AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SKILLS AND FOREIGN LANGUAGE ANXIETY OF STUDENTS AT A PRIVATE UNIVERSITY

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ABSTRACT

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE SKILLS AND FOREIGN LANGUAGE ANXIETY OF STUDENTS AT A PRIVATE UNIVERSITY

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This study aims to investigate the relationship between emotional intelligence skills and foreign language anxiety levels of students from Atılım University Preparatory School, in addition to looking at Foreign Language Anxiety (FLA) and Emotional Intelligence (EI) in relation to gender, high-school background, foreign language background and the level of exposure to English. In the data gathering process, 436 students from a private university preparatory school participated. The data were collected in three steps. At first, the participants were given a demographic inventory in order to get some personal information for the research questions. Then, they were asked to complete the Turkish translation of Foreign Language Classroom Anxiety Scale. Lastly, they were given the Turkish adaptation of Bar-On's Emotional Intelligence Quotient Inventory. The data were analyzed by the Statistical Package for Social Sciences. To find out the differences between the male and female; foreign language backgrounds; high school types, anxiety levels and level of exposure to English

related tests were used. The results revealed that for students' foreign language anxiety levels, there are significant differences in terms of gender, foreign language background and emotional intelligence skills. For students' emotional intelligence skills, significant differences were found in terms of gender and high school backgrounds.

Keywords: Emotional Intelligence, Foreign Language Anxiety, Private University, Gender, High School Background

ÖZ

ÖZEL BİR ÜNİVERSİTEDEKİ ÖĞRENCİLERİN DUYGUSAL ZEKA BECERİLERİ İLE YABANCI DİL KAYGILARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Bu çalışma, özel bir üniversitenin hazırlık okulunda okuyan öğrenciler için duygusal zeka becerileri ile yabancı dil kaygı seviyelerinin ilişkisinin araştırılmasına ek olarak, bu iki faktörün cinsiyet farklılığına, mezun oldukları lise türlerine, öğrenmiş oldukları yabancı dil sayısına ve yabancı dile maruz kalma seviyelerine göre incelenmesini amaçlamıştır. Çalışmada 436 hazırlık okulu öğrencisi yer almıştır. Verilerin toplanması üç aşamada gerçekleştirilmiştir. Öncelikle, araştırma sorularına yönelik bilgi toplamak adına, katılımcılara kişisel bilgi formu verilmiştir. Daha sonra, öğrencilere sırasıyla Yabancı Dil Kaygı Ölçeğinin Türkçe çevirisi ve Bar-On Duygusal Zeka Ölçeğinin Türkçe uyarlaması uygulanmıstır. Anketlerin sonuçları SPSS programı ile analiz edilmiştir. Bu çalışmada, cinsiyet farklılığı, mezun olunan lise türleri ve öğrenilmiş olan yabancı dil sayısı, yabancı dil kaygı seviyeleri ve yabancı dile maruz kalma seviyeleri incelenirken ilgili testler kullanılmıştır. Çalışmanın sonuçlarına bakıldığında, öğrencilerin yabancı dil kaygı seviyeleri başlığı için cinsiyet farklılığı, öğrenilmiş olan yabancı dil sayısı ve duygusal zeka becerileri

konularında önemli farklılıklar gözlemlenmiştir. Ayrıca, duygusal zeka becerileri için de cinsiyet ve mezun olunan lise türü açısından önemli farklılıklar saptanmıştır.

Anahtar Kelimeler: Duygusal Zeka, Yabancı Dil Kaygısı, Özel Üniversite, Cinsiyet, Mezun olunan lise türü

To my mother Zübeyde Ergün,

To my father Erdal Ergün,

To my deceased grandfather Veli Ergün…

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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter consists of 8 consecutive sections. The first section provides background information related to the study. It concentrates on the history of languages and the importance and popularity of English language, the debate between cognition and emotion, the theory of multiple intelligences, emotional intelligence and foreign language anxiety. The second section includes the purpose of the study. Then, the significance of the study is dealt with. The next section involves the research questions. Following this section, the overall design of the study is presented. The next section is about the analytical procedures used in the study. Then, the limitations of the study are mentioned. Lastly, the definitions of the basic terms used in the study are given.

1.1 Background to the Study

Each and every social animal has communication with one another; however, among the social animals, humans are the ones who do not communicate via signals, but have created special languages. With the appearance of mankind on Earth, various languages started to be spoken. The main reason for speaking is to meet needs and to express them in an understandable way. Since the beginning of humanity, there have been various languages that people speak. For a very long time, they did not need to speak any other language than theirs; however, as time passed, with the increasing interaction between communities, it became a need for those people to learn the languages of other communities.

In modern times, one can see the superiority of some languages of certain countries, which are more developed and active in terms of education, technology

and commerce, like English, German and Spanish. The most popular language in the world has been accepted as English. There are various reasons for this. As Hutchinson and Waters (1987) claim, English possessed a very significant role after World War II because of the economic power of the United States. In the mid-20th century, it even became a lingua franca in various parts of the world. As Ekici (2003) states, by being the leading power in science, technology and commerce, English gained the highest popularity compared to other languages.

In today's world, nearly one and a half billion people speak English. One can come across English in numerous areas such as science, business, TV, the Internet and education. In the education sector, for a very long time, it has been a well-known fact that learning a foreign language is one of the most significant elements in the curriculum. Nowadays in the field of education, English has gained the same importance as courses like mathematics and science. Moreover, it is possible to notice that in some educational institutions the medium of instruction is English. With the aim of following the developments in the world, it is very natural for the countries to have education programs that put great emphasis on English. Turkey is one of those countries. In order to meet this demand, schools in Turkey pay great attention to English while preparing the curriculum.

Taking all these into account, not just in Turkey, English is the language that is studied most all over the world. Due to this, people are greatly interested in carrying out researches related to English language teaching, the English language itself and in the learners of the English language.

There is a great difference among second language learners in terms of their conceptualization of language learning. For some people, learning a second language is an easy task, while for others it is a very problematic process. There are various elements that affect learning a second language such as learner background, motivation, native language proficiency, classroom interaction and learning styles. One cannot deny the fact that emotional intelligence and foreign language anxiety are among these elements and are of great importance.

There is fierce discussion among philosophers about the importance of cognition and emotion in human life. While some argue that cognition is more important, others argue the opposite. It is possible to trace the signs of the interaction between thought and emotion to the philosophical arena of the early Greek thoughts. Aristotle stressed the reliability of the intellect and claimed that emotion, being very unreliable, has nearly nothing to do with rational thought (Bar-On & Parker, 2000). One can also find this emotion-intellect debate in the field of early psychology. People used to think that intelligence should be considered as a concept irrelevant to emotion. It was concluded in some symposiums that the symbol of intelligence is high-level mental ability; not something related to emotions (Sternberg, 1997). To give an example of this, Terman (as cited in Rouhani, 2008, p. 41) claims that "an individual is intelligent in proportion as he is able to carry on abstract thinking". For this reason, at those times people associate academic success with intelligence. That is, a student would be regarded as a successful learner on the condition that s/he recalled the things s/he was exposed to, as during that period, intelligence was evaluated in terms of linguistic and logical-mathematical abilities.

However, as time passed, these traditional thoughts began to change. Contrary to the traditional one, the non-traditional and newer one suggests that emotions are capable of adapting. They have various functions like helping us to organize our thinking, to decide what to focus on more and to motivate our behaviour. The new view has gradually become increasingly popular due to the fact that the evidence from the brain argues that our brains' two systems, the cognitive system and the emotional system, are working cooperatively and have a close relationship with each other (Salovey, 2005).

With a change in conceptualisation related to intelligence, Gardner (1983) set forth his famous theory, Multiple Intelligence Theory (MIT). MIT is "an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards & Rodgers, 2001, p.123) and it describes different types of intelligences. The reason

for its coming into existence is that there was a need to find a better way to address the cognitive individual differences and work out the possibilities of developing them in the classroom. It strongly investigated the traditional view of the society in terms of intelligence and it shook the thoughts of lots of people. Initially, there were seven types of intelligences in Gardner's theory. These were: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal (Gardner, 1983). However, in the course of time, Gardner (2006) thought about adding two more intelligences to his list: naturalist or a spiritual and existentialist intelligence. At the end of his research, he decided to add naturalist intelligence to his original list, but as to existential intelligence, he was not fully satisfied since it did not meet all his criteria. Although Gardner is not the one who created the term "emotional intelligence", his concepts of intrapersonal and interpersonal intelligence provided a basis for some models of emotional intelligence. By and large, it is possible to claim that this theory gave way to the emergence of the concept of emotional intelligence.

"Emotional intelligence" (EI or EQ) was first introduced in 1990 and from then on, it attracted the attention in psychology and education to business spheres. As for Goleman (1995), who is one of the striking supporters of emotional intelligence, EI can make a clear explanation of the 80% difference among the success levels of people that cannot be understood by IQ tests.

Goleman defined emotional intelligence as;

> ... the abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratification; to regulate one's moods and keep distress from swapping the ability to think; to emphasize and to hope (1995, p. 34).

Research has shown that when compared with IQ, EQ highly attributes to being successful in both life and education (Goleman, 1995; Salovey & Mayer, 1990). Emotional intelligence is significant and useful for various fields and this is also justified by various studies. For example, it is important for classrooms (Petrides, Frederickson, & Furnham, 2004), work settings (Carmeli, 2003), and has a

positive effect in interviewing (Fox & Spector, 2000) and cognitive tasks (Shuttes, Schuetplez, & Malouff, 2001; as cited in Pishghadam, 2009).

In addition to emotional intelligence as an important affective factor in second language learning, there is another important element which also has great influence on second language learning called "foreign language anxiety". People generally think that they have a psychological barrier inside their brains which prevents them from learning a foreign language. In spite of the fact that these same people are successful and enthusiastic in other courses such as mathematics, biology etc, there is something wrong with these people during foreign language classes. One most probable reason that hinders them from being successful may be anxiety. "Foreign language anxiety" (FLA) is defined by Horwitz, Horwitz, & Cope (1986) as "the distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Looking at the relevant literature, it is possible to say that there has always been a conflict among researchers as to whether anxiety is a possible threat to second language learning and whether it has negative effects on learning and achievement. Although many studies related to this topic have been carried out, one cannot argue that there is a clear-cut relationship between the two. However, general thought is on the side of the negative impacts of anxiety on second language achievement.

The view that anxiety affects the language learning is supported by many scholars, teachers, practitioners and language learners (Hill and Wigfield, 1984; McIntyre, 1995; Horwitz, 2001; Jackson, 2002; Cheng, 2004; as cited in Çubukçu, 2007). Various studies found that that there is a negative correlation between language anxiety and language achievement. For example, Horwitz (1986) found a significant moderate negative correlation between expected students grades and foreign language anxiety. Namely, highly anxious students received lower grades than low-anxious students. MacIntyre and Gardner (1989) came across with significant negative correlations between a specific measure of language anxiety

and performance on a vocabulary learning task. Aida (1994) noted a significant negative correlation between FLCAS scores and final grades among American second-year Japanese students. There are also some other researchers who argue that there is no relationship or a positive relationship such as Backman (1976), Chastain (1975), Kleinmann (1977), Scovel (1978).

When the early studies on foreign language anxiety are investigated, it is clear that they were not able to make a precise definition of the term anxiety and they did not use proper instruments in order to measure it (Horwitz et al., 1986; MacIntyre, 1999; as cited in Onwuegbuzie et al., 1999). This may be the reason why there is no consensus among the studies related to foreign language anxiety.

After some valid and reliable instruments for measuring foreign language anxiety were developed (Horwitz et al., 1986), most of the studies on this issue showed that there is a negative relationship between language anxiety and various measures of language achievement (See Gardner & MacIntyre, 1993; Gardner, Smythe & Lalonde, 1984; Horwitz et al, 1986; MacIntyre & Gardner, 1991a; Mettler, 1987; Phillips, 1992; Young, 1986; Trylong, 1987).

In overcoming this negative situation, instructors have a great role in helping students deal with this construct. Before putting the blame for poor student performance on lack of ability, inadequate background or poor motivation, they should bear in mind that anxiety may be the reason for this poor student performance and abnormal student behaviour (Horwitz et al, 1986).

Being two important affective factors in learning a second language, the relationship between foreign language anxiety and emotional intelligence skills constitutes the main subject of this study.

1.2 Purpose of the Study

It is a well-known fact that anxiety is one of the most important problems related to foreign language learning. It might be the reason for students' being unmotivated and unsuccessful in their courses. It was also found that there is a strong relationship between being emotional and extremely worried and being

anxious (Deffenbacher, 1980). Learners' levels of anxiety and emotional intelligence may have an influence on language learning, which is examined in studies such as Chao (2003), Şakrak (2009) and Yerli (2009). The present study examines the relationship between emotional intelligence skills and foreign language anxiety levels of the students in addition to looking at foreign language anxiety and emotional intelligence in relation to gender, high-school background, language background and the level of exposure to English.

The purpose of the usage of the background variables mentioned in this study is that they can be easily observed and applied to the students. Thanks to this, educators wanting to take students' foreign language anxieties into consideration may easily make use of the results related to the background variables of the present study and may develop individualistic approaches to their students in order to decrease their foreign language anxieties.

1.3 Significance of the Study

Affective factors constitute a large part in both learning and teaching. It is important for the teachers to have students with positive attitudes so as to have a good classroom atmosphere. As Goleman (1995) claims, students possessing negative feelings like anger, anxiety or depression may be unable to learn to acquire the given information in an efficient way and they cannot cope with those negative feelings in a successful way. Having these feelings, the students may not be able to concentrate on the things going on during the lessons and thus this may hinder the learning process.

In this respect, this study has importance in terms of being able to better analyze the concepts of foreign language anxiety and emotional intelligence with the help of the background variables and to have a positive influence on them by taking the results into consideration. Also, the study may help one to decrease foreign language anxiety levels of the students by investigating the effect of emotional intelligence skills on it. Moreover, the study offers some activities related to improving emotional intelligence in EFL setting.

1.4 Research Questions

1. Does the level of foreign language anxiety vary according to:
    a) gender?
    b) public-private school backgrounds of the students?
    c) students' language background?
    d) the level of exposure to English ?
2. Do the emotional intelligence skills vary according to:
    a) gender?
    b) public-private school backgrounds of the students?
3. Are there any effects of emotional intelligence skills on students' foreign language anxiety levels?

1.5 The Overall Design of the Study

The aim of this study is to investigate the relationship between emotional intelligence and foreign language anxiety levels of the students of Atılım University Preparatory School in addition to looking at foreign language anxiety and emotional intelligence in relation to gender, high-school background, language background and the level of exposure to English. The subjects were the students of Atılım University Preparatory School. The reason why the participants were chosen from Atılım Universty is that it was easy for the researcher as an instructor at that university to have access to the students and to have enough knowledge about the profile of the students.

The data were collected through quantitative techniques. So as to gather the data, a survey technique, which can be accepted as the most controlled and structured one, was used (McKay, 2006). To find out whether there is a relationship between emotional intelligence and foreign language anxiety, a demographic inventory (see Appendix A) prepared by the researcher and two different questionnaires were used in this study. One of the questionnaires was the Turkish translation of the Foreign Language Classroom Scale by (Şakrak, 2009-

see Appendix A), which was originally developed by Horwitz et al. (1986). The other questionnaire was the Turkish adaptation of the Emotional Quotient Inventory (EQ-i) by Acar (2001- see Appendix A), which was developed by Bar-On (1997). Both questionnaires were administered in Turkish with the aim of making the students feel more comfortable, limiting potential misunderstandings and increasing the reliability of the instruments.

Acar (2001) was the first person to adapt the Bar-On EQ-i to Turkish in her doctoral dissertation. In terms of the item numbers, there is a difference in Acar's adaptation from the original one. 15 items were taken out from the 133 statements during the piloting process. The reason behind this is the irrelevance of those items to the sub-factors of the Bar-On EQ model. Their single aim was to see whether the students were consistent while answering the questions or not. Moreover, after having some interviews with people who were knowledgeable about EQ, Acar removed some items which were not easily understood. The final form of the adaptation includes 88 items that are divided into five main skills and 15 sub-skills. There are five possible answers that the participants can give and they are scaled according to Likert ranging from 5to 1: 5 "I strongly agree", 4 "I agree", 3 "I am in between", 2 "I disagree", and 1 "I strongly disagree". The Turkish adaptation can be regarded as a reliable tool since it was used in various studies like Yılmaz (2007), Hafızoğlu (2007), Şakrak (2009), Kazak, (2010).

Then, the students were given the Turkish version of Foreign Language Classroom Anxiety Scale (FLCAS), which was originally developed by Horwitz et al. (1986). The reason why that scale is used in this study is that it has been used by various researchers (Batumlu & Erden, 2007; Dalkılıç, 2001; Kitano, 2001; Matsuda & Gobel, 2004; Şakrak, 2009) for investigating foreign language anxiety. This scale contains thirty-three items that all measure test anxiety, speech anxiety and fear of negative evaluation. While answering the questionnaire, the students are required to express their agreements or disagreements with various statements on five-point Likert scales ranging from 5 to 1: 5 "I strongly agree", 4 "I agree", 3 "I am in between", 2 "I disagree", and 1 "I strongly disagree". The

weight for every answer varies between 5 and 1, in the direction from most positive to most negative. Nevertheless, as some items have negative characteristics, the direction of scale point for total perception score is required to be converted as 1 “I strongly agree”, 2 “I agree”, 3 “I am in between”, 4 “I disagree”, and 5 “I strongly disagree” for the questions**.**

In this study, it was preferred to carry out the Foreign Language Classroom Anxiety Scale (FLCAS) in Turkish so as to decrease potential misunderstandings, increase the reliability of FLCAS, provide the participants with a more meaningful context and make them feel comfortable. The Turkish version of FLCAS was translated and used in Şakrak’s study (2009) after meeting the necessary procedures. Also, the researcher decided to use this version in the present study after getting permission from her.

After examining the results, it is expected to clarify the relationship between emotional intelligence and foreign language anxiety levels of students from Atılım University Preparatory School. It also aims to help teachers to deal with the students and provide a more relaxing and anxiety-free classroom atmosphere.

1.6 Overview of Analytical Procedures

The data gathered from the questionnaires were analyzed through Statistical Package for the Social Sciences (SPSS), version 17.0. To find out the differences between the female and male; foreign language backgrounds; high school types, an independent sample t-test was used. To be able to perceive the differences among the anxiety levels; level of exposure to English, ANOVA test was used.

1.7 Limitations of the Study

This study has some limitations in that it is restricted to a group of 436 preparatory students at a specific private university. The study would possibly have different results if it was conducted in a different context with more

participants from various settings. Moreover, while investigating the relationship between emotional intelligence skills and foreign language anxiety levels of the students, due to time limitation, only written questionnaires were given to the students without face-to-face interviews. Thanks to interviews, it would be easier to get the participants' pure ideas and feelings by observing their reactions and gestures. Therefore, these may make the results more reliable.

1.8 Definition of Key Terms

Foreign Language Anxiety : " The distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process"(Horwitz et al., 1986, p. 128).

Emotional Intelligence: Emotional Intelligence refers to "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995, p.34).

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

The purpose of the present study is to investigate the relationship between emotional intelligence skills and foreign language anxiety of language learners at a private university. This chapter gives background information about intelligence and the history and models of emotional intelligence. In the first part of this chapter, the issues related to emotional intelligence will be discussed. In the second part, anxiety and its types are defined. The last part focuses on the studies about emotional intelligence and foreign language anxiety.

2.1 Intelligence

As emotional intelligence is considered as a type of intelligence, first of all it is necessary to start with the definition of intelligence. It is highly likely to see that making a precise and universal definition of intelligence is not a possible task and its definition has changed greatly in the course of time. There have been numerous attempts not only to define but also to measure intelligence. Below are some scholars' descriptions of intelligence gathered by the editors of the Journal of Educational Psychology:

- The power of good responses from the point of view of truth or facts. (E.I. Thorndike).
- The ability to carry on abstract thinking. (L. M. Terman)
- Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility of association, facility and imagination, span of attention, quickness and alertness in response. (F. N. Freeman)
- Ability to learn or having learned to adjust oneself to the environment. (S.S.Colvin)
- Ability to adapt oneself to new situation in life. (R. Pitner)
- The capacity for knowledge and knowledge passed. (B.A.C. Henmon)

> • A biological mechanism by which the effects of complexity of stimuli are brought together and given a somewhat unified effect in behaivour. (J. Peterson)
> • The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibited instinctive adjustment in the light of experienced trial and error, and the capacity to realize the modified instinctive adjustment in overt behavior to the advantage of the individual as a social animal. (L.L. Thurstone)
> • The capacity to acquire capacity. (H. Woodrow)
> • The capacity to learn or profit by experience. (W. F. Dearborn)
> •Sensation, perception, association, memory, imagination, discrimination, judgment, and reasoning. (N. E. Haggerty) (as cited in Karaduman, 2010, pp. 2-3).

Although there are numerous definitions, the common point among all those is that intelligence is related to being able to be in harmony with the environment and being able to learn (as cited in Karaduman, 2010).

Going back to the roots of intelligence quotient (IQ), although there were some unsuccessful attempts by Francis Galton in the nineteenth century, Alfred Binet is accepted as the designer of the first intelligence test. In Paris in 1904, Alfred Binet, who was a very important psychologist, was asked about an unfamiliar issue by the city fathers. The families were worried about the success of their children in their schools in Paris. They requested him to find an instrument for measuring whether the young children would be successful or not. Binet took this request into consideration and managed to fulfill it. He discovered the "intelligence test" and measured IQ. However, this discovery was not limited to Paris. In the course of time, it reached the USA and attracted the attention of many people there. Actually, this was a very big discovery for the whole world as before this, people trusted their own insights while assessing the others as intelligent or not. However, with Binet's scientific tool, intelligence has been regarded as measurable (Gardner, 2006).

When the early intelligent tests are analyzed, it is clear that they concentrate more on cognitive abilities like memory and problem-solving. Despite this, until 1950s, there was nothing wrong or deficient with these IQ tests. People

believed that they were successful in measuring intelligence and they even associated the results with life success in general.

However, as time passed, people's thoughts in relation to the measurement of intelligence started to change. People began to think that IQ scores themselves were not adequate for measuring intelligence and categorizing people as having high IQ or low IQ. In recent times, it has been acknowledged by some researchers such as Thorndike and Wechsler that the attitudes of people are highly affected by the non-cognitive aspects of intelligence. For instance, according to Thorndike (1920), taking only the academic part into consideration is not enough; emotional and social components should also be taken into account in order to get more reliable results from the measurement of intelligence. According to him (1920), social intelligence refers to "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (p. 228) and it "shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory" (p. 231).

Later, Guilford and Hoepfner put forward a totally different idea of intelligence as a multidimensional construction which consisted of one hundred and twenty different types of intelligence. For instance, they regarded "memory for single words" as a single intelligence as it made a combination of the processes of memory, recognition of the words, and the analysis process of single units. They thought each of those as a separate process. However, there was a problem with their model due to there being so many intelligences; it was not easy to test it with correlational method (Mayer & Salovey, 1997).

As years passed, a new concept came into being; Multiple Intelligences. The creator of this new theory is Gardner (1983). He suggested a new model which includes 8 types of intelligences: spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical.

2.2 Multiple Intelligences

According to Gardner, the traditional definitions of intelligence are not comprehensive enough to include the various abilities that human beings have. However, MIT is a very active construct and according to the theory, intelligences are seen as tools that have the possibility of changing and developing:

> While traditional intelligence tests are based on the notion that the general faculty of intelligence is an inborn attribute that does not change over the time, the MIT asserts that there are skills universal to human species, related to the culture nurturing that domain and that develop according to experience, age and training (Armstrong, Kennedy & Coggins, 2002, p.11).

Gardner's MIT argues that it is crucial to be aware of the various facets of cognition and recognize the idea that there are various cognitive strengths and differing cognitive styles possessed in people (Gardner, 2006). MIT can be accepted as a very significant contribution and it forms a philosophy which is based on learners themselves and it is "an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards & Rodgers, 2001, p.123). In MIT, to be able to define intelligence, it should**:**

> **e**ntail the ability to solve problems", contain a "biological proclivity", have "an identifiable neurological core operation or set of operations" and be "susceptible to encoding in a symbol system ... which captures and conveys important forms of information (Gardner 1999, pp. 15-16).

When Gardner proposed his theory in 1983, there were originally seven types of intelligences: musical intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, interpersonal intelligence, intrapersonal intelligence, and spatial intelligence. Nevertheless, after he proposed them, there came various suggestions to alter it. People suggested new kinds of intelligences, but Gardner was not very open to these suggestions. He originally proposed seven types of intelligences; however, as time passed, he considered about two additional intelligences, naturalist or a spiritual and existentialist intelligence. After doing a detailed research about whether it was

appropriate to add naturalist intelligence to the original list, Gardner decided that it met all the criteria for an intelligence type. However, this was not the case for existential intelligence. As it did not meet all the criteria of Gardner, he was not able to fully accept it as one member of his list of intelligences. He asserts that "I do mention this candidate intelligence in passing, but ……. I shall continue for the time being to speak of "8 ½" intelligences" (Gardner, 2006, p. 21).

Gardner argues that although these eight intelligences seem to be independent and different things, they are actually closely connected to each other. One can understand from these different intelligences that each individual possesses different characteristics. These different intelligences are like individual devices by which each person perceives new information and keeps it and reveals when needed. There is no difference among the different intelligences in terms of value. Each individual possesses these intelligences in their basic form. However, there can be differences among the amount of the intelligences that a person may possess; hence, a person will generally be more talented in some than in others. Every one of these frames is independent from one another and they can change and be developed in the course of time (Armstrong, 1999).

As for the brief definitions of these intelligences, it can be said that Logical-Mathematical Intelligence is thinking in a logical way, using a deductive method while reasoning and being able to recognize patterns. Mostly, this type of intelligence has connection with systematic and methodical thinking. Linguistic Intelligence is related to being a master in language. It is associated with being able to use the language in an effective way and convey ideas and feelings expressed in a rhetorical or poetic way. Spatial Intelligence is related to finding solutions to the problems and it helps one to develop images in mind. Musical Intelligence includes being able to identify and create musical items and sounds. Bodily-Kinesthetic Intelligence contains making use of mental abilities in order to regulate people's body movements. It proves that there is a relation between mental and physical activity. Interpersonal Intelligence includes others' feelings and intentions and intrapersonal intelligence is about the self recognition of

individual's personal emotions and inspirations. The Naturalist Intelligence refers to the ability to make a differentiation among various species of plants and animals and to take pleasure in nature (Gardner, 2006).

Looking at these various types of intelligences, one should not forget that although it may seem that each of these intelligences is different from each other and totally separate entities, for Gardner, this is not the case. He thinks that these intelligences work in a cooperative way which makes them complete.

Gardner (1993) clarifies the social benefits in the application of his theory:

> It is of utmost importance that we recognize and nurture all the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world. If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and be better able to join the rest of the world community in working for the broader good (p. 12).

2.2.1 Adapting Multiple Intelligences to Classrooms

When it comes to the classroom implication, contrary to the traditional system of education, for the MI theory it is not appropriate to make a differentiation among the intelligences. Each type of intelligence is equal to one another in terms of its significance. As for Gardner (1983), it is not always possible to deal with all the individual MI profiles of each learner in every language class but there should be a fair way to follow in which a balance is provided by the teachers. Gardner calls this as "windows on the same concept" which are united as one body.

What the teachers can do is to guide students about using their intelligences which are more developed than the others. This helps them to use that more developed intelligence so as to understand the subject in a better way (Lazear, 1992). It is better for the teachers to find out an ideal way of presenting the material which meets the needs of nearly every student. This may encourage

the learning and may help students to understand the issues in a more comprehensive way and to participate during classes.

For some models of emotional intelligence, Gardner's concepts of interpersonal and intrapersonal intelligence provided a basis, despite the fact that Gardner did not use the term emotional intelligence himself. As the thing behind interpersonal intelligence is the ability to know one's emotions and, the core of interpersonal intelligence is the ability to understand other people's emotions and intentions, it is possible to deduce that Gardner's MI Theory led to the development of the concept of emotional intelligence.

2.3 Emotional Intelligence

There has been a great interest in the concept of emotional intelligence from the 1990s onwards in various fields such as business, psychology, popular media, education and so on. Bar-On (1988) was the first person to use the term *emotional quotient* (EQ). He thought this term as a companion to IQ. For Bar-On, EQ was considered as a symbol attributing to a series of social and emotional abilities which make people tackle the necessities of everyday life. He (1997) gives a description of emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). After a few years, Salovey and Mayer (1990) used the term emotional intelligence but with a different point of view. They thought that EI is related to the individual's handling information about emotion and emotional responses. They made the definition of emotional intelligence as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). They also assumed that it was necessary to make a distinction between social traits or talents and emotional intelligence abilities. Their model of EI highlighted the cognitive side. For them, in order to make a more extensive model, they need to measure "thinking about feeling". It put emphasis on some certain mental abilities to identify and classify emotions.

What made the concept of emotional intelligence famous over the world was Goleman (1995). For him, emotional intelligence is a concept that is a result of the functions of emotions in people's lives. He assumes that, in order to be a fully-developed individual, emotional intelligence has a great role. He also argues that "at best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces" (1996, p. 34).

2.3.1 Fundamental Theories of Emotional Intelligence

Presently, there are various models of emotional intelligence, ability-based and mixed models, which provide different theoretical frameworks in order to conceptualize the construct. Although these vary in number, there is not a contradiction with one another. What differs between them is that they have different perspectives in relation to the nature of emotional intelligence. Ability models concentrate on mental skills which enable people to use information that our emotions provide us with the aim of cognitive processing. However, mixed models are the ones that make a combination of mental skills and personality traits like optimism, assertiveness, etc. (Fernandez-Berrocal & Ruiz, 2008). As three of these models are regarded as the leading ones in the field, they are going to be dealt with in this study.

Currently, the model provided by Mayer & Salovey (1990) is the sole example of ability model. There are two examples of mixed models of emotional intelligence; Bar-On (1997) and Goleman's (1995) models. Bar-On proposed a model which is based on the context of personality theory, focusing on the interrelatedness of the ability aspects of emotional intelligence with personality characteristics and their application to people's good mood. As for Goleman, he proposed a mixed model in terms of performance, combining an individual's abilities with personality and reflecting their impacts on work performance (Cherniss & Goleman, 2001).

Below is the table of these three leading models of Emotional Intelligence:

Table 1 Three Competing Models, all Labelled "Emotional Intelligence"

Mayer & Salovey (1997)	Bar-On (1997)	Goleman (1995a)
Overall Definition	Overall Definition	Overall Definition(s)
"Emotional intelligence is the set of abilities that account for how people's emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (after Mayer & Salovey, 1997)."	"Emotional intelligence is…an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Bar-On, 1997, p.14).	"The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself." (Goleman, 1995a, p.xii). […and…] "There is an old-fashioned word for the body of skills that emotional intelligence represents: character." (Goleman, 1995a, p. 28).
Major Areas of Skills and Specific Examples	Major Areas of Skills and Specific Skills	Major Areas of Skills and Specific Examples
Perception and Expression of Emotion	*Intrapersonal Skills:*	*Knowing One's Emotions*
* identifying and expressing emotions in one's physical states, feelings, and thoughts. * identifying and expressing emotions in other people, artwork, language, etc.	*Emotional self-awareness, *Assertiveness, *Self-Regard, *Self-Actualization *Independence	*recognizing a feeling as it happens *monitoring feelings from moment to moment
Assimilating Emotion in Thought	*Interpersonal Skills:*	*Managing Emotions*

Table 1 (continued)

* Emotions prioritize thinking in productive ways. * Emotions generated as aids to judgment and memory	*Interpersonal relationships *Social responsibility *Empathy	*handling feelings so they are appropriate *ability to soothe oneself *ability to shake off rampant anxiety, gloom, or irritability
Understanding and Analyzing Emotion * Ability to label emotions, including complex emotions and simultaneous feelings * Ability to understand relationships associated with shifts of emotion.	*Adaptability Scales:* *Problem Solving *Reality Testing *Flexibility	*Motivating Oneself* *marshalling emotions in the service of a goal *delaying gratification and stifling impulsiveness *being able to get into the "flow" state
Reflective Regulation of Emotion * Ability to stay open to feelings * Ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth. (after Mayer & Salovey, 1997, p. 11)	*Stress Management Scales:* *Stress Tolerance *Impulse Control	*Recognizing Emotions* *empathic awareness *attunement to what others need or want
	General Mood: *Optimism *Happiness	*Handling Relationships* *skill in managing emotions in others *interacting smoothly with others
Model Type Ability	Model Type Mixed	Model Type Mixed

(Salovey et al, 2004, p.88)

2.3.2 Mayer and Salovey Model

Mayer and Salovey were the ones who established the theoretical basis of emotional intelligence. While forming that basis, they made great use of the fields of emotion and intelligence. They thought that it is of great importance to explore the terms intelligence and emotion separately in order to fully understand the concept of emotional intelligence (Mayer & Salovey, 1997). After making a detailed exploration of these terms, they defined emotional intelligence in a way that connects emotions with intelligence. They thought that EI is related to the individual's handling information about emotion and emotional responses. They assumed that social traits or talents and emotional intelligence abilities should not be confused. The cognitive side is given emphasis in their model. They assume emotional intelligence as genuine intelligence which comes from adaptational usage of emotions through which people can overcome difficulties and adapt themselves to their environment successfully (Fernandez-Berrocal & Ruiz, 2008). They tried to create a more extensive model and they felt the need to measure "thinking about feeling". Their model emphasized some mental abilities with the aim of recognizing and categorizing emotions. They made the definition of emotional intelligence as the "ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 35).

Their model consists of four parts of capacities or abilities which describe various areas of emotional intelligence in a collective way (Mayer & Salovey, 1997). Their model defines emotional intelligence as including abilities to:

a) accurately perceive emotions in oneself and others
b) use emotions to facilitate thought
c) understand emotional meanings
d) manage emotions

The four branch model of Mayer & Salovey is shown below in Figure 1 below:

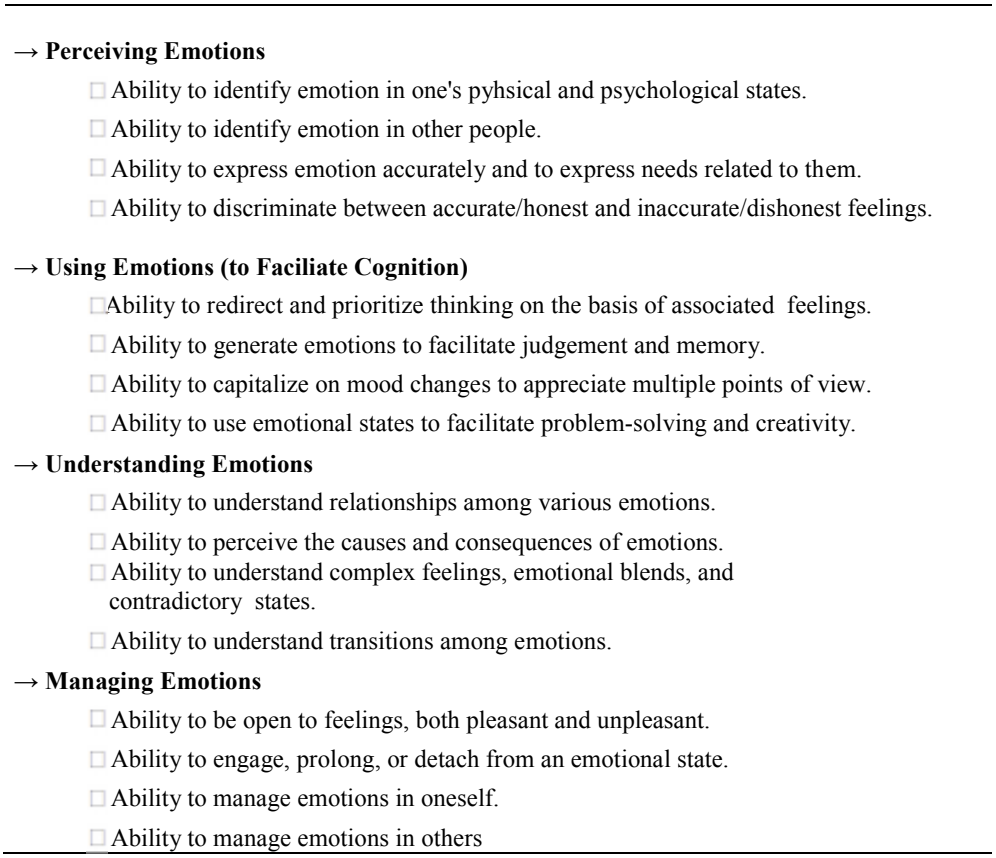

Figure 1 The Four Branch Model of Emotional Intelligence (Mayer & Salovey, 1997; as cited in Cassady & Eissa, 2008, p. 189)

"Perceiving emotions" contains the ability "to identify emotion in oneself; to identify emotion in others, as well as in stories and films; to express emotions and emotional needs accurately; to tell the difference between honest and

dishonest emotions" (Oatley, 2004, p.137). It involves "recognizing and inputting verbal and non-verbal information from the emotion system" (Salovey et al., 2008, p.188). It starts with the capacity of perceiving emotions. It is a crucial branch as emotional intelligence cannot be reached without the skills of this branch. Emotion perception includes "registering, attending to, and deciphering emotional messages as they are expressed in facial expressions, voice tone, or cultural artifacts" (Salovey et al., 2008, p. 188). An individual can give more meaning to others' feelings and ideas when compared to the ones who miss the signals, if s/he notices others' expressions in others' faces (Salovey et al., 2008).

"Using emotions to facilitate thought" includes the abilities "to direct thinking on the basis of emotions; to imagine emotions in order to remember and make judgments; to use mood swings to appreciate several different points of view and to use emotions to help creativity and to solve problems" (Oatley, 2004, p. 140). It refers to emotional facilitation of cognitive activities. In this branch, there is a concentration in the way emotions influence the cognitive system and the way they can be put into action for more fruitful problem solving, decision making and so on (Salovey et al., 2008).

> "Understanding emotions" has the abilities to:
> understand how one emotion may relate to others; to know how emotions are caused and what can follow from them; to understand mixtures of different emotions; to understand how one emotion can change to another (Oatley, 2004, p. 141).

Each emotion includes its own messages and actions related to these messages. For instance, a message of anger may make the person think of a feeling in which s/he is treated in an unfair way. Then, that anger could be thought as some potential actions such as attacking or seeking revenge etc. Therefore, it is of great significance to be able to understand the emotional messages and their possible counter actions. In order to be able to understand emotions thoroughly, it requires not only comprehending the meanings of emotions, but also questioning those meanings (Karaduman, 2010).

Lastly "Managing emotions" (emotional regulation), includes the abilities " to be open to emotions, both pleasant and unpleasant; to follow the course of

one's own emotions, and reflect on them; to engage in, prolong, or to detach from an emotional state; to manage emotions in oneself; to manage emotions in others" (Oatley, 2004, p.145). It involves the way an individual understands the affective improvements in his/her relations with others. It is not always possible to predict these relations. So, emotional management requires one to think about several emotional paths and making a choice among them.

In terms of the measurement of their model of EI, Salovey and Mayer produced their own instrument and it is called as the Mayer-Salovey-Caruso Emotional Test (MSCEIT). It is accepted as an ability measure of emotional intelligence and with the help of this test, they are able to have both an overall emotional intelligence score and subscale scores for the each branch. While assessing the first branch, there are some tasks related to identifying emotions within the stories, faces and pictures. For the second branch, there exist some judgments in relation to types of tasks which are best done in specific kinds of moods. The third branch consists of questions like what kind of emotions cause what kind of emotional states. And for the last branch, there are some scenarios to be read by the people and these people are given some questions about whether the alternative ways of controlling the emotions that arise in them are effective or not. In total, there are 141 items to complete for an overall assessment. Their responses on the MSCEIT are given a score by looking at their degree of correctness. This is determined by their correspondence with the answers which are provided by emotion experts like emotion researchers or a normative sample of the general population.

In addition to an overall score and each branch's score, an experiential score based on branches 1 and 2 and strategic score based on branches 3 and 4 are derived. Overall split-half reliability coefficients of .93 and .91 were found for consensus and expert scoring respectively by Brackett and Salovey (2004). Based on both scoring methods, four branches have the reliability coefficients which range from .76 to .91 (Brackett &Salovey, 2004). After the necessary corrections about reliability have been made, The MSCEIT has showed the highest

correlation with measures of cognitive ability with an average coefficient of .35 (Bracket & Mayer 2003). Furthermore, in contrast to self-report measures, the ability based MSCEIT is connected lower with personality (Van Rooy et al., 2004). It can be regarded as reliable at the full-scale level and their levels of branches and it is also valid. Nevertheless, it is not able to make an evaluation of all skills contributing to emotional regulation (Büyüközer, 2008).

2.3.3 Goleman Model

Goleman is a striking example of the people who support emotional intelligence. Thanks to Goleman (1995), the concept of emotional intelligence became famous all over the world. He suggests that emotional intelligence is the result of the functions of emotions occurring in lives of people. For him, there are several areas that emotional intelligence will be responsible for success such as at home, school and work. He also explains about the effectiveness of emotional intelligence among the young population by giving examples that emotional intelligence can decrease the levels of rudeness and aggressiveness and increase learning. It will also affect working life by helping people to learn to work cooperatively in a more fruitful way (Brackett, Mayer & Warner, 2004).

The emotional intelligence model of Goleman is a mixed model; that is, it consists of not only mental abilities but also personal traits (Bar-On & Parker, 2000). According to Goleman, there are four basic components of emotional intelligence. These are self- awareness, self-management, social awareness and relationship management (Goleman, 1998). It is clear that these ingredients can be regarded as a summary reviewing the principle points made in Intrapersonal and Interpersonal Intelligence by Gardner in his MI theory. Goleman (1995) argues that it is possible to teach, practice and develop emotional competencies; they are not just inborn abilities. He thinks that firstly individuals possess only a certain amount of these competencies; however, as they grow up, they are able to develop themselves in terms of these competencies.

In his model of EI, Goleman puts a great emphasis on the first skill, self-awareness. He thinks that self-awareness is the vital element of Emotional Intelligence. It includes the abilities of being aware of our inner states, choices, abilities and insights. The skills that are involved in self-awareness are being aware of our own emotions, giving meaning to the causes and effects of our feelings and actions both on us and the others, knowing about our strengths, weaknesses and limits, making safe preferences and having responsibility for them. Goleman claims that if we are unable to be aware of ourselves, it is highly probable that we are hijacked by our emotions (Panju, 2008).

The second skill, self-management, is about dealing with our own feelings in such a suitable way that they make our lives easier and it is about fitting ourselves to new conditions. It includes the abilities to cope with emotions that are causing trouble to us, being patient about getting the things that we want, being able to stay calm in tense situations, showing our annoyance in a moderate way, controlling ourselves and choosing and showing the correct ways of expressions and responses for our emotions and the situations. Social awareness, the third skill, includes the talent to perceive, to understand and respond to others' emotions while becoming aware of social networks. It is the ability to make a connection with and giving meaning to the others' feelings no matter whether we are of the same mind as those feelings or not. It includes other skills such as being aware of both our own and others' feelings, having the ability to anticipate others' perspectives, being a good listener and respecting people's opinions and being open-minded. The last one, relationship management, is about having good relations with others and managing conflicts. The things that are necessary for this skill are communicating in an effective way, learning in a cooperatively way, expressing our opinions in a very clear and accurate way, coping with conflict effectively and finding solutions to the conflicts.

Table 2 Goleman's Emotional Intelligence Competencies

	SELF	OTHER
	Personal Competence	Social Competence
	Self-Awareness	Social Awareness
RECOGNITION		
	Emotional Self-Awareness	Empathy
	Accurate Self-Assessment	Service Orientation
	Self-Confidence	Organizational Awareness
	Self-Management	Relationship Management
REGULATION	Self-Control	Developing Others
	Trustworthiness	Influence
	Conscientiousness	Communication
	Adaptability	Conflict Management
	Achievement Drive	Leadership
	Initiative	Change Catalyst
		Building Bonds
		Teamwork and Collaboration

(as cited in Cherniss & Goleman, 2001, p. 28)

The Emotional Competence Inventory (ECI) has been used to measure the EI model of Goleman. It is an instrument of 360-degrees arranged with the aim of measuring individuals' and organizations' emotional competencies. It has the basis of the emotional competencies recognized by Goleman (1998), and competencies from Hay/McBer (1996) as well as Boyatzis's Self-Assessment Questionnaire (SAQ) (Sala, 2002). In this questionnaire there are 18 competencies organized into four groups: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. It takes approximately 40 minutes to answer the questions in the inventory. The instrument's Internal Consistency Reliability

(Cronbach's alpha) has been found to be pleasing for "total others" ratings. With the overall average reliability of .78, the reliabilities range from .68 (Transparency) to .87 (Emotional Self Awareness). On the other hand, "self" rating reliabilities were not so good and ranged from .47 (Conflict Management) to .76 (Inspirational Leadership) with an overall average reliability of .63. There are various studies emphasizing the criterion and construct validity of the ECI. The Emotional Competence Inventory also has good construct validity (Burckle, 2000). Byrne (2003) carried out an overall validity study of the ECI. In this study, he used the self-scored version. In the end, he came to a conclusion that the instrument demonstrates good construct, discriminant, and criterion validity.

2.3.4 Bar-On Model

The first person to use Emotional Quotient (EQ) was Bar-On (1988). According to him, there was a close correspondence between this term and IQ. He considered EQ as a symbol of social and emotional abilities giving people chance to understand the necessities of everyday life. Bar-on (1997) gives a description of emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). This description shows that emotional intelligence plays an important role in being successful in life and there is a significant correlation between EQ and general emotional health. It is thought that the Bar-On model is the most comprehensive and operational model of emotional and social intelligence that can be observed today (Bar-On, 1998; as cited in Bar-On&Handley, 1999). The Bar-On model's concentration is on the basic emotional and social abilities and skills. In this model, the potential for performance is based on those abilities. It consists of a series of actions or tasks and it is arranged with the aim of successful anticipation of individual's ability to tackle demands of daily life.

In his model there are five meta-factors: Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, and General Mood EQ (Bar-On,

1997). Each meta-factor has its own sub-factors. The intrapersonal components are self-regard, emotional self-awareness, assertiveness and self-actualization. Interpersonal meta-factor consists of empathy, social responsibility and interpersonal relationship sub-factors. The stress management components are stress tolerance, impulse control and independence. Regarding the adaptability meta-factor, the components are reality testing, flexibility and problem solving. For the last meta-factor, general mood, the components are optimism and happiness (Bar-On & Handley, 1999). Below is the table that presents the meta-factors and sub-factors of Bar-On model and the things they assess.

Table 3 The Bar-On EQ-I scales and what they assess

EQ-i Scales		**The EI competency assessed by each scale:**
Intrapersonal	Self-regard	To accurately perceive, understand and accept oneself
	Emotional Self-Awareness	To be aware of and understand one's emotions and feelings
	Assertiveness	To effectively and constructively express one's feelings
	Independence	To be self-reliant and free of emotional dependency on others
	Self-Actualization	To strive to achieve personal goals and actualize one's potential
Interpersonal	Empathy	To be aware of and understand how others feel
	Social Responsibility	To identify with one's social group and cooperate with others
	Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others
Stress Management	Stress Tolerance	To effectively and constructively manage emotions

Table 3 (continued)

	Impulse Control	To effectively and constructively control emotions
Adaptability	Reality Testing	To objectively validate one's feelings and thinking with external reality
	Flexibility	To adapt and adjust one's feelings and thinking to new situations
	Problem-Solving	To effectively solve problems of a personal and interpersonal nature
General Mood	Optimism	To be positive and look at the brighter side of life
	Happiness	To feel content with oneself, others and life in general

(Bar-On, 2007, p. 4)

The first meta-factor, which is Interpersonal EQ, refers to the inner side of our personality. People who have a high intrapersonal capacity are aware of themselves and of their feelings and they have positive attitudes towards themselves and their lives. They have the ability to show their emotions and opinions in a clear and free way with a very confident manner. There are five sub-factors included in this domain. These are self-regard, emotional self-awareness, assertiveness, independence and self-actualization (Bar-On & Handley, 1999).

To begin with, self-regard refers to being aware of, understanding and accepting ourselves as we are and also appreciating ourselves. Having the ability to acknowledge our not only positive but also negative sides is one of the key elements of self-regard. If a person has a high level of self-regard, this means that s/he is pleased and content with his/her life and knows who s/he is. However, if the opposite is the case, that person may experience the problematic feelings of personal deficiencies and weaknesses; that is, one may have a pessimistic attitude

towards life and this may prevent him/her from enjoying the life fully (Bar-On & Handley, 1999).

Emotional self-awareness refers to the ability to knowing, understanding and making a distinction between one's own emotions. At this point, it is of great significance to be able to give meaning to the feelings and to notice the reasons lying behind those feelings. Individuals having high levels of emotional self-awareness are the ones who have a good interaction with their feelings. They understand their feelings and are able to know the reason why they are in such an emotional state. This is also very helpful for empathizing with others because if one knows his/her feelings and their reasons, s/he can give meaning to others' emotions in a healthier way. For the people having low emotional self-awareness, there may occur some problems such as feeling useless and gap. This may also cause problems that can show themselves in terms of empathy, flexibility and reality-testing (Bar-On & Handley, 1999).

Regarding assertiveness, it is the ability to show emotions in an accurate way without concern and to defend personal rights. People who are assertive firmly express their opinions and emotions and they have their own beliefs and morals that control them. What is important about assertiveness is that it is necessary to sustain a balance in approaching people. That is, assertive people have the inborn ability to express their emotions in a soft manner, not in a harsh way. This is something very significant for communicating effectively. This sub-skill is associated with some other sub-skills such as emotional self-awareness, empathy, impulse control, self-regard, interpersonal relationship, reality-testing and stress tolerance. People having low levels of assertiveness may experience problems related to showing feelings and communicating with others. They may be shy and highly reserved (Bar-On & Handley, 1999).

Independence is said to be related to the ability not to be emotionally dependent but to be self-controlled. Those people plan themselves and make decisions without relying on anyone else. However, there is a point that should not be disregarded. It does not necessarily mean that independent people always

do things without others' approval. It is normal for those people to take others' advice and exchange ideas with one another. What they do not prefer to do is to count on others with the aim of meeting their needs. People having low independence may experience lack of self-confidence and avoid taking risky actions. There is a correlation between independence and self-regard, emotional-self awareness, assertiveness and self-actualization (Bar-On & Handley, 1999).

Lastly, self-actualization means the ability to notice one's own potential. It consists of such interests and activities as self-development leading to a long-lasting and voluntary commitment to attain their goals. It is an active search of developing one's abilities, capabilities and talents to the highest level. More generally, it is about personal development and reaching the best. People with high self-actualization levels are aware of their own competencies and they are in search for bringing meaning and excitement to their lives. People who are deficient in self-actualization feel as if they had no direction, no aim and no perspective towards life (Bar-On & Handley, 1999).

The second meta-factor, interpersonal EQ, is associated with being responsible and dependable, understanding, communicating and getting on well with others. There are 3 sub-skills involved in this meta-factor: empathy, social responsibility and interpersonal relationship.

Empathy refers to the ability to perceive and respect to others' feelings. People who are empathetic are sensitive about others' feelings and opinions. They try to give meaning to the others' actions without blaming. People lacking this skill may have difficulties in communicating effectively, so they may have inadequate relationships (Bar-On & Handley, 1999).

Social responsibility stands for the ability to be a person who is helpful, good at cooperation and acting responsibly in a social group. It also has to do with social consciousness, sympathy for other people and the ability to socialize with others by taking social rules into consideration. People having a high sense of social responsibility are not self-oriented and they have a feeling of trust on others. However, if they lack the feeling of social responsibility, they become

antisocial and they begin to abuse others. As a result, they may fail in anger management, helping others and sympathizing (Bar-On & Handley, 1999).

The last sub-skill of this category, interpersonal relationships, refers to the ability to communicate with people in a satisfactory way with mutual affection. Sincerity is a very important feeling in this category. Another significant point is not being stressful, but being relaxed and comfortable even in difficult situations. People with high levels of interpersonal relationship are supposed to be sociable and they are outgoing. However, individuals lacking this sub-skill tend to be shy and introvert. They do not trust in others and they have some restrictions hindering them from feeling comfortable and being social (Bar-On & Handley, 1999).

The third meta-factor, adaptability EQ, is related to analyzing the daily issues and dealing with them in an efficient way. Also, keeping up with the changes in life and being flexible are significant issues in this category. There are three sub-skills related to this meta-factor: reality testing, flexibility and problem solving.

Reality testing can be regarded as the ability to differentiate emotions and reality. It includes being able to regard the things in a correct way and perceiving them as they are, without making exaggeration or making something up. People having high levels of reality testing are the ones that are rational and pay great attention to reality. They have the capacity to make good evaluations of the events through detailed analyses. They are not obsessed with dreams or exaggerated issues. In contrast, the ones who do not posses this ability may have problems in accepting the reality. They are likely to make up fantasy in their daily lives and exaggerate things. As they may have some difficulties in perceiving the things as they are, they may also experience some problems in adapting themselves to real life (Bar-On & Handley, 1999).

Flexibility is about being able to accommodate oneself to various situations that occur in daily life. What is important at this point is accepting the change, adjusting oneself to it and regarding that change as a daily issue, without

being strict. Flexible people are the ones who are open-minded and show respect to change. They do not experience any problems about getting used to the changing situations and they can easily accept new opinions and give up their previous thoughts. However, people who lack this ability are intolerant of new ideas and conditions. They are not able to adapt themselves to the changing situations and they may be afraid of the things that they are not familiar with (Bar-On & Handley, 1999).

The last category, problem solving, involves recognizing the problem, having enough inspiration and being determined to solve it, analyzing it and trying to find out some possible solutions, choosing the most logical one and acting accordingly. One of the most important things in this category is being brave enough to come face to face with problems, without turning away from them. People having this ability are organized and they act effectively. They are able to follow the steps written above when they are confronted with any problems. On the other hand, the ones who are not good problem solvers may experience problems if they have difficulties in their daily lives. They tend to panic if they feel something negative. They are likely to act without thought and logic. It is probable for the people who lack this ability to experience problems related to reality testing and impulse control (Bar-On & Handley, 1999).

The fourth meta-factor is stress management and it deals with being able to bear stressful situations in a controlled way. There are two sub-skills involved in this category: stress tolerance and impulse control.

Stress tolerance is related to coping with distressing situations without getting carried away and deeply hurt emotionally. One important point is to keep one's temper under stressful situations and believe in the power of oneself to overcome those difficulties. People who are able to tolerate stress are generally calm and patient and able to manage problematic situations in a self-controlled and anxiety-free way. Nevertheless, the ones lacking this ability tend to experience anxiety and sometimes feel worried. Anxiety causes various negative conditions in those people which can show itself in both psychological and

physical symptoms such as instability, sensitivity, hopelessness and various aches in different parts of the body (Bar-On & Handley, 1999).

Impulse control refers to the individual's being able to control his/her own feelings and refrain from behaving impulsively. People controlling their impulses in an effective way wait patiently before taking an action. They do not prefer acting recklessly impatiently. They have the control of their emotions and regulate them in accordance with the situations. They are likely to be calm and are good at problem solving. They tend to empathize with people before deciding what to do. In contrast to these people, the ones who lack this ability may experience some problems related to controlling their anger. They do not think logically before taking action, so they tend to be disruptive and offensive. Also, they are bad at problem solving due to the fact that they are not able to make logical decisions and be calm (Bar-On & Handley, 1999).

The last meta-factor, general mood, is about being able to take pleasure in life and being satisfied with it. It deals with believing positively, having hope and being lively. This category affects people's communication with each other, one's ability to solve problems and being tolerant of stressful situations. There are two sub-skills in this category: optimism and happiness.

Optimism refers to being capable of seeing the positive sides of life in general despite all the discouraging events. Being optimistic directly influences the way one overcomes the difficulties and deals with stressful situations. Optimists are self-confident people who have the inspiration to find a solution to daily problems. They do not prefer escaping from the difficulties, instead they try to see the events from a positive perspective and be hopeful about them. However, pessimists have a totally different perspective towards life. They generally search for the negative sides of life, so making life worse for them day by day. This can not only affect themselves but also the people around them are greatly influenced by those constant pessimistic attitudes (Bar-On & Handley, 1999).

Happiness is about being able to lead life fully, amusing oneself, and being satisfied with one's life. People having high levels of happiness tend to take

pleasure from life and pleased with their own conditions. Being like this, they are likely to have good relationships with others. However, individuals who have low levels of happiness are likely to be cheerless, depressed and are not satisfied with their lives. They do not have that motivation to enjoy life. Therefore, they usually have high stress and anxiety levels, which can trigger depression (Bar-On & Handley, 1999).

Bar-On used his own scale to measure emotional intelligence. He designed the Emotional Quotient Inventory in 1980 with the aim of measuring individual's ability of being successful in terms of meeting the demands coming from the evironment and coping with the pressures (Dawda & Hart, 2000; Bar-On, 2002). The inventory is a self-report scale including 133 items. In the questionnaire, there are five basic skills aimed to be measured in addition to 15 factorial components. Intrapersonal EQ is the first main skill and there are 40 items about it. It includes 8 items in itself; emotional self-awareness, having 8 items; assertiveness, 7 items; self-regard, 9 items; self-actualization, 9 items; and independence, 7 items. The second one is interpersonal EQ and there are 29 items related to it. It is divided into empathy having 8 items, interpersonal relationship having 11 items, and social responsibility having 10 items. Adaptability EQ is the third one and it has 26 items. These 26 items are separated into problem solving, which has 8 items, reality testing 10 items, and flexibility 8 items. The fourth is stress management EQ and it includes 18 items. They are divided into stress tolerance consisting of 9 items and impulse control of 9 items. The fifth and last one is general mood EQ and it has 17 items. They are divided into happiness, including 9 items, and optimism, 8 items (Bar-On, 1997). There are 15 questions in the questionnaire related to scales, which are designed to measure the validity of the responses. The responses are based on a 5-point Likert type scale (1.Very seldom or not true for me, 2. Seldom true for me, 3. Sometimes true for me, 4. Often true for me, 5. Very often true for me or true for me).

The development process of the EQ-i is not a short one. Initially, Bar-On developed a conceptual framework, and then he dealt with the construction and

clarification of the items. In the course of time, validity scales and correction indexes were added in order to develop the measurement. It was proved with the studies (e.g. Bar-On, 1988) conducted by using this inventory that the scales have a good internal consistency and test-retest reliability. The test-retest reliability of Bar-On EQ-i was assessed over a period of time and the coefficients ranged between .78 to .92 and from .55 to .82, respectively (Bar-On, 1997). Also, the factor analyses supported the construct validity of the questionnaire. A number of ways have been tried out and examined for the convergent and discriminant validity of the EQ-i.

Also, in order to investigate the inventory's reliability and validity, Dawda and Hart (2000) performed a study and it showed that it is suitable to use this inventory to measure emotional intelligence due to the fact that the validity and reliability results did not almost change according to gender. There is good item homogeneity and internal consistency between the EQ-i domain and component scales and that response styles and personal biases did not influence the scores excessively

Acar (2001) is the first person to adapt Bar-On EQ-i to Turkish. There are some differences between the original version and the adaptation. These differences and their reasons will be presented in Chapter 3. Alpha coefficients were found out to be 83,73 for intrapersonal, 77,87 for interpersonal, 65,42 for adaptability, 73,14 for stress management, 75,06 for general mood in the Turkish version. It is possible to accept this as a reliable tool since it has been used in various studies like Yılmaz (2007), Hafızoğlu (2007), Şakrak (2009) and Kazak, (2010).

The rationale behind using Bar-On model of emotional intelligence in this study is that it covers all the conceptualizations included in other two basic models of emotional intelligence. Moreover, it is the most extensive and elaborate model as it deals with all descriptions of the models of emotional intelligence comprehensively. Because of this, the researcher preferred to make use of an inventory which takes Bar-On's emotional intelligence model as a basis.

2.3.5 The Connection between EQ and IQ

As it is pointed out by Goleman (1995), despite being two different concepts, EQ and IQ do not oppose each other. There may be some people who have high levels in both or there may be some with low levels. The two terms complete each other. To give an example of this completion, if we are in a stressful situation and we cannot focus on our work, we make use of our intelligence in order to overcome it (Panju, 2008). As Panju (2008) asserts, an individual's having the ability to focus on, plan, make organization of the material, make use of words and analyze the things going on are all related to cognitive intelligence. He states that "IQ is a measure of an individual's personal information bank-one's memory, vocabulary and visual-motor coordination" (p.12). However, emotional intelligence refers to the skills which trigger the intellect to take action and achieve something. If someone has a high IQ level, this does not necessarily mean that s/he will be successful in life. If that person does not have emotional intelligence skills, that high IQ may not mean anything. An example of this is given in Panju (2008). He made use of a research which was done with millionaires. The research aimed to find out the millionaires' order of the 30 given factors in terms of the rate of their importance for them. The top five factors are; "being honest with all people, being well-disciplined, getting along with people, having a supportive spouse, working harder than most people" (Panju, 2008, p. 13). By looking at these answers, it is possible to make a deduction that the factors chosen by the millionaires are all related to EQ. Therefore, it can easily be deduced that EQ is a good predictor of life.

2.3.6 The Significance of Emotions

Generally at schools, people attach great importance to academic success; however, one should not undervalue the issues related to the emotions because emotions are the feelings that influence each and every part of people's lives and they are of great significance. The reasons why they are so important can be stated as:

1. They contain valuable data.
2. Our bodies talk to us through our emotions.
3. Our emotions communicate messages to others.
4. Our emotions are impulses that compel us toward-or away from-various courses of action.
5. Emotions improve our thinking (Panju, 2008, pp. 6-7).

Some areas that are directly affected by emotions are academic learning, improvement in behaviour, health, psychological health and relationships (Panju, 2008). It is argued by Bar-On (2007) that people who are emotionally intelligent are likely to be better in some parts of life when compared to people who are less emotionally intelligent than them. He carried out lots of predictive validity studies on more than 23000 people and these studies show that emotional intelligence has a considerable effect on individual's performance.

Some studies that Bar-On (2003, 1997) conducted revealed that there is a significant relationship between emotional intelligence and psychological health. There are also some studies by Brackett and Salovey (2004) showing that there is a correlation between EI and psychological health.

As for academic issues, throughout the process of education, one can notice the big role of emotions. Learners will be more open and relaxed if the education environment takes the learners' emotions into consideration. Thus, the data obtained by the learners will be more meaningful and valid. If this qualitative atmosphere exists in the learning environment steadily, then it will be better for the students' not only personal but also academic development (Panju, 2008).

The impact of emotional intelligence on school performance is demonstrated by various studies. In Canada, Parker et al. (2004) and his colleagues conducted a study on 667 high-school students and they found out that there is a moderate but statistically significant relationship between emotional intelligence and school performance.

A study carried out by Swart (1996) in South Africa showed that there is a significant difference between the students who are successful and unsuccessful in academic respect. Students who are more emotionally intelligent tend to be more successful than the others who are less emotionally intelligent. Bar-On (1997) also came across with the same results in a study conducted in the USA with 1125 students.

For Panju (2008), coping with difficulties and solving the conflicts in a constructive way has a lot to do with dealing with emotions. He also asserts that at this point, parents are of utmost significance. Parents' treatment of their children is very important in terms of the children's emotional development. If the parents are able to handle their feelings, they can also direct their children in dealing with their emotions, controlling their anger, managing the conflicts, empathizing with others and so on. Just like parents, teachers have great role in shaping the students' emotional well-being. They should observe and be able understand the students' emotions and know the ways of dealing with emotions (Panju, 2008). For the teachers, Panju claims that "to teach is to touch the heart" (p.16). Namely, learners may become more successful both in terms of academic and personal achievement, with the help of teachers who are knowledgeable about emotions and the coping strategies of them. Within this achievement process, emotional intelligence has a big place as it influences success in the educational arena and business world.

Panju (2008) asserts that one of the responsibilities of a teacher is to encourage not only academic but also emotional learning within their students. In order to do this, it is possible for the teachers to incorporate the ELEVATE strategies in to their programs. Using these strategies makes it possible to perform activities and exercises that are prepared within the framework of emotional intelligence itself and it also creates an interactive classroom environment. The ELAVATE strategies he suggests are:

Environment for learning: create safe and positive learning environment
Language of emotions: build on the language of emotions
Establishing relationships: caring relationships strengthen learning

Validating feelings: validating learner's feelings eases tension within
Active engagement: encourage active engagement
Thinking skills: integrate higher-order thinking skills into learning
Empowering through feedback: give useful and timely feedback (p.55).

It is indicated by Panju (2008) that the characteristics of an emotionally intelligent teacher are as follows:

- Infectiously optimistic
- A good listener
- Demonstrates commitment
- Validates others' feelings
- Emotionally resilient (p.90).

He also pointed out the characteristics of the learners experiencing emotional intelligence as follows:

- Higher academic motivation and achievement scores
- Better problem-solving and planning skills
- A strong sense of community- make and sustain friendships
- A good understanding of consequences- can resolve conflicts fairly
- A positive attitude to school and learning (p.91).

2.3.7 Can Emotional Intelligence Be Improved?

As there are a great number of attempts related to defining and measuring emotional intelligence and it is a highly popular field, it is natural to see various attempts to improve it. As it is written by Chang (2008), according to some reports:

> EI is a psychological concept that seems more powerful than a locomotive (e.g. IQ), faster than a speeding bullet (e.g. saves struggling marriages), and able to leap over tall buildings in a single bound (e.g. improves academic achievement), with a big "EI" written across its broad chest (p. 25).

For Chang (2008), it is likely that with a great effort one can improve his/ her emotional intelligence regardless of the age. As the school is one of the most important and effective places for learning emotional skills and competencies, it is of great significance to start improving EI from the very early stages of primary

school because during the childhood, the children are discovering emotions and learning about the suitable ways in which they can explain themselves.

Just like Chang, Panju (2008) also states that it is possible to improve emotional intelligence. He also thinks that age is not a very significant factor in this issue because the learning process of an individual never comes to an end. He argues that due to the evidences related to power of EI to influence people, some important schools arrange their curriculum taking EI into consideration. At this point, as mentioned before, teachers have a great role in trying to make their students emotionally more intelligent. Due to the fact that emotions can be learned and controlled, teachers may help the students improve themselves accordingly. There are various ways to improve those skills in classrooms, most of which are written by Panju (2008), such as circle time activities, through which the learners may communicate with each other in a respectful way, role-play activities, scenarios arranged according to problem-solving situations, modelling, encouraging students to learn to listen and think, giving conflict management strategies and so on. Pishghdam (2009) suggests some techniques which may be helpful during lessons in order to improve the students' EQ. These are creating discussion groups, make the students listen to light music and watch emotional clips, self-disclosure, preparing questionnaires for the students and making use of literary excerpts and texts related to psychology. For instance, discussion groups are important in classrooms because by arranging discussion groups, implicitly the learners are required to show their emotions in a free way and they can compare notes with each other. Thus, this can make their relationships better and one can notice a transparent decrease in stress and anxiety.

2.3.8 Studies Related to Emotional Intelligence

Rouhani (2008) carried out a study searching for the effect of a cognitive-affective course that includes literary excerpts used as reading materials, on both emotional intelligence skills and foreign language anxiety. The literary excerpts were used for various reasons such as learning materials, the basis for some

classroom activities like group work, peer-led discussion and journal writings. By doing so, the students were given the chance to put themselves into the shoes of the characters, or give meaning to the events or settings in the literary excerpts, show their feelings and thoughts and use emotional knowledge in order to find solutions to the problems. What is found out at the end of the study is that there is a considerable change in both emotional intelligence skills and foreign language anxiety scores of the students in the experimental group compared to those of the students in the control group. The more the score of emotional intelligence skills of the experimental group increased, the more the foreign language anxiety score of the same group decreased.

The study (Ghanizadeh and Moafian, 2009) conducted with EFL teachers instead of students, searched for the relationship between the EQs of EFL teachers and their pedagogical success in language institutions. Also, they investigated the relationship between their EQ and the year of teaching experience in addition to their ages. Their study included 89 EFL teachers from various language schools in Iran. The teachers were given Bar-On's 'EQ-i' and the students taught by each teacher were asked to complete a questionnaire for them with the aim of making an evaluation of the teaching-related characteristics of their own EFL teachers. The results showed that there is a significant relationship between the EQ of EFL teachers and how their students' evaluation of their teaching-related characteristics. In addition to these results, there were significant correlations between EFL teachers' EQ and the year of teaching experience as well as their ages.

In another study conducted by Pishghadam (2009), which questions the role of emotional intelligence skills in foreign language learning, 508 second-year college students participated and they were asked to complete Bar-On EQ-i. Pishghadam (2009) investigated the relationship between the students' EQ-i scores and their academic records in addition to their scores in four language skills: reading, listening, speaking and writing. When the relationship between the General Point Average (GPA), emotional intelligence and four language skills is

taken into consideration, it can be said that the total EQ and its subscales are not good predictors of foreign language learning. However, Pishghadam (2009) put forward just the opposite by saying that all subscales were significant predictors of GPA. It was found out that skills of reading were greatly related to stress management, adaptability and general mood competencies. On the other hand, intrapersonal, interpersonal, stress management and general mood competencies were important in predicting how well students' listening skills were**.** In addition to these, the study showed a strong relationship between the speaking skills of the students and their intrapersonal, interpersonal, stress management and general mood EQ. It was also found out at the end of the study that there is a relationship between writing skills and stress management EQ.

2.4 Anxiety

Nowadays, it is becoming more and more important for a student attending a college to take a foreign language course. Therefore, classes are full of learners who are coming from different backgrounds and who have various fields of interest and differing aims in life. They all have a single aim in educational arena: to complete their course with a satisfactory grade. However, not all the students become successful in these classes; instead, many of the students experience some difficulties and this may lead to failure. Besides, some of these students may even drop the idea of continuing their academic major and/or their goals related to their career due to being unsuccessful (Horwitz et al., 1986). Many students think that in their program of study, foreign language class is the one that arouses anxiety most (Campbell & Ortiz, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1991; as cited in Onwuegbuzie et al., 1999) Being one of the most significant affective factors, anxiety has a tremendous role in foreign language learning.

Anxiety has been studied by various psychologists and researchers and there are numerous definitions of anxiety. For instance, according to Scovel, anxiety is "a state of apprehension, a vague fear that is only indirectly associated

with an object" (1978, p.137). Spielberger (1996; as cited in Horwitz, Horwitz and Cope 1986, p.125) defines it as "subjective, consciously perceived feelings of apprehension and tension, accompanied by and associated with activation or arousal of the autonomic nervous system." As for Freud (1936), anxiety is an unpleasant emotional state which stems from the combination of both phenomenological and physiological qualities (as cited in Truitt, 1995, p. 9). *Merriam-Webster's Collegiate Dictionary* (1998) defines anxiety as "an abnormal or overwhelming sense of apprehension and fear marked by physiological signs". Despite the fact that there is not one precise definition for the term anxiety, all the definitions share the same points. Looking at these definitions, it is possible to deduce that anxiety is a kind of feeling which causes some negative emotions in people. It is highly likely to find examples of anxiety from the educational environment. For instance, if a student may not be able to answer a question or accomplish a task, s/he will experience some negative feelings like confusion, apprehension, disappointment etc, which are all related to anxiety and may lead to failure in the end.

2.4.1 State – Trait – Situation Specific Anxiety

Anxiety shows up itself in various ways which can be connected to the individual himself or the specific condition that brings anxiety into being. Psychologists have defined three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

Trait anxiety can be defined as the probability of an individual of feeling anxious in any situation (Speilberger, 1983). It is stated by Scovel that trait anxiety is a personal characteristic which is long-lasting and it is associated with "relatively stable individual differences in anxiety proneness" (as cited in Speilberger et al., 1970 p. 2). Individuals high in trait anxiety are likely to regard a great number of occasions as hazardous and risky and also tend to show increased state anxiety intensity in distressing situations (Speilberger et al., 1970). Trait

anxiety also leads to impairment in cognitive functioning and may cause avoidance behaviour in individuals (Eysenck, 1979).

State anxiety is the one which individuals experience only in some specific occasions such as exams. State anxiety is "conceptualized as a transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feelings of tension and apprehension and heightened autonomic nervous system activity" (Speilberger et al., 1970, p.2). State anxiety is not permanent; instead, individuals may experience a change in their state anxiety. Speilberger et al. (1970) make a parallelism between state anxiety and kinetic energy and trait anxiety and potential energy:

> State anxiety, like kinetic energy, refers to an empirical process or reaction taking place at a particular moment in time and at a given level of intensity. Trait anxiety, like potential energy, indicates differences in the strength of a latent disposition to manifest a certain type of reaction. And where potential energy denotes differences between physical objects in the amount of kinetic energy which may be released if triggered by an appropriate force, trait anxiety implies differences between people in the disposition to respond to stressful situations with varying amounts of A-State (p. 3).

In the educational context, it is not surprising and uncommon for the students to feel a certain amount of state anxiety in classrooms of foreign language. It can show up itself in situations like speaking in front of the public, being corrected by the teacher, evaluation processes of the teacher and so on. This can be regarded as normal to some extent. However, if these anxious feelings prevail and turn out to be a situation-specific type of anxiety, then it becomes a real problem for the learner. Then, the student begins to make an association between foreign language classroom with totally negative feelings and this results in serious problems.

Lately, people have begun to use the term situation-specific anxiety to stress the continuous and sophisticated nature of some anxieties (MacIntyre & Gardner, 1991a). This type of anxiety is related to state anxiety itself and focuses on the occasions in which people experience more anxiety (Chan & Wu, 2004). It is the type of anxiety which is felt by the individual in a well-defined situation

(MacIntyre & Gardner, 1991a). In this anxiety type, a person does not necessarily get anxious in all occasions, but in specific occasions. Language anxiety, test anxiety, maths anxiety or library anxiety can be given as examples of situation-specific anxiety.

2.4.2 Foreign Language Anxiety (FLA)

- "I just know I have some kind of disability: I CAN'T learn a foreign language no matter how hard I try."
- "When I am in my English class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank."
- "I feel like my English teacher is some kind of Martian death ray. I never know when he'll point at me."
- "It's about time someone studied why some people can't learn languages." (Horwitz et al, 1986, p.123).

- "I feel bad in my mind because I wonder why I can't speak English very well."
- "I need to use English perfectly; I can't make mistakes in front of my students." (Tanveer, 2007, p.1.).

It can be easily understood from these statements that many students think that language courses are the ones which are the most anxiety-provoking (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989, 1991b). There are various researchers who claim that there is a great amount of anxiety in language classes (Cope-Powell, 1991; Muchnick & Wolfe, 1982; as cited in MacIntyre, 1995). It is even pointed out by Campbell and Ortiz (1991) that among the university students, language anxiety is at an "alarming" rate (p.159). The word "alarming" shows how seriously this issue should be dealt with in order to find some solutions to have an education of high quality.

Horwitz, Horwitz, and Cope (1986) suggested that there is a new situation-specific anxiety construct and named it as Foreign Language Anxiety. By finding this new construct, they made a really big innovation (Horwitz, 2001). FLA is about L2 formal framework in learning language skills. It is depicted as a "separate complicated phenomenon of self-perception, beliefs, feelings and

behavior related to classroom language learning arising from the uniqueness of language learning process" (Horwitz et al. 1986, 126; as cited in Rouhani, 2008) It was actually related to the negative emotional reactions of students to language learning. Horwitz, Horwitz, and Cope (1986; as cited in Horwitz, 2001) think that the reason of this anxiety is the undeveloped communicative abilities in second language together with inherent inauthenticity stating:

> Adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood. However, the situation when learning a foreign language stands in marked contrast. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language communication entails risk-taking and is necessarily problematic. Because complex and nonspontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, selfconsciousness, fear, or even panic (p. 128).

Various studies have been conducted in relation to the relationship between foreign language anxiety and foreign language learning; however, they have not provided clear-cut results. Instead, the literature reports some confusing results, some of which suggested the relationship between those two constructs and some of which suggested no relationship. However, it is possible to say that regardless of the different results, most of the studies indicated the fact that anxiety has a connection with problems in second language learning (MacIntyre & Gardner, 1991a). There are lots of studies which showed the prevention of language learning as a result of language anxiety. Some examples of these studies are as follows: Muchnick&Wolfe (1982), Bailey (1983), Krashen (1985), Horwitz, Horwitz, & Cope (1986), Ely (1986), Trylong (1987), MacIntyre & Gardner (1988, 1989, 1991a), Young (1990, 1991, 1992), Aida (1994), Crookal and Oxford (1991).

Despite the fact that there is not a clear-cut relationship between anxiety and learning, there are some specific clinical experiences that the researchers have

observed in anxious students. There is no difference between the symptoms of anxious foreign language learners and others who are suffering from other specific anxieties. Among some apparent symptoms are the inability to concentrate easily, tendency to forget things easily and perspiration. Anxious people may even try to delay their responsibilities as long as possible. (Horwitz et al, 1986)

As it is depicted by various researchers Daly (1991), Horwitz et al. (1986), Young (1992) listening and speaking are cited as the most difficult and anxiety-provoking skills in classes. Especially, foreign language students regard speaking as the most difficult one.

2.4.3 Components of Foreign Language Anxiety

According to Horwitz et al. (1986), there are three components of foreign language anxiety in terms of evaluation of the performance in both academic and social contexts. These are:

1. Communication apprehension
2. Test anxiety
3. Fear of negative evaluation

> The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language…. Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner 1991)…. This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others (Arnold, 2000, p.3).

In terms of communication via speech, some people tend to refrain from having conversations or they may even be afraid of it. Therefore, it has become one of the most significant issues to deal with. Communication apprehension is defined by Horwitz et al. as “a type of shyness characterized by fear or anxiety about communicating with people” (1986, p.128). It is shaped not only by the fear of communication with people but also by the anxiety about it. The core reason of

communication apprehension is one's own personal knowledge. Namely, if a person thinks that she/he will very possibly have difficulty in understanding others or making the people understand him/her, this can be the main reason of communication apprehension. If someone has a problem with speaking in public or listening or learning a spoken message, these can be the signals of communication apprehension. Communication apprehensive people are the ones that tend to feel anxious in language classrooms due to the fact that they have no choice other than communicating in the target language and they are not the ones who have the total control and they are continually guided by the teacher (Horwtiz and Young, 1991, p.30).

Test anxiety arises from a fear of failure and includes worry because of being tested every now and then. According to Dusek (1980), test anxiety is "unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (p.88). Horwitz and Young (1991, p.30) argue that oral exams can be responsible for higher test and oral communication anxiety in students, which may result in the false perception of the instructor about the student's real ability.

Fear of negative evaluation is the third component of anxiety. It consists of the feelings of apprehension related to other people's evaluations, refraining from the situations that need evaluation and the false perception that they will always be evaluated in a negative way (Horwitz and Young, 1991, p.31). There is no limitation in terms of this type. It can occur in various situations which need evaluation. It also comes into being as a result of the individuals' desire to affect others positively. Foreign language classrooms are the places where students can often experience this fear as they think that they are continually evaluated not only by their teachers but also by their classmates.

In spite of the fact that communication apprehension, test anxiety, and fear of negative evaluation are the components of foreign language anxiety, it is put forward by Horwitz et al. (1986) that:

> Foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. Rather, we conceive foreign

> language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process (p. 128).

2.4.4 Potential Causes of FLA

Young (1991) suggests at least six possible sources of language anxiety, some of which are related to the learner, some of which are connected with the teacher and some of which have a close connection with institutional practices. These are:

a) Personal and interpersonal anxieties

b) Learner beliefs about language learning

c) Instructor beliefs about language teaching

d) Instructor-learner interactions

e) Classroom procedures

f) Language testing

To begin with the personal and interpersonal issues, it can be argued that they are the sources that are discussed more commonly than the others. They include low self-esteem and competitiveness which influence learner anxiety to a very high extent. For instance, Krashen (as cited in Young, 1991, p.427) argues that there is a close connection between an individual's level of self-esteem and language anxiety:

> ... the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety (Young 1991, p.427).

Anxious students tend to compare themselves with their peers and this influences them in a very negative way. In Price's study (as cited in Young, 1991), her subjects reported that they "weren't doing a good job and that everyone else looked down on them; that they should have done much better than they did; that if they had only worked a little harder they could have been successful at this task". As for competitiveness, Bailey (as cited in Young, 1991, p.427), argues that it creates a stressful atmosphere in which students make a comparison between

themselves and their peers. These negative feelings may be considered as the core sources of foreign language anxiety in terms of personal and interpersonal issues.

As for learner beliefs about language learning, it can be argued that generally students have some incorrect opinions and beliefs about learning a language and they have some expectations about language learning which are not reasonable and believable. When there is discrepancy between what is expected and what objectively exists, this may result in anxiety itself. Horwitz (as cited in Young, 1991, p.428) carried out a study related to learners' expectations and beliefs about language learning. In her study, the students asserted that they are very sensitive about pronouncing correctly and having a perfect accent. Also, they believe that basically language learning means making translations from English and it takes two years to be fluent in a foreign language. Moreover, they claim that everybody does not have the same ability to learn another language; some people are more talented in doing so compared to the others.

Due to the fact that most of these beliefs are groundless, they can be considered to cause anxiety in language learners. Unless the students reach their aims and fulfill their ideas related to learning, they become frustrated. In this condition, there occurs discrepancy between beliefs and reality and this leads to anxiety.

When it comes to instructor beliefs about language teaching, some instructors are of the opinion that they should always correct their students whenever they make any mistakes and they think that if they let the students work in pairs or in groups, they may lose the control and there may be a chaos in class. Moreover, some support the teacher-talk all the time and regard their role as an authoritarian rather than a facilitator. These beliefs may affect the atmosphere of the classroom in a negative way and have a contribution to learner language anxiety.

Another source of language anxiety is instructor-learner interactions. In this context, error correction should be given the most attention as it may have a significant influence on students' feeling anxious. In the studies of Koch & Terrell

and Horwitz (as cited in Young, 1991), students reported that they are very sensitive about the way they are corrected by their instructors. If the teacher behaves in a harsh way during the correction, then they feel really anxious. They are also very sensitive about their peers. They are afraid of sounding "dumb" in front of their peers. However, as supported by Horwitz et al., Koch and Terrell, Price, and Young Koch and Terrell (as cited in Young, 1991, p. 428), it is very natural for a teacher to correct the errors of his/her students. The most important thing is the way the instructors correct their students; not just the correction of the errors.

One other source of language anxiety is related to classroom procedures. Speaking in front of the class has a major role in anxieties related to classroom procedures. To give examples for this, one can look at the studies of Koch and Terrell (as cited in Young, 1991). They found that oral presentations in the class and oral skills are reported to be the most anxiety-provoking activities by more than one-half of their subjects. Additionally, in her study Young (1991) discovered that more than sixty-eight percent of her subjects expressed that they feel more comfortable if they are not forced to speak in front of the class.

The last source of anxiety is anxieties stemming from aspects of language testing. It was found out by Madsen et al. (as cited in Young, 1991, p. 429) that there is a different reaction coming from the students especially to some language test items. They become so anxious that they are not able to complete the test. Daly (as cited in Young, 1991, p. 429) thinks on the condition that the students come across with some different, new or unclear materials or exams, they feel even more apprehension. The more unfamiliar the students become with the materials, the more anxious they feel. Therefore, it is no use for the teachers to provide students with difficult and novel materials and tests as they will lead to anxiety in students.

Investigating these potential sources, it is possible to make a deduction that language anxiety may stem from either one or all of these sources. It is of great

importance for the teachers to be aware of these sources as they may be responsible for students' failure.

2.4.5 Debilitative-Facilitative Anxiety

Foreign language anxiety can show up itself in two types: facilitative and debilitative anxiety. It may be considered as helpful if it is at a normal rate. It is even necessary "to arouse the neuromuscular system to optimal levels of performance, but not so much arousal that the complex neuromuscular systems underlying those skills are disrupted" (Scovel; as cited in Horwitz and Young, 1991, p. 22).

Facilitative anxiety facilitates or fosters language learning and it motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour. Debilitative anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (Scovel, 1978), thus hindering language learning.

By investigating the studies carried out, it is possible to see both types, but generally most of the studies focused on the debilitative anxiety.

2.4.6 Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz, Horwitz, and Cope (1986) suggested an instrument in order to measure this anxiety and it is called Foreign Language Classroom Anxiety Scale (FLCAS), which can be accepted as the most commonly used tool in order to measure FLCA. This scale has thirty-three items measuring communication apprehension, fear of negative evaluation and test anxiety. It is scored on a five-point Likert Scale which ranges from "strongly agree" to "strongly disagree". They developed it so as to have a fixed and reliable scale. In various studies, it is possible to notice that researchers such as Price (1991), Philips (1992), Aida (1994), Wörde (2003), Şakrak (2009), Yerli (2009), Sertçetin (2006), Schlesinger (1995), Ganschow & Sparks (1996), preferred to make use of this scale as it has a high reliability.

2.4.7 Ways to Reduce Anxiety

As stated by Price that "foreign language courses may be more demanding and more difficult than other courses, thus eliciting higher anxiety than other courses." (1991, p.106), there are various studies indicating that anxiety hinders language learning. For this reason, researchers are trying to find out ways to decrease or even diminish anxiety by developing new methods and techniques. Within the humanistic approach, there are some teaching methodologies which attach great importance to the affective factors in language learning and which have the aim of reducing anxiety and making the learner feel comfortable in the learning environment. Suggestopedia, Silent Way and Community Language Learning can be the examples of these methodologies (Williams and Burden, 1997).

Horwitz and Cope suggests that generally there are two alternatives for the educators to deal with students who are anxious: "1) they can help them learn to cope with the existing anxiety provoking situation; or 2) they can make the learning context less stressful" (1986, p.131). However, before choosing either of these alternatives, they should, first of all, be aware of the fact that there is such a feeling as foreign language anxiety.

The results of the studies carried out by Price (1991) and Piniel (2000) suggest that instructors' role is significant in language learners' anxiety. First of all, in order for the teachers to help their students, who are highly anxious, they should be aware of the term foreign language anxiety. Before blaming the students for not studying or being lazy, teachers should bear in mind that FLA may be the source of the bad results**.** It is acceptable that the teachers may not eliminate this problem totally in students. At least, they may help them overcome this problem to a certain extent. In order for the teachers to be successful, they should "recognize, cope with, and eventually overcome, debilitating foreign language anxiety as a factor shaping students' experiences in foreign language learning" (Horwitz, Horwitz & Cope, 1986, p. 132).

Phillips (1999) maintains that during the courses, it is important for the instructor to develop a feeling of community in the classroom by making use of activities which make the students feel more eager to work together with the others in a favorable way. By doing so, the students may feel less anxious and more relaxed. Some examples of these activities are conversation gambits, recognition activity, cued response, information gap, interviews and surveys, cartoon stories and role-plays.

In Price's study (1991), the subjects suggested various ways that the instructors can make use of with the aim to reduce language anxiety**.** They reported that "giving students more positive reinforcement, and helping them to develop more realistic expectations of themselves by letting them know that they weren't supposed to be fluent or have a perfect accent after two semesters" (p. 107), make students feel more relaxed in the classroom. In Young's study (1990), the students reported similar things. For the students, if instructors have a good sense of humor and be affectionate, calm and mild-tempered and motivating, the level of FLA in classrooms may decrease.

In order to decrease anxieties stemming from instructor-learner interactions, it would be better for the instructors to adopt a softer error correction approach. Error correction is another important issue in decreasing anxiety in students. Instructors should make their students embrace the idea that it is very natural to make errors and it is a part of learning process. While making error correction, instructors should be careful in order not to discourage the students and cause them to lose their enthusiasm for the foreign language (Onwuegbuzie et al., 1999). Teachers should pay attention to the way they correct the errors of the students as students may be too fragile while being corrected in front of their peers. "Instructors should be especially sensitive when they are correcting student errors made in the target language and should remind students that it is through making errors that one acquires language proficiency" (Onwuegbuzie et al.,1999, p.232).

It is important for the students to encounter with their fears about language learning. Foss and Reitzel (1988) suggests that the instructors should make their students talk about their fears and then write them on the board. By doing so, it is possible for the students to find out that there are other students in class who may have the same fear with them.

It would also be a good idea for the instructors to make their students write journals as journal writing is a very useful way to decrease the level of anxiety (Foss & Reitzel, 1988; Onwuegbuzie et al., 1999). In this way, they can express their pure feelings and ideas in a sincere way.

It is of great significance for the instructors to attend workshops and conferences in order to follow the up-to-date research and practices in the field of ELT. As undoubtedly, one of the major obstacles in learning a foreign language is anxiety, it is possible to improve the quality of both teaching and learning skills and also to make the students feel more motivated by reducing the FLA levels of the students.

2.4.8 The Studies Related to Both Emotional Intelligence and Foreign Language Anxiety

Being two significant affective factors in language learning, in literature there are some studies carried out by some researchers dealing with the relationship between emotional intelligence and foreign language anxiety such as Rouhani (2007), Chao (2003), Şakrak (2009), Yerli (2009).

Rouhani (2007) reveals that there is a possibility of the emotional intelligence of students to influence their foreign language anxiety. He investigated emotional intelligence in addition to foreign language anxiety and empathy. He made use of short literary readings in a cognitive-affective reading-based course in order to find out their effect on emotional intelligence, foreign language anxiety and empathy. He implemented three tests to 70 Iranian EFL undergraduate students: Mayer, Salovey and Caruso (2002) Emotional Intelligence Test (MSCEIT), Cooper's (1996/1997) EQ-Map, Horwitz, Horwitz

and Cope's (1986) Foreign Language Classroom Anxiety Test (FLCAS) and Caruso and Mayer's (1998) Multi-Dimensional Emotional Empathy Scale (MDEES). Looking at the results, it can be inferred that the emotional intelligence scores from the MSCEIT measure and the empathy (MDEES) scores of the students increased to a great extent with the help of the course he arranged that includes short literary readings. However, there is a great decrease in their foreign language anxiety (FLCAS) scores. Therefore, it is possible to conclude from his findings that there is some relationship between emotional intelligence and foreign language anxiety.

Another study concerning the relationship between emotional intelligence and foreign language anxiety was performed by Şakrak (2009). She collected data from 308 students at Akdeniz University Preparatory School. During the study, two questionnaires were used: the Emotional Quotient Inventory (EQ-i) and the Foreign Language Classroom Anxiety Scale (FLCAS). In addition to the relationship between FLA and EQ, she also searched for the effects of gender and success level on both emotional intelligence and foreign language anxiety; and the relationships between the five sub-skills of emotional intelligence (adaptability, stress management, mood, interpersonal, and intrapersonal) and foreign language anxiety. The study revealed that there is a significant negative relationship between emotional intelligence and foreign language anxiety. That is, the students who had higher emotional intelligence had lower foreign language anxiety.

Yerli (2009) investigated the relationship between students' EI level and anxiety and the way language anxiety affects students' achievement in foreign language classrooms. The study was conducted with 258 students at Abant İzzet Baysal University. Two questionnaires were used so as to gather data: Foreign Language Classroom Anxiety Scale by Horwitz et al. and Emotional Intelligence Inventory developed by Sutarso. The results indicated that there is a weak positive correlation between anxiety and emotional intelligence factors and there is a weak negative correlation between some of the anxiety factors and emotional intelligence factors.

Another study related to the relationship between emotional intelligence and foreign language anxiety is by Chao (2003). This study was conducted with 360 private college students. The instruments used in the study are Foreign Language Classroom Anxiety Scale (FLCAS) and Exploring and Developing Emotional Intelligence Skills (EDEIS). The study indicated that there is a significant relationship between emotional intelligence and foreign language anxiety. Chao (2003) also investigated the relationship between emotional intelligence and foreign language anxiety across gender. The findings revealed that emotional intelligence skills are affected by gender. In spite of the fact that Chao has claimed that "emotional intelligence skills can serve as a global indicator of academic achievement and language learning" (p. iv), there are some studies (Öner & Kaymak, 1986; Woodrow, 2006, as cited in Şakrak, 2009) which argue that anxiety is influenced by the country's culture itself, so it is possible for the cultural background of the students to influence their foreign language anxiety. Just like anxiety is affected by culture, emotional intelligence can also be influenced by the cultural backgrounds of the students. A study was carried out by Ghorbani et al. (2002) in which he argued that there is a relationship between emotional intelligence and students' cultural values. Their findings reveal that, though not directly, students' emotions and their emotional intelligence are affected by the culture that they belong to. Due to these studies (Ghorbani, et al., 2002; Woodrow, 2006), it is not possible to make a generalization all over the world that emotional intelligence skills denote academic achievement and language learning.

2.5 Conclusion

This literature review presents a general outlook on emotional intelligence and foreign language anxiety. It is shown by various studies that both of these affective factors affect people's, especially students', lives one way or another. Scholars examined these constructs in different ways with different points of view. The aim of the present study is to make a contribution to literature by

investigating the relationship between emotional intelligence skills and foreign language anxiety in addition to examining some background variables. The following chapter will deal with the methodology of this study and will include participants, instruments, data collection, and data analysis procedures.

CHAPTER 3

METHOD

3.0 Presentation

This chapter presents information on the methodology of the study. First of all, information is given about the overall design of the present study. Then, general information about the research questions, setting and participants who took part in the study is provided. Lastly, the data collection instruments, data collection procedure and data analysis procedures are presented.

3.1 Design of the Study

In this study, the overall design is based on survey. As maintained by McKay (2006), survey research is the most controlled and structured method. Brown (2001) defines language surveys as studies "that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires" (p.2). It is also expressed by Dornyei (2003) that so as to collect a considerable amount of data without spending a lot of time, surveys can be accepted as means of collecting data effectively.

The design of the present study is based on the quantitative research method and it is designed to investigate the relationship between emotional intelligence skills and foreign language anxiety levels of Atılım University Preparatory School students in addition to looking at foreign language anxiety and emotional intelligence in relation to gender, high-school background, language background and the level of exposure to English.

In order to do this, the quantitative data which were collected through the Turkish translation of the Foreign Language Anxiety Scale (Şakrak, 2009) and the

Turkish Adaptation of Emotional Intelligence Quotient Inventory (Acar, 2001) were used. The data gathered through these questionnaires were analyzed by using the Statistical Package for Social Sciences (SPSS) version 17.0.

3.2 Research Questions

The present study aims to find out the answers of the following questions:

1. Does the level of foreign language anxiety (FLA) vary according to:
    a) gender?
    b) public-private school backgrounds of the students?
    c) students' language background?
    d) the level of exposure to English ?
2. Do the emotional intelligence (EI) skills vary according to:
    a) gender?
    b) public-private school backgrounds of the students?
3. Are there any effects of emotional intelligence skills on students' foreign language anxiety levels?

3.3 Setting

The study was conducted at English Preparatory School of Atılım University. Atılım University is a private university in Ankara in which there is a large variety of students coming from various parts of Turkey. Students attending this university must complete a preparatory program of English language before starting to study in their own departments, if they cannot pass the Proficiency Exam. As the medium of instruction is English, on the condition that the students fail during the preparatory school education, they have to repeat the same program. In order not to face such failure and to be successful in their departments, students should pay great attention to English and learn it sufficiently.

3.4 Participants

436 students took part in the present study. 239 of these students were male and 197 of these students were female. The participants had different high school backgrounds such as state high school, Anatolian high school, science high school, vocational high school and private high school. Moreover, it is possible to categorize the participants according to the number of foreign languages they know and their levels of exposure to English, which are also examined as background variables in this study.

3.5 Data Collection Instruments

In this study, the data were collected through quantitative data gathering instruments. A demographic inventory and two different questionnaires were used in order to examine the research questions. Firstly, the students filled in the Demographic Inventory. Then, they were given the Turkish adaptations of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) (Şakrak, 2009) and the Bar-On EQ-I (Acar, 2001).

3.5.1 Demographic Inventory

This section consists of six questions in order to gather personal information about the participants. These questions collect data about participants' gender, high school background, language background and level of exposure to English. The data related to gender and high school background were used in analyzing the students' foreign language anxieties and emotional intelligence skills. Moreover, the last three questions of the inventory provide information related to the arrangement of the students' levels of exposure to English via using histogram data and the levels were used in analyzing students' emotional intelligence skills.

3.5.2 Foreign Language Classroom Anxiety Scale (FLCAS)

To collect data on foreign language anxiety, a likert-type questionnaire that was developed by Horwitz et al. (1986) was used in this study. This scale has thirty-three items and they all measure test anxiety, speech anxiety and fear of negative evaluation. In the questionnaire respondents are asked to indicate their agreements or disagreements with various statements on five-point Likert scales ranging from 5 to 1: 5 "I strongly agree", 4 "I agree", 3 "I am in between", 2 "I disagree", and 1"I strongly disagree". The weight for every answer varies between 5 and 1, in the direction from most positive to most negative. However, due to the negative characteristic of some items, the researcher converted the direction of scale point for total perception score and 1 indicates "I strongly agree", 2 "I agree", 3 "I am in between", 4 "I disagree", and 5 "I strongly disagree" for these questions.

There have been numerous validity and reliability studies on this instrument carried out by Horwitz et al. Horwitz (1986) found the Internal consistency of the FLACS by Cronbach alpha coefficient to be .93, with the test-retest reliability of .83. As for its validity, criterion-related studies that were about the construct validity of the scale were carried out. The results show that this scale is a reliable and valid instrument to measure foreign language anxiety (Horwitz et al. 1986, Horwitz &Young, 1991). This scale has also been used by various researchers in their studies (Batumlu & Erden, 2007; Dalkılıç, 2001; Kitano, 2001; Matsuda & Gobel, 2004; Şakrak, 2009).

With the aim of limiting misunderstandings, increasing the reliability and making the participants feel more comfortable, the researcher preferred to carry out the questionnaire in the students' native language. The Turkish version of the FLCAS was translated and used in Şakrak's study (2009). First, an experienced English teacher, of Turkish origin, translated FLCAS into Turkish. Then, a bilingual instructor translated the Turkish version of the FLCAS back into English without seeing the original English version. After that, so as to have no doubt that the items had the same meaning, a native speaker of English made a comparison

of the two different English versions. As a result, there was a slight change in only one item.

3.5.3 Emotional Quotient Inventory (EQ-I)

The Emotional Quotient Inventory was originally designed in 1980 by Bar-On with the aim of providing an approximate judgment for the individual's emotional intelligence for individuals who are sixteen and above, and it is a self-report scale comprising 133 items. The items in the questionnaire measure five main areas of competencies or skills in addition to 15 factorial components. The first is intrapersonal EQ and it comprises 40 items. It is divided into 8 items in itself; emotional self-awareness, which comprises 8 items, assertiveness, which comprises 7 items, self-regard, which comprises 9 items, self-actualization, which comprises 9 items, and independence, which comprises 7 items. The second is interpersonal EQ and it comprises 29 items. It is divided into empathy comprising 8 items, interpersonal relationship comprising 11 items, and social responsibility comprising 10 items. The third is adaptability EQ and it comprises 26 items. These items are divided into problem solving that comprises 8 items, reality testing comprises 10 items, and flexibility comprises 8 items. The fourth is stress management EQ and it comprises 18 items. They are divided into stress tolerance comprising 9 items and impulse control comprising 9 items. The fifth is general mood EQ and it comprises 17 items. They are divided into happiness, which comprises 9 items, and optimism, which comprises 8 items (Bar-On, 1997, pp. 43–45). In the questionnaire there are 15 questions connected to scales which aim to measure response validity.

Under normal conditions, it requires approximately twenty to twenty five minutes to complete the questionnaire. The responses are based on a 5-point Likert type scale (1.Very seldom or not true for me, 2. Seldom true for me, 3. Sometimes true for me, 4. Often true for me, 5. Very often true for me or true for me).

Developing the EQ-I was not a short process; it required years to complete it. First, Bar-On began with developing a conceptual framework and then came the construction and clarification of the items. With the aim of developing the measurement, validity scales and correction indexes were added with time. Studies (e.g. Bar-On, 1988), carried out by using this inventory showed that the scales have both a good internal consistency and test-retest reliability. The test-retest reliability of Bar-On EQ-i was assessed over a period of time and the coefficients ranged between .78 and .92 and from .55 to .82, respectively (Bar-On, 1997). The construct validity of the questionnaire is supported by factor analyses. Various ways have been tried out and analyzed for the convergent and discriminant validity of the EQ-I and it was found to be both reliable and valid.

Regarding the students' competence in English, in order for the students to understand the questions thoroughly and to prevent misunderstandings, the researcher preferred to use the Turkish version of the Bar-On EQ-I, which was translated by Acar (2001).

3.5.4 The Turkish Adaptation of the Bar-On EQ-i

The participants were given the Turkish adaptation of the Bar-On EQ-i (Acar, 2001**)** with the aim of assessing their inclination for making use of emotional intelligence skills. Bar-On EQ-i was first adapted to Turkish by Acar (2001). There is a difference in Acar's adaptation from the original one related to the item numbers. While carrying out the pilot study of this adaptation, 15 items were taken out from the 133 statements. The reason for this is that those items were irrelevant to the sub-factors of the Bar-On EQ model and their only aim was to make an evaluation of how consistent the students were while giving answers to the questionnaire**.** Also, she took out some obscure items after conducting interviews with people knowledgeable about EQ. Eventually; the final form of the adaptation took place. It consists of 88 items which are divided into five main skills and 15 sub-skills**.** The participants can give five possible answers to each item scaled according to Likert ranging from 5 to 1: 5 "I strongly agree", 4 "I

agree", 3 "I am in between", 2 "I disagree", and 1"I strongly disagree". In order to confirm the reliability (Alpha= 92,12), through Cronbach Alpha Coefficiency, the internal consistency of the total factors in the inventory was assessed. Alpha coefficients were found to be 83,73 for intrapersonal, 77,87 for interpersonal, 65,42 for adaptability, 73,14 for stress management, and 75,06 for general mood.

To be able to use the Turkish adaptation in the present study, the researcher got permission from Acar and she also got the necessary information related to the classicification of the sub-factors in the inventory. This Turkish adaptation can be accepted as a reliable tool as it has been used in various studies like Yılmaz (2007), Hafızoğlu (2007), Şakrak (2009) and Kazak (2010).

Table 4 The distribution of the sub-factors in the Turkish adaptation of the Bar-On

Bar-On EQ-i Meta-factors	**Bar-On EQ-i Sub-factors**	**The related items in the Turkish adaptation of the Bar-On EQ-i:**
Intrapersonal	***Self-Regard***	69, 55, 44, 26, 14, 10
	Emotional Self-Awareness	53, 2, 13, 8, 38, 84
	Assertiveness	7, 9, 20, 27, 39, 86
	Independence	73, 64, 47, 22, 24
	Self-actualization	35, 28, 15, 17, 19, 21
Interpersonal	***Empathy***	77, 81, 49, 30, 25
	Social Responsibility	34, 79, 43, 45, 48, 59
	Interpersonal Relationship	67, 62, 57, 46, 42, 32, 16
Stress Management	***Stress Tolerance***	63, 75, 3, 80, 68, 6, 60
	Impulse Control	70, 66, 41, 36, 29, 11

Table 4 (continued)

Adaptability	***Reality Testing***	82, 56, 52, 12, 4
	Flexibility	71, 61, 58, 50, 18
	Problem-solving	51, 33, 23, 1, 87
General Mood	***Optimism***	5, 78, 85, 76, 31
	Happiness	83, 72, 74, 65, 54, 40, 37

EQ-i (Acar, 2001)

3.6 Data Collection Procedure

Before administering the questionnaires to the participants, the administration of the institution was informed by the researcher about the study and she got permission to carry it out. Then, the researcher applied to the METU Human Subjects Ethics Committee and received the final necessary permission. In the 15th week of the 2010-2011 academic year, the data collection procedure began. The researcher gave packs of questionnaires to the main course teachers according to the number of the students in each class. Detailed information about the purposes of the study was given to the teachers who were going to apply those inventories. In order for the students to take the questionnaires seriously and give sincere answers, the researcher put a great emphasis on this issue while informing the main course teachers. The week was chosen deliberately by the researcher due to the fact that it was the week after the first midterm and both the students and the instructors were more relaxed in comparison to other weeks, as they did not have to worry about finishing the topics for the midterm in a very limited time.

The questionnaires require approximately 20 minutes to complete, so before starting the lectures, the teachers gave the inventories to the students and also gave clear information about the study and its purposes.

3.7 Data Analysis Procedure

Inferential statistics as ANOVA and independent t-tests were used not only to examine the relationship between emotional intelligence skills and foreign language anxiety, but also to find out the relationship between participants' emotional intelligence skills and anxiety level in terms of their gender, high school type, foreign language background and level of exposure to English.

Quantitative methods were employed to analyze the data by using the Statistical Package for Social Sciences (SPSS) version 17.0. An independent sample t-test was used to understand the differences between the male and female; foreign language background as knowing one or more than one foreign language; high school types as public or private. Moreover, ANOVA test was used to see the differences among the anxiety levels and levels of exposure to English. The reliability analysis was applied to scales. The data gathered from the likert scale items were analyzed through descriptive statistics, the results of which were illustrated through figures and frequency distribution tables. The statistical significance level was used as $\alpha < .05$ for all the independent sample findings.

CHAPTER 4

RESULTS

4.0 Presentation

This chapter presents the analyses of two questionnaires and the results of the data analyses in accordance with the research questions.

4.1 Descriptive Analysis Regarding the Characteristics of the Participants

Before answering the questionnaires, the students were asked to complete the personal questions prepared by the researcher in accordance with the research questions. The questions provided data in relation to the students' gender, educational background, foreign language background and the level of exposure to English.

Tables and graphics as figures are used to present the demographic features of the participants that consist of 436 students from Atılım University Preparatory School. Among the 436 students, 54,8 % (n= 239) were males and 45,2 % (n=197) were females. Figure 2 shows the gender distribution of the participants.

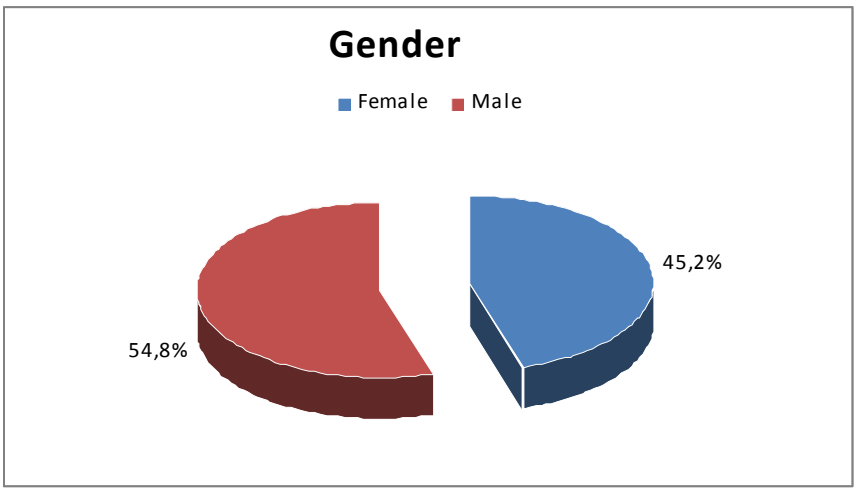

Figure 2 Gender distribution of the participants

With regard to the high school backgrounds of the students, one of the participants did not provide information for this feature. Therefore, among 435 participants, 111 of them had a private high school background, 100 had an anatolian school background, 2 had a science high school background, 199 had a state high school background and 23 chose the “other” option, explaining to have attended vocational high school background, as shown in Figure 3.

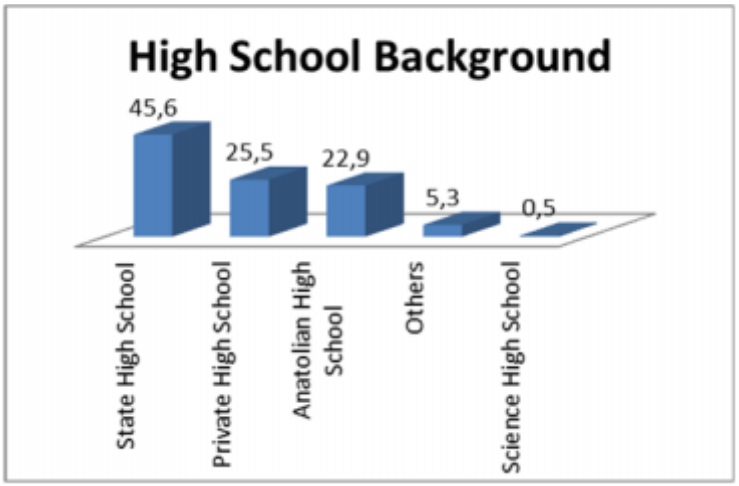

Figure 3 High school distribution of the participants

While analyzing the educational background of the participants in terms of high school types, it was determined by the researcher to consider state high school, anatolian high school and vocational high school under the title of public. Namely, among the participants, 25,5 % (n= 111) had private school background and 74,5% (n=324) had public school background, as shown in Figure 4.

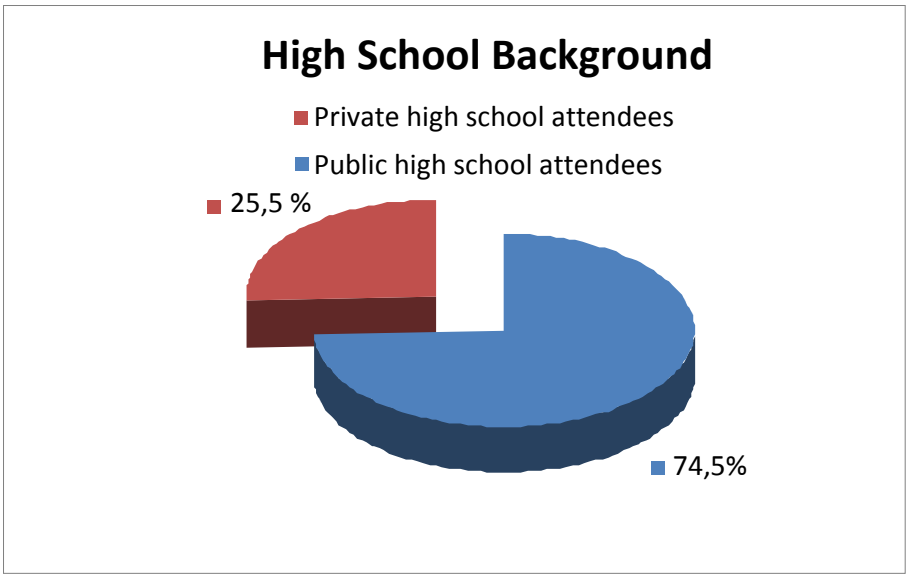

Figure 4 Public-Private high school distribution of the participants

Regarding the students' language background, 78,2 % (n= 341) of them know one foreign language and 21,8% (n=95) of them know more than one language, as shown in Figure 5.

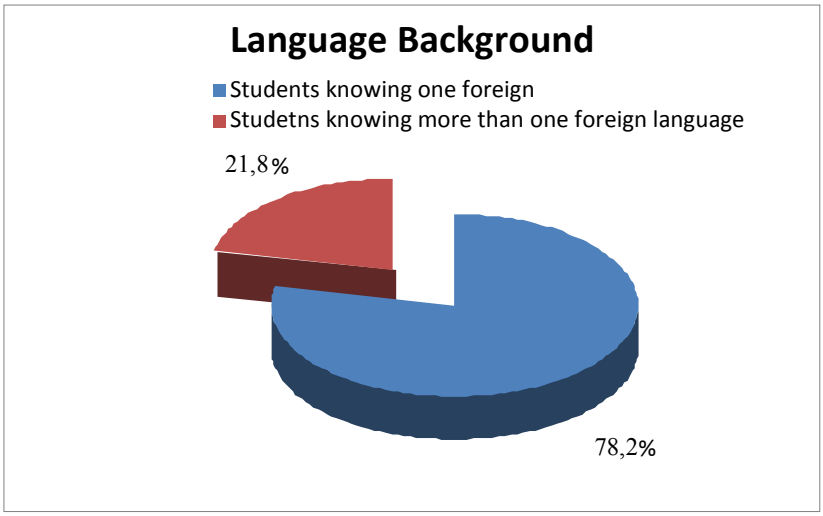

Figure 5 Language background of the participants

As for the students' level of exposure to English, while categorizing the exposure scores, histogram data as seen in Figure 6 was used. The last three questions in the Demographic Inventory (see Appendix A) were related to the analysis of this variable. In the analysis process, first of all, as there were very few students who chose the "never" option for the last three questions, while scoring the options of the questions, the first two options were scored as 1 and the rest were scored as 2, 3, 4 and 5 respectively. Then, by taking the number of the participants of the related scores into consideration, the data which were put into the histogram graphic allowed the researcher to determine the cutpoints so that the general tendency of scores could be grouped into three. The ones having scores between 0-2 were assigned as having low exposure level, 2,01–3 as having medium exposure level and 3,01 and above as having high exposure level.

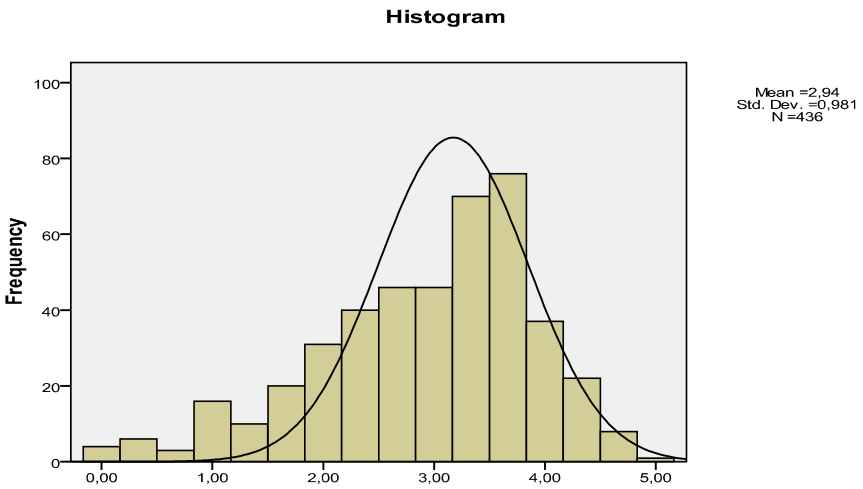

Figure 6 Histogram for exposure scores

Looking at the percentages for these three groups, it can be said that 20,6% (n= 90) of them had low exposure levels, 30,3% (n=132) of them had medium exposure levels and 49,1% (n= 214) had high exposure levels as shown in Figure 7.

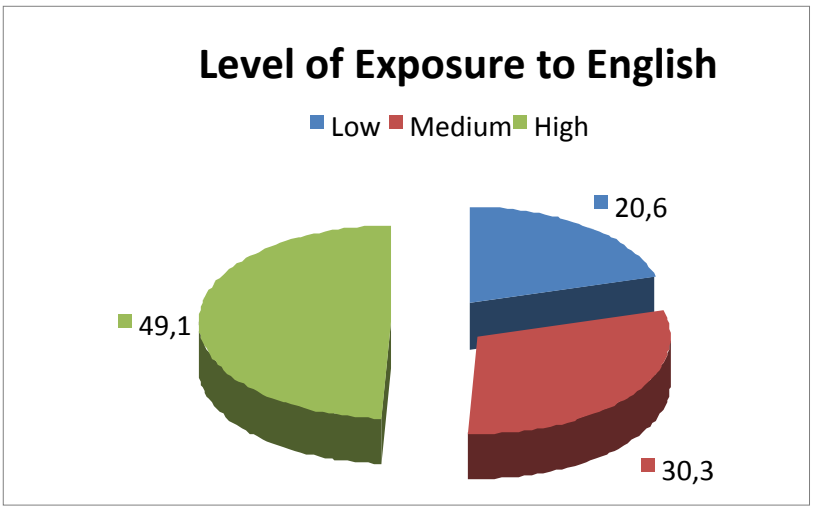

Figure 7 The distribution of participants' exposure levels to English

4.2 Reliability Statistics of Questionnaire Items

Before analyzing the questionnaire, SPSS reliability analysis was conducted in order to check the reliability of the items in the questionnaires. Cronbach Alpha Analysis was calculated to find the reliability coefficients of the questionnaires. As Cronbach's alpha values of above 0,60 are considered reliable and ones above 0,80 are considered highly reliable, this analysis showed that the results of these items were reliable. As seen in Table 5, it was discovered that the coefficient of intrapersonal scale is 0,873, the coefficient of interpersonal scale is 0,798, the coefficient of adaptability scale is 0,676, the coefficient of the stress management is 0,615, the coefficient of general mood is 0,804, and finally the coefficient of anxiety scale is 0,754.

Table 5 Reliability analyses of the questionnaires

INTRAPERSONAL	Cronbach's Alpha	N of Items
	,873	29
INTERPERSONAL	Cronbach's Alpha	N of Items
	,798	18
ADAPTABILITY	Cronbach's Alpha	N of Items
	,676	13
STRESS MANAGEMENT	Cronbach's Alpha	N of Items
	,615	15
GENERAL MOOD	Cronbach's Alpha	N of Items
	,804	12
ANXIETY	Cronbach's Alpha	N of Items
	,754	33

The computation of Cronbach's Alpha, when a specific item is removed from consideration, is a good measure of that item's contribution to the whole test's assessment performance. In the column of "Cronbach's Alpha if Item Deleted.", contribution of the item to the entire test is seen (see Appendix B).

4.3 Results of the Questionnaires

In this study, three main research questions were formulated to investigate the relationship between the emotional intelligence and the foreign language anxiety levels of Atılım University Preparatory School students in addition to looking at foreign language anxiety and emotional intelligence regarding gender, high-school background, language background and level of exposure to English. The results will be presented in the same order as the research questions prepared for the study. The statistical significance level for the independent sample findings was used as $\alpha <,05$ and the results which belong to this interval are shown with an asterix (*****) in all related tables.

4.3.1 Research Question 1

The first research question of the present study is "Does the level of foreign language anxiety vary according to the students' certain characteristics such as gender, public-private school backgrounds, language background and level of exposure to English?" Therefore, there are four sub-questions of this research question so as to investigate this relationship.

The first variable of the first research question has the aim of finding out whether gender difference has an effect on FLA. In order to answer this question, independent sample t-test was conducted on the data which include the genders of the students. This analysis was done to find out whether there was any significant difference between the two groups or not. The statistical significance level for the independent sample findings was used as α <,05.

As seen in Table 6, in terms of anxiety, the mean value of females (M= 2,87) is higher than males' (M= 2,75).

Table 6 Group statistics for anxiety in terms of gender

	gender	N	Mean	Std. Deviation	Std. Error Mean
Anxiety	Female	197	2,8730	,42806	,03050
	Male	239	2,7493	,38491	,02490

An independent sample t-test was used with the aim of finding an answer to this question. According to Levene's Test for Equality of Variances, the Sig. value was ,205, which is greater than ,05. Therefore, it can be assumed that the variances are equal. So, in Table 7, it could be seen that the sig. (2-tailed) value is ,002, which is lower than ,05 for anxiety.

Table 7 Independent t-test results for anxiety in terms of gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Anxiety	Equal variances assumed	1,609	,205	3,176	434	*,002
	Equal variances not assumed			3,143	398,532	,002

As a result, it can be concluded that the difference in anxiety of females and males is significant, which indicates that females (M= 2,87) are more anxious than males (M= 2,75).

The second variable of the first research question aims to find out whether there is a difference between students' having public or private high school background in terms of FLA.

As it is seen in Table 8, in terms of anxiety, the mean value of the students who have private high school background (M= 2,83) is higher than the students having public high school background (M= 2,80).

Table 8 Group statistics for anxiety in terms of high school backgrounds of the students

	highschool_r	N	Mean	Std. Deviation	Std. Error Mean
Anxiety	Private	111	2,8345	,39378	,03738
	Public	324	2,7957	,41497	,02305

An independent sample t-test was used in order to answer this question. According to Levene's Test for Equality of Variances, the Sig. value was ,792 which is greater than ,05. Therefore, it is possible to assume that the variances were equal. Since the sig. (2-tailed) value is ,39, which is greater than ,05 for anxiety as seen in Table 9, it is possible to conclude that the difference of anxiety in terms of high school backgrounds of the students is not significant.

Table 9 Independent t-test results for anxiety in terms of high school backgrounds of the students

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Anxiety	Equal variances assumed	,070	,792	,863	433	*,389
	Equal variances not assumed			,886	199,777	,377

As a result, it can be concluded that anxiety does not significantly differ between public school atteendees and pricave school attendees.

The third variable of the first research question seeks to find an answer to whether there is a difference between students knowing one foreign language and students knowing more than one foreign language in terms of FLA. While grouping students' language background, students were separated into two groups; knowing one or more than one foreign language.

As seen in Table 10, regarding anxiety, the mean value of the students who know one foreign language (M= 2,84) is higher than the students knowing more than one foreign language, which is indicated as 2,00 in related table (M= 2,67).

Table 10 Group statistics for anxiety in terms of foreign language backgrounds

	how many languages you know	N	Mean	Std. Deviation	Std. Error Mean
Anxiety	1,00	341	2,8420	,40205	,02177
	2,00	85	2,6681	,39464	,04281

An independent sample t-test was used so as to give an answer to this question. According to Levene's Test for Equality of Variances, the Sig. value was ,744, which is greater than ,05. So, it is possible to think that the variances are equal. In Table 11, it can be seen that the sig. (2-tailed) value is ,000, which is lower than ,05 for anxiety.

Table 11 Independent t-test results for anxiety in terms of foreign language backgrounds

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Anxiety	Equal variances assumed	,107	,744	3,580	424	*,000
	Equal variances not assumed			3,620	130,922	,000

As a result, it can be concluded that the difference in anxiety of the students who know one foreign language and the students who know more than one foreign language is significant. This shows that students knowing one foreign

language (M= 2,84) are more anxious than students knowing more than one foreign language (M= 2,67).

The last variable of the first research question has the target of finding out the relationship between FLA and students' level of exposure to English. Activity levels were categorized into three groups; high, medium and low. As explained beforehand, the interval of 0-2 was assigned as low exposure level, 2,01–3 as medium exposure level and 3,01 and above as high exposure level.

As seen in Table 12, in terms of anxiety, the mean value of the students who have low level of exposure to English (M= 2,90) is higher than the students having high level of exposure to English (M= 2,76).

Table 12 Group statistics for anxiety in terms of level of exposure to English

		N	Mean	Std. Deviation	Std. Error
Anxiety	Low	90	2,9017	0,4850	0,0511
	Medium	132	2,8054	0,3504	0,0305
	High	214	2,7645	0,4032	0,0276
	Total	436	2,8052	0,4092	0,0196

ANOVA was conducted on the data containing information related to the students' level of exposure to English so that the question could be answered. In Table 13, it could be seen that sig. value is 0,028, which is lower than ,05.

Table 13 ANOVA for anxiety in terms of level of exposure to English

		Sum of Squares	df	Mean Square	F	Sig.
Anxiety	Between Groups	1,192	2	0,596	3,603	*0,028
	Within Groups	71,638	433	0,165		
	Total	72,831	433			

When the results of Post Hoc Test are taken into consideration, as it is seen in Table 14, multiple comparisons table, Sig. value is 0,021, which is lower than 0,05. So, for anxiety, the group having low level of exposure to English group significantly differs from the group having high level of exposure to English.

Table 14 Post Hoc Test results of level of exposure to English

Multiple Comparisons

Dependent Variable	(I) Average group	(J) Average group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Anxiety	Low	Medium	0,096	0,056	0,194	-0,034	0,227
		High	0,137	0,051	*0,021	0,017	0,257
	Medium	Low	-0,096	0,056	0,194	-0,227	0,034
		High	0,041	0,045	0,636	-0,065	0,147
	High	Low	-0,137	0,051	*0,021	-0,257	-0,017
		Medium	-0,041	0,045	0,636	-0,147	0,065

As a result, it is possible to come to the conclusion that the difference in anxiety of the students for their level of exposure to English is significant. This

shows the fact that students having low level of exposure to English (M= 2,90) are more anxious than students having high level of exposure to English (M= 2,76).

4.3.2 Research Question 2

The second research question of the present study is "Do the emotional intelligence skills vary according to the students' gender and public-private school backgrounds?" Therefore, there are two sub-questions of this research question in order to examine this relationship.

The first variable of the second research question aims to make an analysis of whether there is a difference between males and females in terms of EQ skills.

As it is seen in Table 15, in terms of self regard, the mean value of the males (M= 4,05) is higher than females (M= 4,02). For emotional self awareness, the mean value of the males (M= 3,60) is higher than females (M= 3,50). Regarding assertiveness, the mean value of the males (M= 3,96) is higher than females (M= 3,84). As to independence, the mean value of the males (M= 3,86) is higher than females (M= 3,77). In terms of self actualization, the mean value of the males (M= 4,04) is lower than females (M= 4,10). Looking at empathy, the mean value of the males (M= 4,06) is lower than females (M= 4,18). For social responsibility, the mean value of the males (M= 3,94) is lower than females (M= 4,14). Considering interpersonal relationship, the mean value of the males (M= 4,05) is lower than females (M= 4,09). With regard to stress tolerance, the mean value of the males (M= 3,44) is higher than females (M= 2,99). In terms of impulsive control, the mean value of the males (M= 3,12) is higher than females (M= 3,08). For flexibility, the mean value of the males (M= 3,14) is higher than females (M= 2,98). As to reality testing, the mean value of the males (M= 3,55) is lower than females (M= 3,64). Looking at problem solving, the mean value of the males (M= 4,05) is higher than females (M= 3,95). Taking optimism into consideration, the mean value of the males (M= 3,98) is higher than females (M= 3,70). For happiness, the mean value of the males (M= 4,04) is lower than females (M= 4,05). With regard to intrapersonal EQ, the mean value of the males (M=

3,90) is higher than females (M= 3,85). For interpersonal EQ, the mean value of the males (M= 4,02) is lower than females (M= 4,14). In terms of adaptability EQ, the mean value of the males (M= 3,58) is higher than females (M= 3,52). As for stress management EQ, the mean value of the males (M= 3,28) is higher than females (M= 3,03). Regarding general mood EQ, the mean value of the males (M= 4,01) is higher than females (M= 3,87).

Table 15 Group statistics for EQ skills in terms of gender

	gender	N	Mean	Std. Deviation	Std. Error Mean
self_regard	Female	197	4,0193	,55848	,03979
	Male	239	4,0497	,64209	,04153
emotional_selfawareness	Female	197	3,5022	,59656	,04250
	Male	239	3,6028	,60370	,03905
assertiveness	Female	197	3,8390	,69153	,04927
	Male	239	3,9594	,68600	,04437
independence	Female	197	3,7701	,67866	,04835
	Male	239	3,8554	,72073	,04662
self_actualization	Female	197	4,0993	,49584	,03533
	Male	239	4,0356	,60314	,03901
empathy	Female	197	4,1794	,52147	,03715
	Male	239	4,0592	,55999	,03622
social_responsibility	Female	197	4,1396	,48396	,03448
	Male	239	3,9407	,56908	,03681
interpersonal_relationship	Female	197	4,0928	,52557	,03745
	Male	239	4,0529	,60098	,03887
stress_tolerance	Female	197	2,9863	,61116	,04354
	Male	239	3,4415	,60543	,03916
impulsive_control	Female	197	3,0827	,71428	,05089
	Male	239	3,1206	,69444	,04492
flexibility	Female	197	2,9817	,67436	,04805
	Male	239	3,1429	,69918	,04523
reality_testing	Female	197	3,6360	,59932	,04270
	Male	239	3,5519	,69706	,04509
problem_solving	Female	197	3,9464	,50323	,03585
	Male	239	4,0523	,55305	,03577
optimism	Female	197	3,7025	,68755	,04899
	Male	239	3,9843	,59608	,03856
happiness	Female	197	4,0464	,55474	,03952
	Male	239	4,0381	,66306	,04289
INTRAPERSONAL	Female	197	3,8460	,43174	,03076
	Male	239	3,9006	,51334	,03320
INTERPERSONAL	Female	197	4,1373	,37931	,02702
	Male	239	4,0176	,47868	,03096

Table 15 (continued)

ADAPTABILITY	Female	197	3,5214	,38379	,02734
	Male	239	3,5824	,43502	,02814
STRESS_MANAGEMENT	Female	197	3,0345	,52194	,03719
	Male	239	3,2811	,53482	,03459
GENERAL_MOOD	Female	197	3,8745	,53314	,03798
	Male	239	4,0112	,57182	,03699

To answer this question, an independent sample t-test was conducted on the data containing information about the genders of the students. According to Levene's Test for Equality of Variances, the Sig. values for self-actualization, social responsibility, optimism, happiness and interpersonal EQ were lower than ,05. For other skills, Sig. values were higher than ,05. Therefore, it is possible to test the hypothesis using Equal Varriances Not Assumed row only for self actualization, social responsibility, optimism, happiness and interpersonal EQ. For other skills, Equal Varriances Assumed row were used to test the hypothesis. So the sig.(2-tailed) values are lower than ,05 only for empathy, social responsibility, stress tolerance, flexibility, problem solving, optimism, interpersonal, stress management and general mood as seen in Table 15. For other skills sig.(2-tailed) values are higher than ,05 as seen in Table 16.

Table 16 Independent t-test results for EQ skills in term of gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
self_regard	Equal variances assumed	2,238	,135	-,522	434	,602
	Equal variances not assumed			-,529	432,730	,597
emotional_selfawareness	Equal variances assumed	,000	,988	-1,741	434	,082

Table 16 (continued)

	Equal variances not assumed			-1,743	420,062	,082
assertiveness	Equal variances assumed	,002	,960	-1,817	434	,070
	Equal variances not assumed			-1,816	416,986	,070
independence	Equal variances assumed	,957	,328	-1,264	434	,207
	Equal variances not assumed			-1,271	426,358	,204
self_actualization	Equal variances assumed	4,528	,034	1,189	434	,235
	Equal variances not assumed			1,211	433,998	,226
empathy	Equal variances assumed	1,772	,184	2,301	434	*,022
	Equal variances not assumed			2,317	427,562	,021
social_responsibility	Equal variances assumed	7,900	,005	3,882	434	,000
	Equal variances not assumed			3,943	433,566	*,000
interpersonal_relationship	Equal variances assumed	1,562	,212	,730	434	,466
	Equal variances not assumed			,740	432,463	,460
stress_tolerance	Equal variances assumed	,030	,862	-7,779	434	*,000
	Equal variances not assumed			-7,772	416,761	,000
impulsive_control	Equal variances assumed	,115	,735	-,560	434	,576
	Equal variances not assumed			-,558	413,621	,577
flexibility	Equal variances assumed	,405	,525	-2,434	434	*,015
	Equal variances not assumed			-2,442	423,439	,015
reality_testing	Equal variances assumed	2,841	,093	1,336	434	,182
	Equal variances not assumed			1,355	433,215	,176
problem_solving	Equal variances assumed	2,290	,131	-2,073	434	*,039
	Equal variances not assumed			-2,092	429,749	,037
optimism	Equal variances assumed	6,253	,013	-4,582	434	,000
	Equal variances not assumed			-4,520	390,618	*,000
happiness	Equal variances assumed	4,134	,043	,141	434	,888
	Equal variances not assumed			,143	433,899	,886
INTRAPERSONAL	Equal variances assumed	2,244	,135	-1,187	434	,236
	Equal variances not assumed			-1,207	433,817	,228

Table 16 (continued)

INTERPERSONAL	Equal variances assumed	9,383	,002	2,848	434	,005
	Equal variances not assumed			2,912	433,354	*,004
ADAPTABILITY	Equal variances assumed	2,629	,106	-1,536	434	,125
	Equal variances not assumed			-1,554	431,978	,121
STRESS_MANAGEMENT	Equal variances assumed	,079	,778	-4,843	434	*,000
	Equal variances not assumed			-4,854	421,853	,000
GENERAL_MOOD	Equal variances assumed	,031	,860	-2,561	434	*,011
	Equal variances not assumed			-2,579	427,435	,010

As a result, it can be concluded that the difference in empathy, social responsibility, stress tolerance, flexibility, problem solving, optimism, interpersonal EQ, stress management EQ and general mood EQ for gender is significant. This indicates that males (M= 4,06) are less emphatic than females (M= 4,18); males (M= 3,94) are less socially responsible than females (M= 4,14); males (M= 3,44) are more tolerant of stress than females (M= 2,99); males (M= 3,14) are more flexible than females (M= 2,98); males (M= 4,05) are better at problem solving than females (M= 3,95); males (M= 4,02) have lower interpersonal EQ than females (M= 4,14); males (M= 3,28) have higher stress management EQ than females (M= 3,03); males (M= 4,01) have higher general mood EQ than females (M= 3,87).

Another result shows that, there is no significant difference in terms of other EQ skills between males and females.

The second variable of the second research question analyzes the relationship between EQ skills and public-private school backgrounds of the students.

As seen in Table 17, in terms of self regard, the mean value of the private school attendees (M= 3,93) is lower than public school attendees (M= 4,08).

Regarding emotional selfawareness, the mean value of the private school attendees (M= 3,49) is lower than public school attendees (M= 3,58). For assertiveness, the mean value of the private school attendees (M= 3,73) is lower than public school attendees (M= 3,97). Considering independence, the mean value of the private school attendees (M= 4,12) is lower than public school attendees (M= 4,28). As for self actualization, the mean value of the private school attendees (M= 4,00) is lower than public school attendees (M= 4,09). With regard to empathy, the mean value of the private school attendees (M= 4,10) is lower than public school attendees (M= 4,12). In terms of social responsibility, the mean value of the private school attendees (M= 4,01) is lower than public school attendees (M= 4,04). As for interpersonal relationship, the mean value of the private school attendees (M= 4,00) is lower than public school attendees (M= 4,10). Taking stress tolerance into account, the mean value of the private school attendees (M= 3,11) is lower than public school attendees (M= 3,28). Regarding impulsive control, the mean value of the private school attendees (M= 3,05) is lower than public school attendees (M= 3,12). In terms of flexibility, the mean value of the private school attendees (M= 3,01) is lower than public school attendees (M= 3,09). For reality testing, the mean value of the private school attendees (M= 3,53) is lower than public school attendees (M= 3,61). Looking at problem solving, the mean value of the private school attendees (M= 3,94) is lower than public school attendees (M= 4,03). As for optimism, the mean value of the private school attendees (M= 3,78) is lower than public school attendees (M= 3,89). In terms of happiness, the mean value of the private school attendees (M= 3,89) is lower than public school attendees (M= 4,09). Regarding intrapersonal EQ, the mean value of the private school attendees (M= 3,76) is lower than public school attendees (M= 3,92). For interpersonal EQ, the mean value of the private school attendees (M= 4,04) is lower than public school attendees (M= 4,09). In terms of adaptability EQ, the mean value of the private school attendees (M= 3,49) is lower than public school attendees (M= 3,58). Considering stress management EQ, the mean value of the private school attendees (M= 3,08) is

lower than public school attendees (M= 3,20). In terms of general mood EQ, the mean value of the private school attendees (M= 3,84) is lower than public school attendees (M= 3,99).

Table 17 Group statistics for EQ skills in terms of high school backgrounds of students

	highschool	N	Mean	Std. Deviation	Std. Error Mean
self_regard	Private	111	3,9291	,64263	,06100
	Public	324	4,0763	,58540	,03252
emotional_selfawareness	Private	111	3,4892	,62214	,05905
	Public	324	3,5824	,59404	,03300
assertiveness	Private	111	3,7306	,76868	,07296
	Public	324	3,9691	,64799	,03600
independence	Private	111	4,1243	,58766	,05580
	Public	324	4,2786	,56798	,03966
self_actualization	Private	111	4,0081	,56909	,05402
	Public	324	4,0880	,54828	,03046
empathy	Private	111	4,0991	,59444	,05642
	Public	324	4,1225	,52448	,02914
social_responsibility	Private	111	4,0084	,57159	,05425
	Public	324	4,0424	,52597	,02922
interpersonal_relationship	Private	111	3,9974	,61218	,05811
	Public	324	4,0999	,54717	,03040
stress_tolerance	Private	111	3,1113	,61037	,05793
	Public	324	3,2788	,65721	,03651
impulsive_control	Private	111	3,0514	,69683	,06614
	Public	324	3,1222	,70607	,03923
flexibility	Private	111	3,0117	,70890	,06729
	Public	324	3,0927	,68533	,03807
reality_testing	Private	111	3,5284	,68651	,06516
	Public	324	3,6116	,64495	,03583
problem_solving	Private	111	3,9435	,47518	,04510
	Public	324	4,0253	,55153	,03064
optimism	Private	111	3,7770	,61251	,05814
	Public	324	3,8870	,66488	,03694
happiness	Private	111	3,8940	,65114	,06180
	Public	324	4,0948	,59517	,03307
INTRAPERSONAL	Private	111	3,7561	,50240	,04769
	Public	324	3,9203	,46025	,02557
INTERPERSONAL	Private	111	4,0350	,50554	,04798
	Public	324	4,0883	,40981	,02277
ADAPTABILITY	Private	111	3,4945	,41289	,03919

Table 17 (continued)

STRESS_MANAGEMENT	Public	324	3,5765	,41218	,02290
	Private	111	3,0813	,52835	,05015
GENERAL_MOOD	Public	324	3,2005	,54551	,03031
	Private	111	3,8355	,55080	,05228
	Public	324	3,9909	,55511	,03084

An independent sample t-test was conducted on the data that containing information related to the public-private school backgrounds of the students to find out an answer to this question. According to Levene's Test for Equality of Variances, the Sig. values for assertiveness, problem solving and interpersonal were lower than ,05. For other skills, Sig. values were higher than ,05. Therefore, it is possible to test the hypothesis using Equal Varriances Not Assumed row only for assertiveness, problem solving and interpersonal EQ. For other skills, Equal Varriances Assumed row was used to test the hypothesis. So, the sig.(2-tailed) values are lower than ,05 only for self-regard, assertiveness, stress tolerance, happiness, intrapersonal EQ, stress management EQ and general mood EQ as in Table 17. For other skills, sig.(2-tailed) values are higher than ,05 as in Table 18.

Table 18 Independent t-test results for EQ in terms of high school background

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
self_regard	Equal variances assumed	,890	,346	-2,228	433	*,026
	Equal variances not assumed			-2,129	176,574	,035
emotional_selfawareness	Equal variances assumed	,192	,662	-1,410	433	,159

Table 18 (continued)

	Equal variances not assumed			-1,378	183,356	,170
assertiveness	Equal variances assumed	5,528	,019	-3,185	433	,002
	Equal variances not assumed			-2,931	166,714	*,004
independence	Equal variances assumed	,824	,370	-1,323	433	,212
	Equal variances not assumed			-1,291	192,851	,215
self_actualization	Equal variances assumed	,822	,365	-1,311	433	,190
	Equal variances not assumed			-1,288	184,720	,199
empathy	Equal variances assumed	3,235	,073	-,392	433	,695
	Equal variances not assumed			-,369	172,323	,713
social_responsibility	Equal variances assumed	1,270	,260	-,574	433	,566
	Equal variances not assumed			-,551	177,975	,582
interpersonal_relationship	Equal variances assumed	,042	,838	-1,650	433	,100
	Equal variances not assumed			-1,562	174,013	,120
stress_tolerance	Equal variances assumed	1,888	,170	-2,359	433	*,019
	Equal variances not assumed			-2,446	203,786	,015
impulsive_control	Equal variances assumed	,057	,812	-,916	433	,360
	Equal variances not assumed			-,922	192,867	,358
flexibility	Equal variances assumed	1,602	,206	-1,066	433	,287
	Equal variances not assumed			-1,048	185,250	,296
reality_testing	Equal variances assumed	,621	,431	-1,154	433	,249
	Equal variances not assumed			-1,119	180,943	,265
problem_solving	Equal variances assumed	4,967	,026	-1,394	433	,164
	Equal variances not assumed			-1,500	219,077	,135
optimism	Equal variances assumed	,216	,643	-1,534	433	,126
	Equal variances not assumed			-1,597	205,338	,112
happiness	Equal variances assumed	1,150	,284	-2,993	433	*,003
	Equal variances not assumed			-2,864	177,043	,005

Table 18 (continued)

INTRAPERSONAL	Equal variances assumed	,193	,660	-3,167	433	*,002
	Equal variances not assumed			-3,034	177,355	,003
INTERPERSONAL	Equal variances assumed	5,030	,025	-1,111	433	,267
	Equal variances not assumed			-1,003	162,302	,317
ADAPTABILITY	Equal variances assumed	,072	,788	-1,808	433	,071
	Equal variances not assumed			-1,807	190,376	,072
STRESS_MANAGEMENT	Equal variances assumed	,326	,568	-2,002	433	*,046
	Equal variances not assumed			-2,034	196,112	,043
GENERAL_MOOD	Equal variances assumed	,205	,651	-2,550	433	*,011
	Equal variances not assumed			-2,560	191,959	,011

As a result, it can be concluded that for gender, the difference in self-regard, assertiveness, stress tolerance, happiness, intrapersonal EQ, stress management EQ and general mood EQ is significant. This shows the fact that public high school attendees (M= 4,08) have higher self regard than private high school attendees (M=3,93); public high school attendees (M= 3,97) are more assertive than private high school attendees (M=3,73); public high school attendees (M= 3,28) are more tolerant of stress than private high school attendees (M=3,11); public high school attendees (M= 4,09) are happier than private high school attendees (M=3,89); public high school attendees (M= 3,92) have higher intrapersonal EQ than private high school attendees (M=3,76); public high school attendees (M= 3,20) have higher stress management EQ than private high school attendees (M=3,08); public high school attendees (M= 3,99) have higher general mood EQ than private high school attendees (M=3,84).

Another result suggests that there is no difference in terms of other EQ skills between private school attendees and public school attendees.

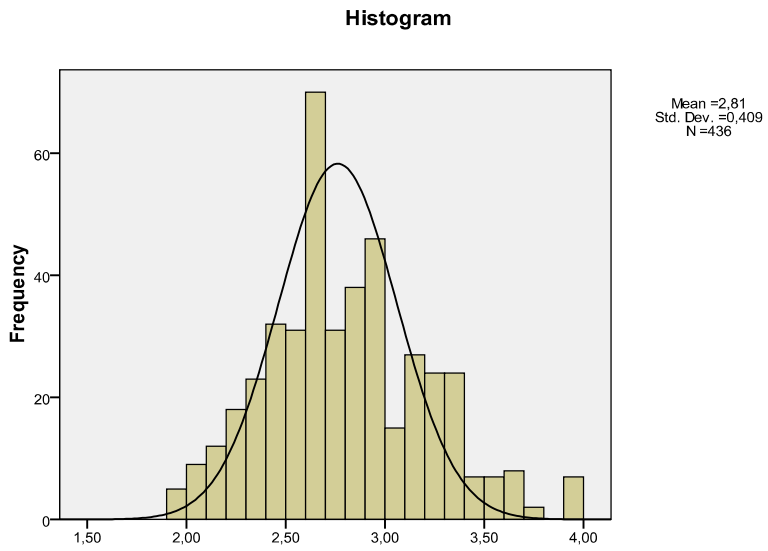

Figure 8 Histogram for anxiety scores

4.3.3 Research Question 3

The third research question of the present study is "Are there any effects of emotional intelligence skills on students' foreign language anxiety levels?"

While categorizing the anxiety scores, histogram data was used seen in Figure 8. In the analysis process of histogram data, first of all, the answers ranging from 1 to 5 were given scores from 0 to 4 respectively. The mean score of the results of the questionnaires was calculated. Each participant was scored between 0-4 and after determining the students who got the same scores, a histogram graphic was arranged. As seen in the figure, the general tendency of scores could be grouped into three groups after determining the cut points. The interval of 0-2.50 was assigned as low anxiety level, 2,51-3 as medium anxiety level and 3,01 and above as high anxiety level.

The anxiety scores are categorized as shown in Table 19 below that also displays the distribution of the levels.

Table 19 Group statistics for anxiety scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Low (< 2,50)	99	22,7	22,7	22,7
Middle (2,51 – 3,00)	210	48,2	48,2	70,9
High (3,00 >)	127	29,1	29,1	100
Total	436	100	100	

This research question intends to find out whether there is a relationship between students' levels of FLA and EQ sub-factors.

As it is seen in Table 20, in terms of self regard, the mean value of the students who have low level of anxiety (M= 4,28) is higher than the students having high level of anxiety (M= 3,82). For emotional self awareness, the mean value of the students who have low level of anxiety (M= 3,77) is higher than the students having high level of anxiety (M= 3,32). Regarding assertiveness, the mean value of the students with low level of anxiety (M= 4,21) is higher than the students with high level of anxiety (M= 3,62). As for independence, the mean value of the students having low level of anxiety (M= 4,19) is lower than the students having high level of anxiety (M= 4,20). Considering self actualization, the mean value of the students who have low level of anxiety (M= 4,29) is higher than the students having high level of anxiety (M= 3,87). In terms of empathy, the mean value of the students with have low level of anxiety (M= 4,13) is lower than the students with high level of anxiety (M= 4,14). With regard to social responsibility, the mean value of the students having low level of anxiety (M=

4,03) is lower than the students having high level of anxiety (M= 4,08). Looking at interpersonal relatonship, the mean value of the students with low level of anxiety (M= 4,26) is higher than the students having high level of anxiety (M= 3,92). As for stress tolerance, the mean value of the students having low level of anxiety (M= 3,48) is higher than the students with high level of anxiety (M= 2,95). Regarding impulsive control, the mean value of the students who have low level of anxiety (M= 3,07) is higher than the students who have high level of anxiety (M= 3,05). In terms of flexibility, the mean value of the students with low level of anxiety (M= 3,15) is higher than the students who have high level of anxiety (M= 2,91). For reality testing, the mean value of the students having low level of anxiety (M= 3,71) is higher than the students having high level of anxiety (M= 3,49). Taking problem solving into account, the mean value of the students having low level of anxiety (M= 4,22) is higher than the students having high level of anxiety (M= 3,87). In terms of optimism, the mean value of the students who with low level of anxiety (M= 4,07) is higher than the students with high level of anxiety (M= 3,62). For happiness, the mean value of the students who have low level of anxiety (M= 4,21) is higher than the students having high level of anxiety (M= 3,75). Considering intrapersonal EQ, the mean value of the students with low level of anxiety (M= 4,11) is higher than the students with high level of anxiety (M= 3,64). In terms of interpersonal EQ, the mean value of the students who have low level of anxiety (M= 4,14) is higher than the students having high level of anxiety (M= 4,05). Regarding adaptability EQ, the mean value of the students having low level of anxiety (M= 3,69) is higher than the students having high level of anxiety (M= 3,43). For stress management EQ, the mean value of the students with low level of anxiety (M= 3,27) is higher than the students with high level of anxiety (M= 3,00). In terms of general mood EQ, the mean value of the students who have low level of anxiety (M= 4,14) is higher than the students having high level of anxiety (M= 3,69).

Table 20 Group statistics for anxiety levels in terms of EQ skills

		N	Mean	Std. Deviation	Std. Error
self_regard	Low	99	4,2811	,52470	,05273
	Middle	210	4,0521	,59172	,04083
	High	127	3,8182	,61187	,05429
	Total	436	4,0360	,60526	,02899
emotional_selfawareness	Low	99	3,7744	,63143	,06346
	Middle	210	3,5959	,57060	,03938
	High	127	3,3244	,55348	,04911
	Total	436	3,5573	,60189	,02883
assertiveness	Low	99	4,2054	,66446	,06678
	Middle	210	3,9355	,63772	,04401
	High	127	3,6205	,68789	,06104
	Total	436	3,9050	,69032	,03306
independence	Low	99	4,1851	,63136	,06552
	Middle	210	4,0867	,53201	,03734
	High	127	4,1963	,54492	,04838
	Total	436	4,1410	,56252	,02764
self_actualization	Low	99	4,2855	,61868	,06218
	Middle	210	4,0781	,48360	,03337
	High	127	3,8693	,55707	,04943
	Total	436	4,0644	,55751	,02670
empathy	Low	99	4,1333	,62270	,06258
	Middle	210	4,0852	,51821	,03576
	High	127	4,1449	,52734	,04679
	Total	436	4,1135	,54561	,02613
social_responsibility	Low	99	4,0323	,53268	,05354
	Middle	210	3,9975	,58022	,04004
	High	127	4,0840	,47554	,04220
	Total	436	4,0306	,54087	,02590
interpersonal_relationship	Low	99	4,2626	,66184	,06652
	Middle	210	4,0706	,52429	,03618
	High	127	3,9220	,51517	,04571
	Total	436	4,0709	,56786	,02720
stress_tolerance	Low	99	3,4824	,64843	,06517
	Middle	210	3,2902	,61578	,04249
	High	127	2,9537	,60168	,05339
	Total	436	3,2359	,64829	,03105
impulsive_control	Low	99	3,0650	,71101	,07146
	Middle	210	3,1549	,68019	,04694
	High	127	3,0486	,73250	,06500
	Total	436	3,1035	,70292	,03366
impulsive_control	Low	99	3,0650	,71101	,07146
	Middle	210	3,1549	,68019	,04694
	High	127	3,0486	,73250	,06500
	Total	436	3,1035	,70292	,03366
flexibility	Low	99	3,1475	,68387	,06873
	Middle	210	3,1293	,70559	,04869

Table 20 (continued)

	High	127	2,9118	,65400	,05803
	Total	436	3,0701	,69197	,03314
reality_testing	Low	99	3,7091	,72126	,07249
	Middle	210	3,5914	,62112	,04286
	High	127	3,4945	,64630	,05735
	Total	436	3,5899	,65532	,03138
problem_solving	Low	99	4,2162	,55452	,05573
	Middle	210	3,9833	,51518	,03555
	High	127	3,8743	,49884	,04426
	Total	436	4,0044	,53314	,02553
optimism	Low	99	4,0667	,65652	,06598
	Middle	210	3,9014	,57235	,03950
	High	127	3,6201	,70818	,06284
	Total	436	3,8570	,65353	,03130
happiness	Low	99	4,2107	,66298	,06663
	Middle	210	4,1367	,53691	,03705
	High	127	3,7533	,60649	,05382
	Total	436	4,0418	,61581	,02949
INTRAPERSONAL	Low	99	4,1103	,52156	,05242
	Middle	210	3,9094	,42726	,02948
	High	127	3,6377	,41674	,03698
	Total	436	3,8759	,47844	,02291
INTERPERSONAL	Low	99	4,1428	,51008	,05126
	Middle	210	4,0511	,44450	,03067
	High	127	4,0503	,36557	,03244
	Total	436	4,0717	,44016	,02108
ADAPTABILITY	Low	99	3,6909	,46482	,04672
	Middle	210	3,5680	,39838	,02749
	High	127	3,4269	,35656	,03164
	Total	436	3,5548	,41332	,01979
STRESS_MANAGEMENT	Low	99	3,2737	,53445	,05371
	Middle	210	3,2226	,53302	,03678
	High	127	3,0011	,53001	,04703
	Total	436	3,1697	,54252	,02598
GENERAL_MOOD	Low	99	4,1387	,58221	,05851
	Middle	210	4,0191	,48624	,03355
	High	127	3,6867	,56050	,04974
	Total	436	3,9494	,55822	,02673

With the aim of answering this question, ANOVA was conducted on the data containing information related to the students' levels of FLA and EQ. As seen in Table 21, the Sig. values are lower than ,05 for self-regard, emotional self-awareness, assertiveness, self-actualization, interpersonal relationship, stress tolerance, flexibility, reality-testing, problem-solving, optimism, happiness,

intrapersonal, adaptability, stress management and general mood. For other skills, Sig. values are higher than ,05.

Table 21 ANOVA for anxiety levels in terms of EQ skills

		Sum of Squares	df	Mean Square	F	Sig.
self_regard	Between Groups	12,026	2	6,013	17,672	*,000
	Within Groups	147,330	433	,340		
	Total	159,356	435			
emotional_selfawareness	Between Groups	11,867	2	5,934	17,632	*,000
	Within Groups	145,719	433	,337		
	Total	157,587	435			
assertiveness	Between Groups	19,409	2	9,705	22,365	*,000
	Within Groups	187,889	433	,434		
	Total	207,298	435			
independence	Between Groups	13,124	2	,388	,614	,687
	Within Groups	201,565	433	,476		
	Total	214,689	435			
self_actualization	Between Groups	9,715	2	4,857	16,760	*,000
	Within Groups	125,492	433	,290		
	Total	135,207	435			
Empathy	Between Groups	,332	2	,166	,556	,574
	Within Groups	129,163	433	,298		
	Total	129,495	435			
social_responsibility	Between Groups	,593	2	,296	1,013	,364
	Within Groups	126,662	433	,293		
	Total	127,254	435			
interpersonal_relationship	Between Groups	6,455	2	3,227	10,443	*,000
	Within Groups	133,817	433	,309		
	Total	140,271	435			
stress_tolerance	Between Groups	16,752	2	8,376	21,840	*,000
	Within Groups	166,068	433	,384		
	Total	182,820	435			
impulsive_control	Between Groups	1,086	2	,543	1,099	,334
	Within Groups	213,845	433	,494		
	Total	214,930	435			
flexibility	Between Groups	4,510	2	2,255	4,792	*,009
	Within Groups	203,777	433	,471		
	Total	208,287	435			
reality_testing	Between Groups	2,563	2	1,282	3,012	*,050
	Within Groups	184,243	433	,426		
	Total	186,806	435			

Table 21 (continued)

problem_solving	Between Groups	6,683	2	3,341	12,371	*,000
	Within Groups	116,960	433	,270		
	Total	123,643	435			
optimism	Between Groups	11,895	2	5,948	14,810	*,000
	Within Groups	173,896	433	,402		
	Total	185,791	435			
happiness	Between Groups	15,288	2	7,644	22,114	*,000
	Within Groups	149,671	433	,346		
	Total	164,959	435			
INTRAPERSONAL	Between Groups	12,879	2	6,440	32,163	*,000
	Within Groups	86,694	433	,200		
	Total	99,573	435			
INTERPERSONAL	Between Groups	,647	2	,324	1,675	,188
	Within Groups	83,632	433	,193		
	Total	84,279	435			
ADAPTABILITY	Between Groups	3,950	2	1,975	12,153	*,000
	Within Groups	70,362	433	,162		
	Total	74,311	435			
STRESS_MANAGEMENT	Between Groups	5,267	2	2,634	9,289	*,000
	Within Groups	122,767	433	,284		
	Total	128,034	435			
GENERAL_MOOD	Between Groups	13,332	2	6,666	23,617	*,000
	Within Groups	122,218	433	,282		
	Total	135,550	435			

When the results of the Post Hoc Test are taken into account as seen in Table 22, for self-regard, emotional self-awareness, assertiveness, self-actualization, interpersonal relationship, stress tolerance, flexibility, reality-testing, problem-solving, optimism, happiness, intrapersonal, adaptability, stress management and general mood, Sig. values were lower than 0,05. Therefore, it can be said that the anxiety level groups significantly differ for these EQ skills.

Table 22 Post Hoc Test results of level of anxiety

Multiple Comparisons

Dependent Variable	(I) Average group	(J) Average group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
self_regard	Low	Middle	0,229	0,071	*0,004	0,062	0,396
		High	0,463	0,078	*0,000	0,279	0,647
	Middle	Low	-0,229	0,071	*0,004	-0,396	-0,062
		High	0,234	0,066	*0,001	0,080	0,388
	High	Low	-0,463	0,078	*0,000	-0,647	-0,279
		Middle	-0,234	0,066	*0,001	-0,388	-0,080
emotional_selfawareness	Low	Middle	0,179	0,071	*0,032	0,012	0,345
		High	0,450	0,078	*0,000	0,267	0,633
	Middle	Low	-0,179	0,071	*0,032	-0,345	-0,012
		High	0,271	0,065	*0,000	0,118	0,425
	High	Low	-0,450	0,078	*0,000	-0,633	-0,267
		Middle	-0,271	0,065	*0,000	-0,425	-0,118
assertiveness	Low	Middle	0,270	0,080	*0,002	0,081	0,459
		High	0,585	0,088	*0,000	0,377	0,793
	Middle	Low	-0,270	0,080	*0,002	-0,459	-0,081
		High	0,315	0,074	*0,000	0,141	0,489
	High	Low	-0,585	0,088	*0,000	-0,793	-0,377
		Middle	-0,315	0,074	*0,000	-0,489	-0,141
independence	Low	Middle	-0,088	0,076	0,497	-0,191	0,103
		High	0,022	0,086	0,765	-0,187	0,213
	Middle	Low	0,088	0,076	0,497	-0,103	0,191
		High	0,124	0,082	0,265	-0,067	0,187
	High	Low	-0,022	0,086	0,765	-0,213	0,187
		Middle	-0,124	0,082	0,265	-0,187	0,067
self_actualization	Low	Middle	0,207	0,066	*0,005	0,053	0,362
		High	0,416	0,072	*0,000	0,246	0,586
	Middle	Low	-0,207	0,066	*0,005	-0,362	-0,053
		High	0,209	0,061	*0,002	0,066	0,351
	High	Low	-0,416	0,072	*0,000	-0,586	-0,246
		Middle	-0,209	0,061	*0,002	-0,351	-0,066
empathy	Low	Middle	0,048	0,067	0,750	-0,108	0,205
		High	-0,012	0,073	0,986	-0,184	0,161
	Middle	Low	-0,048	0,067	0,750	-0,205	0,108
		High	-0,060	0,061	0,595	-0,204	0,085

Table 22 (continued)

	High	Low	0,012	0,073	0,986	-0,161	0,184
		Middle	0,060	0,061	0,595	-0,085	0,204
social_responsibility	Low	Middle	0,035	0,066	0,857	-0,120	0,190
		High	-0,052	0,073	0,756	-0,222	0,119
	Middle	Low	-0,035	0,066	0,857	-0,190	0,120
		High	-0,087	0,061	0,330	-0,230	0,056
	High	Low	0,052	0,073	0,756	-0,119	0,222
		Middle	0,087	0,061	0,330	-0,056	0,230
interpersonal_relationship	Low	Middle	0,192	0,068	*0,013	0,033	0,351
		High	0,341	0,075	*0,000	0,165	0,516
	Middle	Low	-0,192	0,068	*0,013	-0,351	-0,033
		High	0,149	0,062	*0,047	0,002	0,296
	High	Low	-0,341	0,075	*0,000	-0,516	-0,165
		Middle	-0,149	0,062	*0,047	-0,296	-0,002
stress_tolerance	Low	Middle	0,192	0,076	*0,030	0,015	0,370
		High	0,529	0,083	*0,000	0,333	0,724
	Middle	Low	-0,192	0,076	*0,030	-0,370	-0,015
		High	0,337	0,070	*0,000	0,173	0,500
	High	Low	-0,529	0,083	*0,000	-0,724	-0,333
		Middle	-0,337	0,070	*0,000	-0,500	-0,173
impulsive_control	Low	Middle	-0,090	0,086	0,546	-0,291	0,112
		High	0,016	0,094	0,983	-0,205	0,238
	Middle	Low	0,090	0,086	0,546	-0,112	0,291
		High	0,106	0,079	0,370	-0,079	0,292
	High	Low	-0,016	0,094	0,983	-0,238	0,205
		Middle	-0,106	0,079	0,370	-0,292	0,079
flexibility	Low	Middle	0,018	0,084	0,974	-0,179	0,215
		High	0,236	0,092	*0,029	0,019	0,452
	Middle	Low	-0,018	0,084	0,974	-0,215	0,179
		High	0,217	0,077	*0,014	0,036	0,399
	High	Low	-0,236	0,092	*0,029	-0,452	-0,019
		Middle	-0,217	0,077	*0,014	-0,399	-0,036
reality_testing	Low	Middle	0,118	0,080	0,302	-0,069	0,305
		High	0,215	0,087	*0,039	0,009	0,420
	Middle	Low	-0,118	0,080	0,302	-0,305	0,069
		High	0,097	0,073	0,384	-0,076	0,269
	High	Low	-0,215	0,087	*0,039	-0,420	-0,009
		Middle	-0,097	0,073	0,384	-0,269	0,076

Table 22 (continued)

problem_solving	Low	Middle	0,233	0,063	*0,001	0,084	0,382
		High	0,342	0,070	*0,000	0,178	0,506
	Middle	Low	-0,233	0,063	*0,001	-0,382	-0,084
		High	0,109	0,058	0,150	-0,028	0,246
	High	Low	-0,342	0,070	*0,000	-0,506	-0,178
		Middle	-0,109	0,058	0,150	-0,246	0,028
optimism	Low	Middle	0,165	0,077	0,083	-0,016	0,347
		High	0,447	0,085	*0,000	0,247	0,646
	Middle	Low	-0,165	0,077	0,083	-0,347	0,016
		High	0,281	0,071	*0,000	0,114	0,449
	High	Low	-0,447	0,085	*0,000	-0,646	-0,247
		Middle	-0,281	0,071	*0,000	-0,449	-0,114
happiness	Low	Middle	0,074	0,072	0,557	-0,095	0,243
		High	0,457	0,079	*0,000	0,272	0,643
	Middle	Low	-0,074	0,072	0,557	-0,243	0,095
		High	0,383	0,066	*0,000	0,228	0,539
	High	Low	-0,457	0,079	*0,000	-0,643	-0,272
		Middle	-0,383	0,066	*0,000	-0,539	-0,228
INTRAPERSONAL	Low	Middle	0,201	0,055	*0,001	0,073	0,329
		High	0,473	0,060	*0,000	0,331	0,614
	Middle	Low	-0,201	0,055	*0,001	-0,329	-0,073
		High	0,272	0,050	*0,000	0,153	0,390
	High	Low	-0,473	0,060	*0,000	-0,614	-0,331
		Middle	-0,272	0,050	*0,000	-0,390	-0,153
INTERPERSONAL	Low	Middle	0,092	0,054	0,202	-0,034	0,218
		High	0,092	0,059	0,260	-0,046	0,231
	Middle	Low	-0,092	0,054	0,202	-0,218	0,034
		High	0,001	0,049	1,000	-0,115	0,117
	High	Low	-0,092	0,059	0,260	-0,231	0,046
		Middle	-0,001	0,049	1,000	-0,117	0,115
ADAPTABILITY	Low	Middle	0,123	0,049	*0,034	0,007	0,238
		High	0,264	0,054	*0,000	0,137	0,391
	Middle	Low	-0,123	0,049	*0,034	-0,238	-0,007
		High	0,141	0,045	*0,006	0,035	0,248
	High	Low	-0,264	0,054	*0,000	-0,391	-0,137
		Middle	-0,141	0,045	*0,006	-0,248	-0,035
STRESS_MANAGEMENT	Low	Middle	0,051	0,065	0,711	-0,102	0,204
		High	0,273	0,071	*0,000	0,105	0,440
	Middle	Low	-0,051	0,065	0,711	-0,204	0,102
		High	0,221	0,060	*0,001	0,081	0,362

Table 22 (continued)

	High	Low	-0,273	0,071	*0,000	-0,440	-0,105
		Middle	-0,221	0,060	*0,001	-0,362	-0,081
GENERAL_MOOD	Low	Middle	0,120	0,065	0,156	-0,033	0,272
		High	0,452	0,071	*0,000	0,284	0,620
	Middle	Low	-0,120	0,065	0,156	-0,272	0,033
		High	0,332	0,060	*0,000	0,192	0,473
	High	Low	-0,452	0,071	*0,000	-0,620	-0,284
		Middle	-0,332	0,060	*0,000	-0,473	-0,192

As a result, it can be claimed that the differences in self-regard, emotional self-awareness, assertiveness, self-actualization, interpersonal relationship, stress tolerance, flexibility, reality-testing, problem-solving, optimism, happiness, intrapersonal, adaptability, stress management and general mood of the students are significant in terms of their levels of anxiety, which indicates that the ones having high anxiety (M= 3,81) have lower self regard than the ones having low anxiety (M= 4,28). Students who have high anxiety (M= 3,32) have lower emotional selfawareness than the ones having low anxiety (M= 3,77). The ones having high anxiety (M= 3,62) are less assertive than the ones having low anxiety (M= 4,21). Students having high anxiety (M= 3,87) have lower self actualization than the ones having low anxiety (M= 4,29). The ones who have high anxiety (M= 3,92) have lower interpersonal relationship skills compared to the ones having low anxiety (M= 4,26). Students having high anxiety (M= 2,95) are less tolerant of stress than the ones having low anxiety (M= 3,48). The ones having high anxiety (M= 2,91) are less flexible when compared to the ones having low anxiety (M= 3,15). Students who have high anxiety (M= 3,49) have lower reality testing skill than the ones having low anxiety (M= 3,71). The ones having high anxiety (M= 3,87) have lower problem solving skills in comparison to the ones having low anxiety (M= 4,22). Students having high anxiety (M= 3,62) are less optimistic than the ones having low anxiety (M= 4,07). The ones who have high anxiety (M= 3,75) are not happier compared to the ones having low anxiety (M= 4,21). The ones having high anxiety (M= 3,64) have lower intrapersonal EQ than the ones

having low anxiety (M= 4,11). The ones who have high anxiety (M= 3,43) have lower adaptability EQ than the ones having low anxiety (M= 3,69). Students having high anxiety (M= 3,00) have lower stress management EQ than the ones having low anxiety (M= 3,27). The ones having high anxiety (M= 3,69) have lower general mood EQ in camparison to the ones having low anxiety (M= 4,14).

CHAPTER 5

CONCLUSION

5.0 Presentation

This chapter presents the overview of the study, discussion of the findings, pedagogical implications and suggestions for further research.

5.1 Overview of the Study

This study aimed to examine the relationship between emotional intelligence skills and foreign language anxiety levels of students from Atılım University Preparatory School plus looking at FLA and EQ in relation to gender, high-school background, foreign language background and the level of exposure to English. 436 students from Atılım University Preparatory school participated in this study.

As for the instruments of this study, they consisted of three parts. At first, the participants were given a demographic inventory in order to get some personal information for the research questions. Then, they were asked to complete the Turkish translation of Foreign Language Anxiety Scale (Şakrak, 2009). Lastly, they were given the Turkish adaptation of Emotional Intelligence Quotient Inventory (Acar, 2001). The reason why the questionnaires were given in Turkish is to make the students feel more comfortable while answering the questions and to increase the reliability by limiting the misunderstandings.

The data were analyzed through Statistical Package for Social Sciences (SPSS) 17.0 version. To find out the differences between the female and male; foreign language backgrounds; high school types, an independent sample t-test was used. Also, to be able to notice the differences among the anxiety levels and level of exposure to English, ANOVA test was used. The reliability analysis was applied to scales.

5.2 Discussion of the Results

The discussion of the research findings is arranged in accordance with the study's research questions. At first, the discussion provides a summary of the results and then their relationship to previous research studies.

5.2.1 Research Question 1

The first research question of the study, which investigates the level of foreign language anxiety, was analyzed according to four variables: gender, high-school background, language background and level of exposure to English. The findings for the first variable of the first research question showed with the follow up statistical procedures that there is a connection between FLA levels and gender. The significant difference showed that FLA levels of females are higher than that of males. This may be due to the fact that the families have great impact on their children in terms of academic success. This may create a feeling of responsibility on children, which can cause anxiety for them in relation to their courses. When this feeling of responsibility and its consequences are taken into account, it is possible to claim that females are more negatively affected by this situation due to their being more submissive and dependent on their families (Tsui, 2005). Therefore, this can support the finding that females have higher levels of foreign language anxiety than males.

There are various studies in literature which dealt with the relationship between gender and FLA. The result of this sub-question is consistent with some other studies. For instance Sertçetin (2006) found that there are significant differences between females and males in terms of anxiety and females demonstrated more. Armstrong and Khamaja (2002) also found significant gender differences in their study about anxiety in a non-clinical population. They found out that females have higher levels of FLA than males. In another study, Abu-Rabia (2004) also concluded that female students have higher levels of anxiety than males. Likewise, Clark & Trafford (1996), Aida (1994) and Daly, Kreiser & Rogharr (1994) found the same results.

In contrast, there are some studies which concluded that males showed higher FLA in comparison to females. These studies are Kitano (2001) and Nyikos (1990). Besides these, there are some studies which did not find any significant relationship between males and females in terms of FLA, such as Batumlu (2006), Şakrak (2009), French and Richards (1990), Novy et al, (1995) (as cited in Batumlu, 2006).

When the second variable of the first research question, which examines the relationship between public and private high school backgrounds of the students in terms of FLA, was analyzed, it was found out that there is no significant difference between these two. These days, public schools are being more conscious about foreign language education. Therefore, it is possible to say that public schools' approach related to foreign language education has become as constructive and appreciable as the private schools' approach to foreign language education. In this respect, it is acceptable that there might be no difference between the students of these two types of schools in terms of their foreign language anxieties. This is consistent with another study from literature. Öner (2008) found that there is no significant relationship between the school type (public-private) and FLA of the students. Consequently, it is possible to conclude that school type does not have an influence on foreign language anxiety.

The third variable of the first research question searches for the relationship between FLA levels and students' foreign language background. The findings of the analysis indicated that there is a connection between these two. The statistical analyses proved that there is a significant difference between students who know one language and more than one language. Students knowing more than one language have lower FLA levels than the others. The reason for this may be that learners' language abilities are proved to be transmitted from one language to another (Cunningham and Graham, 2000) and they can adapt themselves to the learning context easily. Moreover, they can make use of their learning and studying strategies and can be more successful and relaxed during the learning process. This finding is consistent with Çakar's (2009) findings. She

found out that the students having studied other foreign languages in addition to English have lower anxiety levels than the ones who have not studied any other languages. Also, Onwuegbuzie et al. (2000) found the same result in their study. Observing the students having taken another foreign language course at school, they concluded that in comparison to the ones who have not, they are likely to be more successful in their foreign language courses. By looking at these findings, it is possible to infer that the more familiar the students with learning a foreign language, the less anxious they are during the learning process. Also, it is even possible to deduce that as there are various studies supporting that language anxiety affects achievement in a negative way (Aida, 1994; Horwitz, 2001; Batumlu, 2006; Cle´ment, Gardner, & Smythe, 1977, 1980; Gardner et al., 1984; Gardner, Lalonde, Moorcroft, & Evers, 1987; Gardner, Moorcroft, & MacIntyre, 1987; Phillips, 1992; Scott, 1986) learners knowing more than one foreign language can be more successful due to their being less anxious.

As for the last variable of the first research question, the relationship between FLA levels and students' level of exposure to English, which was categorized into three groups as low, medium and high, was analyzed. The results showed that there is significant difference between students having high exposure level and low exposure level. In line with this finding, it is possible to find in the literature some studies which can be related to this issue. Çakar (2009), Aida (1994) and Onwuegbuzie, Bailey and Daley (2000) concluded that students having visited a foreign country had lower levels of anxiety than the ones who have not. They argued that being exposed to language in its own country may help to decrease the level of anxiety of the students because in the target languages' countries, people are exposed to that language constantly via televisions, radios, print media and so on. It can be said that as there may be a positive correlation between the variable of visiting foreign countries and the exposure levels that were arranged according to the related questions in the demographic inventory, those studies may support the present study's result.

5.2.2 Research Question 2

The second research question of the study examining the emotional intelligence skills was analyzed according to two variables: gender and public-private school backgrounds. The emotional intelligence skills that are investigated in relation to these variables are the Intrapersonal EQ involving emotional self-awareness, assertiveness, self-regard, self-actualization and independence; Interpersonal EQ involving empathy, interpersonal relationship and social responsibility; Adaptability EQ involving problem-solving, reality-testing and flexibility; Stress management EQ involving stress tolerance and impulse control; General Mood EQ involving happiness and optimism (Bar-On, 1997).

The first variable of the second research question seeks to answer whether there is a connection between EQ skills and gender. The findings showed that for empathy, social responsibility, stress tolerance, flexibility, problem-solving, optimism, Interpersonal EQ, Stress Management EQ and General Mood EQ, there are significant differences between males and females.

When the significant differences are analyzed, it is understood that women can empathize better than males. Compared to men, feelings have more intensive effects on women. This shows that women are more aware of their feelings, which might help them analyze the feelings of the people they communicate with in a better way. Accordingly, it may be agreeable that women are more successful in empathizing than men. This finding is consistent with various others from the literature. Goleman (1998) claims that generally in western cultures, there is a common judgment that women are more empathic than men, which means feeling the same emotions with another person either positive or negative and putting oneself into another person's shoes. An examination of emotional intelligence made on thousands of men and women demonstrated, on average, women showed more empathy compared to men (Goleman, 1998). Chao (2003) also found out in his study that females showed a higher level of empathy than males. Likewise, in Sutarso, Baggett and Tapia's (1996) and Nelson and Nelson's (2003) studies females scored higher than males in terms of empathy. In addition to these, in the

study of Stottlemeyer (2002), a statistically significant relationship was found between females and empathy. Also, Bar-On (2000) concluded that women gave more importance to emotions and show more empathy than men.

According to another result of this study, males can tolerate stress better than females. Stress tolerance can be explained either solving the problems with a more relaxed approach or showing more moderate reactions to the factors constituting the stress and also being affected by these factors in a less negative way. Males generally have a less anxious approach towards situations that they come across in their daily lives than women. So, males' approach may lead to dealing with stress in a more successful way compared to women. There are some findings in literature which are consistent with this finding. For instance, Stottlemeyer (2002) and Bar-On (2000)'s findings suggest that males are able to cope better with stress when compared to females. Goleman (1998) also wrote that men have better stress management than women. Chao (2003) also found out in his study that males have better skill of stress management than females.

One another result of this study showed that males are more flexible than females. By and large, it is possible to think that males' intensity of experiencing their feelings is lower than women and thanks to this they can control their feelings more easily than women. This may provide males' being more easily adapted to new situations and events they come across and accordingly their being more flexible in their emotional reactions. This can also be supported by Bar-On (2000). He claims that people who react more against new conditions are less flexible than the others. So, this claim may support the males' being more flexible than women. Moreover, compared to men, as women prioritize the feeling of confidence have in the things which they are more familiar with while making choices, it is likely for them to react in a more introverted way. This finding can also be supported by Bar-On (2000) and Stottlemeyer (2002)'s findings. They both came to the conclusion that males demonstrate more flexibility than females.

Another finding suggests that males are better problem solvers than females. It may be argued that males can master their feelings more than females in the problems and events that they come across and they can also control their feelings in a more successful way. Thanks to this characteristic of them, it can be claimed that they act in a calmer and more motivated way in the solutions of the problems. As a result, it is agreeable that males are better problem solvers than females. According to Öğülmüş (2001), the ones having problem-solving skills at a satisfactory level may have the ability to handle their emotions and manage them successfully. And, managing emotions is very effective in coping with stress. So, as it can be accepted that the ability of problem solving is directly related to stress tolerance, Öğülmüş's (2001) claim not only supports but also is parallel with the comment at the beginning of the paragraph. Likewise, in literature, it is possible to find similar studies dealing with this issue. Bar-On (2000) found out that males are better at problem-solving than females. Also, Stottlemeyer (2002) confirmed that males solve problems better in comparison to females.

Another finding is that males are more optimistic than females. The fact that men are more successful in managing their emotions might result in their having low levels of stress. Göçet (2006) found out that individuals having an optimistic approach towards life are exposed to lower levels of stress than the ones having a pessimistic approach. Such an approach of men may be in parallel with their being more optimistic towards life compared to women. Supporting this finding, Goleman also (1998) argues that when compared to women, men have a more optimistic approach.

Also, it was found that females are more socially responsible than males. As women experience their feelings more intensively and consciously, it can be considered that compared to men, women are more successful in understanding the feelings of the others, that is, in empathizing. When it is thought that there is a relation between empathizing and being socially responsible, the study of Brems (1998) may help to support this result. He stated that there is a positive correlation

between empathy and socialization, social awareness, being in harmony with the society, having healthy interpersonal relationships. In this study, as females demonstrate more empathy skills, it may be possible to argue that it is natural for the females to possess more social responsibility skills than males.

As for Interpersonal EQ, females scored higher than males. Interpersonal EQ consists of empathy, social responsibility and interpersonal relationship. As it is stated above, in terms of both empathy and social responsibility, females have higher scores than males, which is consistent with Interpersonal EQ's result. Despite the fact that no significant relationship was found between interpersonal relationship and gender in this study, through literature, it is possible to find that females have tendency to relate better interpersonally (Bar-On, 2000; Goleman, 1998).

In terms of Stress Management EQ, males scored higher than females. Stress Management EQ involves stress tolerance and impulse control. As it is stated above, in terms of stress tolerance, males demonstrated higher levels than females as well. Although there is no finding related to impulse control in this study, as Bar-On & Handley (1999) claims, stress tolerance and impulse control are similar things; in that, both of them have the components of being able to cope with difficult situations in a calm, non-aggressive, patient manner. As a consequence, when the findings are considered and the idea that stress tolerance and impulse control have similar characteristics, the results of stress management can be supported with all its sub-skills.

As for General mood EQ, males scored higher than females. General mood EQ comprises of optimism and happiness. As written above, in terms of optimism, males demonstrated higher levels than females. The finding that males are more optimistic than females and there being no contrary result in terms of happiness in line with this finding may support General mood EQ's having such a result.

The second variable of the second research question examines the relationship between EQ skills and public-private school backgrounds of the

students. The findings revealed that for self-regard, assertiveness, stress tolerance, happiness, Intrapersonal EQ, Stress Management EQ and General Mood EQ, there are significant differences between students having public school background and having private school background.

When the scores were analyzed, public school attendees showed more levels of self-regard than private ones. It can be accepted that in both social and economic context, the profile of public school students varies more than the profile of private school's. Being exposed to this diversity could be helpful in their emotional development (as cited in Mergler & Spooner, 2008). Also, compared to private schools, in public schools there is a greater diversity of students and this situation offers students a chance to learn to communicate with others in spite of several differences (as cited in Mergler & Spooner, 2008). One of the most important impacts of this emotional development is to improve one's communication skills. The improvement in communication skills can be considered as an important element in increasing one's self-confidence. And it is possible to make a connection between self-confidence and self-regard. Having more self-confidence affects self-regard in a positive way. Thus, considering all these, it may be possible to claim that it is natural for the public school attendees to have more levels of self-regard in comparison to private school attendees.

Another finding is that public school attendees have higher levels of assertiveness than the other group. When it is considered that students of public school have a greater diversity of friends that they are in contact with compared to private school attendees, it could be possible to think that people who attempt to communicate with different people have more chance of improving themselves in terms of expressing their feelings and ideas. This can provide them with the ability to choose a suitable and non-destructive way to express themselves by considering the characteristics of the environment they are in. As assertiveness includes the ability of being non-destructive while expressing feelings and ideas (Bar-On & Handley, 1999), public school attendees can be considered as more assertive than the private school attendees.

Furthermore, as both the abilities of self-regard and assertiveness are under the title of Intrapersonal EQ and as Intrapersonal EQ, when analyzed, gave the same result which is parallel with them; that is, public school attendees scored higher than the other group, it becomes possible to consider that these three results support one another and make the findings more consistent.

Another finding is that public school attendees have more tolerance for stress than the other group. It is possible to think that in order for stress tolerance to improve, it is necessary for the individual to be exposed to more stress and noodle over finding solutions to the problems that cause stress. It is likely to think that, when compared to private school attendees, public school attendees generally have a lower socioeconomic level and in relation to this they may have more challenging life conditions. So, it is possible to think that they are more exposed to the stress caused by this condition compared to the others. Their being exposed to such condition makes it possible to deduce that public school attendees are more in search of finding solutions for overcoming stress. This may help them improve themselves in terms of stress tolerance. Moreover, as the analysis of Stress Management EQ, which is the meta-factor of stress tolerance, shows that public school attendees scored higher than the other group, these two results can be considered as consistent with each other.

Another finding suggests that public school attendees have higher levels of happiness than the other group. It is possible to consider that the parents of the private school attendees, who think that private schools are more advantageous than the public ones, have more expectations about their children's education life. Such expectations may have negative impact on students and this may result in the students' being more anxious in terms of education. Thus, this could bring forth the students' levels of happiness to be lower than the other group. Consistent with this, when General Mood EQ, which is the meta-factor of happiness, is analyzed, it was found out that public school attendees scored higher than the private attendees. Therefore, it can be considered that these two results are supportive of each other.

5.2.3 Research Question 3

The third research question examines the relationship between FLA and EQ skills. The things that that are compared are the FLA levels which are categorized as low-medium-high and EQ sub-factors and meta-factors. Significant relationships were found between FLA and self-regard, emotional self-awareness, assertiveness, self-actualization, reality testing, flexibility, problem solving, stress tolerance, optimism, happiness, interpersonal relationship, Intrapersonal EQ, Stress Management EQ, Adaptability EQ, General Mood EQ.

5.2.3.1 Self-Regard & FLA

A significant relationship was found between self-regard and FLA in this study. The findings showed that students who have low FLA have more self-regard than the ones having high FLA. Self-regard, for Bar-On, refers to being able to be aware of, understand and accept ourselves as the way we are and also appreciate ourselves (Bar-On & Handley, 1999). Actually, in some dictionaries, it is possible to see self-regard and self-esteem as synonyms and their definitions include each other. For instance, in the free dictionary, the definition of self-regard is given as “proper esteem for oneself” or in thesearus as “the quality of being worthy of esteem or respect”. Therefore, it is possible to think them as similar concepts.

An individual possessing positive self-regard is the one who feels content with him/herself and has an inner power and great confidence and most importantly has self-esteem. They are likely to be satisfied with who they are and respect themselves and they have the feeling of positive self-esteem. On the contrary, the weakness in terms of self-esteem causes an individual to have different characteristics. If someone lacks self-regard, this is a sign of having low self-esteem, being pessimistic towards life, lacking confidence and inner power. These can even lead to extreme feelings such as hating oneself, having no hope towards future and being afraid of the things that are going to happen in the future (Bar-On & Handley, 1999).

It is possible to say that there is a relationship between self-esteem and language learning. Krashen suggests that a person's level of self-esteem is connected to his/her language learning. He argues that:

> . . . the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety (as cited in Young, 1991, p. 427).

Also, Pyszczynski and Solomon (1986) claims that learners possessing a high level of self-esteem can better cope with the anxiety-producing situations. Horwtiz et al. (1986) confirms this claim by arguing that individuals having high self-esteem tend to be less anxious than the ones with low-self esteem.

Additionally, Spielberger (1972) believes that if there is a connection between foreign language anxiety and the ego of an individual, FLA is likely to threaten self-esteem as it prevents the ability of communication of the individual. There is also a theory available by Greenberg et al. (1992) called a terror management theory. It argues that people are encouraged to have a positive self-image as they can save themselves from anxiety by having self-esteem.

Looking at the results of all these studies, it is possible to deduce that the result in this study indicating that students having low FLA have more self-regard than the ones with high FLA can be confirmed by various findings in the relevant literature.

5.2.3.2 Emotional Self-Awareness & FLA

In this study, a significant relationship was found between emotional self-awareness and FLA. It was indicated by the findings that students having low FLA have more emotional self-awareness than the ones having high FLA. Emotional self-awareness is the ability to both identify and understand one's own emotions in addition to discriminating between them and know the reasons why such feelings occur in the individual (Bar-On & Handley, 1999). It is possible to think that individuals who have high levels of emotional self-awareness are the ones who can describe and analyze their moods in a good way. Thanks to this, it

is possible for them to be good at analyzing which emotional states are caused by which specific events. This ability gives them the chance to truly anticipate the emotional states that the future events can cause and makes them prepared for these emotional states. In this way, their feeling of anxiety, which is future-oriented, can be reduced.

This awareness is also related to self-regard in that it is related to one's positive and negative sides that affect his/her being able to see him/herself in a positive frame. Flexibility and reality-testing are the other skills that are closely connected to emotional-self awareness. Emotional self-awareness is necessary for reducing FLA as it is of great significance for the students to be aware of what they feel in terms of the language instead of fleeing from their emotions. Despite having negative feelings against that language, one can turn the conditions into positive by being aware of their emotions and taking the necessary actions in order to change it to positive. So, it can be said that the finding which showed that students having low FLA have more emotional self-awareness than the ones having high FLA can be regarded as reasonable. Also, the results related to both flexibility and reality-testing can be used to support the finding of this skill. It may be accepted that the results of self-awareness, flexibility and reality-testing's, which are related to each other correlatively, as they show the same results in terms of FLA, can be considered as supportive of each other.

5.2.3.3 Assertiveness & FLA

A significant relationship was found between assertiveness and FLA. The findings suggest that students having low FLA are more assertive than the ones having high FLA. Assertiveness refers to the ability of expressing oneself and one's feelings in an assertive way. It has a lot to do with being able to understand emotions and not being too self-disciplined and reserved or too compliant (Bar-On, 2000). As the individuals who have high levels of assertiveness do not feel anxious about expressing their opinions and feelings in a clear way, it can be interpreted that they may act accordingly in the language classes as well. In

language classrooms, assertiveness is necessary as students lacking that skill may have difficulties in asserting themselves in front of the class and talk about what they actually think and feel. Contrary to the non-assertive students, assertive ones may talk unreservedly in front of their peers although they know that they may make mistakes or get bad marks from the teacher. Or they can contribute to their learning in a positive way by asking about the things that they cannot comprehend in a relaxed way. By doing so, they can overcome their worries related to the target language. Also, assertiveness involves the abilities of having positive self-regard and is related to emotional self-awareness. It is argued by (Bar-On & Handley, 1999) that "limitations in assertiveness have a bleedover effect on other emotional and social factors like self-regard, interpersonal relationship, and ultimately self-actualization" (p. 59). As it can be seen in this study, the skills that are mentioned in this quotation showed the same results as assertiveness as well. So, it is possible to claim that all these results are consistent with one another.

5.2.3.4 Self-actualization & FLA

A significant relationship between self-actualization and FLA has been found in this study. The findings reveal that students having low FLA are more self-actualizing than the ones having high FLA. Self-actualization is regarded as a key element by Wechsler to have a significant function in assisting intelligent behavior by providing emotional energy that encourages the person to try one's best (Bar-On, 2000). It actually refers to one's ability to acknowledge his/her potential abilities (Bar-On & Handley, 1999). People who are self-actualizing have the ability of acknowledging their potentials and being aware of what s/he aims to do in this life and they attempt to develop themselves (Bar-On, 2000). When these explanations are taken into consideration, it can be thought that these people take each and every learning process more seriously than the others as they evaluate all the learning processes that they are confronted with throughout their lives with a more self-improving approach. This awareness may help them be more aware of their potential compared to others. And as they have the awareness

of doing their best within their limits, it may help them start the learning process in a less anxious and more positive way. When it is thought accordingly, self-actualized students may have the same awareness in their English courses and they may have the idea that English's a very important step in improving themselves. This may help them decrease their foreign language learning anxiety.

When Intrapersonal EQ, which is the meta-factor of self-regard, emotional self-awareness, assertiveness and self- actualization sub-factors, is examined, it is possible to argue that its result is parallel with those 4 sub-factors. That is, students having low FLA have high Interpersonal EQ than others having high FLA. Thanks to this result, it may be concluded that this meta-factor and the sub-factors that belong to it are supportive of one another. Thus, the results can be considered to be consistent within one another. This is also consistent with the findings of Şakrak (2009) in terms of Intrapersonal EQ.

5.2.3.5 Reality Testing & FLA

This study revealed that a significant relationship is found between reality testing and FLA. The findings showed that students having low FLA have higher levels of reality testing than the ones having high FLA. Reality testing consists of being able to recognize and figure out emotions in a precise way and evaluate the existing situations in a realistic way (Bar-On, 2000). It involves accepting the things as they are and not making up fantasies about them. No matter the situation, whether good or bad, reality testing is about acknowledging the things as they are. Individuals who have high reality testing abilities are the ones who can make a connection between the reality and the experienced situations. They generally prefer analyzing things instead of accepting them in a slavish way. It is possible for these people to act in the correct way in urgent cases as they are the ones who can establish the connection between the things they experienced and the reality itself (Bar-On & Handley, 1999). As these people can analyze the realistic results of the existing situations in a better way by questioning the reasons, they can make better strides towards the decisions they are going to make

in the future. As a consequence of this, instead of feeling anxious, they have an approach of finding solutions to the situations that may cause anxiety. Thus, in terms of language learning, these people can question how to do or how to learn things and they can actively put something into practice instead of simply saying I cannot do it or I cannot pass the course etc. Generally, they may be more successful in discovering their own learning styles and methods. With this self-confidence which is provided by their approach, their foreign language anxiety levels' being low can be an expectable result.

5.2.3.6 Flexibility& FLA

A significant relationship is found between flexibility and FLA in this study. The findings showed that students having low FLA have higher levels of flexibility than the ones having high FLA. Flexibility refers to being able to adapt one's feelings, opinions and manners to different conditions. Flexible people are generally active, open minded and open to changes and they do not find it difficult to start new things or adjust to situations (Bar-On & Handley, 1999). Individuals who are not flexible, however, resist changing situations and conditions and show a strict manner (Bar-On, 2000).

As individuals having high flexibility can adapt themselves better to the new and different situations, this helps them feel less anxious in the face of the emotional states they might experience. When the students come to the preparatory school, they come across English, the intensity of which cannot be underestimated. There are individual differences among the students in adjusting themselves to this new and different condition. As the students who have high flexibility levels are fairly good at adapting themselves to the changing conditions, they quickly adjust to being exposed to English. Since the process of learning a foreign language can be considered as an unfamiliar situation that a person may come across, when thought accordingly, it is not surprising that individuals with high flexibility have lower levels of FLA. Moreover, as Bar-On & Handley (1999) suggest, it is possible for these people to change their minds if

they are shown that they are not correct. It is undeniable that possessing this skill has a positive impact not only on life in general, but also on learning English. Also, these students will adjust to the different methods and techniques of their teachers more easily than the others. All these may provide them with an atmosphere of learning English in an easier way and reduce their anxiety of learning English. This might support the argument that individuals with high flexibility have lower levels of FLA.

5.2.3.7 Problem Solving & FLA

A significant relationship is found between problem solving and FLA. The findings showed that students having low FLA have higher problem solving skills than the ones having high FLA. Problem solving refers to being able to recognize and describe problems and find out proper solutions. People who are good at problem solving can immediately notice problems and try to find solutions instead of staying away from them. Before solving the problem, they first collect the necessary information and act accordingly. People who lack this skill are likely to experience difficulties in solving the problems and they may also have problems in reality testing. Individuals with good problem solving skills can use these skills in terms of language learning in a successful way. First of all, they can easily be aware of the problem that is related to learning and know that they should cope with it. They have the necessary motivation to solve that problem and they can identify the problem that impedes learning easily. Thought within this context, students with high problem solving skills could be more analytical about learning English and this may help them have less FLA. Moreover, Bar-On's claim that the lack of problem solving skills in individuals may result in anxiety and depression (Bar-On, 1997) might be consistent with this.

In addition, the analysis of Adaptability EQ, which is the meta-factor of reality-testing, flexibility and problem solving, also indicated that public school attendees scored higher than the other group. This result's being parallel with the results of these 3 sub-factors can mean that the results are both supportive and

consistent with one another. Şakrak (2009) also reached the same results related to Adaptability EQ.

5.2.3.8 Stress Tolerance & FLA

A significant relationship is found between stress tolerance and FLA. The findings showed that students having low FLA have higher levels of stress tolerance than the ones having high FLA. Stress tolerance refers to being able to tolerate to stressful and unfavorable situations and deal with them in a positive way (Bar-On & Handley, 1999). One of the most important things related to stress tolerance is to be able to handle the negative situations without being hurt emotionally. It is related to being flexible, calm and easygoing. It is suggested by Bar-On & Handley (1999) that anxiety exists when stress tolerance is not functioning in a proper way and individuals having high levels of stress tolerance are able to guide their anxiety and can be calm under negative and difficult occasions. It is also written by Bar-On (2000) that if a person fails to handle stress, this will probably cause anxiety. In foreign language classrooms, the students who possess good stress tolerance skills can keep their heads without being discouraged. Contrary to the students who lack this skill, students having high stress tolerance skills, when encountered with a negative situation such as a failure, do not worry or abandon themselves to despair. Instead of getting anxious, they prefer facing difficulties and overcoming them. As the students having this skill can deal with this situation better without experiencing anxiety, this can prevent them not reflecting negative feelings to their learning process, even if they fail. And this could help them have lower levels of FLA.

Besides, the analysis of Stress Management EQ, which is the meta-factor of stress, showed public school attendees scored higher than the other group. This result's being parallel with the result of stress tolerance sub-factor can imply that the results are both supportive and consistent with each other. Şakrak (2009) also found the same results related to Stress Management EQ.

5.2.3.9 Optimism & FLA

The results of this study show a significant relationship between optimism and FLA. Students having low FLA are more optimistic than the ones with high FLA. Optimism refers to the abilities of seeing the positive sides of life and having a positive way of life. Successfully tackling problems is closely related to how optimistic one is. Optimism also affects dealing with stressful situations and fulfilling the aims. Optimistic people are the ones who have positive approach towards life in general, are self-confident and have the courage and motivation in themselves to overcome even complex situations. People who lack this ability tend to give up and be discouraged easily and they are likely to experience various problems in their lives (Bar-On & Handley, 1999). Optimism in language learning may help the students reduce their levels of anxiety by focusing on positive ideas in the case of failure instead of abandoning oneself to despair and panic. The more the students are in despair in the face of a little problem, the more anxious they feel. It is argued by Göçet (2006) that people who have a pessimistic outlook towards life tend to have higher levels of stress than the ones who are optimistic. Bar-On & Handley (1999) argues that anxiety exists when stress tolerance is not functioning in a proper way. When these inferences are taken into account, it is natural that optimistic people have low levels of FLA.

5.2.3.10 Happiness & FLA

This study shows a significant relationship between happiness and FLA. Students having low FLA have more levels of happiness than the ones having high FLA. Happiness refers to being able to take pleasure in life and to be satisfied with the life one has. People who have the ability to be content with life and like being together with their friends show high levels of happiness. They are not the ones who are addicted to work; instead, they prefer living life to the fullest (Bar-On & Handley, 1999). Due to the fact that people having high levels of happiness already possess the happiness that make them satisfied with themselves in their current situations, it is possible to assume that they do not need to

associate their happiness with a result of any event. Such people do not feel as stressful as the people who associate their happiness with a result of an event and postpone their happiness; instead, they maintain a more relaxed stance. This may help the individual make a differentiation between his/her emotions and the results that they are going to face. Also, Bar-On & Handley (1999) argue that people who have high levels of happiness tend to be more motivated and related to this, they claim that lack of happiness shows up itself in an inclination to worry and feeling of ambiguity and lack of motivation in individuals (Bar-On & Handley, 1999, p. 157). When the skill of happiness is examined in terms of foreign language learning, it is possible to conclude that the individuals with high levels of happiness can have less anxiety by being less stressful and more motivated. Therefore, these arguments can be considered as consistent with the finding related to happiness.

Moreover, the analysis of General Mood EQ, which is the meta-factor of optimism and happiness, demonstrated that public school attendees scored higher than the other group. This result's parallelism with the results of optimism and happiness sub-factors can suggest that the results are both supportive and consistent with one another. The same result was also supported by Şakrak (2009) in terms of General Mood EQ.

5.2.3.11 Interpersonal Relationship & FLA

A significant relationship is found between interpersonal relationship and FLA. The findings showed that students having low FLA have higher levels from this skill than the ones having high FLA. Interpersonal relationship refers to the abilities of establishing and maintaining positive relationships with others. These people have friendly relations with others and they like social participation and they are generally described as extroverts (Bar-On & Handley, 1999). It is argued that extoverts are likely to be less anxious than intoverts (Brown, Robson, & Rosenkjar, 1996). In addition to these, the ones having lower interpersonal relationship skills are shy, worried and they refrain from communicating with

others (Bar-On, 2000). In the educational concept, it can be argued that the better relationships a student has with his/her classmates, the less s/he is afraid of making mistakes in front of his/her peers. Accordingly, the less fear they have against making mistakes, the less anxious they feel. Thus, this may have a highly positive impact on the learning process.

5.3 Pedagogical Implications

By looking at the results of this study, it is possible to deduce that there is a connection between foreign language anxiety and emotional intelligence skills. Based on this result, some possible implications can be recommended.

As suggested by Brown (as cited in Şakrak, 2009), affective factors have a significant function in both language learning and teaching. It is possible to find out various affective factors that influence learning; however, this study dealt with two important ones; foreign language anxiety and emotional skills.

To begin with, it can be said that students feeling anxious may have difficult times at school. They may behave in such a manner which may create some negative feelings in the teachers' minds. At this point, teachers have a great role. If they do not have any ideas related to foreign language anxiety, this may make the situation more difficult to deal with. Therefore, as suggested by Horwtiz et al (1986), before associating the students' poor performance with lack of motivation or ability, teachers should always think about the possibility that anxiety may be the reason for those students' negative behaviour. If teachers acknowledge the students experiencing anxiety, then it may become possible for them to help those students handle this negative situation by recommending them possible strategies (Horwitz and Young, 1991, p. xiv).

Here are some suggestions by Von Wörde (2003) for teachers in order to reduce their students' foreign language anxieties. Teachers may try to:

- create a friendly atmosphere in the classroom which should not make the students feel stressful

- be sensitive to students' fears and help them to face with these fears and overcome them
- create a sense of community in which students feel more relaxed without being afraid of making mistakes in front of their peers
- be careful with their error correction techniques
- refrain from calling on students and causing discomfort in them
- address the students' needs and try to help them

- make the context more enjoyable by choosing topics that the students are more interested in

Language anxiety may not be alleviated only by teachers. The students can also try to do something on their own in order to reduce their anxieties. For instance, a research carried out by Hauck & Hurd (2005) aimed to find out what the strategies that language learners use to cope with anxiety are. In their study, the students were given a list of eleven strategies and asked to put ticks by the ones that are suitable for them. After doing this, they were asked to select the most important one for them. Here is Table 23 which shows all the strategies that are chosen in descending order:

Table 23 The strategies used to cope with anxiety

Strategy		**%**
2	**Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes**	**87,5**
1	Use positive self-talk	64,6
3	**Imagine that when I am speaking in front of others, it is just a friendly informal chat**	**35,4**
10	Use relaxation techniques	29,1
8	**Share worries with other students**	**20,8**
9	Let my tutor know I am anxious	20,8

Table 23 (continued)

5	**Give myself a reward or treat when I do well**	**18,8**
6	Be aware of physical signs of stress that might affect my language learning	16,7
4	**Tell myself when I speak that it will not take long**	**14,6**
11	Other	6,3
7	**Write down my feelings in a day or notebook**	**2,08**

The most important strategies selected by the students participated in that study are actively encouraging to take risks in language learning, such as guessing the meaning or trying to speak, despite having the possibility of making some mistakes; using positive self-talk; using relaxation techniques; sharing worries with other students; letting their tutors know that they are anxious.

Looking at these strategies that the students in the sample study prefer making use of may help the other students who are suffering from FLA as well. They might choose any of the strategies presented in that study and try to benefit from them in reducing their FLA.

As for emotional intelligence, it is possible to say that in order for the EI skills of the students to be improved in the classrooms, at first, language teachers should gain knowledge about emotional intelligence and then try to develop their learners' EI skills. It is after that they can reflect their knowledge to their learners and help them improve their emotional competencies.

When the heavy curricula of the preparatory schools in Turkey are taken into consideration, as the weekly plans are generally previously prepared by the administration, it may not be probable for the teachers to arrange all the courses according to the improvement of emotional intelligence skills. However, there may be some suggestions for the teachers to make use of without changing the curriculum thoroughly. Panju (2008) offers some ideas for the teachers to foster EI skills in the classrooms:

- explicit lessons on social, emotional and behavioral skills through the role-playing real-life situations and problem-solving scenarios
- model constructive relationships
- make use of multiple intelligences to celebrate success of all kinds
- make use of stories and literary excerpts about which the students can talk about their feelings, their feelings of others and at the same time question the positives and negatives according to themselves
- activate learners' thinking skills
- listen to learners' opinions about their learning experiences
- teach some techniques such as "calming down", which make students stop and think in the heat of the moment and so refrain from inflaming situations.

There are also some techniques suggested by Pishghadam (2009) to improve EI in the classrooms. These are discussions, listening to light music, watching emotional clips, questionnaires or literary excerpts. Also, the EFL teachers may derive benefit from "the use of the power of art, music, poetry and drama as well as journal writing, story telling, projects on real life issues, class meetings and stress relief techniques" to enter the learners emotional worlds (Kazak, 2010, p.118).

In the present study, it was found out that the lower levels of self-awareness the students have, the higher levels of FLA they experience. In order not to lose control of the emotions and in order to develop self-awareness in classrooms, some techniques can be used in classrooms such as investigating self-image, expanding emotional vocabulary, validating feelings through open discussions, determining the causes and effects of the students' emotions and modeling self-awareness (Panju, 2008).

Also, the findings suggest that the ones having low interpersonal skills have higher levels of FLA. Some suggestions of developing relationship skills in classrooms are providing students opportunities to have communication with each other and making use of group activities. As for developing assertiveness, it is

possible to practice several imaginary scenarios in which students need to formulate assertive communication. This would enable the students to automatically use such statements when they come across overwhelming situations (Panju, 2008).

As suggested by Azarmi (2004) by arousing the emotional intelligence skills of the students in the language classrooms, it is possible to reduce their levels of stress and make them feel more relaxed and comfortable. Duman (2003) adopted some awareness raising activities, which is directly related to emotional intelligence. She formed two groups; experimental group and control group. In the experimental group, she did some activities which aimed at raising emotional intelligence. In the other group, she did not take the interests and emotions of the subjects into account while teaching and presenting a usual lesson. At the end of the study, the findings suggest that experimental group's students dealt with the course more in a more motivated way.

When the things written above are taken into consideration, it is possible to say that there are several ways both for reducing language anxiety and for increasing emotional intelligence skills. Teachers can either deal with anxiety as a separate construct or they can make use of emotional intelligence-related activities in order to not only reduce anxiety but also create a more entertaining classroom atmosphere.

5.4 Further Research

The present study examined a group of students' emotional intelligence skills and foreign language anxieties at a private university in Ankara. Thus, further research is required to be carried out in various universities including both private and public ones in order to make comparisons among them and have more accurate results. In addition to the background variables of the students used in this study, another variable, which deals with the students' having been in a foreign country, can be also examined in further studies. Also, it would be useful if an open-ended question was added to the demographic inventory, asking about

the reasons why the students or their families preferred to attend either public or private school. Having some information related to this question will be useful for the discussion of the findings.

Moreover, another research may include the total scores of EQ. Thanks to this, it may be possible to examine EQ with total scores and to make more accurate comments for the relationship between FLA and EQ.

Besides these, the data gathering instruments used in the study are self-report tools and they may not reflect the subjects' true feelings. Therefore, it would be more reliable if face-to-face interviews were made with the students with the aim of getting their pure ideas and feelings observing their facial expressions and gestures.

Searching through the literature, it is possible to notice that cultural values of the societies are likely to influence emotional intelligence and foreign language anxiety. Further research can be conducted in relation to this issue. The way the different cultures affect the people and the reasons why it is so can be explored and even analyzed in contrast to each other.

Furthermore, a specific study can be carried out dealing specifically with the ways of reducing foreign language anxiety by using emotional intelligence skills. Teachers can prepare some activities or tasks in the framework of emotional intelligence, which aim to create an anxiety-free atmosphere. Some interviews can be done with the students and their opinions related to the success of those tasks can be learnt through these interviews. However, fulfilling these may require a longer period of time. So, carrying out a longitudinal research will be much better.

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APPENDICES

APPENDIX A

ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN DUYGUSAL ZEKA BECERİLERİ VE YABANCI DİL ÖĞRENME KAYGILARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Bu araştırma, Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Ekin Ergün tarafından yürütülmektedir. Araştırmanın amacı, Atılım Üniversitesi İngilizce Hazırlık Okulu öğrencilerinin duygusal zekaları ile yabancı dil öğrenme kaygıları arasındaki ilişkiyi incelemektir. Kişisel bilgileriniz kesinlikle gizli tutulacaktır. Anketlere verdiğiniz yanıtlar sadece araştırmacı tarafından değerlendirilecek olup anketlerden elde edilecek veriler sadece bu araştırmayla sınırlı kalacaktır.

Çalışma hakkında daha fazla bilgi almak için Ekin Ergün (Tel: 0 312 586 84 17; E-posta: e168615@metu.edu.tr) ile iletişim kurabilirsiniz. Katkılarınız için teşekkür ederiz.

Ekin ERGÜN
Orta Doğu Teknik Üniversitesi
Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi
Yüksek Lisans Programı Öğrencisi

BÖLÜM I

KİŞİSEL BİLGİ FORMU

Cinsiyet: Kız **O** Erkek **O**

Mezun olduğunuz lise: Özel Lise **O** Anadolu Lisesi **O** Fen Lisesi **O**
Düz Lise **O** Diğer:

Kaç tane yabancı dil biliyorsunuz? **O** Bir **O** Birden çok

İngilizce kitap okuyor musunuz?

O Hiçbir zaman **O** Yılda 1-2 **O** Yılda 5-6 **O** Ayda bir **O** Haftada bir **O** Haftada birden çok

İngilizce şarkı dinliyor musunuz?

O Hiçbir zaman **O** Yılda 1-2 **O** Yılda 5-6 **O** Ayda bir **O** Haftada bir **O** Haftada birden çok

İngilizce dizi/film izliyor musunuz?

O Hiçbir zaman **O** Yılda 1-2 **O** Yılda 5-6 **O** Ayda bir **O** Haftada bir **O** Haftada birden çok

BÖLÜM II

YABANCI DİL SINIF KAYGISI ANKETİ

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

1- Kesinlikle katılmıyorum, 2- Katılmıyorum, 3- Kararsızım,

4- Katılıyorum, 5- Kesinlikle katılıyorum

açıklamalarından birini seçerek (X) işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

	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 bildigim 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 rahatsiz etmezdi.	1	2	3	4	5
6. Ders esnasinda kendimi dersle ilgisiz şeyler düşünürken bulurum.	1	2	3	4	5
7. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünmeden edemiyorum.	1	2	3	4	5
8. Dersteki sınavlar esnasında genellikle rahatımdır.	1	2	3	4	5
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.	1	2	3	4	5
10. Sınıfta kalmanın sonuçları beni endişelendirir.	1	2	3	4	5
11. Dil derslerinin insanları neden 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 heyecanlanırım.	1	2	3	4	5
15. Öğretmenin düzelttiği hataların ne olduğunu anlamamak beni üzer.	1	2	3	4	5
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.	1	2	3	4	5
17. Derse gitmek sıklıkla içimden gelmez.	1	2	3	4	5
18. Derste konuşurken kendime güvenirim.	1	2	3	4	5
19. Öğretmenimin her yaptığım hatayı düzeltmeye hazır olmasından korkarım.	1	2	3	4	5
20. Derse kaldırıldığımda kalbimin çok hızlı attığını hissediyorum.	1	2	3	4	5
21. Sınavlara ne kadar çok çalışırsam, aklım o kadar çok karışır.	1	2	3	4	5
22. Derslere çok iyi hazırlanmak için baskı ya da zorunluluk hissetmiyorum.	1	2	3	4	5
23. Her zaman diğer öğrencilerin İngilizceyi benden daha iyi konuştuklarını düşünürüm.	1	2	3	4	5
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.	1	2	3	4	5
25. Dersler o kadar çabuk ilerliyor ki, geride kalmaktan endişe ediyorum.	1	2	3	4	5
26. Diğer derslere oranla kendimi dil dersinde daha gergin ve heyecanlı hissederim.	1	2	3	4	5
27. Derste konuşurken heyecanlanırım ve aklım karışır.	1	2	3	4	5
28. Derse giderken kendimden cok emin ve rahatim.	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. Anadili İngilizce olanlarla konuşurken kendimi muhtemelen rahat hissederim.	1	2	3	4	5
33. Öğretmen daha önce hazırlanmadığım sorular sorduğunda sıkıntı duyar, heyecanlanırım.	1	2	3	4	5

Lütfen anketi teslim etmeden önce bütün soruları cevaplandırdığınızdan emin olun.

BÖLÜM III

DUYGUSAL ZEKA ANKETİ

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

1- Tamamen katılıyorum, 2- Katılıyorum, 3- Kararsızım,

4- <u>Katılmıyorum,</u> 5- <u>Kesinlikle katılmıyorum</u>

açıklamalarından birini seçerek **(X)** işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

	Tamamen katılıyorum	katılıyorum	kararsızım	**<u>katılmıyorum</u>**	**Kesinlikle katılmıyorum**
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 yanlarıma 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 bir olasılığı inceler, daha sonra en iyisine karar veririm.	1	2	3	4	5
24. Bir liderden çok, takipçiyimdir.	**1**	**2**	**3**	**4**	**5**
25. Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.	1	2	3	4	5
26. Fiziksel görüntümden memnunum.	**1**	**2**	**3**	**4**	**5**
27. İnsanlara ne düşündüğümü kolayca söyleyebilirim.	1	2	3	4	5
28. İlgimi çeken şeyleri yapmaktan hoşlanırım.	**1**	**2**	**3**	**4**	**5**
29. Sabırsız bir insanım.	1	2	3	4	5
30. Diğer insanların duygularını incitmemeye özen gösteririm.	1	2	3	4	5
31. İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır	**1**	**2**	**3**	**4**	**5**
32. Başkalarıyla iyi ilişkiler kurarım.	1	2	3	4	5
33. Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.	**1**	**2**	**3**	**4**	**5**
34. İnsanlara yardım etmekten hoşlanırım.	1	2	3	4	5
35. Son birkaç yılda çok az başarı elde ettim.	**1**	**2**	**3**	**4**	**5**
36. Öfkemi kontrol etmem zordur.	1	2	3	4	5
37. Hayattan zevk almıyorum.	**1**	**2**	**3**	**4**	**5**
38. Duygularımı tanımlamak benim için zordur.	1	2	3	4	5
39. Haklarımı savunamam.	**1**	**2**	**3**	**4**	**5**
40. Oldukça neşeli bir insanımdır.	1	2	3	4	5
41. Düşünmeden hareket edişim problemler yaratır.	**1**	**2**	**3**	**4**	**5**
42. İnsanlar benim sosyal olduğumu düşünürler.	1	2	3	4	5
43. Kurallara uyan bir vatandaş olmak çok önemlidir.	**1**	**2**	**3**	**4**	**5**
44. Kendimi olduğum gibi kabul etmek bana zor geliyor.	1	2	3	4	5
45. Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.	**1**	**2**	**3**	**4**	**5**
46. Arkadaşlarım bana özel şeylerini anlatabilirler.	1	2	3	4	5
47. Kendi başıma karar veremem.	**1**	**2**	**3**	**4**	**5**
48. Başka insanlara saygı duyarım.	1	2	3	4	5
49. Başkalarına neler olduğunu önemserim.	**1**	**2**	**3**	**4**	**5**
50. Bazı şeyler hakkında fikrimi değiştirmem zordur.	1	2	3	4	5
51. Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır kalırım.	**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 duygularımla yüzleşir, onları gözden geçiririm.	1	2	3	4	5
85. Yeni bir şeylere 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**

APPENDIX B

Item analysis for Intrapersonal

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d.69	108,7341	181,374	,466	,868
d.55	108,2098	179,262	,600	,865
d.44	108,4488	179,187	,463	,868
d.26	108,3659	181,758	,440	,868
d.14	108,6780	185,084	,321	,871
d.10	108,5659	176,510	,636	,864
d.53	108,3341	181,098	,562	,866
d.2	109,1366	180,509	,364	,870
d.13	109,9951	186,196	,155	,878
d.8	108,4341	182,329	,428	,869
d.38	109,1390	179,631	,407	,869
d.84	108,7805	186,949	,207	,874
d.7	108,2659	179,726	,535	,866
d.9	108,5683	178,715	,462	,868
d.20	108,6976	177,938	,502	,867
d.27	108,6488	176,766	,562	,865
d.39	108,2976	177,173	,556	,865
d.86	109,3171	182,246	,283	,873
d.73	108,6659	182,306	,405	,869
d.64	108,8244	182,615	,390	,870
d.47	108,4854	179,869	,442	,868
d.22	108,5293	182,000	,347	,871
d.24	109,1341	182,204	,293	,873
d.35	109,0171	182,970	,294	,872
d.28	108,0000	185,022	,431	,869
d.15	108,3268	184,196	,439	,869
d.17	108,9829	179,968	,411	,869
d.19	108,1244	183,620	,460	,868
d.21	108,3854	182,081	,405	,869

Item analysis for Interpersonal

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d.77	69,1548	57,239	,430	,785
d.81	69,2476	58,344	,348	,790
d.49	69,0810	57,330	,457	,784
d.30	68,9286	58,124	,390	,788
d.25	69,1143	57,638	,419	,786
d.34	68,7786	56,588	,625	,777
d.79	68,8690	57,546	,381	,788
d.43	69,2048	59,209	,256	,796
d.45	69,0690	56,017	,426	,785
d.48	68,7738	56,920	,573	,779
d.59	70,4357	61,593	,019	,822
d.67	68,9429	56,966	,446	,784
d.62	69,2881	56,101	,409	,786
d.57	68,9452	57,579	,436	,785
d.46	68,7357	56,181	,582	,777
d.42	69,3286	58,942	,274	,795
d.32	68,9429	57,639	,492	,783
d.16	69,8833	56,165	,303	,797

Item analysis for Adaptability

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d.63	37,3885	44,392	,224	,669
d.75	37,8393	41,539	,376	,648
d.3	38,5156	41,515	,311	,657
d.80	38,0216	40,800	,369	,648
d.68	37,3333	42,622	,335	,655
d.6	38,4460	41,690	,299	,659
d.60	38,3022	42,082	,306	,658
d.70	37,7506	43,087	,207	,673
d.66	37,9113	43,624	,174	,678
d.41	38,4388	43,141	,222	,670
d.36	38,4293	40,832	,322	,655
d.29	38,7290	38,285	,505	,624
d.11	37,4556	42,431	,294	,660

Item analysis for Stress Management

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d.71	50,5986	34,669	,204	,606
d.61	49,8314	34,326	,286	,591
d.58	50,0570	33,225	,347	,580
d.50	50,9596	37,696	,018	,636
d.18	49,9715	33,904	,321	,585

Table (continued)

d.82	49,5986	35,246	,195	,607
d.56	49,9691	34,359	,236	,600
d.52	50,0879	34,247	,281	,592
d.12	49,1829	36,207	,176	,608
d.4	49,9572	33,851	,263	,595
d.51	49,7553	35,519	,225	,601
d.33	49,2162	34,913	,388	,582
d.23	49,3088	35,143	,290	,592
d.1	49,1449	36,191	,237	,600
d.87	49,3492	36,299	,224	,602

Item analysis for General Mood

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d.5	43,7082	37,816	,496	,785
d.78	43,4635	38,221	,442	,790
d.85	43,9694	37,100	,456	,789
d.76	43,6471	39,078	,454	,790
d.31	43,7765	39,349	,367	,797
d.83	43,3835	38,822	,378	,796
d.72	43,3835	36,492	,652	,772
d.74	43,1200	40,427	,288	,803
d.65	44,0776	37,308	,470	,788
d.54	43,4518	38,961	,465	,789
d.40	43,5624	38,450	,464	,788
d.37	43,7459	36,336	,488	,786

Item analysis for Anxiety

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
k.1	90,1638	168,864	,480	,737	k,18	88,9280	200,251	-,563	,783
k.2	89,2680	194,958	-,351	,779	k,19	90,1836	170,051	,432	,739
k.3	90,4020	166,072	,489	,735	k,20	90,2432	165,523	,569	,732
k.4	89,9256	164,348	,547	,732	k,21	90,1886	173,372	,310	,745
k.5	89,4169	188,234	-,166	,771	k,22	89,3623	182,436	-,007	,762
k.6	89,5583	174,770	,250	,748	k,23	90,0744	165,149	,556	,732
k.7	89,7841	164,493	,503	,733	k,24	89,9876	163,370	,614	,729
k.8	89,3102	200,772	-,491	,787	k,25	89,5980	166,938	,441	,737
k.9	89,7370	163,075	,581	,730	k,26	89,9107	165,460	,523	,733
k.10	88,3797	178,739	,109	,755	k,27	90,1737	164,527	,621	,730
k.11	89,1588	190,233	-,239	,771	k,28	89,0025	198,918	-,513	,782
k.12	90,3871	164,576	,579	,731	k,29	89,6551	165,311	,524	,733
k.13	90,1960	167,670	,473	,737	k,30	89,2680	174,878	,241	,749
k.14	89,5782	170,294	,398	,741	k,31	90,4541	166,731	,558	,733
k.15	89,4467	172,268	,284	,746	k,32	89,2630	188,025	-,174	,768
k.16	90,3499	165,517	,534	,733	k,33	89,8983	164,410	,591	,730
k.17	89,5806	179,125	,085	,757					