelings of the individual, this study explored if emotional intelligence concept can guide new ways to handle with disturbing feelings that may arouse in the language classrooms. Depended on the possible positive outcomes of using emotional intelligence skills in the foreign language classes, this research tries to understand the association between emotional intelligence and foreign language anxiety and their engagement on the EFL learner's academic success.

1.3. Significance of the Study

According to Brown (2006) " Human beings are emotional creatures. At the heart of all thought and meaning and action, is emotion " (p. 68). Hence, understanding the way individuals feel and react in language classrooms, is significant because if those specific affective factors are ignored, that means, it is not possible to identify their relationship with the language learner. As MacIntyre (1995) suggests, feeling anxious in foreign language classrooms can make language learners to lose their concentration in the learning environment, and to feel suspicious about their abilities. He also adds that anxiety has the power to decrease the foreign language learner's performance and it can even make the language learner to avoid language learning situations.

According to Richards and Rodgers (1999), foreign language learning can be achieved with " input must be comprehensible, slightly above the learner's present level

of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts " (p. 18).

Bar-On et al. (2007) suggested that being successful in both education and life is dependent on if the individual can manage their emotions to make good decisions and healthy assessments in life. According to Elias et al. (1997), education needs to have emotional aspects. Elias et al. defined "Social-Emotional Learning" (SEL) as the learning process in which, gaining information is associated with understanding and ruling emotions, feeling empathy with others, acting sensibly, building healthy connections with people and preventing disturbing attitudes. It is hoped that within the light of existing concepts, the results of this research can provide information about the relationship between foreign language anxiety and emotional intelligence of the EFL learners.

Thus, with the understanding of the language learner's emotional intelligence and anxiety level and with the engagement of those two constructs in the language learning process, stress-free and effective language classrooms can be created.

1.4. Aim of the Study and the Research Questions

The research addresses the association among foreign language anxiety and emotional intelligence of EFL learners in a foundation university in Turkey. It is understandable to feel anxious at the beginning of the language learning process. However, there have numerous studies that pointed out, anxiety has a negative influence on language classrooms. Thus, being emotionally intelligent may help the learners to handle emotional obstacles that arose in the language classrooms. As the way several studies about those two constructs in the Turkish context like Sakrak (2009), Yerli (2009), Ergun, (2011), Kilic (2018) did, this research also intended to understand the link between emotional intelligence and foreign language anxiety and to which extent these constructs relate to the EFL learners' academic success. The research questions below are examined in this study:

Research Questions

1. What is the foreign language anxiety level of Turkish EFL learners?
2. Does the EFL learner's level of FLA vary according to academic success?
3. What is the emotional intelligence level of Turkish EFL learners?
4. 4). Does the EFL learner's level of EI vary according to academic success?
5. Is there a correlation between foreign language anxiety levels and emotional intelligence skills and sub-skills of Turkish EFL learners?



CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

Learning a foreign language is a sophisticated structure that is dependent on many parameters and learning is a personal act, neither successful strategies nor wealthy methods or approaches the teacher uses, if the learner does not want to be a part of it, teaching may not result with a learning act. Krashen (1981) outlined that affective variables influence the acquisition of a foreign language and have the power to prevent learning. He claimed that people can acquire foreign language with comprehensible input, but only if their affective filter is low enough to allow the input in. Krashen also said:

If all the above is true, it predicts that above all the "good language learner" is an acquirer, who first of all is able to obtain sufficient intake in the foreign language, and second, has a low affective filter to enable him to utilize this input for language acquisition (p. 37).

Foreign language learning is influenced by many circumstances and anxiety is one of them. Being anxious is dependent on the emotional state of the individual and emotional intelligence concept is concerned about the capability of the individual to manage both his own and others' emotions. Thus, to comprehend the connection between foreign language anxiety and emotional intelligence in the learning process, this part gives details about the definition and historical background of intelligence, definition, and models of emotional intelligence, definition, and types of anxiety, foreign language anxiety, and its types. Lastly, the chapter focuses on some related studies about the relationship between emotional intelligence and foreign language anxiety.

2.2. Intelligence

Before starting to focus on the emotional intelligence concept, firstly, it is fundamental to proceed with the definition of intelligence. Intelligence has always been a controversial topic so far. Researchers still concern about how to define intelligence and discussions continue even today. Despite the different definitions of intelligence,

these definitions can vary from one scholar to the other. It is still not possible to make a standard definition of what intelligence is. The Cambridge Dictionary of Psychology described intelligence as a “set of abilities to adapt better to the environment through experience” (Matsumoto, 2009, p. 259). Vygotsky (1930) defined intelligence as a result of internalization, that occurs when language and practical activity, two entirely separate features of development, coincide. The desire to identify what intelligence is made the scholars to attempt measuring the intelligence. French psychologist Binet and his colleague Simon invented the intelligence test for the first time to help primary grade students who are at risk for failure. (as cited in Armstrong, 2009). Later “Alfred-Binet test” was developed and deepened by Terman from Stanford University and it was called as “Stanford- Binet test” (as cited in Becker, 2003). In the same period, “Intelligence Quotient” known as “IQ” which was one of the most critical facts about measuring of intelligence, was introduced by German psychologist Stern in 1912 and the interest of scholars to measure intelligence led the classification of people according to their IQ scores, as intelligent, average or not intelligent ones (as cited in Colman, 1990).

According to Kasture & Bhalerao (2013), with the first half of the 20th century, intelligence terms went beyond traditional approaches and cannot be limited with IQ alone. Kasture & Bhalerao claimed, the first milestone that contributed to the emergence of emotional intelligence is the “Social Intelligence” theory proposed by Thorndike (1920). Thorndike defined there are three types of intelligences; abstract intelligence (the ability to understand and use words, numbers, and letters), social intelligence (the ability to deal effectively with social and cultural environment) and concrete intelligence (the ability to understand and deal with actual situations and react to them adequately) that give information about the overall performance of an individual (as cited in Kasture & Bhalerao, 2013). According to Steenberg (2016), with the perspectives of Thorndike, social intelligence became a part of the intelligence concept. Imlahi & Kissani (2015) argued that intelligence tests also changed in parallel with the emergence of new approaches. In 1943, Wechsler developed a new test; “Wechsler Adult Intelligence Scale” (WAIS) which is different from previous researchers’ models because he defined intelligence as a performance that comprises all competencies of the individual like thinking and acting reasonably, solving problems successfully and interacting with the people effectively (as cited in Imlahi & Kissani, 2015).

After many attempts trying to find an adequate way to measure the individual's intelligence, it is understood that measuring intelligence with only one test by just focusing on cognitive abilities is not enough to figure out the human mind and capacity. According to Goleman (1995) "we have gone too far in emphasizing the value and import of the purely rational of what IQ measures in human life. Intelligence can come to nothing when the emotions hold sway" (p.20). Gardner believed the human mind has a wide range of abilities, it is not narrow and in his "Multiple Intelligence Theory", he handled the intelligence term as a concept that cannot be limited with some cognitive competencies (as cited in Lightbown and Spada, 2013). Brown (2006) reported that with the contributions of the Theory of Multiple Intelligences (TIM), there is no such thing as people with high IQ scores have proven to be successful in learning, he added, there are other important attributes in the learning process. Gardner (2011) argued that it is not accurate to focus on the analysis of IQ scores because it is not possible to understand an individual's capabilities by applying one test

Gardner presented in TIM first seven, then eight intelligences as linguistic, logical-mathematical, musical (the ability to perceive and create pitch and rhythmic patterns), spatial (the ability to find one's way around an environment) body-kinesthetic, naturalist (sensitivity to natural objects (plants, animals, clouds), interpersonal (the ability to understand others) and intrapersonal (the ability to see oneself, to develop a sense of self-identity) intelligences (as cited in Brown, 2006). Gardner (1983) claimed with TIM that every individual has various intelligences, he also argued that the development of someone's logical-mathematical intelligence does not mean that the individual is also good at interpersonal or musical intelligence. Therefore Harmer (2010) suggests, it is not accurate to define someone as intelligent or unintelligent by just looking at his lack of some cognitive skills because every individual may have good abilities in various areas.

2.3. Emotional Intelligence (EI)

Mayer & Salovey & Caruso & Cherkasskiy (2011) claimed, although the notion "Emotional Intelligence" (EI) was first seen in the unpublished doctoral dissertation of Payne, it was used only for incidental and incoherent motives. Bar-On (2006) thought that the emotional intelligence concept was influenced respectively from the social intelligence theory of Thorndike and Wechsler's intelligence approach, which claims

both cognitive and noncognitive factors are intelligent attitudes. Gardner described in TIM interpersonal intelligence as the competence to perceive, appreciate and contact with others and intrapersonal intelligence as the competence to interpret the individual's feelings and desires (as cited in Bay & Lim, 2006). Therefore, Bay & Lim (2006) claimed that Gardner's interpersonal and intrapersonal intelligence have a tight link with the formation of emotional intelligence.

EI was first conceptualized and clarified by Salovey & Mayer (1990). According to Salovey & Mayer "Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (p. 189).

Goleman (1995) claimed that every human being has two minds, one is emotional, the other is logical. Those two distinct ways of understanding collaborate and design human mental life. Logical mind is more serious, attentive, and conscious, it has the power to think and reveal. However, the emotional mind, the one who can sometimes be illogical, is more powerful than the logical mind. It is unpredictable and fast. It is a warning for an emergency. Goleman stated in the moment of difficulty when we stop and let the logical mind to take care of the situation, it can be too late to act appropriately because our actions might be guided wrong and misinterpreted by our ratio. According to Goleman, there is a common misconception that the logical mind has the power to control the emotional mind. However, apart from a few exceptions, the mind, in fact, cannot decide when and which emotion he should have.

Another EI researcher Bar-On (1997) defines EI as, "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to cope with environmental demands and pressures" (as cited in Wood & Parker & Keefer, 2008, p. 67). According to Bar-On (2006), being emotionally intelligent means thinking and expressing efficiently, connecting with people and the environment easily, and coping with daily situations, challenges, and pressures successfully.

With the expanded interest to EI, there have been various models and perspectives of scholars that try to describe the term EI and all of them seek to measure the individual's emotional intelligence level. In the next section, three famous models of emotional intelligence are explained.

2.3.1. Ability model of Emotional Intelligence

Bar-On (2006) described Salovey and Mayer's ability model as a concept that is based on the individual's competence of understanding, perceiving, managing and using his own emotions to promote mind. Mayer and Salovey (1990) claimed that people can use their emotions to solve problems and their emotions have the power to suggest ways to figure out their problem appropriately.

According to Salovey and Mayer, emotions can be used to inspire and facilitate achievement at challenging tasks and they formulated a scale to investigate the individuals' level of emotional intelligence with the name of Multi-Emotional Intelligence Scale (MEIS) which investigates the association between cognitive abilities and emotional intelligence skills of the individual (Mayer et al. 2011). Mayer et al. claimed that the results of their scale present individual's competency level of emotions in problem-solving.

2.3.2. Trait model of Emotional Intelligence

According to Petrides and Furnham (2006), the ability model of emotional intelligence is concerned about the skills and competencies of the individuals and their connection with emotions, besides this connection is measured through performance tests. However, Trait model is concerned only with the emotion linked behaviors of the individuals and measures them with self-report questionnaires by looking at their self-perceptions (Petrides and Furnham, 2006). In order to measure the emotional intelligence, Petrides and Furnham developed a test with the name of Trait Emotional Intelligence Questionnaire (TEIQue) (Perez & Petrides & Furnham, 2005).

Petrides and Furnham (2001) tried to develop a structure that focuses basically on the individual differences and the individual's perception of his competencies like, thinking, performing and acting. They searched the relationship between personality features and emotions because they want to understand if the way individuals make use of their emotions, affects their lives. Petrides and Furnham tried to find out whether this influence of emotions on individuals' life, is positive, or negative.

2.3.3. Mixed models of Emotional Intelligence

The trait model defines emotional intelligence as individuals' insight about their capabilities, which makes emotional intelligence a very subjective affair (Lobaskova,

2015). While trait model points out that emotional intelligence is a corpus of identity features and innate behaviors, mixed model claims that emotional intelligence is a mixture of abilities that can be learned to improve a thorough lifetime. (Stys & Brown, 2004). The ability model underlines logical skills and tries to understand the emotional intelligence level of the individual with the performance-based tests whereas mixed model analyses both cognitive ability and personality traits with self-reports (Stys & Brown, 2004). The ability model describes emotional intelligence as a cognitive ability but mixed model describes emotional intelligence as a concept that comprises both intellectual ability and personality characteristics (Dhani & Sharma, 2018). Ability model founders argued that emotional intelligence needs to be isolated from personality features such as tenderness and endurance because it was assumed that although character features are important, these features need to be studied apart from the emotional intelligence concept (Mayer et al., 2011).

According to Mayer & Salovey (2011), emotional intelligence can only be studied with giving the importance on the individuals' cognitive abilities. However, they changed their mind and started to see emotional intelligence as a concept that includes capabilities, non-cognitive tendencies, personal, social relations and desires of the individual (Mayer et al. 1999). With the contributions of Caruso, Mayer and Salovey improved their previous test MEIS and created a new one with the name of Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) (Salovey & Caruso, 2007). Thus, Mayer, Salovey and Caruso's new emotional intelligence concept became a mixture of both emotional features and cognitive competencies (Razzaq & Zadeh & Aftab, 2016). Mayer et al. (1999) claimed, in order to be emotionally intelligent, one needs to have; the competence to comprehend emotions, the competence to handle emotions, the ability to appreciate emotions and the skill of coping emotions in the self and others.

Stys & Brown (2004) argued that although Mayer, Salovey, and Caruso had contributions to mixed model of emotional intelligence, Goleman and Bar-On are the initiators of the mixed model concept. According to Stys & Brown, the difference between the perspectives of Bar-On and Goleman is, Bar-On focuses on the possible potential of the individual for achievement but Goleman concerns the achievement of the individual, briefly; Bar-On concerns with the process, Goleman concerns with the outcomes.

2.3.3.1. Goleman's Emotional Competencies Model

Goleman's emotional competencies model consists of five items; self-awareness, self-regulation, motivation, social competence, and social skills (Goleman, 2000). According to Spielberger (2004), Goleman's model has similarities with Salovey and Mayer's model because they equally put it in the center of understanding emotions. Although Goleman focuses on regulating of emotions; the capability of the individual to regulate his own emotions and the emotions of others, he primarily gave importance to self-consciousness; the capability of the individual to be aware of his own emotions and the emotions of others (as cited in Spielberger, 2004).

Goleman (2000) defined self-awareness, the first component of his model, as being aware of the individual's own powers. Being conscious means the individual's realizing his own feelings and their impact on his life. Goleman claimed that the individuals who recognize their competencies and skills accurately, who identify and correct their faults realistically, are the ones who can be successful in life. Goleman described the second item in his model, self-regulation as the capability of the individual to handle disturbing emotions. Goleman pointed out that the people who deal with stressful situations effectively and who control their feelings successfully, are the ones who can be less annoyed and less mournful in life. According to Brown (2006) motivation has a close link with the self-management domain of Goleman's model, because feelings like annoyance, fright, embarrassment influence the way of individual's thinking.

On the other hand, Goleman (1995) argued that emotional intelligence has the power to promote the limits of one's ability, it has the power to push and endeavor the individual in spite of the obstacles in his life. Goleman believed when people have the skill to use their own emotions in the service of the target they desire to reach, if they become self-motivated, they can fulfill every task they involved in. In line with the above mentioned three items, Goleman described the fourth item empathy as the competence to value other's emotions and needs. Goleman (1995) argued that the individual's realizing someone's feelings comes from perceiving his own feelings. Lastly, he described the last item of his model, social skills as a mixture of two domains; self-management and empathy.

Although "Emotional Competence Inventory" (ECI) was formulated by Goleman, Mcber, and Boyatzis, it is based on the emotional intelligence abilities of

Goleman and the scale divided emotional intelligence competencies into four groups; social awareness, relationship management, self-management, and self-awareness. (Boyatzis & Sala, 2004). According to Goleman & Boyatzis and Rhee (1999), emotional competence inventory was developed because there was no other scale that can suit all professions and contexts.

2.3.3.2. Bar-On Model of Emotional- Social Intelligence (ESI)

Bar-On (2006) defined emotional-social intelligence, as “a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands” (p. 3). Bar-On & Bharwaney, Mackinlay (2011) stated that emotional-social intelligence is a collection of emotional, personal and interpersonal abilities that influences the individual’s performance to deal with situations in life. Bar-On et al. claimed, emotionally and socially intelligent people are the ones, who have a positive self-esteem, who understand their potential, who have the competence to recognize and reflect their own emotions According to Bar-On et al., these people can emphasize how others feel and they can establish meaningful relationships without depending on others. Furthermore, they thought that emotionally intelligent individuals are mostly optimistic, and flexible to cope with stress and these people have the power to overcome troubles without losing control. Bar-On (2006) claimed that the way to accomplish this is depended on whether or not the individual can handle his own emotions because Bar-On (2006) believed that emotions need to act only for the good of the individual.

“Emotional Quotient Inventory” known as “EQ-i” was developed by Bar-On, which is a self-report that gives an overall evaluation of the emotional and social intelligence level of the individual by measuring his emotional and social behavior (Bar-On 2006). Bar-On et al. (2011) stated that “emotional, social intelligence” (ESI) gives a holistic perspective by including both cognitive intelligence which is measured by IQ, and emotional intelligence which is measured through EQ. Bar-On et al. (2007) claimed that there is a considerable impact of emotional intelligence on the individual’s performance, and they also believed, emotional intelligence changes with time, develops during life and can be learned by guidance. Bar-On (2012) further argued that the people who recognize and understand themselves, who chase their individual goals,

who handle their emotions effectively, who are positive and satisfied with themselves, are the ones who have good health and prosperity in life.

According to Bar-On et al. (2017) using social and emotional competencies in education is crucial because it enables individuals to perceive, manage, act and respond accordingly to both the social and emotional needs of life. According to Elias et al. (1997) social and emotional learning provides individuals the skill to cope efficiently with the responsibilities of life such as, handling relationships and overcoming daily issues. Bar-On et al. (2017) claimed social-emotional learning needs to be a regular part of the syllabus, just as arts. Bar-On et al. added “it is reasonable to assume that if we succeed in raising and educating more emotionally and socially intelligent children, we will help to build more effective, productive and humane organizations, communities and societies” (p. 12).

The emotional and social competencies, skills and behaviors referred to Bar-On’s social-emotional intelligence model, including five skills and 15 sub-skills are clarified with below figure in detail;

EQ-i Scales		The EI competency assessed by each scale:
Intrapersonal	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	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
Stress Management	Stress Tolerance	To effectively and constructively manage emotions
	Impulse Control	To effectively and constructively control emotions
Adaptability	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
General Mood	Optimism	To be positive and look at the brighter side of life
	Happiness	To feel content with oneself, others and life in general

Figure 1. The Bar-On EQ-i scales and what they assess (Bar-On, 2016, p. 21)

2.4. Anxiety

According to Scovel (1978) anxiety “is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (as cited in Brown, 2006, p. 148). Spielberger & Reigosa & Urrutia (1971) defined anxiety as “...an emotional state (a-state), consists of feelings of tension and apprehension and heightened autonomic nervous system activity” (p. 146). As stated by Eysenck et al. (2007), “anxiety is an

aversive emotional and motivational state occurring in threatening circumstances” (p. 336). Psychological perspective categorizes anxiety into three types; trait, state and situation-specific anxiety (MacIntyre & Gardner, 1988). Trait anxiety is a static tendency to experience uncomfortable emotions; people who have higher anxiety are under control of negative feelings, state anxiety is a temporary, worried response to a specific anxiety-raising impulse and situation-specific anxiety is an activation, which is experienced only in a certain circumstance or condition, such as saying something in public (MacIntyre & Gardner, 1994).

2.5. Foreign Language Anxiety

Krashen (1981) claimed that affective variables have the power to influence foreign language acquisition and they may even block learning. He believed, the learner with low affective filter is the one who is confident in the classroom who is willing to seek and receive more information about the target language whereas the learners with high affective filter are not able to receive the necessary amount of information that is presented to them. According to Krashen, there are three affective variables that affect foreign language classrooms; motivation, self-confidence, and anxiety.

MacIntyre (2007) defined “Foreign Language Anxiety” as a collection of disturbing feelings that shows up in foreign language classrooms. MacIntyre stated that foreign language learning is a mental process that consists of receiving, remembering and collecting the data and anxiety has the power to distract the attention of the language learner to concentrate on these activities. MacIntyre (1995) argued that anxious learners are concerned not only with fulfilling the given assignment but also, with their disruptive emotions that occurred because of that assignment. MacIntyre believed, while anxious learners are trying to react properly at that task, they also think the possible classroom reactions and for this reason, their performance decreases and their competencies in language classrooms become limited compared to the learners who are calm and unhurried in the class.

According to Dörnyei (2005), foreign language anxiety has a significant influence on an individual’s foreign language acquisition and believed anxiety is one of the influential elements that has the power to prevent learning. However, MacIntyre (2002) argued that there can be other variables, such as motivation, which may affect the connection between foreign language anxiety and academic success. There have

been many studies showing anxiety might result from poor performance or poor performance is the result of anxiety. However, MacIntyre (2002) believed, it is not accurate to define anxiety as the definite cause of language learner's low performance. Young (1986) presented in his study that foreign language anxiety effects language learner's oral performance, but he also questioned which one causes the other.

As stated by MacIntyre (2002), feeling slightly anxious in foreign language classrooms is also understandable because language learner's personality, language learning environment, and their culture are combining at the same time in language classrooms. However, Eysenck et al. (2007), claimed anxiety is an important factor when the individual is performing a task because it has negative impacts on the individual's performance. According to Eysenck (1980), "success in language learning depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (as cited in Arnold, 2009, p. 145). Larsen-Freeman (2000) also claimed language learner's self-confidence is dependent on whether their anxiety level in language classrooms is high or low. Larsen-Freeman believed if the language learner feels anxious because of his foreign language teacher, if the teacher pushes him to speak or fulfill the task in the classroom, it is possible that he may not have the opportunity to learn the target language properly as the way calm and anxiety-free learners do. Hall (2011) stated that anxiety is considered to be destructive and annoying in language classrooms because it not only generates disturbing feelings but also decreases both self-worth and will of language learners and it influences language learner's engagement in classrooms.

Horwitz et al. (1986) reported similar declarations like " I just don't know I have some kind of disability: I can't learn a foreign language no matter how hard I try" (p. 125), are well known by instructors of foreign languages. As claimed by Horwitz et al. many people argue that they possess a cognitive obstacle towards learning a foreign language but these people are successful and inspired in other fields of learning. Horwitz et al. (1986) also suggest that these individuals might possess an anxiety reaction in the language classroom and this situation can prevent their foreign language learning process. MacIntyre and Gardner (1994) describe foreign language anxiety as a sense of fear which occurs only in foreign language learning setting. They believe that foreign language anxiety has a major influence on the achievement of the language learner. Horwitz et al. (1986) stated that foreign language anxiety is only restricted with the language learning process, for this reason, FLA must be referred as situation-

specific anxiety because psychologists described situation-specific anxiety as feeling anxious in specific situations and according to this definition, language classroom is one of them.

In order to describe and clarify the subject deeply, Horwitz et al. (1986) developed a scale named " Foreign Language Classroom Anxiety Scale" (FLCAS) which is a 33-item, 5-point Likert scale tool. Horwitz (1986) believed former tests are not giving the proper knowledge about the individual's particular reaction of foreign language learning. Thus, she considered FLCAS can be a criterion for measuring foreign language anxiety of the learner.

2.5.1. Types of Foreign Language Anxiety

Horwitz et al. (1986) defined three types of language anxiety; communication apprehension, fear of negative evaluation and test anxiety. They described the first one, "Communication Apprehension" as feeling disruptive and worried in the moment of speaking the target language in a public setting. According to Horwitz et al., the learners who are not comfortable talking to groups even with their mother tongue, are the ones who mostly experience troubles in expressing themselves in foreign language classes. However, Horwitz et al. argued that communicating in a foreign language requires more, such as particular care and knowledge in addition to being extroverted, for this reason, the people who can easily communicate in their first language may also prefer to be silent in language classes.

Horwitz et al. (1986) described the second one, "Fear of Negative Evaluation" as being unsecured and cautious about language learner's performance in language classrooms. Horwitz et al. pointed out that these learners are worried about being judged by other people and their fear of judgment is so intense that they are vulnerable to both actual and imaginary evaluations, for this reason, these people try to escape from normative circumstances. Horwitz et al. described the last one, "Test Anxiety" as the worry of academic failure. Horwitz et al. claimed, anxious learners usually choose illusory and unreachable targets for themselves and feel distressed about making any mistakes in the assessment because they want to achieve an ideal grade and anything less than excellent, is a breakdown. Horwitz et al. (1986) mentioned that because of test anxiety, it is possible even for the cleverest learners to feel insecure and panicked during the assessment.

2.5.2. Facilitating and Debilitating Anxiety

Facilitating and debilitating anxiety concepts are identified by Scovel in 1978 and according to him, anxiety term is not just harmful, in fact, anxiety can be friendly and beneficial (as cited in Brown, 2006).

According to Brown (2006), “Facilitating Anxiety” is a slight sense of tension, which provides a helpful warning to the individual before performing a task. However, “Debilitating Anxiety” is the barrier that slows down the learning process because being too anxious makes the learner easily distracted. Also, MacIntyre and Gardner (1989) claimed that facilitating anxiety is a promotive factor in the language learning process and referred to debilitating anxiety as an obstacle in language learner’s achievement. According to Young (1986) facilitating anxiety may lead to higher achievement, whereas debilitating anxiety may lead to lower achievement. Brown (2006) argued that low tension can be a supportive factor in language learning. According to Brown, too much or too little anxiety may block the language learning process. Goleman (1995) added that if anxiety can be used in the service of the individual’s life, it can be helpful.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter submits the details about the methodological process of the research. The research design of the study, the context and participants of the study, the data collection procedures of the research, the data collection instruments and the data analysis procedures of the research are respectively presented.

3.2. Research Design

This study investigates the association between emotional intelligence and foreign language anxiety of Turkish EFL learners and tries to explore if those two constructs connect with their academic success. A quantitative study was carried out because it was aimed to get an objective perspective on the research subject. According to Bryman (1988) by employing a quantitative research method, it is possible to capture data from a significant amount of people. Also, as Payne & Payne (2004) reported, quantitative researches primarily concentrate on calculating the regularity of the situations and they explore if the variables relate to each other by employing statistical methods.

According to Mathers & Fox & Hunn (2009), questionnaires are an effective method to obtain information from a large number of people. Bulmer (2004) reported that questionnaires are very useful for collecting data from the participants about their attitudes, opinions, feelings, and beliefs related to the research topic. Thus, the data was gathered quantitatively by employing two questionnaires and examined with the Statistical Package for Social Sciences (SPSS). Considering the fact that, this research investigates the relationship between two constructs, correlation analysis was chosen to conduct this study. With correlational research, it is possible to understand whether or not there is a relationship between variables.

3.3. The Context and Participants of the Study

This research was carried out at the Preparatory School of Çağ University which is a foundation university in Turkey. It is obligatory for the new students of some

departments to attend the preparatory school programs. Thus, Çağ university Preparatory School applies an assessment at the beginning of each academic year to these new students and the ones with higher than 60 points, can start their departmental courses. However, the ones with lower grades than 60 points, must attend a one-year preparatory program in Çağ university. Depending on the proficiency level of the students, they are separated into three groups; E group represents elementary level, B group represents the beginner level and P group represents the pre-intermediate level of the students. The classrooms of the preparatory school consist of approximately 22 students and each classroom includes different students with different departments such as; classroom P may consist of both psychology and international trade and logistics students.

The Preparatory School English course program includes writing, listening, speaking and reading skills. The classrooms comprise both male and are female students. The passing grade is 60 points for every student. In June, at the end of the one-year program, the ones who manage to achieve above 60 points, with the grade of 60 % from the final exam and 40 % from the cumulative average, are considered as successful. However, the students who get lower than 60 points or who have attendance problems, must engage in the summer program of the preparatory school to skip the preparatory school program and to start their departmental courses.

139 preparatory students participated in this study and 63 of them are pre-intermediate level and 76 of them are elementary level students.

3.4. Data Collection Procedures

Prior to the data collection process, the researcher applied Çağ university ethic committee and received permission to conduct the study. Later, the researcher applied to the rectorate of Çağ university to administrate the two questionnaires to Çağ university preparatory school students. When the permission from the rectorate was received, the preparatory school management and the faculty of arts and sciences of Çağ university were also informed about the research. The study was conducted in the 2018/2019 academic year. Brief information about emotional intelligence and foreign language anxiety was transmitted to the main course instructors by the researcher and the instructors enlightened the participants accordingly before presenting them the questionnaires. Moreover, through a written section at the beginning of each scale, the

participants were informed about the scope of the study and that their responses would be used as data of the study which would be kept in confidence. Afterwards, the two questionnaires were presented to the participants, respectively. It took one lesson hour to complete the two questionnaires for the participants. All of the participants were requested to write their name and gender on the questionnaires. When the participants' passing grades were announced from the institution, the researcher also applied to the rectorate of Çağ university to receive the passing grades of the participants. After receiving permission and getting the grades of the participants, the researcher investigated both the passing grades and the results of the questionnaires. The researcher tried to understand whether there is an association between the foreign language anxiety and emotional intelligence level of the participants and if those two constructs relate to their academic success.

3.5. Data Collection Instruments

In order to figure out the emotional intelligence and foreign language anxiety level of the participants and if those two constructs connect with each other, two questionnaires were administered as instruments. The data was collected via the Turkish translation of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) and the Turkish adaptation of Emotional Intelligence Quotient Inventory (EQ-i) developed by Bar-On (1997).

3.5.1. Emotional Quotient Inventory (EQ-i)

Emotional Quotient Inventory was designed by Bar-On in 1997 and it intended to measure the emotional intelligence level of the individuals with a self-report scale comprising of 133 items. The five-point Likert Scale inventory is suitable for the individuals older than 17 years of age and it lasts around 40 minutes nearly to finish. A higher score represents higher emotional intelligence competency and possible scores ranged from 88 to 440. The inventory presents a total score of five skills and 15 sub-skills of emotional intelligence. (Bar-On, 2006). The trustworthiness of the EQ-i has been investigated by several scholars over twenty years and the inventory is considered reliable. The total internal consistency coefficient of the EQ-i is found as .97 (Bar-On, 2006). According to Bar-On et al. (2011), EQ-i is the most preferred emotional

intelligence instrument which was used a large number of researches and thousands of people worldwide.

Bar-On's EQ-i was first translated Turkish by Acar (2001) and the Turkish adaptation of EQ-i has fewer items than the original one. Acar (2001) removed 15 items when performing the piloting procedures because those 15 items were not connected with the five main skills of emotional intelligence, and those items were only used to check the consistency of the individual's responses. Acar (2001) also removed some other items that were equivalent to other items. Thus, the eventual form of the inventory comprises 88 items which are adjusted according to five skills and 15 sub-skills. The overall Cronbach alpha coefficient of the Turkish adaptation of EQ-i was found .92. and the five skills' coefficients were; General mood .75, Stress Management .73 Adaptability .65, Interpersonal .65, Intrapersonal .83 (Acar, 2001). The Turkish version of EQ-i can be acknowledged as a trustworthy instrument because the inventory has been used in several researches such as Ergün (2011), Şakrak (2009). Kavcar (2011) and Pektas (2013).

3.5.2. Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale was created by Horwitz (1986) and she aimed to measure the anxiety of foreign language learners within this 33-item, five-point Likert scale. The scale is suitable for people older than 12 years of age and it lasts around 15 minutes nearly to finish. Possible scores of FLCAS vary from 33 to 165. A lower score indicates a lower level of anxiety. The scale combines three types of anxiety; Test Anxiety, Communication Apprehension and Fear of Negative Evaluation (Horwitz et al., 1986). The possible scores of FLCAS can be ranked as high, low and moderate anxiety (Huang, 2012). Horwitz (1986) claimed that the internal consistency coefficient of FLCAS as .93 with the test-retest reliability of .83. The findings of Horwitz et al. (1986) indicate that the scale is both reliable and valid for measuring foreign language anxiety.

The Turkish version of FLCAS used in this study was translated into Turkish by Şakrak in 2009. The reason of translating the scale into Turkish is, to make the participants feel relaxed while they are fulfilling the questionnaire and to prevent any possible misunderstandings. The translation process was handled by one knowledgeable English educator, one bilingual teacher, and one native speaker. They made an effort to

be sure that the items carry the same meaning with the original version. There was only a minor difference between the original and the translated forms. In Şakrak's study, the internal consistency coefficient for the Turkish version of FLCAS was found as .91 (Şakrak, 2009). The Turkish version of the FLCAS can be acknowledged as a trustworthy instrument because the inventory has been used in various researches such as Ergün (2011) and Kilic (2018).

3.6. Data Analysis

In line with the research questions, the obtained data from two questionnaires were examined by SPSS. Descriptive and inferential statistics were computed, respectively. As a part of descriptive analysis; mean, standard deviation and frequency analyses were used. In the light of inferential statistics; correlation and variance analyses were conducted. Before starting descriptive and inferential analyses, the normality assumption test of the data was checked. Although both FLCAS and EQ-i scales were applied to 150 participants, 11 of them were removed because some of the participants did not indicate their names on the questionnaires and some of them did not finish their questionnaires.

3.6.1. Normality Assumption Check of Questionnaires

Das (2013) highlights “it is essential to assess normality of a data before any formal statistical analysis. Otherwise we might draw erroneous inference and wrong conclusions” (p. 11). Thus, the obtained data from the questionnaires were inserted into SPSS. Before starting the descriptive and inferential analyses, the data gathered from the questionnaires was checked whether it distributed homogeneously or not. With the aim of understanding the homogeneity of the data, Kolmogorov Smirnov test was conducted. According to the Kolmogorov Smirnov normality test results, the data gathered from FLCAS and EQ-i were normally distributed.

3.6.2. Descriptive Statistics

With the aim of presenting the participants' Foreign language anxiety, emotional intelligence, and academic success levels, descriptive statistics were computed. The results of FLCAS and EQ-i were classified into three groups according to the high, moderate and low levels. Furthermore, the passing grades of the participants were also

categorized into three groups concerning their success levels. The aim of classifying the data into three groups was to present a general overview of the foreign language anxiety, emotional intelligence and academic success levels of the participants. Frequency distribution, mean and standard deviation analyses were used to show the minimum, maximum and average scores of the data.

3.6.3. Inferential Statistics

According to Marques de Sa (2007), inferential statistics was used to make inferences via the gathered data about sample groups. Thereby, for the purpose of investigating the link among FLA and academic success, EI and academic success, foreign language anxiety, and emotional intelligence skills and sub-skills, correlation analyses were computed. In line with it, Sedgwick (2012) highlighted that “the Pearson correlation coefficient measures the strength of linear association between two variables” (p.1).

With the aim of determining the difference among the foreign language anxiety and emotional intelligence groups, variance analysis via a one-way ANOVA test was computed. Sawyer (2009) highlighted that by using variance analysis methods, it is possible to explore the differences between group means. Samuels (2014) added that one-way ANOVA, which is a variance analysis method, was computed to understand the differences between groups and to compare the means of the groups.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter aims to present the descriptive and inferential analysis results gathered from the Turkish version of FLCAS and EQ-i instruments in accordance with the research questions, respectively. Firstly, the passing grades and the gathered data from the inventories were entered into SPSS. Afterwards the participants levels of EI and FLA were examined. Later, the association among FLA, EI and academic success variables was investigated. Then, the connection between FLA, EI skills, and sub-skills was explored.

In order to investigate the second and fourth research questions, the participants' levels of academic success were required. Thus, the participants' passing grades were used in this study, which combines the participants' 40 % cumulative averages and 60 % final exams within the 2018-2019 academic year. The researcher formulated a scale to show the academic success levels of Çağ university preparatory school EFL learners. The scale was developed in accordance with the Çağ university Preparatory School program which indicates the passing grade as 60 for every student. To skip the Preparatory School and to start the departmental courses, every student needs to achieve 60 points or above. Thus, the students with 59 points are counted as low achievers, the students with 60-79 points are counted as moderate achievers, the students with 80-100 points are counted as high achievers. Table 1 below presents the academic success levels of the participants.

Table 1.

Distribution of Academic Success Levels

Score Category	Score Interval
Low achievers	0-59
Moderate achievers	60-79
High achievers	80-100

With the aim of exploring the participants' levels of academic success, descriptive statistics were computed. Table 2 below shows the descriptive analysis results.

Table 2.

Descriptive Analysis Results for Academic Success Levels

	N	%	M
Level			
Low	4	2.9	55
Moderate	101	72.7	70.7
High	34	24.5	82.7
Total	139	100	73.2

Table 2 presents that 2.9 % of the participants are low achievers, 72.7 % of them are moderate achievers, 24.5 % of them are high achievers. Also, the mean passing grade point of the Çağ university Preparatory school EFL learners is 73.2. Hence, it can be concluded that most of the Çağ university Preparatory School EFL learners are moderate achievers.

4.2. Findings of the Research Question 1.

The first research question is “What is the foreign language anxiety level of Turkish EFL learners?”. Considering that the data was gathered through the Turkish version of FLCAS, first of all, the internal consistency of the instrument was examined and Cronbach's Alpha coefficient was discovered as .72. Afterwards, an overall score of FLCAS for each participant was calculated to sort out the minimum and maximum scores of the scale. Then, the average Likert scale responses were computed accordingly. In order to present the low, moderate and high levels of FLA, a scale was formulated. Then, the percentage and frequency allocation of the three FLA groups was examined. Lastly, the mean and standard deviation values of the FLA groups were computed and presented.

The descriptive analysis results revealed that the Çağ university EFL learners' average FLCAS score is 92.70 which can be interpreted as moderate level of FLA. The

distribution of FLCAS scores as, low, moderate and high was based on the fact that FLCAS is a 33 item five-point Likert scale, which is scored respectively as 5, strongly agree, 4, agree, 3, neither agree nor disagree, 2, disagree and 1, strongly disagree. Consequently, the minimum and maximum scores of FLCAS can be accordingly as, 33 and 165. Thus, the higher points represent the higher anxiety level whereas the lower points represent the lower anxiety level. In the analysis process of FLCAS some items were reverse-scored. In line with it, the points equal to 2.5 reflect the disagree item of the scale whereas the points higher than 3.5 reflect the agree item of the scale. The points between 2.5 and 3.5 reflects the neither agree nor disagree item. Table 3 below shows the distribution of FLCAS responses.

Table 3.
Distribution of FLCAS Responses

Score Category	Score Interval
Low	1.0-2.4
Moderate	2.5-3.4
High	3.5-5.0

In this research, the moderate mean response of the Likert scale was discovered as 2.81, which verifies above mentioned moderate FLA level of the participants. In line with the results, Table 4 below shows the frequency and percentages of the three FLA groups.

Table 4.
Frequency and Percentages of FLA Groups

	F	%
Level		
Low	25	18
Moderate	103	74.1
High	11	7.9
Total	139	100

The analysis results in Table 4 pointed out that 18 % of the participants have low level of FLA, 74.1 % of the participants have moderate level of FLA and 7.9 % of the participants have high level of FLA. Hence, this study revealed that most of the Çağ university EFL learners are moderately anxious. With the purpose of exploring the three different FLA groups, the participants' mean scores of FLCAS were calculated and presented with Table 5.

Table 5.

Descriptive Statistics for FLA Groups

Level	N	Min.	Max.	M	SD
Low	25	66	82	74.52	4.65
Moderate	103	83	113	94.20	7.31
High	11	116	123	119.91	2.81
Total	139	66	123	92.70	12.82

According to the results presented in Table 5, within 139 participants, 103 of them are moderately anxious with the mean score of 94.20, 25 of them have low anxiety with the mean score of 74.52, 11 of them are highly anxious with the mean score of 119.91. Therefore, it can be concluded that most of the Çağ university EFL learners have moderate level of FLA.

4.3 Findings of the Research Question 2

The second research question is “Does the EFL learner’s level of FLA vary according to academic success?”. Within the framework of inferential analysis, firstly the participant’s total scores of FLCAS and passing grades were computed with Pearson’s correlation. The correlation analysis results were presented below in Table 6.

Table 6.

Correlation Analysis between Total Scores of FLCAS and Passing Grades

Pearson's Correlation		Passing Grades	FLCAS scores
Passing Grades	R	1	-.181*
	P		.033
FLCAS scores	R	-.181*	1
	P	.033	

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

As can be seen in Table 6, there is a negative correlation between the variables. ($r = -.181$, $p < .05$). That indicates, the participants' level of FLA connects with their level of academic success. However, this connection has a small size.

Within the scope of understanding the relationship deeply, the three different academic success levels were compared with the three different FLA levels. In line with the research question, one-way ANOVA test was computed. Table 7 presents the analysis results.

Table 7.

The one-way ANOVA Analysis Results of FLA and Academic Success Groups

Academic Success Groups		
	FLA	SD
Low Achievers	97.2	14.7
Moderate Achievers	91.2	12.6
High Achievers	92	11.9
F= .2.865 P= .048		

Table 7 showed that according to the mean scores of the three different levels, low achievers are more anxious than moderate and high achievers. However, the high achievers are also more anxious in comparison to the moderate achievers. It can be concluded that there are variations among the low, moderate and high groups with a small effect size. ($p < .05$)

4.4. Findings of the Research Question 3

The third research question of the study is “*What is the emotional intelligence level of Turkish EFL learners?*”. Considering that this study is conducted via the Turkish version of EQ-i, first of all, the Cronbach’s Alpha coefficient of the scale was calculated to examine the internal consistency of the instrument and the value was discovered as .81. The Cronbach’s alpha values for each of the EQ-i scales was presented below with Table 8.

Table 8.

Cronbach's Alpha Values for the Scales of EQ-i

Scales	Cronbach’s Alpha Coefficient
Intrapersonal	0.95
Interpersonal	0.68
Stress Management	0.81
Adaptability	0.71
General Mood	0.91

With the purpose of examining the EI level of the participants deeply, an overall score of EQ-i for each participant was calculated. Considering the fact that EQ-i is a five-point Likert scale, the minimum and maximum scores of the inventory can be accordingly as 88 to 440. The descriptive analysis results showed that Çağ university EFL learner’s EQ-i mean score is 287.54 with 149-343 points range. The score indicates that most of the Çağ university EFL learners have moderate EI level. In harmony with the results, below with Table 9, the frequency and percentages of the three EI groups are presented.

Table 9.

Frequency and Percentages of EI Groups

	F	%
Level		
Low	1	0.7
Moderate	116	83.5
High	22	15.8
Total	139	100

According to the results in Table 9, within 139 participants, only one of them has a low EI level, 116 of them have moderate level of EI, 22 of them have high level of EI. Hence, it can be concluded that most of the Çağ university EFL learners have moderate EI level. With the aim of investigating the three different EI groups, the participants' mean scores of EQ-i were calculated and presented with Table 10.

Table 10.

Descriptive Statistics for EI Groups

Level	N.	Min.	Max.	M	SD
Low	1	149	149	149	-
Moderate	116	225	307	282.97	12.74
High	22	308	343	317.91	9.62
Total	139	149	343	287.54	18.33

Table 10 pointed out that within the 139 participants, 116 of them have moderate level of EI with the mean score of 282.97, 1 of them have a low level with the score of 149, 22 of them have high level of EI with the mean score of 317.91. The results indicate that most of the Çağ university EFL learners have moderate level of EI.

4.5. Findings of the Research Question 4

The fourth research question of the study is “*Does the EFL learner’s level of EI vary according to academic success?*”. Within the scope of inferential analysis, the participant’s total scores of EQ-i and passing grades were computed with Pearson’s correlation. The correlation analysis results were presented below in Table 11.

Table 11.

Correlation Analysis between Total EQ-i Scores and Passing Grades

Pearson’s Correlation		Passing Grades	EQ-i scores
Passing Grades	R	1	.079
	P		.096
EQ-i scores	R	.079	1
	P	.096	

The results of Table 12 revealed that the correlation analysis result is statistically insignificant. ($r = .079$, $p > .05$). Therefore, it can be concluded that there is no relationship between Çağ university EFL learner's academic success and EI scores. According to the results of this sample group, Çağ university EFL learners' level of success has no connection with their level of EI.

4.6. Findings of the Research Question 5

The fifth research question of this study is “*Is there a correlation between foreign language anxiety levels and emotional intelligence skills and sub-skills of Turkish EFL learners*”. In line with the research question, five EQ-i scales and the total scores of FLCAS was correlated with Pearson's coefficient. Table 12 presents below, the results of the analysis.

Table 12.

Correlation Analysis between Total Scores of FLCAS and Scales of EQ-i

Pearson's Correlation		FLCAS scores
Adaptability	r	-.491**
Interpersonal	r	-.468**
Stress Management	r	-.441**
Intrapersonal	r	-.337**
General Mood	r	-.310**

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

As can be seen on Table 12, the correlation analysis results between total scores of FLCAS and scales of EQ-i; *Adaptability* ($r = -0.491$, $p < .01$), *Interpersonal* ($r = -0.468$, $p < .01$), *Stress Management* ($r = -0.441$, $p < .01$), *Intrapersonal* ($r = -0.337$, $p < .01$) and *General Mood* ($r = -0.310$, $p < .01$) indicated that there are significant negative connections between the participants' FLA scores and EI skills. In line with the results, the strongest correlation is found on *Adaptability* ($r = -0.491$, $p < .01$) and the weakest correlation is found on *General Mood* ($r = -0.310$, $p < .01$). Thus, it can be concluded that although *Adaptability* EQ has the strongest connection, *General Mood* EQ has the weakest connection with the participants' scores of FLA in this study.

Within the scope of exploring the relationship between the variables, the 15 sub-scales of EQ-i and participants' total scores of FLCAS were also correlated with Pearson's coefficient. The results of the analysis were given in the Table 13.

Table 13.

Correlation Analysis between Total Scores of FLCAS and Sub-Scales of EQ-i

Pearson's Correlation	FLCAS	
	Scores	P
Independence	r .009	.072
Assertiveness	r -.131	.123
Optimism	r -.176*	.038
Self-Regard	r -.202*	.017
Self-Actualization	r -.227**	.007
Reality Testing	r -.231**	.006
Emotional Self-Awareness	r -.268**	.001
Happiness	r -.272**	.001
Stress Tolerance	r -.301**	.000
Empathy	r -.322**	.000
Social Responsibility	r -.349**	.000
Impulse Control	r -.367**	.000
Flexibility	r -.392**	.000
Problem Solving	r -.398**	.000
Interpersonal Relationship	r -.422**	.000

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

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

As shown in Table 13, the correlations of the total scores of FLCAS and sub-scales of EQ-i are significant except for *Assertiveness* ($r = -.131$, $p > .01$) and *Independence* ($r = .009$, $p > .05$). These correlations are statistically insignificant. However, the correlation analysis results between FLCAS and other sub-scales of EQ-i; *Optimism* ($r = -.176$, $p < .05$), *Self-Regard* ($r = -.202$, $p < .05$), *Self-Actualization* ($r = -.227$, $p < .01$), *Reality Testing* ($r = -.231$, $p < .01$), *Emotional Self-Awareness* ($r = -.268$, $p < .01$), *Happiness* ($r = -.272$, $p < .01$), *Stress Tolerance* ($r = -.301$, $p < .01$), *Empathy* ($r = -.322$, $p < .01$), *Social Responsibility* ($r = -.349$, $p < .01$), *Impulse Control* ($r = -.367$,

$p < .01$), *Flexibility* ($r = -.392$, $p < .01$), *Problem Solving* ($r = -.398$, $p < .01$) and *Interpersonal Relationship* ($r = -.422$, $p < .01$) indicated that there are significant relationships between the variables. These significant negative associations pointed out that most of the EI sub-skills connected with the participants' FLA levels.

According to the results presented in Table 13, the strongest correlation is found between *Interpersonal relationship* and FLA ($r = -.422$, $p < .01$) and the weakest correlation is found between *Optimism* and FLA ($r = -.176$, $p < .05$).

In harmony with the findings of the last research question, it can be concluded that there are significant negative connections among FLA scores and the skills of EI. However, further analysis results indicated that among *Intrapersonal* sub-skills, *Assertiveness* and *Independence* showed no association with the participants' FLA levels. On the other hand, most of the EI sub-skills also showed significant negative connections with the participants' FLA scores. Hence, the results can be interpreted as the emotionally intelligent EFL learners of Çağ university Preparatory School, experience less FLA in the EFL classrooms.

CHAPTER V

5. CONCLUSION

5.1. Introduction

In this chapter; the discussions of the research questions, the pedagogical implications, limitations and suggestions for further studies, briefly; the details about the conclusion of this study are submitted.

5.2. Summary of the Study

Feeling comfortable in the language classroom is one of the key elements that makes it easier for the EFL learner to internalize and use the language. If the learner feels relaxed in the classroom, if he can understand and regulate his own feelings that may arouse in the class, this discovery and awareness may help their foreign language learning process, positively. It is not easy to learn and produce a foreign language and it is very natural to feel unpleasant in the beginning because learning a foreign language consists of the learner's intellectual activity, social interaction and the engagement of the whole self. One of the controversial topics that was believed to be important in learning a foreign language is foreign language anxiety. In line with it, emotional intelligence concept is based on the individual's understanding and regulating of both his own and others' emotions. With the aim of understanding the EFL learners' levels of FLA and EI, it is hoped that emotional intelligence may help the EFL learners to handle their negative and disturbing feelings that may arouse in language classrooms. Therefore, the relationship between foreign language anxiety and emotional intelligence and to which extent those two dimensions connect with Turkish EFL learners' academic success, were investigated in this study.

In connection with the aim, this quantitative research was conducted at Çağ University Preparatory School in Mersin, Turkey and the participants were 139 EFL learners from different departments. The data was obtained via the Turkish version of FLCAS and EQ-i in the 2018-2019 academic year and it was examined through descriptive and inferential analyses in harmony with the research questions.

5.3. Discussions

This chapter provides discussions in accordance with the results and the research questions of the study.

5.3.1. Discussions of the Research Question 1

What is the foreign language anxiety level of Turkish EFL learners?

The first research question of this study investigates the FLA level of Turkish EFL learners at Çağ University Preparatory School. The findings indicate that Çağ university EFL learners are moderately anxious. This result is in parallel with other researches which were also carried out via FLCAS in Turkey. According to the research conducted by Dalkilic (2001), most of the Dicle university EFL learners have moderate FLA level. Karabıyık and Özkan (2017) also explored Ufuk university EFL learners' level of FLA and they discovered that the students are moderately anxious. In line with the above studies, the research carried out by Çağatay (2015) revealed that Middle East Technical University EFL learners have moderate level of FLA. Also, Şakrak administered FLCAS to Akdeniz university EFL learners and her research indicated that the learners are moderately anxious. Another researcher, Kılıç (2018) indicated that Çağ university EFL learners perceive moderate level of FLA.

In harmony with the above studies, it can be interpreted that Turkish university EFL learners are moderately anxious. Although the EFL learner's anxiety level is not high, still it is etched in their minds. According to the findings of this research, it can be interpreted that, the participants might have experienced some anxiety-provoking situation in their foreign language learning process at a young age and this may result with, even they are university students now, feeling at some level uncomfortable in foreign language classrooms. According to the results of this study, the reason for EFL language learners' being moderately anxious is maybe because they share a common belief about learning a foreign language. Erdem and Tutkun (2016) made a research about the difficulties of learning a foreign language on secondary school students. They discovered that secondary school students experience difficulties in their learning process because the students are too afraid to make their teacher mad at them. According to the research Erdem and Tutkun conducted, the secondary school students are not only afraid of making mistakes but also afraid of their teacher's reaction in the class. In line with it, there is a possibility that maybe this sample group shares a

common belief, an experience about English language learning process like the way secondary school students did. According to Young (1991) “learner beliefs about language learning are the major contributor to language anxiety” (p.428). Also, Horwitz et al. (1986) added that “certain beliefs about language learning also contribute to the student's tension and frustration in the classroom” (p.127).

5.3.2. Discussions of the Research Question 2

Does the EFL learner’s level of FLA vary according to academic success?

In this research, a weak negative relationship was discovered among FLA and academic achievement dimensions. That indicates, the participants' level of FLA connects with their academic success to some degree.

Batumlu and Erden (2007) investigated the link among FLA and academic success constructs of Yıldız Teknik university EFL learners and they found out that FLA has a negative relationship with academic success. Similarly, the study conducted by Demirdaş and Bozboğan (2013) revealed that Abant İzzet Baysal university EFL learners’ level of FLA relates to their academic success negatively. In line with it, Tuncer and Doğan (2015) indicated with their research that Fırat university EFL learners’ level of FLA has a negative connection with their academic success.

Relatedly, as Horwitz. (1986) stated in her research that the EFL learners’ academic success has a negative association with the learners’ total scores of FLA. Furthermore, Aida (1994) also discovered that there is a negative link between academic success and FLA dimensions. In harmony with the above-mentioned researches, the results of this study also revealed that the more EFL learners feel anxiety in the class, the less they achieve academic success.

Although this research revealed that the most anxious EFL learners have the lowest grades, yet high achievers are also as anxious as moderate achievers. In spite of having the high grades, these learners experience anxiety in their learning process at some level. According to Brown (2006), debilitating anxiety is feeling worry in the learning process which is harmful to the one’s self efficacy. Also, MacIntyre and Gardner (1988) described debilitating anxiety as feeling nervous while taking an exam or test. Thus, it can be interpreted that high achievers might experience debilitating anxiety in their foreign language learning process.

On the other hand, the moderate achievers are found to be anxious in the class. However, the influence of FLA on the moderate achievers, may not be negative because these learners are at the same time academically successful. Thus, there is a chance that their anxiety may affect their learning process supportively. According to Scovel, facilitating anxiety leads the learner to deal with their own learning process. (as cited in Brown, 2006). Thus, it can be concluded that moderate achievers may live facilitating anxiety in the foreign language learning classrooms.

5.3.3. Discussions of the Research Question 3

What is the emotional intelligence level of Turkish EFL learners?

The third research question of this study investigates the emotional intelligence level of Turkish EFL learners at Çağ University Preparatory School. The findings presented that Çağ university EFL learners have moderate level of EI. This result is in accordance with other researches which were also conducted in Turkey. Şakrak (2009), investigated the EI level of EFL learners at Akdeniz university via EQ-i and she determined that the participants have moderate EI skills. Similarly, the study conducted by Hafizoğlu (2007), which was also carried out with EQ-i, revealed that Turkish high school EFL learners have moderate level of EI. Another researcher, Kılıç (2018) discovered with TEIQue that the EFL learners of Çağ university are moderately emotionally intelligent.

Compared to the above-mentioned researches, the scores of this study are lower than Şakrak's research, although both studies were conducted via Bar-On EQ-i with similar sample groups at the Preparatory schools of Turkish universities. However, in line with the possible moderate scores of EQ-i, both studies represent moderate levels of EI. Thus, it can be interpreted that the participants of this research are aware of their own emotions, they manage to handle their emotions, they also understand and respect others emotions and they use these emotions to figure out their daily problems, but with moderate level of competency.

Salovey and Mayer (1990) stated that the people with low and moderate level of EI are in the process of developing their EI skills. Salovey and Mayer stated that these people have the power to deal with daily life problems by using their existing EI skills. However, Salovey and Mayer claimed if these people want to be a specialist on regulating their emotions in line with their daily needs, they need to improve their EI

skills. Similarly, Bar-On (2006); Goleman (1995) highlighted that EI skills can be improved and advanced over time.

5.3.4. Discussions of the Research Question 4

Does the EFL learner's level of EI vary according to academic success?

In this research, no relationship was discovered among EI and academic success constructs. However, many other researchers below indicated the opposite.

Bar-On (2006) stated that there have been many studies that verify emotional intelligence's connection with the individual's academic success. Furthermore, he added that by measuring EI in schools, it is possible to find out the low achievers. According to Bar-On, emotionally intelligent people are successful in academic life because their EI skills guides them to overcome stressful situations. Thus, these people can think and act effectively in their lives. Another researcher, Goleman (1995) highlighted that EI is a powerful domain, that enables the individual to act precisely according to his needs in both social and academic life. Goleman claimed EI helps the individual to use his skills and competencies accurately, even his pure intellect.

Tyagi and Gautam (2017) found a positive link between high school students' EI and academic success. This indicates that the more individuals become emotionally intelligent the more they can be successful. Another research, conducted by Fayombo (2012) revealed that academic achievement and EI have a positive association. Ramana and Devi (2018) investigated second-year university students and also found a positive association between EI and academic success dimensions. In the Turkish context, Mammadov (2015) carried out a study on the tourism department students of Adnan Menderes, Eskişehir Osmangazi, Anadolu and Gazi universities, and the research revealed that EI and academic success have a positive relationship. Also, Kavcar (2011) investigated the association between academic success and EI levels of Business Administration Department students at Ankara University, and figured out that the two constructs connect with each other positively. Although many studies support and many scholars like Goleman and Bar-On claim that EI relates to academic success, there are some studies that argue the opposite.

Bachard (2003) applied 31 different EI scales to Psychology department students and discovered that EI does not relate to academic success. In the Turkish context, Bakan & Güler (2017) investigated Business Administration, Economics, Public

Administration and International Relations departments' students and discovered that EI and academic success do not have a relationship and they do not affect each other. Another researcher Şakrak (2009) presented with her study that there is no relationship between academic success and EI scores of the EFL learners. Also, according to the study Kılıç (2018) conducted, EI does not connect with the participants' academic achievement.

In harmony with the studies that found out no connection between academic success and EI levels of the participants, this study also claims with its sample group that there is no association found among Çağ university Turkish EFL learners' levels of EI and academic success. However, this research revealed that Çağ university EFL learners have moderate EI skills.

In line with the results, it can be referred that Çağ university EFL learners are moderate achievers just like with their EI scores. The participants' EI skills do not relate to their academic achievement. However, the reason for this no connection among academic success and EI constructs is maybe, the participants do not know that they have EI skills. Furthermore, they may not know detailed information about what EI is, how it works, or how to use their already existing skills according to their needs in daily life, especially to achieve academically, more success.

Elias et al. (1997) highlighted that each individual requires to be educated both emotionally and socially. They claimed, it is beneficial for every individual to be trained about their emotional and social skills so that these individuals can make their decisions appropriately and follow them accurately in their lives. Hence, Elias et al. believed, to make the students use their emotional skills, which will help the individual to navigate their daily lives both academically and socially, it is essential to give importance and concern to the social and emotional education starting with the early school years.

5.3.5. Discussions of the Research Question 5

Is there a correlation between foreign language anxiety levels and emotional intelligence skills and sub-skills of Turkish EFL learners?

The fifth research question explores the relationship among FLA, EI skills, and sub-skills of Turkish EFL learners. The results revealed that all five EI skills have negative connections with the EFL learners' total scores of FLA. It can be concluded

that the more the EFL learner's level of EI increase, the less anxious he becomes in language classrooms.

According to the results, the strongest association among total scores of FLA and skills of EI was seen on the *Adaptability* EQ which comprises *Reality-Testing, Flexibility, and Problem-Solving* sub-skills. This finding can be interpreted as, if the students can adapt themselves effectively in the foreign language learning environment they are involved in, they feel less anxious. In line with it, Bar-On (2006) described the *Adaptability* dimension of EQ-i as; realistically accepting and admiring the emotions, utilizing them for the sake of their advantages in the moment of change and figuring out the difficulties that may arouse both in personal and social life. Thus, the findings of this study indicate that Çağ university EFL learners' *Adaptability* EQ helps the EFL learners to reduce their levels of FLA.

Based on the results, the weakest association among scores of FLA and skills of EI was found in the *General Mood* EQ. Bar-On (2006) described the *General Mood* dimension as the motive of the individual's life. He believed that the *General Mood* skill of EI provides the individual to be optimistic and be pleased with himself. Although the results of this study do not show the participants' *General Mood* skill is inadequate, yet it is seen with their EI scores that their EI level can be high with improvement. However, the results indicate that *General Mood* EQ has the weakest connection with the learners' FLA levels. This weak connection can be interpreted as, there might be other factors that influence the participants' *General Mood* in language classrooms.

In harmony with it, Lightbown and Spada (2013) stated that learning a foreign language is not a simple process to interpret, describe and understand. Lightbown and Spada added, trying to understand the factors that might influence on the language learning process is hard because even the affecting elements can be found, those elements could be independent of the other factors that play an active role in the foreign language learning environment. Thus, Lightbown and Spada believed, it is not possible to make generalizations about the language learning process because every classroom, every learner might be different than the other. For this reason, they claimed that foreign language learning needs to be accepted as a product which is formed and dominated by various components. It is clear that foreign language learning is a complicated structure, consisting of many elements that are interacting with each other at the same time. For this reason, maybe there can be other explanations about the

language learners' *General Mood's* weak connection on their levels of FLA because every language learner has a different life both inside and outside the language classrooms.

In order to understand the relationship between FLA and EI skills more deeply, the association among the participants' total scores of FLA and sub-skills of EI were also investigated. Although *Intrapersonal* EQ negatively connected with the FLA scores of the participants, further research showed that within the sub-skills of *Intrapersonal* EQ, *only Self-Regard, Emotional Self-Awareness and Self-Actualization* related to the EFL learners' levels of FLA. The findings presented that *Assertiveness* and *Independence*, two sub-skills of *Intrapersonal* dimension, showed no connection with the participants' scores of FLA. Thus, it can be concluded that Çağ university EFL learners are aware of their feelings, they accurately perceive them and they know these feelings can help them to achieve their goals. Additionally, having these competencies helps the EFL learner to decrease their levels of FLA in the language classrooms.

As already mentioned above, *Assertiveness* sub-skill has no association with the participants' FLA scores. The reason of this situation is maybe because of the possible discomfort felt by the EFL learners when they are expressing their feelings in the language classrooms. According to Bar-On (2006), *Assertiveness* is the competence of the individual to express his feelings.

In the same way, as reported above *Independence* sub-skill also does not relate to the participants' levels of FLA. This situation can be interpreted as maybe the EFL learners need to learn to be independent in foreign language classrooms. Bar-On describes (2006) *Independence* as "being self-reliant and free of emotional dependency on others (p.23). Thus, the learner autonomy might be needed to be encouraged in language classrooms. Harmer (2010) highlighted that some cultures believe it is the instructors' business to provide learning, in these situations the possibility of the instructor to be successful is low because the language learner himself needs to take the responsibility of his learning for the sake of his foreign language acquisition, for this reason, learner autonomy needs to be encouraged by the instructors.

According to the results of this research, the weakest relationship between EI-sub-skills and FLA scores, was found on *Optimism*. Although Bar-On (2010) stated that *Optimism* sub-skill is one of the key factors that reduce the influence of disturbing feelings on the individual's life, the results of this study indicated that *Optimism* sub-skill is the least effective factor on the EFL learners' levels of FLA. Pacheo & Kamble

(2016) argued that the way each individual handle stressful situations differs from one person to the other and it is depended on many factors. Pacheco & Kamble added, among these factors, the individual's perception of his own life, his assumptions and predictions about his future, exists. In accordance with it, Robinson- Whelen & Kim & MacCallum & Kiecolt-Glaser (1997) claimed that *Optimism* may not be alone, a pure and independent element of coping with stress and anxiety.

This research revealed that most of the EI sub-skills have a negative association with the participant's total scores of FLA. In harmony with the results of this study, the strongest relationship among scores of FLA and EI sub-skills was seen on *Interpersonal Relationship*. According to Bar-On (2006), *Interpersonal Relationship* is a sub-skill of the *Interpersonal* dimension, which also consisted of *Empathy and Social Responsibility* sub-skills. Bar-On et al. (2007) described *Interpersonal Relationship* as one of the necessary conditions of the individual's well-being because Bar-On et al. believed that people with high *Interpersonal Relationship* skill, have the power to pretend accordingly with the social and environmental demands. Bar-On et al. (2007) stated that people with high *Interpersonal Relationship* skill, can build powerful and favorable relationships, they can easily understand, respect and evaluate others. Bar on et al. also added that these people care to other people's emotions and thoughts because they have the competency to recognize and understand these emotions for this reason, they tend to listen effectively when they are in a conversation.

According to the results of this study, the more Çağ university EFL learners interact with their instructors, their classmates and their learning environment, briefly the more they use their *Interpersonal Relationship* skill, the less they feel FLA in the language classrooms.

5.4. Pedagogical implications

Considering the relationship between EI and FLA, to be able to regulate the EFL learner his own emotions that may arouse in foreign language classrooms, the EFL learners need to be trained both socially and emotionally. According to Elias et al. (1997) fostering social and emotional in education is essential because they believed it is a key of effective education. Elias et al. claimed that the instructors need to both create a safe and caring classroom environment and include SEL into the curriculum. Furthermore, Elias et al. claimed that implementing SEL inside the classrooms by

multimedia presentations, role-playing, and classroom discussions are also affirmative on the learning process.

Within the scope of EI concept which defines being emotionally intelligent as being aware of the individuals' own emotions, mindfulness techniques can also be applied in the foreign language classrooms. If the language learner becomes aware in the moment of feeling anxiety, within the help of this awareness, he can try to manage the stressful situation without surrendering. In harmony with above, Mortimore (2017) made a research by implying mindfulness techniques in the foreign language classrooms with 5-10 minutes activities like mindful meditation and breathing exercises. Mortimore discovered that the learners are more enthusiastic and relaxed in the language learning process after mindfulness sessions.

Additionally, within the scope of the results of this study it can be concluded that *Interpersonal Relationship* related to the EFL learners' levels of FLA. In line with it, the instructors need to choose techniques that make the students interact more with both the language and the learning environment. According to the research Nagahashi (2007) made, instead of a traditional learning environment, providing the EFL learners the opportunity to interact with their peers, helps them to feel less anxious in the class.

Considering the results of the study *Empathy and Social Responsibility*, two other sub-skills of *Interpersonal EQ*, also connected with the EFL learners' scores of FLA. Thus, it can be helpful to implement those skills in the foreign language classroom activities like the way humanistic approaches to ELT suggested. Larsen-Freeman (2000) indicated that the instructors need to perceive the language learner not just students, but in fact as a whole person. Hall (2011) argued that ELT instructors need to recognize both affective and cognitive nature of the learning experience. In harmony with the above, Richards and Rodgers (1999) stated that one of the humanistic approaches to ELT; Community Language Learning (CLL), can help the language learner to feel himself as a part of the classroom community. Richards and Rodgers indicated that with CLL, it is possible for the EFL learner not only interact with the classroom community, but also with the instructor and the language. They stated that CLL views learning a foreign language not just an individual achievement but something that is gained collaboratively. In parallel with the above, Nursanah (2015) conducted a research which explored implementing CLL strategies in the EFL classrooms. Her study revealed that implementing CLL in the EFL classes, increased

the learners' participation in the classroom activities and influenced the language learning process positively.

Relatedly, in this study *Adaptability* EQ also strongly connected with the EFL learners' scores of FLA. Thus, it can be interpreted that the more the students feel themselves adapted in the language classroom, the less they feel anxious. According to MacIntyre and Gregersen (2012), instructors need to create stress free learning environments by choosing enjoyable, interesting and meaningful classroom activities. MacIntyre and Gregersen (2012) claimed that only positive broadening attitudes of the teacher can create anxiety free classrooms. In line with it, Horwitz et al. (1999) stated that there are two ways that can reduce the EFL learners' levels of FLA in the class, first the instructors need to cope with the anxiety provoking situation and second the instructors need to make a comfortable classroom condition.

5.5. Limitations of the Study

Firstly, based on limited time and the aim to gather as many as possible participants, this research has remained only as a quantitative study. However, this research could have been deepened by including qualitative research methods such as semi-structured interviews and personal narratives. Secondly, because this research is conducted at the Preparatory School of Çağ university, the findings are restricted with only one institution. Thirdly, although it is not easy to receive permission to conduct academically researches, yet the sample size of this study could have been widened. Fourthly, the Turkish adaptation of EQ-i has fewer items than the original one. The instrument was translated to Turkish by Acar (2001) and she removed 45 items because she believed those items did not connect with the five main skills of emotional intelligence. However, these items were connected with the validity of the scale, for this reason, as already mentioned by Şakrak (2009), it is not possible to verify the validity of the Turkish adaptation of EQ-i, like in the original version Bar-On (1997) did.

Lastly, the researcher could have administered more than one EI inventory while conducting this research. By using different scales from different scholars, the information gathered from the participants could have been crosschecked.

5.6. Suggestions for further Research

According to the results of this study, it is clear that EI relates to the FLA level of the participants. However, to examine the variables deeply, the reasons that make the EFL learner anxious needs to be investigated. Thus, it can be possible to offer a new guidance to the EFL learners that can help to reduce their levels of FLA in the language classrooms.

Also, by using social emotional skill enhancing activities like the way Elias et al. (1997) stated with SEL, the relationship between FLA and EI variables can be explored because practicing EI skills in the classrooms can help the EFL learner to handle the disturbing emotions that may arouse in the class.

Lastly, both EI and FLA dimensions are not easy to describe and understand because investigating the foreign language learning process is not easy and every individual in the language classrooms is unique. Thus, a longer period while conducting the study, could give a deeper perspective about the relationship among the EFL learners' levels of EI and FLA and their association with their academic success.

5.7. Conclusion

This research presented a general background about both the FLA and EI levels of the EFL learners at Çağ university Preparatory School and to which extent these variables relate to their academic success. This study revealed that the participants' academic success connected with the EFL learners' level of FLA. However, EI showed no connection with the participants' academic achievement. On the other hand, this study presented that all of the EI skills relate to the participants' levels of FLA. That indicates the more the participants improve their EI skills, the less they feel FLA in the class. Further investigation also pointed out significant connections between EI sub-skills and FLA scores. In line with the results, it can be concluded that learning and improving EI skills and sub-skills may help the EFL learners to reduce their FLA level in the language classrooms.

Depending on the findings of this study, giving attention to the EFL learners' foreign language anxiety level is essential. Hence, new approaches need to be tried to help the EFL learner to feel less anxious in the language classrooms, like focusing on one of the outstanding concepts; Emotional Intelligence.

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


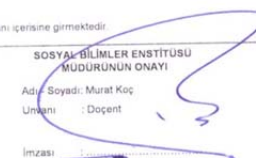

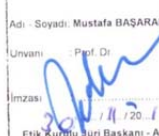
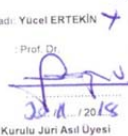
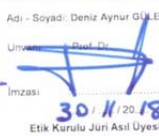
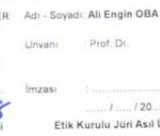

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7. APPENDICES

Appendix 1. Ethics Committee Approval Document

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU					
ÖĞRENCİ BİLGİLERİ					
T.C. NOSU	26776487074				
ADI VE SOYADI	FATOŞ GÖK				
ÖĞRENCİ NO	20178044				
TEL. NO. LARI	5324903086				
E - MAİL ADRESLERİ	fatos.gk@gmail.com				
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ				
PROGRAM ADI	İNGİLİZ DİLİ EĞİTİMİ				
BİLİM DALININ ADI					
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ				
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2018/2019 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.				
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER					
TEZİN KONUSU	DUYGUSAL ZEKA VE YABANCI DİL KAYGISI ARASINDAKİ İLİŞKİ				
TEZİN AMACI	DUYGUSAL ZEKA VE YABANCI DİL KAYGISI ARASINDAKİ İLİŞKİYİ İNCELEMEK VE DUYGUSAL ZEKA İLE YABANCI DİL KAYGISI ARASINDAKİ İLİŞKİYİ ARAŞTIRMAK				
TEZİN TÜRKÇE ÖZETİ	YABANCI DİL ÖĞRENEBEN ÖĞRENCİLERİN YABANCI DİL KAYGISI İLE DUYGUSAL ZEKA SEVİYESİYLE İLGİLİ GENEL BİLGİ SUNMAK VE CİNSİYET İLE BAŞARI SEVİYESİNİN DUYGUSAL ZEKA VE DİL KAYGISI ÜZERİNDEKİ ETKİLERİNİ ARAŞTIRMAK				
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	ÇAĞ ÜNİVERSİTESİ				
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İ.L. İLÇESİ)	ÇAĞ ÜNİVERSİTESİ- TARSUS				
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINACAK İSTENEN KURUMUN HANGİ ÖLÇELERİNİN HANGİ KURUMUNUN HANGİ BÖLÜMÜNDE/ HANGİ ALANININ HANGİ KONULARDA HANGİ GRUBUN KİMLERİNİN UYGULANACAKI GİBİ AYRINTILI BİLGİLER	ÇAĞ ÜNİVERSİTESİ - HAZIRLIK OKULU- HAZIRLIK SINIFI ÖĞRENCİLERİ - TARSUS				
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN ÖLÇEKLERİN UYGULANACAKI	HORWITZ - YABANCI DİL SINIF KAYGISI ÖLÇEĞİ & BAR-ON DUYGUSAL ZEKA ENVANTERİ				
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAĞADITISAYFA OLUŞUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) HORWITZ - YABANCI DİL SINIF KAYGISI ÖLÇEĞİ - 2 SAYFA 2) BAR-ON DUYGUSAL ZEKA ENVANTERİ - 4 SAYFA				
ÖĞRENCİNİN ADI - SOYADI: FATOŞ GÖK	ÖĞRENCİNİN İMZASI: 	TARİHİ: 30/11/2018			
TEZ / ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU					
1. Seçilen konu Bilim ve İq Dünyasına katkı sağlayabilecektir.					
2. Anılan konu faaliyet alanı içersine girmektedir.					
1. TEZ DANIŞMANININ ONAYI Adı - Soyadı: Seden Tuyan Unvanı: Öğretim Üyesi Doktor İmzası:  30.11.2018	2. TEZ DANIŞMANININ ONAYI (VARSA) Adı - Soyadı: Seden Tuyan Unvanı: Öğretim Üyesi Doktor İmzası:  30/11/2018	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNÜN ONAYI Adı - Soyadı: Murat Koç Unvanı: Doçent İmzası:  30.11.2018	A.B.D. BAŞKANININ ONAYI Adı - Soyadı: Şehnaz Şahinkarakaş Unvanı: Profesör İmzası:  30.11.2018		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER					
Adı - Soyadı: Mustafa BAŞARAN Unvanı: Prof. Dr. İmzası:  30/11/2018 Etik Kurulu Sürü Başkanı - Asil Üye	Adı - Soyadı: Yücel ERTEKİN Unvanı: Prof. Dr. İmzası:  30/11/2018 Etik Kurulu Jürü Asil Üyesi	Adı - Soyadı: Deniz AYNER GÜLER Unvanı: Prof. Dr. İmzası:  30/11/2018 Etik Kurulu Jürü Asil Üyesi	Adı - Soyadı: Ali Engin OBA Unvanı: Prof. Dr. İmzası:  30/11/2018 Etik Kurulu Jürü Asil Üyesi	Adı - Soyadı: Mustafa Tevfik ODMAN Unvanı: Prof. Dr. İmzası:  30/11/2018 Etik Kurulu Jürü Asil Üyesi	Adı - Soyadı: Unvanı: İmzası: 30/11/2018 Etik Kurulu Jürü Yedek Üyesi
Adı - Soyadı: Unvanı: İmzası: 30/11/2018 Etik Kurulu Jürü Yedek Üyesi	OY BİRLİĞİ İLE <input type="radio"/>		OY ÇOKLUĞU İLE <input checked="" type="radio"/>		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asil Jürü Üyeleriince İncelenmiş olup 02.12.2018-15.01.2019 tarihleri arasında uygulanmak üzere iznini verilmesi tarafımızca uygundur.
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.					
EKLERİ: (2) Sayfa HORWITZ -YABANCI DİL SINIF KAYGISI ÖLÇEĞİ ENVANTERİ			(4) Sayfa BAR-ON DUYGUSAL ZEKA		
508E-1954					

Appendix 2 Foreign Language Classroom Anxiety Scale (FLCAS) (English)

Directions:

The purpose of this questionnaire is to find out your thoughts about Foreign Language Anxiety.

Express your point of view about each item by circling:

- 1 STRONGLY DISAGREE
- 2 DISAGREE
- 3 NEITHER AGREE NOR DISAGREE
- 4 AGREE
- 5 STRONGLY AGREE



Foreign Language Anxiety Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I <i>don't</i> worry about making mistakes in language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language classes.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During language class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at language than I am.	1	2	3	4	5
8. I am usually at ease during tests in my language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in the language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign language class.	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language class.	1	2	3	4	5
12. In language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would <i>not</i> be nervous speaking the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in language class.	1	2	3	4	5

21. The more I study for a language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my language class.	1	2	3	4	5
28. When I'm on my way to language class, I feel very sure relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I am overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak a foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix 3. Foreign Language Classroom Anxiety Scale (FLCAS) (Turkish)**Değerli Öğrenci,**

Bu ölçek yabancı dil kaygısı ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı yoktur. Bu yüzden lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak karşılarında bulunan “**Kesinlikle Katılmıyorum**”, “**Katılmıyorum**”, “**Kararsızım**”, “**Katılıyorum**” ve “**Kesinlikle Katılıyorum**” seçeneklerinden sizin için en uygun olanı işaretleyiniz.

Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay vermiş olduğunuz varsayılacaktır.

Adınız ve Soyadınız:

Sınıfınız:

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Derste konuşurken kendimden asla emin olamam.	1	2	3	4	5
2. Derste hata yapmaktan endişelenmem.	1	2	3	4	5
3. Derse kaldırılacağımı bildiğim zaman titrerim.	1	2	3	4	5
4. Derste öğretmenimin ne söylediğini anlamamak beni korkutur.	1	2	3	4	5
5. Daha fazla dil dersi almak beni rahatsız etmezdi.	1	2	3	4	5
6. Ders esnasında kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünmeden edemiyorum.	1	2	3	4	5
8. Dersteki sınavlar esnasında genellikle rahatımdır.	1	2	3	4	5
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılıyorum.	1	2	3	4	5

10. Sınıfta kalmanın sonuçları beni endişelendirir.	1	2	3	4	5
11. Dil derslerinin insanları neden insanları bu kadar ürküttüğünü anlamıyorum.	1	2	3	4	5
12. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.	1	2	3	4	5
13. Derste gönüllü cevap vermekten çekinirim.	1	2	3	4	5
14. Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken heyecanlanmam.	1	2	3	4	5
15. Öğretmenin düzelttiği hataların ne olduğunu anlamamak beni üzer.	1	2	3	4	5
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.	1	2	3	4	5
17. Derse gitmek sıklıkla içimden gelmez.	1	2	3	4	5
18. Derste konuşurken kendime güvenirim.	1	2	3	4	5
19. Öğretmenimin her yaptığım hatayı düzeltmeye hazır olmasından korkarım.	1	2	3	4	5
20. Derse kaldırıldığımda kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5
21. Sınavlara ne kadar çok çalışırsam, aklım o kadar çok karışır.	1	2	3	4	5
22. Derslere çok iyi hazırlanmak için baskı ya da zorunluluk hissetmiyorum.	1	2	3	4	5
23. Her zaman diğer öğrencilerin İngilizceyi benden daha iyi konuştuklarını düşünürüm.	1	2	3	4	5
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.	1	2	3	4	5
25. Dersler o kadar çabuk ilerliyor ki, geride kalmaktan endişe ediyorum.	1	2	3	4	5
26. Diğer derslere oranla kendimi dil dersinde daha gergin ve heyecanlı hissederim.	1	2	3	4	5
27. Derste konuşurken heyecanlanırım ve aklım karışır.	1	2	3	4	5
28. Derse giderken kendimden çok emin ve rahatım.	1	2	3	4	5
29. Öğretmenin söylediği her kelimeyi anlamazsam tedirgin olurum.	1	2	3	4	5
30. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.	1	2	3	4	5
31. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.	1	2	3	4	5
32. İngilizceyi anadili olanlarla konuşurken kendimi muhtemelen rahat hissederim.	1	2	3	4	5
33. Öğretmen daha önce hazırlanmadığım sorular sorduğumda sıkıntı duyar, heyecanlanırım.	1	2	3	4	5

Anketi teslim etmeden önce bütün soruları cevaplandırduğunuzdan emin olun lütfen.

Appendix 4. Emotional Quotient Inventory (EQ-i) (English)

Directions:

The purpose of this questionnaire is to find out your thoughts about Emotional Intelligence.

Express your point of view about each item by circling:

- 1 STRONGLY AGREE
- 2 AGREE
- 3 NEITHER AGREE NOR DISAGREE
- 4 DISAGREE
- 5 STRONGLY DISAGREE



1. My strategy to deal with difficulties is going step by step.	1	2	3	4	5
2. It is easy for me to show my emotions.	1	2	3	4	5
3. I cannot stand too much stress.	1	2	3	4	5
4. I can easily stop daydreaming and connect to reality.	1	2	3	4	5
5. Although there are some problems time to time, I usually believe that everything is going to be fine.	1	2	3	4	5
6. It is hard for me to encounter unpleasant events.	1	2	3	4	5
7. I can tell someone that I do not agree with him/her.	1	2	3	4	5
8. When I feel blue/sad, I know what causes these feelings.	1	2	3	4	5
9. Others think that I am unpretentious.	1	2	3	4	5
10. Most of the time I am sure of myself.	1	2	3	4	5
11. I am a peevish person.	1	2	3	4	5
12. I am not aware of the things around me.	1	2	3	4	5
13. I cannot easily share my inner feelings with others.	1	2	3	4	5
14. When I consider my good and bad habits, I feel happy.	1	2	3	4	5
15. I try to make my life meaningful.	1	2	3	4	5
16. I cannot express my love.	1	2	3	4	5
17. I do not exactly know the things I am good at.	1	2	3	4	5
18. I can quit my old habits.	1	2	3	4	5
19. I try to learn the things I like as well as I can.	1	2	3	4	5
20. I can tell other people when I get angry with them.	1	2	3	4	5
21. I am not sure what I would like to do in life.	1	2	3	4	5
22. I prefer to work at a place where I am often reminded of my responsibilities.	1	2	3	4	5
23. When I am solving a problem, I search every possibility, and then decide on the best one.	1	2	3	4	5
24. I am a follower rather than a leader.	1	2	3	4	5
25. Although people do not directly express their feelings, I can understand them very well.	1	2	3	4	5

26. I am happy with my physical appearance.	1	2	3	4	5
27. I can easily share my ideas with people.	1	2	3	4	5
28. I like doing things that appeals me.	1	2	3	4	5
29. I am an impatient person.	1	2	3	4	5
30. I take care of not hurting other people's feelings.	1	2	3	4	5
31. Even though the things get complicated, I have motivation to keep on.	1	2	3	4	5
32. I have good relations with others.	1	2	3	4	5
33. When I encounter an unpleasant situation, I would like to collect information as much as I can.	1	2	3	4	5
34. I enjoy helping people.	1	2	3	4	5
35. I have achieved just a few things in last couple of years.	1	2	3	4	5
36. It is hard to control my range.	1	2	3	4	5
37. I do not enjoy living.	1	2	3	4	5
38. It is hard to define my emotions.	1	2	3	4	5
39. I cannot protect my rights.	1	2	3	4	5
40. I am a very joyful person.	1	2	3	4	5
41. My acts without thinking cause problems.	1	2	3	4	5
42. People think that I am a social person.	1	2	3	4	5
43. It is crucial to be a citizen who obeys the rules.	1	2	3	4	5
44. I find it difficult to accept myself as I am.	1	2	3	4	5
45. Even If I had to be somewhere else I would help a crying child to find his parents.	1	2	3	4	5
46. My friends can tell me their special things.	1	2	3	4	5
47. I can't decide on my own.	1	2	3	4	5
48. I respect the other people.	1	2	3	4	5
49. I care what happens to other people.	1	2	3	4	5
50. It is difficult for me to change my opinion about some things.	1	2	3	4	5
51. I am generally stuck when I try to find different solutions to problems.	1	2	3	4	5

52. Without fantasies and dreaming I try to see everything as it is.	1	2	3	4	5
53. I know what I feel.	1	2	3	4	5
54. It is fun to be with me.	1	2	3	4	5
55. I am fond of the type of personality I have.	1	2	3	4	5
56. I gratify my self to my dreams and fantasies.	1	2	3	4	5
57. My close relationships are very important for me and my friends.	1	2	3	4	5
58. It is difficult for me to start new things.	1	2	3	4	5
59. If I had to I would break the law.	1	2	3	4	5
60. I am worried.	1	2	3	4	5
61. It is easy for me to adapt the new conditions.	1	2	3	4	5
62. I can easily make friends.	1	2	3	4	5
63. I know how to cope with annoying problems.	1	2	3	4	5
64. When I work with the others I trust their ideas more than mine.	1	2	3	4	5
65. I feel bad too often.	1	2	3	4	5
66. I don't stop easily when I start to speak.	1	2	3	4	5
67. I don't get on well with people around.	1	2	3	4	5
68. I know how to keep calm under difficult circumstances.	1	2	3	4	5
69. I appreciate myself.	1	2	3	4	5
70. I am told to lower my voice while having an argument.	1	2	3	4	5
71. I can't change my style easily.	1	2	3	4	5
72. I am happy with my life	1	2	3	4	5
73. I need people more than people need me.	1	2	3	4	5
74. I love weekends and holidays.	1	2	3	4	5
75. I can cope with stress without getting annoyed.	1	2	3	4	5
76. I believe that I will overcome very hard situations.	1	2	3	4	5
77. I don't notice suffering people.	1	2	3	4	5

78. I usually hope for the best.	1	2	3	4	5
79. It is hard to trust me for other people.	1	2	3	4	5
80. I know that it is difficult to control my anxiety.	1	2	3	4	5
81. I easily notice the emotional needs of others.	1	2	3	4	5
82. I love exaggerating.	1	2	3	4	5
83. I find it hard to smile.	1	2	3	4	5
84. I face my negative feelings and look through them at the proper time.	1	2	3	4	5
85. I usually feel that I will fail before I start doing new things.	1	2	3	4	5
86. I find it hard to say no when I don't want to do anything.	1	2	3	4	5
87. The first thing I do is to think when I face a problem.	1	2	3	4	5
88. I sincerely answered the questions above.	1	2	3	4	5

Appendix 5. Emotional Quotient Inventory (EQ-i) (Turkish)

Değerli Öğrenci

Bu ölçek yabancı dil kaygısı ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak karşılarında bulunan “Kesinlikle Katılıyorum”, “Katılıyorum”, “Kararsızım”, “Katılmıyorum” ve “Kesinlikle Katılmıyorum” seçeneklerinden sizin için en uygun olanı işaretleyiniz.

Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay vermiş olduğunuz varsayılacaktır.

Adınız ve Soyadınız:

Sınıfınız:

Soruların tek bir doğrusu veya yanlışı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza ilk gelen cevap sizin tutumunuzu en iyi yansıtan olacaktır.

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

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

41. Düşünmeden hareket edişim problemler yaratır.	1	2	3	4	5
42. İnsanlar benim sosyal olduğumu düşünürler.	1	2	3	4	5
43. Kurallara uyan bir vatandaş olmak çok önemlidir.	1	2	3	4	5
44. Kendimi olduğum gibi kabul etmek bana zor geliyor.	1	2	3	4	5
45. Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.	1	2	3	4	5
46. Arkadaşlarım bana özel şeylerini anlatabilirler.	1	2	3	4	5
47. Kendi başıma karar veremem.	1	2	3	4	5
48. Başka insanlara saygı duyarım.	1	2	3	4	5
49. Başkalarına neler olduğunu önemserim.	1	2	3	4	5
50. Bazı şeyler hakkında fikrimi değiştirmem zordur.	1	2	3	4	5
51. Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır	1	2	3	4	5
52. Fanteziler ya da hayaller kurmadan her şeyi gerçekte olduğu gibi görmeye çalışırım.	1	2	3	4	5
53. Neler hissettiğimi bilirim.	1	2	3	4	5
54. Benimle birlikte olmak eğlencelidir.	1	2	3	4	5
55. Sahip olduğum kişilik tarzından memnunum.	1	2	3	4	5
56. Hayal ve fantezilerime kendimi kaptırırım.	1	2	3	4	5
57. Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir.	1	2	3	4	5
58. Yeni şeylere başlamak benim için zordur.	1	2	3	4	5
59. Eğer yasaları çiğnemem gerekirse, bunu yaparım.	1	2	3	4	5
60. Endişeliyimdir.	1	2	3	4	5
61. Yeni şartlara ayak uydurmak benim için kolaydır.	1	2	3	4	5
62. Kolayca arkadaş edinebilirim.	1	2	3	4	5
63. Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.	1	2	3	4	5
64. Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim.	1	2	3	4	5
65. Kendimi çok sık kötü hissederim.	1	2	3	4	5
66. Konuşmaya başlayınca zor susarım.	1	2	3	4	5
67. Çevremdekilerle iyi geçinemem.	1	2	3	4	5

68.Zor şartlarda serin kanlılığımı nasıl koruyacağımı bilirim.	1	2	3	4	5
69.Kendimi takdir ederim.	1	2	3	4	5
70.İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.	1	2	3	4	5
71.Tarzımı değiştirmem zordur.	1	2	3	4	5
72.Hayatımdan memnunum.	1	2	3	4	5
73.Başkalarının bana ihtiyaç duymalarından çok,ben başkalarına ihtiyaç duyarım.	1	2	3	4	5
74.Hafta sonlarını ve tatilleri severim.	1	2	3	4	5
75.Çok sinirlenmeden stresle baş edebilirim.	1	2	3	4	5
76.Çok zor durumların üstesinden geleceğime inanıyorum.	1	2	3	4	5
77.Acı çeken insanların farkına varamam.	1	2	3	4	5
78.Genellikle en iyisini ümit ederim.	1	2	3	4	5
79.Başkalarına göre bana güvenmek zordur.	1	2	3	4	5
80.Endişemi kontrol etmemin zor olduğunu biliyorum.	1	2	3	4	5
81.Başkalarının duygusal ihtiyaçlarını, kolaylıkla fark ederim.	1	2	3	4	5
82.Abartmayı severim.	1	2	3	4	5
83.Gülümsemek benim için zordur.	1	2	3	4	5
84.Uygun bir zamanda negatif duygularıyla yüzleşir, onları gözden geçiririm.	1	2	3	4	5
85.Yeni bir şeye başlamadan önce genellikle başarısız olacağım hissine kapılırım.	1	2	3	4	5
86.İstedğim zaman " hayır " demek benim için zordur.	1	2	3	4	5
87.Bir problemle karşılaştığımda önce durur ve düşünürüm.	1	2	3	4	5
88.Yukarıdaki ifadelere samimi bir şekilde cevap verdim.	1	2	3	4	5

Appendix 6. Permission to Conduct the Questionnaires



SAYI : 23867972/ 1848
KONU: Tez Anket İzini Hakkında

30.11.2018

T.C
ÇAĞ ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA
HAZIRLIK OKULU MÜDÜRLÜĞÜNE

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20178044 numaralı Fatoş GÖK, "Duygusal zeka ve yabancı dil kaygısı arasındaki ilişki" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan Dr. Öğr. Üyesi Seden TUYAN danışmanlığında halen yürütülmektedir.
 2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversitemiz Hazırlık Okulu Müdürlüğü bünyesinde halen ders almakta olan öğrencileri kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.
 3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli izin verilmesi makamlarının tensiplerine maruzdur.
- Arz ederim.

Gönlü sekreterlik

N.A

Rektör/Üyemim.

Ekler: Fen-Ed. Fak. Dekanlığına
10.12.2018
6186

Ekleri: 8 (Sekiz) Sayfa Anket Formu Listesi.

Doç. Dr. Murat KOC
Sosyal Bilimler Enstitüsü Müdürü





8. CURRICULUM VITAE

PERSONAL INFORMATION

Name: Fatoş GÖK

Telephone: +90 532 490 30 86

Email: fatos.gk@gmail.com

EDUCATION INFORMATION

2006-2012 Ankara – Hacettepe University- Faculty of Letters, German Language and Literature. (BA)

2017-2020: Mersin- Çağ University- Institute of Social Sciences, Department of English Language Teaching. (MA)