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Emotional Intelligence and Verbal / Linguistic Intelligence as Predictors of Speaking Anxiety

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Abstract

One of the most important problems for students in learning foreign language is speaking anxiety. This anxiety is experienced by foreign language learners during performing the target language in various class situations such as speaking in front of the whole class, small group discussion and whole – class discussion. This study aims at investigating 'the Emotional Intelligence and Verbal / Linguistic Intelligence as Predictors of Speaking Anxiety'. The detailed design of the present study is based on the quantitative research method and it is designed to investigate the relationship between emotional intelligence and speaking anxiety of Kurdistan University English students in addition to looking at relationship between Verbal / linguistic intelligence and speaking anxiety. In order to do this, the quantitative data which were collected through the questionnaires were used. The data gathered through these questionnaires were analyzed by using the Statistical Package for Social Sciences (SPSS) version 22.0. To conduct this research project, firstly, eighty upper intermediate EFL learners (male and female) were chosen in this study among which 55 of them were finalized as the research target group. They are all from Kurdistan University. They were selected through convenience sampling.

Key Words:

Speaking anxiety, emotional intelligence, verbal linguistics, predictor, Kurdistan University

1. Introduction

By the emergence of psychology in the academic society, learners have been considered as individuals with whole their needs, challenges, weaknesses and strengths, which are significantly different from each other (Brown, 2001; Cook, 2001). According to Crozier (1997), a professor from Cardiff University, individual differences can be one of the potential reasons for learners' different behaviors in language learning context, which may lead to academic success or failure in the area of foreign or second language learning. He (1997) mentions some important personality traits with regard to the individual differences among learners: intelligence, anxiety, motivation, self-confidence, shyness, and aggressiveness.

According to Horwitz et al. (1986), it is clear that speaking is a very sensitive class activity closely related to language anxiety and thus speaking anxiety can be frequently observed in many situations appearing in foreign language anxiety categories. Since, students in the foreign language class are often asked to practice their speaking and improve their communication skills by communicating with an instructor and other classmates, they may necessarily feel certain levels of anxiety in many speaking situations in the class.

Often this leads to experiencing emotional stress. They may be suffering from several forms of both cognitive and psychosomatic disorders. Hence in the foreign language class, it is strongly believed that students may be exposed to a variety of speaking variations which could generate speaking anxiety, depending on the particular characteristics of the state anxiety rather than the nature of the students' trait anxiety.

Obviously, severity levels of speaking anxiety are well characterized by situational variations, including the interlocutors, purposes and content knowledge with which students try to speak. Severity levels produced in various speaking situations vary by type (e.g., instructor, peers) and number of instructors (e.g., interpersonal face-to-face speaking, speaking in front of the whole class, small group discussion, whole class discussion). In addition, some levels of speaking anxiety are associated with speakers' purposes in speaking (e.g., explanation, expression of feelings or thoughts). Moreover, the amount of content knowledge (e.g., awareness of the topic, content

knowledge about communication skills) which speakers possess is related to foreign language speaking anxiety (Jang, 2001).

A review of the literature clearly indicates that foreign language anxiety is not only identified as situation-specific but as a conceptually distinct variable, which should be differentiated from other academic anxieties. The unique properties of foreign language anxiety are well characterized by dynamic features of language learning in the foreign language classroom. Thus this specific category of anxiety is experienced by foreign language learners during performing the target language in various class situations. Foreign language classroom speaking anxiety is one of the major learner variables for college students in Iranian EFL classes. Indeed, large numbers of Iranian college EFL learners are engaged in English classes in which English is used as a medium of communication, which require them to produce great amounts of target language verbal output.

1.2 Psychological View of Emotional Intelligence

According to Longman Dictionary of American English (2014), intelligence is "the ability to learn, understand, and think about things" (p 538). Emotional intelligence (EI) was first introduced by Psychologists Peter Salovey and John Mayer (1990), which was in complete agreement with previous research on social intelligence (Ford and Tisak 1983). Salovey and Mayor (1990) published their prominent article, "Emotional Intelligence," in the journal Imagination, Cognition, and Personality in 1990 and defined the emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence is about the intelligent use of emotions and utilizing the power or information contained in emotion to make effective decisions (Ciarrochi/Mayer 2007). Although different competing and sometimes conflicting components have been integrated into Emotional intelligence, this construct has offered the potential to integrate the reasoning of a person's cognition and emotion.

Goleman defined emotional intelligence as 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, which include self-control, zeal and persistence, and the ability to motivate oneself. Later,

Goleman (1998) restated his first definition of emotional intelligence and broke down emotional intelligence into twenty-five different emotional competencies, like political awareness, service orientation, self-confidence, consciousness and achievement drive.

1.3 Verbal/Linguistic Intelligence

Linguistic intelligence refers to words and language, both spoken and written (Gardner 1999). People who own high linguistic intelligence display exceptional skills in reading, writing, acquiring foreign language, and storytelling. Linguistically oriented learners often think in words and are best taught by reading, taking notes, listening to lectures, and discussion and debate. Individuals who have high linguistic intelligence enjoy word puzzles, writing poetry or stories, and reading. Occupations that reflect superior linguistic intelligence include: authors, public speakers, journalists, lawyers, teachers, and politicians.

In his book, Frames of Mind, Gardner (1983) states that linguistic intelligence concerns an individual's sensitivity of spoken and written forms of language, the ability to learn languages, and the capacity to make use of language to achieve certain goals. This intelligence includes the ability to effectively benefit from language in order to express oneself rhetorically or poetically; and language functions as a means to recall information. Gardner regards writers, poets, lawyers and speakers among those who have high linguistic intelligence. Gardner (1999a) argues that linguistic intelligence consists of core operations such as recognition and discrimination of phonemes, command of syntax and acquisition of word meanings.

1. 4 Speaking Anxiety

Anxiety is defined as "a type of cognitive response marked by self-doubt, feelings of inadequacy, and self-blame" by Sarason (1978, p.195). In another definition given by Spielberger (1983), it is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.1). Most people experience anxiety that is present only during a particular situation or event, which can be considered passing, and will reduce over time (Shomoossi & Kassaian, 2009).

In foreign language classes, students may experience speaking anxiety and show different reactions to that. "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). According to Paker and Hol, (2012), speaking tests may be the most challenging and stressful part of language testing. In speaking tests, students are expected to talk about on a certain task individually, in pairs or in groups of more than two. Therefore, their performance is influenced by various factors such as concentration, self-confidence, limited time, and the attitudes of the assessors which can lead to speaking anxiety during the test. However, speaking anxiety in EFL classes does not cause the same reactions among students. While some students experience quite comfortable situation during the performance, others might be under a lot of pressure which can influence their performance negatively (Young, 1990).

One of the most important problems for students in learning foreign language is speaking anxiety. This anxiety is experienced by foreign language learners during performing the target language in various class situations such as speaking in front of the whole class, small group discussion and whole – class discussion. A review of the literature indicates that, there is a discerned need for research studies in the domain of language learning in an EFL context in order to shed more light on the relationships between emotional intelligence and different skills or uses of language - speaking, listening, reading, and writing. Although there are many factors in speaking anxiety, I think Emotional intelligence and Verbal/Linguistic intelligence may also affect speaking anxiety.

Although there is much research on several aspects of emotional intelligence, a limited amount of research has been done on the relationship between emotional intelligence and speaking anxiety. Moreover, nearly there is no research about the relationship between verbal/linguistic intelligence and speaking anxiety in Iran. To fill the gap, this research project aims to investigate the relationship among emotional intelligence, verbal/linguistic intelligence and speaking anxiety. Hence, this study tries to find out whether there is any statistically significant relationship among emotional intelligence, verbal/linguistic intelligence and speaking anxiety. In addition,

it attempts to explore which one of the emotional intelligence or verbal/linguistic intelligence is a better predictor of speaking anxiety.

This study aims to address the following two research questions:

1. Is there any significant relationship between emotional intelligence and speaking anxiety?
2. Is there any significant relationship between verbal / linguistic intelligence and speaking anxiety?

2. Research Methodology

2.1 Settings

Kurdistan University is a university located in the city of Sanandaj, in the province of Kurdistan in west of Iran, which is considered one of the Iranian state universities. In 1974, the university began its work as the Sanandaj School of Economics affiliated with the Tehran Teacher Training University and continued to be one of the campuses of the University of Razi. Kurdistan University is a Public state university in Sanandaj in which there is a variety of students coming from various parts of Iran. The study was conducted at English Department of Kurdistan University in Sanandaj, Iran. Students attending this university must be accepted in the entrance examination.

2.2 Participants

To conduct this research project, firstly, eighty upper intermediate EFL learners (male and female) were chosen in this study among which 55 of them were finalized as the research target group. They are all from Kurdistan University. They were selected through convenience sampling.
Convenience sampling is a non-probability sampling technique in which the subjects of this study were selected because of their convenient accessibility and proximity to the researcher. In this study, the English learners of the language department of Kurdistan city were an available and convenient source of data. Kurdish, Turkish and Persian language was supposed to be their first and English was their foreign language. The participants in this study were selected among English students in Sanandaj, Iran. So, the sampling design of the study was convenience non-probability design and, in the next step, two-staged sampling was used to homogenize the samples.

In order to standardize the research results, all the participants were homogenized. In order to have a homogeneous sample of the population under study a multiple-choice, Nelson proficiency Test (250 A) by Fowler and Coe (1976) was administered to the participants and based on the results a specified number of students whose scores fell one SD above or below the mean were selected as the sample of the study.

However, the students were recruited in this study as a group without dividing or discriminating them according to race, gender or social background and language background. The subjects of this study were learners who were studying in the same semesters since they were assumed to have a rather similar educational background. The participants had different high school backgrounds. 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.

2.3 Data collection instruments

To find out the answers to the research questions, the quantitative data was collected through the following data collection instruments:

a) Emotional intelligence Quotient Inventory (EQ-I) developed by Schutte, et.al (1998) was used to investigate the learner's emotional intelligence. This questionnaire consisted of 33 items. For each item, there are five possible choices including, strongly disagree, disagree, neither disagree nor agree, agree and strongly agree.
b) The verbal/linguistics test developed by Walter McKenzie (1999) was used to investigate the learner's verbal / linguistic intelligence. This questionnaire consisted of 10 items for verbal intelligence. The participants place a "1" next to each item they feel accurately describes them, if not they leave the space blank.
c) Speaking Anxiety Scale (FLCAS), developed by Pawlak and co-workers (2014), was used to determine the learner's level of speaking anxiety.

2.4 Data Collection Procedure

One intact class of undergraduate EFL students from Kurdistan University were randomly assigned as the target group of the study. The pretest scores

were obtained by administering the Foreign Language Classroom Anxiety Scale (FLCAS), Emotional intelligence Quotient Inventory (EQ-I) and The verbal/linguistics test.

Before administering the questionnaires to the participants, the administration and conduction of the institution was informed by the researcher about the study and the researcher got permission to carry it out. Then, in the second semester of the 2018-2019 academic year, the data collection procedure began. The researcher gave packs of questionnaires according to the number of the students in each class. The detailed information about the purposes of the study was given to all the participants to apply those inventories. In order for the participants to take the questionnaires seriously and give sincere answers, the researcher put a great emphasis on this issue while informing them. 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 participants 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.

Since the research questionnaire is already valid, its reliability indexes for the new distribution is computed. Then, the researcher administered the questionnaires to the participants to measure the variables under the study respectively. Having collected the data as the last phase, the researcher went through the process of data entry and data analysis which is presented in chapter 4.

2.5 Data Analysis Procedure

To ensure the normality of the distribution, descriptive statistics was employed. In this study, there are two independent variables of emotional intelligence and verbal/linguistic intelligence and one dependent (predicted) variable of speaking anxiety, therefore the collected data was analyzed through multi-linear regression. Case Processing Summary in SPSS 22 was used to check if there is any missing or mortality in the number of participants. In the case of descriptive statistics, mean scores and the standard deviations were utilized. Pair-wise comparisons were also used to see whether there is any difference between the two independent variables of emotional intelligence and verbal/linguistic intelligence.

3. Results and Discussion

Table 1 summarizes the statistical information about the variables of the study including emotional intelligence, verbal linguistics and speaking anxiety.

Table 1: statistical information about the variables

Research variables	mean	Percentage	Standard deviation	Variance
verbal linguistics	3.16	63.2	0.679	0.461
emotional intelligence	3.44	68.8	0.786	0.618

The table above shows that the level of verbal linguistics was about 63.2% and rate of emotional intelligence is approximately 68.8%. Also the dispersion rate of the variable scores in emotional intelligence is more than verbal linguistics.

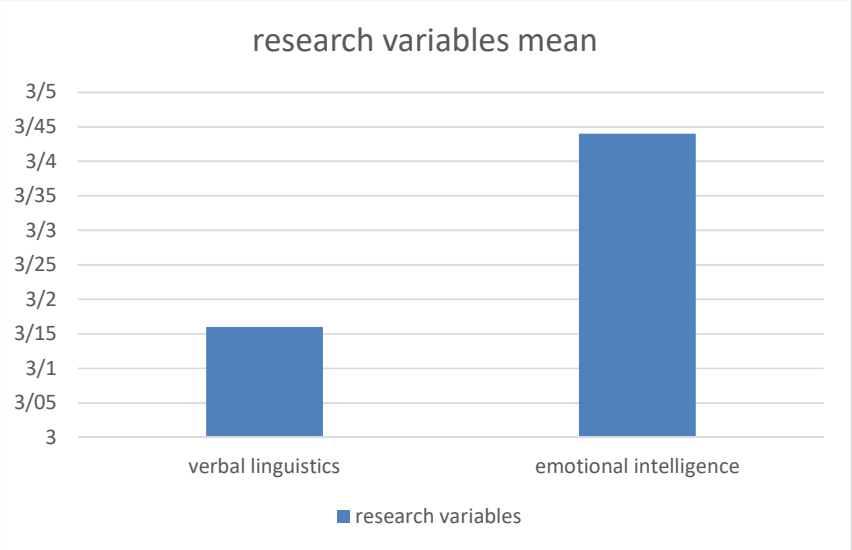

Diagram 1: Column diagram of the research variables

3.1 Research Hypothesis 1

Hypothesis: Emotional intelligence has a significant effect on the speaking anxiety.

Hypothesis 0: Emotional intelligence doesn't have a significant effect on the speaking anxiety.
Hypothesis 1: Emotional intelligence has a significant effect on the speaking anxiety.
Simultaneous regression analysis is used to confirm this hypothesis. To perform this test, the hypothesis of regression analysis must be implemented in order for the results of the regression analysis to be reliable.

1. Theories of correlation between the criterion variable and the predictor variable
2. Model Explanation Default: It must be determined whether the predictor variable has the ability to explain (the average effect of the predictor variable on the criterion variable) the criterion variable or not.
3. Default Investigation of the existence of a linear relationship between the predictor variable and the criterion variable: this assumption is supported by the ANOVA test.

Correlation between criterion and predictor variables

Table 2 examines the degree of correlation between the criterion variable and the predictor. Therefore, Pearson correlation parametric test is used for this part.

Table 2: Pearson correlation

Criterion Variable / Predictor variable		speaking anxiety
Emotional intelligence	The correlation coefficient	0.581
	Significance level	0.001

Table 2 shows that the significance level is less than 0.05, so there is a significant relationship between the criterion variable and the predictor with 99% confidence level. Therefore, the first precondition of the test is observed.

The Model Determination

Table 3 examines the extent of explanation of the regression model in the first research hypothesis.

Table 3: explanation of the regression model

R	Squared R	Justified Squared R	Durbin-Watson
0.581	0.337	0.336	1.87

The table above shows that the justified R squared is 0.336. So that about 34% change in the variable of speaking anxiety is due to changes in variables emotional intelligence. Therefore, since this coefficient is greater than 14 %, so the model is suitable. Also, because the value of the Durbin-Watson is between 1.5 and 2.5, the assumption of independence between the errors will be accepted.

The Linear Correlation

Table 4 examines the linear relationship between the criterion variable and the predictor variable using the ANOVA test.

Table 4: the linear relationship between the criterion variable and the predictor variable in the first hypothesis

Model	The sum of squares	degree of freedom	the mean square	F	the level of significance
Regression	59.637	1	59.637	194.588	0.001
Remaining	117.093	382	0.307	_	_
Total	176.73	383	_	_	_

As it turns out, the significance level is less than 0.01. Therefore, the null hypothesis that there is no linear relationship between the predictor variable and the criterion is rejected. Therefore, this table assumes the existence of a linear relationship between the two variables.

The Model Function

Since all three conditions were met by using univariate regression test, a function should be presented to show the predictor of the criterion variable based on the predicted variable. Therefore, table 5 shows the regression coefficients in this regard.

Table 5: Regression Coefficients in the first hypothesis

	Non-standard coefficients		Standard coefficients	T	Sig.
	B	Criterion error	Bata		
Fixed value	1.439	0.127	_	11.317	0.001
Emotional intelligence	0.502	0.036	0.581	13.948	0.001

According to the above table, it can be said that the level of significance of the constant value test is less than 0.01. Therefore, the assumption of alpha being equal to zero is rejected and it can be concluded that the constant value affects the criterion variable. So that it can have an important role in the non-standard coefficients equation. Also, the significance level of 'emotional intelligence' is less than 0.01, then, it is appropriate to be entered into the standard coefficients equation, or in other words, it can affect the criterion variable. Now, according to the above explanations, the standard and non-standard coefficients are as follows:

$Y = (b_1 x_1) + \varepsilon$ ⟹ Standard Equation

ε) +emotional intelligence( )0.581=(Speaking anxiety

$Y = a + (b_1 x_1) + \varepsilon$ ⟹ Non-standard Equation

ε) +emotional intelligence( )0.502 +(1.439 =Speaking anxiety

From the above function, it is concluded that given the constant external factors, emotional intelligence can predict the amount of speaking anxiety. In fact, with the increase in a variance in emotional intelligence, the amount of speaking anxiety will change to about 0.581 of the variance, indicating a high impact of emotional intelligence on speaking anxiety. So we can say that 'emotional intelligence has a significant effect on the speaking anxiety'. Therefore, the main hypothesis of the research is confirmed and the null hypothesis is rejected.

3.2 Research Hypothesis 2

Hypothesis: Verbal linguistics has a significant effect on the speaking anxiety.

Hypothesis 0: Verbal linguistics doesn't have a significant effect on the speaking anxiety.

Hypothesis 1: Verbal linguistics has a significant effect on the speaking anxiety.

Simultaneous regression analysis is used to confirm this hypothesis. To perform this test, the hypothesis of regression analysis must be implemented in order for the results of the regression analysis to be reliable.

1. Theories of correlation between the criterion variable and the predictor variable
2. Model Explanation Default: It must be determined whether the predictor variable has the ability to explain (the average effect of the predictor variable on the criterion variable) the criterion variable or not.
3. Default Investigation of the existence of a linear relationship between the predictor variable and the criterion variable: this assumption is supported by the ANOVA test.

Correlation between criterion and predictor variables

Table 6 examines the degree of correlation between the criterion variable and the predictor. Therefore, Pearson correlation parametric test is used for this part.

Table 6: Pearson correlation

Criterion Variable Predictor variable		speaking anxiety
Verbal linguistics	The correlation coefficient	0.515
	Significance level	0.001

Table 6 shows that the significance level is less than 0.05, so there is a significant relationship between the criterion variable and the predictor with 99% confidence level. Therefore, the first precondition of the test is observed.

The Model Determination

Table 7 examines the extent of explanation of the regression model in the second research hypothesis.

Table 7: explanation of the regression model

R	Squared R	Justified Squared R	Durbin-Watson
0.515	0.265	0.263	2.017

The table above shows that the justified R squared is 0.263. So that about 26% change in the variable of speaking anxiety is due to changes in variables verbal linguistics. Therefore, since this coefficient is greater than 14 %, so the model is suitable. Also, because the value of the Durbin-Watson is between 1.5 and 2.5, the assumption of independence between the errors will be accepted.

The Linear Correlation

Table 8 examines the linear relationship between the criterion variable and the predictor variable using the ANOVA test.

Table 8: the linear relationship between the criterion variable and the predictor variable in the second hypothesis

Model	The sum of squares	degree of freedom	the mean square	F	the level of significance
Regression	46.838	1	46.838	137.747	0.001
Remaining	128.892	382	0.34	_	_
Total	176.73	383	_	_	_

As it turns out, the significance level is less than 0.01. Therefore, the null hypothesis that there is no linear relationship between the predictor variable and the criterion is rejected. Therefore, this table assumes the existence of a linear relationship between the two variables.

The Model Function

Since all three conditions were met by using univariate regression test, a function should be presented to show the predictor of the criterion variable based on the predicted variable. Therefore, table 9 shows the regression coefficients in this regard.

Table 9: Regression Coefficients in the first hypothesis

	Non-standard coefficients		Standard coefficients	T	Sig.
	B	Criterion error	Bata		
Fixed value	1.795	0.121	_	14.862	0.001
Emotional intelligence	0.404	0.034	0.515	11.737	0.001

According to the above table, it can be said that the level of significance of the constant value test is less than 0.01. Therefore, the assumption of alpha being equal to zero is rejected and it can be concluded that the constant value affects the criterion variable. So that it can have an important role in the non-standard coefficients equation. Also, the significance level of 'Verbal Linguistics' is less than 0.01, then, it is appropriate to be entered into the standard coefficients equation, or in other words, it can affect the criterion variable. Now, according to the above explanations, the standard and non-standard coefficients are as follows:

$Y = (b_1 x_1) + \varepsilon$ ⟹ Standard Equation

ε) +Verbal linguistics( )0.515=(Speaking anxiety

$Y = a + (b_1 x_1) + \varepsilon$ ⟹ Non-standard Equation

ε) +Verbal linguistics( )0.404 +(1.795 =Speaking anxiety

From the above function, it is concluded that given the constant external factors, Verbal linguistics can predict the amount of speaking anxiety. In fact, with the increase in a variance in verbal linguistics, the amount of speaking anxiety will be changed to about 0.581 of the variance, indicating a high impact of verbal linguistics on speaking anxiety. So we can say that 'verbal linguistics has a significant effect on the speaking anxiety'. Therefore, the second hypothesis of the research is confirmed and the null hypothesis is rejected.

4. Conclusion

Full of feeling factors and their relationship with second/unknown dialect learning have been for quite some time inquired about. Numerous investigations investigated effects of every single one of the different factors,

in any case, just some of them endeavored to overview impacts of at least two factors all the while. Less investigations additionally investigated interrelationships of these factors as connection. The present examination investigated two of these factors targeting revealing their effects on language students just as finding any relationship between the factors. Besides, connection among the factors and language capability and accomplishment was looked for.

Second language learning is a perplexing, dreary procedure which needs to apply every potential asset so as to arrive at ideal achievement. To completely comprehend the unpredictability of language-learning process, English instructors should consider both interior and outer components in this procedure (Alvandnia and Agha Alikhani, 2014). In such manner, enthusiastic knowledge has been recognized as a significant, inward factors related to singular contrasts in scholastic condition. Thus, English educators ought to know about the idea of EI and try however much as could reasonably be expected to build up understudies' capacities in this field (Barani and Shakib, 2011). They ought to insert EI-related systems in language instructing, and encourage agreeable learning as talk bunches in which students are approached to express their sentiments transparently and share those emotions with others, and help them cultivate their self-assurance, having great associations with the colleagues, and diminish language tension along these lines. Truth be told, through enthusiastic knowledge improvement, understudies will be increasingly dynamic in oral interchanges and will in general accomplish abnormal state of capability in language classes.

5. Pedagogical implications

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 behavior. 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, and
- make the context more enjoyable by choosing topics that the students are more interested in.

6. Suggestions for further research

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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