

To Mom, who is the source of everything good inside me

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
FOREIGN LANGUAGE ANXIETY IN TURKISH EFL STUDENTS

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ABSTRACT

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
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It is becoming increasingly difficult to ignore the rising trend of emotional intelligence in education. So far, however, there has been very little discussion about the relationship between emotional intelligence and foreign language anxiety. The main objectives of the this study were a) to give a general picture of the emotional intelligence and foreign language anxiety levels of Turkish EFL students at university level; b) to investigate the effects of gender and success level on both emotional intelligence and foreign language anxiety; c) explore the relationship between emotional intelligence and foreign language anxiety; and d) to examine the relationships between the five sub-skills of emotional intelligence (adaptability, stress management, mood, interpersonal, and intrapersonal) and foreign language anxiety.

The study gathered data from 308 students from Akdeniz University Preparatory School in Antalya, Turkey. The data concerning emotional intelligence

were collected through the Emotional Quotient Inventory (EQ-i). Students' foreign language anxiety was measured via the Foreign Language Classroom Anxiety Scale (FLCAS). The collected data were analyzed quantitatively.

Analysis of the quantitative data revealed that neither emotional intelligence nor foreign language anxiety varied according to gender. However, level of success was found to be significant in participants' foreign language anxiety. It was also found that there was a statistically significant negative correlation between the participants' emotional intelligence and foreign language anxiety. Moreover, all of the sub-skills of emotional intelligence negatively correlated with foreign language anxiety.

Referring to the significant negative correlation between emotional intelligence and foreign language anxiety, the results of the study may be utilized in emphasizing emotional literacy and emotional intelligence in the school curriculums. The findings revealed that students with higher emotional intelligence had lower foreign language anxiety. In the light of these findings, more importance should be given to emotional intelligence skills in language learning classrooms. It is suggested that an emotional intelligence integrated curriculum may diminish students' foreign language anxiety, and create a more stress-free classroom atmosphere.

Key words: Emotional intelligence, foreign language anxiety, stress-free classroom, effective teaching.

ÖZET

TURKİYE’DEKİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN DUYGUSAL ZEKA VE
YABANCI DİL KAYGISI ARASINDAKİ İLİŞKİ

Gülnihal Şakrak

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. JoDee Walters

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Duygusal zekanın her alanda olduğu gibi eğitim alanında da önem kazandığını göz ardı etmek her geçen gün imkansızlaşmaktadır. Ne var ki, şimdiye kadar, duygusal zeka ve yabancı dil kaygısı arasındaki ilişki pek tartışılmamıştır. Bu çalışmanın temel amaçları a) Türkiye’de, üniversite seviyesinde, yabancı dil öğrenen öğrencilerin yabancı dil kaygısı ve duygusal zeka seviyesiyle ilgili genel bir tablo sunmak b) cinsiyet ve başarı seviyesinin duygusal zeka ve dil kaygısı üzerindeki etkilerini araştırmak c) duygusal zeka ve yabancı dil kaygısı arasındaki ilişkiyi incelemek ve d) duygusal zekayı oluşturan alt öğelerle (kişisel farkındalık, kişiler arası ilişkiler, şartlara ve çevreye uyum, stres yönetimi ve genel ruh hali), yabancı dil kaygısı arasındaki ilişkiyi araştırmaktır.

Çalışma verileri Akdeniz Üniversitesi Hazırlık Bölümü'ndeki 308 öğrenciden elde edilmiştir. Duygusal zeka ölçümüyle ilgili veriler, Bar-On Duygusal Zeka ölçeği kullanılarak toplanmıştır. Yabancı dil kaygısına ilişkin veriler ise Yabancı Dil Sınıfı Kaygı Ölçeği'nin Türkçe çevirisi kullanılarak değerlendirilmiştir.

Elde edilen sayısal verilerin incelenmesi sonucunda, duygusal zeka ve yabancı dil kaygısının cinsiyete göre değişiklik göstermediği gözlemlenmiştir. Ancak, başarı düzeyinin öğrencilerin dil öğrenme kaygılarında önemli bir etken olduğu tespit edilmiştir. Bu çalışmaya katılan öğrencilerin duygusal zeka seviyeleri ve yabancı dil kaygıları arasında negatif bir korelasyon bulunmuştur. Ayrıca, duygusal zekanın bütün alt öğeleri de dil öğrenme kaygısıyla negatif korelasyon göstermiştir.

Bu araştırmadan elde edilen sonuçlar, duygusal zeka ve onun alt öğelerinin okul müfredatlarına eklenmesinin önemini vurgulamak açısından yararlıdır. Sayısal verilere göre, duygusal zekası yüksek olan öğrencilerin yabancı dil kaygısı diğerlerinden daha düşüktür. Bu da gösteriyor ki duygusal zeka becerilerine yabancı dil sınıflarında daha çok önem verilmelidir. Araştırmanın bulguları ışığında, duygusal zeka becerileri entegre edilmiş bir müfredatın daha stressiz bir sınıf ortamı yaratarak öğrencilerin yabancı dil kaygısını azaltacağı öne sürülebilir.

Anahtar kelimeler: duygusal zeka, yabancı dil kaygısı, stressiz sınıf ortamı, etkin öğretim.

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CHAPTER I: INTRODUCTION

Introduction

Emotional intelligence, which, for many people, means another way of being smart, has been regarded as “people smart” by Stein and Book (2006). Since there are many models of emotional intelligence, there are many definitions, so a precise definition is difficult to find. In the broadest terms, emotional intelligence is the ability to understand one’s own and other’s feelings and to use this information to guide one’s thinking and emotions (Salovey & Mayer, 1990, p. 189). The idea of emotional intelligence has become a very hotly debated issue after Goleman’s book “Emotional Intelligence: Why it can matter more than IQ” was published in 1995. Many researchers (Bar-On, 1997; Goleman, 1995) claim that emotional intelligence (EQ/EI) has an important role in our life-long success. It has even been claimed that IQ is the intelligence which helps you find a job, but EQ is the intelligence that enables you to get promoted. Therefore, it is not surprising that such a fascinating trend has had an influence on the education field. Coetzee and Jansen (2007) suggest that unless the emotional needs of students are met, they cannot function effectively to derive the intellectual benefit of their education. Therefore, an emotional intelligence integrated program may be the key to success for many students.

In language learning classrooms, one of the outstanding affective problems is foreign language anxiety. Most of the studies (Saito, Horwitz & Garza, 1999; Spielberger & Vagg, 1995; Young, 1986) carried out about FLA have shown that foreign language anxiety has a negative effect on language learning, suggesting that students who are highly anxious may not be able to focus on the learning process and

cannot achieve the tasks in the classroom (Horwitz, 2001). According to the humanistic approach, creating a stress-free and positive classroom atmosphere should be concern of teachers. The effect of emotional intelligence on foreign language anxiety is an unexplored area. This study aims to seek the relationship between these two constructs, and it is hoped that the findings can be useful to create better language learning classrooms.

Background of the study

At the beginning of the 20th century, according to Alfred Binet, the definition of intelligence was:

It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances. A person may be a moron or an imbecile if he is lacking in judgment; but with good judgment he can never be either. Indeed the rest of the intellectual faculties seem of little importance in comparison with judgment. (Binet & Simon, 1916, p. 42)

In 1905, a school asked Alfred Binet and Theodor Simon to create an intelligence test in order to differentiate the students who were more intelligent than the others (Stein & Book, 2006) and that was how the term IQ (Intelligence Quotient) first became known. These tests became very popular and they were often used to classify students or to choose potential employees. For nearly 60 years Binet's tests were accepted without any objection. However, in the 1970s ideas about intelligence started to change. The foremost researcher that created this change was Howard Gardner, with his idea of Multiple Intelligences. Multiple intelligences (MI) refers to “a learner based philosophy that characterizes human intelligence as having

multiple dimensions that must be acknowledged and developed in education”

(Gardner, 1983, p. 68). According to Gardner, traditional IQ tests are based only on logic and language abilities, but the human brain has other equally vital intelligences (Gardner, 1983). In the theory of MI there are eight types of intelligences: linguistic, logical, spatial, musical, kinesthetic, interpersonal, intrapersonal and naturalist. It can be said that emotional intelligence incorporates the interpersonal and intrapersonal intelligences in Gardner's MI theory (Gardner, 1991).

Since Binet's definition, the general perception of intelligence has changed. Nowadays being intelligent does not simply mean having a high IQ score, which can be defined as traditional intelligence, but rather being able to cope with the difficulties of social, academic and professional life. In the chaotic lifestyle of the 21st century, people who have high IQ scores may not be successful. Studies (Buzan, 2000; Goleman, 1995) have shown that cognitive abilities do not necessarily coincide with success in life. For example, Goleman tried to discover the factors that have an important role in the lives of people whose IQ, which represents cognitive abilities, is high but who cannot cope with life very well, and those whose IQ is average but who are amazingly successful in life (Goleman, 2003 cited in Kenarlı, 2007). It has been suggest that, in order for individuals to reach their goals and to lead their lives effectively, emotional intelligence is as important as cognitive intelligence (Salovey & Sluyter 1997 cited in Yılmaz, 2007). Emotional intelligence (EI) has been defined as “the capacity to process emotional information accurately and efficiently, including that information relevant to the recognition, construction, and regulation of emotion in oneself and others” (Mayer & Salovey, 1990, p. 5).

Several models of emotional intelligence have emerged in recent years. Spielberger (2004) identified three major models of emotional intelligence: the Mayer and Salovey Model, the Bar-On Model, and the Goleman Model. The Mayer and Salovey Model consists of four sub-categories: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. The second one, the Bar-On Model, has five sub-skills: personal awareness, interpersonal relations, adaptation to environment, stress management, and general mood. The last model, the Goleman Model, consists of five sub-skills: self-awareness, self-regulation, self-motivation, empathy, and managing relationships. Both the Goleman and Bar-On models are based on a mixture of mental abilities and personal traits. On the other hand, the Mayer and Salovey model is more restricted because personality traits were excluded.

Walker (2001) investigated the relationship between emotional intelligence and academic success in 1205 college students in America. The short version of Bar-On's Emotional Quotient Inventory and students' grade points averages were used as data collection tools. It was found that there is a positive correlation between EI and academic success. In the light of the results, Walker suggests that emotional intelligence may be integrated to college curricula in order to promote students' success.

Some research has also been carried out in Turkey about emotional intelligence education. Duman (2003) tried to show that by integrating the components of emotional intelligence in foreign language teaching and learning, students' failures could be decreased and their success could be increased. It was

found that considering the emotional needs of the students enhances the effectiveness of English learning/teaching.

Also in Turkey, Göçet (2006) evaluated university students' emotional intelligence level and their attitudes to dealing with stress. The results reveal a significant relationship between EI and attitudes to overcoming stress, indicating that the subjects who have high EI scores are better at dealing with stress.

Researchers are still exploring the concept of emotional intelligence, as it is one of the possible affective factors that affect learning. However, teaching and learning are affected by many other factors, and one of the outstanding factors in language classrooms is language anxiety (Aydın, 2001; Horwitz, Horwitz & Cope, 1986). Scovel states that “psychologists define anxiety as a state of apprehension, a vague fear that is only associated with an object” (1991, p. 18). In the literature anxiety has been divided into two main classes. The first one is “trait anxiety”, and it can be regarded as a stable or enduring feature of personality. The second one is “state anxiety”, which is the feeling of anxiety only under specific conditions or situations. MacIntyre (1995) argues that foreign language anxiety is a kind of state anxiety which focuses on a specific thing or situation, and thus prefers to call it situation specific or situational anxiety.

Horwitz et al. (1986) have defined foreign language anxiety (FLA) as “the 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). Horwitz later suggested that due to its different nature, foreign language anxiety is a unique type of anxiety (2001). In order to better understand this unique type of anxiety, some researchers have examined FLA as it relates to different

skills. Saito et al. (1999) explored whether there is a difference between the concept of foreign language reading anxiety and overall FLA, employing the Foreign Language Classroom Anxiety Scale (FLCAS) and the Foreign Language Reading Anxiety Scale. The results of this study indicated that foreign language reading anxiety is different from general foreign language anxiety. Other studies have investigated the sources of speaking anxiety, as it is the most observable type of anxiety in the classroom. For instance, Kitano (2001) explored the reasons for speaking anxiety in Japanese language classes. The Fear of Negative Evaluation Scale, the Japanese Class Anxiety Scale, three kinds of Self-Rating Can-Do scales and the Self-Rating Expected Perception Scale by Japanese were used to gauge the anxiety levels of students. The findings revealed that the fear of negative evaluation was the main cause of FLA in Japanese classrooms.

Turkish researchers have also carried out studies in order to explore Turkish students' foreign language anxiety levels. For instance, Aydın (2001) attempted to find out the sources of FLA that Turkish students learning English as a foreign language experience in two productive skills: speaking and writing. The data were gathered using the FLCAS and the Beliefs About Language Learning Inventory. The results revealed that Turkish EFL students experience FLA for three main reasons: their personal concerns, the teachers' manner, and the teaching procedures in speaking and writing classes. Moreover, Dalkılıç (1998) explored the effects of gender on FLA among students at a Turkish university. The findings suggested that female students are more anxious than male students; there was also a negative correlation between FLA and the students' success.

In the literature, there is some evidence to suggest that affective factors are affected by culture. Ghorbani et al. (2002) investigated the processing of emotional information in different cultures. They compared the self-reported emotional intelligence skills of 220 Iranian and 231 American university students. The findings revealed that the two groups differed in many aspect of emotional processing, such as self-consciousness and self-esteem, and they concluded that the underlying reason for these differences stems from cultural values. This suggests that emotional intelligence is affected by culture. Similarly, Woodrow (2006), in her study on the relationship between speaking performance and FLA, reported that learners who were members of Confucian heritage cultures, such as Chinese and Korean, tended to be more anxious than other ethnic groups. These results suggest that foreign language anxiety is also affected by cultural values.

A study that focused on both foreign language anxiety and emotional intelligence was carried out in 2003 by Chuan-Ta Chao. His aim was to explore the relationship between these two components in the EFL context in Taiwan. The subjects were 306 university students who were studying English. To gather the necessary data, the FLCAS and the Exploring and Developing Emotional Intelligence Skills scale were used. The results showed a significant relationship between foreign language anxiety and emotional intelligence in the Taiwan context. However, as both emotional intelligence (Ghorbani et al., 2002) and foreign language anxiety (Woodrow, 2006a) may be affected by culture, the results cannot be generalized to other cultures and thus there is a need to investigated these two constructs in different cultural settings.

Statement of the problem

Language anxiety is a complex concept that affects language learning (Young, 1992) and Deffenbacher (1980) discovered that being highly emotional and excessive worrying are highly related to anxiety. According to Chao (2003), emotional intelligence should be taken into consideration in order to overcome foreign language anxiety in the language classrooms. Although both foreign language anxiety and emotional intelligence have been researched separately in many studies (Caruso, Mayer & Salovey, 2002; Ergin, 2000; Yılmaz, 2007), there has been only one study which focused on the relationship between the two (Chao, 2003). However, these two constructs may be affected by the culture of the learner (Ghorbani et al., 2002; Woodrow, 2006). Hence, this study is designed to provide detailed information in a different cultural setting on the relationship between emotional intelligence and foreign language anxiety, as well as factors that might affect these two concepts, in a foreign language learning environment in the Turkish context.

In language classes in Turkish universities, many students face the problem of foreign language anxiety, which damages their language learning process. At Akdeniz University, a large number of students suffering from foreign language anxiety are observed by instructors every year. Students who are highly anxious and have difficulty in controlling their emotions may not be successful during the year or in the proficiency exam. Thus, this study aims to cast additional light on the foreign language anxiety and emotional intelligence levels of students and investigate whether there is a relationship between the two. In addition, the findings may provide

a basis to the solution by raising both students' and teachers' awareness about these two concepts.

Research questions

1. What is the foreign language anxiety level of Turkish EFL students?
 - a. Does the level of foreign language anxiety vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
2. What is the emotional intelligence level of Turkish EFL students?
 - a. Does the level of emotional intelligence vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
3. What is the relationship between the foreign language anxiety and emotional intelligence levels of Turkish university EFL students?
 - a. Is there a correlation between students' total scores of FLA and EI?
 - b. Is there a correlation between Turkish students' foreign language anxiety levels and the sub-skills of emotional intelligence?
 - i. Intrapersonal EQ and foreign language anxiety
 - ii. Interpersonal EQ and foreign language anxiety
 - iii. Stress management EQ and foreign language anxiety
 - iv. Adaptability EQ and foreign language anxiety
 - v. General mood EQ and foreign language anxiety

Significance of the study

This study addresses the lack of research into the relationship between foreign language anxiety and emotional intelligence in the field of EFL. Regardless of a learner's age or proficiency level, it is natural to experience some amount of anxiety in the process of learning a foreign language. However, excessive anxiety has been shown to hinder effective learning (Horwitz & Young, 1991). In addition, having good EI skills may help to deal with difficulties in the language classroom (Rouhani, 2007). This study may fill a gap by providing data regarding both of these issues and may contribute to the literature by answering the question of whether there is a relationship between them in the Turkish EFL context. In addition, this study seeks to give data about how the sub-skills of emotional intelligence are related to foreign language anxiety.

At the local level, this study attempts to identify the relationship between emotional intelligence and the foreign language anxiety levels of students at Akdeniz University. The information is valuable for the institution because like many Turkish foreign language learners, many Akdeniz University students in the preparatory school are not successful. Although they try very hard, this year 50 % of the students were not successful in the preparatory program. Based on my own teaching experience, and conversation with my colleagues, one of the reasons for the failure of the students might be their insufficiency in overcoming the negative emotions and stress that language learning may cause. This study may provide an opportunity for teachers to develop an awareness of the learners' perspective. Moreover, if a relationship between FLA and EI is found, this study may also lead to further studies addressing ways to involve the sub-skills of emotional intelligence in lessons in order to lower language

learning anxiety. Hence, Turkish curriculum designers can take the relation between these two concepts into consideration while they are planning the curriculum for English lessons in Turkey. Finally, the research might help English teachers assist students who have language learning problems by guiding students to increase their emotional intelligence skills and to lower their language learning anxiety.

Conclusion

In this chapter, the background of the study, statement of the problem, research questions and the significance of the problem have been presented. The next chapter reviews the literature, providing the relevant theoretical background for the study. In the third chapter, details about the research methodology of the study, including the participants, instruments, data collection, and analysis procedure, will be provided. In the fourth chapter, the data collected will be analyzed, and the findings will be reported. The fifth chapter will focus on the discussion of the results, pedagogical implications, limitations of the study and suggestions for further research.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

This study aims to explore the relationship between emotional intelligence and foreign language anxiety in the EFL classes in Turkey. This chapter provides background information about the definition of terms related to intelligence, the history of emotional intelligence, and models of emotional intelligence. In the subsequent section, the place of emotional intelligence in education and related studies in the literature will be discussed. In the second part, anxiety and its types are defined. The next part focuses on foreign language anxiety and the related studies in the literature. Finally, the last part provides some background information about the relationship between emotional intelligence and foreign language anxiety.

Intelligence as a general term

The concept of intelligence, which has a role in human life, has been a significant issue for researchers for many years. Hundreds of respected researchers, such as Piaget and Vygotsky, have dealt with the definition of intelligence (Neisser, et al., 1996). Although people have been interested in the idea of intelligence for hundreds of years, even before intelligence was formally measured, the number of studies related to intelligence increased enormously in the nineteenth century (Cianciolo & Sternberg, 2004).

In order to explain the origins of intellectual differences between people, much energy and time has been spent by scientists. Many factors such as “nature versus nurture” (Galton, 1869), race differences (Galton, 1869; Smedley, 2002), sex

differences (Jensen, 1969), and hormones (Geschwind & Galaburda, 1987) have been questioned as to their influence on intelligence.

In modern times, this intensive attention to intelligence is not surprising because according to Cianciolo and Sternberg (2004), starting from the 1950s intellectual capacity has been considered when selecting people in the fields of medicine, education, various other professions, and even in the military. Howe (1997) explained the reasons for this attention:

Being intelligent matters; it makes a big difference to human lives. Sharp men and women thrive. Problems are solved by astute thinkers. Questions get answered by those who are clever. Smart people succeed at challenges at which duller individuals fail. Astute planners move ahead. (p. 1)

As the importance of intelligence has risen, the desire to measure it effectively has increased. There had been some unsuccessful attempts to create an intelligence test, by Francis Galton in the late nineteenth century, but it was not until 1905 that Alfred Binet and his student Theodore Simon created their own test (Buzan, 2000). As Binet and Simon did not create their test according to any definition of intelligence, it was different from the previous trials. The items in the test were based on practical considerations, and included a range of simpler and more difficult questions (Howe, 1997). In the next section, the measurement of intelligence will be described.

Definition of intelligent quotient (IQ)

IQ is the acronym for Intelligent Quotient, which refers to a score given on different intelligence tests attempting to measure intelligence. Unlike the way it is currently perceived, in 1905 Binet and Simon's test aimed to differentiate between children who were intellectually normal and those who were inferior. This allowed

the French government to place students into appropriate schools where they could receive special and more individualized attention (Howe, 1997). According to Buzan (2000), during that age, it was believed that one's intelligence was equal to one's linguistic and mathematical abilities. Hence, Binet's intelligence test administered to the French children focused on these two abilities to calculate their intelligence. In the results, IQ, which is a ratio of the child's mental age and his/her chronological age, is multiplied by 100. A normal score is 100, with scores falling below 100 considered below normal, and scores above 100 considered above average (Bee & Byod, 1976). Binet's test was revised by Lewis Terman in 1916 and called the Stanford-Binet IQ Test. Since then, it has been used all over the world (Konrad & Hendl, 1997).

Later, more sophisticated tests, such as David Wechsler's Adult Intelligence Scale (WAIS) appeared, and starting from the 1920s, these intelligence tests were used to select employees, to give scholarships in education and to choose servicemen during World War I. Also, at around that time, the acronym of IQ (for Intelligence Quotient) started to be used to define levels of intelligence and became more widely known (Howe, 1997).

For many years IQ scores were used in many contexts: as predictors of educational achievement or special needs, by social scientists who studied the distribution of IQ scores in populations and the relationships between IQ score and other variables, and as predictors of job performance and income (Neisser, et al., 1996). In 1989, the American Academy for the Advancement of Science listed the IQ test among the twenty most significant scientific discoveries of the twentieth century, along with nuclear fission, DNA, the transistor and flight (Bjorklund, 2000).

Although the IQ test has been accepted by many researchers and others for many years, there have always been harsh criticisms of its validity and reliability. One well-known researcher who argued against IQ tests was Gould. He claimed that the tests were misused to discriminate against minorities, and that the tests included racist elements (Howe, 1997). In his book “The Mismeasure of Man” (1981), Gould suggests that Binet’s sole aim when creating his intelligence scale was to help children who need special education, not to create a general test to measure intellectual qualities (cited in Osgood, 2000).

The definition of intelligence includes a variety of skills, such as problem solving, critical thinking, and reasoning; however, it can be observed from the content of many IQ tests that the number of included skills is limited (Siegel, 1999). In addition, Siegel mentions that IQ tests measure what a person has learned, not what he or she is capable of doing in the future, in other words, his or her potential. That is to say, IQ tests may only be successful in predicting one’s school achievement rather than overall success in life (Siegel, 1989).

Goleman supports the idea that IQ scores give limited information, claiming that “IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces” (1995, p. 8). These other factors may be regarded as other ways of being intelligent, which have been described from the point of view of multiple intelligences. In the next section, the components of multiple intelligences and their role in education will be discussed.

Definition of multiple intelligences (MI)

In his book “Frames of Mind”, Gardner (1983) rejects the idea of the dominance of IQ in one’s life. He refutes the idea that intelligence is a single entity that can be easily measured by IQ tests and claims that human beings have more than one intelligence, which complement each other. Gardner pluralizes the traditional concept of intelligence by defining intelligence as “... the ability to solve the problems or fashion products that are of consequence in a particular cultural setting or community” (1991, p. 15). Gardner (1983) listed seven different kinds of intelligence that symbolize different ways of being intelligent under the title of multiple intelligences (MI). The first one is linguistic intelligence, which is the ability to use words effectively both orally and in writing. The second is logical/mathematical intelligence, which can be defined as the ability to use numbers effectively and reason well. The third intelligence is visual/spatial intelligence; it is the ability to notice form, space, color, line and shape. The next one is bodily/kinesthetic intelligence, which is the ability to use the body to express ideas and feelings, and to solve problems. The fifth one is interpersonal intelligence, which means understanding other people’s moods, feelings and motivations, and intentions. The sixth type is intrapersonal intelligence, and it can be defined as the ability to understand yourself, your strengths, weaknesses, moods, desires and intentions. The last one is musical intelligence, which can be defined as the ability to notice rhythm and pitch. Naturalist intelligence, which means finding patterns and recognizing and classifying plants, minerals, and animals, was added to the list later (Christison, 2004). The number of intelligences in Gardner’s list may continue increasing, as he believes every individual is intelligent in one way or another; the most recent

candidates for the list are spiritual intelligence and existential intelligence (Gardner, 1999).

Christison (2004) suggests that Gardner's MI theory is commonly accepted by educators since it provides a useful framework for talking about the differences they come across among their students. Moreover, Gardner (1991) believes that, under the light of MI theory, if there is more than one intelligence, there are many ways of teaching something. Not all students are mathematically gifted, but they may be good at other things, such as music, spatial relations and interpersonal knowledge.

In terms of language learning, Arnold and Fonseca (2004) explain that keeping multiple intelligence in mind can be beneficial and supportive for language learners, with language tasks being developed around MI. For example, listening to a song and writing the lyrics can have considerable effects for students with linguistic and musical intelligences; alternatively, for a role-play activity, students need interpersonal, intrapersonal and also linguistic intelligences, as they are expected to express their feelings and understand others. In the following section, the definition and historical roots of emotional intelligence will be presented.

Definition and history of emotional intelligence (EI/EQ)

In 1985, the term emotional intelligence first occurred in the doctoral dissertation of Wayne Pane in America (Pane, 1985 cited in Goleman, 1995). However, its historical roots are based on the previous work of several researchers, such as Thorndike's work on social intelligence and Wechsler's work on the influence of non-intellectual factors on intelligent behavior (Thorndike & Stein, 1937; Wechsler, 1940, both cited in Bar-On & Parker, 2000). The version of the concept as it is perceived today was created by Salovey and Mayer and discussed in

their articles (1990). They defined emotional intelligence (EI or EQ) as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 189).

Daniel Goleman popularized the idea of emotional intelligence through his book “Emotional Intelligence: Why It Can Matter More Than IQ”, which was published in 1995 and later translated into many languages. According to Azarmi (2004), the reason that this book became so popular is the fact that people did not feel comfortable about the dominance of IQ, as IQ alone was not enough to determine one’s success in life. Goleman has defined emotional intelligence as including “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (1995, p. 34). According to him, we have two different kinds of intelligence: rational and emotional. These two are not opposites, but two parts of a whole and when they interact well both of them increase (Goleman, 1995, p. 28). Goleman contends that even people with high IQs may have difficulty in controlling their lives and being happy. Valliant cites a study conducted in the 1940s, in which the lives of 95 former Harvard students were examined when they reached middle age. In this group, the people who had the highest IQ scores were not particularly more successful than those with lower scores in terms of salary, productivity, status in their field, life satisfaction, relationships with friends, relationships with family and romantic relationships (Valliant, 1977 cited in Goleman, 1995).

Another definition, by Bar-On (1997, p. 14), defines emotional intelligence as “an array of non-cognitive capabilities, competencies and skills that influences one’s ability to succeed in coping with environmental demands and pressures”. Bar-On claims that individuals with higher EQs are more successful in life and he also highlights that a deficiency in EI may mean a lack of success and the existence of emotional problems (2000).

As emotional intelligence, which is a very broad term to define, has many definitions, several models can be seen in the literature, originating from different perspectives. In the next section, three basic models of emotional intelligence will be examined.

Models of emotional intelligence

The most controversial issue related to emotional intelligence has always been its definitions and its components. Several researchers have tried to set limitations on the definition of EI in order to differentiate emotional intelligence from personal traits. While restricting the definition of EI, they followed various paths, and thus many models of EI, with some similarities, emerged. The most accepted models are those of Goleman (1995), Mayer and Salovey (1997), and Bar-On (1997), which share some common qualities.

Goleman’s model of emotional intelligence is defined as an example of a mixed model, which comprises both mental abilities and personal traits (Bar-On & Parker, 2000). In Goleman’s book there are five basic elements of emotional intelligence. The first one, self-awareness, is the ability to be aware of, understand and use one’s own feelings when taking decisions. Moreover, self-awareness includes knowing one’s strengths and weaknesses in a realistic way. The next

element is managing emotions, which involves controlling one's feelings, especially handling negative feelings, in order to have a balanced life. Another element is motivating oneself. This term can simply be defined as the ability to direct one's emotions for a purpose and not give up when difficulties are encountered. The fourth is empathy, which means to be able to understand people's feelings and way of thinking and also to be sensitive about showing respect to them. The last element is social skills. This term can be defined as having a deeper understanding of complex social relations and getting on well with other people (Goleman, 1995).

Goleman's model has been critiqued by other researchers, including Mayer and Salovey (1997), who criticized Goleman's model in several ways. They claim that in this model emotional intelligence is not well-defined. In other words, EI includes too many different things, such as motivation, emotions, and behavior. Therefore, it is not clear what EI refers to (Mayer, Salovey & Caruso, 2000). Mayer and Salovey also question the scientific basis of Goleman's model. According to Mayer and Salovey, there is no research to support Goleman's claims (1995) that EI is as twice as important as IQ (Mayer et al., 2000).

As Mayer and Salovey considered Goleman's model not well-defined or scientific, they created their own model, the Mayer and Salovey model. An alternative name for their model is "An Ability Theory of Emotional Intelligence". Mayer and Salovey's model of emotional intelligence is regarded as operating across both cognitive and emotional systems (Mayer et al., 2000, p. 107). They perceive emotional intelligence as part of social intelligence, and therefore, they give importance to not only understanding one's own and others' emotions, but also understanding one's behaviors in accordance with this awareness (Tekin Acar,

2001). In the Mayer and Salovey model, the definition of emotional intelligence is more restrictive than Goleman's model because personality traits have been excluded from EI (Mayer et. al., 2000).

The Mayer and Salovey model consists of four branches. As the first branch of emotional intelligence, emotional perception includes not escaping from negative feelings and being able to understand facial expressions, voice tone, objects of art, and other cultural artifacts. The second branch is emotional integration and it focuses on the way emotions enter and change the cognition system and thoughts. This quality helps people to see events from different perspectives, such as skepticism and optimism. Another branch is emotional understanding. According to this branch, the person who is able to understand the meaning of emotions, the way they come together, and how they progress has the capacity to comprehend truths of human nature. The last branch is emotional management, which can be defined as the capacity to understand moods and, more crucially, overcome the fluctuations in one's own moods (Bar-On & Parker, 2000, p. 108-110).

In order to quantify a person's abilities in these branches Mayer and Salovey (1997) created a scale, the MEIS (Multifactor Emotional Intelligence Scale); this scale was later further developed, and its name was changed to MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) (Mayer, Salovey & Caruso, 1999). Although this model is accepted as a well-defined one, problems with it have been identified, such as the lack of clarity of the criteria in defining the four branches, and inconsistency in scoring the MSCEIT (Matthews et al., 2006).

Another well-known researcher who studied emotional intelligence is Reuven Bar-On. Bar-On thought of EQ as representing a set of social and emotional abilities

that help individuals cope with the demands of daily life (Cherniss, 2001). His model is known as “The Bar-On Model of Emotional-Social Intelligences (ESI)”. Similar to Goleman’s model of emotional intelligence, this model is also defined as a mixed type model, which comprises both mental abilities and personal traits. According to this model, emotional intelligence is a combination of skills which determine people’s understanding of others and themselves, and how successful they are in dealing with the difficulties of daily life. Bar-On claims that his model of emotional intelligence is both learnable and teachable by using simple didactic methods over a relatively short period of time. The Emotional Quotient Inventory (EQ-i) was developed by Bar-On (1997) to measure the elements in his model and it is the first measure of its kind to be published by a psychological test publisher. The Bar-On model of emotional intelligence aims to explain why some people have the ability to be more successful than others. He proposes that there are five skills and many sub-skills included in emotional intelligence, and these skills are believed to have important roles in people’s success (Bar-On & Parker, 2000, p. 365). The Bar-On Model, which includes five skills and fifteen sub-skills, is explained in Figure 1 in detail.

SKILLS	SUB-SKILLS	DEFINITION
Intrapersonal EQ	Self- regard	the ability to be aware of, understand, accept and respect oneself
	Emotional self-awareness	the ability to recognize and understand ones' emotions
	Assertiveness	the ability to express feelings, beliefs and thoughts, and to defend one's rights in a nondestructive manner
	Independence	the ability to be self-directed and self-controlled in one's thinking and actions, and also to be free of emotional dependency
	Self-actualization	the ability to realize one's potential and to do what one wants to do, enjoys doing, and can do
Interpersonal EQ	Empathy	the ability to be aware of, and appreciate the feelings of others
	Social responsibility	the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group
	Interpersonal relationship	the ability to establish and maintain mutual satisfying relationships that are characterized by emotional closeness, giving and receiving affection, and intimacy
Stress Management EQ	Stress tolerance	the ability to withstand adverse events, stressful situations, and strong emotions without "falling apart" by actively and positively coping with stress
	Impulse control	the ability to resist or delay an impulse, drive, or temptation to act, and to control one's emotions
Adaptability EQ	Reality-testing	the ability to asses the correspondence between what is internally and subjectively experienced and what externally and objectively exists
	Flexibility	the ability to adjust one's feelings, thoughts and behaviors to changing situations and condition
	Problem solving	the ability to identify, define and solve personal and social problems
General Mood EQ	Optimism	the ability to maintain a positive attitude towards life, even in the face of adversity
	Happiness	the ability to feel satisfied with one's life, to enjoy oneself and others and to have fun, and also to express positive emotions

(Bar-On, 2000, p. 101-102)

Figure 1 - Skills and sub-skills of the Bar-On Model of emotional intelligence

According to Mayer and Salovey, although the Bar-On model of EI is a mixed type model that is broader than their own model, it has some scientific roots (Mayer et al., 2000). This model was developed under the light of the data gathered by the EQ-i, which was accepted as the first and most reliable scale for measuring EI. For the purposes of this study, the Bar-On model has been chosen because it includes some social skills which are necessary in the language classroom, such as empathy, flexibility, and interpersonal relations. Moreover, stress management, which is one of the main sub-skills of the Bar-On model, is highly related to the feeling of anxiety. In addition, the instrument, EQ-i, is regarded as one of the most reliable ways of measuring emotional intelligence. Therefore, while exploring the relationship between emotional intelligence and foreign language anxiety, the Bar-On model will provide a better basis for the study than other models.

The above mentioned models and their tests have been applied extensively in the business world, in an attempt to increase their success rate. For example, big companies try to employ executives with higher emotional intelligence to foster better team work. The case is similar for education. In order to increase students' success in school, research related to emotional intelligence in the educational field has been carried out. The following section will present the relationship between emotional intelligence and education.

Emotional intelligence and education

In the context of education, there is a place for emotional intelligence, whichever EI model one chooses. EI is relevant to the development of both the individual and the organization since it is about understanding and assessing behavior patterns. In education, it applies to the institution, teachers and students by

promoting academic success while reducing anxiety and negative feelings during the learning process (Goleman, 1995). By practicing emotional intelligence skills, such as regulating emotions, managing interpersonal relations, overcoming stress, and showing sensitivity to other people's emotions, the problems that occur in classrooms may diminish (Duman, 2003).

Shuford (2003) suggests that a school-wide emotional intelligence program should be adopted in principle, as the findings of his study support the fact that emotional intelligence is an effective factor in students' academic achievement. He explains that students who are not able to cope with their emotions will have difficulty in focusing on what they should really concentrate on. Moreover, emotional literacy is one of the key elements of success not only in school, but also in the workplace.

Walker (2001) is also in favor of the idea of an emotional intelligence integrated school program. She investigated the relationship between the emotional intelligence and academic success of 1205 college students. Their scores on the EQ-i and their grade point averages (GPAs) were taken into consideration for her research. Correlations were examined between emotional intelligence, gender, and GPA. The findings suggested that there is indeed a significant relationship between emotional intelligence and academic success in college. This study found a positive correlation between the five emotional intelligence component scores (interpersonal, intrapersonal, mood, adaptability, and stress management) and students' GPAs. Although some components of emotional intelligence revealed different patterns according to gender, there was not an overall difference between males and females.

Jaeger (2001) conducted an exploratory study on the relationships among emotional intelligence, learning style, and academic performance. Of the 158 graduate professional students in her study, half of them were educated in classroom where an emotional intelligence curriculum was followed, and the rest of the participants continued with their lessons in the non-EI curriculum class for one semester. In order to determine the effectiveness of the EI curriculum, overall emotional intelligence measured, by using the Emotional Quotient Inventory (EQ-i) (Bar-On, 1997), at the beginning and at the end of the semester. The participants' GPAs were used to define their academic achievement. The findings indicated that by the end of the semester, the students in the EI curriculum class had higher emotional intelligence scores and academic achievement than those in the non-EI curriculum class. It was also found that there was a positive correlation between academic achievement and EI. Moreover, the results of this study suggest that EI can be improved through instruction in a classroom setting.

However, not all the studies in the field found a correlation between emotional intelligence and academic success. Yılmaz (2006) conducted a study in order to find out whether there was a relationship between EI and academic achievement of Turkish university students. The EQ-i scores and GPAs of 122 students from the Education Faculty were used to investigate a possible relationship. The results revealed that there was no statistically significant relationship between students' emotional intelligence and academic achievement. Furthermore, there was not an overall gender difference among students' the EQ-i results; however, some of the sub-skill scores varied according to gender. It was found that females scored better in self-awareness, mood, and stress management sub-skills.

Another researcher who focused on the relationship between emotional intelligence and academic achievement was Barchard (2003), who administered 31 emotional intelligence measures, taken from different sources. After comparing the EI results and GPAs of 150 university students, it was found that there was no significant relationship between emotional intelligence and academic success.

The conflicting findings of the studies about EI and academic success may stem from the inconsistency in the criterion to define academic success. It was found that in the previous research, ACT scores, final project grades, semester GPAs, and academic year GPAs were being used to identify academic achievement by Walker, Jaeger, Yilmaz, and Barchard, respectively. It can be seen that each researcher chose a different way to calculate the academic achievement of students. Thus, it is not very surprising to see inconsistent results, as the definition of academic success is too vague.

Similar to the relationship between emotional intelligence and academic achievement, the relationship between emotional intelligence and stress management, which is a component of some of the EI models, has an important place in education. If the relationship between emotional intelligence and stress management can be understood in depth, EI may be used to reduce stress.

Göçet (2006) looked at the emotional intelligence of university students, focusing on the relationship between emotional intelligence and the students' attitudes to dealing with stress. Göçet used two scales, the Modified Shutte EI, which was developed by Shutte et al. (1998) to measure emotional intelligence levels, and the SBTE, (Stresle Başaıkma Tutumları Envanteri) (Inventory of attitudes towards overcoming stress) (Özbay & Şahin, 1997 cited in Göçet, 2006). The scores from

these scales were used to explore the relationship between students' attitudes to overcoming stress and their level of emotional intelligence. According to the results, there was a significant relationship between EI and attitudes to dealing with stress. Students with higher emotional intelligence had more positive attitudes toward dealing with stress. This finding suggests that negative feelings, such as stress and anxiety, are related to one's emotional intelligence level.

It has been made clear by numerous researchers (Brown, 1994; MacIntyre & Gardner, 1991; Phillips, 1992) that learning in stressful situations is more difficult than learning in stress-free situations. Phillips (1992) emphasizes that language learning is one of the most stressful fields in education, and the anxiety that students suffer from during this process may create a mental block, which will hinder language learning. In the following section, anxiety as a general term will be defined and discussed.

Anxiety

Gardner (1983) suggests that the affective side of the brain is as significant as the cognitive side, especially in the learning situation. The increased attention to emotional intelligence has shown that emotion, as a part of affective factors, may influence the effectiveness of teaching. There are also other affective factors which can be observed by teachers, such as empathy, self-esteem, extroversion, inhibition, imagination, attitudes, and especially anxiety (Brown, 1994). According to research, one of the affective factors that has enormous effects on students is anxiety (Brown, 1994; Horwitz et al., 1986; Young, 1992). In psychology, anxiety is too broad a term to define in a few sentences. In 1983, Spielberger defined anxiety as a psychological process and explained that it is a "subjunctive feeling of tension, apprehension,

nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 12).

Not only students, but also professionals can feel anxiety. For example, at the beginning of a lecture where language acquisition is going to be discussed, Krashen, who is the lecturer, walks up close to the first row and asks if it is OK to do a little demonstration. He mentions that the response is always the same because the participants think they are going to be a part of the demonstration. Although all the participants are teachers, those who are sitting in the front row freeze. When Krashen asks how they feel, they clearly state that they feel anxious because they are afraid of making mistakes in front of other people. This example, given by Krashen in an interview with Young (1992), reveals that in the learning situation anxiety is a common problem. The research suggests that anxiety can be experienced by all people at different knowledge levels. In the literature, there are different types of anxiety: state anxiety, trait anxiety, and situation specific anxiety. Anxiety has also been described from the perspective of its effects: facilitative anxiety and debilitating anxiety. In the following sections, definitions of different anxiety types and some related research about the effects of anxiety will be presented.

Facilitative anxiety and debilitating anxiety

In the academic literature there is disagreement about the effects of anxiety on learning. Several researchers (Bailey, 1983; Tucker, Haymahan, & Genesee, 1976) claim that anxious learners are less successful; however, others (Bacham, 1976; Horwitz, 2001; Scovel, 1991) support the idea that some amount of anxiety has positive effects on learning. In order to understand the effects of anxiety, one should first understand the types of anxiety. In general terms, facilitative anxiety helps the

learner to be more alert, which is considered to be a positive factor in order to accomplish a task; in contrast, debilitating anxiety has negative effects on learners. They become too anxious to perform a task to the optimum level (Scovel, 1991).

Krashen (interviewed in Young, 1992) claims that facilitative anxiety may have a positive effect on tasks which require the conscious effort; however, for language acquisition there should be no anxiety at all. On the other hand, in the same interview, Rardin supports the existence of balanced anxiety in the classroom. She explains that when one is driving a car, the best thing to do is to be alert. The driver should be aware of many things, such as mirrors and road conditions. This alertness helps the driver reach his destination safely. Similar to the driver's situation, in the classroom the students should stay alert and keep their channels open to get information. On the other hand, if the driver becomes too alert or stressed, this can cause a negative change in his or her performance, which may result in an accident (Young, 1992). Another researcher who supports the benefits of some anxiety is Horwitz (1986). She suggests that facilitating anxiety can be helpful to students in easy tasks, but it does not have fostering effects on more complicated language tasks. Scovel (1991) believes that learners need both kinds of anxieties in order to be cautious, and also motivated about new language items.

Trait anxiety, state anxiety and situation specific anxiety

Trait anxiety is a personal tendency of feeling anxious in any situation (Gardner, 1999; Spielberger, 1983). However, according to Spielberger, state anxiety occurs when one perceives a stimulus or situation as harmful, dangerous or threatening (1983). A person with state anxiety has the tendency to show anxiety only under particular circumstances, such as before an exam. According to

MacIntyre and Gardner (1991), situation specific anxiety is a specific type of anxiety that appears regularly. Moreover, it is most commonly accepted as a concept related to state anxiety. There are various kinds of situation specific anxiety. Library anxiety, which is defined as the occurring of negative feelings in a library setting, or composition anxiety, which is a person's tendency to negative feelings about writing something, can be categorized as situation specific anxiety (Onwuegbuzie, 1997). MacIntyre and Gardner (1991) believe that situational anxiety is related to a particular situation and that language anxiety can be one type of situational anxiety. In the next section, the theoretical framework of foreign language anxiety and the instrument used to measure it will be described.

Foreign language anxiety

Interviewer: What stops you from speaking up?

ESL student: 'Cos... my classmates also not speak up... they affect me very much... Sometimes I really frighten... I am afraid my classmate will laugh... I think my English level is not good, so I am shy to talk English... I hate English very much because I think English it quite difficult to learn... Educational system is stressful... because many people if fail in English...they effect their life.

Interviewer: Are you worried about failing in English?

ESL student: Very...very much. (Tsui, 1996, p. 145)

As can be seen in this dialogue, language class can be one of the most anxiety-provoking courses a student takes (Horwitz, et al., 1986; Kitano, 2001). Therefore, foreign language anxiety is an important affective problem in language classes that needs to be defined and understood well. Research into foreign language anxiety has indicated that language learning is classed as a situational specific anxiety (Horwitz, 2001; MacIntyre & Gardner, 1991) rather than a personality trait. Although the student may perform very well and have very good grades in other

lessons, s/he can feel anxious in language classrooms. Students who are highly anxious report that they start sweating or freeze in role plays, forget previously-learned grammar points in tests and make avoidable mistakes because of their nervousness (Horwitz, et al., 1986). This anxiety may result from the fact that, during the language learning process, the learners put themselves into a “vulnerable” position in front of their friends and the teacher (Tsui, 1996).

According to Horwitz et al. (1986), the situation specific characteristic of foreign language anxiety arises from the uniqueness of foreign language learning in classroom or academic settings. In Horwitz et al.’s theoretical framework of foreign language anxiety, there are three components. They associate FLA with the fear of negative evaluation, test anxiety and communication apprehension. Communication apprehension arises from inability to adequately express mature thoughts and ideas. It derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. It is suggested that this is why many talkative people are silent in the class. The second component of FLA is the fear of negative social evaluation, which stems from learners’ need to create a positive social impression on others. According to Tsui (1996), in the classroom, learners must ignore their self-concept and be ready for the negative criticism of others and this situation may create anxiety for learners. The last component is test anxiety, which means the state of apprehension over academic evaluation. Generally, the students who suffer from test anxiety are perfectionists and feel unsuccessful when they get a score lower than they planned.

In the course of their research, Horwitz et al. (1986), created an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), to measure foreign

language anxiety and create uniformity among the findings of foreign language anxiety research. This thirty-three item scale has been used in a large number of studies, and it has been found to be reliable and valid (Aida, 1994; Cheng et al., 1999).

After foreign language anxiety was separated from other types of anxiety by defining its characteristics, the possible effects of FLA in various situations have been subject to much research in many countries. Many studies have been conducted to investigate the relationship between FLA and other constructs, such as academic achievement and cultural values.

Batumlu and Erden (2007) explored the relationship between foreign language anxiety and students' English achievement at university level. The FLA levels of 150 Turkish students from different proficiency levels were measured by the Foreign Language Classroom Anxiety Scale (FLCAS), and their achievement level was determined by the average of their first and second midterm grades. The results showed that there was a significant negative correlation between students' foreign language anxiety and their English achievement. It was also found that students' FLA did not vary according to their gender. Similarly, while Matsuda and Gobel (2003) were investigating the relationship between FLA and foreign language reading anxiety, they did not see any effect of gender on the FLCAS scores of 252 Japanese students. However, they found that foreign language reading anxiety is very specific and independent of more general types of foreign language anxiety.

Dalkılıç (2001) conducted another study that explored the relationship between foreign language anxiety and success levels in Turkey. The FLCAS, students' test scores, and interviews were used as data collection tools. The results

gathered from first-year university students showed that there was a negative relationship between FLA and students' achievement in three language skills: reading, writing and speaking. Moreover, the results of the data analysis revealed that female students were significantly more anxious than males.

Although FLA is frequently associated with oral skills, several researchers have proposed that anxiety affects other skills in addition to speaking. Rardin, in an interview with Young (1992), suggested that a learner can experience FLA in more than one skill. In the same interview, Krashen also mentions that listening can be highly anxiety-provoking if the discourse is incomprehensible. As for reading, Saito et al. (1999), and Matsuda and Gobel (2004) claim that reading can be a potential source of anxiety. Another skill which has not been studied enough is writing. According to Rogers (1989), learners suffer from FLA while they are writing because they are afraid of the fact that the teacher can find out how much they understand or not by looking at their writing.

However, the foremost skill associated with FLA is speaking. Woodrow (2006b) investigated the debilitating effect of FLA on learners' oral performance. The Second Language Anxiety Scale (SLSAS) was administered to 275 university students in Australia. The analysis indicated that lower levels of FLA is a significant predictor of oral achievement. According to the results, the most frequent source of FLA was interacting with native speakers. There was another very significant finding in the study, in that learners from the Confucian heritage cultures (CHCs), such as China, Korea and Japan, were more anxious language learners than those from other ethnic groups. Hence, the results show that culture is one of the factors that affect students' level of FLA.

Another study focusing on the role of culture in anxiety was conducted by Öner and Kaymak (1986, cited in Aydın, 2001). They found that in all levels of education in Turkey, learners suffer from high anxiety due to the child-raising attitudes of families, the strict policy of schools in grading, and authoritarian and unsupportive teachers. Moreover, another important factor is the general policy of the education system, which gives more importance to grades rather than real learning. This situation causes Turkish students to feel more anxious about classes and learning. Thus, it is possible to conclude that students' anxiety level may be affected by their cultural background and values.

In the light of the previous research, it can be concluded that foreign language anxiety is one of the outstanding points to be concerned about in the language classroom. Regardless of students' nationality, they may suffer from some kind of anxiety during language classes, and this may affect their success in language learning. As previous research has revealed (Göçet, 2006), stress management and control of the emotions, which are parts of FLA, are also highly related to emotional intelligence. Thus, FLA and EI have some common components that can affect language learning. In the following section, studies which have focused on both emotional intelligence and foreign language anxiety will be presented.

Emotional intelligence and foreign language anxiety

Rouhani (2007) suggests that the emotional intelligence of students might affect students' foreign language anxiety. In a study of the effects of a cognitive-affective reading-based course on students' emotional intelligence, foreign language anxiety and empathy levels, Rouhani (2007) administered various emotional intelligence tests, the Foreign Language Classroom Anxiety Scale (Horwitz, et al.,

1986), and the Multi-Dimensional Emotional Empathy scale to 70 Iranian EFL undergraduate students. The results revealed that the cognitive-affective reading-based course, which included literary reading, significantly improved the subjects' emotional intelligence and empathy scores, but significantly decreased their foreign language anxiety scores. Thus, Rouhani speculated that there is some relationship between foreign language anxiety and emotional intelligence.

The only study which has focused directly on emotional intelligence and foreign language anxiety together was carried out by Chao (2003). He examined the relationship between EI and FLA among private college students who were studying English as a foreign language in Taipei, Taiwan. The sample population for this study was 306 students, who enrolled in English classes in fulfillment of their study requirements. The purpose of the study was to explore the relationship between foreign language anxiety and emotional intelligence skills. To collect data, the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, et al., 1986) and the Exploring and Developing Emotional Intelligence Skills scale (EDEIS) were used. The EDEIS is based on the Nelson and Low model, which incorporates many of the guidelines identified by Goleman (Nelson & Low, 1999 cited in Chao, 2003). Pearson correlation statistical procedures were applied to examine the relationship between EI and FLA. According to the findings, Taiwanese students with high FLA had less control of their EI skills. This study showed that there is a relationship between foreign language anxiety and emotional intelligence. Yet, the results of the study are only valid for Taiwanese students and may not be generalized to other cultures.

The above-mentioned study conducted by Chao (2003) documented a relationship between emotional intelligence and foreign language anxiety in Taiwanese EFL learners. However, previous research, described above (Öner & Kaymak, 1986, cited in Aydın, 2001; Woodrow, 2006b), demonstrated that anxiety is affected by culture. Similar to Woodrow (2006), who found that the cultural background of the students affected their foreign language anxiety, Ghorbani et al. (2002) found that emotional intelligence is also affected by the cultural values of students. Ghorbani et al. conducted research into cross-cultural similarities and differences in the processing of emotional information. They compared the Trait Meta-Mood scale (TMMS) scores of 231 Iranian and 220 American university students. The results revealed that actual processing of emotional information differed between cultural groups. They claimed that the reason for this difference was the contrasts between Iranian and American social life. Therefore, the culture that people are part of may affect the way they perceive emotions and also indirectly their emotional intelligence.

The findings of these studies (Ghorbani, et al., 2002; Woodrow, 2006b) suggest that the relationship seen between foreign language anxiety and emotional intelligence in Taiwanese EFL students (Chao, 2003) may not be generalized to Turkish EFL students. Therefore, there is a need to investigate the relationship between emotional intelligence and foreign language anxiety in the Turkish context.

Conclusion

This literature review provides an overview of emotional intelligence and foreign language anxiety, and the factors that affect them. The number of the studies reveals that both constructs have crucial roles in people's lives, and they have been

investigated from different perspectives. This study aims to fill a small gap in the literature by exploring the relationship between emotional intelligence and foreign language anxiety in the Turkish EFL context. The next chapter will cover the methodology used in this study, including participants, instruments, data collection, and data analysis procedures.

CHAPTER III: METHODOLOGY

Introduction

This study examines the relationship between foreign language anxiety and emotional intelligence at a Turkish university preparatory school. In this chapter, the methodological details of the study are presented. At the beginning of the chapter, the research questions which the study seeks to answer are presented. In the first section, the setting and the characteristics of the participants who participated in the study are described. The second section introduces the data collection instruments. The data collection procedure followed in the study is explained in the third section. Finally, the fourth section focuses on the data analyses employed with the data.

Research questions

1. What is the foreign language anxiety level of Turkish EFL students?
 - a. Does the level of foreign language anxiety vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
2. What is the emotional intelligence level of Turkish EFL students?
 - a. Does the level of emotional intelligence vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
3. What is the relationship between the foreign language anxiety and emotional intelligence levels of Turkish university EFL students?
 - a. Is there a correlation between students' total scores of FLA and EI?

b. Is there a correlation between Turkish students' foreign language anxiety levels and the sub-skills of emotional intelligence?

- i. Intrapersonal EQ and foreign language anxiety
- ii. Interpersonal EQ and foreign language anxiety
- iii. Stress management EQ and foreign language anxiety
- iv. Adaptability EQ and foreign language anxiety
- v. General mood EQ and foreign language anxiety

The setting and participants

This study was conducted at Akdeniz University Preparatory School. Akdeniz University is a Turkish medium state university. For most of the departments, it is compulsory to complete the preparatory program before taking the department courses. The Foreign Languages Department administers a proficiency test for all newly accepted first year students at the beginning of the academic year. According to their preferences or the expectations of students' departments, students can take the proficiency test in one of three languages; English, German or French. In the proficiency exam, students who score 70 points or higher pass directly to their department, and those who score lower than 70 points are expected to complete the one year preparatory program in their chosen language. The instruction offered in the preparatory school consists of two semesters. In the second week of September, the students in the preparatory school take a placement test, and then they are divided into three levels according to their test results. The C level represents elementary level students, the B level consists of pre-intermediate students, and the A level represents intermediate students.

The number of English classes per week varies according to the level of students. C level students have 24 hours of English per week, and B level and A level students have 20 hours of English per week. Regardless of their levels, each preparatory class is taught by two lecturers. At the end of the year, if the total score of 60% of the cumulative average and 40% of the final exam is above 70 points, students are regarded as successful. On the other hand, if they cannot reach the average of 70 points, they must take the next proficiency test in September. After the next proficiency test in September, all students have the right to take their department courses even if they pass or fail. Those who cannot be successful in the proficiency exam have the right to take this exam until they graduate from their departments. Only students with attendance problems are required to repeat the preparatory class.

For the academic year 2008-2009, 1196 students registered for the preparatory school. Among those, 1068 chose English as a foreign language. There are 24 A level, 357 B level, and 687 C level students in the English classes of the preparatory school. In order to determine the participants for the study, a sign-up sheet was distributed to all English classes. The researcher, personally, explained to every English class the aim of the study and asked the students to write their names down if they were willing to participate. After collecting all of the sign-up sheets from 43 English classes, the classes in which all of the students were willing to participate were chosen, as it was thought that it would be easier to administer the questionnaires to all the students in the same class in a limited time period. From the 20 classes who volunteered, six B level and six C level classes were chosen randomly. All of the students in the only A level class signed up to participate in the study, and so this class was also included in the study. After the questionnaires were administered some of the participants were

excluded as they responded to the last item of EQ-i, which asked the participants to evaluate their sincerity, in a negative way. In total, 308 hundred subjects were chosen to participate in the study. The English and Turkish versions of sign-up sheet can be seen in the Appendices A and B.

Of 308 students, 53.7% were male and 46.4% were female. When divided by proficiency level, the participant group consisted of 46.4% elementary, 46.4% pre-intermediate, and 7.1% intermediate students. Table 1 shows that the number of male and female participants was relatively equal among proficiency levels. The greatest disparity was in the elementary level, in which there were 27 more males than females.

	Male (N=165)	Female (N=143)	Total (N=308)
Elementary (C level)	85	58	143
Pre-intermediate (B level)	69	74	143
Intermediate (A level)	11	11	22

Table 1 - Number of subjects by gender and proficiency level

Instruments

In this study, to determine whether there is a relationship between students' emotional intelligence and foreign language anxiety levels, two questionnaires are used as instruments. Questionnaires were selected as the data collection tools due to the fact that they were capable of gathering a large amount of data in a limited time (Dörnyei, 2007). One of the questionnaires was the original Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986). The other

questionnaire was the Turkish version of the Emotional Quotient Inventory developed by Bar-On (1997).

Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS contained 33 Likert scale type items that were created to identify students' foreign language anxiety, and it integrates three related anxieties, which are communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). Moreover, according to the scores of FLCAS, the students could be categorized as highly anxious, average anxious, and low anxious (Chao, 2003).

The FLCAS is based on a five point Likert-scale, ranging from strongly disagree (1) to strongly agree (5). Some of the items on this instrument were negatively worded. These items were reverse-scored. For instance, in the item "I WOULD NOT be nervous speaking the foreign language with native speakers", participants received five points for 'strongly disagree', and one point for 'strongly agree' (Horwitz, 1991). After filling out the FLCAS, a total score for the FLA level of a student could be determined. Possible scores ranged from 33 to 165. A high score indicated a high level of anxiety. The FLCAS was chosen as one of the data collection instruments for this study because it is an accepted and reliable tool, which has been commonly used in foreign language anxiety research (Batumlu & Erden, 2007; Dalkılıç, 2001; Kitano, 2001; Matsuda & Gobel, 2004).

The reliability of the FLCAS has been examined by one of its authors, Horwitz (Horwitz, 1991). The scale has shown internal reliability, achieving an alpha coefficient of .93. Test-retest reliability over eight weeks yielded an $r = .83$ ($p < .001$) (Horwitz, et al., 1986). Validity has been demonstrated via significant correlation with other studies. The FLCAS demonstrated a significant correlation

with communication apprehension $r = .28, p < .05$, as measured by McCroskey's Personal Report of Communication Apprehension; and with fear of negative evaluation $r = .53, p < .01$, as measured by Sarason's Test Anxiety Scale; and with fear of negative evaluation $r = .36, p < .01$, as measured by Watson and Friend's Fear of Negative Evaluation Scale (Horwitz, 1991). As a result of these findings, the FLCAS, in English, is accepted as a valid and reliable instrument to measure students' foreign language anxiety levels.

As the FLCAS aims at reflecting students' deeper feelings and perceptions about foreign language anxiety, it was anticipated that students would be able to express themselves better in their native language. Therefore, it was decided to translate the FLCAS in to their native language, which was Turkish. The FLCAS (see Appendix C) was translated into Turkish by an experienced English teacher, whose native language is Turkish. Then, the Turkish version of the FLCAS (see Appendix D) was translated back into English by a bilingual instructor, who had never seen the original English version, and then the two English versions were compared by a different instructor who is a native speaker of English to ensure that the items carried the same meaning. One of the items which was slightly different in the translations was revised.

Emotional Quotient Inventory (EQ-i)

The second questionnaire, the Emotional Quotient Inventory (EQ-i), was created by Reuven Bar-On (1997). It is used for measuring the level of emotional intelligence. The EQ-i was chosen as a data collection instrument for this study because it was thought that Reuven Bar-On's model is one of the best-organized

models with detailed explanations for the sub-skills. The EQ-i is based on 19 years of research by Dr. Reuven Bar-On and has been tested 48,000 individuals worldwide.

The original version of the EQ-i comprised 133 items and employed a five-point Likert scale ranging from 'very seldom or not true of me' to 'very often true of me or true of me'. The EQ-i provides a total emotional intelligence score, and five emotional intelligence composite scale scores for Intrapersonal EQ, Interpersonal EQ, Stress Management EQ, Adaptability EQ, and General Mood (Bar-On & Parker, 2000). The test-retest reliability of Bar-On EQ-i was assessed over one month and four months. The coefficients ranged between .78 to .92 and from .55 to .82, respectively (Bar-On, 1997).

As the participants were preparatory school students, their English level was not advanced enough to complete a long questionnaire like the EQ-i. Moreover, in the EQ-i, students were expected to evaluate their own emotions and feelings in different situations. Thus, it was considered that using the Turkish version of the EQ-i would be more effective and practical for students. The EQ-i was first translated into Turkish and adapted by Füsün Tekin Acar in her doctoral dissertation (2001). The original version of the EQ-i was translated into Turkish by three English instructors, and it was translated back into English by the fourth instructor. Then, the original and translated English forms were compared and revised. Following this, vague and similar items were omitted by two bilingual psychologists (Tekin Acar, 2001). The Turkish version of the EQ-i has 88 items divided into five main skills and 15 sub-skills. In the questionnaire, 39 items are negatively worded and must be reverse-scored. The English EQ-i and its Turkish translation can be seen in the Appendices E and F.

In the reliability analysis of the Turkish EQ-i, the questionnaire was found to have Cronbach Alpha coefficients of 0.83 for Interpersonal EQ, 0.77 for Intrapersonal EQ, 0.65 for Adaptability EQ, 0.73 for Stress Management EQ, 0.75 for General Mood, and 0.92 for general emotional intelligence (Yılmaz, 2007). The Turkish version of EQ-i has been found to be reliable by Turkish researchers (Yılmaz, 2007; Hafizoğlu, 2007).

The piloting procedure

In the beginning of February, the Turkish versions of both the FLCAS and EQ-i were piloted in order to analyze whether the translated items were clear. As the pilot study was supposed to be done with participants who shared the same or similar qualities as the subjects of the study (Best & Khan, 1998), the pilot study was conducted at Akdeniz University in one of the classes at the preparatory school. In the chosen class, 25 students were asked to complete both the FLCAS and EQ-i. Following this, the students were requested to mark the questions which they had found to be difficult to understand and briefly explain their reasons. The results revealed that all of the items in the questionnaires were clear and understandable for the participants. During the piloting, the necessary time to fill out the Turkish versions of the questionnaires was also determined. It was found that the average time to complete the FLCAS was 15 minutes and 25 minutes for the EQ-i.

Using the data from the pilot study, the Cronbach's alpha coefficient was calculated to examine the internal consistency of the instruments. The Cronbach's alpha coefficient for the Foreign Language Classroom Anxiety Scale was 0.84 and it was 0.91 for the Emotional Quotient Inventory. The Cronbach's alpha coefficients for the sub-skills of EI in the pilot study are presented in the table below.

Sub-skills	Cronbach's alpha coefficients
Intrapersonal EQ	0.88
Interpersonal EQ	0.81
Adaptability EQ	0.61
Stress Management EQ	0.72
Mood EQ	0.80

Table 2 - Cronbach's alpha coefficients for the sub-skills of EI

Data collection procedures

In the middle of January, Akdeniz University Preparatory School vice principals were informed about the study. The number of students and classes that would be included in the study was reported and the researcher received permission to carry out the study. In February, the questionnaires were piloted in a B level class in the Preparatory School of Akdeniz University. The researcher made some minor changes on the wording and layout of the questionnaires after the piloting process.

In the first week of March, both of the questionnaires were distributed in the classes that had been chosen randomly from among the volunteer classes. Before administering the questionnaires, one-page guidelines were given to the instructors and a brief meeting was held about the questionnaires and the expectations of the researcher. The two questionnaires were given together to the participants by their English instructors. In order to avoid consuming too much time or interrupting the lessons more than once, the participants were expected to complete both questionnaires in one lesson hour, which was 45 minutes. While the questionnaires were being administered in the classes, the researcher checked all the classes in order to prevent any misunderstanding in the questionnaires. The subjects' questions about the

questionnaires and the study were answered in detail. Administering the questionnaires was completed in two different sessions in the same day. At the beginning of the questionnaires, students were expected to state their names, genders, and name of their classes. On March 3rd, participants' cumulative averages were requested in order to compare them with the results of the FLCAS and EQ-i.

Data analysis

In this study, the quantitative data was collected through questionnaires and analyzed using the Statistical Package for Social Sciences (SPSS). When entering the data into SPSS, 39 items in the EQ-i and nine items in the FLCAS were reverse-scored. First, a total score and average response score for each participant were calculated. The overall scores for both questionnaires and the average responses were analyzed. Four different statistical techniques were used in order to analyze the data. Firstly, independent t-tests and Mann-Whitney U tests were used to determine the FLA and EI differences in terms of gender. Secondly, to explore the relationship between emotional intelligence and foreign language anxiety levels across participants' level of success, participants' cumulative averages were correlated with total EI and FLA scores by using Spearman's rho and the Pearson product-moment correlation coefficient. Spearman's rho was also used in order to explore any correlation between the students' anxiety scores and emotional intelligence scores. In addition, the relationship between the FLA scores and scores of the five sub-skills of EI was again explored by using Spearman's rho.

Conclusion

In this chapter, the methodology used to carry out this study was described in terms of its setting, participants, instruments, and data collection procedures. In the next chapter, data analysis and the outcomes of the study will be discussed in detail.

CHAPTER IV: DATA ANALYSIS

Overview of the study

The main purpose of this study was to investigate the relationship between foreign language anxiety and emotional intelligence. This research also sought to examine the effects of gender and level of success in language learning on these two constructs. Moreover, the relationship between the five sub-skills of emotional intelligence and foreign language anxiety was explored. This chapter presents the results and analysis of the data collected to address the following research questions:

1. What is the foreign language anxiety level of Turkish EFL students?
 - a. Does the level of foreign language anxiety vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
2. What is the emotional intelligence level of Turkish EFL students?
 - a. Does the level of emotional intelligence vary according to:
 - i. gender?
 - ii. level of success in the EFL classroom?
3. What is the relationship between the foreign language anxiety and emotional intelligence levels of Turkish university EFL students?
 - a. Is there a correlation between students' total scores of FLA and EI?
 - b. Is there a correlation between Turkish students' foreign language anxiety levels and the sub-skills of emotional intelligence?
 - i. Intrapersonal EQ and foreign language anxiety
 - ii. Interpersonal EQ and foreign language anxiety

iii. Stress management EQ and foreign language anxiety

iv. Adaptability EQ and foreign language anxiety

v. General mood EQ and foreign language anxiety

This study was conducted in the 2008-2009 academic year at the Preparatory School of Akdeniz University, in Antalya, Turkey. The participants were 320 preparatory class students from three different levels, from elementary to intermediate. Of the 320 participants, 12 were not able to complete the questionnaires. Thus, these participants' incomplete responses were not included in the study and the final number of participants was 308. All of the participants filled out the Foreign Language Classroom Anxiety Scale (FLCAS) and the Emotional Quotient Inventory (EQ-i), and total scores for these tests were calculated for each participant.

For the first and second research questions, some measure of students' level of success in English class was required and it was decided to use participants' first term cumulative averages for English classes. These averages consisted of the students' points from midterm examinations, quizzes, portfolio scores, and other extra points they received in the first term. To access students' cumulative averages, permission was taken from the Foreign Languages Department. After adding all the necessary points and calculating the cumulative averages, the students were divided into three groups in terms of their cumulative averages: low achievers, average achievers, and high achievers. Even though the passing grade is 70 at Akdeniz University, the cut off point for the low achievers was set at 59. There were two main reasons for this choice of cut off point. The first reason was the fact that the cumulative average in this study involved only the first semester's points due to time

constraints. Therefore, since it included only one term's grades, it was felt the scale should be somewhat more lenient. The other reason was based on the potential generalizability of the results. As the passing grade in most universities in Turkey is 60, for the sake of comparing results with other studies in Turkey, 59 was accepted as the cut off point. Table 3 presents the cut off points used to interpret the students' exams results.

Point	Levels
0-59	Low achievers
60-79	Average achievers
80-100	High achievers

Table 3 - Scale used in the interpretation of cumulative averages

The cumulative averages and the data obtained from the questionnaires were entered into the Statistical Packages for Social Sciences (SPSS – version 11.5). The scores for foreign language anxiety and emotional intelligence were analyzed in terms of gender and level of success. Then, the relationship between foreign language anxiety and emotional intelligence and its sub-skills was explored.

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

While investigating the foreign language anxiety level of Turkish students, the Turkish version of the FLCAS was used. The Cronbach's alpha coefficient for the FLCAS was calculated and it was found to be 0.91. In order to explore the FLA level, firstly, the overall foreign language anxiety score of each participant was calculated by adding the responses to individual items. Then, the average Likert-scale response for each participant was calculated. Table 4 below shows the results of these calculations.

	N	Minimum	Maximum	Mean	Std. Deviation
Total Anxiety Score	308	42	148	88.50	19.81
Average Response	308	1.27	4.48	2.68	0.60

Table 4 - Total foreign language anxiety and average response

In the FLCAS, the highest and lowest possible scores are 165 and 33 respectively. In this study, the mean score for total foreign language anxiety was 88.50. In order to interpret the mean score for total foreign language anxiety found in this study, the results of other studies in Turkey were examined. Aydın (2001) administered the FLCAS at Eskişehir University, and she defined the scores ranging from 66 to 109 as medium anxiety. Moreover, Çakar (2009) administered the FLCAS at Bilkent University and Pamukkale University and found mean values scores of 87.4, and 95.2 respectively. Çakar interpreted both mean values as moderately anxious. Thus, in the light of these previous research results, in this study, the mean value for total foreign language anxiety score of 88.50 is also interpreted as moderately anxious.

In this study, the average mean response was found to be 2.68. For the purpose of the FLCAS analysis, a scale was developed for interpreting the means of the responses (see Table 5). The divisions of the scale were based on the responses in the Likert scale. In the five-point Likert scale, the points up to 2.5 were closer to the disagree part of the scale and thus were felt to indicate low anxiety, the points between 2.5 and 3.5 represented neutral answers and indicated moderate anxiety, and the points higher than 3.5 revealed agreement and thus were felt to indicate high

anxiety. The average mean response of 2.68 found in this study falls within the moderate range, thus confirming the above interpretation of the overall mean total anxiety score.

Mean Values	Description
1.0-2.4	Low Anxiety Level
2.5-3.4	Moderate Anxiety Level
3.5-5.0	High Anxiety Level

Table 5 - Ranges of FLCAS values and their descriptions

Using the scale in Table 5, the participants were divided into three groups, low anxiety, moderate anxiety, and high anxiety according to their mean responses.

Table 6 indicates the descriptive statistics for the different anxiety groups.

Anxiety Level	N	Minimum	Maximum	Mean	Std. Deviation
Low Anxiety	119	42.00	82.00	68.87	10.28
Moderate Anxiety	163	83.00	115.00	97.00	9.36
High Anxiety	26	117.00	148.00	125.07	7.52
Total Anxiety Score	308	42.00	148.00	88.50	19.81

Table 6 - Descriptive statistics for anxiety groups

Table 6 shows that 38.6% of the students fall in the low anxiety group, 8.4% of them are highly anxious, and 52.9% of them are moderately anxious. The table shows that most of the students in this study fall in the moderate anxiety group after being divided into groups according to their mean responses. Therefore, it is possible to conclude that Turkish university students are moderately anxious.

Does the level of foreign language anxiety vary according to gender?

To investigate the difference in foreign language anxiety between males and females, first, the average total foreign language anxiety score for each group was calculated. Table 7 shows that females appear to be slightly more anxious than males. An independent samples t-test was used to compare the two means.

	Gender	N	Mean	Std. Deviation
Average	Female	143	2.75	0.574
Response	Male	165	2.62	0.617

Table 7 - Means of foreign language anxiety for genders

According to the results of the t-test, there was no significant difference found between males and females ($t(306) = 1.92, p = .444, r = .11$). Thus, the result suggests that gender is not an important factor in foreign language anxiety level in this setting.

Does the level of foreign language anxiety vary according to level of success in the EFL classroom?

With regard to the difference in foreign language anxiety among success levels, a Pearson product-moment correlation coefficient was conducted to see the relationship between the participants' cumulative averages and their total foreign language anxiety scores. It was found that there is a weak negative correlation ($r = -.187, p < .01$) between participants' success and FLA.

However, given the weak correlation, it is not possible to assume that this relationship is linear. In order to find out more detailed information about the relationship between success and FLA, the three different success levels (low

achievers, average achievers, and high achievers) were compared with one another in terms of their total foreign language anxiety. The means for the three groups can be seen in the table below.

	N	Mean	Std. Deviation	Minimum	Maximum
Low achievers	71	93.92	19.610	51	136
Average achievers	146	88.50	19.144	44	135
High achievers	91	84.29	20.214	42	148
Total	308	88.50	19.814	42	148

Table 8 - Foreign language anxiety according to levels of success

The descriptive statistics presented in the table above reveal that the mean anxiety score appears to increase as level of success decreases, consistent with the observed Pearson product-moment correlation coefficient. A one-way ANOVA showed that there were significant differences among low achievers, average achievers, and high achievers, ($F(2,305) = 4.82, p < .009$), with a large effect size $\omega = .87$. The post-hoc Scheffe test revealed a significant difference between high achievers and low achievers ($p < .009$), but not between low and average achievers, or high and average achievers. Therefore, it can be concluded that the low achievers have a significantly higher anxiety level than high achievers. However, low achievers still fall within the moderate anxiety group with an average mean response of 2.85.

After analyzing the data for research question 1, it appears that, in general, Turkish students in EFL classes have moderate foreign language anxiety. Moreover, the findings suggest that the level of foreign language anxiety does not differ according to gender. However, students' foreign language anxiety level varies when their levels of success are taken into consideration. The results showed that low achievers are more anxious than high achievers. This difference may stem from the

fact that as students become more successful, they feel more self-confident and less anxious. Moreover, the low achiever students may feel threatened and more anxious as they cannot get high marks from their language tests.

What is the emotional intelligence level of Turkish EFL students?

This section explores the emotional intelligence level of Turkish EFL students at Akdeniz University. While collecting this data the Turkish version of the EQ-i was administered. The Cronbach's alpha coefficient was calculated and found to be 0.90. The Cronbach's alpha coefficients for the sub-skills of emotional intelligence are presented in Table 9.

Sub-skills	Cronbach's alpha coefficients
Intrapersonal EQ	0.85
Interpersonal EQ	0.70
Adaptability EQ	0.59
Stress Management EQ	0.63
Mood EQ	0.77

Table 9 - Cronbach's alpha coefficients for the sub-skills of emotional intelligence

The overall mean for the 308 participants was computed to find the general emotional intelligence level. In the EQ-i the possible lowest score is 88 and the possible highest score is 440. The mean of the participants was found to be 326. When the maximum possible score is taken into consideration, it can be said that 326 is a relatively high score. See the table below for descriptive statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Total Emotional Intelligence Score	308	199.00	406.00	326.15	31.010

Table 10 - Descriptive statistics for emotional intelligence

In order to better understand the participants' level of emotional intelligence, the minimum and maximum scores and mean were compared with another study carried out in Turkey, conducted by Hafizoğlu (2007). Hafizoğlu investigated the relationship among emotional intelligence, psychological adjustment and behavior problems during adolescence in a private boarding high school. In her study, Hafizoğlu used the EQ-i to measure the participants' emotional intelligence level. Hafizoğlu stated that the minimum score was 181, the maximum score was 236, and the overall mean was 226. When the means of the two studies are compared, it appears that the EFL students at Akdeniz University have a higher emotional intelligence level. The reason for this difference may stem from the age difference; the ages of students in Hafizoğlu's study ranged from 16 to 17, but in this study, the students' ages range from 17 to 19. It can be speculated that university students are better at managing their emotions and have higher emotional intelligence than high school students.

Does the level of emotional intelligence vary according to gender?

In order to investigate the difference in emotional intelligence between males and females, the median, mean, and standard deviations of the scores of the two groups were calculated (see Table 11).

	Gender	N	Median	Mean	Std. Deviation
Emotional	Female	143	329.00	325.47	30.24
Intelligence	Male	165	327.00	326.73	31.73

Table 11 - Emotional intelligence according to gender

As the data was not normally distributed, non-parametric tests were used while analyzing the data. The median scores for females ($Mdn = 329$), and males ($Mdn = 327$) were found to be very close to each other, but it appears that females have just slightly higher emotional intelligence scores than males. However, a Mann-Whitney U test used to compare the two groups revealed that there was no significant difference ($p < .847$, $U = 11647.00$) between females and males. Thus, it appears that, for these students, emotional intelligence level does not vary according to gender.

Does the level of emotional intelligence vary according to level of success in the EFL classroom?

It was also investigated whether emotional intelligence varies according to participants' success levels. Spearman's rho was conducted between cumulative averages and total emotional intelligence score. The analysis revealed that there is no significant relationship between participants' cumulative averages and emotional intelligence scores ($r_s = -.100$, $p = .80$). Therefore, it can be said that there is no relationship between students' success and their EI in this sample group.

After analyzing the data, it seems that the participants in the study have a relatively higher overall level of emotional intelligence when compared with those in another study conducted in Turkey. Moreover, the participants' level of emotional

intelligence does not vary according to their gender. Further analysis indicates that participant's emotional intelligence level does not differ according to students' level of success. In the next section, the relationship between these two constructs will be explored.

What is the relationship between the foreign language anxiety and emotional intelligence levels of Turkish university EFL students?

To investigate whether there is a relationship between emotional intelligence and foreign language anxiety, the students' anxiety scores were correlated with their emotional intelligence scores. Spearman's rho was used because the emotional intelligence data was not normally distributed. The results are presented in Table 13.

			Total Foreign Language Anxiety	Total Emotional Intelligence
Spearman's rho	Total Anxiety	Correlation Coefficient	1.000	-.439(**)
		Sig.	.	.000
		N	308	308
	Total Emotional Intelligence	Correlation Coefficient	-.439(**)	1.000
		Sig.	.000	.
		N	308	308

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

Table 12 - Correlation between EI and FLA

The results presented in Table 13 indicate that there is a moderate and negative correlation between students' foreign language anxiety level and their emotional intelligence scores. This finding suggests that the higher the level emotional intelligence the students have, the less anxious they feel. The correlation between the two variables was statistically significant ($p < .001$), with a medium effect size ($r_s = -.439$).

What is the relationship between Turkish students' foreign language anxiety levels and the five sub-skills of emotional intelligence?

This section analyzes the relationship between foreign language anxiety and the five sub-skills of emotional intelligence (Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood). To study the relationship between these variables, Spearman's rho was used again. The results are presented in Table 14.

Spearman's rho		Total Foreign Language Anxiety
Mood	Correlation Coefficient	-0.398**
	Sig. (1-tailed)	0.00
	N	308
Adaptability	Correlation Coefficient	-0.310**
	Sig. (1-tailed)	0.00
	N	308
Stress Management	Correlation Coefficient	-0.273**
	Sig. (1-tailed)	0.00
	N	308
Interpersonal	Correlation Coefficient	-0.140**
	Sig. (1-tailed)	0.007
	N	308
Intrapersonal	Correlation Coefficient	-0.458**
	Sig. (1-tailed)	0.00
	N	308
Total Anxiety	Correlation Coefficient	1
	Sig. (1-tailed)	.
	N	308

Note: **Correlation is significant at the 0.01 level (1-tailed).

Table 13 - Correlations, FLA and the five sub-skills of EI

As the table shows, all of the sub-skills of emotional intelligence and foreign language anxiety correlated negatively. These correlations were found to be significant ($p < .01$). These findings suggest that the more intrapersonal,

interpersonal, general mood, adaptability and stress management skills the students have, the less anxiety they feel.

Among the correlations the strongest was between Intrapersonal EQ and FLA ($r_s = -.458, p < .01$), with a medium effect size. Intrapersonal EQ includes emotional awareness, assertiveness, self-regard, self-actualization, and independence. In order to analyze the strongest correlation in this part of the study, another Spearman's rho (2-tailed) was conducted to see any correlation between the sub-skills of intrapersonal EQ and FLA. Although emotional awareness ($r_s = -.357, p < .01$), assertiveness ($r_s = -.381, p < .01$), self-regard ($r_s = -.310, p < .01$), and self-actualization ($r_s = -.379, p < .01$), were negatively correlated with the FLA with similar effect sizes, independence revealed a positive correlation ($r_s = .238, p < .01$) with FLA. This is not a surprising result when the education system that students are used to is taken into consideration. Şimşek (2004) suggest that the Turkish education system is largely based on memorization, and creativity and independence are not encouraged. Öner and Kaymak (1986) also suggest that the Turkish education system does not encourage students to be independent; on the contrary, the students are supposed to be obedient (cited in Aydın, 2001). Therefore, for the participants in the study independent tendencies may cause anxiety in the language learning situation.

The weakest correlation was between Interpersonal EQ and FLA, ($r_s = -.140, p < .05$), with a small effect size. Interpersonal EQ includes interpersonal relationships, social responsibility, and empathy. This weak correlation suggests that interpersonal skills would be a poor predictor of foreign language anxiety. In other words, if the entire sample group has good interpersonal skills, this construct is not likely to vary with foreign language anxiety. This may be a result of the culture in

which the study took place. In Turkish culture, interpersonal relationships are very important in people's lives, and many Turks develop their interpersonal skills starting from a young age, such as having good relations with neighbors and peers.

The findings of the third research question revealed that there is a moderate negative relationship between students' emotional intelligence and foreign language anxiety. It can be said that students with higher emotional intelligence have lower FLA. Similarly, all the sub-skills of emotional intelligence negatively correlated with foreign language anxiety. The strongest correlation was between Intrapersonal EQ and FLA. Further analysis showed that among the Intrapersonal EQ skills, independence was the only one which was positively correlated with FLA. The weakest correlation was between Interpersonal EQ and FLA. The findings suggest that Interpersonal EQ is not useful in predicting FLA, perhaps due to cultural reasons.

Conclusion

This chapter explained the data analysis procedures that were carried out in this study and reported results gathered from them. In the first part of the study, it was found that Turkish EFL students at university level falls in the moderate anxiety group. The FLA level of students did not differ according to gender. However, the FLA scores varied according to achievement level. Further analysis showed that low achievers were more anxious than average and high achievers. In the second part, the EI level of the university students who participated in this study was found to be relatively higher than other studies conducted in Turkey. The participants' EQ-i scores did not vary according to gender or level of success. In the last part, a moderate negative relationship was found between the FLA and EQ-i scores of the

participants. Furthermore, all of the sub-skills of emotional intelligence negatively correlated with FLA. The next chapter will first discuss the results of the study in detail, then, present pedagogical implications followed by the limitations, and finally make suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

The main purpose of this study is to explore whether there is a correlation between emotional intelligence and foreign language anxiety levels of Turkish students at university level. In the process of exploring this relationship, the study investigated Turkish preparatory students' emotional intelligence and foreign language anxiety levels. Another aim was to find out whether these two constructs vary according to gender and level of success. Finally, the relationship between foreign language anxiety and the sub-skills of emotional intelligence was investigated.

The study was conducted at the preparatory program of Akdeniz University, and the participants were 308 students from various departments and three different proficiency levels (elementary, pre-intermediate, and intermediate). The data concerning emotional intelligence were gathered through an 88-item inventory (EQ-i), and the data for participants' foreign language anxiety level were elicited via a 33-item questionnaire (FLCAS).

This chapter will present and discuss the findings of the study in the light of the relevant literature. Following the discussion of the findings, the pedagogical findings of the study will be presented. Finally, limitations of the study will be described and suggestion will be made for further research.

General results and discussions

The foreign language anxiety level of Turkish EFL students

The first research question of the study explored the foreign language anxiety level of Turkish EFL students at Akdeniz University Preparatory School. For each participant, an overall anxiety score and an average Likert-scale response were calculated. Their average scores and average responses indicated that their anxiety level was moderate. These findings are consistent with the results obtained from other studies conducted in Turkey (Köse, 2005; Çakar, 2009). Therefore, it seems clear that Turkish EFL students at preparatory school are moderately anxious about learning English. Saito et al. (1999) state that students' past learning experiences may affect their foreign language anxiety. This similarity of results among studies conducted in Turkey may stem from the fact that all of the participants in these studies were graduated from Turkish high schools. That is, the participants share a common background and probably have similar experiences about learning a foreign language.

Foreign language anxiety and gender

The results revealed that gender is not an important factor in foreign language anxiety level in this setting. The female participants in this study were only slightly more anxious than males; however, the difference was not significant. In the light of the previous research, this finding is not surprising, since several previous studies have reached similar conclusions (Batumlu & Erden, 2007; Matsuda & Gobel, 2004). However Dalkılıç (2001) claims that females are significantly more anxious than males. In contrast, Kitano (2001) found that male students become more anxious

than females when they are learning Japanese in the classroom. Although the same instrument, the FLCAS, was used in all of these studies, the results differed. This disparity between the findings of Dalkılıç (2001) and Kitano (2001) may be a result of cultural differences. These studies were conducted in different countries, Turkey, and the USA, respectively. Oxford (1999) pointed out that “behaviors vary across cultures, and what might seem like anxious behavior in one culture might be normal behavior in another culture” (p. 64). Therefore, it is most probable that the concept of anxiety differs from one culture to another, and the effects of anxiety on gender may also change. Moreover, the differences between the findings of Dalkılıç and the present study might stem from the mix of departments included in the two studies of the participants. Although both of the studies were conducted in Turkish universities, the characteristics of the participants were dissimilar. The students who participated in this study were freshmen from various departments; however the participants in Dalkılıç’s study were all students in an English Language Teaching Department. As the students in the ELT department are going to be English teachers when they graduate, and because ELT departments tend to be predominantly female, their FLA may show a different pattern from other groups. In short, as there can be many factors that may affect the foreign language anxiety level of students, such as students’ departments, teachers’ attitudes, the education system in the country, and cultural values, the discrepancies among studies may be based on context-related factors rather than gender.

Foreign language anxiety and level of success

In this study, it was found that the students with higher levels of success have lower levels of anxiety, and that students with lower levels of success have higher anxiety. Horwitz et al. (1986), and Gardner et al. (1987) also found a negative relationship between foreign language anxiety and achievement. In other words, the students who are in the high achievement group feel more comfortable and self-confident about learning English than low achievers. In the light of previous studies (Horwitz et al., 1986; Gardner et al., 1987), this is an expected finding as it seems natural for students to feel less anxious when they get higher marks in the tests; or because they feel less anxious, they get higher marks. This finding is also consistent with some studies (Batumlu & Erden, 2007; Dalkılıç, 2001) conducted in Turkey. Batumlu and Erden (2007) found a negative correlation between foreign language anxiety and English achievement level of Turkish students at university level. Moreover, Dalkılıç (2001) suggests that high levels of FLA negatively affect both classroom performance and test performance of the students. The findings of the present study support the results of previous studies, and thus strengthen the idea that less anxious students tend to be more successful in the language learning classroom.

The emotional intelligence level of Turkish EFL students

The second research question in this study investigated the emotional intelligence level of Turkish EFL students at Akdeniz University Preparatory School. The overall mean of the sample group was found to be 326, from a range of possible scores from 88 to 440. Another researcher, Hafizoğlu (2007), investigated the emotional intelligence level of students at a private high school in Turkey, and she

reported an overall mean of 226. It is clear that the participants in the present study have relatively higher emotional intelligence than the previous study. The reason for this disparity in emotional intelligence scores may be a result of the age factor. In this study, participants' ages range from 17 to 19, but the ages of the students in Hafizoğlu's study ranged from 16 to 17. Bar-On emphasizes that, generally, older participants attain higher emotional intelligence scores than younger participants (Bar-On & Parker, 2000). That is, as people get older, they tend to become more familiar with their own emotions, and the emotions of others. However, the age gap is not very remarkable between these two groups, so there may be other explanations for the higher emotional intelligence of the participants in this study. Although the age range is very close, university students, even in their first year, are treated more like adults than high school students. Therefore, the attitudes of other people may be one of the possible reasons for the difference in emotional intelligence between the participants in these two studies. University students are generally accepted as adults by their teachers and families, so it is probable that a level of emotional maturity comes with going to university.

Another possible reason for the difference between the emotional intelligence scores of the participants of the two studies is the disparity between the socioeconomic levels of the two participant groups. The high school students are attending a private boarding school in İstanbul and so are most likely coming from a relatively high socioeconomic level, and perhaps more privileged circumstances. However, the university students are attending a state university in Antalya. They are coming from various parts of Turkey, and their families are, mostly, in the low-income group. It is possible to say that coming from a lower income family results in

higher emotional maturity as a result of having to deal with more difficult life circumstances.

Emotional intelligence and gender

In the present study, females and males were compared in terms of their emotional intelligence scores. It was found that the averages for females and males were very close to each other, and thus there was not a significant difference between males and females. Many researchers in the literature (Batumlu & Erden, 2007; Hafizoğlu, 2007; Walker, 2001) were also not able to identify any difference in emotional intelligence according to gender. In all of these studies, it was reported that gender was not an important factor in one's emotional intelligence level. Therefore, the findings of the present study confirm the results of these researchers.

Although there is no overall difference in the students' EI, in some studies (Chao, 2003; Yılmaz, 2007) some sub-skills of emotional intelligence differed according to gender. In Turkey, for example, Yılmaz (2007) found that female university students scored significantly better in self-awareness, mood, and stress management sub-skills of emotional intelligence. In the light of this finding, it was decided to check the role of gender in the sub-skills of emotional intelligence for the participants in the present study, and a different pattern emerged. Two of the sub-skills, Interpersonal EQ and Stress Management EQ, revealed significant differences according to gender. It was found that females had higher scores from the Interpersonal EQ part of the scale, and males are more successful in the Stress Management EQ items in the scale. Given that both studies were conducted in the university setting in Turkey, this disparity may only be resolved through replication and further examination. Overall, it can be said that total emotional intelligence does

not vary according to gender; however, one sex may score higher in some of the sub-skills.

Emotional intelligence and level of success

The relationship between emotional intelligence and success has always been one of the most controversial issues in the literature. Goleman (1995) suggests that emotional intelligence is a better factor than IQ in predicting success in school, work, and daily life. Therefore, in the education field, there has been much research related to emotional intelligence and success at school. In some studies no relationship was seen between emotional intelligence and academic success (Barchard, 2003; Yılmaz, 2007), but a few researchers have found a correlation between students' academic success and EI (Jaeger, 2002; Walker, 2001).

In the previous research Jaeger (2002) and found a weak positive correlation between emotional intelligence and academic achievement. Another researcher, Walker (2001) reported a strong relationship between emotional intelligence and students' ACT scores. However, the ACT is a college entrance exam, and it does not necessarily reflect success in school. Therefore, the results of Walker's study cannot be compared to the results of the present study. However, Yılmaz (2007) found that there was no relationship between emotional intelligence and academic success of Turkish university students.

In this study, similar to Yılmaz's findings, it was found that there is no significant relationship between students' emotional intelligence and cumulative averages. Therefore, it can be concluded that the level of emotional intelligence is not an indicator of success in this context. The disparity between Jaeger's study and the present study might stem from the dissimilarity of the participant groups and the

concept of academic success. In Jaeger's study, the participants were graduate students and academic success was not related to language learning. It is possible to say that the results Jaeger found cannot be generalized to the Turkish EFL context.

The relationship between the foreign language anxiety and emotional intelligence levels of Turkish university EFL students

This research question explored the relationship between Turkish students' emotional intelligence and foreign language anxiety levels. As there has not been a similar study conducted in Turkey, this study aims to fill the gap in the literature. The findings of the present study reveal that there is a moderate and negative correlation between the EI and FLA scores of the participants. Students with higher EI scores have lower FLA, and students with high levels of FLA have lower EI scores. The only similar study, conducted by Chao (2003) in Taiwan, also found a negative correlation between EI and FLA levels of English learning students at university level. These findings are remarkable since they suggest that by developing the EI of students, we may diminish FLA, which seriously interferes in students' language learning process. Philips (1992) suggests that FLA not only affects students oral or test performance, but also it creates an affective mental block, which harms students' motivation, general attitude towards language, and natural learning ability. Thus, this finding suggests that emotional intelligence may have an indirect effect on success in language learning.

It will be remembered that in the first research question of the present study, it was found that the low achievers had higher anxiety, and thus it was expected that they would have lower emotional intelligence, given the negative correlation found in this study. However, low achievers were found to have slightly higher emotional

intelligence than the other success groups although with very small effect sizes. As the picture of the relationship between emotional intelligence and academic achievement of language learners is not entirely clear in the literature, further research focusing on this point is needed.

The relationship between Turkish students' foreign language anxiety levels and the five sub-skills of emotional intelligence

This section examined the connection between FLA and the sub-skills of EI to understand the nature of this relationship in depth. The results show that all of the sub-skills of emotional intelligence correlated negatively with foreign language anxiety to some extent. This finding suggests that when any of the interpersonal, intrapersonal, adaptability, mood, or stress management skills of students are high, their FLA level is lower.

Among the sub-skills the strongest correlation was between FLA and Intrapersonal EQ ($-0.458, p < .01$). Intrapersonal EQ has five branches: emotional self awareness, self regard, assertiveness, independence, and self-actualization. Among the five branches, four of them were negatively correlated with FLA. The only exception was independence. There was a significant positive correlation between independence and FLA ($0.238, p < .01$). Therefore, it is possible to conclude that the more independent students are, the more anxious they are. This finding may stem from the nature of language learning. As learning a new language is a long and demanding process, students need a great deal of guidance, and cooperation with others is necessary. Language learners may also be quite dependent on the teacher, or on other more proficient speakers of the language. Thus, it is probable that this dependence may cause anxiety in learners with a strong sense of independence,

especially in the lower levels. In addition, the positive correlation between FLA and independence may stem from one of the principles that underlies the Turkish education system. In the classes, students are encouraged to be obedient rather than independent (Öner & Kaymak, 1986, cited in Aydın, 2001). Yumuk (2002) describes the learning context in Turkey as traditional, teacher dominated, and authority oriented. She states that learners who enter universities do not possess necessary critical thinking and reflection skills due to their teacher-dependent learning habits. Therefore, it is possible to say that independent students, or students who have tendencies toward independence, may be more anxious in learning situations in Turkey, since independence is not encouraged.

The weakest correlation was between interpersonal EQ and FLA ($p < .05$, $r_s = -.140$). Interpersonal EQ encompasses interpersonal relationships, social responsibility, and empathy. The weak correlation can be interpreted as an indication that many of the students have strong interpersonal EQ, and this would be consistent with the cultural setting of this study. In Turkish culture, interpersonal relationships have an extremely important role in daily life. Since good interpersonal relationships are regarded as essential in one's life, this skill is supported by not only parents, but also by teachers. Therefore, it is natural for Turkish students to have well-developed interpersonal skills, and for interpersonal skills to be a poor predictor of foreign language anxiety.

Pedagogical implications

The purpose of this study was to investigate the relationship between emotional intelligence and foreign language anxiety in the Turkish EFL context, and the results revealed that there is a negative correlation between FLA and EI. In the light of the findings mentioned above some pedagogical implications can be drawn.

Brown (2000) claims that affective factors have a key role in language learning and teaching, and these factors are mostly related to emotions. Moreover, affective factors may figure in the difference between success and failure (Brown et al., 2001; Onwuegbuzie et al., 1999; Young, 1999). As an affective factor, foreign language anxiety has an important effect on the process of language learning/teaching, and reducing FLA in the classroom will probably foster students' success in language learning (Horwitz, et al., 1986; Kitano, 2001). In order to diminish FLA in the classroom, researchers, teachers, or any kind of stakeholders in language teaching can make use of the correlation between FLA and EI.

Duman (2003) suggests that using awareness raising activities related to emotional intelligence is another way to improve students' language learning abilities. In her study, she made use of some emotional intelligence raising activities in the experimental group. However, in the control group, she taught a more traditional course without considering the interests and emotions of the participants. The results revealed that the participants in the experimental group showed greater interest in the lesson. Furthermore, Azarmi (2004) claims that by activating students' emotional intelligence skills in the language classroom, stress in the classroom may be diminished to help students feel more comfortable. These proposals suggest that

using emotional intelligence-related activities may have a positive effect on language learning through their influence on lowering foreign language anxiety.

Following an emotional intelligence integrated curriculum may have a positive effect on increasing some crucial abilities in language learning, such as interpersonal relations and empathy. According to Tuncay (2002), developing EQ and good communicative language teaching go hand in hand; however, the group dynamics necessary for meaningful interaction in the classroom do not occur automatically, but need to be fostered through techniques which build confidence, create a positive classroom atmosphere, and encourage co-operation.

Most of the preparatory schools in Turkey have already over-loaded curricula; however, it is not impossible to integrate some emotional intelligence activities into the daily or weekly lesson plans. According to Doty (2001), instead of changing all the topics, the teacher can find ways to foster students' EI during the lesson. Figure 2 shows the possible emotional intelligence benefits that can be added in a weekly lesson plan.

Subject	Lesson Objective	Emotional Intelligence Benefits
Reading	Cause and effect	The teacher reads various passages from well-known stories. Students determine the cause and effect. The class discusses how the character could have solved their problems in more appropriate ways.
Writing	Personal narratives	During the essay writing, students have the opportunity to share a time in their lives when they reacted appropriately in a bad situation.
Content-based language learning	Understanding the Turkish soldiers' point of view in Turkish Independence War	In cooperative groups, students discuss the feelings and emotions of the Turkish soldiers.
Content-based language learning	Smoking cessation	A class discussion in which students are given the chance to discuss the loss of loved one because of conditions resulting from tobacco use. (Doty, 2001, p. 14)

Figure 2 - Example of an emotional intelligence integrated weekly lesson plan

At the end of the week, the students in this classroom will have focused on many emotional intelligence components that are necessary in daily life. In the reading lesson, students will have focused on the appropriate ways of solving problems in one's life, and seen their friends' possible solutions to the same problem. In the writing class, the student will have reinforced the ways to overcome unpleasant situations. At the end of the content-based classes, students will have improved their empathy skills, by imagining other people's feelings. Moreover, they will have learned to talk about unpleasant events like death instead of avoiding the concept, which is a part of real life. Thus, it can be said that all the activities and their emotional sides aim to prepare students to have more happy, self-confident, and successful lives.

For young learners, Brackett (2007) suggests some activities which are designed to have students work intensively on certain emotional literacy skills. For instance, perception of emotions is an important skill because the ability to accurately identify emotions, especially from facial expression, can help us understand better how others feel and communicate more effectively. The lesson starts with teachers' explanations about the importance of knowing how other people feel. The teacher can show pictures of a few aspects of the face that may reveal different emotions (e.g., blushing-embarrassment), and then the teacher asks for examples of other aspects of the face that may correspond to different emotions. Students work in groups to find pictures of facial expressions of either a single emotion or a lot of different emotions. Students cut out pictures from magazines, newspapers, or comic strips to put them in a collage. The finished projects are displayed and discussed as a class. In a language class, students can both learn to interpret facial expressions correctly and the equivalents of the emotions in target language (Brackett & Katulak, 2007, p. 6).

In addition, with a deeper and more realistic understanding of the difficulties in language learning, teachers can create the best environment to overcome problems in the language classrooms. To lower foreign language anxiety, teachers can make small changes in their lessons, such as offering more incentives for participation, using more group work, allowing more time for responses, organizing more interactive activities, addressing the needs of students, and teaching students how to manage their anxiety or emotions (Çubukcu, 2007, p. 140). These mentioned activities can be interpreted as the components of emotional intelligence, and making use of these activities or methods is in the hands of teachers. Thus, informing

teachers about emotional intelligence awareness raising activities in the language classroom may be the first step in overcoming the difficulties in the language classroom. The best way to do this is by adding courses into the programs in which future teachers are educated.

Another study conducted by Jaeger (2002) found that if emotional intelligence skills were integrated into the curriculum, both the EI and learning capacity of students could be enhanced. Bar-On also suggests, in contrast to IQ, emotional intelligence is a teachable concept (Bar-On & Parker, 2000). Goleman (1995) explains that some of the basic skills which can be improved in the classroom are self-awareness, managing emotions, empathy, communicating, cooperation, and resolving conflict. In order to develop students' emotional intelligence skills in a traditional program, the teacher can simply give more importance to role-play activities which provide students the opportunity to better understand the emotions of others, or encourage learners to keep a journal for raising self-awareness, and understanding of their own behaviors. However, for more complex emotional intelligence programs, traditional teacher education is not enough to prepare teachers for the emotional climate of the classroom (D'Ambrosio, 2002). Goleman suggests that, as a result of an emotional intelligence integrated program, students feel happier and abandon their poor behaviors, and learning becomes more effective. Moreover, as failure will be perceived as a natural part of learning, students will be less stressed (Goleman, 1995).

Limitations

Because of time constraints and the desire to collect data from a large number of participants, the results of this study are limited to quantitative data collected from participants through questionnaires. Since the data are based on self-reports of the participants, results should be treated with caution rather than as clear-cut evidence (Dörnyei, 2007). In order to better explore the relationship between emotional intelligence and foreign language anxiety, data collection procedures could have included the use of interviews as a way of increasing the reliability of the scores.

Another limitation related to the time constraint was the reliability of participants' grade point averages. Only the first semester GPAs were used to group participants into three achievement groups. Since the second semester GPAs would be announced in June, it would have been too late to include those results in this study. Instead of using participants' first semester GPAs, their GPAs at the end of the second semester would have been a better indicator of their language learning performance.

The third limitation may be that the study was conducted in only one university, at the Department of Foreign Languages at Akdeniz University. The results concerning emotional intelligence, foreign language anxiety, and the relationship between these constructs may thus apply to only one institution, and may not be generalizable to other settings.

Furthermore, the students who participated in this study were elementary, pre-intermediate, and intermediate level students. As there were no other higher proficiency levels at Akdeniz University in the 2008-2009 academic year, the

relationship between emotional intelligence and foreign language anxiety at advanced levels could not be explored.

The last limitation stems from the translation of one of the data collection instruments. The Emotional Quotient Inventory (EQ-i) was translated into Turkish by Tekin Acar (2001). While translating, she excluded some of questions which did not belong to any sub-skills. The omitted items aimed to measure the validity of the scale. Thus, there was no way to check or confirm the validity of the EQ-i questionnaire, in the way intended by its creator.

Suggestions for further research

Many different suggestions for further research can be made in the light of what was revealed in the study and its limitations. Further research may be aimed at exploring ways of using emotional intelligence skills, such as managing emotions, to reduce foreign language anxiety in EFL and ESL classes. A quasi-experimental study may be conducted in order to investigate the effects of developing emotional intelligence on students' language learning achievement. The experimental group may be given language courses which include some emotional intelligence raising activities. At the same time, the control group would be exposed to the same language courses without emotional intelligence activities. After a period of time, participants' speaking performances and test scores can be compared in order to see the effects of developing emotional intelligence on students' language learning performance.

Moreover, it is clear that both foreign language anxiety and emotional intelligence are affected by cultural values. However, the exact ways in which EI and FLA are affected by culture are still unexplored. Thus, emotional intelligence and

foreign language anxiety levels of participants from different cultures may be compared and examined in depth. If the most outstanding differences can be determined, the underlying reasons may be explored to better understand the nature of the two constructs and their effectiveness.

In addition, there is a need for longer-term studies in order to gauge the effects of EI on academic success. The participants of a possible long-term study may be followed during their university education. To gain more insight about the underlying reasons for a positive or negative relationship between emotional intelligence and academic success, the quantitative data can be supported by qualitative data, such as interviews.

As no relationship was found between participants' level of success and emotional intelligence in this study, the direct relationship between success and EI may be explored in different sample groups. Finally, the last suggestion may be the replication of this study in other settings in Turkey, to investigate the generalizability of the results of this study.

Conclusion

This thesis provided some general information about the foreign language level of university students in Turkey. The students at Akdeniz University Preparatory School were found to be moderately anxious. Moreover, it was revealed that FLA did not differ according to gender in the Turkish EFL context. In terms of level of success, the FLA scores of participants are significantly different among achievement groups. The results showed that low achievers are more anxious than average and high achievers.

The study provided detailed information on the emotional intelligence of the students at Akdeniz University Preparatory School. It was found that participants have relatively high emotional intelligence scores, compared with other studies. Further investigation showed that the EI level of the students did not vary according to gender or level of success.

The present study investigated the nature and direction of the relationship between the emotional intelligence and foreign language anxiety levels of Turkish EFL students at university level. A modest negative correlation between FLA and EI has been found. Further analysis was carried out to see the relationship between the sub-skills of emotional intelligence and FLA. All of the sub-skills were negatively correlated with FLA. Thus, it can be speculated that increasing the emotional intelligence level of students in the language classroom may diminish foreign language anxiety. In the light of these findings, more importance should be given to alternative ways to reduce FLA, such as giving importance to emotional intelligence skills in the language classroom.

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APPENDIX A: INFORMED CONSENT FORM

Dear Students,

My name is Gülnihal Şakrak and I am student of MA TEFL Program at Bilkent University. I am conducting a study about the relationship between emotional intelligence and foreign language anxiety. Two questionnaires related to this study will be conducted in one of your English classes.

All data collect through your responses will remain anonymous. Your identity will not be revealed in any report derived from these data. Your signature on the consent form below will ne held separately from the completed questionnaires in order to ensure your anonymity.

Your answers will contribute to my study. Please write your name below and sign this paper, if you would like to participate this study.

Gülnihal Şakrak
MA TEFL Program
Bilkent University/ANKARA

I have read and understood above and agree to participate in this study.

Name:

Signature:

Date:

APPENDIX B: BİLGİ VE KABUL FORMU

Sevgili Öğrenciler,

Adım Gülnihal Şakrak ve Bilkent Üniversitesi'nde İngilizce'nin Yabancı Dil Olarak Öğretimi Yüksek Lisans öğrencisiyim. Öğrencilerin yabancı dil öğrenme kaygısı ve duygusal zekaları arasındaki ilişkiyi inceleyen bir araştırma yapıyorum. İngilizce derslerinizin herhangi bir saatinde, bu araştırmayla ilgili iki adet anket uygulanacaktır.

Kimliğinizle ilgili hiçbir bilgi bu araştırma sonunda hazırlanacak olan herhangi bir raporda kullanılmayacaktır. Ders öğretmeniniz dahil hiç kimse adınızla birlikte verdiğiniz cevapları bilmeyecektir.

Anket sorularına vereceğiniz cevaplar araştırmaya katkıda bulunacaktır. Eğer bu araştırmaya katılmak istiyorsanız, bu sayfanın altına adınızı ve soyadınızı yazarak bu formu imzalamayı unutmayınız.

Gülnihal Şakrak
MA TEFL Programı
Bilkent Üniversitesi/ANKARA

Bu formdaki bilgileri okudum ve araştırmaya katılmayı kabul ediyorum.

İsim:

İmza:

Tarih:

APPENDIX C: FOREIGN LANGUAGE ANXIETY SCALE

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 D: YABANCI DİL SINIF KAYGISI ÖLÇEĞİ

Bu anket Akdeniz Üniversitesi hazırlık sınıfı öğrencilerinin yabancı dil öğrenme kaygılarıyla ilgili bir araştırmanın parçasıdır. Maddeleri anlamanız ve size en uygun olan kutucuğu seçmeniz anketin geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır. Aşağıdaki ifadeler kutuların içindeki sayılarla eşdeğerdir. Yazılı metnin yanındaki 1’ den 5’ e kadar olan rakamları daire içine alınız.

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

Katılımınız için çok teşekkür ederim.

Gülnihal Şakrak

	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 düşündürken 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 kapılırım.	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 hissedirim.	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 hissedirim.	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 cevaplandırduğınızdan emin olun lütfen.

APPENDIX E: EMOTIONAL QUOTIENT INVENTORY

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

Note: The Turkish version of the Emotional Quotient Inventory was translated from Turkish to English by the researcher as the original English version was not available.

APPENDIX F: DUYGUSAL ZEKA ENVANTERİ

Bu anket Akdeniz Üniversitesi hazırlık sınıfı öğrencilerinin duygusal zekâlarıyla ilgili yapılan bir araştırmanın bir parçasıdır. Maddeleri anlamanız ve size en uygun olan kutucuğu seçmeniz anketin geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır. Aşağıdaki ifadeler kutuların içindeki sayılarla eşdeğerdir. Yazılı metnin yanındaki 1’ den 5’ e kadar olan rakamları daire içine alınız.

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

Katılımınız için çok teşekkür ederim.

Gülnihal Şakrak

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 hissederim.	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 kızdığımda 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 incitmemeğe 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.İstediğim 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