Emotional Intelligence and Language Competence: A Case Study of the English Language Learners at Taif University English Language Centre

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Abstract

Variation in general abilities of human beings gave birth to the concept of intelligence. Since 1990, when for the first time emotional intelligence was introduced, it has become a buzzword in many fields including education, management studies, and artificial intelligence. Within the context of foreign language learning, it is being applied in educational institutions for language competence. An empirical study was conducted on English language learners at Taif University English Language Centre (TUELC) to find out relationship between their Emotional Intelligence (EI) and language competence. For this study, a group of 200 (male and female) students were selected randomly studying English at the undergraduate level. Data collected through EI Inventory was matched with their academic achievement in English language based on assessment of four skills. The result revealed a close relationship between EI and language competence of undergraduate students at TUELC and EI also affects students' English language competence.

Key words: Emotional Intelligence; Language competency; English language teaching; Saudi undergraduates

1. INTRODUCTION

All human beings differ in their general mental capabilities. They are different in their thinking competences, understanding, abilities, skills, comprehension, and other aspects of personality. This realization attracts much attention in the modern age because of the shift to individual differences that "… has rightly influenced the academic world in general and ELT in particular (Javid, 2013, p.255). This leads to the concept of intelligence. Intelligence is a complex construct. It is usually referred to as a general mental capability of thinking abstractly, getting benefit from past experience, learning and understanding new material, reasoning and solving problems. According to Webster's Dictionary (2013), intelligence is a) the ability to learn or understand or to deal with new or trying situations; b) the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (as tests).

Alfred Binet was the first person who designed tests to measure intelligence and it was accepted that intelligence can be measured (Gardner, 2006). These tests, concentrating on cognitive abilities like memory and problem solving, remained popular among masses to assess their IQ level till the beginning of twentieth century. Researchers like Thorndike and Wechsler challenged the concept adding that attitude of people are highly affected by non-cognitive aspects of intelligence as well. According to Thorndike (1920), emotional and social components should also be taken into account in order to get more reliable results from the measurement of intelligence. According to Thorndike (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). Later, Guilford and Hoepfner put forward the idea of intelligence as a multidimensional construction consisted of one hundred and twenty different types of intelligence (Mayer & Salovey, 1997). Then, Gardner (1983) put forward the idea of Multiple Intelligence which includes

8 types of intelligences: Spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical.

Goleman (1998) came up with the idea of Emotional Intelligence defined as "the capacity for recognizing our own feelings and those feelings in and of others, for motivating ourselves, and for managing well the emotions in ourselves and in our relationships" (p.317). EI factors such as self-awareness, managing emotions, empathy, cooperation, communication and resolving conflicts are vital not only for academic success but also for lifelong learning and success. Some factors directly while others indirectly contribute to academic success. These indirectly contributing factors develop and support those direct factors for academic success. For example, interest develops good schematic memory that has a direct relation with effective learning but not with academic success while awareness is based upon good schematic memory (i.e., good understanding of things and relationship between them) and has a direct relationship with success. Awareness based on reliable schematic memory generates confidence that reciprocally strengthens motivation and awareness. A self-aware student can have academic success but bad schematic memory will not let him remain an aware person. Factors such as pessimistic schema does not directly contribute in the failure of the student instead it generates fear that has direct relationship with failure. According to Goleman (1995) optimistic and pessimistic ways of thinking highly contribute in the success and failure of people. Moreover, these two thinking patterns: optimism and pessimism are based on optimistic and pessimistic schematic memories. Pessimistic schema is based on stress and pain while optimistic schema is based on happiness, hope and achievement. In teaching and learning, success of the student depends upon how skillfully the teacher applies factors of learning and EI in the classroom for effective learning. McCluskey (1997) describes the relationship between self-identity, academic persistence and achievement as the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement.

Emotional Intelligence (EI) is knitted well in every field of life including human psyche, understanding, recognition, communication, interaction, etc. Among different learning concepts and models in psychology, EI is progressively being infused in teaching, education and development. Hence, teaching EI has not only become a responsibility of teachers but also a necessity to be introduced at all levels of education and across the curriculum.

1.1 Research Questions

1. What is the relationship between emotional intelligence and language competence of English language learners?

2. To what extent, EI affects language competence of the English language learners at TUELC?

1.2 Objectives

a. To find out the relationship between emotional intelligence and foreign language competence;

b. To identify the effects of EI on the language competence of the English language learners at TUELC.

2. LITERATURE REVIEW

It is impossible to make a precise and universal definition of intelligence as its definitions have changed greatly in the course of time. To further understand the concept of intelligence, Karaduman (2010, pp.2-3) provided a useful compilation of definitions:

• The power of good responses from the point of view of truth or facts. (Thorndike)

• The ability to carry on abstract thinking. (Terman)

• Sensory capacity, capacity for perceptual recognition, quickness, range or flexibility of association, facility and imagination, span of attention, quickness and alertness in response. (Freeman)

• Ability to learn or having learned to adjust oneself to the environment. (Colvin)

• Ability to adapt oneself to new situation in life. (Pitner)

• The capacity for knowledge and knowledge passed. (Henmon)

• A biological mechanism by which the effects of complexity of stimuli are brought together and given a somewhat unified effect in behaivour. (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 inovert behavior to the advantage of the individual as a social animal. (Thurstone)

• The capacity to acquire capacity. (Woodrow)

• The capacity to learn or profit by experience. (Dearborn)

• Sensation, perception, association, memory, imagination, discrimination, judgment, and reasoning. (Haggerty)

The common aspect in all these definitions is the ability to learn and to harmonize one with the environment.

2.1 Emotions and Intelligence

Early traces of relationship between intelligence and emotions are found in Charles Darwin's work where he talks about the importance of emotions for survival and adaptation (as cited in Bar-On, 2006). In the 1900s, though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the field of intelligence had begun to recognize the importance of the non-cognitive aspects. For instance, in the 1920s, Thorndike (1920) used the term social intelligence to describe the skill of understanding and managing other people. Also,

in the1940s, David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that the models of intelligence would not be complete until we could adequately describe these factors (Bar-On, 2006). In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* (Gardner 1983) introduced the idea of multiple intelligences which included both interpersonal and intrapersonal intelligences. In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability (Smith, 2002). So there was a common belief that traditional definitions of intelligence lacked the ability to fully explain performance outcomes. Wayne Payne used the term 'emotional intelligence' for the first time in his doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* in 1985 (Payne, 1986). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990) and Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000 (Petrides & Furnham, 2000).

EI discusses emotional, social, personal and survival aspects of intelligence and its major concern is to help individuals understand one another. EI helps to comprehend the ways to adapt and cope with the immediate surroundings in order to be more successful in various situations; i.e., better the understanding of the situation, more the chances of success. Hence, it helps to predict success. In other words, to measure EI is to measure the ability of a person to get along in this world. Cognitive intelligence alone is not the key to determine and predict success because many less cognitively intelligent individuals are more prosperous and successful as comparing to many cognitively intelligent people (Bar-On, 2004).

The word emotional in EI distinguishes it from any other kind of intelligence, especially cognitive intelligence. Mayer, Salovey, and Caruso (2002) argue that EI is a bunch of concepts: Intelligence involves the idea of most important ability to do abstract reasoning, the field of emotions gives notion that emotions are cues which represent meanings of associated relationship such as fear represents threat and happiness is related to acceptance. Similarly, the idea that some emotions are universal has been conceived by classifying basic emotional expressions in human beings and other species through extensive studies (p.6).

Bar-On (2004) defines EI as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with situational demands and pressures. The adjective 'emotional' means intelligence to emotion related knowledge and abilities used in life that separates its functioning from cognitive intelligence. He also takes success as a set goal of a person for which one struggles to accomplish. For example, in studies obtaining minimum grades to be promoted to next level can be a goal of a person. Achieving those minimum grades will be considered as success by the student. Similarly, coping with environmental demands is an important determinant of success. A good judgment of situation combining with personal factors, cognitive abilities and biological conditions influence behavior. So, behaviour cannot occur in isolation; it is always the situational context and personal factors that assign meaning to behavior and lead one to success or failure.

Merkowitz and Earnest (2006) say that EI helps in predicting success of a person as it reflects how a person applies knowledge to its immediate situations. Snyder & Lopez (2002) state that EI predicts success in workplace, family functioning and personal relationships. Similarly, Pandey (2005) values EI because it helps an individual in handling stress and managing feelings. Similarly, MacGilchrist, Mayers and Reed (2004, p.263) value EI as

> a psychological theory for two reasons: Firstly it provides an organizing framework that helps in analyzing research in the field by focusing on its function as an organizing tool. Secondly, EI has gone beyond the traditional view of intelligence by incorporating the emotional system that provides a theory of individual differences in emotional competencies.

Goleman and Cherniss presented the idea of emotional competence which is "a learned ability grounded in EI" (2001, p.28). It is the ability to understand, manage, express and use emotions. EI affects the ability to learn practical emotional competencies and develops emotional literacy necessary for satisfied better quality life and overall happiness. Goleman (2000) has provided twenty competencies nested in four clusters of general EI abilities which can be learned and applied in everyday life. Similarly, Singh (2003) considers psychological perspective of EI as ability of a person to be emotionally competent; to gain emotional maturity and have emotional sensitivity. It is an essential social skill of relationship management.

The significance of emotions in one's life may stem from the following reasons:
• They contain valuable data.
• Our bodies talk to us through our emotions.
• Our emotions communicate messages to others.
• Our emotions are impulses that compel us toward-or away from-various courses of action.
• Emotions improve our thinking (Panju, 2008, pp. 6-7).

In the same vein, Bar-On (2007) argued 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. After conducting his research on more than 23000 people, he concluded that emotional intelligence has a considerable effect on individual's performance. Brackett and Salovey (2004) study also reflected that there is a correlation between EI and psychological health. It has been observed that learner feel more relaxed when the educational environment takes care of their emotions into consideration. 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). In another study conducted by Parker et al. (2004) found that there is a moderate but statistically significant relationship between emotional intelligence and school performance. Understanding students' emotional development is very important for parents and teachers. They should observe and be able to 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). 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.

According to Goleman (1995, 2001 & 2002) EI has five basic characteristics.

a) Self-Awareness: Individuals with high EI have better understanding and knowledge of emotional system. They are not carried off by their feelings and know their strengths and weaknesses.

b) Self-Regulation: It is the ability to control emotions and impulses. An emotionally balanced person can make good decisions. Self-regulated persons do not allow themselves to become excessively angry or jealous. They make cautious, careful and thoughtful decisions.

c) Motivation: It is a latent energy in a person that helps in achieving results, coping with challenges and rejections. People with high EI are intrinsically motivated to defer immediate results over long-term success. They are not only highly productive but also they love challenges and are very effective in whatever they do.

d) Empathy: It is the ability to identify with and understand someone else's feelings or difficulties. Emotionally intelligent people understand the wants, needs and point of view of people around them. Empathetic people are not only honest in their feelings but also live their lives in an open and honest way. They avoid stereotyping and quick judgments.

e) Social Skills: People with high EI are normally team players, have brilliant communication abilities, can manage disputes, help others to grow, and are very good at developing relationships. Oately (2004) believes that EI helps individuals in managing their lives and relationships with others.

Learning consists of the following factors: interest, attention, memorization, schema and motivation. Different types of fears motivate learners such as fear of punishment, failure, career-loss, teacher, and in case of failure humiliation in friends and family. These fears generate stress that makes association of learning with pain. Whereas, factors of EI such as self-awareness, managing emotions, empathy, cooperation, communication and resolving conflicts are vital not only for teaching-learning process but also for lifelong learning and success.

2.2 EI Models

Several theories of EI have been presented and almost all of them emphasize how individuals perceive, understand, utilize and manage emotions for the evaluation and development of personal effectiveness (Emmerling & Goleman, 2003). However, the two most important EI models are Goleman's and Bar-On's which are being discussed here.

A. Goleman's Model of Competencies

Goleman, in 1998, presented the concept of emotional competence as a learned capability naturally embedded in EI that helps individual to perform well. His theory further states that emotional competencies can be strengthened by improving four major domains of EI: self-awareness, self-management, social awareness, and relationship development. Later on, he developed 20 competency-based model of EI and categorized these competencies into two major categories of personal competencies and social competencies. Emotional Competence Inventory (ECi) is a scale that is used for measuring emotional competence of a person and mainly falls in Mixed Model of EI. An accurate self-assessment can improve role and performance of the person (Goleman, Boyatzis & McKee, 2002).

A Framework of Emotional Competencies
(Goleman, 2000)

	Self Personal Competence	**Other** Social Competence
Recognition	Self-Awareness • Emotional self-awareness • Accurate self-assessment • Self-confidence	Social Awareness • Empathy • Service orientation • Organizational Awareness
Regulation	Self-Management • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	Relationship Management • Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork & collaboration

B. Bar-On's Model of EI

Bar-On theory of EI describes specific emotional abilities that influence overall ability of a person to handle environmental demands effectively. It is a theory of psychological well-being and adaptation (Bar-On, 2004). He introduced Emotional Quotient Inventory (EQ-i) model of EI that measures EI skills. Fabio and Vanessa (2005) mentioned that in one study EQ-i was predictive of success for US Air Force recruiters.

EQ-i mainly falls in Mixed Model of EI, personality traits and dispositions; and a number of constructs related to EI is measured with it. The model is multifactorial and related to potential for performance; it is process-oriented instead of outcome-oriented. EQ-i is a self-assessment measure and was presented with 133 items that include 8

negative and 8 positive impression items. EQ-i: 125 and EQ-i: 117 are two other versions of standard EQ-i: 133. EQ-i:125 does not include 8 items of negative impressions while EQ-i: 117 in addition to negative items does not include 8 positive impressions. Any version of EQ-i takes around 30 to 45 minutes to complete; it measures skills in 5 composite scales and 15 subscales (Bar-On, 2004). The composite scale includes intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood.

2.3 EI and Language Competence

Bar-On (2004, p.15), in the context of EI, defines the term success as "the end-product of that which one strives to achieve and accomplish as such, it is very subjective and potentially socially influenced." For example getting admission in a "good" school or obtaining "high" grades is success for someone. Regarding academic success Bar-On (2004, p.132) cites the study of Amanda Swart who administered EQ-i to 448 students at the University of Pretoria and concluded that academically successful students had significantly higher EQ-i scores.

Learning to manage feelings and relationships develop a kind of EI that helps individuals to be successful. Goleman (1995) regards EI responsible for success in almost every aspect of person's life. Students who think positively can concentrate for a long time and attain academic achievement without any difficulty; such students are self-motivated, capable and display strong personality traits. Goleman considers EI as a set of crucial abilities for effective living and emphasizes teachings of its basics in schools. According to Cherniss, Goleman and Emmerling (1998), early life plays key role in shaping or destroying emotional competency skills of an individual. There is a significant correlation between specific EI skills and academic success of students. Children who consistently get emotional coaching from their parents experience better physical health, more positive feelings and score higher in academics as compare to those children who do not get such guidance from their parents.

Chang (2008) argues that EI may be improved at any stage of life. Due to the fact that emotions can be learned and controlled, teachers may help the students improve themselves accordingly through strategies like role-play, problem-solving, critical thinking and conflict management. Pishghadam (2009) adds to the list creating discussion groups, making 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.

Studies on the relationship of EI and academic success have been carried out by many researchers but there are fewer researches on the relationship of EI and language competence. The present study is an attempt to explore the relationship between EI and language competence at the university level. To the best of the researcher's knowledge, there is no such study that has been conducted in the context of Saudi Arabia.

2.4 Relevant Studies

Walker (2006) examined the relationship between EI and academic success by using the Bar-On EI Inventory on 1205 fourth-year college students at the University of Southern Mississippi. The results showed a significant relationship between EI and academic success of the participants. In another study conducted by Dağlı (2006) on 285 students at Bahriye Primary Education School in Turkey, the results reflected that intelligence and EI were positively related to academic success. On the other hand, Yılmaz (2007) conducted a research on 122 Social Sciences Teacher Education Undergraduate Program students of the Department of Elementary Education in Atatürk University using Emotional Quotient Inventory (EQ-i) and found no significant relationship between EI and academic success.

In a study regarding the relationship between EI and foreign language learning on 508 Iranian university students, Pishghadam (2009) concluded that there was a relationship between categories of the EI and GPA. Another study in the Iranian context was conducted by Shahmohadi and Hasanzadeh (2011) about EI and its predictive impact on EFL learners' success. They found no relationship between EI and English language test performance based on the learners' scores on an English final achievement test. However, there was a relationship between each of intrapersonal and general mood categories of the EI and English language test performance. Moreover, intrapersonal and interpersonal intelligences predicted language success.

3. RESEARCH DESIGN

The present study is an exploratory and correlational study to find the relationship between emotional intelligence and language competence of English language learners at Taif University English Language Centre (TUELC). The researcher recruited 200 students randomly for EI tests and matched their results with their language competence to know the impact of EI on their language competence.

In this research, Bar-On Emotional Intelligence Quotient Inventory (Bar-On EQ-i: 125) was used to measure Emotional Intelligence of the students of English at TUELC. It is a self-assessment measure of EI skills and contains 5 composite scales that include 15 subscales. Hence, it measures 15 skills that are grouped in 5 main skills of an individual. Bar-On EQ-i: 125 was administered in Arabic language to get a better understanding of the situation. The inventory takes around 30 to 45 minutes to complete. Appendix A enlists all 125 items of Bar-On EQ-i: 125 while Appendix B gives a detailed description of 5 composite scales, 15 subscales and their item numbers.

Validity of Bar-On EQ-i is very high. Nine types of validity studies namely construct, discriminant, face, content, criterion-group, convergent, factorial, divergent

and predictive of the instrument have been conducted over the span of 17 years and results indicated their high rates of validity (Akram, 2004). Data is tabulated and analyzed in percentages, mean, frequency, standard deviation, Pearson Correlation Coefficient and t-test in PASW Statistics 18.

4. RESULTS

In data analysis, Pearson correlation was run to find out the relationship between EI and language competence.

Table 1
Relationship Between EI and Language Competence

Variables	Correlation
Intrapersonal	0.334**
Interpersonal	0.514**
Adaptability	0.550**
Stress management	0.357*
General good	0.566**
Total IQ	0.783**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Results showed that EI has significant correlations with the academic achievements of the English language learners at TUELC as displayed in Table 1.

Table 2
Effect of EI on Language Competence of English Language Learners

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.783	.614	.604	3.9967

- EI as independent variable.
- Language Competence of English (achievement) as dependent variable.

Regression analysis ENTER method was used to find out effect of EI on language competence. Table 2 reflects the relationship between EI and Achievement (r = 0.783 and r square = 0.614) which means 61.4 % achievement is due to EI.

Table 3
Effects of EI on Language Competence of English Language Learners

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	964.978	1	964.978	60.411	.000
	Residual	606.997	198	15.974		
	Total	1571.975	199			

- Predictors: (Constant), EQ
- Dependent Variable: Achievement

Table 3 shows how (ANOVA) test was run to check the effects of EI on language competence. With scores of F= 60.411, p < 0.001, results show that there is a correlation between achievement and EI which is different from Zero reflecting that EI affects achievement.

DISCUSSION

The purpose of the present study was to find out if there is any positive relationship between emotional intelligence and academic success of the students studying English at TUELC. Findings reveal that there is an overall positive relationship between emotional intelligence and academic success of students. Students with high emotional intelligence had high academic achievement, while those who had low EQ-i performed low in academics. The correlation coefficient indicates that academic success was related to emotional intelligence and the trend shows that it may become significant if the population size is increased. Results also illustrate an overall positive relationship between composite scales of Bar-On's EQ-i (Intrapersonal, Interpersonal, Adaptability, Stress Management and General Good) and academic success. The correlation coefficients in all the five composite scales of emotional intelligence indicate a relationship with academic success. The present study findings seem compatible with those of Parker et al. (2004) who investigated the relationship between EI and academic success by collecting data from 667 students in a high school through Emotional Quotient Inventory. The findings reflected existence of a strong relationship between EI and academic achievement. Another study was conducted by Parker, Summerfeldt, Hogan, and Majeski (2004) on 372 freshmen students at Ontario University and findings showed a close relationship. The findings of the present research also confirm a significant correlation which is 0.783 between EI and academic success. Language competence was also analyzed with different dimensions of EI which also suggested a strong relationship with the language competence.

As far as various EI dimensions are concerned, general good and EI has a significant correlation of 0.566 and has been reflected as the most important aspect marking relationship with students' language competence. General good includes happiness which 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).

> 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).

Therefore, these arguments can be considered as consistent with the finding related to happiness. This result is also parallel with the results of optimism and happiness sub-factors which 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.

Second is adaptability, which means problem solving and flexibility, has a significant correlation of 0.550 with EI. Current research shows a significant relationship between problem solving and language competence. 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. They have the necessary motivation to solve that problem and they can identify the problem that impedes learning easily. Students with high problem solving skills could be more analytical about learning English. Bar-On's claim that the lack of problem solving skills in individuals may result in anxiety and depression (Bar-On, 2000) might be consistent with this. Şakrak (2009) also reported the same results related to Adaptability EQ. On the other hand, 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).

Third, interpersonal dimension includes interpersonal relationship and social interaction, and results reported a significant correlation of 0.514 in the present study results. 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 extroverts are likely to be less anxious than introverts (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).

Fourth dimension of EI is stress management which has a significant correlation (0.357) with EI. 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). Bar-On (2000) argues that if a person fails to handle stress 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 them to despair. Şakrak (2009) also found the same results related to Stress Management EQ.

The last dimension of EI is intrapersonal, which involves emotional self-awareness, assertiveness, self-regard and self-actualization, has a significant correlation (0.334) with EI. 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). Emotional self-awareness is necessary for reducing foreign language anxiety 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. 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). 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. 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). 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. Krashen (as cited in Young, 1991, p.427) suggests that a person's level of self-esteem is connected to his/her language learning. 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.

CONCLUSION

By looking into the results of this study, it is possible to claim that there is a positive connection between EI and language competence of English language learners at TUELC. The study was conducted on 200 undergraduate English language learners at male and female campuses. The data were collected through EQ-i and end-term English language exam result. The comparison showed that EI affects students' English language competence positively and effectively. The data were analyzed by applying correlation that proved that EI has a significant correlation with the language competence of the students. Regression analysis and t-test also proved positive effects of EI on language competence of the students at TUELC. The data also reflected the importance of various aspects of EI as general good, adaptability, interpersonal, stress management and intrapersonal. The present study findings confirm that EI training reduces the foreign language anxiety and improves self-esteem of the students resulting better communication skills. Also, findings proved a positive relationship between emotional intelligence and academic success of English language learners at TUELC. Those who are high in emotional intelligence also demonstrated high level of academic success and vice versa.

RECOMMENDATIONS

Keeping in view the present research findings, it is suggested that:

● A positive learning environment be established by teachers based on EI techniques for better teaching and learning;

● all the EI aspects including intrapersonal, interpersonal, adaptability, stress management and general good lead to better language learning process by reducing foreign language anxiety;

● interpersonal help students in creating better relationships with their peers which will reduce the fear of making mistakes in class and have a high positive impact on the language process;

● intrapersonal reduce students' feeling of foreign language anxiety;

● stress tolerance help students controlling their negative feelings to the learning process;

● general good help students in adopting themselves better to various language learning situations.

EI may improve social, emotional and behavioral skills through real-life role-play and problem-solving activities. Thus it will activate students' thinking skills in an ELT classroom.

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تقييم حاصل الذكاء العاطفي

تعليمات

يعتبر دليل حاصل الذكاء العاطفي (يتكون من 125 جملة) وسيلة قياس للذكاء العاطفي ويتكون من جمل تصف طرق شعور الناس وطرق تفكيرهم والطرق التي يتصرفون فيها في معظم المواقف. سوف تساعد الإجابات على هذه الجمل في تحليل شخصية الأشخاص المستطلعين. ويمكن أن تكون الإجابات كالتالي:

1. جدا نادر أو غير صحيح بالنسبة لي
2. نادرا صحيح بالنسبة لي
3. أحيانا صحيح بالنسبة لي
4. غالبا صحيح بالنسبة لي
5. غالبا صحيح بالنسبة لي أو صحيح بالنسبة لي

يرجى قراءة كل جملة بعناية ثم معرفة أي من الإجابات المذكورة سابقا تتوافق معك. لا توجد إجابات صحيحة أو خاطئة أو خيارات جيدةأو سيئة وبالتالي لا تترك أي جملة دون إجابة.وبما انه لا يوجد سقف زمني محدد للإجابات، يمكن الإجابة في غضون 30 إلى 45 دقيقة. يجب أن تكون الإجابة واقعية، أي تعبر عنتصرفك على الواقع وليس كما تحب أن تتصرف. ستستخدم جميع المعلومات التي تقدمهالأغراض البحث وستبقى في سرية تامة.

م	المؤشر	صحيح بالنسبة لي	غالبا صحيح بالنسبة لي	أحيانا صحيح بالنسبة لي	نادرا صحيح بالنسبة لي	غير صحيح بالنسبة لي
1.	أسلوبي في التغلب على الصعوبات يكون بالتحرك خطوة بخطوة.					
2.	أجد صعوبة في الاستمتاع بالحياة.					
3.	أفضل الوظيفة التي يقال لي فيها ما يجب علي فعله.					
4.	أستطيع التعامل مع المشاكل المزعجة.					
5.	أحب كل شخص أقابله.					
6.	أحاول أن اجعل من حياتي ذات معنى قدر المستطاع.					
7.	من السهل علي التعبير عن مشاعري.					
8.	أحاول أنأرى الأشياءكما هي في الواقعدونتخيلأوأوهام.					
9.	أنا على تواصل مع مشاعري.					
10.	ليس لدي القدرة على إظهار تعاطفي.					
11.	أنا واثقمننفسيفي معظمالمواقف.					
12.	لدي مشكلة في السيطرة على غضبي.					
13.	أجد صعوبة في البدءبأشياء جديدة.					
14.	عندما أواجه موقفا صعبا، أحب قدر المستطاع أن أجمع معلومات كافية عنه.					
15.	أحب مساعدة الناس.					
16.	أجد صعوبة في أن ابتسم.					
17.	ليس لدي القدرة على فهم الطريقة التي يشعر بها الناس الآخرون.					
18.	عند العمل مع الآخرين, أميل إلىالاعتماد على أفكار الآخرين أكثر من أفكاري.					
19.	أعتقد بأنني أستطيع التعامل مع المواقف الصعبة.					
20.	في الحقيقة لا اعرف ما أنا جيد فيه.					
21.	ليس لدي القدرة علىالتعبير عنأفكاريللآخرين.					
22.	أجد صعوبة في مشاركة مشاعري العميقة مع الآخرين.					
23.	ينقصني الثقة بنفسي.					
24.	متفائل في معظم الأشياء التي أقوم بها.					

To be continued

Continued

غير صحيح بالنسبة لي	نادرا صحيح بالنسبة لي	أحيانا صحيح بالنسبة لي	غالبا صحيح بالنسبة لي	صحيح بالنسبة لي	المؤشر	م
					عندما أبدأالحديث، فمن الصعب أن أتوقف.	25.
					بشكل عام، أجد صعوبة في التأقلم.	26.
					ارغب في الحصول على فكرة عامة عن المشكلة قبل محاولة حلها.	27.
					لا يزعجني الاستفادة من الناس، خصوصا إذا كانوا يستحقون ذلك.	28.
					أنا شخصمرحإلى حد ما.	29.
					أفضلأن يقوم الآخرون باتخاذ قرارات عني.	30.
					أستطيع التعامل معالضغط أوالإجهاد، بدون عصبية.	31.
					لديانطباع جيدعن الجميع.	32.
					أجد صعوبة في فهم الطريقة التي اشعر بها.	33.
					لقدأنجزتالقليلفي السنوات القليلةالماضية.	34.
					عندما أكونغاضبامن الآخرين، يمكنني أن اخبرهمبذلك.	35.
					كان لي تجاربغريبةلايمكن تفسيرها.	36.
					من السهل علي كسب أصدقاء.	37.
					لدي قدر جيد من احترام الذات.	38.
					اندفاعي يسبب مشاكل.	39.
					أجد صعوبة في رأييحول بعض الأشياء.	40.
					أنا جيد في فهم الطريقة التي يشعر فيها الآخرون.	41.
					عندماواجههمشكلة، فإن أول شيء أقوم به هوالتوقف والتفكير.	42.
					يجد الآخرون صعوبة في الاعتماد علي.	43.
					أنا راضي عن حياتي.	44.
					أجد صعوبة في اتخاذ قرارات بمفردي.	45.
					لا استطيع تحمل الضغط.	46.
					لم أقم بعمل أي شيء سيء في حياتي.	47.
					لا أستمتع بما أقوم به.	48.
					أجد صعوبة في التعبير عن مشاعري الحميمة.	49.
					لا يفهم الآخروبطريقة تفكيري.	50.
					بشكل عام، لدي آمل في الأفضل.	51.
					لا يخبرني أصدقائي عن الأشياءالحميمة التي تخصهم.	52.
					لا أشعر بالرضاء عن نفسي.	53.
					يقول لي الناس أن أخفضصوتيفيالمناقشات.	54.
					من السهلأنأتكيف مع الظروف الجديدة.	55.
					عندماأحاول حلمشكلة، أفكر بكلطرق الحل الممكنة ثم اعتمد أفضل الطرق لحلها.	56.
					أتوقف لمساعدة طفل يبكي لإيجاد والديه حتى لو كان من المفروض أناأكون في مكان آخر في نفس الوقت.	57.
					أكون مستمتع وأنا مع الطفل.	58.

Continued

غير صحيح بالنسبة لي	نادرا صحيح بالنسبة لي	أحيانا صحيح بالنسبة لي	غالبا صحيح بالنسبة لي	صحيح بالنسبة لي	المؤشر	م
					أنا مدرك للطريقة التي اشعر بها.	59.
					أجد صعوبة في السيطرة على قلقي.	60.
					لا شيء يزعجني.	61.
					لا اشعر بتلك المتعة في اهتماماتي.	62.
					عندما أختلفمع شخص ما،أستطيع أناأقول له ذلك.	63.
					أميلإلى فقدان التواصل مع ما يحدث حولي.	64.
					لا اندمج مع الآخرين بشكل جيد.	65.
					من الصعب علي تقبل نفسي كما أنا.	66.
					اهتم بما يحصل للآخرين.	67.
					أنا غير صبور.	68.
					لدي القدرة على تغيير العادات القديمة.	69.
					أجد صعوبة في تحديد الحل الأمثل لحل المشاكل.	70.
					إذا كان بإمكانيالإفلات عند خرق القانون في حالات معينة فأننيسأفعل.	71.
					أنا مكتئب.	72.
					اعرف كيف أحافظ على هدوئي في المواقف الصعبة.	73.
					لم اكذب في حياتي.	74.
					لدي الحافز في الاستمرار حتى عندما تكون الأشياء صعبة.	75.
					أحاول الاستمرار في الأشياء التي استمتع بها وأقوم بتطويرها.	76.
					أجد صعوبة في أنأقول "لا" عندما أريد ذلك.	77.
					استرسل في مخيلتي.	78.
					علاقاتي الحميمة تعني لي ولأصدقائي الكثير.	79.
					أنا سعيد بشخصيتي التيأنا عليها.	80.
					لدي اندفاعات قوية يصعب السيطرة عليها.	81.
					أجد صعوبة بشكل عام في عمل تغييرات في حياتي اليومية.	82.
					عندما اشعر بالضيق اعلم ما الذي يحدث لي.	83.
					أحاول التفكير في أكثر من طريقة ممكنة في التعامل مع الحالات التي تطرأ.	84.
					لدي القدرة على احترام الآخرين.	85.
					أنا لست سعيد بحياتي.	86.
					أناأميل لان أكون تابع أكثر من أكون قائد.	87.
					أجد صعوبة في مواجهةالأشياء الغير سارة.	88.
					لم أخالف أي نوع من القوانين.	89.
					استمع بالأشياء التي تثير اهتمامي.	90.
					من السهل علي أن اخبر الناس بما اعتقد.	91.
					أميلإلى المبالغة.	92.
					أنا حساس لمشاعر الآخرين.	93.

Continued

غير صحيح بالنسبة لي	نادرا صحيح بالنسبة لي	أحيانا صحيح بالنسبة لي	غالبا صحيح بالنسبة لي	صحيح بالنسبة لي	المؤشر	م
					لدي علاقات جيدة مع الآخرين.	94.
					اشعر بالراحة من جسمي.	95.
					أنا مندفع.	96.
					أجد صعوبة في تغيير أساليبي.	97.
					اعتقد انه مهم بالنسبة لي أناأكون مواطن يحترم القانون.	98.
					استمتع بعطلات نهاية الأسبوع و بالإجازات.	99.
					بشكل عام أتوقعأن تكون الأمور على ما يرام بالرغم من الانتكاسات من وقت لآخر.	100.
					أناأميلإلى التمسك بالآخرين.	101.
					لدي الإيمان بقدرتي على التعامل مع معظم المشاكل المزعجة.	102.
					لم اشعر بالحرج من أي شيء قمت به.	103.
					أحاول الحصول على اكبر قدر ممكن من الأشياء التي استمع بها.	104.
					يعتقد الآخرون انه ينقصني الإصراروتأكيد الذات.	105.
					يمكنني الانسحاب من أحلاماليقظة والرجوع إلى حقيقة الوضع الحالي.	106.
					يعتقد الناس بأني اجتماعي.	107.
					أنا سعيد بالطريقة التي أبدو عليها.	108.
					أجد صعوبة في وصف مشاعري.	109.
					لدي مزاج سيء.	110.
					بشكل عام أتعثر عند التفكير بطرق مختلفة لحل المشاكل.	111.
					من الصعب علي أنأرى الناس يعانون.	112.
					أحب الاستمتاع.	113.
					يبدو لي أنني احتاج الناس أكثر من احتياجهم لي.	114.
					اشعر بالقلق.	115.
					ليس لدي أيام سيئة.	116.
					أتفادى جرح مشاعر الآخرين.	117.
					ليس لدي فكرة جيدة عن ما أريد عمله في الحياة.	118.
					أجد صعوبة في الدفاع عن حقوقي.	119.
					أجد صعوبة في أبقاءالأشياء في المنظور الصحيح.	120.
					لا أبقى على تواصل مع الأصدقاء.	121
					أميلإلى الانفجار غضبا بسهولة.	122.
					يكون من الصعب علي أنأتكيفإذاأجبرت على مغادرة البيت.	123.
					قبل البداية بشيء جديد اشعر عادة باني سأفشل.	124.
					عندما انظر إلى ما لدي من نقاط جيدة وسيئة اشعر بالرضي عن نفسي.	125.

معلومات الطالب / الطالبة

اسم الطالب / الرقم الجامعي	
العمر	الجنس
المسار	الفصل الدراسي

المعلومات الأكاديمية

سنة التخرج من الثانوية:
الدرجات الكلية:
الدرجات التي حصل عليها الطالب:
الدرجات التي حصل عليها الطالب بالنسبة المئوية:

مع الشكر